



10 Dreams Come True

1 Synopsis

This video profiles four volunteers who work for the United States Peace Corps. It begins by giving some brief information about the organization's history and scope. Then, four young volunteers explain what they are doing in their host communities and how the Peace Corps has helped them grow personally, develop useful job skills like teamwork and communication, and make a contribution to other people in the world.

Length of video: 4:24 min

2 Target Language

Grammar: future forms

Vocabulary: words associated with volunteering, personal and career development

Language Points: *a little bit of time, a little bit of space, not doing too well*

3 Procedural Notes

A Before you watch

As a class. Explain or elicit the meaning of the verb *graduate* (to complete your studies and receive a degree). Tell the class about what you did after you graduated from high school or college (e.g., *Soon after I graduated, I went to a teacher training conference. That lasted a week. Then, I got my first job at a local high school.*). Encourage students to ask you follow-up questions to get more information.

In groups. Give students time to share what they did after they graduated from college. If your students are still in college, encourage them to share what they think they will do when they finish. Encourage students to ask each other follow-up questions to get more information.

As a class. Nominate a few students to tell the class what they learned about the people in their group.

B While you watch

1 As a class. Tell the class they are going to watch a video about four Americans who joined the Peace Corps after they graduated from college. Explain that the Peace Corps is a U.S. government organization. It sends American volunteers (people who are not paid for the work they do, but who give their time freely) all over the world. The volunteers help train people in other countries in business and other useful skills. At the same time, the volunteers learn to understand other cultures, and other countries learn about the U.S. and Americans.

Nominate students to read all the numbers in Exercise 1 aloud. Highlight the correct way to say years (e.g., 1961 = nineteen sixty-one) and numbers in the hundreds (136 = one hundred *and* thirty-six). Explain that the video segment is very short and so they will have to listen very carefully. Play the video from the beginning until the presenter says *136 host countries* [up to 00:19]. You will probably need to play the section again for students to get all three answers. Check answers as a class.

Answer key: 1 a 2 c 3 b

2 As a class. Nominate students to read aloud the questions for the class. Elicit or teach the meaning of these words as you go:

résumé (n.) – a document giving details of your qualifications and work experience that you send to an employer when you want a new job

MBA (n.) – a Master's degree in business management

hope (n.) – the feeling or belief that something you want to happen will probably happen

get better (v.) – improve

coach (n.) – someone who trains a sports player or team

team (n.) – a group of people who play a sport or game against another group

Individuals. Tell students they are going to watch the entire video, and that they need to identify the correct person for each sentence, and then circle the letter that corresponds to their name. Play the entire video.

In pairs. Ask students to compare answers in pairs, discussing any differences.

Answer key: 1 A 2 R 3 R 4 J 5 A 6 A

3 In pairs. Make sure students understand that they have to identify which of the questions in Exercise 2 refer to the future, and underline the words that signal the future tense.

As a class. Check answers by nominating different pairs to read aloud a question in the future and then state the word(s) that signal the future tense.

Answer key: 1 will 3 going to 4 going to 6 will

As a class. Explain or elicit the three ways of signaling the future in English (*will* as in *we will work together*, *going to* as in *I'm going to graduate soon*, and present progressive as in *I'm leaving the country tomorrow*). Ask which of these forms is not used in Exercise 2 (present progressive). Highlight that when we use the present progressive with future meaning, a time expression is



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often used. Ask students to add time expressions to questions 2 and 5 to give them future meaning.

Possible answers:

- 2 Who is working in Ghana on a business development project next year?
5 Who is coaching a soccer team next month?

4 As a class. Tell the class that all of the nouns in the box relate to the goals and experiences of the Peace Corps volunteers. Make sure students understand the meaning of these words:

teamwork (n.) – work that you do together with other people

job skills (n.) – abilities that you gain as a result of working

growth (n.) – development

support (n.) – help and kindness you give to someone who is having a difficult time

Individuals. Have students complete the exercise individually, then compare answers in pairs. If they can't remember, encourage them to make good guesses.

As a class. Play the entire video again for students to check, and if necessary correct, their work. Then, check answers as a class by nominating students to read aloud the completed text, one sentence at a time.

- Answer key:** 1 world 2 culture 3 job skills
4 contribution 5 community 6 growth 7 teamwork
8 communication 9 support 10 hope

C After you watch

1 Individuals. Ask students to imagine they are a Peace Corps volunteer like the people in the video. Do they think they would find these things easy or difficult? Make sure students understand that they should rank the items from 1 (most difficult) to 8 (least difficult/easiest). Give students a couple of minutes to do this individually.

2 In pairs. Draw attention to the model phrases on the worksheet and elicit a few examples (e.g., *The most difficult thing for me would be living in very basic conditions; Being far away from my family and friends would be pretty difficult*). Encourage students to use these during their discussion in pairs.

As a class. Invite a few students to share their answers with the class. Then, hold a class vote to determine which of the things on the list most students would find most difficult.

D Language Points

Individuals. Explain that the expressions *a little bit* and *not doing too well* were used in the video. Nominate three students to read aloud the sentences. Then, have individuals complete the exercise and compare answers in pairs.

As a class. Check the answers as a class. Elicit the meaning of *a little bit* in sentences 1 and 2 (*a small amount of, some*) and the opposite of this expression (*a lot of*). Tell students that other nouns can follow this expression, e.g., (*She has*) *a little bit of money*; (*I need*) *a little bit of help*; (*My dad speaks*) *a little bit of English*.

For sentence 2, highlight that *space* doesn't refer to the size of their house, but to their relationship: living and working together is good, but sometimes they need to be alone, to do their own thing.

For sentence 3, explain or elicit that *not doing too well* is a negative expression. *Not too* means *not very*. You might want to point out that this expression can also be used to talk about a person's health (A: *I heard your dad's been sick. How's he doing?* B: *He's not doing too well.*)

Answer key: 1 b 2 a 3 b

E Your Viewpoint

In groups. Nominate students to read aloud the questions. Explain that *selfless* means caring about other people's problems and needs more than your own. Give students ten minutes to discuss the questions in groups of three or four.

As a class. Discuss students' answers. For each question, nominate a few students to share the points their group brought up.

Possible answers. 1 Students' own answers.

2 The statement means that people volunteer not only because they want to help others, but also because they want to get things for themselves too, like experience working in a particular area, new skills, contacts, new friends, etc. 3 Volunteers do small things that improve the lives of individual people. However, people with power and money (like politicians and millionaires) are the ones who can really make the world a better place.



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4 Video Script

Presenter:	In 1961, President John F. Kennedy established the Peace Corps, an agency devoted to world peace and friendship. Since then, 170,000 volunteers have lived and worked in 136 host countries.	
Azikiwe:	Right after college, we're young, and that's the time to explore the world. It's the time to really understand another culture and to do some good within that culture. But it's also good for your future, in terms of looking good on your résumé and in terms of coming back and be able to say that, "I have problem-solving skills, I was a leader in this community." "I helped develop a small business," or, "I taught healthcare." Those kinds of things are going to transfer back to whether you want to go to graduate school or whether you want to go into the workforce when you come back. You can say that you've traveled, you've seen the world, you've learned another language, you've lived in a different culture and you have a whole lot of job skills to show for it.	<p data-bbox="1071 380 1513 850">generation project. I mean, I'm not over here teaching them calculus. I couldn't if I tried. Just the basics. Bookkeeping, what is a business, business principles. I'm going to go to business school, I think, and get my MBA. So I'm hoping that I can really show to potential employers how much I've learned about teamwork, how much I've taught and facilitated and trained. There's definitely personal growth and personal development associated with Peace Corps that you can't get anywhere else.</p> <p data-bbox="852 850 1513 1018">Jim: We have spent more time with each other than we ever had. That's been a good thing, because we have a lot of communication, but at the same time, we need a little bit of space.</p> <p data-bbox="852 1018 1513 1207">Heidi: Another benefit would be the support. When I have a bad day, I can talk to him and he knows exactly what I went through, because maybe the day before, he went through it as well.</p> <p data-bbox="852 1207 1513 1522">Jim: Ever since the economic collapse of the Soviet Union, Armenia, as well as other former Soviet republics, have faced a lot of economic difficulties. Our job here is to really help give, especially the younger generation, hope that Armenia is going to get better, and that they can work together to help make it a better place.</p>
Raquib:	Hello, I'm Raquib Jamal, a Peace Corps volunteer in Ghana. I'm doing a small business development project. It's really wonderful being here, because you see traditional knowledge. When I sit down and listen to their proverbs, they also teach me things that I never could have learned in a book or on a computer. I'm really a part of my community now. It takes a little bit of time. It's actually very nice. My site is a forest. Part of the training that I've done in my first year was to train tour guides to develop a nice tour, something that we're proud of, and when people come, they pay an admission fee, and the tour guides take them through the groves. It's an income	<p data-bbox="852 1522 1513 1938">Azikiwe: The question I have to ask is, what kind of contribution am I going to make to other human beings? The most important things are going to be how we touch other people's lives, how many kids we've inspired. I went to college at Notre Dame when I already knew that I wanted to travel. I wanted to live in another culture and so do meaningful work, while in that community. So, as an urban youth development worker, I think my job is to try to instill some</p>



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	sense of self-worth. Kids need role models, like anywhere else in the world.	looking for problem-solvers, they're looking for leaders, they're looking for people who can work within different cultures. Having a second language definitely helps. I think Peace Corps provides a tremendous number of opportunities, and I cannot be happier with the way things worked out here. This is what I consider real-life graduate school.
Woman 1:	I feel like he will always be a part of us. We consider him part of us, and we prefer not to think of when he's gone.	
Azikiwe:	I've coached a soccer team, and my team's not doing too well this season, but we're having a good time. Potential employers are	