

VIEWPOINT

VIDEO ACTIVITY WORKSHEETS

2

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CAMBRIDGE
UNIVERSITY PRESS

32 Avenue of the Americas, New York, NY 10013-2473, USA

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

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First published 2014

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Contents

Teaching notes	iv
1 A great read	1
2 Technology	5
3 Society	9
4 Amazing world	13
5 Progress	17
6 Business studies	21
7 Relationships	25
8 History	29
9 Engineering wonders	33
10 Current events	37
11 Is it real?	41
12 Psychology	45
Answer key	49
Video scripts	55

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: A great read, Lesson B

Before you watch

- A** Read the book genres below. Circle the one that is your favorite. What books have you read from that genre? What books would you like to read but haven't read yet? Write a few sentences about books in your favorite genre.

biographies

fiction

poetry

science fiction

classics

nonfiction

romance

While you watch

- A** Watch the video. Then, put the questions in the correct order (1–6).

- ___ What are you reading right now?
- ___ What classic literature have you read?
- ___ What did you read most recently?
- ___ Is it important to read classic literature?
- ___ Who's your favorite author?
- ___ What's your favorite piece of literature?



Sydney



Patricio



Ashley

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

1. Sydney's favorite author is Emily Dickinson.
2. Sydney has read every book that her favorite author has ever written.
3. Sydney found Shakespeare easy to understand in high school.
4. Sydney thinks that Shakespeare's plots and characters aren't relevant today.
5. Patricio's favorite piece of literature is a poem.
6. Patricio likes to read poems out loud.
7. Patricio doesn't enjoy reading nonfiction.

- | | |
|-------------------------------|--------------------------------|
| <input type="checkbox"/> True | <input type="checkbox"/> False |
| <input type="checkbox"/> True | <input type="checkbox"/> False |
| <input type="checkbox"/> True | <input type="checkbox"/> False |
| <input type="checkbox"/> True | <input type="checkbox"/> False |
| <input type="checkbox"/> True | <input type="checkbox"/> False |
| <input type="checkbox"/> True | <input type="checkbox"/> False |
| <input type="checkbox"/> True | <input type="checkbox"/> False |

Unit 1: A great read, Lesson B

- | | | |
|-----------------------------------------------------------------------------|-------------------------------|--------------------------------|
| 8. Patricio doesn't see the point of reading stories that are just made up. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 9. Ashley thinks that classic literature is important. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 10. The books that stick in Ashley's mind are cheap romance novels. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 11. Ashley reads all the time. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 12. Ashley listens to the radio and a lot of podcasts. | <input type="checkbox"/> True | <input type="checkbox"/> False |

After you watch

A Think about the experiences you have had with reading. Then, answer the questions below. Try to use the idioms in the box if appropriate.

come to grips with it	It's on the tip of my tongue.
comes to mind	learn it by heart
get something out of it	lose my train of thought
get your head around it	off the top of my head
I can't make heads or tails of . . .	see the point
It's beyond me.	stick in my mind

1. Do you like classic literature? Why or why not?

2. What book are you looking forward to reading? Why?

3. What was your favorite book when you were young? Why was it your favorite?

B Children are encouraged to read all the time. However, adults don't often take the time out of their busy schedules to read books. Do you think it is important for adults to spend time reading books? Why? What do books give us that we can't get from other forms of media? Write a paragraph about adult reading.

Unit 1: A great read, Lesson C

Before you watch

- A** What kinds of websites, blogs, magazines, and books do you read in a normal week? What kinds of things do you write? Write a few sentences.

- B** Complete the sentences with the words in the box. Make sure to use the correct form of *do*.

do believe	do enjoy	do make	do seem
------------	----------	---------	---------

1. There are a lot of celebrity gossip blogs out there. I shouldn't but I really _____ reading them.
2. I _____ that it makes a big difference when you write every day. I feel like I'm becoming a better writer.
3. I bought an e-reader last month. It _____ a big difference in the number of books I read.
4. I don't like spending a lot of time on social networks, but it _____ easier to keep in touch with friends in other towns when I do.

While you watch

- A** Read the views that are mentioned in the story. Then, watch the video and put the views into the correct order (1–5).

- _____ Anyone can write a blog.
- _____ Anyone can publish a novel online.
- _____ It's hard to determine if information on the Internet is correct.
- _____ People are reading and writing more than they used to.
- _____ It takes talent to be a good writer.



Left to right: Lorraine, Richard, and Sydney

Unit 1: A great read, Lesson C

B Who says these things? Check (✓) Lorraine, Sydney, or Richard.

	Lorraine	Sydney	Richard
1. I think the real problem is with nonfiction.	_____	_____	_____
2. Yes, well, it does seem that with social media everybody's writing something these days . . .	_____	_____	_____
3. . . . but how do you know if it's any good?	_____	_____	_____
4. I mean, I do like the fact that anyone can write a blog.	_____	_____	_____
5. It makes writing, well, more democratic somehow.	_____	_____	_____

After you watch

A Read the sentences. Write responses to the sentences. Use the auxiliary verbs *do* or *does* to add emphasis.

Example: Books that are published on the Internet are never as good as books published through a publishing house.

I do agree that the quality of Internet-published books is lower than the quality of traditionally published books.

1. I have a lot of friends who write blogs. I try to read them all but there are too many.

2. I have read so many more books since I got an e-reader.

3. I spend at least two hours a day reading emails.

4. I think that a lot of good writers are not getting published. Instead, publishing companies are picking books written by bad writers on the Internet who already have fans.

5. I think blogs are a huge waste of time. I feel like we should all be reading more books.

Unit 2: Technology, Lesson A

Before you watch

A Circle the information that you consider private.

photos of you and your friends

your parents' names

your dating history

your pets' names

your day-to-day life

your vacation plans

your home phone number

your work history

B Choose two pieces of information you consider private from the list above. Would you ever share them online? Why or why not? Write a few sentences.

While you watch

A Watch the video. Circle the topics that are mentioned.

1. *Sydney*

ignoring ads

sharing information on social networking sites

4. *Sydney*

real invasions of privacy

giving away your mailing address online

2. *Richard*

posting updates about what people are doing

invasions of privacy

5. *Lorraine*

websites selling your private information

defining privacy

3. *Lorraine*

difficult to define privacy

getting to know people around the world



Left to right: Sydney, Lorraine, and Richard

Unit 2: Technology, Lesson A

B Watch the video. Then, complete the sentences with the words in the box.

bombard	intimate details	post updates
brushing your teeth	on the other side of the world	programmed to monitor your email
creepy	personal information	so-called
eager		

1. Sydney thinks privacy has a different meaning partially because people share _____ online with many of their _____ friends.
2. Sydney thinks that things like _____ were once considered private.
3. Richard finds it annoying that people _____ about all the things they are doing.
4. Lorraine thinks that you can get to know people _____ better than your neighbor.
5. Sydney thinks that it is an invasion of privacy when online stores _____ people with personal recommendations.
6. Sydney feels that applications _____ are _____.
7. Websites that want mailing addresses and other _____ worry Lorraine.
8. Lorraine thinks that many people get taken in by websites that are _____ to sell their information to other companies.

After you watch

A What do you think about the lack of privacy that is caused by the Internet? Why do you think people are so interested in sharing their lives on the Internet? What do you think are the dangers of sharing private information online? Write a paragraph about privacy and the Internet.

Unit 2: Technology, Lesson C

Before you watch

A Do you multitask a lot? Look at the daily tasks below. Which two can you do at the same time? How many of these tasks can you do all at once? Write a few sentences.

cleaning	listening to an audio book	watching television
cooking	listening to music	working
driving	talking on the phone	working out
gardening	washing dishes	

While you watch

A Circle the correct sentence endings.

1. Tara and Ned are . . .
 - a. talking about the problems with multitasking.
 - b. talking about work.
 - c. talking about how great multitasking is.
2. Ned . . .
 - a. really isn't good at multitasking.
 - b. is interested in learning how to multitask.
 - c. may be better at multitasking than he thinks.
3. Tara . . .
 - a. read an article that said multitaskers and non-multitaskers are the same.
 - b. read an article that said multitaskers were more efficient.
 - c. read an article that said multitaskers were less efficient.



Tara and Ned

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

- | | | |
|---------------------------------------------------------------------------|-------------------------------|--------------------------------|
| 1. Ned works with headphones on all the time. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. Multitasking is not really an essential skill. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. Ned thinks that you can't possibly concentrate on more than one thing. | <input type="checkbox"/> True | <input type="checkbox"/> False |

Unit 2: Technology, Lesson C

- | | | |
|------------------------------------------------------------------------------------|-------------------------------|--------------------------------|
| 4. Tara read that if you're multitasking, you're doing things badly or not at all. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. Tara read that "high multitaskers" were faster. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. Multitasking might be harmful. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 7. Ned thinks that it is better to do many things at once. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 8. Doing one thing at a time is less efficient. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 9. People who think they are bad at multitasking are often pretty good at it. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 10. Ned might be better at multitasking than he thought. | <input type="checkbox"/> True | <input type="checkbox"/> False |

After you watch

A Complete the conversation with the responses in the box. Write the letters a–e.

- A. Did you know that young children can't really multitask?
B. Yeah. _____
A. But they get better at multitasking when they're older. _____
B. That's interesting. So I wonder which age group is the best at multitasking.
A. _____
B. Really? I guess that's not too surprising. I mean, nowadays, young people have a lot of things to keep in their heads.
A. It's true. _____
B. However, we all reach an age where we just can't do it anymore. I mean old people have trouble multitasking, right?
A. Yeah. _____

- a. Supposedly their developing brains just can't focus on more than one thing at a time.
- b. Apparently, when you get older, your brain is too full of different things and possibilities to be able to skip from one thing to another successfully.
- c. Invariably, we expect young people to be better at doing many things at once. So I guess society just trains them to be able to do it.
- d. Evidently, people between the ages of eighteen to twenty-five are the best multitaskers.
- e. Theoretically, children's brains develop more as they grow.

B What do you think about multitasking? Do you think it's possible to do many things at the same time and do them all well? Is multitasking important or inefficient? Should people be allowed and encouraged to multitask at work? Write a paragraph telling what you think about multitasking.

Unit 3: Society, Lesson A

Before you watch

A Think about the types of pressure that people deal with in their everyday lives. Circle the pressures that you have experienced.

pressure to be “perfect”

pressure to have children

pressure to be in a relationship

pressure to look like everyone else

pressure to be like everyone else

pressure to succeed in school

pressure to get married

pressure to succeed in work

pressure to have an active social life

B Choose two pressures from the list above. Write a few sentences about the best way to deal with them.

1. _____

2. _____

While you watch

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

1. Pressure to have more friends _____

a. Sonia

2. Pressure to be “perfect” _____

b. Victor

3. Pressure to get a job _____

c. Alba

4. Pressure to conform _____

5. Pressure to have a family _____



Sonia



Victor



Alba

Unit 3: Society, Lesson A

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

- | | | |
|-----------------------------------------------------------------------------------------|-------------------------------|--------------------------------|
| 1. Sonia was called a rebel when she was younger. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. Sonia was married by the time she was 27. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. Sonia has a successful career. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. Sonia thinks that all elderly people with families are happy. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. Victor quit his job because he hated it. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. Victor used to work in the advertising industry. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 7. Victor used to be under a lot of stress to have the right clothes and to be perfect. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 8. Victor makes less money now. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 9. Alba feels a lot of pressure to have more friends. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 10. Alba looks forward to hanging out with her co-workers on the weekends. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 11. Alba has a lot of friends on social networks. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 12. Alba doesn't understand why people don't have more friends online. | <input type="checkbox"/> True | <input type="checkbox"/> False |

After you watch

A What do you think about how Sonia, Victor, and Alba dealt with the pressures they encountered? Would you have dealt with them differently? Write a few sentences.

1. Sonia

2. Victor

3. Alba

B Social pressures can be good or bad. What do you think are some good social pressures? What do you think are bad social pressures? Write a paragraph about them.

Unit 3: Society, Lesson C

Before you watch

- A** What kinds of peer pressure did you experience when you were younger? Write a few sentences.

While you watch

- A** Watch the video. Then, check (✓) the topics that Carol and Ashley talk about.

- ☐ competition for jobs
- ☐ expectations that women will stay home and raise a family
- ☐ kids being pressured into getting a job too early
- ☐ men doing more of the in-office work
- ☐ pressure for young people to get good grades
- ☐ women doing more of the household chores
- ☐ young people feeling that they should get a new cell phone every year



Carol and Ashley

- B** Watch the video. Circle the correct option to complete the sentences.

1. Carol thinks that life was ____ when she was Ashley's age.
a. harder b. easier c. boring
2. When Carol was younger, there wasn't peer pressure about ____.
a. being a good housewife b. working c. fashions and cell phones

Unit 3: Society, Lesson C

3. When Carol was younger, women were expected to _____.
a. stay home and raise a family b. go to work every day and make money
c. work from home while raising a family
4. When Carol was younger, _____.
a. men's options were limited b. women could do anything they wanted
c. women couldn't do everything they wanted
5. They say that _____.
a. women do more chores than men b. men do more chores than women
c. women and men do the same amount of chores
6. Ashley thinks the worst pressure is _____.
a. to spend more time with friends b. to get good grades c. to get a job
7. There is no way to know if you will get a job _____.
a. even if you have already had one b. even if you do a lot of volunteer work
c. even if you study hard
8. There are a lot of people who are _____ nowadays.
a. looking for jobs b. doing well in school c. working really hard

After you watch

A Read the sentences. Write a contrasting view using one of the expressions in the box.

Having said that, (though), But then, (But) then again

Example: Young people today face peer pressure to be the best at everything.

Having said that, though, I feel that a lot of that pressure is more from parents than from other kids or society.

1. I think it's crazy that young people feel like they have to have all the latest fashions.

2. Women are still doing most of the household chores, which is just not right because they often work just as much as men.

3. There is a lot of peer pressure for young people to get good grades so that they can get a good job.

Unit 4: Amazing world, Lesson B

Before you watch

A Complete the sentences with the words in the box.

arable	cold	mountainous
arid	encroach	sandy
barren	hot	

1. Some deserts can be _____. They're located in or around a large mountain range.
2. Most people think that all deserts are _____ like the beach.
3. When deserts expand, they threaten our _____ land. We need that land for growing crops.
4. Some deserts are _____, which seems strange since I always think of deserts as being hot.
5. We visited the Great Sandy Desert in Australia last year. It was really _____. I think it reached over 100 degrees Fahrenheit while we were there!
6. Everyone thinks that deserts are _____, but they're often full of life.
7. Most deserts are very hot and _____. They don't get much rain or moisture at all.
8. Deserts can _____ on (or take over) the lands around them. We must be careful to try to prevent that from happening.

While you watch

A Watch the video. Check (✓) true or false.

- | | | |
|-----------------------------------------------------------------------|-------------------------------|--------------------------------|
| 1. According to the video, animals can't survive in a desert climate. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. According to the video, desertification is a danger. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. Deserts often have a lot of plants. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. Deserts are only hot and sandy. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. Only lizards live in deserts. | <input type="checkbox"/> True | <input type="checkbox"/> False |

B Watch the video. Circle the correct option to complete the sentences.

1. Deserts are among the most _____ landscapes on earth.
a. diverse b. boring c. arable
2. Deserts cover approximately _____ of the earth's land surface.
a. one-half b. one-third c. one-fourth
3. Only about 10 percent of the world's deserts are covered with _____.
a. mountains b. cracked, arid land c. sand dunes
4. A desert is defined as an area that has less than 250 millimeters of _____.
a. rain per year b. rain per month c. snow per year
5. Deserts are commonly believed to be _____.
a. full of life b. wastelands c. full of camels

Unit 4: Amazing world, Lesson B

6. Despite common beliefs, deserts are often very rich in _____.
a. lizards b. people c. plant life
7. Many species of animals can survive in the desert because they've _____.
a. been trained to find water
b. been trained to live under the sand
c. adapted to the environment
8. One problem with deserts is that they _____ arable land.
a. expand and encroach on
b. ignore
c. bring down the property value of
9. The Gobi desert has been expanding. This process is known as _____.
a. spreading
b. desertification
c. seeping all of the water out of the ground
10. China started _____ to try to keep the Gobi desert from expanding any further.
a. filling in holes with water to create lakes
b. planting grasslands
c. planting trees

After you watch

- A** Think about the different kinds of deserts. What did the video teach you about deserts that you didn't already know? Which type of desert would you like to visit? Why? Write a paragraph about deserts.

Unit 4: Amazing world, Lesson C

Before you watch

A Complete the sentences with the words in the box.

apathetic	exploit	overfished	species	subsidize
-----------	---------	------------	---------	-----------

1. I can't believe that we've _____ so many different kinds of fish. We're not leaving enough of them to breed and replace the ones we've taken. What would we do if those fish became extinct?
2. It seems so wrong to _____ fish. We really shouldn't take advantage of them, and there really isn't anything the poor fish can do to stop us.
3. There are so many different _____ of fish. I don't understand why we don't try to farm more types of fish instead of just killing whole populations.
4. So many people are _____ about where their food comes from. They're not very concerned about how our food is caught and killed.
5. Governments should _____ fish farms instead of large-scale fishing operations. Farmed fish is more environmentally friendly, and it helps to keep wild fish safe. Governments should really use their money to support farms before large fishing companies.

While you watch

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

- | | | |
|------------------------------------------|-------|-------------|
| 1. The biggest issue is overfishing. | _____ | a. Patricio |
| 2. Governments give subsidies. | _____ | b. Lorraine |
| 3. Fish became more affordable. | _____ | c. Ashley |
| 4. Farmed fish is better than wild fish. | _____ | |
| 5. The public is apathetic. | _____ | |



Left to right: Lorraine, Ashley, and Patricio

Unit 4: Amazing world, Lesson C

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

- | | | |
|-------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------|
| 1. One-half of the world's fish species have been completely exploited. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. Patricio thinks it's only a matter of time before the fishing industry completely fails. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. The international community hasn't been increasing fishing. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. Big commercial fleets are more efficient at finding fish. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. Fish hasn't become cheaper. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. The fishing industry has been slow to respond to concerns. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 7. Apathy hasn't affected the overfishing problem. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 8. Patricio thinks that the biggest problem is killing too many wild fish. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 9. Lorraine thinks that the biggest problem is that consumers aren't interested in eating fish. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 10. Ashley thinks that government subsidies and consumer apathy are to blame. | <input type="checkbox"/> True | <input type="checkbox"/> False |

After you watch

A Read the statements and questions about overfishing. Then, write responses that add information and focus on a new idea. Try to use the expressions in the box.

Also, . .	Additionally, . . .
And then . . .	In addition, . . .
. . . as well	What's more, . . .
. . . not to mention . . .	On top of that, . . .

1. Overfishing is a big problem. What will we do when we've made all of the species we eat extinct?

2. I think pollution is a bigger problem than overfishing. I mean, humans produce a lot of garbage.

3. More people are eating fish because it is a healthier source of protein. But you need to be careful about what type of fish you eat.

Unit 5: Progress, Lesson A

Before you watch

A Complete the sentences with the words in the box. There is one extra word.

compact	innovative	portable
countless	obsolete	standard

1. Before I got my GPS, I got lost _____ times. I could never get anywhere without help. It was really embarrassing.
2. I like the new, more _____ tablets. The smaller size is much more convenient.
3. I would never get a GPS device for my car. I have GPS on my phone, which is much more _____. I can bring it with me whether I'm driving, walking, or taking public transportation.
4. I feel that the home phone has become _____. I honestly don't know why people still have them. I mean everyone has a cell phone nowadays.
5. There are some truly _____ apps that you can add to your smartphone. You can do everything from tracking calories to watching movies to ordering food, all just by touching an app on your phone.

While you watch

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

- ☐ how to use a GPS device
- ☐ integrating GPS into everyday technology
- ☐ integrating GPS into aircraft and ship designs
- ☐ the size and usefulness of compasses
- ☐ how useless compasses are nowadays
- ☐ the ways that GPS devices are not useful
- ☐ using compasses on land and sea

B Watch the video. Circle the correct option to complete the sentences.

1. The most rudimentary instrument used to find direction is the _____.
a. GPS b. satellite c. compass
2. The compass was probably invented by _____.
a. the Chinese b. Americans c. the Spanish
3. The original compass design was likely based on _____.
a. graphite b. the lodestone c. zinc
4. The compass functions _____.
a. better in the daylight b. better when it's raining
c. equally well in all conditions
5. The design of the magnetic compass _____.
a. hasn't changed in centuries b. has changed a couple of times
c. changes once every few years
6. Alternatives to the compass were developed thanks to _____.
a. the Internet b. satellite technology c. email

Unit 5: Progress, Lesson A

7. GPS was originally developed _____.
a. to reduce traffic b. to decrease accidents c. for the military
8. According to the video, GPS is used to _____.
a. track migrating birds b. help locate people who are lost c. track fish
9. According to the video, GPS is being incorporated into _____ as standard.
a. cars b. aircraft and ships c. bicycles

After you watch

A Answer the questions below. Try to use some of the words in the box.

compact	humble	obsolete	significant
countless	innovative	portable	standard
functional	integral	rudimentary	

1. What gadget do you use every day? What do you do with it?
- _____
- _____
- _____
2. What electronics do you have that are older? Why haven't you replaced them?
- _____
- _____
- _____
3. What is your favorite piece of technology that has come out in the past few years? Why is it your favorite?
- _____
- _____
- _____
4. What gadget do you want to buy but have been waiting to purchase? Why do you want it? Why have you been waiting?
- _____
- _____
- _____
5. When was the last time you bought a computer? How have computers changed since you last bought one?
- _____
- _____
- _____

Unit 5: Progress, Lesson C

Before you watch

- A** What do you think is the most significant achievement that man has made in the last 20 years? Why is it so important? Write a few sentences.

While you watch

- A** Watch the video. On the left, check the topics that are discussed. On the right, put them in the correct order.

- ☐ countries without space programs ____
- ☐ money wasted on space travel ____
- ☐ other things we could spend the money on ____
- ☐ spending money improving the environment ____
- ☐ technology benefits from space programs ____
- ☐ television programs about space exploration ____
- ☐ we should make our world better ____



Jack and Alba

- B** Listen for these sentences. Circle the correct option to complete the sentences.

1. Alba feels that money is being ____ going into space.
a. well spent b. wasted c. spent appropriately
2. Jack thinks that space exploration is ____ because of the things that have been discovered.
a. worthwhile b. not really worth it c. not really interesting

Unit 5: Progress, Lesson C

3. ____ came from space programs.
a. The Internet b. SUVs c. Satellite technology
4. Alba thinks that we should spend space program money on things like ____.
a. cars b. schools c. the environment
5. Jack ____ that space program money would be better spent on other things.
a. doesn't think b. thinks c. doesn't care
6. Jack thinks that the space program is important because it ____.
a. encourages kids to go into the arts
b. encourages adults to do better
c. encourages kids to go into science and engineering
7. Jack thinks it is important to ____.
a. look beyond our immediate environment
b. continue to explore
c. stop exploring and not look beyond where we are
8. Alba thinks that we should spend our time and money ____.
a. cleaning up the environment
b. researching more energy-efficient fuel sources
c. making the world a better place

After you watch

A Read the statements. Write responses. Use the expressions in the box to make your point.

(Let's) put it this way: . . .

To put it another way: . . .

Let me put it another way: . . .

(I) look at it this way: . . .

One way to look at it is (that) . . .

Just think.

(Just) think about it.

1. Going into space is one of the most important things that humankind has ever done.

2. I think that instead of wasting money going into space, humankind should have spent more on protecting our environment.

3. If we had spent more money researching alternative energy sources and less money on the space programs, the world wouldn't be so dependent on oil.

Unit 6: Business studies, Lesson B

Before you watch

- A** Look at the list of items below. Which ones would you prefer to buy online? Which ones would you prefer to buy in a store? Add some of your own ideas to each list.

books	clothes	groceries	pet supplies
car	computer	movie tickets	pets
cell phone	furniture	music	refrigerator

Buy online	Buy in a store

- B** Look at your lists above. Which one has the most items? In general, do you prefer that method of shopping? Why or why not? Write a few sentences.

While you watch

- A** Read the topics that are mentioned in the story. Then, watch the video and put the views into the correct order (1–5). Cross out the one view that is not mentioned.

- ___ Small retail stores might be better.
- ___ Stores are trying to make more appealing atmospheres.
- ___ All stores will have an online component soon.
- ___ A “third place” is a social space in a store.
- ___ In-store music can irritate or relax customers.
- ___ Online shopping has grown.

Unit 6: Business studies, Lesson B

B Watch the video. Circle the correct option to complete the sentences.

1. An increase in online shopping has led stores to look for new ways to _____ customers into their stores.
a. lure b. appeal c. intimidate
2. Stores are trying all sorts of new things to _____ customers to shop in person instead of online.
a. scare off b. lose c. convince
3. Sometimes stores use _____ and special offers to tempt people to shop in person.
a. intimidation b. lower prices c. sales clerks
4. Stores are trying to woo customers with things like conventional _____ with high-tech facilities.
a. coffee b. prices c. layout and décor
5. Some stores are trying to entice customers with _____ for self-service ordering for home delivery.
a. terminals b. layout and décor c. woo
6. Other stores are creating social spaces called “_____” where people can enjoy coffee and a place to read and relax.
a. coffee shops b. third places c. restaurants
7. Many stores are making friendlier atmospheres to try to avoid _____.
a. scaring people off b. boring people c. annoying people
8. Stores are trying to appeal to people by making stores more like _____.
a. work b. the Internet c. home
9. Smaller stores are less _____.
a. interesting b. intimidating c. special
10. Smaller stores will probably outnumber _____ in the future.
a. superstores b. Internet stores c. grocery stores

After you watch

- A** What do you think about the trend toward more online shopping? Do you think we still need stores or can we do all of our shopping online? What kinds of things are better to shop for in person? Why? Write a paragraph about shopping and stores.

Unit 6: Business studies, Lesson C

Before you watch

A Make a list of some companies that you know of and the good things that they do.

Companies	Good things those companies do

B Choose two companies from the list above. Write a few sentences about whether you are more likely to patronize those companies. Why or why not?

1. _____

2. _____

While you watch

A Watch the video. Cross out the topics that aren't mentioned.

1. buycotting
protesting
boycotting
2. companies doing business ethically
customers' influence on companies
pressure from shareholders
3. People want businesses to give something back.
People want businesses to be green.
People want businesses to have ethical practices.



Ned and Dion

Unit 6: Business studies, Lesson C

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

1. Ned is asking about boycotting. ☐ True ☐ False

2. Dion has never heard of boycotting. ☐ True ☐ False

3. Ned is telling Dion about buying products to support corporate policies. ☐ True ☐ False

4. Dion doesn't think that consumers have that much influence. ☐ True ☐ False

5. Ned doesn't think companies should listen to their customers. ☐ True ☐ False

6. Ned thinks people want businesses to give something back to the community. ☐ True ☐ False

7. Dion thinks that the notion of corporate social responsibility is popular. ☐ True ☐ False

8. Dion thinks that companies do what is good for their consumers. ☐ True ☐ False

After you watch

A What company would you consider boycotting? What company would you consider buycotting? Why? Write a short paragraph about some companies that deserve to be boycotted and buycotted and why.

Unit 7: Relationships, Lesson B

Before you watch

A Complete the sentences with the expressions in the box. There is one extra expression.

back and forth	sooner or later
give-and-take	stop and think
pick and choose	success or failure
slowly but surely	

1. I believe that everyone should _____ before they decide to get married. Too many people rush into marriage without really considering what they are doing.
2. Figuring out a relationship can be hard. You have to _____ work through the little issues as they come up. I mean you can't solve everything all at one time.
3. You can't just _____ the things about your partner that you love. I believe you should love and accept every part of the other person, not just the parts you like.
4. Just like marriage, having children involves a lot of _____. One person doesn't simply get what they want all the time. You have to learn to help each other out and both sacrifice for the good of the family.
5. I think money will always become a problem _____, so it is best to talk about it early and often in relationships. If you wait, the problems will just be worse.
6. I think that good communication is really the thing that can mean the _____ of a marriage. Couples who communicate well will do well; couples who can't communicate won't.

While you watch

A Watch the video. Then, put the topics in the order they are mentioned.

- _____ compromising
- _____ discussing important issues
- _____ divorce rates
- _____ long work weeks
- _____ resolving differences
- _____ spending money

B Watch the video. Circle the correct option to complete the sentences.

1. Everyone is _____ reading the divorce statistics.
a. sick and tired of b. happy to be c. slowly but surely
2. In many Western countries, around _____ of marriages end in divorce.
a. sixty percent b. forty percent c. eighty percent
3. Many couples _____ important issues before the wedding.
a. fail to discuss b. talk about c. ignore
4. If couples talked about things more before they got married, they would save _____.
a. money b. themselves from getting married c. pain and suffering

Unit 7: Relationships, Lesson B

5. Money will become a problem in every marriage _____.
a. right after the wedding b. slowly but surely c. sooner or later
6. Couples need to agree on _____.
a. how much to spend on an apartment
b. how much to spend on children
c. how much they will spend and their financial goals
7. Couples need to be honest about _____.
a. how many hours a week they intend to work
b. how much money they will make
c. who will work and who will not work
8. Couples need to discuss if they would _____ because of work.
a. get a divorce b. wait to have children c. move to another city
9. Every marriage has its _____.
a. problems b. ups and downs c. happy times
10. How you resolve problems is _____ to the success of a marriage.
a. critical b. not important at all c. something that only matters a little

After you watch

A Do you agree or disagree with the opinions presented in the article? Write a few sentences about the topics mentioned.

1. Money

2. Work

3. Conflicts

B What issues do you feel are most important for couples to discuss and agree upon? Why? Write a paragraph about the things couples should discuss and agree upon.

Unit 7: Relationships, Lesson C

Before you watch

- A** There are so many Internet dating sites out there. How do you think people choose which dating site to use? How do you think people choose online dating over more traditional dating? Write a few sentences.

While you watch

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

1. Tara and Alba are talking about . . .
 - a. dating websites.
 - b. long-distance dating.
 - c. Tara's boyfriend.
2. Alba . . .
 - a. thinks long-distance dating is great.
 - b. doesn't think Internet dating sites are safe.
 - c. isn't really interested one way or another in dating.
3. Tara . . .
 - a. is married.
 - b. doesn't talk to her dates before she meets them.
 - c. thinks that online dating is a great idea.



Alba and Tara

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

- | | |
|----------------------------------------------------------------------------------|--------------------------------------------------------------|
| 1. Alba is going on a date tonight. | <input type="checkbox"/> True <input type="checkbox"/> False |
| <hr/> | |
| 2. Tara thinks that everybody is using dating sites. | <input type="checkbox"/> True <input type="checkbox"/> False |
| <hr/> | |
| 3. Tara thinks that online dating is just like being at a party. | <input type="checkbox"/> True <input type="checkbox"/> False |
| <hr/> | |
| 4. Alba thinks that you don't really need to get to know people you meet online. | <input type="checkbox"/> True <input type="checkbox"/> False |
| <hr/> | |
| 5. Tara thinks online dating is not worth the time it takes. | <input type="checkbox"/> True <input type="checkbox"/> False |
| <hr/> | |

Unit 7: Relationships, Lesson C

6. When you date online you don't waste time on people you aren't interested in dating. ☐ True ☐ False

7. Alba spends a lot of time working. ☐ True ☐ False

After you watch

A Read the sentences. Then write comments that summarize and finish the points. Try to use the expressions in the box.

at the end of the day	in a word	when all's said and done
in the end	in a nutshell	

Example: My best friend met her husband on an Internet dating site. They have a lot in common and they have the same views about family and lots of other things. They're perfect for each other.

In a nutshell, they had the perfect online dating experience. It sounds like they couldn't have done better if they had met each other in person first.

1. Activity clubs are a great way to meet people. You're all getting together to do something that you're interested in. It's perfect.

2. Online dating really gives you more people to choose from. Video chatting, email, and other online interactions make distance less of a problem than it used to be.

3. It's too hard to find the time to go out and meet people. Even if I met someone that way, I don't know that I'd even have time to date.

B Think about dating today. Why do you think so many people use Internet dating sites? Are there better ways to meet people? What do you think about Internet dating sites? Write a paragraph about online dating.

Unit 8: History, Lesson A

Before you watch

A Look at the historical figures below. Draw a line from each figure to the sentence that describes him or her.

- | | |
|----------------------|----------------------------------------------------------------------------------------------|
| 1. Cleopatra | a. This Italian painter's most famous work is the <i>Mona Lisa</i> (or <i>La Gioconda</i>). |
| 2. Leonardo da Vinci | b. There have been many movies and plays made about this important leader of ancient Egypt. |
| 3. Simón Bolívar | c. This person is thought to have written many classic Chinese texts. |
| 4. Confucius | d. This British scientist is known for discovering gravity. |
| 5. Sir Isaac Newton | e. This Venezuelan is commonly known as <i>El Libertador</i> . |

B Choose a historical figure from the list above. What else do you know about this person? Write a few sentences.

While you watch

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

- | | |
|---------------------------|-------------|
| 1. Cleopatra ____ | a. Nate |
| 2. Confucius ____ | b. Ashley |
| 3. Sir Isaac Newton ____ | c. Patricio |
| 4. Leonardo da Vinci ____ | d. Lorraine |
| 5. Simón Bolívar ____ | |



Nate



Ashley



Patricio



Lorraine

Unit 8: History, Lesson C

Before you watch

A Write the correct word or words from the box to complete the sentences.

disputes	engaging in dialog	saw the point	through the ages
distorts	negotiated	talks just break down	

1. Personally I never _____ in studying history. I mean, it just never made any sense to me and seemed like a waste of time.
2. I don't think that humans have really changed that much _____. I feel like we are essentially the same now as we were one hundred years ago.
3. History often _____ the facts. I bet that if you could go back in time you would learn things about historical figures that are very different from the facts we study today.
4. A lot of history is seeing how we resolved _____. I mean, think of how many wars we avoided by _____ with the other side. History is really the story of different sides talking through conflicts.
5. I think it would be awesome to go back in time to see how the great leaders _____ with the other side for peace. That is the real interesting part of history: great men and women talking with their enemies to reach a compromise.
6. Sometimes, no matter how much people want peace, they just can't agree on a solution that is best for everyone. Then, _____. Of course when talking doesn't work, we go to war.

While you watch

A Watch the video. Put the topics that are discussed into the correct order (1–5). There is one extra topic. Cross it out.

- _____ studying ancient history
- _____ dealing with disputes in a different way
- _____ facts getting distorted
- _____ not liking history in school
- _____ not repeating the same mistakes
- _____ understanding what society was like



Tara and Ned

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

1. Ned thinks that remembering a lot of dates is a waste of time. ☐ True ☐ False

2. Tara says that dates are the most important part of history. ☐ True ☐ False

Unit 8: History, Lesson C

3. According to Ned, facts often get mixed up. ☐ True ☐ False

4. Tara thinks it is important to find out the truth in order to avoid repeating past mistakes. ☐ True ☐ False

5. Ned believes that we've learned a lot from history. ☐ True ☐ False

6. Tara claims that we can't solve arguments in different ways. ☐ True ☐ False

7. Ned says that most of the time talks don't solve anything. ☐ True ☐ False

8. Ned really doesn't think that we can learn much from history. ☐ True ☐ False

9. Tara thinks that we can't learn anything from history. ☐ True ☐ False

After you watch

A Read the conversations. Write responses that express your opinions. If you don't want to talk about the topic, use expressions to avoid talking about the topic.

1. A. I think that we need to study history or we are doomed to repeat it.

B. I don't think that studying history does us any good.

C. _____

2. A. I think that the last war is a perfect example of why we should study history.

B. I think that all wars are a good reason to study history.

C. _____

3. A. I feel like a lot of the mistakes being made by our government now are similar to ones made in the past.

B. Don't get me started on people repeating their past mistakes. Our government needs to take some history classes.

C. _____

Unit 9: Engineering wonders, Lesson A

Before you watch

A Complete the sentences with the words in the box.

artificial	central	encountering	potential
branch	civil	fade-resistant	scratchproof

1. My smartphone's screen is made from _____ material. I can just throw it in my bag with my keys and other sharp objects and it always comes out completely fine with no scratches.
2. My favorite jeans are made with this great _____ dye. No matter how many times I wash them, the color stays exactly as bright as the day I bought them.
3. I'm amazed at how _____ technology is to our everyday lives. I honestly can't imagine how I could get through my day without the Internet or my smartphone.
4. Which _____ of science interests you the most: physical science, earth science, or life science?
5. You really can't get away from _____ engineers. Their work is everywhere, particularly if you live in a city. They are the reason that buildings and bridges don't collapse!
6. You really can't go anywhere today without _____ advanced technology. It's driving your car, it's in your phone—there are even sensors in the street.
7. There's no sunlight in this room, so I have to decorate it with _____ plants and flowers. They're not real; they're made of plastic.
8. My cousin is such a talented dancer and practices for a few hours every day. She has the _____ to become a professional ballerina some day.

While you watch

A Watch the video. What are these engineering fields responsible for? Circle the correct answer.

1. *Chemical engineers*
create plastic and other chemicals
create chemicals to make people healthier
2. *Materials science engineers*
work with materials such as ceramics, plastics, and metals
work with drugs and other types of chemicals
3. *Civil engineers*
work on urban planning
only build bridges
4. *Biomedical engineers*
work to improve health care
work to help other engineers

Unit 9: Engineering wonders, Lesson A

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

- | | | |
|--------------------------------------------------------------------------------|-------------------------------|--------------------------------|
| 1. Engineers use their knowledge of math and science to solve problems. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. Chemical engineers help produce make-up and medicines. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. Chemical engineers don't really have anything to do with harmful chemicals. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. Materials science engineers aren't involved in other areas of engineering. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. The work of civil engineers is in all cities and towns. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. Civil engineers don't work on bridges, only buildings. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 7. Biomedical engineers combine the fields of engineering and medicine. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 8. Biomedical engineers can design anything except artificial body parts. | <input type="checkbox"/> True | <input type="checkbox"/> False |

After you watch

A What interests you the most about each field of engineering? If you were an engineer, in what area of each field do you think you would perform well? In what area do you think you would be weaker? Write a few sentences.

1. chemical engineering

2. materials science engineering

3. civil engineering

4. biomedical engineering

Unit 9: Engineering wonders, Lesson C

Before you watch

A Look at the problems. Then look at the possible ways that engineers can solve the problems. Draw a line from the problem to the possible solution.

Problems

1. traffic congestion
2. not enough clean drinking water
3. unsafe buildings
4. cars that burn too much fuel
5. bacteria that's resistant to antibiotics

Solutions

- a. cheap and effective water purifiers
- b. new and useful chemicals and medicines
- c. "smart" plates in the roads that sense how many cars are in line at each stoplight
- d. electric cars
- e. better, safer building materials

While you watch

A Watch the video. Check (✓) the topics that Sonia and Victor talk about.

- ☐ better roadways
- ☐ cheaper sources of fuel
- ☐ clean water
- ☐ colonies on Mars
- ☐ engineering challenges
- ☐ the environment
- ☐ solar energy
- ☐ the world's population



Victor and Sonia

B Watch the video. Circle the correct option to complete the sentences.

1. Sonia was listening to a report about _____.
 - a. engineering challenges of today
 - b. engineering challenges of the future
 - c. engineering challenges of the past
2. Victor assumes that the report Sonia listened to was talking about _____.
 - a. building a colony in space
 - b. building a colony under the sea
 - c. building better cities
3. Sonia mentions that it takes _____ to get to Mars.
 - a. four months
 - b. several months
 - c. seven months

Unit 9: Engineering wonders, Lesson C

4. Victor assumes that engineers will be challenged to find _____.
 - a. cheaper sources of fuel
 - b. a way to make gasoline cheaper
 - c. a way to make gasoline more expensive
5. One of the energy challenges that Sonia heard was _____.
 - a. finding a way to make wind energy work
 - b. finding a way to make corn-based gas work
 - c. finding a way to make solar energy economical
6. There was one challenge that was surprising given _____.
 - a. the environment
 - b. space exploration
 - c. the weather
7. The need to find ways to provide access to clean water makes sense given that _____.
 - a. some places got no rain last year
 - b. oceans cover most of the earth's surface
 - c. the glaciers are melting
8. According to the report Sonia listened to, one in six people _____.
 - a. didn't have a place to live
 - b. didn't have enough money for gas
 - c. didn't have access to clean water

After you watch

A Read the questions. Then, write responses. Use facts to support your opinions and thoughts. Try to use the expressions in the box.

considering	given (that / the fact that)	in view of / in light of (the fact that)
-------------	------------------------------	------------------------------------------

1. What do you think is the biggest challenge facing engineers today?

2. What do you think about the clean-water concerns they talk about in the video?

3. What do you think about engineers looking for new energy sources?

Unit 10: Current events, Lesson A

Before you watch

A Complete the sentences with the phrases in the box. There is one extra phrase.

bomb went off	fueled speculation	ruled out the possibility
compensate the victims	mobilized riot squads	

1. A _____ downtown. The devastating blast took down three buildings, killed 10 people, and injured countless others.
2. Authorities have _____ of a second shooter in last month's mass shooting in a library downtown. Footage recovered from a camera on the street showed a single shooter leaving the scene.
3. The company that was responsible for last year's chemical spill has taken responsibility and agreed to _____. This announcement came just in time because many people have been forced to abandon their homes.
4. The protests downtown continue for a third week. The vital vote is scheduled for this evening and police have _____ just in case the demonstrations become violent tonight.

While you watch

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

- | | |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1. oil spill
cleaning up an oil spill
compensating victims | 3. someone announcing a campaign for president
someone announcing a campaign for senator
the president having surgery |
| 2. an explosion
a terrorist attack
a plane crash | 4. protesters camping out at the stock exchange
stocks recovering
stock market plunge |

B Which news story contains the sentences? Check (✓) first, second, third, or fourth.

- | | first | second | third | fourth |
|---------------------------------------------------------------------------------------------------------------------------------|-------|--------|-------|--------|
| 1. Investors might have been worrying unnecessarily after the stock market plunged to an all-time low last month. | _____ | _____ | _____ | _____ |
| 2. Investigators are not sure what caused the explosion, but have not ruled out the possibility that it was a terrorist attack. | _____ | _____ | _____ | _____ |
| 3. Local businesses were rumored yesterday to be considering legal action, claiming for loss of income and livelihood. | _____ | _____ | _____ | _____ |

Unit 10: Current events, Lesson A

	first	second	third	fourth
4. While the senator seems not to be announcing her campaign just yet, . . .	_____	_____	_____	_____
5. The marches seem to have been going peacefully so far.	_____	_____	_____	_____
6. . . . the president will be undergoing routine surgery later this week . . .	_____	_____	_____	_____
7. A spokesman for the oil company said that they are committed to compensating victims affected by the spill.	_____	_____	_____	_____
8. Three people were reported to have been acting suspiciously in the financial district, . . .	_____	_____	_____	_____

After you watch

A Read the news article topics. Then, write a few sentences about each topic as if you were writing a news article.

1. a big advance in cancer research

2. country-wide economic problems

3. mass food poisoning caused by a bad crop of spinach

B What was the most important event in the news this week? How many places did you see it (newspaper, television, online, etc.)? Why was it important? Which media source had the best coverage and why? Write a paragraph about this week's most important news story and what you thought about it.

Unit 10: Current events, Lesson C

Before you watch

A Look at the different methods of checking the news. Circle the ones you use every week.

checking online news sites

reading news tweets

getting news updates in your email

reading the newspaper

getting news updates on your phone

watching news programs on television

reading news magazines

B Write a few sentences about why you prefer that method to check the news instead of the others.

While you watch

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

1. Who claims some people are addicted to the news?

☐ Jill

☐ Dion

2. Who talks about television news channels?

☐ Jill

☐ Dion

3. Who hates news tickers?

☐ Jill

☐ Dion

4. Who mentions public radio first?

☐ Jill

☐ Dion



Jill and Dion

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

1. Jill knows a guy at work who has a bunch of news apps on his phone.

☐ True

☐ False

2. Dion's girlfriend never watches news channels.

☐ True

☐ False

3. Dion thinks that his girlfriend uses reality television shows as background noise.

☐ True

☐ False

Unit 10: Current events, Lesson C

4. Jill thinks that news channels just repeat the same things over and over. ☐ True ☐ False

5. Jill finds news channels annoying. ☐ True ☐ False

6. Dion thinks that news tickers are really helpful. ☐ True ☐ False

7. Jill hates public radio. ☐ True ☐ False

8. Dion heard a report about an investment company. ☐ True ☐ False

After you watch

A Complete the conversation with the responses in the box. Write the letters a–e.

A. Do you ever listen to public radio?

B. Sometimes. _____

A. That's cool. It really is my favorite way to get the news.

B. Really? _____

A. Oh no, I don't find them boring at all. In fact, I love listening to the radio personalities.

B. _____

A. Well, how do you like to get your news?

B. _____

A. I guess. I never thought about it that way. What's your favorite site?

B. _____

- a. Those radio news people, they really have amazing voices. So I can agree with you there.
 - b. The Internet. That's the best way to get the news. It's fast, and there are a bunch of different sites so you can get different perspectives!
 - c. It kind of puts me to sleep, listening to the dry way they tell the news.
 - d. The *New York Times*. That's really the best site for news on the Internet.
 - e. My roommate, he listens to it all the time while he's painting.

B How often do you think people should check the news? What do you think is the best method for checking the news? Why? Write a paragraph about checking the news.

Unit 11: Is it real?, Lesson A

Before you watch

- A** Imagine that there is a threat to civilization. The news is telling everyone to prepare. What would you do to prepare for the collapse of civilization? Write a few sentences.

- B** Complete the sentences with the words in the box.

bound	debris	imminent	wipe out
catastrophe	doomsayer	stockpiled	

1. I feel like some kind of horrible technological disaster is _____ to happen. There's no escaping it: Society is just too dependent on technology.
2. My cousin is a _____. He is constantly telling everyone that the end of the world is coming. He has _____ a bunch of food and candles in his basement. What is he going to do with all of that food if there isn't a natural disaster? It's just going to go to waste.
3. I think that some kind of big _____ is _____. You never know when _____ from an asteroid is going to hit the earth. Even lots of little pieces of asteroid could be disastrous. Anything big falling from outer space could _____ the national power grid. We would all be in big trouble if we didn't have any power.

While you watch

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

- ___ buying supplies just in case
- ___ failure of the national grid
- ___ people stockpiling food and other survival equipment
- ___ the likelihood of an asteroid hitting the earth
- ___ the world ending sooner than we think
- ___ Y2K

- B** Watch the video again. Complete the sentences with the words and phrases in the box.

asteroid strike	imagined	regular white candles
baked beans	preppers	unprepared
computers recognized dates	natural disaster	Y2K
fall in the water		

1. _____ are people who believe that the world as we know it is going to end.
2. Some people think that a _____ is bound to happen eventually.
3. If society were to collapse tomorrow, the host's family is _____.
4. The host wonders which threats are real and which ones are _____.

Unit 11: Is it real?, Lesson A

5. The great panic that computer systems around the world were about to crash because of the way _____ was called _____.
6. Another thing people panic about is a possible _____.
7. NASA says that although debris from space will probably hit the earth, it will likely _____.
8. The host is going to go to the store and pick up _____ and _____ . Just in case.

After you watch

A Are these threats to society likely or unlikely to happen? Why? How should people prepare for them? Write a few sentences.

1. an asteroid strike

2. a natural disaster

3. failure of the national grid

4. a plague

Unit 11: Is it real?, Lesson C

Before you watch

A Have you ever caught someone telling a lie? What happened? Write a few sentences.

While you watch

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

1. Who tells a story about a kid catching his mom telling a lie?
☐ Tania
☐ Tom
2. Who talks about not being comfortable with a white lie?
☐ Tania
☐ Tom
3. Who thinks you should tell people that their white lie is wrong because not saying anything is a lie?
☐ Tania
☐ Tom



Tania and Tom

B Watch the video. Circle the correct option to complete the sentences.

1. A friend of Tania's was telling her son _____.
a. how it's not good to tell lies b. how it's OK to tell lies c. how all lies are fine
2. Tania's friend was going into _____.
a. a grocery store b. a bank c. an amusement park

Unit 11: Is it real?, Lesson C

3. Tania's friend told people that he was 11 years old to get _____.
a. her son in for free b. a cheaper ticket c. him onto a rollercoaster
4. Tom thinks that what Tania's friend did _____.
a. is fine b. isn't a big deal c. doesn't seem right
5. Tania's friend thinks that a white lie _____.
a. isn't a big deal b. is wrong c. is something you laugh off
6. Tania is _____ the white lie that her friend told.
a. totally fine with b. not comfortable with c. not interested in
7. Tania _____ when she was talking to her friend about the white lie.
a. laughed it off b. called her friend on it c. was just awkward
8. Tom thinks that Tania _____ to her friend.
a. shouldn't have said anything
b. should have said something
c. should have stopped her friend from telling the lie

After you watch

A Read the sentences. Write responses. Make sure to use expressions to express your concerns.

Example: She told them her son was 11 to get the reduced rate. And her son called her on it.

Well, yeah. I mean, that doesn't seem right.

1. I hate it when my friends lie to me about what they're doing. I understand they are trying to spare my feelings, but just tell me the truth.

2. Sometimes you have to lie to children about things for their own good.

3. I've never lied to my spouse. I think it's bad for a marriage when people keep secrets and lie to each other.

B Imagine that you are at a dinner party. The food isn't very good, but the woman who cooked it is very proud of the meal. Everyone else tells the woman that dinner is delicious. What would you do? Would tell the woman that her dinner was good? Or would you tell her the truth? Why? What would you say if you told her about her bad food? Write a paragraph.

Unit 12: Psychology, Lesson A

Before you watch

- A** Think about one of your friends. When did that friend start to become independent from his or her parents? What were the first things that he or she did to become independent? Write a few sentences.

- B** Look at the list of steps to becoming independent below. Circle the steps that you think are most important and number them in the order you think they should occur.

- | | |
|--------------------|---------------------------------------|
| ___ buying a house | ___ getting a job |
| ___ cooking | ___ managing finances |
| ___ doing laundry | ___ moving out of your parents' house |
| ___ getting a car | ___ opening a credit card account |

While you watch

- A** What does each person talk about? Cross out the topics that aren't mentioned.



Nate

1. Nate

He has always been independent.
His parents wanted him to make his own decisions.
His parents wanted him to be dependent on them.



Dion

2. Dion

He didn't find it hard to leave home.
His parents encouraged him to leave home.
His parents were fine when he left home.



Alba

3. Alba

She was totally fine on her own when she left home.
She wasn't very independent when she left home.
She didn't know how to do many things.

Unit 12: Psychology, Lesson A

B Who says these things? Check (✓) Nate, Dion, or Alba.

	Nate	Dion	Alba
1. I guess they were big believers in children being responsible for themselves and their own choices.	_____	_____	_____
2. I wish mine had been more supportive of me doing things by myself.	_____	_____	_____
3. But at the time, they encouraged me to leave without me realizing how difficult it was for them.	_____	_____	_____
4. I couldn't cook, didn't know how to do laundry.	_____	_____	_____
5. My mom said later that she and my dad dreaded me leaving and hated the thought of them becoming "empty nesters."	_____	_____	_____
6. Like, I remember us setting off on a trip one time, and it was snowing, and I wouldn't wear a coat.	_____	_____	_____
7. I mean, there's nothing wrong with children relying on their parents.	_____	_____	_____
8. She always hated people complaining about things that are their own fault.	_____	_____	_____

After you watch

A What age should young adults start to become independent? What kinds of things (doing their own laundry, getting a job, moving out of their parents' house, managing their own finances, etc.) should they be doing for themselves at that age? At what age should an adult be completely independent? Write a paragraph about your views of young adult independence.

Unit 12: Psychology, Lesson C

Before you watch

- A** Have you ever judged someone by his or her appearance? Why did you judge the person? What about his or her appearance struck you and why? Write a few sentences.

- B** Have you ever been judged by your appearance? What happened? Write a few sentences.

While you watch

- A** Circle the correct answers.

- Sydney and Nate are talking about . . .
 - what Sydney wore to work today.
 - what Nate wore to work today.
 - how appearance matters in society.
- Nate . . .
 - thinks that there might be good reasons for judging people on their looks.
 - thinks that it is just wrong to judge people on their looks.
 - doesn't really care about judging people on their looks.
- Sydney thinks that . . .
 - unattractive people should try harder.
 - it is sometimes okay to judge people on their appearance.
 - there is something wrong with employers only hiring people who are attractive.



Sydney and Nate

Unit 12: Psychology, Lesson C

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

- | | | |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------|
| 1. Sydney was in a class that talked about appearance in society. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. Sydney heard that attractive people do better in job interviews. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. Sydney heard that good-looking people are less likely to get hired or promoted. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. Nate suggests that employers might think that people who make an effort to look good probably make an effort at work. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. Sydney says that skills and education aren't as important as how you look. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. Nate doesn't believe we should bother with how we look. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 7. In general, Sydney doesn't think that it's right to judge people on their appearance. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 8. Nate agrees that employers should always hire people based on their looks. | <input type="checkbox"/> True | <input type="checkbox"/> False |

After you watch

A Read the sentences. Write responses that consider different sides of the argument.

Example: I think that appearance shouldn't have anything to do with being hired for a job. It should be all about experience and skills.

Well, I think people should look good when they apply for a job. It's respectful and shows that you care about effort. At the same time, sometimes the person who has the best skills doesn't look the way you expect.

1. I can't believe that some companies use appearance as one of the reasons to promote people.

2. I think it's hard not to judge people based on their appearance. I mean, we're all more comfortable with appearances that we know and understand.

3. Appearances can be deceiving. Just because someone is attractive or well dressed doesn't make him a nice person.

Worksheets answer key

Unit 1

Lesson B Before you watch (p. 1)

A

Answers will vary.

Lesson B While you watch (p. 1)

A

6 What are you reading right now?

2 What classic literature have you read?

4 What did you read most recently?

5 Is it important to read classic literature?

1 Who's your favorite author?

3 What's your favorite piece of literature?

B

1. False 4. False 7. False 10. True

2. True 5. True 8. True 11. False

3. False 6. True 9. False 12. True

Lesson B After you watch (p. 2)

A & B

Answers will vary.

Lesson C Before you watch (p. 3)

A

Answers will vary.

B

1. do enjoy 2. do believe 3. does make 4. does seem

Lesson C While you watch (p. 3)

A

2 Anyone can write a blog.

4 Anyone can publish a novel online.

5 It's hard to determine if information on the Internet is correct.

1 People are reading and writing more than they used to.

3 It takes talent to be a good writer.

B

1. Lorraine 3. Richard 5. Sydney

2. Lorraine 4. Sydney

Lesson C After you watch (p. 4)

A

Answers will vary.

Unit 2

Lesson A Before you watch (p. 5)

A & B

Answers will vary.

Lesson A While you watch (p. 5)

A

1. sharing information on social networking sites

2. posting updates about what people are doing

3. getting to know people around the world

4. real invasions of privacy

5. websites selling your private information

B

1. intimate details; so-called

2. brushing your teeth

3. post updates

4. on the other side of the world

5. bombard

6. programmed to monitor your email; creepy

7. personal information

8. eager

Lesson A After you watch (p. 6)

A

Answers will vary.

Lesson C Before you watch (p. 7)

A

Answers will vary.

Lesson C While you watch (p. 7)

A

1. a 2. c 3. c

B

1. False 4. True 7. False 10. True

2. False 5. False 8. False

3. True 6. True 9. True

Lesson C After you watch (p. 8)

A

a, e, d, c, b

B

Answers will vary.

Unit 3

Lesson A Before you watch (p. 9)

A & B

Answers will vary.

Lesson A While you watch (p. 9)

A

- | | |
|-------------------|------|
| 1. c | 4. a |
| 2. b | 5. a |
| 3. doesn't belong | |

B

- | | | |
|----------|----------|-----------|
| 1. True | 5. False | 9. True |
| 2. False | 6. False | 10. False |
| 3. True | 7. True | 11. False |
| 4. False | 8. True | 12. False |

Lesson A After you watch (p. 10)

A & B

Answers will vary.

Lesson C Before you watch (p. 11)

A

Answers will vary.

Lesson C While you watch (p. 11)

A

- ✓ competition for jobs
- ✓ expectations that women will stay home and raise a family
- ✓ pressure for young people to get good grades
- ✓ women doing more of the household chores

B

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

Lesson C After you watch (p. 12)

A

Answers will vary.

Unit 4

Lesson B Before you watch (p. 13)

A

- | | |
|----------------|-------------|
| 1. mountainous | 5. hot |
| 2. sandy | 6. barren |
| 3. arable | 7. arid |
| 4. cold | 8. encroach |

Lesson B While you watch (p. 13)

A

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

B

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

Lesson B After you watch (p. 14)

A

Answers will vary.

Lesson C Before you watch (p. 15)

A

- | | | |
|---------------|--------------|--------------|
| 1. overfished | 3. species | 5. subsidize |
| 2. exploit | 4. apathetic | |

Lesson C While you watch (p. 15)

A

- | | | | | |
|------|------|------|---------|------|
| 1. a | 2. c | 3. b | 4. none | 5. c |
|------|------|------|---------|------|

B

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

Lesson C After you watch (p. 16)

A

Answers will vary.

Unit 5

Lesson A Before you watch (p. 17)

A

- | | | |
|--------------|-------------|---------------|
| 1. countless | 3. portable | 5. innovative |
| 2. compact | 4. obsolete | |

B

Answers will vary.

Lesson A While you watch (p. 17)

A

- ✓ integrating GPS into everyday technology
- ✓ integrating GPS into aircraft and ship designs
- ✓ the size and usefulness of compasses
- ✓ using compasses on land and sea

B

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

Lesson A After you watch (p. 18)

A

Answers will vary.

Lesson C Before you watch (p. 19)

A

Answers will vary.

Lesson C While you watch (p. 19)

A

- ✓ money wasted on space travel 1
- ✓ other things we could spend the money on 3
- ✓ technology benefits from space programs 2
- ✓ we should make our world better 4

B

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

Lesson C After you watch (p. 20)

A

Answers will vary.

Unit 6

Lesson B Before you watch (p. 21)

A & B

Answers will vary.

Lesson B While you watch (p. 21)

A

- 5 Small retail stores might be better.
- 3 Stores are trying to make more appealing atmospheres.
- ~~All stores will have an online component soon.~~
- 2 A “third place” is a social space in a store.
- 4 In-store music can irritate or relax customers.
- 1 Online shopping has grown.

B

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

Lesson B After you watch (p. 22)

A

Answers will vary.

Lesson C Before you watch (p. 23)

A & B

Answers will vary.

Lesson C While you watch (p. 23)

A

- 1. protesting
- 2. pressure from shareholders
- 3. People want businesses to be green.

B

- 1. False. Ned is asking about boycotting.
- 2. False. Dion is not sure whether he has heard of boycotting.
- 3. True
- 4. True
- 5. False. Ned thinks that companies should listen to their customers.
- 6. True
- 7. True
- 8. False. Dion thinks that companies only do what's good for their bottom line.

Lesson C After you watch (p. 24)

A

Answers will vary.

Unit 7

Lesson B Before you watch (p. 25)

A

- | | |
|----------------------|-----------------------|
| 1. stop and think | 4. give-and-take |
| 2. slowly but surely | 5. sooner or later |
| 3. pick and choose | 6. success or failure |

Lesson B While you watch (p. 25)

A

- 6 compromising
2 discussing important issues
1 divorce rates
4 long work weeks
5 resolving differences
3 spending money

B

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

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

1. a 2. b 3. c

B

1. False. Tara is going on a date tonight.
2. True
3. True
4. False. Alba thinks it's better to get to know people first.
5. False. Tara thinks online dating is convenient.
6. True
7. False. Tara spends a lot of time working.

Lesson C After you watch (p. 28)

A & B

Answers will vary.

Unit 8

Lesson A Before you watch (p. 29)

A

1. b 2. a 3. e 4. c 5. d

B

Answers will vary.

Lesson A While you watch (p. 29)

A

1. b 2. d 3. none 4. a 5. c

B

- | | |
|-------------|-------------|
| 1. Nate | 5. Patricio |
| 2. Ashley | 6. Lorraine |
| 3. Lorraine | 7. Ashley |
| 4. Lorraine | 8. Nate |

Lesson A After you watch (p. 30)

A

Answers will vary.

Lesson C Before you watch (p. 31)

A

- | | |
|---------------------|---------------------------------|
| 1. saw the point | 4. disputes; engaging in dialog |
| 2. through the ages | 5. negotiated |
| 3. distorts | 6. talks just break down |

Lesson C While you watch (p. 31)

A

- ~~studying ancient history~~
5 dealing with disputes in a different way
3 facts getting distorted
1 not liking history in school
4 not repeating the same mistakes
2 understanding what society was like

B

1. True
2. False. Tara thinks history is not just about learning dates.
3. True
4. True
5. False. Ned thinks we have learned nothing from history.
6. False. Tara thinks we can solve arguments in different ways.
7. True
8. True
9. False. Tara thinks we can learn a lot from history.

Lesson C After you watch (p. 32)

A

Answers will vary.

Unit 9

Lesson A Before you watch (p. 33)

A

- | | |
|-------------------|-----------------|
| 1. scratchproof | 5. civil |
| 2. fade-resistant | 6. encountering |
| 3. central | 7. artificial |
| 4. branch | 8. potential |

Lesson A While you watch (p. 33)

A

- create plastic and other chemicals
- work with materials such as ceramics, plastics, and metals
- work on urban planning
- work to improve health care

B

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

Lesson A After you watch (p. 34)

A

Answers will vary.

Lesson C Before you watch (p. 35)

A

1. c 2. a 3. e 4. d 5. b

Lesson C While you watch (p. 35)

A

- ✓ cheaper sources of fuel
- ✓ clean water
- ✓ colonies on Mars
- ✓ engineering challenges
- ✓ solar energy

B

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

Lesson C After you watch (p. 36)

A

Answers will vary.

Unit 10

Lesson A Before you watch (p. 37)

A

- bomb went off
- ruled out the possibility
- compensate the victims
- mobilized riot squads

Lesson A While you watch (p. 37)

A

- cleaning up an oil spill
- a plane crash
- someone announcing a campaign for senator
- protesters camping out at the stock exchange

B

- | | | |
|-----------|-----------|-----------|
| 1. fourth | 4. third | 7. first |
| 2. second | 5. fourth | 8. second |
| 3. first | 6. third | |

Lesson A After you watch (p. 38)

A&B

Answers will vary.

Lesson C Before you watch (p. 39)

A&B

Answers will vary.

Lesson C While you watch (p. 39)

A

1. Jill 2. Dion 3. Dion 4. Jill

B

- True
- False. Dion's girlfriend watches news channels all the time.
- False. Dion's girlfriend uses news channels as background noise.
- True
- True
- False. Dion thinks that news tickers are distracting.
- False. Jill likes public radio.
- True

Lesson C After you watch (p. 40)

A

e, c, a, b, d

B

Answers will vary.

Unit 11

Lesson A Before you watch (p. 41)

A

Answers will vary.

B

1. bound
2. doomsayer; stockpiled
3. catastrophe; imminent; debris; wipe out

Lesson A While you watch (p. 41)

A

- 6 buying supplies just in case
- 2 failure of the national grid
- 1 people stockpiling food and other survival equipment
- 5 the likelihood of an asteroid hitting the earth
- 3 the world ending sooner than we think
- 4 Y2K

B

1. Preppers
2. natural disaster
3. unprepared
4. imagined
5. computers recognized dates; Y2K
6. asteroid strike
7. fall in the water
8. baked beans; regular white candles

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

1. Tania
2. Tania
3. Tom

B

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

Lesson C After you watch (p. 44)

A & B

Answers will vary.

Unit 12

Lesson A Before you watch (p. 45)

A&B

Answers will vary.

Lesson A While you watch (p. 45)

A

1. His parents wanted him to be dependent on them.
2. His parents were fine when he left home.
3. She was totally fine on her own when she left home.

B

1. Nate
2. Alba
3. Dion
4. Alba
5. Dion
6. Nate
7. Alba
8. Nate

Lesson A After you watch (p. 46)

A

Answers will vary.

Lesson C Before you watch (p. 47)

A&B

Answers will vary.

Lesson C While you watch (p. 47)

A

1. c
2. a
3. c

B

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

Lesson C After you watch (p. 48)

A

Answers will vary.

Video scripts

Unit 1

Lesson B

Lorraine In class this week, we discussed the claim that young people don't read literature anymore. So I'm interviewing students to find out if that's true. Hi, Sydney.

Sydney Hi!

Lorraine Sydney, do you read literature?

Sydney I do!

Lorraine Good! So who's your favorite author?

Sydney Well, let's see. . . . I love Isabel Allende's novels. Her best one was . . . oh, wait. It's on the tip of my tongue, um, . . . *The Stories of Eva Luna*. I would love to write like her, but I'll never be able to. She's so talented, and she tells these amazing, magical stories. I've read every book she's ever written. I hope she writes a new one soon.

Lorraine What classic literature have you read?

Sydney I enjoy reading Shakespeare. We had to read his plays in high school – well, we were supposed to – but they were too difficult, and I couldn't make heads or tails of them. It can be hard to get your head around the language. But actually, once you come to grips with it, you can see how the plots and characters are still relevant today.

Lorraine What's your favorite piece of literature?

Patricio Interestingly enough, it's actually a poem. It's one I learned by heart when I was a kid. It's about cats, and I can still recite the whole thing. I can't remember who wrote it, though. As kids we used to love reading poems out loud. I still like to, actually.

Lorraine So, what about books? What did you read most recently?

Patricio Off the top of my head, I can't think of anything. Um, let's think. No, nothing comes to mind. I don't read a lot of books, but the ones I like tend to be things like biographies, um, nonfiction, where you learn something and get something out of it. I don't see the point of reading stories that are just made up.

Lorraine Is it important to read classic literature?

Ashley Not really. It's beyond me why people think you should read the classics. You don't have to. I know I probably shouldn't read trashy novels, and I try not to, but some of my favorite books are just cheap romance novels by unknown authors. They're the ones that stick in my mind.

Lorraine What are you reading right now?

Ashley Actually, to tell the truth, I don't read much nowadays. I used to. In fact, I was an avid reader; I used to read a lot, but these days I prefer not to. I listen to the radio more, or podcasts, because with, um, sorry . . . I lost my train of thought. Um, yeah.

Lesson C

Professor Not long ago, they were predicting that because of the increase in phone and computer use, people would stop reading and writing. But we haven't. In fact, we're reading and writing more than we did. So, are there implications of this for literature? And if so, what?

Lorraine Yes, well, it does seem that with social media everybody's writing something these days, like blogs and check-ins and status updates. I know I am.

Sydney Which is a good thing. I mean, I do like the fact that anyone can write a blog. It makes writing, well, . . . more democratic somehow.

Professor I do think, though, that it gives the impression that anybody can be a writer. But doesn't it take talent to be a good writer? And if not, then does that mean anything goes?

Richard Yes, nowadays anyone can publish a novel online, but how do you know if it's any good? How do we evaluate it?

Lorraine Do you need to, though? I think the real problem is with nonfiction. I mean, how do you determine what information you read on the Internet is accurate and reliable?

Professor Yes, indeed. That's just as important, if not more important.

Unit 2

Lesson A

Professor In the college debate next week, the subject to be discussed is changing attitudes toward privacy. Do you think privacy has a different meaning nowadays?

Sydney Yes, definitely. I mean, people put pictures online and share intimate details with hundreds of so-called friends on social networks. You can watch videos of absolutely

anything, you know, people brushing their teeth – all kinds of things that were once considered private.

Richard Right. And every few minutes, they post updates saying what they're doing. "The cat just bit me," or "Gonna wash my hair." We don't need to know things like that.

Lorraine True. You can get to know more about people on the other side of the world than about someone next door or the guy upstairs. But I guess it's pretty harmless.

Sydney Maybe, but what about real invasions of privacy? Like online stores bombard you with ads offering personal recommendations because they know what you've searched for. And applications programmed to monitor your email, then on your screen you get those pop-up ads based on what you've just written? They're the ones I find creepy.

Lorraine Well, you can just ignore ads. What worries me is the information demanded from you if you just want a username for a website – sometimes they want your mailing address, cell phone number, date of birth . . . everything. There must be a lot of people happy to give away all this information, but they have no idea of how it'll be used. They get taken in by websites eager to make money by selling their databases to other companies.

Professor Privacy is not an easy concept to define. So let's see if we can come up with a definition of privacy.

Unit 3

Lesson A

Sonia Growing up, I was always branded a rebel, which is a little unfair. I guess, though, that I've never really conformed to social norms, being single and not having had any children at the ripe old age of 30! I just never met anyone, working as hard as I do. But having built up a successful career, I'm happy with my life choices. People say, "Oh, you'll regret it when you're old and lonely." But looking around, I see plenty of elderly people with families who are still lonely.

Victor I recently decided to get out of the rat race, having been in it most of my adult life. I'd been thinking about doing something different, but then I got laid off and was offered a generous severance package. So, presented with a golden opportunity to change my life, I bought a small restaurant here. Working in the PR industry, people are under enormous pressure, you know, to look good, have the right clothes, and be "perfect," which is really stressful. Not to mention the work hours. I got out. I'm earning less now, running this place, but I just know I'll be a lot happier going forward.

Alba Thinking about it, this is probably going to sound silly, but I feel tremendous pressure to have an active social life. I don't have that many friends

Lesson C

Ned All these people with headphones on – working, emailing, messaging . . . I couldn't possibly do that.

Tara Me neither.

Ned I mean, multitasking is supposedly an essential skill these days, and theoretically, you can pack 12 hours into an 8-hour day, but I'm skeptical. You can't possibly concentrate on more than one thing.

Tara Well, I was reading about this recently, and evidently, if you're multitasking, you're either doing things badly or not at all.

Ned So there's been research on this, presumably?

Tara Yeah. Apparently, they gave people these tasks to do and found that "high multitaskers" weren't just slower; they had poor memories and couldn't switch tasks easily, either. So being able to multitask is really a myth and might even be harmful.

Ned Sounds like there's a lot to be said for doing one thing at a time.

Tara Well, it's almost invariably more efficient. And ironically, the people who said they were bad at multitasking performed better than those who said they were good at it, and vice versa.

Ned Maybe I'd be better at it than I thought, then.

compared to my co-workers, or so it seems. I dread Fridays, when they ask if I'm going out with friends on the weekend. And speaking of friends, with social networking, you're supposed to have hundreds of them, and I don't. I mean, not wanting to be rude or anything, I can't see how you can have that many friends, really.

Lesson C

Carol I do think life was a lot easier when I was your age — for young people, I mean.

Ashley You do? In what way?

Carol Well, there wasn't all this peer pressure to have the latest fashions and cell phones and that sort of thing. But having said that, there were other pressures.

Ashley Like what?

Carol Oh, back in the day, women were expected to stay home and raise a family. I mean, some women worked, but even so, their options were limited.

Ashley Well, I guess that's changed, which is good. But then again, they say women still do more of the household chores.

Carol True.

Ashley I think the worst thing now is like pressure to get good grades. You can study and study, but even then, you're not guaranteed a good job at the end of it.

Carol Yes, there's so much competition for jobs nowadays. But then, I suppose there always was.

Unit 4

Lesson B

Deserts are, for lack of a better description, among some of the most fascinating and diverse landscapes on earth. They cover approximately one-third of the earth's land surface and stretch across all continents. But what is a desert? Most people think of them as hot, sandy places thanks to photographs of sand dunes in the Sahara desert. But in fact, only about 10 percent of the world's deserts are covered with sand dunes, including the Sahara. In line with United States Geological Survey definitions, a desert is an area that has less than 250 millimeters (10 inches) of rain per year. So Antarctica is a desert, apart from being one of the coldest places on earth. And in addition to cold deserts, there are also mountainous deserts.

Deserts are also commonly believed to be wastelands, on account of their harsh living conditions for wildlife and plants. But far from being barren, deserts are often very rich in plant life. Death Valley in the United States has over 1,000 plant species in spite of the fact that it has some of the most extreme conditions. And many species of animals can also survive in a desert climate by virtue of having adapted to the environment. Some, like the camel, can go up to eight days without drinking. As for smaller mammals, many have adapted by means of living underground or by hunting only at night.

One problem with deserts is that they expand and encroach on arable land. In fact, there is great concern in many parts of the world about this process, known as "desertification." Take for example the Gobi desert, which has spread, in part due to the fact that agricultural practices have changed from those in use prior to the 1950s.

China was faced with increasing areas of arid land in place of its valuable grasslands. And, as a result of

experiencing increasingly severe dust storms, China has started planting trees with the aim of halting desertification. By the end of the planned 70-year project, they will have planted more than 4,500 kilometers (approximately 2,800 miles) of trees.

Lesson C

Patricio Well, the biggest issue seems to have been overfishing. Something like three-quarters of the world's fish species have been completely exploited. It's only a matter of time before the fishing industry collapses completely.

Lorraine Not to mention all the other industries that depend on it. So who or what's responsible for it all?

Patricio Well, the international community has been increasing fishing capacity, for one thing . . .

Ashley And additionally, governments give subsidies, so large-scale fishing operations took over. And big commercial fleets are much more efficient at finding fish as well.

Lorraine And on top of that, I guess consumers got used to having a wide variety of fish available, so the demand was there. Also, fish became much more affordable. But I don't know if they need teachers, really.

Ashley What's more, the public has, to a large extent, been pretty apathetic. And then industry has been slow to respond to concerns. In any case, apathy has contributed to the problem.

Unit 5

Lesson A

The most rudimentary instrument that has been widely used for centuries to find direction is the magnetic compass. It was probably invented by the Chinese and was based on the metal lodestone, which had long been admired for its ability to point toward north. Countless lives have undoubtedly been saved over the centuries on land and at sea thanks to the compass, which functions equally well in daylight, darkness, or thick fog.

Even in our electronic age, magnetic compasses are still being made, and their basic design has not changed for centuries. They are compact, functional, and portable.

Toward the end of the twentieth century, alternatives to the compass were being intensively developed, and significant advances were made — thanks to satellite technology.

GPS is now an integral part of our daily lives, making moving maps, communicating with smartphones, and offering handheld location devices. It had originally been developed for military purposes, but it soon became part of everyday technology, and innovative ways to use GPS — from tracking migrating birds to helping golfers judge their shots — are continually being found through ongoing research.

The system has already been incorporated into aircraft and ship design as standard, and many other technologies also derive considerable benefit from it.

But what about the humble compass? Is it obsolete now? Has it been completely forgotten? What do you think?

Lesson C

Alba I see another rocket's just been launched. All this money that's being wasted on going into space. Just think what could have been done with those billions of dollars!

Jack Yes, . . . but one way to look at it is that all kinds of things have been discovered through space exploration.

Alba Like what?

Jack Well, satellite technology, more accurate weather forecasting — they've both come from space programs. And you can't say that we don't need those things.

Alba Absolutely not. But I look at it this way: there are other things we could spend the money on. Don't you think it would have been better spent on things like schools?

Jack Not necessarily. But anyway, things like the space program encourage kids to go into science and engineering. It makes it exciting. I mean, life would be very limited if we never looked beyond our immediate environment.

Alba Well, let me put it another way: maybe we should explore space but not till we've made our own world a better place.

Jack Maybe. Maybe not.

Unit 6

Lesson B

How do you lure people into a retail store? Lower prices will tempt some people, and some will be attracted by special offers, but others know they can probably get what they want cheaper online. In most developed economies, online shopping has grown steadily by about 20 percent a year, while in-store shopping has more or less remained stagnant. To compete, retail stores need to find other ways to persuade customers to leave their computers, and convince them that there's a better shopping experience in store.

But coaxing people to come in and buy is not so easy. Some retailers have found that an effective way of wooing customers is to create a store that combines conventional décor and layout with high-tech facilities. Such an environment may look very traditional but also offers facilities like self-service checkouts. Another store might have terminals with self-service ordering for home delivery. Yet another might entice customers by creating a social space — a so-called “third place” between work and home — where people can enjoy coffee or read in a relaxed setting without feeling pressured into buying things they don't need. Any store that makes people feel at ease will probably generate more business.

No store wants to scare people off or discourage them from buying products by creating a cold, unfriendly atmosphere. Some evidence points to the fact that in-store music relaxes customers. Other evidence suggests it can actually irritate people. Equally, no store wants to be so overwhelming that it puts people off or even alienates them. There's a fine balance between deterring customers and drawing them in.

The atmosphere needs to appeal to you, be like your home — not some other unfamiliar place. And since most

people don't live in homes the size of aircraft hangars, a store with a small footprint will be less likely to intimidate. The superstores of the late twentieth century may well have had their day. Such places were good for browsing a vast range of goods, but we can now browse the whole shopping world online. So in retail, small may prove to be beautiful after all.

Lesson C

Ned Have you heard that expression “to boycott”?

Dion Not sure. What is it?

Ned It's when you buy a company's products because you support its corporate policies. Like if they support a cause you believe in, or if they do business ethically. It's like the opposite of boycott.

Dion Oh, right. Does it work? I mean, consumers don't have that much influence, do they?

Ned But don't you think companies should listen to their customers?

Dion Well, to some extent, maybe.

Ned I think people want businesses to give something back to the community and to have ethical practices. It makes sense for any corporation to do that, doesn't it?

Dion Well, granted the notion of corporate social responsibility is very popular. It's fine in theory. In practice it's more complex than that, isn't it? And in any event, don't companies only do what's good for their bottom line?

Unit 7

Lesson B

Amy Hello and welcome to *Smart Talk*, our advice show on lifestyle and relationships. Today's topic is about getting married. So you've met the man or woman of your dreams and decided to become husband and wife. You're probably sick and tired of reading the divorce statistics, but they're not encouraging. In many Western countries, around 40 percent of marriages end in divorce. Why divorce rates are so high is not clear. But what many couples fail to do is to discuss the important issues before the wedding. So, stop and think now – you'll save yourself time and energy and maybe avoid a lot of pain and suffering. Let's take some calls! Our first caller is Diane. Hi, Diane.

Diane Hi, Amy! I'm getting married in a few months and just wanted to ask: what do you think is the most important issue to discuss before you get married?

Amy Thanks, Diane. A lot of people enter marriage without knowing the complete financial situation of the person they're marrying. For example, is how you spend money a problem right now?

Diane For me? Not really. I'm not really sure if it's a problem for him.

Amy Well, make sure to answer that question first because, when you're married, it'll likely become a problem sooner or later. You should agree now on how much you will spend – for example, on rent, vacations, entertainment, etc. – and what your financial goals are. Do you know if you'll keep separate bank accounts?

Diane Oh, we haven't really talked about it.

Amy Give it some thought. You'll be much better off addressing any financial issues before you walk down the aisle.

Diane We will definitely do that. Thanks!

Amy And thank you, Diane. Our next caller is Jason. Hi!

Jason Hi, Amy! My fiancée works like about 60 hours a week, and I'm worried that I'll always feel like I'm competing with her job when we're married.

Amy Yes, how many hours a week your partner works can be an issue. You both need to set your expectations and tell each other now if you intend to work above and beyond a normal workweek; otherwise, slowly but surely those long hours will cause resentment. And, Jason, make sure you discuss not just your time commitments, but also other ways that your careers might affect each

other's lives: For example, you should discuss whether or not you would both move to another city because of work, and also talk about how you would feel were your partner to work away from home and commute back and forth on weekends.

Jason Thank you. I guess I'm just a little worried that she'll take it as criticism. And I don't want us to argue about it.

Amy Just remember, Jason, that every relationship has its ups and downs, but in this day and age, marriage is all about give-and-take. How you resolve differences can be critical and may predict the success or failure of a marriage. For example, can you agree without arguing how often your in-laws can visit?

Jason Well, I hope so! Thanks so much, Amy.

Amy Thank you, Jason. And thank you to my listeners for tuning in. We'll be back after this commercial break.

Lesson C

Tara Did I tell you I'm going out on a date tonight?

Alba No. Who with?

Tara This guy I met on an Internet dating site.

Alba Is that . . . all right?

Tara Oh, yeah. Talk to anybody these days, and you'll probably find they're using dating sites.

Alba So you think it's OK, then?

Tara I do. Really and truly. It's just like being at a party. You see somebody you like, you arrange to meet and –

Alba But you don't really know who they are. I mean, when all's said and done, surely it's better to get to know them a little first.

Tara Well, you do. You email or call. It's so convenient. And in the end, you don't waste time on people you're not interested in.

Alba I guess.

Tara You know, all the time I spend working, I'll never meet anybody otherwise.

Alba Well, in that case, do you have time to date? I mean, at the end of the day, if you're always working, you probably don't have time for a boyfriend.

Unit 8

Lesson A

- Nate* For me it would definitely be Leonardo da Vinci. I'd love to have met him; he was such a creative genius and not just an artist. He seems to have foreseen a number of inventions that only came about hundreds of years later, like flying machines and types of weapons. I'd like to tell him he really did see the future.
- Ashley* I'd choose Cleopatra – the last pharaoh of ancient Egypt. She is thought to have been very beautiful and is generally considered to have formed some extremely effective political alliances. Not many women were that influential in ancient times. I'd like to have seen how she did it.
- Patricio* I'm Latin American, so I would nominate Simón Bolívar as the person I would like to have known. He's supposed to have been a very charismatic, courageous leader and is acknowledged to have helped achieve independence for several countries in Latin America in the nineteenth century.
- Lorraine* I studied philosophy, so I would like to have spoken face-to-face with the Chinese philosopher Confucius. I'd like to have discussed with him his political philosophy and his ideas about family values. He seems to have had a lot of respect for older people, and even though he lived more than a thousand years ago, his beliefs are still relevant.

Unit 9

Lesson A

- Host* So you're thinking of a career in engineering. Wherever you look, you'll see the work of a talented engineer who has designed, tested, and improved the objects around you. Whatever goes wrong or whenever there is a problem to be solved, however complex, one can rely on engineers to apply their knowledge of math and science – along with some creativity – to come up with a solution. So, what do engineers do? We asked Jack Sandoval, the head of the School of Engineering and Applied Science. Here's what he said.
- Jack* Whenever you wash your jeans, remember it was a chemical engineer that developed the fade-resistant dye. Pick up any game console – that scratchproof plastic was made by these engineers. Chemical engineers also help produce medicines and cosmetics, and find solutions to damage caused by harmful chemicals.
- Engineers in this field work with materials such as ceramics, plastics, and metals. Their work is central to engineering as a whole. Materials science engineers process, design, and test whatever materials are used in all other branches of engineering.

Lesson C

- Ned* You know, I never did like history in school. It just wasn't a subject I enjoyed, remembering all those dates. I didn't see the point.
- Tara* Well, I guess it's not just about learning dates. It's about trying to understand why people did things or what society was like through the ages.
- Ned* But I mean, so often the facts get distorted, like what happened in the last war. But don't get me started on that.
- Tara* Well, yeah. But that doesn't mean we shouldn't try to find out the truth and then learn from it so we don't repeat the same mistakes.
- Ned* But that's what I'm saying. We don't learn, do we? I mean, look at what's happening around the world today. We seem to have learned absolutely nothing. It's like history repeating itself. But that's another story.
- Tara* Yeah, but even if we still have disputes, maybe we'll deal with them in a different way. I mean, engage in dialog . . . negotiate.
- Ned* But most of the time, talks just break down and don't go anywhere. But anyway, let's not get into politics.

These engineers are at the heart of urban planning and transportation design. Wherever you go and whatever you do today, you'll encounter their work. The system of pipes that brings water to your shower, the roads you drive on, the bridges you cross, the buildings you occupy – these are all examples of civil engineering work.

Bringing together the fields of engineering and medicine, biomedical engineers work on whatever needs to be done to improve health care. They design anything from artificial body parts and lifesaving equipment to drug and gene therapies.

- Host* However you look at it, a career in engineering is exciting and rewarding. Whoever you are and whichever field of engineering you choose, you have the potential to design and develop products that will have an enormous impact on society.

Lesson C

- Sonia* I was just listening to a report on the radio about engineering challenges for the next century.

Victor Yeah? Let me guess. Is one of them building a colony on Mars? I mean, it makes no sense whatsoever, but . . .

Sonia No, and in view of the fact that it takes about seven months to get there, that's a long way off.

Victor Right. OK. Well, let's see, um, considering the price of gas, maybe finding cheaper sources of fuel?

Sonia Yeah, there were a couple about energy – like making solar energy economical. But there's one that's kind of surprising, given the weather.

Victor Uh-huh. Yeah?

Sonia Providing access to clean water.

Victor Oh, right. That's pretty basic considering we're in the twenty-first century. But I guess it makes sense in light of the fact that some places got no rain at all last year. I mean, none whatsoever.

Sonia Yeah, they were saying one in six people don't have access to clean water for whatever reason.

Unit 10

Lesson A

Tom Welcome back to Channel 1 news. Efforts to contain the oil spill on the south coast appear to be working. But the oil giant responsible for the disaster could be facing more difficulties. Local businesses were rumored yesterday to be considering legal action, claiming for loss of income and livelihood. "People are going to be suing people over this," said one fisherman. A spokesperson for the oil company said they are committed to compensating victims affected by the spill.

Tania A blast in the downtown area has caused extensive damage. Investigators are not sure what caused the explosion but have not ruled out the possibility that it was a terrorist attack. Three people were reported to have been acting suspiciously in the financial district, and police were said to be searching for a red pickup truck that was seen in the area. A bomb went off in the same area two years ago.

Tom Three years after becoming the first female senator from her state, a young politician may be preparing to run for office in the upcoming presidential election. While the senator seems not to be announcing her campaign just yet, an appearance on a Sunday morning talk show has fueled speculation.

In related news, the President's press secretary announced that the President will be undergoing routine surgery later this week and might not be able to greet a trade delegation of Chinese officials.

Tania Investors might have been worrying unnecessarily after the stock market plunged to

an all-time low last month. Stocks are now making a modest recovery as markets are said to have been gaining in confidence over the last two weeks. However, there are still concerns over the state of the economy and the huge deficits. Protesters are said to be planning more demonstrations in the capital. The marches seem to have been going peacefully so far. However, police say that they will be mobilizing riot squads if tensions escalate. More of today's headlines after this commercial break.

Lesson C

Jill Have you noticed how some people seem almost addicted to news? Like, this guy at work, he has all these news apps on his phone, but he never knows what's going on, really.

Dion Yeah. My girlfriend, she watches news channels all the time. But I don't think she really listens, you know what I mean? It's just background noise.

Jill I know. Those TV channels, they just repeat the same news over and over. It drives me crazy, hearing the same thing all the time.

Dion Me too. And those news tickers, they're another thing I hate. It's so distracting, trying to listen with those things going across the screen at the same time.

Jill Yeah. Public radio, that's what I like. They have some really interesting in-depth reports, too.

Dion Speaking of which, did you hear that report about that huge investment company? It seems to be going under.

Unit 11

Lesson A

A TV documentary that's to air later this week is about families known as "preppers." These are people who are so convinced that life as we know it is to end or that civilization is about to collapse that they are preparing for the day it happens. So they're stockpiling food, water, and survival equipment, which no one is to touch until the day when some unknown disaster occurs – like the failure of

the national grid, a natural disaster, even an asteroid strike – which they say is bound to happen eventually. I have to admit: If society were to collapse tomorrow, or if food and energy supplies were to be threatened, they are certainly better prepared than my family. We have barely three cans of baked beans and a pack of birthday candles between us. If we are to survive a catastrophe, we'd better shape up.

If the doomsayers are correct, the world as we know it is to end sooner than we think – which kind of got me thinking about what threats to our lives are real and which are imagined. For example, remember Y2K? At the turn of this century, there was a great panic that computer systems around the world were about to crash because of the way computers recognized dates. The Year 2000, or Y2K, as it became commonly known, was set to be the biggest systems failure the world had ever experienced. It never happened.

Another perceived threat is an asteroid strike. Is one imminent? If so, shouldn't we all be panicking? Didn't the last one wipe out the dinosaurs? Well, according to experts at NASA, earth is not about to be hit by an asteroid. They do say that there's bound to be debris from space falling on us at some point, although given the fact that around 70 percent of the earth's surface is water, there's little chance it's going to fall on me as I head for the supermarket.

There's always some disaster that's about to happen. And it truly is hard to know what's real and what's not. So what's the average family like mine to do? Maybe the next time I go to the supermarket, I'll buy a few more cans of baked beans and some large white regular candles. Just in case.

Unit 12

Lesson A

Tania In psychology, young people between the ages of 17 and 22 are often characterized as experiencing "early adult transition." At this age, they might leave home to attend college, get their first job, or think about starting their own family. It's a time when young people start to separate from their family attachments and become truly independent. We asked viewers to tell us about their experiences of becoming independent.

Nate Actually, I've always been independent. My parents raised me and my brother that way. They always insisted on us making our own decisions. I guess they were big believers in children being responsible for themselves and their own choices. Like I remember us setting off on a trip one time, and it was snowing, and I wouldn't wear a coat. And I was frozen and sobbing. And I remember my mom saying, "It's your own fault." She's always hated people complaining about things that are their own fault.

Dion Interestingly enough, I didn't find it hard leaving home. I think actually my parents had a much harder time dealing with me becoming independent. But at the time, they encouraged me to leave without me realizing how difficult it was for them. My mom said later that she and my dad dreaded me leaving and hated the thought of them becoming "empty nesters." But for me, it was all just a big adventure.

Alba I left home with little experience of being independent. I'd always depended on my parents

Lesson C

Tania You know, it's interesting. A friend of mine was telling her 12-year-old son about how it's not good to tell lies, and then he caught her telling a lie.

Tom He did not.

Tania Oh, yeah. They were going into an amusement park, and she told them he was 11 to get the reduced rate. And her son called her on it.

Tom Well, yeah. I mean, that doesn't seem right.

Tania Yeah. And she's like, "It's just a white lie." I guess, to her, it was no big deal. But you know, I'm not comfortable with that. To me, it was a lie.

Tom Yeah, very much so, but . . . did you tell her that?

Tania No. I just laughed it off.

Tom See, that doesn't sit quite right with me.

Tania But what are you supposed to do? Say, "That's wrong"?

Tom Yeah, but I mean, if you don't say anything, that's kind of a lie, too. That would be my concern, anyhow.

being there and doing everything for me. Leaving home was a big shock to me. I couldn't cook, didn't know how to do laundry. I mean, there's nothing wrong with children relying on their parents. But it's a balance. I wish mine had been more supportive of me doing things by myself.

Lesson C

Sydney We were talking in class today about how much appearance matters in society.

Nate Yeah?

Sydney Yeah. Apparently, they say that more attractive people do better in job interviews, and they earn more. I mean, it seems unfair – to put it mildly – that the good-looking ones are more likely to get hired and promoted.

Nate Well, I suppose if you look at it from an employer's perspective, the people who make an effort to look good are probably the ones who make more of an effort at work.

Sydney Possibly. But at the same time, surely your skills and education are more important than how you look.

Nate True. They always say, "Never judge a book by its cover." But equally, shouldn't we try to make ourselves look as good as we can?

Sydney I suppose. But to put it bluntly, there's something not right about employers only hiring people that are attractive.