

VIDEO 1: KNOW YOURSELF

TEACHING NOTES AND ANSWER KEY

- 1 Introduce the idea of personality adjectives by eliciting *kind* and *unfriendly*. Write these words on the board. Ask students to categorise them as either positive or negative. Then put students into pairs to complete the task. Set a one-minute time limit, then ask students to share their adjectives with the class. Write the words on the board in either the positive or negative column. Students may disagree about which category to put their words in. Take the opportunity to discuss the fact that some personality adjectives (e.g. *proud*, *ambitious*) may be considered to be both positive and negative, depending on the context.

Answers

Students' own answers

- 2  01 Give students time to read the six topics. Make sure they understand each of them. Then play the video for students to tick the topics that are mentioned in the video. Check answers with the whole class.

Answers

Topics 1, 3, 4 and 6 are mentioned.

- 3  01 Give students time to read the statements. Check their understanding of the noun *trait* (a quality of someone's character, either good or bad) and the adjective *simplistic* (treating something complex as if it were simpler than it is). Play the video so that students can decide if the statements are true or false. You may need to play the video a second time. Elicit the correct answers from the class.

Answers

1 F The video says that it is easy to ask but difficult to answer. 2 T
3 T 4 T 5 F They ask you a few questions. 6 F The video says that spending time with people who are not like you lets you see the world differently. 7 T

- 4 Put students into new pairs to ask and answer the questions. Encourage students to develop the conversation by asking each other follow-up questions. Finish the activity by asking a few students to share their answers with the class.

VIDEO 2: THE ETERNAL CITY

TEACHING NOTES AND ANSWER KEY

- 1 Elicit the names of famous cities. Write these cities on the board and ask the class what they know these places for. Then read out the three statements, put students into pairs and give them a couple of minutes to discuss their responses. Ask some students to share their ideas with the class.

Answers

Students' own answers

- 2  02 Ask students if they can identify the cities shown in the photographs (*Answer: A Athens, B São Paulo, C New York, D St. Petersburg*). Write the names of the cities on the board, then elicit what students know about them. Play the video for students to put the cities in the order in which they are mentioned. Students can then compare their answers in pairs, before you check answers with the whole class.

Answers

1 C 2 A 3 D 4 B

- 3  02 Give students time to read the gapped sentences. Before students watch the video, you may want to ask them to think of words and phrases that could fill the gaps. Play the video for students to complete the sentences. You may need to play the video a second time. Check answers with the whole class.

Answers

1 excitement 2 change 3 traffic jams 4 ancient world
5 over a million people 6 city states 7 most important
8 continued to grow 9 many problems 10 cities of the future

- 4 Put students into new pairs to ask and answer the questions. If students live in a city, you could also ask them to talk about what they like and dislike about it. Finish the activity by asking a few students to report on their partner's answers.

VIDEO 3: BODY OF KNOWLEDGE TEACHING NOTES AND ANSWER KEY

- 1 Read out the quote from Juvenal, then its translation into English. Explain that this quote is commonly used in the worlds of sport and education to refer to the idea that good physical health and mental health are closely associated. Put students into pairs to discuss whether they agree with the quote. You can then ask some students to share their ideas with the class.

Answers

Students' own answers

- 2  03 Give students time to read the six sentences from the video. You may want to check that students understand the gerund *functioning* (working in the proper way) and the phrase *design flaw* (some aspect of the design of something which stops that thing from working as effectively as it might). Then play the video for students to order the sentences. Check answers with the class.

Answers

- 1 The human body is extraordinary.
- 2 The body, and how it functions, is a mystery to many of us.
- 3 The body is something about which you should educate yourself.
- 4 As with any machine, the human body has design flaws.
- 5 Of course, the human body is not designed to last.
- 6 Perhaps, in designing ways to improve the functioning of the body, we will create a new type of human being.

- 3  03 Give students time to read the questions, then put them in pairs to think of possible answers. Tell them *not* to note these answers down on the page. Play the video for students to answer the questions. You may need to play the video a second time. When checking answers with the whole class, ask students whether they learnt anything new from watching the video or whether they found any information in it surprising.

Answers

- 1 It fights germs to protect you from disease.
- 2 the brain
- 3 vaccines and antibiotics
- 4 It isn't good for the spine or joints.
- 5 It is not good for the eyes; it can cause eye strain; you can get aches and pains in your body.
- 6 foods high in salt, sugar and saturated fat
- 7 It helps your muscles and your mind; it reduces stress, which is good for the heart and brain.
- 8 We may develop robotic limbs to help people live longer and more active lives.

- 4 Put students into new pairs to ask and answer the questions. Finish the activity by asking a few students to report on their partner's answers. As a follow-up, you could discuss the question of whether, owing to technological advances, we will one day live for hundreds of years. Would would the pros and cons of this be for both the individual and for societies as a whole?

VIDEO 4: IN TWO MINDS

TEACHING NOTES AND ANSWER KEY

- 1 Write *making decisions* on the board. Elicit that this refers to making a choice about what to do after having considered various possibilities. Read out the questions in the exercise, then put students into pairs to ask and answer them. Ask some students to report back to the class on their partner's answers.

Answers

Students' own answers

- 2 Give students time to read the six topics, then ask them to work in pairs to decide which of the topics they would expect to see in a video about making decisions.

Answers

Students' own answers

- 3  04 Play the video for students to check their answers to Exercise 2. Check answers with the whole class.

Answers

Topics 1, 3, 5 and 6 are mentioned.

- 4  04 Give students time to read the gapped sentences. Before students watch the video, you may want to ask them to think of phrases that could fill the gaps. Play the video for students to complete the sentences. You may need to play the video a second time. Check answers with the whole class.

Answers

1 in control 2 more and more decisions 3 your future
4 different directions 5 two lists 6 final decision

- 5 Put students into new pairs to ask and answer the questions. Finish the activity by asking a few students to share their answers with the class. As a follow-up, you could ask students whether access to endless streams of data makes it easier or harder for us to make a decision.

VIDEO 5: THE MOTHER OF INVENTION TEACHING NOTES AND ANSWER KEY

- 1 Write *technology* on the board. Elicit associated words and phrases to describe both current and future technology (e.g. *smartphone*, *social media*, *electric cars*, *flying cars*). Then put students into pairs to do the true/false activity. Explain that each of the statements is about information technology. Give students a couple of minutes to complete the task, then elicit the correct answers from the class.

Answers

- 1 F. It was sent in 1971 by the American computer programmer Ray Tomlinson. He sent it to himself as a test message.
- 2 F. The first smartphone is considered to be IBM's Simon Personal Communicator, which went on sale in 1994.
- 3 T. Berners-Lee came up with the World Wide Web in 1989, which helped turn the internet into something for everyone, while working at CERN, a particle physics laboratory in Switzerland.

- 2  5 Ask students to identify the inventions shown in the photographs and to say if they know when each was invented. Play the video for students to put the inventions in the order in which they are mentioned. Students can then compare their answers in pairs, before you check answers with the whole class.

Answers

- 1 B 2 C 3 F 4 E 5 D 6 A

- 3  5 Give students time to read the questions, then put them in pairs to think of possible answers. Tell them *not* to note these answers down on the page. Play the video for students to answer the questions. You may need to play the video a second time. When checking answers with the whole class, ask students whether they learnt anything new from watching the video or whether they found any information in it surprising. As a follow-up activity, you may want to put on the board the three questions which conclude the video: *Will robots run the world? Will the internet be embedded in everything around us? Will the pace of innovation finally slow?* You could then use these questions as the basis for a short class discussion.

Answers

- 1 by accident when an American engineer (Percy Spencer) was working on radar
- 2 the spread of information
- 3 the washing machine, the fridge and the vacuum cleaner
- 4 They do not emit greenhouse gases.
- 5 They were huge.
- 6 It is so fast (what was cutting edge last year could be obsolete next year).

- 4 Put students into new pairs to ask and answer the questions. Finish the activity by asking a few students to report on their partner's answers.

VIDEO 6: ONCE UPON A TIME TEACHING NOTES AND ANSWER KEY

- 1 Write *stories* on the board. Elicit genres of storytelling (e.g. horror, romance, science-fiction, action, adventure, mystery, myth, fable, etc.) and write these on the board. Find out which genre is the most popular in the class as a whole, then ask students to discuss the question about storytelling in pairs. Ask some pairs to share their ideas with the class.

Answers

Students' own answers

- 2  6 Give students time to read the six topics. Make sure they understand each of them. Then play the video for students to tick the topics that are mentioned. Check answers with the whole class.

Answers

Topics 2, 3, 4 and 5 are mentioned.

- 3  6 Give students time to read the gapped text. Before students watch the video, you may want to ask them to think of words and phrases that could fill the gaps. Play the video for students to complete the sentences. You may need to play the video a second time. Check answers with the whole class.

Answers

1 stories 2 cave paintings 3 storytelling 4 printing press
5 paperback book 6 new form of storytelling 7 work of art
8 fast-moving novels

- 4 Put students into new pairs to ask and answer the questions. Finish the activity by asking a few students to report on their partner's answers. As a follow-up, ask students which film or book they would choose if they were told they were only able to watch one film or read one book for the rest of their life.

VIDEO 7: HOW TO SUCCEED TEACHING NOTES AND ANSWER KEY

- 1 Elicit the adjective *successful*. Write this word on the board, then tell the class that they are going to think about what it takes to become successful. Read out the three statements, put students into pairs and give them a couple of minutes to discuss their responses. Ask some students to share their ideas with the class.

Answers

Students' own answers

- 2  7 Give students time to read the six sentences from the video. You may want to check that students understand the verb *overcome* (succeed in dealing with a problem of some kind) and the noun *adversity* (a difficult situation). Then play the video for students to order the sentences. Check answers with the class.

Answers

- 1 We're surrounded by stories of success.
- 2 But what we are *not* always shown is just how hard people work to reach the top.
- 3 Many who go on to achieve great things in life overcome adversity.
- 4 The lesson is simple: *never give up*.
- 5 Take inspiration from people such as these.
- 6 Do not let anything get in your way.

- 3  7 Give students time to read the gapped sentences. Before students watch the video, you may want to ask them to think of words and phrases that could fill the gaps. Play the video for students to complete the sentences. You may need to play the video a second time. Check answers with the whole class. As a follow-up, you could ask students what they have worked hardest to achieve in their life so far.

Answers

- 1 business and sport 2 confidence 3 defeat 4 difficult childhoods 5 become a champion 6 eleven years old 7 hardest-working player 8 every single day

- 4 Put students into new pairs to ask and answer the questions. Finish the activity by asking a few students to share their answers with the class.

VIDEO 8: MONEY, MONEY, MONEY TEACHING NOTES AND ANSWER KEY

- 1 Write *millionaire* on the board. Check students' understanding of the word, then elicit related vocabulary, e.g. *rich*, *wealthy*, *wealth*, *to make money*. Read out the questions, then put students into pairs to ask and answer them. Ask some students to report back to the class on their partner's answers.

Answers

Students' own answers

- 2 Check that students understand the vocabulary in the box. Then put them in pairs to decide which of the words they would expect to hear in a video about money.

Answers

Students' own answers

- 3  8 Play the video for students to check their answers to Exercise 2.

Answers

The following vocabulary is heard: *earn*, *cash*, *value*, *apps*, *notes*, *coins*, *currency*.

- 4  8 Give students time to read the questions, then put them in pairs to think of possible answers. You might need to explain that *minted* is a special term used with coins and means 'produced'. Tell them *not* to note these answers down on the page. Play the video for students to answer the questions. You may need to play the video a second time. When checking answers with the whole class, ask students whether they learnt anything new from watching the video or whether they found any information in it surprising. As a follow-up activity, you may want to put on the board something that is said by the narrator towards the end of the video: *Perhaps we should spend less time dreaming of unaffordable luxuries and look to support those who do not have what they need to get by*. You could then use this comment as the basis for a short class discussion.

Answers

- 1 In one definition, it is what someone will accept as a form of payment.
 - 2 (cowrie) shells, cocoa beans
 - 3 when people exchanged one thing for another, without money changing hands (e.g. grain for a cow)
 - 4 (in) Turkey
 - 5 (paper) receipts
 - 6 with cards and smartphone apps
 - 7 digital files
- 5 Put students into new pairs to ask and answer the questions. Finish the activity by asking a few students to report on their partner's answers.

VIDEO 9: SCHOOLS OF THOUGHT TEACHING NOTES AND ANSWER KEY

- 1 Write *school* on the board. Elicit school subjects (e.g. mathematics, history, physics, biology, chemistry, philosophy, geography, etc.) and write these on the board. Read out the question, then put students into pairs to discuss their reasons. Ask some students to report back to the class on their partner's answers.

Answers

Students' own answers

- 2  9 Give students time to read the six topics. Make sure they understand each of them. Then play the video for students to tick the topics that are mentioned. Check answers with the whole class.

Answers

Topics 3, 4 and 5 are mentioned.

- 3  9 Give students time to read the gapped text. Before students watch the video, you may want to ask them to think of words and phrases that could fill the gaps. Play the video for students to complete the sentences. You may need to play the video a second time. Check answers with the whole class.

Answers

1 to lead out 2 most important concepts 3 world literature
4 defend 5 equally important 6 direction in life 7 computer science 8 world's knowledge 9 future of education
10 develop your mind

- 4 Put students into new pairs and get them to ask and answer the questions. Finish the activity by asking a few students to report on their partner's answers. As a follow-up activity, students can discuss the pros and cons of online learning.

VIDEO 10: TROUBLE WITH THE LAW

TEACHING NOTES AND ANSWER KEY

- 1 Write *crimes* on the board. Elicit examples (e.g. theft, burglary, arson, murder, fraud, vandalism, etc.) and write these on the board. Read out the statements, then put students into pairs to ask and answer them. Ask some students to report back to the class on their partner's answers.

Answers

Students' own answers

- 2  10 Give students time to read the six sentences from the video. Then play the video for students to order the sentences. Check answers with the class.

Answers

- 1 Crime is one of the biggest problems in human societies.
- 2 But solving crimes isn't the only challenge: criminologists try to understand why people commit crimes in the first place.
- 3 Police officers are also helped by forensic scientists.
- 4 Computer technology allows the police to create databases.
- 5 Perhaps prison is the best punishment when a crime is serious.
- 6 Of course, preventing crimes being committed is as important as finding the right punishment.

- 3  10 Give students time to read the questions, then put them in pairs to think of possible answers. Tell them *not* to note these answers down on the page. Play the video for students to answer the questions. You may need to play the video a second time. When checking answers with the whole class, ask students whether they learnt anything new from watching the video or whether they found any information in it surprising. As a follow-up activity, you may want to put on the board something that is said by the narrator towards the end of the video: *Technology is so advanced that people can be tracked by CCTV cameras in the street, by facial-recognition software and by their internet use. Should we monitor people in this way if it means we can stop crime?* You could then use this comment as the basis for a short class discussion.

Answers

- 1 because those who break the law are skilled at evading detection
- 2 poverty, the negative influence of others, lack of direction from parents, human nature
- 3 evidence (that can then be used in court)
- 4 at the end of the nineteenth century
- 5 information on fingerprints and DNA
- 6 theft, vandalism
- 7 because they can track people

- 4 Put students into new pairs and get them to ask and answer the questions. Finish the activity by asking a few students to report on their partner's answers.

VIDEO 11: WHAT'S COOKING?

TEACHING NOTES AND ANSWER KEY

- 1 Elicit popular items of food, write them on the board, then find out which is the class's favourite. Read out the three statements, put students into pairs and give them a couple of minutes to discuss their responses. Ask some students to share their ideas with the class.

Answers

Students' own answers

- 2  11 Ask students to look at the photographs of the items of food. Ask students to identify the food shown in each photo. Play the video for students to put the food items in the order in which they are mentioned. Students can then compare their answers in pairs, before you check answers with the whole class.

Answers

1 D 2 A 3 F 4 E 5 C 6 B

- 3  11 Give students time to read the gapped sentences. Before students watch the video, you may want to ask them to think of words and phrases that could fill the gaps. Play the video for students to complete the sentences. You may need to play the video a second time. Check answers with the whole class. As a follow-up activity, you could then have a debate with the class on the merits of slow food and how it compares to fast food.

Answers

1 comes to mind 2 fast food 3 combined 4 come by
5 began in Italy 6 traditional cooking 7 lack of knowledge
8 creative act 9 home-cooked meals 10 balanced diet

- 4 Put students into new pairs and get them to ask and answer the questions. Finish the activity by asking a few students to report on their partner's answers.

VIDEO 12: GETTING AWAY FROM IT ALL TEACHING NOTES AND ANSWER KEY

- 1 Write *Types of holiday* on the board. Elicit examples such as beach holiday, safari, walking holiday, city break, cruise, adventure holiday. Put students into pairs to talk about the best holiday they have been on. Encourage them to talk about the type of holiday it was as well as where they went and what they did. You can then ask some students to share their stories of holidays with the class.

Answers

Students' own answers

- 2 Explain that the title of the video refers to having a break from the stresses of everyday life by going away on holiday. Check that students understand the vocabulary in the box. Then put them in pairs to decide which of the words and phrases they would expect to hear in a video about holidays.

Answers

Students' own answers

- 3  12 Play the video for students to check their answers to Exercise 2.

Answers

The following vocabulary is heard: *ticket, flight, coastline, trip, hotel, tourism, visitors*.

- 4  12 Give students time to read the gapped text. Before students watch the video, you may want to ask them to think of words and phrases that could fill the gaps. Play the video for students to complete the sentences. You may need to play the video a second time. Check answers with the whole class.

Answers

1 going away 2 travel abroad 3 taking a flight 4 holidays
5 upload 6 so many people 7 dream 8 around the world
9 our own country 10 far from home

- 5 Put students into new pairs and get them to ask and answer the questions. Finish the activity by asking a few students to share their answers with the class.

VIDEO 13: SPEAKING UP FOR LANGUAGES TEACHING NOTES AND ANSWER KEY

- 1 Write *languages* on the board. Elicit the languages which students think are most commonly studied in schools around the world (examples include English, Spanish, Chinese, French). Ask students which languages they are able to study at their school, then read out the questions, putting students into pairs to ask and answer them. Ask some students to report back to the class on their partner's answers.

Answers

Students' own answers

- 2  13 Give students time to read the six topics. Make sure they understand each of them. Then play the video for students to tick the topics that are mentioned. Check answers with the whole class.

Answers

Topics 1, 3, 4 and 5 are mentioned.

- 3  13 Give students time to read the gapped sentences. Before students watch the video, you may want to ask them to think of words and phrases that could fill the gaps. Play the video for students to complete the sentences. You may need to play the video a second time. Check answers with the whole class. As a follow-up, you could ask students about their experience of learning English.

Answers

1 formal process 2 two or more languages 3 language learning
4 levels 5 coursebook 6 making the effort 7 job prospects
8 New technology 9 good for us 10 see the world

- 4 Put students into new pairs and get them to ask and answer the questions. Finish the activity by asking a few students to report on their partner's answers.

VIDEO 14: THE AGE OF INFLUENCE TEACHING NOTES AND ANSWER KEY

- 1 Write *social media* on the board. Elicit examples of social media platforms, e.g. Twitter, Facebook, Instagram, TikTok. Ask students which social media platforms they most enjoy using and which ones they never use. Then read out the questions, putting students into pairs to ask and answer them. Ask some students to report back to the class on their partner's answers.

Answers

Students' own answers

- 2  14 Give students time to read the sentences. Encourage them to think about which word they would have chosen in each case if they had written the script. Then play the video so that students can circle the actual words and phrases that are used. You may need to play the video a second time. Elicit the correct answers from the class.

Answers

1 transformed 2 order a product 3 time 4 separated
5 connect with 6 extraordinary

- 3  14 Give students time to read the gapped text. Before students watch the video, you may want to ask them to think of words and phrases that could fill the gaps. Play the video for students to complete the sentences. You may need to play the video a second time. Check answers with the whole class.

Answers

1 social 2 the last fifteen years 3 on any subject
4 the internet 5 social media 6 problem 7 latest adventures
8 log off 9 answer 10 influenced

- 4 Put students into new pairs and get them to ask and answer the questions. Finish the activity by asking a few students to share their answers with the class. As a follow-up, you could ask students what features would make for the perfect social media platform.

VIDEO 15: WHY ON EARTH?

TEACHING NOTES AND ANSWER KEY

- 1 Write *Nature* on the board. Elicit places to visit in the natural world, e.g. beach, forest, woodland, mountains. Put students into pairs to talk about the most beautiful place in the natural world that they have visited. Encourage them to talk about where it is, how often they have been there and why they like it. You can then ask some students to share their stories of holidays with the class.

Answers

Students' own answers

- 2  15 Ask students to identify what they can see in the photographs. Play the video for students to put the photos in the correct order. Students can then compare their answers in pairs, before you check answers with the whole class.

Answers

1 E 2 F 3 A 4 D 5 C 6 B

- 3  15 Give students time to read the questions, then put them in pairs to think of possible answers. Tell them *not* to note these answers down on the page. Play the video for students to answer the questions. You may need to play the video a second time. When checking answers with the whole class, ask students whether they learnt anything new from watching the video or whether they found any information in it surprising. As a follow-up activity, you may want to put on the board something that is said by the narrator towards the end of the video: *If we think of the Earth as our collective home, and not as a resource to be used, we might each do more to look after it, and so be able to meet the great challenge of the twenty-first century.* You could then use this comment as the basis for a short class discussion.

Answers

- 1 climate change
- 2 global warming
- 3 the burning of fossil fuels
- 4 bringing humans into (much) closer contact with other animals
- 5 Iberian lynx, Californian condor
- 6 work hard to ensure that animals and the natural world are protected
- 7 investigate how our food is produced, raise awareness of the importance of the wilderness, monitor and record wildlife species in our local area
- 8 as our collective home

- 4 Put students into new pairs and get them to ask and answer the questions. Finish the activity by asking a few students to report on their partner's answers.

VIDEO 16: HERO WORSHIP

TEACHING NOTES AND ANSWER KEY

- 1 Write *hero* on the board. Elicit the meaning of the word (someone who is admired for their great achievements or qualities; note that while the word *heroine* can only be used to refer to a female, *hero* can be used for either a male or female). Put students into pairs to think of contemporary heroes they know of and respect. Ask some students to share their ideas with the class.

Answers

Students' own answers

- 2  16 Give students time to read the six sentences from the video. You may want to check that students understand the verb *lack* (not have something or not have enough of something) and the adjective *excessive* (more than is necessary). Then play the video for students to order the sentences. Check answers with the class.

Answers

- 1 Heroes have an important place in our life.
- 2 The figure of the hero is a part of mythologies around the world.
- 3 Over time, authors like Leo Tolstoy, artists like Michelangelo and world-changing scientists like Marie Curie, have all been held up as heroes.
- 4 In the modern world, we turn sports stars, musicians and actors into heroes.
- 5 But beware of hero worship, which is what we call admiration when it becomes excessive.
- 6 Our heroes should inspire us to do great things, not make us feel that we lack a particular quality which only they have.

- 3  16 Give students time to read the gapped phrases and sentences. Before students watch the video, you may want to ask them to think of words and phrases that could fill the gaps. Play the video for students to complete the sentences. You may need to play the video a second time. Check answers with the whole class.

Answers

- 1 need 2 be inspired 3 actual history 4 extraordinary ordinary 5 think highly 6 human nature 7 special powers 8 work at it

- 4 Put students into new pairs and get them to ask and answer the questions. Finish the activity by asking a few students to report on their partner's answers.