

EVOLVE

VIDEO RESOURCE BOOK

Rhiannon Ball and Noah Schwartzberg

3

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

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

Information on this title: www.cambridge.org/9781108407939

© Cambridge University Press 2020

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2020

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Mexico by Editorial Impresora Apolo, S.A. de C.V.

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-40527-0 Student's Book

ISBN 978-1-108-40507-2 Student's Book A

ISBN 978-1-108-40920-9 Student's Book B

ISBN 978-1-108-40528-7 Student's Book with Practice Extra

ISBN 978-1-108-40508-9 Student's Book with Practice Extra A

ISBN 978-1-108-40921-6 Student's Book with Practice Extra B

ISBN 978-1-108-40900-1 Workbook with Audio

ISBN 978-1-108-40872-1 Workbook with Audio A

ISBN 978-1-108-41193-6 Workbook with Audio B

ISBN 978-1-108-40517-1 Teacher's Edition with Test Generator

ISBN 978-1-108-41068-7 Presentation Plus

ISBN 978-1-108-41203-2 Class Audio CDs

ISBN 978-1-108-40793-9 Video Resource Book and DVD

ISBN 978-1-108-41447-0 Full Contact with DVD

ISBN 978-1-108-41154-7 Full Contact A with DVD

ISBN 978-1-108-41415-9 Full Contact B with DVD

Additional resources for this publication at www.cambridge.org/evolve

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

CONTENTS

INTRODUCTION	v
ABOUT THE <i>EVOLVE</i> VIDEO RESOURCE BOOK	ix
WORKSHEETS	
DOCUMENTARIES	
Unit 1: What's the right job for you?	1
Unit 2: Collections, old and new	5
Unit 3: One day in ...	9
Unit 4: Making plans	13
Unit 5: Lost and found	17
Unit 6: Green in the city	21
Unit 7: The history of cinema	25
Unit 8: Serious hobbies	29
Unit 9: The college life	33
Unit 10: Tricks of the ad world	37
Unit 11: Testing your physical limits	41
Unit 12: I learned my lesson!	45
DRAMAS	
Episode 1: So much stuff	49
Episode 2: Think first	53
Episode 3: Impact	57
Episode 4: Getting there	61
Episode 5: Why we buy	65
Episode 6: Life's little lessons	69
TEACHING NOTES	
Documentaries	74
Dramas	98
VIDEO SCRIPTS	110

ACKNOWLEDGMENTS

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgments on reprinting and in the next update to the digital edition, as applicable.

Key: B = Below, BR = Below Right, CL = Center Left, CR = Center Right, T = Top, TL = Top Left, TR = Top Right.

Photograph

The following photographs are sourced from Getty Images:

Video Resource Book; p.1 (TL): Monty Rakusen/Cultura; p.1 (TC): Andriy Onufriyenko/Moment; p.1 (TR) Sydney Bourne/Cultura; p.1 (CL) Maskot; p.1 (C) FS Productions; p.1 (CR) Hoxton/Tom Merton; p.1 (BL) Monty Rakusen/Cultura; p.1 (BC) Henglein and Steets/Cultura; p.1 (BR) Maskot; p.3 (B) MoMo Productions/DigitalVision; p.5 (L) Davey Sutherland/Moment; p.5 (C) oxygen/Moment; p.5 (R) Richard Newstead/Moment; p.8 (L) paula sierra/Moment; p.8 (CL) Jb Smith/EyeEm; p.8 (CR) Joel Carillet/E+; p.8 (R) Yagi Studio/DigitalVision; p.11 (L) DebraLee Wiseberg/E+; p.11 (CL) AnjelikaGretskaja/Room; p.11 (CR) Westend61; p.11 (R) Jesse Durocher/Moment; p.12 JGI/Tom Grill/Blend Images; p.13 (TL) Georgijevic/E+; p.13 (TC) anyaberkut/iStock/Getty Images Plus; p.13 (TR) Westend61; p.13 (B) Jose Luis Pelaez/Photodisc; p.16 Ariel Skelley/DigitalVision; p.17 (TL) Greg Blomberg/EyeEM; p.17 (TR) Prathan Chorrunggsak/EyeEm; p.19 Jodie Griggs/Photodisc; p.20 Jonathan Kitchen/DigitalVision; p.21 Johner Images; p.23 (TL) Sergio Mendoza Hochmann/Moment; p.23 (R) Vicki Jauron, Babylon and Beyond Photography/Moment; p.23 (BL) Saruul Altanbagana/EyeEm; p.24 Tom Werner/DigitalVision; p.28 RichLegg/E+; p.29 (TL) Hero Images; p.29 (TR) John Seaton Callahan/Moment; p.29 (BL) Westend61; p.29 (BR) Education Images/Contributor/Universal Images Group Editorial; p.32 Betsie Ven Der Meer/Stone; p.35 Norbert Michalke/F1online; p.36 Caiimage/Paul Bradbury; p.41 (TL) Aurélien Pottier/Moment; p.41 (TC) Matt Candy/Stringer/Getty Images Europe; p.41 (TR) mikroman6/Moment; p.41 (BL) Tara Moore/DigitalVision; p.41 (BC) Hero Images; p.43 DanielPrudek/iStock/Getty Images Plus; p.44 Kiyoshi Hijiki/Moment; p.48 Tara Moore/DigitalVision; p.49 (TL) Yellow Dog Productions/Photodisc; p.49 (TR) kupicoo/iStock/Getty Images Plus; p.49 (BL) TatianaMironenko/iStock/Getty Images Plus; p.49 (BR) Maskot; p.51 lucyphoto/Moment Open; p.53 (TR) Vincent_Roy/iStock/Getty Images Plus; p.53 (BL) Image Source; p.53 (BR) milindri/iStock/Getty Images Source; p.61 (TL) LightFieldStudios/iStock/Getty Images Plus; p.61 (TC) Cavan Images/Cavan; p.61 (TR) Christopher Kimmel; p.61 (BL) Diego Cervo/Cultura; p.61 (BC) Peathegee Inc/Blend Images; p.65 Corbis; p.68 (TL) AboutnuyLove/iStock/Getty Images Plus; p.68 (TR) mevans/E+; p.68 (BL) Plattform; p.68 (BR) claylib/E+; p.69 AFP Contributor/AFP. **Videos:** E5: Andrew Rowat/Stone; Gary Burke/Moment; Alfred Huber/EyeEm; jamesharrison/Room. U2: Korkusung/iStock Editorial/Getty Images Plus; U4: Westend61; John Elk III/Lonely Planet Images; U8: Yuri_Arcurs/E+.

Video

The following video clips are sourced from Getty Images:

U1: Schrotschop/Vetta; HerolImagesFootage/Creatas Video; ReeldealHD Ltd./Verve+; gilaxia/Creatas Video; Yuri_Arcurs/Creatas Video; Caiafilm/Vetta; Pekic/Creatas Video; CasarsaGuru/Vetta; SolStock/Creatas Video; andresr/Vetta; kali9/Creatas Video; Steve Debenport/Vetta; Steve Debenport/Creatas Video; Alex Potemkin/Creatas Video; simonkr/Vetta; gilaxia/Vetta; Stockboutique/Creatas Video; U2: TODCHAMP/Creatas Video; Bakal/Creatas Video+/Getty Images Plus; Froomer Pictures Ltd./Verve; Sunreel/Verve; Roy JAMES Shakespeare/DigitalVision; Hirunyaphornkul/Creatas Video; yodiyim/Creatas Video; adaman/Creatas Video; Bojsa/Creatas Video; Laurence Dutton/Creatas Video; Multi-bits/Image Bank Film; Jupiterimages/Jupiterfootage; StoplnMotion/Image Bank Film; FilmColoratStudio/Vetta; ReeldealHD Ltd/Verve+; Stewart Cohen Pictures/DigitalVision; Studio DB/Photodisc; TuiPhotoengineer/Creatas Video; Stock Footage; Inc./DigitalVision; Lisa-Blue/Vetta; comprimido/Creatas Video; pidjoe/Creatas Video; U3: Blend Motion/Verve+; Faithfulshot/DigitalVision; pigprox/Creatas Video; FatCamera/Creatas Video; hoozone/Creatas Video; navigatorstudio/Creatas Video+/Getty Images Plus; adaman/Creatas Video; intuilapse/Creatas Video+/Getty Images Plus; antorti/Creatas Video; MediaProduction/Creatas Video; miodrag ignjatovic/Creatas Video; AQUA Geo Graphic/DigitalVision; visualspace/Creatas Video; ugurhan/Creatas Video; minemero/Creatas Video; Craig McCourry/Verve+; Robert Harding Video/Verve+; muratsenel/Creatas Video; Asercank/Creatas Video; AleksandarNakic/Vetta; Anurug/Creatas Video; U4: Caiafilm; Johnce/Creatas Video; skynesher/Vetta; Marc Romanelli/Image Bank Film; Signature; xavierarnau/Creatas Video; John Scrivener/Creatas Video; freemixer/Creatas Video; ContentWorks/Creatas Video; Thomas Barwick/one80: Signature; Steve Debenport/Creatas Video; Image Source Ltd/Jupiterfootage; manaemedia/Creatas Video+/Getty Images Plus; FatCamera/Vetta; Caiafilm/Creatas Video; simonkr/Creatas Video; HerolImagesFootage/Creatas Video; MajaMitrovic/Creatas Video; FilmColoratStudio/Vetta; kupicoo/Creatas Video; multifocus/Creatas Video+/Getty Images Plus; Salazar/Verve; U5: Rubberball/Verve+; LPETTET/Creatas Video; tawattiw/Creatas Video; Beeldwerking/Creatas Video; 1001slide/Creatas Video; GoodSport.Video/DigitalVision; Francesco Riccardo Iacomino/Moment Video RF; Gallo Images/ACTIVE BLUE PRODUCTIONS/Digital Vision; Just2shutter/Creatas Video; loveguli/Creatas Video; MStudioImages/Creatas

Video; Eyal Bartov/Verve+; SimonSkafar/Creatas Video; basketman23/Creatas Video; razberry/Creatas Video; Gallo Images/RICHARD ATKINSON ENTERPRISES/Photodisc; Bill Bachmann/Photodisc; thisnight/Creatas Video; jessikla/Creatas Video; martin-dm/Creatas Video; Aitor Diago/Moment Video RF; Catapult/Catapult; KIVILCIM PINAR/Creatas Video; WW News/Image Bank Film; U6: yongyuan/Creatas Video; Hal Bergman/Photodisc; GoranQ/Creatas Video; Rubberball/Verve+; Academic Media Network/Verve+; antorti/Vetta; xavierarnau/Creatas Video; simonkr/Vetta; Schrotschop/Creatas Video; Toshi Sasaki/Photodisc; FilmColoratStudio/Vetta; ©fitopardo.com/Moment Video RF; Artbeats; Saha Entertainment/DigitalVision; Robin Skjoldborg/Photodisc; Multi-bits/DigitalVision; StockLapse/Moment Video RF; Spoonfilm/Moment Video RF; Sam O'Hare/Moment Video RF; Jgalione/Vetta; Blend Motion/Verve+; Slerpy/Creatas Video; SolStock/Vetta; U7: onuroner/Creatas Video; FilmColoratStudio/Creatas Video; Purplevideos/Creatas Video; Gabriel-m/Creatas Video; andresr/Vetta; komisar/Creatas Video; selimaksan/Creatas Video; Oddball Film & Video/Photodisc; plusphoto/Vetta; pronto8000/Creatas Video/ Getty Images Plus; sunweitaio/Creatas Video; selamioalp/Creatas Video; Mageed/Creatas Video; Archive Films; komisar/Vetta; Slo-Pro/Creatas Video; Petrified Films/ Archive Films: Creative; fehimeren/Creatas Video; fjcnoivei/Creatas Video+/Getty Images Plus; MajaMitrovic/Creatas Video; ReeldealHD Ltd./Verve+; gilaxia/Vetta; andresr/Creatas Video; Silverwell Films/Archive Films: Creative; ImagesBazaar/ Photolibrary Video; U8: iamcdonnell/Creatas Video; mgost/Vetta; christine schmitthenner/Moment Video RF; Spiderstock/Creatas Video; SimonSkafar/Creatas Video; yucelyilmaz/Vetta; Chris Sattlberger/DigitalVision; mgost/Creatas Video; FatCamera/Creatas Video; Caiafilm; carpinxo/Creatas Video; staticnak1983/Creatas Video; FatCamera/Vetta; spydskidoo/Creatas Video; Ariel Skelley/Verve+; sedel/Creatas Video+/Getty Images Plus; U9: Ariel Skelley/Iconica Video: Signature; kali9/Vetta; FatCamera/Vetta; Ariel Skelley/Verve+; thisnight/Creatas Video; HerolImagesFootage/Creatas Video; gawrav/Vetta; alvarez/Vetta; gilaxia/Vetta; Steve Debenport/Creatas Video; simonkr/Creatas Video; piola666/Vetta; IN2 Focus Media/Moment Video RF; Paulo Gambale/DigitalVision; zoranm/Creatas Video; tawattiw/Creatas Video; Chris Dapkins/DigitalVision; commandoXphoto/Creatas Video; freemixer/Creatas Video; Merge Creative Media/DigitalVision; Rocketclips/Verve+; ContentWorks/Creatas Video; PeopleImages/Creatas Video; U10: GK Hart-Vikki Hart/Verve; thisnight/Vetta; Caiafilm/Vetta; zoranm/Creatas Video; HenrikAMeyer/Creatas Video; Rebelz/Vetta; andresr/Vetta; borealisgallery/Creatas Video; SolStock/Creatas Video; Caiafilm; Leontura/Vetta; catchlights_sg/Creatas Video; HerolImagesFootage/Creatas Video; eastlight/Creatas Video; Mumemories/Creatas Video; andresr/Creatas Video; kali9/Creatas Video; HDKONG/Creatas Video; U11: Solaris Images Inc dba ML Harris/DigitalVision; saskami/Creatas Video; simonkr/Creatas Video; swissmediavision/Creatas Video; PeopleImages/Creatas Video; SrdjanPav/Vetta; Forrestbro/Vetta; Future Artist/Creatas Video; luza studios/Vetta; naes/Vetta; denitos/Creatas Video+/Getty Images Plus; guojieyi/Creatas Video; AleksandarNakic/Vetta; Caiafilm/Creatas Video; Johnce/Vetta; sahpictures/DigitalVision; baddoggy/Creatas Video; FatCamera/Creatas Video; hoozone/Creatas Video; selected-takes/Vetta; fotostorm/Creatas Video; selected-takes; tdu303/Creatas Video; U12: ProFilm4K/Creatas Video; selected-takes/Vetta; Rubberball/Verve+; Biwa Studio/Image Bank Film; CaiaFilmJV/Creatas Video; FilmColoratStudio/Vetta; Multi-bits/Image Bank Film; Black Pearl/Corbis Video; HenrikAMeyer/Creatas Video; topnatthapon/Creatas Video; primeimages/Creatas Video; Photokanok/Creatas Video; halbergman/Creatas Video; Constantinis/Creatas Video; Hirunyaphornkul/Creatas Video; tungphoto/Creatas Video.

Audio

The following music clips are sourced from Getty Images:

E1: David Buchs/SoundExpress; E2: Klimentij Skripnikov/SoundExpress; David Weston/SoundExpress; E3: Don Grzanna/SoundExpress; RFM/SoundExpress; E4: Sergey Chetvertnykh/SoundExpress; E5: Judson Lee Music/SoundExpress; RFM/SoundExpress; E6: Dmitriy Shironosov/SoundExpress. Documentaries intro: Cuttlefish Music/SoundExpress; U1: Stepan Bersin/SoundExpress; Twisterium/SoundExpress; U2: Benjamin Lindholm/SoundExpress; U3: Deep Blue Music/SoundExpress; Lucky_Tunes/SoundExpress; Maximiliano Silveira/SoundExpress; U4: Dmitriy Shironosov/SoundExpress; U5: piccadillyCircus/SoundExpress; Macroids/SoundExpress; U6: Klimentij Skripnikov/SoundExpress; Hyawatta/SoundExpress; Cedric Hommel/Sound Effects by Getty Images; U7: Yuriy Mikhailov/SoundExpress; Bhanupong Asatamongkolcha/SoundExpress; Larry Bryant/SoundExpress; U8: Denbo/SoundExpress; Jake Hallman/SoundExpress; U9: starttrack-music/SoundExpress; U10: Rishabh Nag/SoundExpress; U11: Hayden Davenport/SoundExpress; U12: Andrea Bellina/SoundExpress.

Audio production by CityVox, New York.

Commissioned video by People's TV.

INTRODUCTION: TO THE TEACHER

VIDEO IN THE WORLD – AND IN THE CLASSROOM

Digital video has made a huge impact on all of our lives, both in the professional sphere and in our free time, because now videos can be made and shared through digital devices incredibly easily. New video genres are created all the time; videos go viral; and we can view videos on our smartphones, tablets, and laptops anytime. It is second nature now for students to see videos on platforms such as YouTube, social media, or news organizations – we are basically documenting our lives through the moving image. These days we communicate, socialize, do business, and learn, all through the medium of video.

“We are basically
documenting our lives
through the moving image.”

English language learning is, of course, no different; many students now study online with learning management systems, download apps that help them in class or with studying, and even (for good or bad) choose a teacher they learn from on video chat.

For all these reasons, we expect to see video in our courses, and we expect to teach with video. But why is video so important in the first place?

THE IMPORTANCE OF VIDEO

Video is an immersive and immediate medium, and nearly all learners respond well to its inclusion in class. Younger students, who are used to such visual stimuli from an early age, often find it especially engaging and motivating. Because people connect to visual content more immediately than to written text, video can be a perfect vehicle for fostering critical thinking, intercultural awareness, and other life skills. Similarly, information transmitted by visual media can be more memorable for students, and viewing images can ease the perceived cognitive challenge of learning the language.

DIFFERENT WAYS TO USE VIDEO

When video was first introduced in language classrooms, it was largely exploited in the same way as audio. Students would watch a clip and use it as a model for their spoken output or as a way of acquiring new grammar or vocabulary in context. This can be referred to as using video for **language focus**.

Subsequently, video was employed for other kinds of **skills practice** such as listening. Indeed, answering comprehension questions based on a video transcript has remained a very popular task type to this day. Closed-answer questions (e.g., true/false) may be useful, but including open-ended questions as well offers more opportunities for students to negotiate meaning.

While these are still valuable ways to exploit the form, there are other roles that video can play. For example, focusing on **visual stimuli** can be an interesting alternative. For basic level learners, this could take the form of a simple visual memory test in which students have to recall everything that they saw in the clip or check appropriate boxes. For more advanced learners, students could order the visual images, create a narrative based around them (which they could then role play if necessary), or have discussions or debates on the information in the video. Whatever the task, the idea is that students are engaged only with the visual content. This works well with students who are more visual learners and who often do not respond well to standard language-based tasks. Another advantage of this approach is that students take a more active role rather than passively answering questions.

Focusing on the visual aspect of video material can be very straightforward. For example, you could ask students to watch the clip without sound or subtitles or to freeze-frame a clip and ask students to describe what is going on or hypothesize about what will happen next. Working with “image only” also means that students can create their own dialogues based on body language, for example, and then compare that with the original.

Of course, these pedagogical uses – language focus, skills practice, visual stimuli – are not mutually exclusive. They can be combined easily in a longer task sequence that involves different activities. For example, one possible sequence could start with comprehension work, moving on to active response questions based on the visual elements, and then to a review of key vocabulary items that appear in the clip.

Finally, video can be used as a **resource**. In this case, the focus is purely on the content of the clip, and there is no language agenda. Such an approach is useful for a Content and Language Integrated Learning (CLIL) framework, as well as in a “flipped learning” scenario, where students can watch video material at home and then come prepared to work with it in a subsequent face-to-face class. This use of video has multiple benefits: it can make homework seem attractive, it saves classroom time, and it can allow for more interaction in class.

BUILDING ADDITIONAL SKILLS: VISUAL LITERACY

With our society becoming more dependent on the visual image, it is important to bear in mind the importance of **visual literacy** as a skill to be developed with students. Following is a framework of how this can be incorporated in a practical way into task design.

Essentially, we can view all images from three clear dimensions: **affective**, **compositional**, and **critical**. Affective questions ask students how the video made them feel, if they could identify with a particular character, if the clip was positive or negative in nature, and so on. Compositional questions focus on the cinematic elements that the student can see: for example, how the clip is framed, if there is any text that accompanies the image, and from what point of view the clip was shot. Finally, the critical dimension would focus on questions such as: *What message does the video transmit? Who created it? For whom? For what purpose?*

This three-pronged framework may be helpful when working with any moving images, especially for creating your own questions about videos that you find online and want to use in class.

AUTHENTICITY: THE IMPORTANCE OF LEVEL AND GENRE

Video is generally well received in the classroom, but what kind of material will get the best results? Generally speaking, authentic videos – videos that students might watch themselves – are hugely beneficial to learners because they bridge the gap between the classroom world and students' lives outside of class. However, if you are going to use authentic material, think carefully about how much listening comprehension is required on the students' part. It may well be too challenging in terms of language, length, context, or speed of delivery. If, however, the clip is visually rich and doesn't include too much difficult language, then it could be used for a variety of different purposes and levels. This is what is known as "grading the task, not the text."

Combining authentic material with videos deliberately made for the classroom is a good strategy, though the balance will necessarily vary from level to level. From intermediate level and above, it's a good idea to incorporate more authentic material. At more basic levels, students require the support of more language-controlled videos. A happy medium, or "semi-authentic" material, can also work well. For example, an authentic clip could be used with subtitles or have a new graded voice-over in which more simplified language is used. In this way, students get the exposure to authenticity but in a more accessible format.

It is a good idea to choose topics that engage students' interest, using the types of clips that students might watch themselves outside of class. For example, if your students are older teens, then vlog (video blog) categories such as *how-to videos*, *game walkthroughs*, *unboxing*, *react*, or *challenge* videos are all genres that students would love. These videos could then become good models for your students' own video projects.

ENCOURAGING CREATIVITY: STUDENTS' OWN VIDEOS

There is a good chance that motivation and engagement will increase if students are given the chance to work with video in not just a critical but also a creative way. By creative, we refer to students' creative responses to a clip, but also to actually making their own videos and bringing them to class.

So, when using the video material in EVOLVE, consider ways in which the activities can be expanded upon by getting students to produce their own videos. For example, when an EVOLVE video shows an aspiring YouTube chef, students could respond by using that clip as a model for their own favorite video recipes. This is also an excellent way to encourage group work. Students can collaborate to brainstorm ideas and structure, shoot, and edit the clip, with each learner adopting a different role – scriptwriter, actor, filmmaker, editor, and so on.

Once students have made their videos, it can be beneficial to show the videos in class. This allows for a good deal of discussion, evaluation, and peer learning, as well as a lot of fun!

Students now expect video to play an important role in class, but choosing the video content and deciding how best to exploit it can be tricky even for experienced teachers. I hope that this short introduction has provided you with some useful ideas and support to make the most of video in and outside of class.

Ben Goldstein

ABOUT THE *EVOLVE* VIDEO RESOURCE BOOK

EVOLVE

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1). Drawing on insights from language teaching experts and real students, EVOLVE is a general English course that gets students speaking with confidence. This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

What makes EVOLVE special?

- Peer models and content from real students.
- Bite-sized learning and mobile phone activities for inside and outside the classroom.
- Dedicated speaking lessons based on immersive tasks.
- Integrated teacher development in the Teacher's Edition.

The EVOLVE Video Resource Book with DVD supports the course and brings a fresh context to the language presented in the Student's Book.

THE *EVOLVE* VIDEO TYPES

The EVOLVE Video Resource Book with DVD offers two types of video to provide contextualized use of the language in the Student's Book and engage students' interest.

DOCUMENTARY

These nonfiction videos use dynamic visuals and level-appropriate voice-over narration to bring target language from the Student's Book to life. They extend the theme in the Student's Book in new directions, allowing students to use and personalize the language they've learned in new contexts. The videos cover a range of thought-provoking nonfiction topics, including travel, human interest, and science. Each video is 2 to 3 minutes long.



DRAMA

These delightful fictional episodes feature a cast of four main characters in relatable situations. The scenarios show clear, natural models for the target language from the Student's Book and provide a view into culture and everyday life in North America. Humorous and compelling storylines enhance student engagement and provide springboards for discussion. Each video is 3 to 5 minutes long.



The EVOLVE Level 3 Video Resource Book with DVD contains 18 videos. The following chart shows which videos correspond to each unit of the Student's Book. There are two videos each for Units 2, 4, 6, 8, 10, and 12.

Student's Book Unit	1	2	3	4	5	6	7	8	9	10	11	12
Documentary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drama		✓		✓		✓		✓		✓		✓

EVOLVE VIDEO RESOURCE BOOK

The EVOLVE Video Resource Book, for use by teachers only, contains photocopiable worksheets and teaching notes for each of the 18 videos.

WORKSHEETS

The video worksheets focus learners' attention and enable students to get the most out of their video lesson.

- The *Before you watch* section activates students' schema and previews and reviews key language in the video. It often includes a guessing or prediction task to build students' ability to predict or guess what will happen in the video.
- The *While you watch* section scaffolds and supports student understanding of the video. Learners complete comprehension activities, notice key language, and practice their critical thinking skills.
- In the *After you watch* section, students react to the video content and consolidate the target language with communicative, personalized activities. Students practice their critical thinking skills and connect the videos' content to their lives and the world around them.

If you wish to add supplementary tasks, the **timing** of these activities is all-important. Always bear in mind *when* you want the learners to carry them out. As a general rule, establish the purpose of the tasks prior to viewing, but don't overload the students while they are actually watching.

TEACHING NOTES

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

VIDEO SCRIPTS

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

BEFORE YOU WATCH

A **PAIR WORK** Look at these pictures of people in different jobs. Match the pictures to the jobs.

chef computer programmer engineer nurse physical therapist
 sales associate scientist teacher veterinarian



1 _____



2 _____



3 _____



4 _____



5 _____



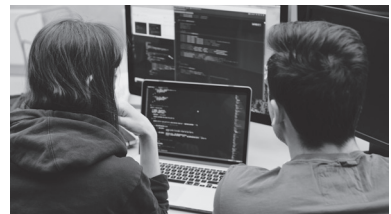
6 _____



7 _____



8 _____



9 _____

B **PAIR WORK** Complete the definitions with the correct adjectives from the box.

calm helpful outgoing patient sociable

A person who is ...

- 1 _____ is friendly and finds it easy to make friends with other people.
- 2 _____ can wait and do difficult things without getting annoyed or angry.
- 3 _____ is useful and happy to assist others.
- 4 _____ likes going out and spending time with other people.
- 5 _____ is quiet and relaxed.

C **PAIR WORK** **PREDICT** Which of the qualities in exercise B do you have? Which ones do you think a person needs to do each of the jobs in the pictures in exercise A?

I think that a nurse needs to be calm and patient. I'm not very calm!

WHILE YOU WATCH

A What is the main message of the video? Check (✓) the correct answer.

- No jobs are exactly the same.
- Thinking about your personality can help you choose a job.
- Your friends and family can choose the right job for you.

B **PAIR WORK** Were your predictions in exercise C on page 1 correct? Which qualities are associated with each job?

chef	computer programmer	engineer	nurse	physical therapist
sales associate	scientist	teacher	vet	

C Complete the questions from the video with the correct words.



1 Are you _____ ?



2 Do you enjoy being _____ ?



3 Are you _____ ?



4 Do you like being a _____ ?



5 Do you like working by _____ ?



6 Are you _____ ?

D According to the video, are these statements about being a sales associate, a vet, or a physical therapist? Write S (sales associate), V (vet), or P (physical therapist).



- 1 This job requires studying and hard work. _____
- 2 This job involves treating people with injuries. _____
- 3 You can't be nervous in this job. _____
- 4 You make connections in this job. _____
- 5 You help make bones and muscles stronger in this job. _____
- 6 You help your patients if you have their trust. _____
- 7 You talk to people all day long in this job. _____
- 8 You need to understand how the body works in this job. _____

E **Circle** the correct options to complete the final statement in the video.

So, ask your ¹friends and family / boss and coworkers – what qualities do they see in you? You might be ²shocked / surprised and find that those qualities can help you ³choose / determine the right job for you.

F **GROUP WORK** Do you agree with the statement in exercise E? Why or why not?



AFTER YOU WATCH

- A **PAIR WORK** Add two questions to the quiz below. Then ask a classmate the questions and suggest a job for him/her based on the answers.

Personality quiz	Yes	No
1 Are you outgoing?		
2 Are you patient?		
3 Do you like working by yourself?		
4 Do you enjoy being helpful?		
5 Do you like being a leader?		
6 Are you sociable?		
7 _____		
8 _____		

- B Read this extract from the video. Think about your dream job, and make a list of skills and personality traits you think people in this job need.

Every job requires different skills and different personalities.

Dream job: _____

Skills

Personality traits

- C **PAIR WORK** Share your answers from exercise B with a partner. Discuss which skills and personality traits you already have and how you could get the others.

I want to be a pilot. I need to be calm and reliable.

You need to be brave, too.

How can I learn to be brave?

You could try to do things that make you feel scared!

BEFORE YOU WATCH

- A **PAIR WORK** **PREDICT** Look at these pictures of things people collect. What are they? Brainstorm some other things that people collect and write notes.



- B **PAIR WORK** Why do you think people collect things? Discuss with a partner.
- C Match the words with their definitions.

one of a kind reminds valuable worth

- | | |
|-----------------------|--|
| 1 one of a kind _____ | a makes someone think of |
| 2 reminds _____ | b could be sold for an amount of money |
| 3 valuable _____ | c the only thing of a particular type |
| 4 worth (money) _____ | d important or useful |

- D Complete the paragraph with the correct words from exercise C.

My grandmother made this quilt for me. It's ¹ _____ because nobody else has it.
 It isn't ² _____ any money, but it is very ³ _____ to me.
 It ⁴ _____ me of special memories with my grandma.

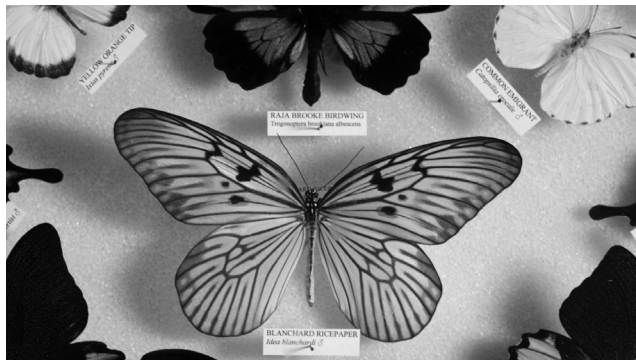
WHILE YOU WATCH

A Check (✓) the items mentioned in the video that people collect. Are any of them on the list you brainstormed in exercise A on page 5?

- | | | | |
|---|--|-------------------------------------|---------------------------------|
| <input type="checkbox"/> airplane tickets | <input type="checkbox"/> concert tickets | <input type="checkbox"/> old photos | <input type="checkbox"/> shells |
| <input type="checkbox"/> artwork | <input type="checkbox"/> exotic bugs | <input type="checkbox"/> postcards | <input type="checkbox"/> shoes |
| <input type="checkbox"/> books | <input type="checkbox"/> greeting cards | <input type="checkbox"/> posters | <input type="checkbox"/> stamps |
| <input type="checkbox"/> coins | <input type="checkbox"/> magazines | <input type="checkbox"/> records | <input type="checkbox"/> vases |
| <input type="checkbox"/> comic books | <input type="checkbox"/> old phones | <input type="checkbox"/> rocks | |

B Read the headings in the chart. According to the video, which things are collected for these reasons? Complete the chart.

Thing collected to sell	Things collected to study	Things collected to remember experiences



C Listen for two different noun forms of the verb *collect* in the video. Complete the chart.

Verb	Noun (thing)	Noun (person)
<i>collect</i>		

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

- 1 People can collect all sorts of different things.

- 2 Companies make special editions of things to sell them more cheaply.

- 3 Sometimes people become collectors without knowing it.

- 4 Some people look after collections carefully to sell them later.

- 5 Bug collectors go all over the world to find items for their collections.

- 6 People keep things in good condition so they won't lose them.

- 7 People collect things, even if they are not useful.

- 8 Personal collections are usually connected to positive experiences.

E Complete this statement from the video with words or numbers from the box. There are six extra items.

1840s	1980s	coins	1.5 million	postcards
stamps	1880s	4 million	100,000	

Old _____ made in the UK in the _____ are now worth almost _____ dollars.

F Read this extract from the end of the video. What does it mean? Check (✓) the correct answer.

No matter what it is, there's a collection for everyone.

- Everyone should have a collection.
- You can collect anything you like.
- Collections aren't for everyone.



AFTER YOU WATCH

A **PAIR WORK** Which words from the box would you use to discuss these collections from the video? Discuss with a partner.

brand new	common	damaged	fancy	in good condition	modern
outdated	plain	special	used	useful	useless

- 1 photos
- 2 coins
- 3 toy cars
- 4 old books
- 5 postcards
- 6 new jeans
- 7 butterflies



B **PAIR WORK** Which of the collections from the video would you prefer to have?

C **PAIR WORK** Role play the situation below. Then switch roles.



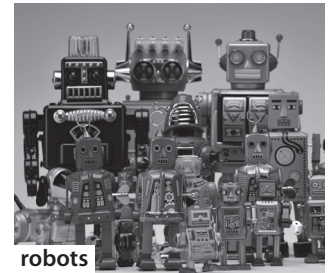
old telephones



dolls



stamps



robots

Student A

Choose from one of the collections above. It isn't brand new, but it is in good condition. You want to get a good price for your collection.

Student B

You are interested in buying the items to complete your collection, but you don't have a lot of money to spend.

Similar collections have already sold for hundreds of dollars.

But this one isn't in good condition.

BEFORE YOU WATCH

- A **GROUP WORK** What do you know about the places below? What do you think you can do there? Discuss with your group.

Toronto, Canada Lima, Peru Istanbul, Turkey

- B **PAIR WORK** **PREDICT** The pictures below show places in the cities from exercise A. Where do you think each place is? Write the name under the pictures.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

- C **PAIR WORK** Think about a place you have visited. Complete the sentence with your own ideas. Make three suggestions.

If you only have one day to visit _____,
you should ...

Really? Why do you say that?

WHILE YOU WATCH

A Were your predictions in exercise B on page 9 correct? Which places are in each city?

B Check (✓) the places you saw in the video.

- | | | | |
|----------------------------------|---------------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> bridge | <input type="checkbox"/> ferry | <input type="checkbox"/> hostel | <input type="checkbox"/> sculpture |
| <input type="checkbox"/> clinic | <input type="checkbox"/> fire station | <input type="checkbox"/> monument | <input type="checkbox"/> sidewalk |
| <input type="checkbox"/> embassy | <input type="checkbox"/> highway | <input type="checkbox"/> parking lot | <input type="checkbox"/> tunnel |

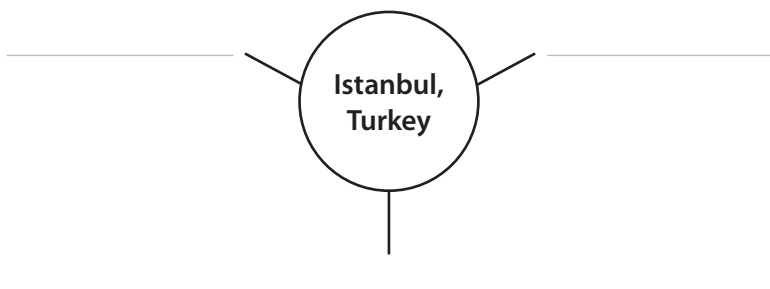
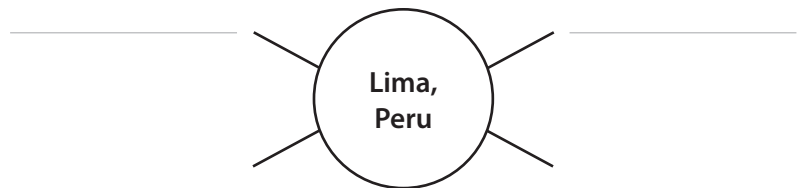
C Which places are these sentences from the video about? Write *T* (Toronto), *L* (Lima), or *I* (Istanbul).

- 1 You can buy fresh food. _____
- 2 You can try something sweet. _____
- 3 You can ride in a streetcar. _____
- 4 You can travel on a ferry. _____
- 5 You can climb up a very tall building. _____
- 6 You can try a traditional cold drink. _____

D Which places do these words describe? Make collocations with a word from each box. Then add them to the mind map.

beautiful crowded delicious
 fresh historic incredible
 quiet traditional trendy

architecture center meat
 neighborhood restaurants time
 Turkish coffee views with tourists



E Number the suggestions in the order (1–3) they are mentioned in the video.



Toronto, Canada

- Buy fresh food at the St. Lawrence Market. _____
- Visit the Toronto Music Garden. _____
- Ride a streetcar and go to the CN Tower. _____



Lima, Peru

- Walk around the neighborhoods and through the streets. _____
- Visit the historic center. _____
- Visit the boardwalk and look at the views. _____



Istanbul, Turkey

- Try candies. _____
- Travel down the river. _____
- Go shopping in the Grand Bazaar. _____

F Match the pictures of the things and places mentioned in the video with words from the box.

Blue Mosque CN Tower Miraflores Boardwalk Turkish delight



1 _____



2 _____



3 _____



4 _____

AFTER YOU WATCH

A **PAIR WORK** Check (✓) the correct option for you. Then discuss with a partner.

When I visit a new city, I prefer to ...

- try traditional food.
- do new activities.
- see famous tourist places.

B **PAIR WORK** Read this extract from the video and answer the questions.

One day in a city is not much time, but you can see a lot if you plan well.

- Is it possible to get to know a city in one day?
- How can you plan a one-day visit to a city before you arrive? Think about websites, social media, etc.

C **GROUP WORK** Plan and prepare a mini video. Use the language below to help you.

With just one day in ... , you can ...
 You should definitely ...
 (After that), you could ...
 Don't forget to ...
 Spend some time in ...
 Finally, end your day by/at ...



BEFORE YOU WATCH

- A **PAIR WORK** What do you usually do on your vacation? Brainstorm some ideas using the pictures below to help you.



- B Write the words from the box next to the correct definitions.

career	community center	food bank
homeless people	soup kitchen	volunteer

- 1 _____ : to work or help someone without receiving money
- 2 _____ : a place people can go to get a free meal
- 3 _____ : a place people can get free food to eat and cook at home if they don't have money to buy it
- 4 _____ : people who don't have anywhere to live
- 5 _____ : a place where people in an area can meet, take courses, play sports, etc.
- 6 _____ : a job that you do for a long period of your life

- C **PAIR WORK** **PREDICT** How do you think the words in exercise B are related to vacations? Discuss your ideas in pairs.



WHILE YOU WATCH

A Compare your ideas from exercise C on page 13 to what you see in the video.

B What is the main message of the video? Check (✓) the correct answer.

- Homeless people aren't able to go on vacation.
- Traveling is the best option for vacation time.
- Vacation time is a good opportunity to help other people.

C Match each picture with the correct word or phrase from the box.

fashion designer
meet up with friends

fitness trainer
photographer

make pottery



D **PAIR WORK** Why are the options in exercise C mentioned in the video? Write the letter of the picture (A–E) next to the correct phrase below.

- 1 _____: an example of a typical vacation activity
- 2 _____ and _____: examples of learning a new skill
- 3 _____: an example of helping out in the community
- 4 _____: an example of taking a class

E Number the pictures (1–6) in the order they appear in the video.



F **PAIR WORK** Correct the underlined information in each sentence according to the video.

- 1 A local soup kitchen might need people to check that the information is correct.
- 2 Talking to people can make a difference in their lives.
- 3 You can take a class at a community center or a school.
- 4 One class you could take is learning to build a house.
- 5 You could learn skills for a new diet.

G **PAIR WORK** Read this final statement from the video. How would you respond? Check (✓) the best option. Discuss your choice.

So, before your next vacation, think about all the possibilities.

A different choice could change your life or even someone else's!

- You probably wouldn't usually consider helping other people during your vacation.
- You should try to relax during your vacation time.
- You should always spend your free time helping others.

AFTER YOU WATCH

- A **PAIR WORK** Which of the vacation ideas in the video do you think are ... ?

fascinating interesting meaningful surprising

- B Think about where you live. What could you do on your vacation that could change your life or someone else's life? Make plans to help people in your community during your next vacation. Take notes.

- C **PAIR WORK** Interview your partner and find out his/her vacation plans to help other people. Compare your plans.

Will you do volunteer work on your vacation?

Yes, I will. I'll help out at the local soup kitchen.

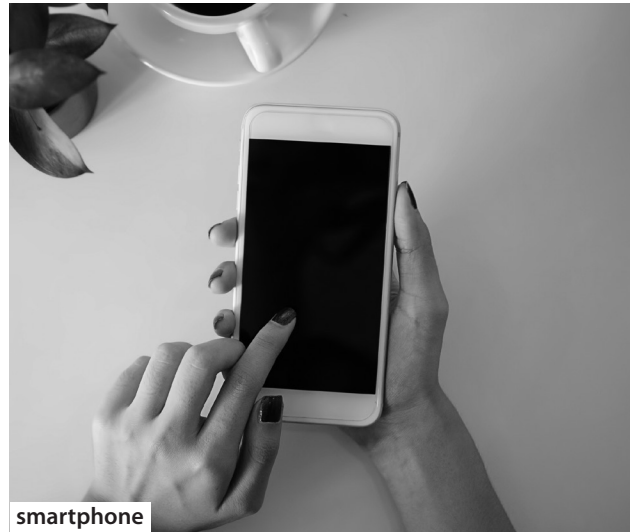


BEFORE YOU WATCH

- A **GROUP WORK** Read these situations. How would you have reacted in each one?
- You were walking down the street when you found someone's wallet.
 - You were leaving the bank when you saw a \$50 bill on the floor.
 - You were driving down the street when the police stopped you. You didn't have your driver's license.
- B **PAIR WORK** Imagine you lost one of the items below. Which one would you prefer to lose? Why?



official identification



smartphone

- C **PAIR WORK** **PREDICT** You will watch a video about two people who lose the items shown in exercise B. Make predictions about what happens.
- How do you think they lose the items?
 - How do you think they feel?
 - Do you think they get them back? If so, how?



WHILE YOU WATCH

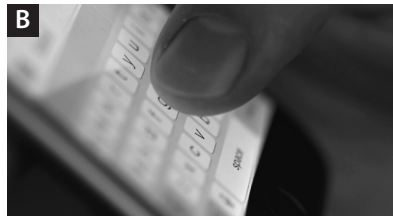
A **PAIR WORK** Were your predictions from exercise C on page 17 correct? How did the people lose the items? How did they feel? Did they get them back?

B Complete the sentences with *Monica or Tim*.

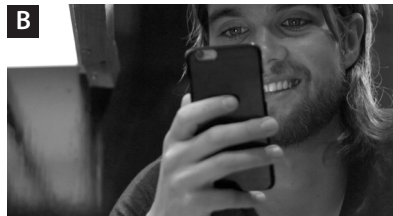
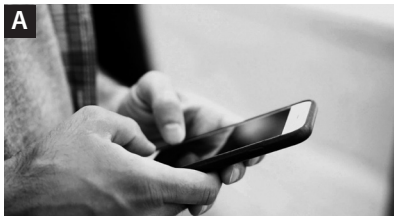
- 1 _____ was visiting a family member.
- 2 _____'s lost item was on the subway.
- 3 _____ realized the mistake on the way to the airport.
- 4 _____'s lost item was in a restaurant.
- 5 _____ changed his/her habits after losing an item.
- 6 _____'s item cost a lot of money.

C Number each set of pictures from 1 to 4 in the correct order they appear in the video.

Monica



Tim



D **PAIR WORK** Discuss what part of Monica and Tim’s stories is happening in each picture in exercise C on page 18.

E **PAIR WORK** Check (✓) which of these questions from the video isn’t likely? Why do you think it is included in the video?

- Was the passport in her sister’s apartment in Johannesburg?
- Or in a coffee shop in Cape Town?
- Did the lions from the safari eat her passport?

F **Complete the summary of the video with the correct words from the box.**

dropped got back grateful left behind returned

Tim and Monica both lost important possessions. Monica ¹ _____ her passport ² _____ in a restaurant, and Tim ³ _____ his smartphone on the subway. Fortunately, both of them ⁴ _____ their possessions ⁵ _____ after people found them and ⁶ _____ them. Monica and Tim were very ⁷ _____ !

G **PAIR WORK** How did Monica and Tim find out someone had their possessions? How do you think the people got that information?

Monica: _____
 Tim: _____



AFTER YOU WATCH

- A **PAIR WORK** Role play the telephone conversation between Tim's friend (Mark) and the person who found Tim's smartphone.

Hello?

Oh, hi. I found this phone ...

- B **PAIR WORK** Imagine that nobody found Tim and Monica's possessions. Discuss the possible consequences for them. What would they do next?
- C **GROUP WORK** Discuss the questions.
- Have you ever lost something important? What happened? Did you get it back?
 - Have you ever found something and tried to return it? What happened?



BEFORE YOU WATCH

- A **PAIR WORK** What are the advantages and disadvantages of living in a city?
Brainstorm ideas and put them in the chart.

Advantages	Disadvantages

- B **PAIR WORK** Check (✓) the correct option to complete the definition. How do you think urban planners can help with the disadvantages you identified in exercise A?

An urban planner is someone who ...

- finds places for a government to build new cities.
- plans the way cities are built so that they are good places to live.
- transforms cities into countryside locations for people to live.

- C **PAIR WORK** **PREDICT** You will watch a video about how green spaces change life in cities. Check (✓) all of the options you think are correct about the effects of green spaces.

- 1 People are healthier.
- 2 Life is more stressful.
- 3 People are more tired.
- 4 The air quality is better.
- 5 There is less rain.
- 6 The temperature is lower.
- 7 There are more activities for people to do.



WHILE YOU WATCH

- A **PAIR WORK** Were your predictions in exercise C on page 21 correct? According to the video, how do green spaces change life in cities?



- B Match the beginnings (1–5) with the endings (a–e) to make sentences.

- | | |
|--|---|
| 1 If a city has a lot of green space, _____ | a so people stay in their homes. |
| 2 Life in a big city can be stressful, _____ | b such as better physical and mental health. |
| 3 According to urban planners, _____ | c the health of the city will improve. |
| 4 Open green spaces have benefits, _____ | d and they take away stress. |
| 5 Activities in green spaces are fun, _____ | e green spaces are an essential part of cities. |

- C **PAIR WORK** Answer the questions about the video.

1 Why do people go to parks in cities?

2 What is becoming popular in Chicago and São Paulo?

3 Where can people grow food and vegetables together?

4 How much carbon dioxide can trees remove from the air?

5 What else do trees remove from the air?

D **PAIR WORK** According to the video, does the information in the box relate to green roofs or community gardens? Complete the chart.

build a better world help people connect relax and enjoy views	collect rainwater keep buildings warm	grow food lower the air temperature
--	--	--

Green roofs	Community gardens
1	1
2	2
3	3
4	

E Where are these parks? Match the pictures with the places.

Japan Mexico United States



F **GROUP WORK** Which of these parks would you like to visit? Why?

AFTER YOU WATCH

- A **PAIR WORK** Discuss the questions with a partner.
- Are there any famous urban green spaces in your country?
 - What can you do there?
 - Have you visited them?
- B **PAIR WORK** Do you agree with the following sentence? Give reasons.

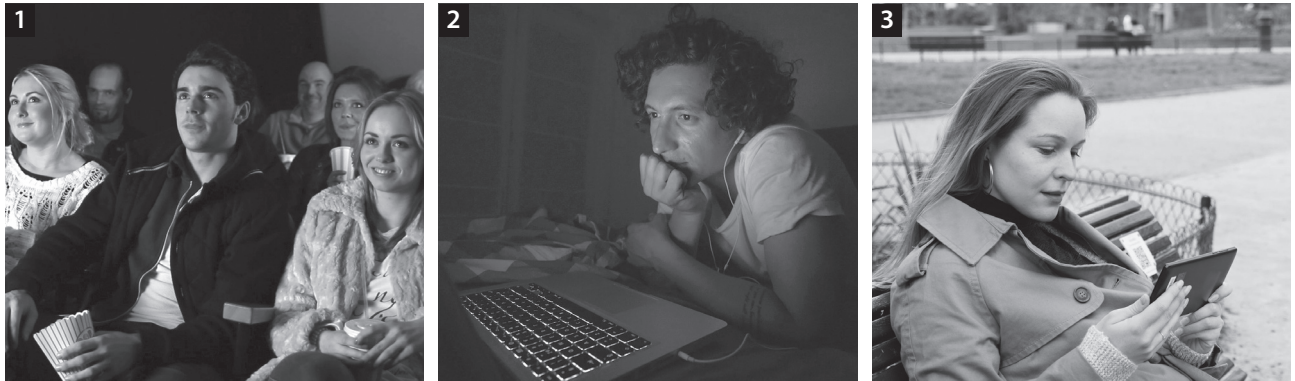
*If urban planners create more green spaces
in my city, life will be better.*

- C **GROUP WORK** Imagine you are urban planners in your city. Choose somewhere in your city to build a community garden or a green roof. Prepare to present this proposal to class. Consider the following:
- where it will be
 - how it will be built
 - what the benefits will be for the community
 - what the benefits will be for the environment



BEFORE YOU WATCH

A **PAIR WORK** Look at the pictures. How do they represent different ways to watch movies?



B Match the words to the descriptions.

comedy documentary megaplex multiplex silent movie streaming

- 1 _____ a movie that gives facts about a topic or event
- 2 _____ a movie with no sound
- 3 _____ a movie that makes you laugh
- 4 _____ watching a movie directly from the internet
- 5 _____ a very large movie theater with many different screens
- 6 _____ a very large movie theater with seats that are similar to a sports stadium

C **PAIR WORK** Make a list of the advantages and disadvantages of watching movies in each of the ways shown in exercise A.

	Ways of watching movies	Advantages	Disadvantages
1			
2			
3			
4			

D **PREDICT** What percentage of adults do you think prefer to watch movies at home rather than go to a movie theater?

I think ...

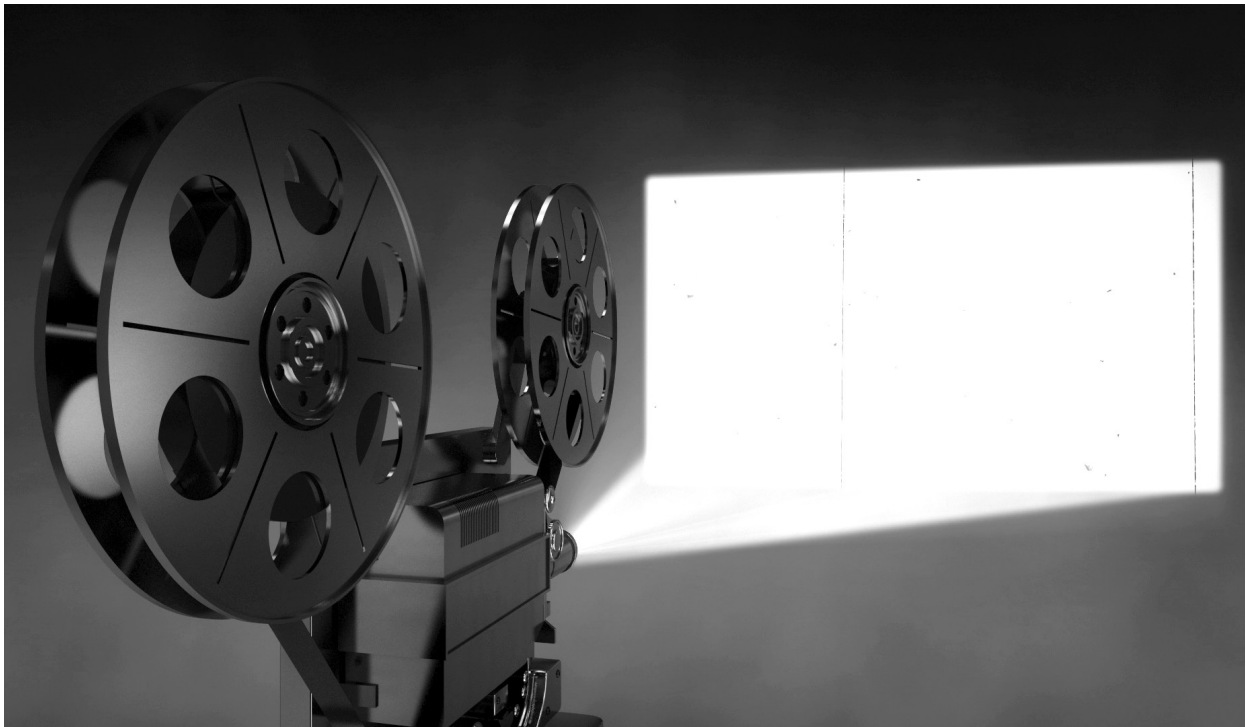
Really? I'm not so sure about that. I think ...

WHILE YOU WATCH

- A Was your prediction from exercise D on page 25 correct? According to the video, what percentage of adults prefer to watch movies at home rather than go to the movie theater?
- B Put the events in order from 1 (the earliest) to 5 (the latest).
- Movies became available online. _____
- Megaplexes and multiplexes opened. _____
- More movie theaters opened all over the country. _____
- The first movie theater opened. _____
- The first movie with sound came out. _____
- C What do these numbers relate to? Complete the sentences.

5 18 20 54 1905 1927 thousands

- 1 _____% of adults prefer to watch movies at home than at the movie theater.
- 2 The first movie theater opened in _____.
- 3 Admission to the first theaters cost _____ cents.
- 4 In _____ the first movie with sound came out.
- 5 A megaplex movie theater has _____ screens or more and _____ of seats.
- 6 A movie theater ticket usually costs _____ dollars.





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

- 1 Going to the movies *is / used to be* more of a social event.
- 2 People called theaters "nickelodeons" because of *their location / the price of the ticket*.
- 3 "Scenics" were movies of the countryside from moving *planes / trains*.
- 4 "Actualities" are called *documentaries / comedies* nowadays.
- 5 Sound in the first movies was made by *pianos / violins*.
- 6 *Not everybody / Everybody* was happy when movies with sound were made.

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

- 1 Movies didn't use to have any sound or music.

- 2 Movie theaters used to be very popular.

- 3 People in parts of Asia didn't use to like movies with sound.

- 4 In the Philippines, people used to like the live music at silent movies.

- 5 Comedies and horror movies used to be shown as silent movies.

F **PAIR WORK** Read this extract from the video. What might be the man's opinion about going to the movies? Check (✓) the correct answer.

Some people like this much better than paying 18 dollars to sit in a dark room with lots of people.

- He thinks the movie theater is better than Netflix.
- He thinks the movie theater is expensive.
- He thinks it's better to watch movies online.

AFTER YOU WATCH

A **PAIR WORK** Ask and answer these questions from the video.

When was the last time you saw a movie?

Were you at home or at a movie theater?

How do you prefer to watch movies?

B **PAIR WORK** Discuss the questions.

- How much does a movie ticket cost in your city?
- Do you subscribe to any video streaming sites? If so, which one(s)? How much does it cost?
- What do teenagers prefer? What about adults?

C **PAIR WORK** Role play the following situation with a partner.

Student A

You want to go to the movie theater to watch a new blockbuster. There is a special buy-one-get-one-free offer on tickets tonight. Your friend wants to stay home and watch the movie online. Try to convince your friend to go to the movie theater.

Student B

You have a code to stream a new blockbuster online. The movie theater is on the other side of town, and there is always a lot of traffic. Your friend wants to go to the movie theater. Try to convince your friend to stay home.



BEFORE YOU WATCH

A **PAIR WORK** How many different hobbies can you think of?

B **PAIR WORK** Match the words in the box to the correct pictures.

dog training race car driving salsa dancing surfing



1 _____



2 _____



3 _____



4 _____

C Write the words from the box next to the correct definitions.

competition demanding lifestyle patience professional

1 _____ : the way someone lives or the things they do

2 _____ : having special education or training

3 _____ : needs a lot of time, energy, etc.

4 _____ : an event when people try to win something

5 _____ : when you can wait for something and not get irritated

WHILE YOU WATCH

A What is the main topic of the video? Check (✓) the correct answer.

- unusual hobbies that some people have
- serious hobbies that you can do
- hobbies that animals can have
- hobbies that can become professions
- hobbies that aren't for everyone

B In the video, which hobby is dog training combined with?

C Which hobby does each of these phrases describe? Write *D* (dog paddleboarding), *R* (race car driving), or *S* (salsa dancing).

- 1 needs patience and hard work _____
- 2 is an outdoor and indoor activity _____
- 3 is done on the water _____
- 4 is a workout _____
- 5 needs many hours of practice _____
- 6 takes place at a track _____





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

- 1 Paddleboarding *instructors / students* help dogs learn how to paddleboard.
- 2 After some training, dogs can paddleboard *alone / with their owners*.
- 3 At a race track, people can learn how *a car / the safety control* works.
- 4 Salsa dancing becomes a *lifestyle / job* for some people.
- 5 Salsa dancing is a very *demanding / easy* activity.

E **Answer the questions about the video.**

- 1 People who race cars as adults often raced go-karts when ... ?

- 2 What do paddleboarding instructors have to change when they teach dogs?

- 3 What can people take at race tracks?

- 4 What can salsa dancers do after a lot of practice?

F **Complete the sentences with the correct adverb form of the adjectives in the box.**

different easy quick serious

- 1 You can learn how to drive a race car _____.
- 2 Some people take their activities _____.
- 3 You must communicate _____ with dogs than you do with humans.
- 4 Some people can't do salsa dancing _____.

AFTER YOU WATCH

A **PAIR WORK** Tell your partner about a hobby you have. Mention:

- what it is
- where and how often you do it
- how often you have been doing it
- how seriously you take it

B Complete these questions with the correct words or phrases from the box. There are two extra options.

challenge	change	chore	have the chance
having trouble	job	making good progress	opportunity

- 1 Which of the hobbies in the video do you think are a _____?
- 2 What hobby would you like to have as a _____?
- 3 Would you need to _____ anything about your life to get a new hobby?
- 4 Would you like to have the _____ to do any of the hobbies in the video? Which one?
- 5 Do you have a new hobby? Are you _____ in it?
- 6 Is there a hobby you didn't _____ to do when you were a child? What was it?

C **GROUP WORK** Discuss the questions in exercise B.



BEFORE YOU WATCH

A **PAIR WORK** Complete this text about college with the correct words from the box.

campus	degree	economics
internship	major	subject

College is an exciting time for many young people in the U.S. They go to college to earn a/an ¹ _____ in a/an ² _____ that interests them. In the first year, students study general knowledge. After that, they choose their ³ _____, which is the main course of study, such as biology, ⁴ _____, or architecture. The land on which the college or university has its buildings and different spaces for the students is called the ⁵ _____. Some students do a/an ⁶ _____, which is work experience in their field of study, but they usually don't earn any money for it.

B **PAIR WORK** Underline the college subjects in the text above. Can you think of any other subjects?

C **PAIR WORK** **PREDICT** You will watch a video about college. Look at the picture below. What do you think it shows?



WHILE YOU WATCH

- A **PAIR WORK** Did you guess correctly? What does the video say in relation to the picture in exercise C on page 33?
- B **PAIR WORK** Match these images from the video to the college courses. Which one do you think is most interesting? Why?

computer science
marine biology

construction
mechanical engineering

history
nursing



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

- C Which of the courses above does the video say are examples of two-year college courses? Which are examples of four-year college courses? Write 2 or 4 in the top left of each picture.

D **Number the topics (1–5) in the order they are mentioned in the video.**

- how students spend their time at college _____
- where people stay at college _____
- how students pay for college _____
- the age of people at college _____
- the length of college courses _____

E **Circle the best option to complete each sentence according to the information in the video.**

- 1 College is often the first time that young people can _____.
 - a choose what and where to study
 - b live on their own
 - c get a job
- 2 Sometimes people go to college when they are _____.
 - a parents
 - b older
 - c retired
- 3 In _____ countries, people leave their cities and study in different ones.
 - a some
 - b most
 - c all
- 4 College is usually a very _____ time for students.
 - a scary
 - b busy
 - c boring
- 5 Students stay up late at college to _____.
 - a go to parties
 - b write papers
 - c attend classes

F **PAIR WORK** Check (✓) the sentences that are true. Correct the false ones.

- 1 Students usually live on campus when they go to college in their hometown.

- 2 Students who share an apartment are called roommates.

- 3 Not all students become friends with the people they share apartments with.

- 4 Students can't work and go to college.

- 5 The University of São Paulo in Brazil offers more than 300 majors.

- 6 Typical jobs for students in college include working in restaurants and offices.



AFTER YOU WATCH

- A **GROUP WORK** Read this extract from the video. Do you agree or disagree with it?

*A lot of people discover – through college – the ideas and issues that are important to them.
And this experience often affects the rest of their lives.*

- B **PAIR WORK** Discuss these questions.

- Why do you think there are two- and four-year colleges?
- How long are college courses in your country?
- Which course in the video do you think is the most interesting? Why?

- C Prepare to talk about your college major (one that you studied, are studying, or want to study).
Take notes on:

- how many years you have to study for that major
- what projects or internships you must do
- what jobs you can have after graduating

- D **GROUP WORK** Share information about your college major with your classmates.



BEFORE YOU WATCH

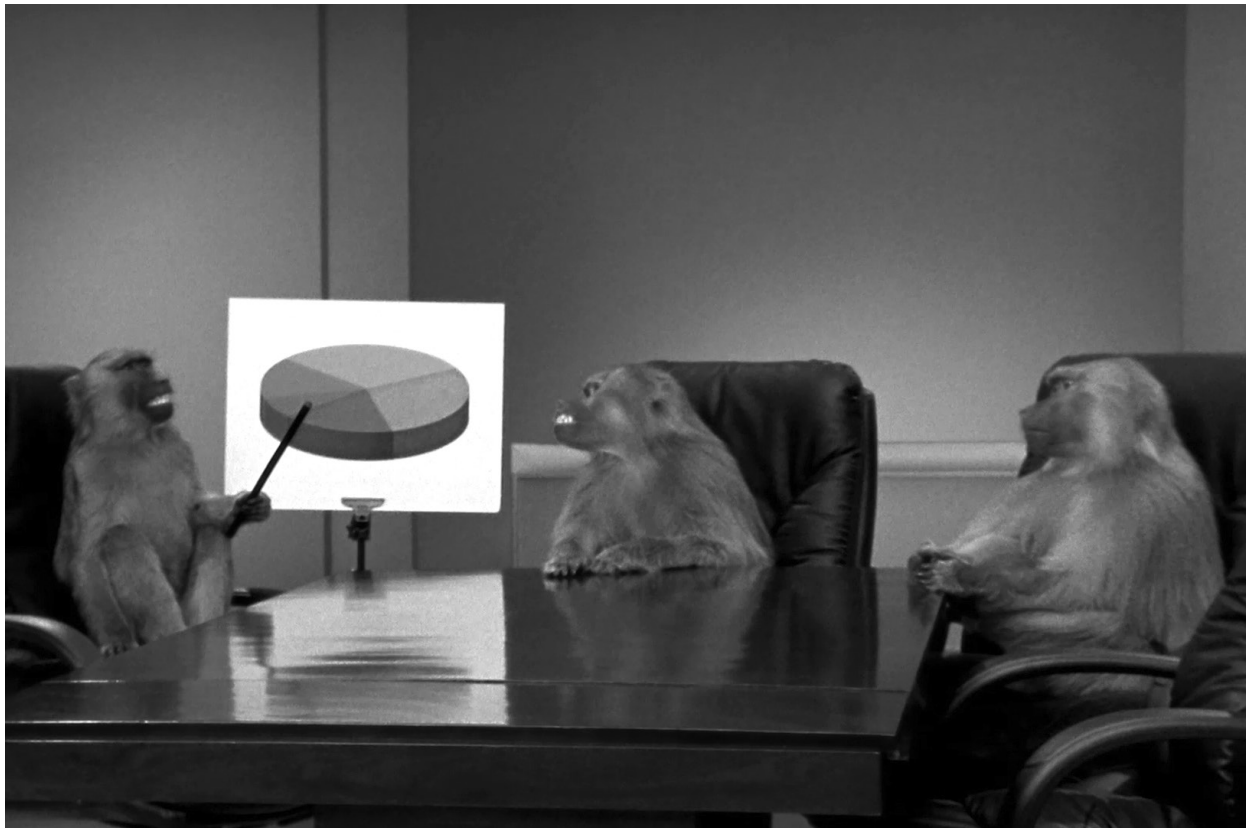
- A **PAIR WORK** **Circle** the correct words to complete the paragraph.

Advertisers use advertisements (or "ads") to try to ¹sell / buy products. They want to make you believe that their product is ²a cheap / the best option for you. Most brands spend a lot of money to get you to ³think / remember their products or services.

- B **PAIR WORK** Read the text in exercise A. Think about ways that advertisers try to sell products using advertisements. Take notes, and share your ideas with a partner.

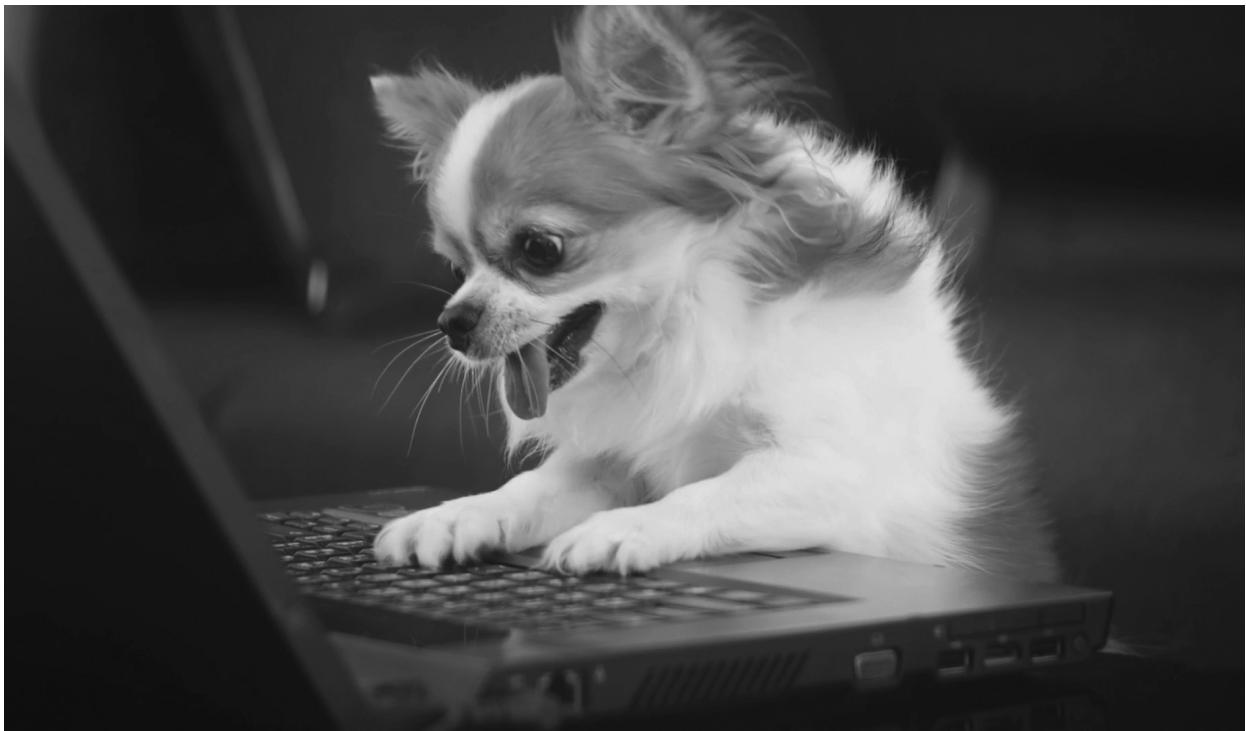
- C **PAIR WORK** **PREDICT** The elements below are often used in advertisements. Why do you think advertisers use these?

animals
 facts about how many people use a product
 warnings about how many items are left
 young, beautiful people



WHILE YOU WATCH

- A **PAIR WORK** Was your prediction in exercise C on page 37 correct? According to the video, why do advertisers use the tricks listed in the previous activity?
- B What is the main purpose of the video? Check (✓) the best answer.
- to present different techniques advertisers use
- to talk about some famous ads
- to explain why animals shouldn't be used in ads
- C According to the video, which of the following options is incorrect? Cross it out.
- Ads can be made to ...
- make us laugh.
 - scare us.
 - make us look beautiful.
 - connect us to a product.
- D Look at this image from the video and complete the extract using only one word in each blank.



One way that works very ¹ _____ is when they use an animal to sell their product. If the animal ² _____ or laughs or does anything humanlike, this connects us more to the ³ _____ and their product. We can even have ⁴ _____ for it!

E Match the messages used in ads (1–3) to the ways advertisers want to make us feel (a–c).

- | | | |
|--|-------|---|
| 1 "Nine out of ten people choose our product." | _____ | a We will feel the same way. |
| 2 "Only a few tickets left at this price!" | _____ | b We want to be like other people. |
| 3 Someone looks happy and beautiful. | _____ | c We are scared the product will run out. |

F **PAIR WORK** Check (✓) the sentences that are true. Correct the false ones.

- 1 Advertisers know that humans are friendly.

- 2 Advertisers believe that people want to be different than others.

- 3 People buy things because they are worried they will miss out.

- 4 We are more likely to trust young, beautiful, and healthy people in ads.

- 5 Advertisers want you to think that the ad is for anyone.



AFTER YOU WATCH

A **PAIR WORK** Choose one of the verbs in the box to complete all three questions. Then ask and answer the questions in pairs.

act be feel look

- 1 How do you _____ when you see a funny ad?
- 2 How do you _____ when you see a beautiful ad?
- 3 Do you ever _____ like an ad was made for you?

B **PAIR WORK** Read these extracts from the video. Which ones do you agree with? Explain your reasons.

When we read messages like “nine out of ten people choose our product”, it makes us want to buy it. We want to be like other people.

If we see someone looking happy and beautiful when they use a product, we hope that we will feel happy and beautiful, too.

If the animal dances or laughs or does anything humanlike, this connects us more to the brand and their product.

C **GROUP WORK** Think about a popular ad in your country at the moment. Talk to your group about it. **Mention:**

- where it is shown (e.g., on TV, the internet, etc.)
- when / how often it is shown
- what it is selling
- if it makes you want to buy it

BEFORE YOU WATCH

A **PAIR WORK** Write words from the box next to their synonyms.

benefit dangerous difficult prepare very big

- 1 train = _____
- 2 challenging = _____
- 3 risky = _____
- 4 reward = _____
- 5 huge = _____

B **PAIR WORK** Match the pictures with the correct words from the box.

junk food mind muscles open water strict diet



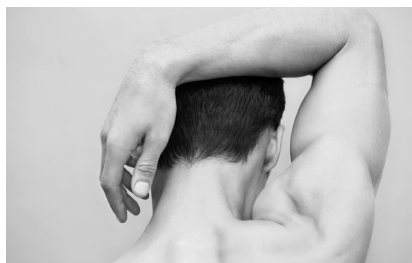
1 _____



2 _____



3 _____



4 _____



5 _____

C **PAIR WORK** Match (1–3) to (a–c) to make questions.

- | | | |
|--------------------------------------|-------|---|
| 1 Would you climb a mountain | _____ | a if you had to run ten miles nearly every day for five months? |
| 2 Would you run a marathon | _____ | b if you had to train in very cold water? |
| 3 Would you do a long swimming event | _____ | c if you had to give up all junk food? |

D **GROUP WORK** Discuss the questions in exercise C. Give reasons for your answers.

WHILE YOU WATCH

A What is the main purpose of the video? Check (✓) the correct answer.

- to explain about preparing for a physical challenge
- to explain the risks of doing physical challenges
- to explain the benefits of doing physical challenges

B Write the physical challenges in the video below the correct pictures.

climbing Everest open-water swimming running a marathon



1 _____



2 _____



3 _____

C Complete the notes about the physical challenges.

Running a marathon	
Distance: ¹	miles (² kilometers)
Training	
Start training ³	months before the event
Run ⁴	times a week
Run up to ⁵	every 7 to 10 days
Follow a ⁶	

Climbing Mount Everest	
Height: ⁷	feet
Training	
Build up your muscles and your ⁸	
Start training ⁹	before

Swimming the Straits of Magellan	
Location: ¹⁰	_____
Training	
Swim up to ¹¹	_____ hours each time
Practice in ¹²	_____

D Complete these risks with physical challenges from the box.

climbing Everest swimming in open water training for a marathon water

- 1 You might get too cold. _____
- 2 You might hurt yourself. _____



E Complete the extracts from the video with the correct words.

- 1 Marathon runners have a _____.
- 2 Training for Everest requires you to _____ your muscles and your mind.
- 3 Most people train for _____ a year.
- 4 To go the length of the Straits of Magellan in Chile, swimmers swim for _____ six hours at a time!

AFTER YOU WATCH

- A **PAIR WORK** Discuss the questions.
- Why do people do physical challenges?
 - Have you (or has someone you know) ever done a physical challenge? Talk about it.
- B **PAIR WORK** Imagine you are going to do one of the physical challenges from the video. How would you prepare? Make a preparation schedule.

Five months before	
Two months before	
One month before	
One week before	
The day before	



- C **PAIR WORK** **Circle** the correct word to complete the extract from the video. Do you agree with this statement? Discuss with a partner
- Your success with a physical challenge depends a lot on your *body / health / mind*.

BEFORE YOU WATCH

- A **PAIR WORK** What do you usually do on New Year's Eve? Do you think more about the year that passed or the year that is beginning?



I usually have a big party.

I make a list of things I achieved.

- B **PAIR WORK** Look at this picture. Have you ever been to a costume party? Share your experience.



- C **PAIR WORK** **PREDICT** You will watch a video about three things people have learned in the past year. Read the topics for each person and predict what they will talk about.

Maria – a big test

Danny – a trip abroad

Carla – a costume party

WHILE YOU WATCH

- A **PAIR WORK** Did you predict correctly? How does what happened to Maria, Danny, and Carla in the video compare with your predictions in exercise C on page 45?



- B Are these sentences about *Maria, Danny, or Carla*? Write the correct name to complete each sentence.
- | | |
|------------------------------------|---------------------------------------|
| 1 _____ went to the wrong airport. | 4 _____ wore the wrong clothes. |
| 2 _____ woke up late. | 5 _____ was excited about an event. |
| 3 _____ couldn't take the exam. | 6 _____ was invited to go to a party. |

- C Complete the sentences about the video with the correct words from the box.

anything anywhere everyone no one someone something

- 1 In the end, Danny didn't go _____.
- 2 _____ wore a costume to the party that Carla went to.
- 3 _____ told Maria that she couldn't take the test.
- 4 Carla found _____ to wear that she thought was very funny.
- 5 _____ had finished the test when Maria arrived.
- 6 Maria didn't study _____ until the last minute.
- D **PAIR WORK** Number each set of pictures (1–4) in the order they appear in the video.

Maria



Danny



Carla



E **PAIR WORK** Retell each of the stories from the video in your own words.

AFTER YOU WATCH

A Think about something you learned this year. Take notes about what happened and how you felt.

B **GROUP WORK** Talk to three classmates about what they learned this year. Take notes.

Student 1	Student 2	Student 3

C **PAIR WORK** Share the notes about your classmates with your partner.



BEFORE YOU WATCH

A What do these pictures have in common? What are their similarities and differences?



B **PAIR WORK** Look at the pictures in exercise A. How do these people organize their stuff? How do you organize your stuff?

C **PAIR WORK** Have you ever lived alone? Have you ever had a roommate? What are the advantages and disadvantages of each? Make a list with your partner.

Living alone		Living with a roommate	
+	-	+	-

D **PREDICT** What's happening? Why does the woman have so many bags?



WHILE YOU WATCH

- A Was your prediction about the picture in exercise D on page 49 correct? Why does Carolina have so many bags?
- B Who does each thing? Check (✓) the correct people. There may be more than one correct answer.



Who ... ?	Sara	Carolina	Jeff
1 lives upstairs			
2 designs websites			
3 arrives early			
4 looks for a laptop			
5 makes cooking videos			
6 teaches third grade			

- C Put the sentences in the order they happen in the video (1–6).

Carolina moved out of her brother's apartment. _____

Sara became a teacher. _____

Jeff showed up with food. _____

Sara, Carolina, and Jeff sat down to watch a cooking video. _____

Sara helped Carolina with her bags. _____

Carolina left California for New York. _____

- D Correct the sentences. Compare with a partner.

- Sara has been a teacher for four years.
- Carolina has two computer bags.
- Sara has already moved all her stuff out of Carolina's room.
- Carolina has just moved out of her sister's apartment.
- Sara and Carolina have met before.

WHILE YOU WATCH



E Complete the conversation with the words you hear.

Carolina So, how long ¹ _____ a teacher?

Sara Three years.

Carolina ² _____ three years, huh? Are those from your ³ _____?

Sara Yes! The school ordered too many cubbies, so I got the ⁴ _____. They're really ⁵ _____ for organizing all your things.

GLOSSARY

cubbies (n) small boxes for children to keep their stuff in

F Who says each thing? Check (✓) the correct people.

	Sara	Carolina	Jeff
1 I have a few for different types of work.			
2 You can't believe how much stuff my sister has.			
3 Where's my laptop?			
4 I'm popular today!			
5 And you already have your own cubbies!			
6 Mmm ... that smells delicious! Is that Italian?			
7 New roommate for you, new fan for me!			

G Circle the correct answers in each column. There may be more than one correct answer for each person.

Sara	Carolina	Jeff
Her students are 10 and 11 years old.	Her favorite food is Italian.	He has his own YouTube channel.
Her favorite food is Italian.	Her brother has too much stuff.	He wants to share his latest recipe.
She likes to keep her stuff organized.	She is moving to California.	He lives downstairs.
She chatted with Carolina online.	She almost knocks over a vase.	He almost knocks over a vase.

AFTER YOU WATCH

- A Sara teaches her students the expression “A place for everything and everything in its place.” What do you think this means? Is there a similar expression in your country?



- B Who do you think would say these sentences? Write *Sara*, *Jeff*, or *Carolina*.

- 1 “Even though my room isn’t ready, I just had to get out of my brother’s apartment!” _____
- 2 “I feel bad I haven’t cleaned out the room yet. I hope she isn’t upset!” _____
- 3 “I’m looking forward to getting to know Sara’s new roommate and sharing my recipes with her.” _____

- C What do the sentences from exercise B tell you about the speaker’s personality? Use the adjectives below and try to add at least one more adjective of your own to describe each person. Some adjectives may describe more than one person.

generous honest nervous organized outgoing sociable

- D **PAIR WORK** Which adjectives would you use to describe yourself? To describe your partner?

BEFORE YOU WATCH

- A **PAIR WORK** Think of a terrible day you once had. Tell your partner about what happened and how you felt. Use the correct forms of the words in the box or think of words of your own.

annoyed/annoying
frightened/frightening

disappointed/disappointing
shocked/shocking

embarrassed/embarrassing
surprised/surprising

- B **GROUP WORK** In groups, share your terrible days.

- C **PREDICT** Carolina has had a terrible day. Look at the pictures below. Can you guess what happened to Carolina?



WHILE YOU WATCH

A Was your prediction about Carolina's terrible day in exercise C on page 53 correct? Put the events in the order they happened to Carolina (1–5).

She got stuck in traffic. _____

She discovered her phone was dead. _____

She noticed her shirt was on backward. _____

She woke up late. _____

Her interview lasted only ten minutes. _____

B Did the interviewers like Carolina's designs? How can you tell?

C Listen for the words below in Carolina and Robert's conversation. What do they mean? Write the words from the box next to the correct definitions.

dead freelance interview job hunting receptionist run

1 _____ : a meeting in which someone asks questions to decide if someone should be hired

2 _____ : to work part time for several different companies

3 _____ : to be in control of a business

4 _____ : to have no battery power

5 _____ : someone who works in a hotel or office building answering the telephone and dealing with guests

6 _____ : the act of looking for full-time, paid work



WHILE YOU WATCH

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

1 Carolina went to school in New York.

2 Something always goes wrong at Carolina's interviews.

3 Carolina has a charger in her car.

4 Robert's community center helps people with skills training and job hunting.

5 Robert needs someone who can speak English and Spanish.

6 Carolina will be home for dinner by 8 o'clock.

E Complete these questions from the video. Which question is not intended as a real question because the speaker already knows the answer to it? **Circle it.**

1 Carolina? Carolina Sousa? _____ ?

2 Wow! How are you? What are you doing here? _____
_____ in school out in California?

3 So, tell me about you. _____ here in New York?

4 We need someone who speaks perfect Portuguese and perfect English. _____
_____ ?

F Correct the mistake in each sentence. Then compare with a partner.

1 Carolina is having juice at a café when she sees Robert.

Carolina is having coffee at a café when she sees Robert.

2 Robert asks what Carolina's doing, and she explains that he's finished school and has come to New York to do freelance work and look for a full-time job.

3 Carolina's been on lots of interviews, but something always goes right.

4 Carolina tells Robert all about her last interview, which went perfectly.

5 Robert explains he runs a race.

6 Since many of Robert's clients moved to the U.S. from Japan, he thinks Carolina should work at the community center because she speaks Portuguese and English.

7 Carolina agrees to leave the center with Robert.

AFTER YOU WATCH

A **PAIR WORK** Carolina is looking for full-time work, but something always goes wrong at her interviews. What advice can you give Carolina to have a successful interview? Compare with a partner.

B **PAIR WORK** Take turns role playing Carolina at an interview. Ask and answer these questions. Some information is in the episode, and some information you must make up. Can you think of some other questions to ask? Use the advice you and your partner gave each other in exercise A.

- Where did you go to school?

- Why did you decide to come to New York?

- Have you ever worked for a big company before?

- Can you describe your ideal job?

GLOSSARY

ideal (*adj*) perfect, or the best possible

C Do you think Carolina should take the job at the community center? Why or why not?



BEFORE YOU WATCH

- A How much do you remember about Sara, Carolina, and Jeff? Match the pictures (A–C) with the sentences (1–3).



- 1 When I'm not doing my day job, I make cooking videos to post to YouTube. _____
- 2 I've been a teacher for the past three years. _____
- 3 I'm a freelance web designer, but I've been job hunting for full-time work. _____

- B **PAIR WORK** What are the pros and cons of what Sara, Carolina, and Jeff do? Who do you think has the hardest job? Whose job is the most fun? Why?

GLOSSARY

pros and cons (*n*) the advantages and disadvantages of something

- C **PAIR WORK** What are the pros and cons of your work? Write your ideas in the chart. Then share them with a partner. Try to use present real conditionals to say what is good and bad about it.

Pros (+)	Cons (-)

I have so much to do. If I don't stay late at the office, I won't finish my work.

My clients need my help. If I give them good advice, they will be very happy.

WHILE YOU WATCH



A Who does each thing? Check (✓) the correct people.

Who ... ?	Jeff	Carolina	Sara
1 is starting a new series			
2 has another vase			
3 has a lot on her mind			
4 has friends over for dinner			
5 knocks something over			
6 thinks it's good to have steady work			

B Why has it been a strange day for Carolina? Circle the correct answers.

She met an old friend. She had a job interview.

She broke something. She was offered a job.

C According to the video, what are the pros and cons for Carolina of working as a freelancer and working at the community center?

Freelance work		Community center	
+	-	+	-

WHILE YOU WATCH

D Circle the correct answers.

- 1 Sara is upset about the broken vase, but fortunately _____.
 - a Carolina will buy her a new one
 - b they came in a pair
- 2 Jeff's new cooking show is called _____.
 - a *Jeff's One-Plate Meals*
 - b *Cooking with Jeff*
- 3 What does Carolina think about freelance work?
 - a She can use her language skills.
 - b It's good when she actually has the work.
- 4 Jeff thinks Carolina should take the job because _____.
 - a she will save the world
 - b it might lead to something else
- 5 Carolina has a lot on her mind because _____.
 - a it's been a strange day
 - b she knocked over a vase

E Complete the conversations with the words you hear.

- 1 Sara We've just had a little ¹ _____ here.
 Jeff ² _____ ?
- 2 Sara It's OK about the ³ _____. It was an accident. Really, it's ⁴ _____.
 Carolina Are you ⁵ _____? I was ⁶ _____ you were still ⁷ _____.

F Correct the mistakes.

Jeff is cooking breakfast when he gets a call from Carolina. When Sara and Carolina finally show up, Carolina still feels happy about the accident, but Sara says it's fine. Carolina explains that she has a lot on her plate, and she tells her friends about Jeff's job offer. They talk about the pros and cons of taking a part-time job at the community center. In the end, Carolina seems to agree that taking the job is the wrong decision.

AFTER YOU WATCH

A Who do you **think** would say these sentences? Write *Sara, Carolina, or Jeff*.

- 1 I hope my friends liked the food. _____
- 2 I hope Sara can forgive me. _____
- 3 I hope the advice that Jeff and I gave was useful. _____

B **PAIR WORK** Imagine you are Sara or Jeff and you had a very strange day. Tell your partner about your day. When you listen to your partner's day, use expressions of concern and relief.

You'll never believe what happened ...
I was ...

Is/Was ... ?
What did you do?

I'm so ...
What ... !

That's such a relief!

C **GROUP WORK** Sara tells Carolina that if she works at the community center, she will be making an impact on people's lives. What does it mean to *make an impact*? What are some other jobs that you think make a positive impact on people's lives? What are their pros and cons? Make notes. Then, discuss with your group.



BEFORE YOU WATCH

- A Look at the pictures. What do you think these YouTube channels are about? Which one would you watch? Why?



- B **PAIR WORK** Imagine you are going to make your own YouTube channel. What will its theme be? In pairs, tell your partner about your YouTube channel. Then give your partner advice about how to get people to watch the show.

I'm going to make a show about fashion.
It will have ... It will be ... I will show ...

That sounds fun. You should show
lots of pictures of cool styles.

GLOSSARY
theme (n) the subject of a book, film, etc.

- C **PREDICT** What is Carolina doing? Where is she?



WHILE YOU WATCH

- A Was your prediction from exercise C on page 61 correct? Where is Carolina? What is she doing?
- B Who says each thing? Check (✓) the correct people.

	Jeff	Carolina	Robert
1 I'm just waiting for Carolina.			
2 Since I work in an office all day, I decided to do something more creative in the evenings.			
3 How many followers do you have so far?			
4 Wow! That's really cool. I'm impressed.			
5 Hey, how do you know Carolina anyway?			
6 Here are the papers from Maiza.			
7 Small world.			



- C What does it mean to have *followers*? What does it mean to say “small world”?
- D Complete the conversation with the words you hear.

Jeff Robert? Robert McKellim? From Millennium
 1 _____.

Robert Jeff Sanders. I ² _____ so.

Jeff Hey man. It's ³ _____

 _____. I haven't seen you
 since high school.

Robert What ⁴ _____
 _____ for
 the last ten years?



WHILE YOU WATCH

E Who does each thing? Check (✓) the correct people. There may be more than one correct answer.

Who ... ?	Jeff	Carolina	Robert
1 went to Millennium High School			
2 went to business school			
3 bought some nice kitchen tools			
4 has an idea for a new YouTube channel			
5 has 2,000 followers			
6 can redesign the community center website			

F Answer the questions about the video.

1 How do Jeff and Robert know each other?

2 Why did Jeff decide to host a cooking show? Who suggested the idea?

3 Why is Robert impressed?

4 Why does Jeff say Robert should pay Carolina extra?

G Circle the correct answers in each column. There may be more than one correct answer for each person.

Jeff ...	Robert ...	Carolina ...
does creative work in the mornings.	has over 2,000 YouTube followers.	is having lunch with her friend.
suggests Carolina can redesign the community center's website.	thinks Carolina will make a good host.	mentioned her neighbor is a fantastic cook.
is having lunch with his friend.	mentioned his neighbor is a fantastic cook.	is having a bad day.

AFTER YOU WATCH

A Who do you think would say these sentences? Write *Jeff*, *Robert*, or *Carolina*. Now imagine one more thing each person **might** say and write it down.

1 "You won't believe who I ran into today! My old friend from high school. Now he runs a community center." _____

2 "I'm so happy to finally have full-time work. It's such a relief!" _____

3 "I'm so glad Carolina's started working here. She's been a big help." _____

B **PAIR WORK** It was a coincidence that Carolina's upstairs neighbor, Jeff, went to school with Robert. What's the strangest coincidence that's happened to you? Tell your partner about it.

GLOSSARY

coincidence (*n*) when two things happen at the same time but there is no reason for it

C **PAIR WORK** Robert wants to make a YouTube channel for the community center. What kinds of shows should Robert make? What topics – besides English – will most help his students? With your partner, make up a show and think about how it will be useful **and** interesting. Make notes.

YouTube Channel for the Community Center	
Kinds of shows:	
Topics:	
Notes about our show:	

D Present your show to the class. Decide which show you would want to make first.

BEFORE YOU WATCH

- A Look at the picture. What does it show? Who are the people? Where are they? What are they doing?



- B Write the words from the box next to the correct definitions.

a play curtain felt prop scene tool

- 1 _____ : an object used in a stage performance
- 2 _____ : a soft, thick cloth that is made from wool
- 3 _____ : a piece of equipment you use with your hands to help do something
- 4 _____ : a short part of a film or play in which events happen in one place
- 5 _____ : a piece of cloth that hangs down to cover a window or stage
- 6 _____ : a theater show

- C **PREDICT** What is Sara making? What is it for?



WHILE YOU WATCH

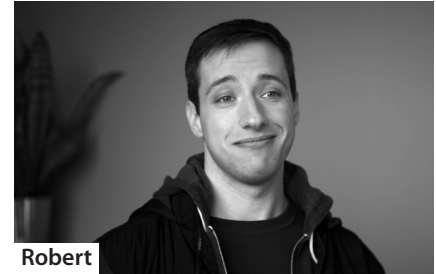
A Was your prediction in exercise C on page 65 correct? What is Sara making? What is it for?



Sara



Carolina



Robert

B Who does each thing? Check (✓) the correct people.

Who ... ?	Sara	Carolina	Robert
1 scares her friend			
2 needs to ask an opinion about something			
3 is going to see a friend			
4 knows someplace to get tools			
5 spent hours cutting leaves out			
6 helps someone attach something			
7 thinks someone is really talented			

C Put the sentences in the order they happen in the video (1–6).

- Sara asks for Carolina’s help. _____
- Carolina tells Sara she needs better tools if she wants to make and sell things. _____
- They decide to go to a hardware store. _____
- Carolina has an idea to attach the leaves. _____
- Sara and Carolina meet Robert. _____
- Sara is working on a curtain for her school play. _____

D Answer the questions about the video.

- 1 What does Sara ask Carolina’s opinion about?

- 2 What are the leaves made of?

- 3 Why does Sara tell Carolina to be careful?

- 4 What does Carolina use to attach the leaves?

- 5 Why does Carolina suggest going to the hardware store?

WHILE YOU WATCH

E Complete the conversation with the words you hear.

Carolina This'll work. I ¹ _____.

Sara Ooh, I don't know. Will those ² _____ on?

Carolina Well it's not ³ _____ but these paper clips attach well.

Sara Yeah, they really do.

Carolina Here, pass me some more. Well, ⁴ _____
 _____?

Sara Hold on a ⁵ _____.

Carolina Wow.

Sara ⁶ _____.



F **PAIR WORK** With your partner, read the conversation in exercise E. Then answer the questions.

1 How does Carolina ask Sara's opinion?

2 What expression means something isn't perfect?

3 What expression means someone should give something to another person?

4 What expression means someone should wait a moment?

G Complete the sentences with information from the video.

1 Carolina can't hear Sara because _____.

2 Sara is "going crazy" because _____.

3 The leaves keep falling off because _____.

4 Carolina says Sara is talented because _____.

5 They are going to the hardware store because _____.

6 They run into Robert because _____.

AFTER YOU WATCH

- A Read the conversation from the video. What does Carolina mean by “different eyes”? Do you have an expression like this in your home country?

Sara That was a really good solution. Thanks, Carolina!

Carolina You're welcome. You just needed different eyes.

- B **GROUP WORK** When do you need *different eyes*? In what situations is it helpful? Who do you ask?

- C **PAIR WORK** Role play the situation. Then switch roles and practice again.

Person A

Choose one of the items pictured below and imagine that you are going to buy it. Tell your partner about it and ask his/her opinion.

Person B

Question your partner's choice. Tell him or her why you think he or she shouldn't buy it. Then make a suggestion for something better. Are you able to get person A to change his or her mind?



I'm going to buy the new X29 phone. What do you think?

Are you sure that's the right choice? It's last year's model. You should get ... / If it were me ...

Hmm. That's a good suggestion, but ...

BEFORE YOU WATCH

A Read Rita's blog and answer the questions below.



When I was young, I didn't know what I wanted to be when I grew up. My parents always wanted me to go into business, but my heart wasn't in it. When the earthquake in Chile happened, I knew I had to find a way to help. So I flew to Iquique and volunteered to be part of the cleanup effort. It was amazing being surrounded by so many good-hearted people! I mean, it was amazing, but it was also really hard work! Let's just say it taught me a lot about myself and what is important to me. After that, my dream was to find a job helping people. I went back to school and became a teacher. Now, I couldn't be happier!

- 1 What does it mean to say your *heart is not in it*?
- 2 What word is used to describe people who are kind and willing to be helpful?
- 3 What expression do people use when they do not want to give all the details about something?
- 4 What word can be used to describe something a person hopes for very much?
- 5 How did Rita learn about herself? What did she decide to do?

B **PAIR WORK** Rita's experience volunteering inspired her to become a teacher. Think of an inspirational experience that you had. How did it shape your dreams or your outlook on life? Tell your partner about it.

C **PREDICT** Uh-oh! Robert's getting a strange call. Who could it be? Why does he look so worried?

GLOSSARY

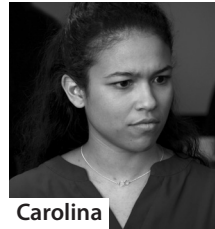
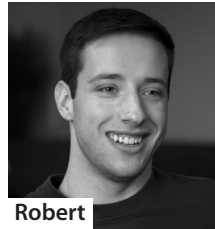
inspire (*v*) to fill someone with the desire or confidence to do something

outlook (*n*) a person's way of seeing and understanding the world



WHILE YOU WATCH

- A Was your prediction from exercise C on page 69 correct? Who called Robert? Why does he look so worried?
- B Who does each thing? Check (✓) the correct people.



Who ... ?	Sara	Jeff	Robert	Carolina
1 wants to run a production company someday				
2 spent two months traveling the U.S. in his father's old car				
3 knew Carolina's brother				
4 is making props for a school play				
5 had a girlfriend named Megan				
6 is not good at cooking				
7 probably knows a little too much about Robert				

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

1 Jeff wants to have his own business.

2 The summer before graduation, Robert traveled around the U.S.

3 Eduardo has one sister.

4 Sara knows about Megan.

5 Sara is working on some new creations.

- D Answer the questions about the video.

1 How does Robert know Carolina? Why does Carolina know *a little too much* about him?

2 Why was Eduardo worried about Robert?

3 What did Eduardo ask Carolina's advice about?

4 Why does Jeff suggest the friends come over to his place?

WHILE YOU WATCH

E Complete the conversation with the words you hear.

- Sara** New? Not much. I'm still making ¹ _____ for the school play but I started working on some other ideas. Not for the school, just for me.
- Carolina** You have to come see these things she's making. They're ² _____!
- Sara** Well, yeah, they are.
- Robert** I'd love to see your ³ _____ sometime. Carolina told me about them the other day.
- Sara** OK, but don't expect too much. I'm still working things out, ⁴ _____.
- Jeff** Hey, I know! Why don't you come over tomorrow night? We can ⁵ _____ Sara's work and then have dinner?

F Read the conversation in exercise E and answer the questions.

- 1 What word does Robert use to describe the objects Sara is making?

- 2 What does *working things out* mean?

- 3 What expression means "to examine something to learn about it"?

G Complete the phrases or sentences from the video with words from the box.

cooking dream expect say truth

- 1 I think it's great you have a _____.
- 2 To tell you the _____ ...
- 3 Let's just _____ it didn't end well.
- 4 Don't _____ too much. I'm still working things out.
- 5 I am good at making props, not _____.



AFTER YOU WATCH

- A **PAIR WORK** Imagine Robert's phone call with Megan. Why is she calling him? What do they say to one another? Write a short conversation and practice it with your partner.



- B Now imagine that after Robert's phone call he asks his friends for advice about what he should do. What advice does each friend give him? Whose advice should he take?



- C **PAIR WORK** Jeff's dream is to have a cooking channel and run a successful production company. Carolina's dream is to be a web designer. What dreams did you have when you were younger? Are they the same dreams you have now?

WHAT'S THE RIGHT JOB FOR YOU?

Documentary summary

This video opens with the narrator asking "What is the right job for you?" and then goes on to tell us that we should think about our personality and skills when deciding this. Various examples are presented throughout the video of different jobs and the skills or personality types needed for them. The video ends by suggesting that students ask their friends and family what their skills and qualities are so that they can use the information to decide on the right job for themselves.

Language summary

Grammar	Vocabulary	Functional language
Information questions Indirect questions	Describing personality Giving personal information	Make introductions Say how you know someone End a conversation

BEFORE YOU WATCH p. 1

A **PAIR WORK** **Introduce the task** Ask Ss to look at the photos. Read the instructions and the nouns in the box aloud. With the class, match the first word to the picture as an example.

Do the task Ss work in pairs to match the jobs to the photos.

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

Answers

1 engineer 2 scientist 3 teacher 4 chef
5 nurse 6 sales associate 7 veterinarian
8 physical therapist 9 computer programmer

B **PAIR WORK** **Introduce the task** Read the instructions and the adjectives in the box aloud. Elicit the first answer as an example.

Do the task Ss work in pairs to complete the definitions. Allow them to use print/online dictionaries as necessary.

Review answers Ask volunteers to read aloud the completed sentences to the class.

Answers

1 outgoing 2 patient 3 helpful
4 sociable 5 calm

C **PAIR WORK** **PREDICT** **Introduce the task** Read the instructions aloud and check Ss' understanding. Invite a volunteer to read the example speech balloon and encourage another S to say more.

Do the task Ss discuss the questions in pairs.

Review answers Ask volunteers to share their opinions with the class. Encourage Ss to contribute other adjectives to describe the qualities needed for each of the jobs. Write these on the board for future reference if necessary.

WHILE YOU WATCH pp. 2–3

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

Do the task Play the video. Ss choose the correct option to answer the question.

Review answers A volunteer gives the correct answer.

Answer

Thinking about your personality can help you choose a job.

B **PAIR WORK** **Do the task** Ss works in pairs to discuss the qualities associated with the jobs shown in the video.

Review answers Ask volunteers to give the correct answers.

Answers

nurse – helpful; physical therapist – helpful; sales associate – outgoing, sociable; teacher – patient; veterinarian – calm, patient

Possible answers

chef – calm; computer programmer – patient; engineer – calm; scientist – patient

C **Introduce the task** Ask Ss to look at the pictures and say aloud what each picture represents. Read the instructions aloud.

Do the task Play the video again. Ss complete the questions.

Review answers Invite volunteers to read aloud the completed questions.

Answers

1 outgoing 2 helpful 3 patient
4 leader 5 yourself 6 sociable

D **Introduce the task** Ask Ss to look at the pictures and say aloud what each picture represents. Read the instructions and the sentences. Check Ss' understanding of the sentences.

Do the task Ss work individually to mark the sentences and then compare answers in pairs. If necessary, replay the video.

Review answers Invite volunteers to share their answers.

Answers

1 V 2 P 3 V 4 S 5 P 6 V 7 S 8 P

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

Do the task Replay the ending of the video, from about 1:51 on. Ss circle the correct options.

Review answers A volunteer reads aloud the completed paragraph.

Answers

1 friends and family 2 surprised 3 determine

F **GROUP WORK** **Introduce the task** Read the instructions aloud and give your opinion as an example.

Do the task Ss work in groups to discuss the question.

Review answers Invite volunteers to share their opinions with the class.

Answers

Answers will vary.

AFTER YOU WATCH p. 4

A **PAIR WORK** **Introduce the task** Read the instructions and check that Ss understand the task. Ask Ss to give examples of other questions they can add to the chart.

Do the task Play the video. Ss write another two questions in the chart. Then they ask and answer the questions in pairs, and each S suggests a job for his/her partner based on the answers.

Review answers Invite volunteers to share their partners' answers and the job that they suggested. The other Ss can say if they agree with the job suggestion (or not).

B **Introduce the task** Read the instructions and ask Ss to look at the list headings. With Ss' help, complete an example on the board using one of the jobs from the video as an example.

Do the task Play the video again. Ss work individually to complete the thought bubble and lists with their own ideas. Allow them to research online to find out more about the job if necessary.

C **PAIR WORK** **Introduce the task** Read the instructions and ask two Ss to read aloud the sample conversation in speech balloons as an example.

Do the task In pairs, Ss discuss their answers to exercise B. If there is time, Ss can switch pairs.

Review answers Volunteers tell the class about their dream jobs and the skills/personality traits they need for each job.

COLLECTIONS, OLD AND NEW

Documentary summary

This video opens with examples of collections of old items that people have, and the narrator introduces the idea that people like collecting things. Throughout the video, different collections are introduced, as well as the reasons why people collect these items. Finally, the video concludes by reinforcing that collecting is a hobby that anyone can participate in.

Language summary

Grammar	Vocabulary	Functional language
Present perfect with <i>ever, never, for,</i> and <i>since</i>	Describing possessions	Introduce new topics
Present perfect with <i>already</i> and <i>yet</i>	Tech features	Change the subject
		Stay on track

BEFORE YOU WATCH p. 5

- A **PAIR WORK** **Introduce the task** Ask Ss to look at the pictures. Read the instructions and the question. Ask a volunteer to give an example.
- Do the task** Ss work in pairs to discuss the question. Encourage them to take notes on the ideas they brainstorm.
- Review answers** Ask volunteers to share their opinions with the class.
- B **PAIR WORK** **Introduce the task** Read the question and check Ss' understanding.
- Do the task** Ss work in pairs to discuss the question. Encourage them to take notes on their ideas.
- Review answers** Ask volunteers to share their opinions with the class.
- C **Introduce the task** Read the instructions and the words in the box aloud.
- Do the task** Ss work individually to match the words with the definitions.
- Review answers** Ask volunteers to give the answers.

Answers

1 c 2 a 3 d 4 b

- D **Introduce the task** Read the instructions aloud.
- Do the task** Ss work individually to complete the text with the words from the previous activity and then compare answers in pairs.
- Review answers** A volunteer reads aloud the completed text. Check the meaning of the words with Ss.

Answers

1 one of a kind 2 worth
3 valuable 4 reminds

WHILE YOU WATCH pp. 6–7

- A **Introduce the task** Read the instructions aloud. Ask Ss to look at the notes they made previously and compare their predictions as a class. Read the words aloud and check Ss' understanding.
- Do the task** Play the video. Ss check the correct options.
- Review answers** Ask volunteers to give the answers.

Answers

airplane tickets, books, coins, comic books, concert tickets, exotic bugs, greeting cards, old phones, old photos, postcards, records, shoes, stamps

- B **Introduce the task** Ask Ss to look at the chart. Read the instructions and the information in the chart aloud.
- Do the task** Play the video again. Ss complete the chart with some of the words they checked in the previous activity.
- Review answers** Ask volunteers to give the correct answers.

Answers

Things collected to sell: books, stamps
Things collected to study: exotic bugs
Things collected to remember experiences: concert tickets, airplane tickets, greeting cards, postcards

C **Introduce the task** Ask Ss to look at the chart. Read aloud the parts of speech and check Ss' understanding. Give an example, if necessary, with another word, e.g., *speech, speaker*.

Do the task Replay the video, if necessary. Ss work individually to complete the chart and then compare answers in pairs. Alternatively, have Ss guess the answers in the chart and watch the video again to check their answers.

Review answers Invite volunteers to share the correct answers.

Answers

collection, collector

D **Introduce the task** Read the instructions and the sentences. Explain any unfamiliar vocabulary, for example, *by accident* (not on purpose). Do the first sentence as an example if necessary.

Do the task Play the video again, if necessary. Ss decide whether the sentences are true or false and correct the false ones.

Review answers Volunteers give the answers.

Answers

- 1 T
- 2 F, more cheaply for more money
- 3 T
- 4 T
- 5 T,
- 6 F, won't lost them can sell them
- 7 T
- 8 T

E **Introduce the task** Read the instructions and the incomplete sentence. Ask Ss to look at the options in the box. Make sure they understand that there are some options that they do not need to use.

Do the task Replay the related video clip (0:48–0:55). Ss complete the sentence with the correct words and numbers.

Review answers A volunteer reads aloud the correct sentence.

Answers

stamps, 1840s, 4 million

F **Introduce the task** Read the instructions and the statement from the video. Then read aloud the options.

Do the task Ss choose the correct option and discuss why.

Review answers Ask a volunteer to read aloud the correct option.

Answer

You can collect anything you like.

AFTER YOU WATCH p. 8

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

Do the task Ss work in pairs to discuss how they would describe each collection.

Review answers Invite volunteers to share their opinions with the class.

B **PAIR WORK** **Introduce the task** Read the question aloud and give your opinion as an example.

Do the task Ss discuss which collection they prefer in pairs.

Review answers Take a class poll about the favorite collection.

C **PAIR WORK** **Introduce the task** Ask Ss to look at the pictures and read the captions. Read the situations and ask volunteers to read the example role play aloud.

Do the task In pairs, Ss role play the situation. Then they switch roles.

Review answers Invite pairs to role play in front of the class.

Documentary summary

This video opens with the narrator asking students to think about what they would do if they only had one day to spend in a city. Then the narrator presents three famous tourist cities (Toronto, Canada; Lima, Peru; Istanbul, Turkey) and suggests an itinerary for people who want to spend a day in each city. Finally, students are asked to think about what they would suggest people do in only a day in their city.

Language summary

Grammar	Vocabulary	Functional language
Articles	City features	Ask for directions
Modals for advice	Public transportation	Give directions

BEFORE YOU WATCH p. 9

- A **GROUP WORK** **Introduce the task** Read the instructions and the names of the cities. If possible, point them out on a map.
- Do the task** Ss work in groups to discuss what they know about each city. Encourage groups to take notes and be prepared to report back to the class.
- Review answers** Ask volunteers to share their opinions with the class.
- B **PAIR WORK** **PREDICT** **Introduce the task** Ask Ss to look at the pictures and say what they can see in each picture. Read the instructions.
- Do the task** Ss work in pairs to match the pictures to the places in the previous activity.
- Review answers** Ask volunteers to share their opinions with the class. Answers will be reviewed in exercise A in While you watch on the following page.
- C **PAIR WORK** **Introduce the task** Read the instructions and the language prompt aloud. Give an example of a place you've visited.
- Do the task** Ss work in pairs to discuss a place they've visited and give advice about what to do there.
- Review answers** Volunteers talk about places they've visited.

WHILE YOU WATCH pp. 10–11

- A **Introduce the task** Read the instructions aloud.
- Do the task** Play the video. Ss compare their predictions to the information in the video.
- Review answers** Ask volunteers to share which predictions they got right or wrong.
- Answers**

1 Toronto 2 Lima 3 Toronto
4 Istanbul 5 Lima 6 Istanbul
- B **Introduce the task** Read the instructions and the city features aloud. Check Ss' pronunciation and understanding as necessary.
- Do the task** Ss check the places that they saw in the images in the video. See what they can remember from the first viewing. Alternatively, replay the video.
- Review answers** Ask volunteers to give the correct answers.
- Answers**

bridge, ferry, highway, monument, sculpture, sidewalk
- C **Introduce the task** Read the instructions and the sentences aloud. Ask a volunteer to give the correct answer to the first sentence as an example.
- Do the task** Play the video again. Ss work individually to decide which city each sentence refers to and then compare their answers in pairs.
- Review answers** Invite volunteers to read the sentences and say which city each refers to.

Answers

1 T 2 I 3 T 4 I 5 T 6 L

D Introduce the task Read the instructions and the words in the boxes aloud. Draw Ss' attention to the mind map and ask a volunteer to give the first answer as an example.

Do the task Play the video again. Ss match one word from each box to make a collocation. Then they match each collocation with a city and add it to the mind map.

Review answers Ask a volunteer to share the correct answers with the class. You could draw a mind map on the board and ask Ss to add the answers on the board. Then explore the answers as a class.

Answers

Toronto: fresh meat, incredible views
Lima: historic center, trendy neighborhood, beautiful architecture, delicious restaurants
Istanbul: crowded with tourists, traditional Turkish coffee, quiet time

E Introduce the task Read the instructions and the sentences aloud.

Do the task Play the video again. Ss number the suggestions in the order in which they appear in the video. Make sure Ss understand they should restart the numbering at one for each city.

Review answers Volunteer Ss give the answers.

Answers

Toronto: 1, 3, 2
Lima: 2, 1, 3
Istanbul: 3, 1, 2

F Introduce the task Ask Ss to look at the pictures. Read the instructions and the words in the box aloud.

Do the task Ss label the pictures with the words from the box.

Review answers Invite volunteers to share their opinions with the class.

Answers

1 CN Tower (Toronto)
2 Turkish delight (Istanbul)
3 Miraflores Boardwalk (Lima)
4 Blue Mosque (Istanbul)

AFTER YOU WATCH p. 12

A PAIR WORK Introduce the task Read the instructions, the incomplete sentence, and the answer options aloud. Give your opinion as an example.

Do the task Ss check the option that best applies to them. Then they discuss and compare their opinions in pairs. Encourage them to give reasons and examples.

Review answers Invite volunteers to share their opinions with the class.

B PAIR WORK Introduce the task Read the instructions, the sentence, and the questions aloud. Ask a volunteer to give his/her opinion as an example.

Do the task In pairs, Ss discuss the questions.

Review answers Invite volunteers to share their opinions with the class.

C GROUP WORK Introduce the task Read the instructions aloud. Elicit some ideas from Ss of places they might focus on, and write their ideas on the board as examples.

Do the task In groups, Ss plan and prepare a mini video about a day in a city for a tourist. This can be about their city or a city that they like/are familiar with. Allow them to research online for additional ideas as necessary.

Review answers Ask each group to present their videos to the class. Then discuss the similarities and differences between their presentations as a whole class.

Documentary summary

This video opens with the narrator asking students to imagine it's vacation time and mentions some typical vacation plans that they might do. The narrator then suggests that students consider doing volunteer work during their time off. Different options – such as helping out at a community newspaper or a soup kitchen – are suggested. The narrator then suggests that students could learn a new skill or prepare for a new career during their free time. Finally, the video concludes by asking students to consider how they could spend their vacation time more wisely.

Language summary

Grammar	Vocabulary	Functional language
<i>be going to</i> and <i>will</i> for predictions	Describing opinions and reactions	Offer reassurance
<i>will</i> for sudden decisions	Making decisions and plans	Respond to reassurance
Present continuous for future plans		

BEFORE YOU WATCH p. 13

A **PAIR WORK** **Introduce the task** Read the instructions. Ask Ss to look at the pictures and say what the activities show.

Do the task Ss work in pairs to discuss what they usually do on vacation.

Review answers Ask volunteers to share their ideas with the class.

B **Introduce the task** Read the instructions and the words in the box aloud.

Do the task Ss match the words with the correct definitions.

Review answers Ask volunteers to read the words and corresponding definitions aloud.

Answers

- 1 volunteer
- 2 soup kitchen
- 3 food bank
- 4 homeless people
- 5 community center
- 6 career

C **PAIR WORK** **PREDICT** **Introduce the task** Read the instructions. Ask a couple of Ss to suggest answers as an example, if necessary.

Do the task Ss work in pairs to discuss how they think the words might be related to vacations.

Review answers Ask volunteers to share their opinions.

WHILE YOU WATCH pp. 14–15

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

Do the task Play the video. Ss compare their predictions about the words in exercise C on page 13 to what they see in the video.

Review answers Ask volunteers to share which predictions they got right or wrong.

Answers

Answers will vary.

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

Do the task Ss choose the correct option.

Review answers Ask a volunteer to give the correct answer.

Answer

Vacation time is a good opportunity to help other people.

C **Introduce the task** Ask Ss to look at the pictures. Read the instructions and the words and phrases in the box aloud.

Do the task Ss work individually to label the pictures and then compare the answers in pairs.

Review answers Invite volunteers to give the correct answers.

Answers

- A fitness trainer
- B photographer
- C fashion designer
- D meet up with friends
- E make pottery

- D **PAIR WORK** **Introduce the task** Read the instructions and the phrases. Point out that one of the phrases relates to two items in exercise C.

Do the task Play the video again. Ss work in pairs to write the letters of the photos from exercise C that match the phrases.

Review answers Ask volunteers to share the correct answers with the class.

Answers

- 1 D: an example of a typical vacation activity
- 2 A and C: examples of learning a new skill
- 3 B: an example of helping out in the community
- 4 E: an example of taking a class

- E **Introduce the task** Ask Ss to look at the pictures. Read the instructions aloud.

Do the task Play the video again. Ss work individually to number the pictures in the correct order and then compare their answers in pairs.

Review answers Volunteers give the answers. If possible, project the images as you go over the answers so Ss can more easily follow along.

Answers

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

- F **PAIR WORK** **Introduce the task** Read the instructions and the sentences. Point out the underlined information in the first sentence and ask why it is incorrect. Ask a volunteer to give the correct information.

Do the task Ss work in pairs to correct the sentences. If necessary, replay the video.

Review answers Invite volunteers to read the corrected sentences.

Answers

- 1 newspaper
- 2 listening
- 3 online
- 4 robot
- 5 career

- G **PAIR WORK** **Introduce the task** Read the instructions and the extract from the video aloud. Then read the options aloud.

Do the task In pairs, Ss discuss the statement and choose the best option for them.

Review answers Invite volunteers to share their opinions with the class.

Answers

Answers will vary.

AFTER YOU WATCH p. 16

- A **PAIR WORK** **Introduce the task** Read the instructions and the adjectives aloud. Check Ss' understanding of the adjectives by asking them to give an example for each one.

Do the task In pairs, Ss discuss which adjectives they associate with the suggestions. Encourage them to give reasons.

Review answers Invite volunteers to share their opinions with the class.

- B **Introduce the task** Read the instructions aloud. Give an example for the task, if necessary.

Do the task Ss work alone and make notes about the questions. Then, in groups, Ss discuss what they could do during their vacation where they live.

Review answers Invite volunteers to share their opinions with the class.

- C **PAIR WORK** **Introduce the task** Read the instructions aloud. Explain that Ss will interview each other to find out about their plans. You may want to ask them to write down some questions first, or brainstorm possible questions with the class. Ask volunteers to read the example conversation aloud.

Do the task Ss work in pairs to interview their partners and then compare their plans.

Review answers Invite volunteers to share their partner's plans with the class.

Documentary summary

This video opens with the narrator telling students that there are two things they wouldn't want to lose: their official identification document and their smartphone. Then he tells the story of two people on opposite sides of the world who lost these possessions but, incredibly, got them back after strangers found them and returned them.

Language summary

Grammar	Vocabulary	Functional language
Simple past	Losing and finding things	Give surprising news
Past continuous and simple past	Needing and giving help	React with surprise

BEFORE YOU WATCH p. 17

A **GROUP WORK** **Introduce the task** Read the instructions and the options. Give your reaction to the first sentence as an example.

Do the task Ss work in groups to discuss what they would do in each situation.

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

B **PAIR WORK** **Introduce the task** Ask Ss to look at the pictures and say what they can see. Read the instructions.

Do the task Ss work in pairs to discuss which one they would prefer to lose and why.

Review answers Ask volunteers to share their opinions with the class. Take a class poll to find out which option is more popular.

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

Do the task Ss work in pairs to discuss and make predictions about the video.

Review answers Volunteers share their predictions.

WHILE YOU WATCH pp. 18–19

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

Do the task Play the video. Ss work with the same partners they worked with in exercise C on page 17 to compare their predictions to what actually happens in the video.

Review answers Ask volunteers to share which predictions they got right or wrong.

Answers

Answers will vary.

B **Introduce the task** Read the instructions and the sentences aloud. Ask a volunteer to give the correct answer to the first sentence as an example.

Do the task Ss work individually to write the names and then compare their answers in pairs. See what Ss can recall from the first viewing. If necessary, replay the video.

Review answers Ask volunteers to give the correct answers.

Answers

1 Monica 2 Tim 3 Monica
4 Monica 5 Tim 6 Tim

C **Introduce the task** Ask Ss to look at the pictures. Read the instructions aloud.

Do the task Play the video again. Ss number the pictures in the correct order.

Review answers Volunteers give the answers.

Answers

Monica: 2, 4, 1, 3
Tim: 2, 4, 3, 1

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

Do the task Ss work in pairs to discuss.

Review answers Ask volunteers to share their opinions.

Possible answers

Monica

- A Monica was on the way to the airport.
- B She received an email about her passport.
- C She went to the safari.
- D She realized that her passport was missing.

Tim

- A Tim liked his new smartphone
- B Tim's friend Mark got a text about Tim's smartphone.
- C Tim couldn't find his smartphone
- D Tim got a new smartphone.

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

Do the task Ss work in pairs to discuss.

Review answers Ask volunteers to share their opinions.

Answers

Did the lions from the safari eat her passport?
Possible explanation: to add some humor

- F **Introduce the task** Read the instructions and the words in the box aloud.

Do the task Ss complete the text with the words from the box. If necessary, replay the video.

Review answers Invite volunteers to share their opinions with the class.

Answers

1 left behind 2 dropped 3 got back
4 returned 5 grateful

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

Do the task In pairs, Ss discuss the questions and write their answers.

Review answers Invite volunteers to share their opinions with the class.

Answers

Monica – someone sent her an email
Tim – someone called his friend
Answers to second question will vary.

AFTER YOU WATCH p. 20

- A **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask two volunteers to read the example conversation aloud.

Do the task Ss work in pairs to do the role play.

Review answers Invite volunteer pairs to role play for the class.

- B **PAIR WORK** **Introduce the task** Read the instructions and the questions aloud. Ask a volunteer to give his/her opinion as an example.

Do the task In pairs, Ss discuss the questions.

Review answers Invite volunteers to share their opinions with the class.

- C **GROUP WORK** **Introduce the task** Read the questions aloud. Share your own example answer with Ss.

Do the task In groups, Ss share their answers to the questions.

Review answers Ask volunteers to share their answers. Encourage other Ss to ask follow-up questions.

Documentary summary

This video opens with the narrator presenting the negative aspects of living in a big city. He then explains how urban planning is giving more importance to open green spaces in cities. The video presents the benefits of these spaces, such as healthier lifestyles and cleaner air. Then it presents other ways to introduce more trees and plants in a city, including community gardens and green roofs. It concludes by explaining that green spaces in a city can improve a community and the world.

Language summary

Grammar	Vocabulary	Functional language
Quantifiers	Urban problems	Express concern
Present and future real conditionals	Adverbs of manner	Express relief

BEFORE YOU WATCH p. 21

A **PAIR WORK** **Introduce the task** Read the instructions and ask Ss to look at the chart. Check their understanding of *advantages* and *disadvantages*. Ask volunteers for a few examples and add them to a chart on the board.

Do the task Ss work in pairs to discuss the advantages and disadvantages of living in a city. They add their notes to the chart.

Review answers Ask volunteers to share their opinions with the class, or invite volunteers to add their ideas to the chart on the board.

B **PAIR WORK** **Introduce the task** Read the instructions and the possible definitions aloud.

Do the task Ss work in pairs to choose the correct definition and discuss the question.

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

Answer

plans the way cities are built so they are good places to live.

C **PAIR WORK** **PREDICT** **Introduce the task** Read the instructions and the options aloud. Explain any unfamiliar vocabulary.

Do the task Ss work in pairs to discuss the options. Encourage them to check the boxes so they can compare their answers with the video in the next exercise.

Review answers Volunteers share their predictions.

WHILE YOU WATCH pp. 22–23

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

Do the task Play the video. Ss work in pairs to compare their predictions to the information in the video

Review answers Ask volunteers to share which predictions they got right or wrong.

Answers

The correct sentences are: 1, 4, 6, 7

B **Introduce the task** Read the instructions and the beginnings and endings of the sentences. Match the first sentence with Ss as an example.

Do the task Play the video again. Ss work individually to match the sentence halves and then compare answers in pairs.

Review answers Ask volunteers to give the correct answers.

Answers

1 c 2 a 3 e 4 b 5 d

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

Do the task Ss work in pairs to answer the questions. See what Ss can remember after the second viewing. If necessary, replay the video.

Review answers Have Ss switch partners and compare their answers. Then ask volunteers to share their answers with the class.

Answers

- 1 People go to parks in cities to enjoy the fresh air, plants, and live music.
- 2 Roof gardens are becoming popular in Chicago and São Paulo.
- 3 People can grow food and vegetables together in community gardens.
- 4 Trees can remove 26 pounds of carbon dioxide from the air.
- 5 Trees also remove smoke, dust, and pollution from the air.

- D **PAIR WORK** **Introduce the task** Ask Ss to look at the chart. Read the instructions and the options in the box. Match the first option to the chart as an example, if necessary.

Do the task Play the video again. Ss work in pairs to complete the chart.

Review answers Ask volunteers to write the correct answers in a chart on the board.

Answers

- Green roofs – keep buildings warm, collect rainwater, lower the air temperature, relax and enjoy views
- Community gardens – help people connect, grow food, build a better world

- E **Introduce the task** Ask Ss to look at the pictures. Read the instructions and the options aloud.

Do the task Ss match the places to the pictures.

Review answers Ask volunteers to give the correct answers.

Answers

- 1 Mexico 2 United States 3 Japan

- F **GROUP WORK** **Introduce the task** Read the question aloud. Give your opinion as an example.

Do the task Ss work in groups to discuss.

Review answers Invite volunteers to share their opinions with the class.

Answers

Answers will vary.

AFTER YOU WATCH p. 24

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

Do the task Ss work in pairs to discuss the questions. You may want to allow Ss to do online research.

Review answers Invite volunteers to share their opinions with the class.

- B **PAIR WORK** **Introduce the task** Read the instructions and the sentence aloud. Ask a volunteer to give his or her opinion as an example.

Do the task In pairs, Ss discuss the sentence.

Review answers Invite volunteers to share their opinions with the class.

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

Do the task In groups, Ss discuss the situation and plan a mini presentation about creating a green roof or community garden in their city.

Review answers Ask groups to share their presentations. Encourage other Ss to think of questions to ask the groups, and have a question-and-answer session at the end of each presentation.

THE HISTORY OF CINEMA

Documentary summary

This video opens with the narrator asking students about the last time they saw a movie and where they saw it (at home or at the movie theater). The history of cinema is presented, beginning with the opening of the first movie theater with silent movies, continuing through the popularization of movie theaters and the creation of multiplexes, and finishing up with the present day with the majority of people streaming videos online. The video concludes by questioning whether this is causing watching movies to lose its magic and by asking viewers how they prefer to watch movies.

Language summary

Grammar	Vocabulary	Functional language
<i>used to</i>	Music	Refuse invitations
Comparisons with <i>(not) as ... as</i>	TV shows and movies	Respond to a refusal

BEFORE YOU WATCH p. 25

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

Do the task Ss work in pairs to discuss the question.

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

Possible answers

movie theater, online streaming, downloading movies

B **Introduce the task** Read the instructions and the words in the box. Practice the pronunciation of the words with Ss. Do the first matching as a whole class.

Do the task Ss work individually to match the words with the definitions.

Review the answers Ask volunteers to give the correct answers. If necessary, point out to Ss that the difference between *megaplex* and *multiplex* is very subtle, and that the main difference is the slanted stadium-style seating. You could also extend the activity by asking Ss to give examples of the movie types in the activity.

Answers

- | | |
|---------------|----------------|
| 1 documentary | 2 silent movie |
| 3 comedy | 4 streaming |
| 5 multiplex | 6 megaplex |

C **Introduce the task** Read the instructions. Ask a volunteer to give an advantage and a disadvantage as an example.

Do the task Ss work in pairs to complete the chart with the different ways to watch movies from exercise A and the advantages and disadvantages of each.

Review answers Ask volunteers to share their lists with the class.

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

Do the task Ask each S to give his or her opinion.

Review answers Take a class poll to choose the overall class answer.

WHILE YOU WATCH pp. 26–27

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

Do the task Play the video. Ss compare their individual predictions and the class prediction with the correct answer.

Review answers Ask volunteers to suggest the reasons for the correct answer.

Answer

54%

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

Do the task Play the video again. Ss work individually to number the events. Then they discuss their answers in pairs.

Review answers Ask volunteers to give the correct answers.

Answers

5, 4, 2, 1, 3

C **Introduce the task** Read the instructions and the numbers in the box aloud.

Do the task Ss complete the sentences with the correct numbers. See what Ss can remember after the second viewing. Then replay the video for them to check their answers.

Review answers Volunteers give the answers.

Answers

1 54 2 1905 3 5 4 1927
5 20; thousands 6 18

D **Introduce the task** Read the instructions and the sentences aloud. Ask a volunteer to say the complete first sentence as an example.

Do the task Ss work individually to choose the correct answers and then share their answers in pairs. Replay the video, if necessary.

Review answers Ask volunteers to give the correct answers.

Answers

1 used to be 2 the price of the ticket 3 trains
4 documentaries 5 pianos 6 Not everybody

E **Introduce the task** Read the instructions and the options aloud. If necessary, tell Ss that there are three correct sentences.

Do the task Ss work in pairs to check the correct sentences and correct the false ones. Replay the video, if necessary.

Review answers Ask volunteers to give the correct answers.

Answers

1 F, Movies didn't used to have any sound, but sometimes music was played.
2 T
3 T
4 T
5 F, Comedies and horror movies used to be shown as silent movies.

F **PAIR WORK** **Introduce the task** Read the instructions and the question aloud.

Do the task Ss work in pairs to choose their answer and discuss.

Review answers Invite volunteers to share their answers and the reasons why with the class.

Answer

He thinks the movie theater is expensive.

AFTER YOU WATCH p. 28

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

Do the task Ss work in pairs to discuss the questions.

Review answers Volunteers read the correct questions aloud and then share their opinions with the class.

B **PAIR WORK** **Introduce the task** Read the questions aloud. Ask a volunteer to give his or her opinion as an example.

Do the task In pairs, Ss discuss the questions.

Review answers Invite volunteers to share their opinions with the class.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Then go through the situations and make sure Ss understand what they have to do.

Do the task In pairs, Ss role play the situations.

Review answers Ask volunteer pairs to role play in front of the class.

Documentary summary

This video opens with the narrator showing some typical hobbies before asking students to think about when hobbies can be combined with professions or become lifestyles. Different “serious” hobbies are presented, such as surfing with dogs, salsa dancing, and race car driving. The video emphasizes the amount of practice and dedication that it takes to make these hobbies professions. It ends by asking students to think about whether they could take a hobby more seriously.

Language summary

Grammar	Vocabulary	Functional language
Present perfect continuous	Describing experiences	Say how long it’s been
Present perfect vs. present perfect continuous	Describing progress	Ask about someone’s news
		Answer

BEFORE YOU WATCH p. 29

A **PAIR WORK** **Introduce the task** Read the instructions. Brainstorm a few examples with volunteer Ss.

Do the task Ss work in pairs to discuss different hobbies.

Review answers Ask volunteers to share their opinions with the class. Make a mind map on the board if necessary.

B **PAIR WORK** **Introduce the task** Read the instructions and ask Ss to look at the pictures. Read the words aloud.

Do the task Ss work in pairs to label the pictures.

Review answers Ask volunteers to give the correct answers. Invite them to share their opinions or what they know about each subject.

Answers

- 1 dog training 2 surfing 3 salsa dancing
4 race car driving

C **Introduce the task** Read the instructions and the words aloud. Give Ss the opportunity to practice the pronunciation of the words.

Do the task Ss work in pairs to write the words next to the correct definitions. Allow them to use a dictionary if necessary.

Review answers Ask Ss to give the correct answers.

Answers

- 1 lifestyle 2 professional 3 demanding
4 competition 5 patience

WHILE YOU WATCH pp. 30–31

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

Do the task Play the video. Ss choose the correct option and discuss in pairs.

Review answers Ask a volunteer to give the correct answer.

Answer

serious hobbies that you can do

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

Do the task Ss answer the question individually. Challenge Ss to answer the question without replaying the video, if possible.

Review answers Ask a volunteer to give the correct answer.

Answer

paddleboarding

C **Introduce the task** Read the instructions, the hobbies, and the sentences aloud. If necessary, tell Ss how many sentences match each hobby.

Do the task Play the video again. Ss match the sentences to the hobby.

Review answers Volunteers give the answers.

Answers

1 D 2 S 3 D 4 S 5 S 6 R

D Introduce the task Read the instructions and the sentences. Ask a volunteer to say the correct answer for the first sentence as an example.

Do the task Ss work individually to choose the correct words and then discuss the answers in pairs. Replay the video, if necessary.

Review answers Ask volunteers to give the correct answers.

Answers

- 1 instructors 2 with their owners 3 a car
4 lifestyle 5 demanding

E Introduce the task Read the instructions and the questions aloud. Check Ss' understanding as necessary.

Do the task Ss answer the questions about the video.

Review answers Ask volunteers to give the correct answers to the questions.

Answers

- 1 People who race cars as adults often raced go-karts when they were children.
- 2 Paddleboarding instructors have to change the way they communicate.
- 3 People can take driving classes at race tracks.
- 4 Salsa dancers can participate in competitions after a lot of practice.

F Introduce the task Read the instructions, adjectives, and sentences aloud. Ask a volunteer to make an adverb with one of the adjectives to demonstrate the activity.

Do the task Ss work individually to complete the sentences with adverbs and then compare their answers in pairs. If desired, replay the video for Ss to check their answers.

Review answers Volunteers give the correct answers.

Answers

- 1 quickly 2 seriously 3 differently 4 easily

AFTER YOU WATCH p. 32

A PAIR WORK Introduce the task Read the instructions and the discussion topics aloud. Talk about your hobby as an example.

Do the task Ss work in pairs to discuss their hobbies.

Review answers Invite volunteers to share information about their hobbies with the class.

B Introduce the task Read the instructions and the options aloud. If necessary, point out that Ss have seen these words in the Student's Book, and ask them to explain the meaning.

Do the task Ss work individually to complete the questions and then compare their answers in pairs.

Review answers Invite volunteers to read aloud the completed questions.

Answers

- 1 challenge 2 job 3 change 4 opportunity
5 making good progress 6 have the chance

C GROUP WORK Introduce the task Read the instructions aloud.

Do the task In groups, Ss discuss their answers to the questions.

Review answers Ask volunteers to share their answers.

Documentary summary

This video begins by introducing college as an important part of young people's lives. The narrator explains that some students study far away from their hometowns and have to adjust to a new living situation, while other students stay at home and study nearby to save money. The video mentions different courses students can take and explains how some students combine studying and working. Finally, the video concludes by noting how many students' college experience can affect the rest of their lives.

Language summary

Grammar	Vocabulary	Functional language
Modals of necessity	College subjects	Express confidence
Modals of prohibition and permission	Employment	Express lack of confidence

BEFORE YOU WATCH p. 33

A **PAIR WORK** **Introduce the task** Read the instructions and the options in the box. Give Ss the opportunity to practice the pronunciation of the words. Explain that these words will appear in the video.

Do the task Ss work in pairs to choose the correct words to complete the blanks. Allow them to use a dictionary to check the meaning of the words if necessary.

Review answers Ask a volunteer to read the completed text aloud. Ask other Ss to explain the meanings of the words.

Answers

1 degree 2 subject 3 major
4 economics 5 campus 6 internship

B **PAIR WORK** **Introduce the task** Read the instructions. If necessary, point out how many words Ss should underline (three).

Do the task Ss work in pairs to underline the college subjects and come up with a list of more subjects that they might know.

Review answers Ask a volunteer to name the three subjects from the paragraph. Then invite other volunteers to write additional college subjects on the board. Clarify the meaning of any new or unfamiliar words to the class.

Answers

biology, economics, architecture
Additional subjects will vary.

C **PAIR WORK** **PREDICT** **Introduce the task** Read the instructions. Ask Ss to look at the picture and say what they can see.

Do the task Ss work in pairs to make predictions about the video.

Review answers Volunteers share their predictions.

WHILE YOU WATCH pp. 34–35

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

Do the task Play the video. Ss work in pairs to compare their predictions to the correct answer.

Review answers Ask volunteers to share the correct answer and say if they got the prediction right or wrong.

Answer

The picture shows older students, or students who went to college later in life.

B **PAIR WORK** **Introduce the task** Read the instructions. Ask Ss to look at the pictures. Then read the questions aloud.

Do the task Ss work in pairs to match the college subjects to the pictures and then discuss the questions. Challenge Ss to complete the activity based on what they remember from their first viewing.

Review answers Ask volunteers to give the correct answers and share their opinions about the most interesting subject to them.

Answers

- | | |
|--------------------|--------------------------|
| 1 construction | 2 nursing |
| 3 computer science | 4 mechanical engineering |
| 5 marine biology | 6 history |

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

Do the task Play the video again. Ss work in pairs to write the correct number under each picture.

Review answers Volunteers give the answers.

Answers

two-year courses: construction, nursing, computer science, mechanical engineering
four-year courses: history, marine biology

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

Do the task Play the video again. Ss work individually to number the topics according to the order they appear in the video and then check answers in pairs.

Review answers Ask volunteers to give the correct answers.

Answers

Correct order: 5, 2, 3, 1, 4

E **Introduce the task** Read the instructions, the sentences, and the options aloud.

Do the task Ss work individually to circle the correct options. Then they compare answers in pairs. If necessary, replay the video.

Review answers Ask volunteers to give the correct answers.

Answers

1 a 2 b 3 a 4 b 5 b

F **PAIR WORK** **Introduce the task** Read the instructions and the sentences aloud.

Do the task Ss work in pairs to decide whether the sentences are true or false. Tell them to correct the false sentences. If necessary, replay the video.

Review answers Volunteers give the correct answers.

Answers

- 1 F, on-campus at home
- 2 T
- 3 T
- 4 F, can't can (They can work part-time.)
- 5 F, 300 229
- 6 T

AFTER YOU WATCH p. 36

A **GROUP WORK** **Introduce the task** Read the instructions. Ask a volunteer to read the extract aloud.

Do the task Ss work in groups to discuss their opinions.

Review answers Invite volunteers to share their opinions with the class.

B **PAIR WORK** **Introduce the task** Read the instructions and the questions aloud. Check Ss' understanding of the questions.

Do the task In pairs, Ss discuss their answers to the questions.

Review answers Invite volunteers to share their answers with the class.

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

Do the task Ss work individually to take notes about their college major.

Review answers Give Ss help with their notes as necessary.

D **GROUP WORK** **Introduce the task** Read the instructions aloud. Talk about your college major as an example.

Do the task In groups, Ss tell each other about their college majors.

Review answers Invite volunteer Ss to talk about their college majors to the class.

Documentary summary

This video opens with the narrator asking students to think about how advertisements make them feel. Different advertising tricks are revealed, including how advertisers use animals to make us feel connected to an ad, beautiful people to make us feel that we will be like them if we buy a product, and even scare tactics to make us want to buy a product more quickly. The video ends by reminding students that we see what the advertisers want us to see and that we shouldn't let them trick us.

Language summary

Grammar	Vocabulary	Functional language
Simple present passive	Describing materials	Question someone's choices
Simple past passive	Production and distribution	Approve someone's choices

BEFORE YOU WATCH p. 37

A **PAIR WORK** **Introduce the task** Read the instructions and the paragraph aloud. Ask Ss to look at the options.

Do the task Ss work in pairs to choose the correct options to complete the paragraph.

Review answers Ask a volunteer to read the completed paragraph aloud. Check Ss' understanding of the following words in the text: *advertisers, advertisements, brands*.

Answers

1 sell 2 the best 3 remember

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Encourage Ss to think of memorable ads that they know / have seen.

Do the task Tell Ss to come up with ideas about how advertisers sell products and take notes on their ideas. Then have Ss discuss their ideas in pairs.

Review answers Ask volunteers to share their opinions with the class. Encourage them to give examples.

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

Do the task Ss work in pairs to discuss.

Review answers Volunteers share their information. Tell Ss that they will find out the correct answers when they watch the video.

WHILE YOU WATCH pp. 38–39

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

Do the task Play the video. Ss work in pairs to compare their predictions with the reasons provided in the video.

Review answers Ask volunteers to share which predictions they got right or wrong.

Answers

young, beautiful people – make us trust them / want to be like them

facts about how many people use a product – make us want to be like other people

warnings about how many items are left – make us worried that we might miss a great opportunity
animals – make us have feelings for the product

B **Introduce the task** Read the question and the options aloud.

Do the task Ss work individually to choose the correct answer.

Review answers Ask a volunteer to give the correct answer.

Answer

to present different techniques advertisers use

C **Introduce the task** Read the question aloud. Make sure that Ss understand there is only one incorrect option.

Do the task Play the video again. Ss work individually to cross out the incorrect answer.

Review answers Ask a volunteer to give the correct answer.

Answer

make us look beautiful.

D **Introduce the task** Ask Ss to look at the picture. Read the instructions aloud. Explain to Ss that they should use only one word to complete each blank.

Do the task Replay the related clip (0:35–0:48). Ss work individually to complete the text.

Review answers Ask volunteers to give the correct answers.

Answers

1 well 2 dances 3 brand 4 feelings

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

Do the task Ss work individually to match the messages used in ads to the way advertisers want to make us feel. Then they compare answers in pairs.

Review answers Ask volunteers to give the correct answers.

Answers

1 b 2 c 3 a

F **PAIR WORK** **Introduce the task** Read the instructions and the sentences aloud.

Do the task Ss work in pairs to decide if the sentences are true or false and correct the false ones. Replay the video, if necessary.

Review answers Ask volunteers to give the correct answers.

Answers

1 F, friendly sociable
2 F, different than accepted by
3 T
4 T
5 F, anyone you

AFTER YOU WATCH p. 40

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

Do the task Ss work in pairs to choose the correct verb to complete all three questions and then discuss their own answers to the questions.

Review answers Invite volunteers to share their opinions with the class.

Answer

feel

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask volunteers Ss to read the extracts aloud.

Do the task In pairs, Ss discuss which sentences they agree with.

Review answers Invite volunteers to share their opinions with the class.

C **GROUP WORK** **Introduce the task** Read the instructions aloud. Give Ss some time to prepare and take notes as necessary.

Do the task In groups, Ss discuss popular ads.

Review answers Ask volunteers to share information about the ads. Have other Ss seen them? If so, do they share the same opinion?

TESTING YOUR PHYSICAL LIMITS

Documentary summary

This video opens with the narrator asking students to consider whether or not they would take on an extreme physical challenge which would mean making big changes in their lives for a short while. The video talks about three physical challenges and how people prepare or train for them: running a marathon, climbing Mount Everest, and doing an extreme open-water swim. Finally, it presents possible problems that people training for these events could encounter.

Language summary

Grammar	Vocabulary	Functional language
Phrasal verbs	Succeeding	Ask for agreement
Present and future unreal conditionals	Opportunities and risks	Agree

BEFORE YOU WATCH p. 41

A **PAIR WORK** **Introduce the task** Read the instructions and check Ss' understanding of *synonyms* (words with the same or similar meaning). Read the items and the options in the box aloud.

Do the task Ss work in pairs to write the words next to their synonyms.

Review answers Volunteers give the correct answers. Ask them to explain the words as necessary.

Answers

- 1 prepare 2 difficult 3 dangerous
4 benefit 5 very big

B **PAIR WORK** **Introduce the task** Read the instructions. Ask Ss to look at the pictures. Read the options in the box aloud.

Do the task Ss work in pairs to write the words under the pictures.

Review answers Volunteers give the correct answers.

Answers

- 1 open water 2 junk food 3 strict diet
4 muscles 5 mind

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

Do the task Ss work in pairs to match the sentence halves and make questions.

Review answers Volunteers read aloud the completed questions.

Answers

- 1 c 2 a 3 b

D **GROUP WORK** **Introduce the task** Read the instructions aloud. Give your own answer to one or more of the questions as an example, if necessary.

Do the task Ss work in groups to discuss their answers to the questions.

Review answers Invite volunteers to share their opinions.

WHILE YOU WATCH pp. 42–43

A **Introduce the task** Read the question and the options aloud.

Do the task Play the video. Ss choose the correct answer.

Review answers A volunteer gives the correct answer.

Answer

to explain about preparing for a physical challenge

B **Introduce the task** Read the instructions and ask Ss to look at the pictures.

Do the task Ss write the challenges under the correct pictures.

Review answers Ask volunteers to give the correct answers.

Answers

- 1 climbing Everest
2 running a marathon
3 open-water swimming

C **Introduce the task** Read the instructions and ask Ss to look at the notes.

Do the task Play the video again. Ss watch the video and complete the notes.

Review answers Ask volunteers to give the correct answers.

Answers

1 26.2	2 42	3 3 to 5
4 3 to 5	5 20 miles	6 special diet
7 30,000	8 mind	9 at least one year
10 Chile	11 6	12 open water

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

Do the task Ss match the risks to the physical challenges.

Review answers Volunteers give the answers.

Answers

- 1 climbing Everest, swimming in open water
- 2 running a marathon

E **Introduce the task** Read the instructions aloud. Explain that there are two missing words in each sentence.

Do the task Replay the video. Ss complete the sentences.

Review answers Volunteers read each completed sentence aloud.

Answers

- 1 huge task
- 2 build up
- 3 at least
- 4 up to

AFTER YOU WATCH p. 44

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

Do the task Ss work in pairs to discuss the questions.

Review answers Volunteers share their answers with the class.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. If necessary, ask Ss to give examples of the preparation schedules mentioned in the video.

Do the task In pairs, Ss choose one of the physical challenges and make a schedule.

Review answers Invite volunteers to share their schedules with the class.

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

Do the task In pairs, Ss circle the correct word to complete the sentence and then discuss to what extent they agree with it.

Review answers Ask volunteers to share their answers.

Answer

mind

I LEARNED MY LESSON!

Documentary summary

This video opens with the narrator setting the scene and explaining that he asked three of his friends to tell him what they had learned during the previous year. Then three different stories are told. The first one is about Maria, who started studying for an exam in the middle of the night, fell asleep, and wound up sleeping through the test! The second story is about Danny, who didn't check his ticket properly and went to the wrong airport for a trip to Barcelona. Finally, the third story is about Carla, who was invited to a costume party, arrived dressed up as a clown, and then found out that the costume party had been changed to a dinner party.

Language summary

Grammar	Vocabulary	Functional language
Indefinite pronouns	Describing accidents	Describe your feelings
Reported speech	Describing extremes	Ask about or guess others' feelings

BEFORE YOU WATCH p. 45

- A **PAIR WORK** **Introduce the task** Ask Ss to look at the picture. Read the questions aloud. Give your own answer as an example, if necessary. Ask volunteer Ss to read the examples in the speech balloons aloud.
- Do the task** Ss work in pairs to discuss their answers to the questions.
- Review answers** Ask volunteers to share their opinions with the class.
- B **PAIR WORK** **Introduce the task** Ask Ss to look at the picture. Explain that it is a costume party and check Ss' understanding. Read the question aloud.
- Do the task** Ss work in pairs to discuss their experiences.
- Review answers** Ask volunteers to share their experiences with the class.
- C **PAIR WORK** **PREDICT** **Introduce the task** Read the instructions and the topics aloud.
- Do the task** Ss work in pairs to make predictions about the video. Encourage them to take notes so they can check their predictions after they watch the video.
- Review answers** Volunteers share their predictions.

WHILE YOU WATCH pp. 46–47

- A **PAIR WORK** **Introduce the task** Read the instructions aloud.
- Do the task** Play the video. Ss work in pairs to compare their predictions to the stories presented in the video.
- Review answers** Ask volunteers to share which predictions they got right or wrong.

Answers

Maria – started studying for an exam in the middle of the night, fell asleep, and slept through the exam
 Danny – didn't check his ticket properly and went to the wrong airport for a trip to Barcelona
 Carla – invited to a costume party, arrived dressed up as a clown, and then found out that the costume party had been changed to a dinner party

- B **Introduce the task** Read the instructions and the sentences aloud.
- Do the task** Ss work individually to complete the sentences with the names of the people and then they compare their answers in pairs. Challenge Ss to do this based on what they recall from the first viewing. Then replay the video for them to check their answers.
- Review answers** Ask volunteers to give the correct answers.

Answers

1 Danny 2 Maria 3 Maria 4 Carla
 5 Danny 6 Carla

C **Introduce the task** Read the instructions and the options in the box aloud.

Do the task Ss work individually to complete the sentences with the correct words.

Review answers Volunteers give the answers. You can ask Ss to transform the sentences to give specific information, e.g., Danny was going to go to Barcelona, but he didn't go because he went to the wrong airport.

Answers

1 anywhere 2 No one 3 Someone
4 something 5 Everyone 6 anything

D **PAIR WORK** **Introduce the task** Ask Ss to look at the pictures. Read the instructions aloud.

Do the task Play the video again. Ss work in pairs to number the pictures in the correct order of the stories in the video.

Review answers Ask volunteers to give the correct answers.

Answers

Maria: A 2, B 4, C 1, D 3
Danny: A 1, B 4, C 3, D 2
Carla: A 4, B 1, C 2, D 3

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

Do the task Ss work in pairs to retell each story. They should do this verbally.

Review answers Ask volunteers to share their answers.

Answers

Answers will vary.

AFTER YOU WATCH p. 48

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

Do the task Ss write notes about something they learned this year.

Review answers Help Ss with their notes as necessary.

B **GROUP WORK** **Introduce the task** Read the instructions aloud. Invite a volunteer to give his or her information as an example.

Do the task In groups, Ss share their information and take notes.

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

Do the task Ss work in pairs to share what they learned about their other classmates.

Review answers Invite Ss to share information about their classmates with the class. The S they are talking about should confirm if that information is correct or not.

SO MUCH STUFF

Story summary

Sara's new roommate, Carolina, arrives at her apartment earlier than expected. As Sara helps Carolina bring her bags inside, Carolina explains that she designs websites. Sara apologizes because Carolina's room isn't ready yet, and Carolina apologizes because she is early. Carolina says that she has just moved out of her brother Eduardo's place, which was much too small. Sara talks about being a teacher and about how she keeps her stuff organized. Then her upstairs neighbor, Jeff, shows up with food he has cooked, and he explains that he hosts a YouTube cooking show. The friends sit down to watch one of Jeff's videos on Sara's laptop.

Language summary

Grammar	Vocabulary	Functional language
Information questions	Describing personality	Make introductions
Indirect questions	Giving personal information	Say how you know someone
Present perfect with <i>ever, never, for, and since</i>	Describing possessions	End a conversation
Present perfect with <i>already and yet</i>	Tech features	Introduce new topics
		Change the subject
		Stay on track

BEFORE YOU WATCH p. 49

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

Do the task Ss look at pictures and identify their similarities and differences.

Review answers Ss share their answers with the class. Help Ss identify the theme of roommates and shared living spaces. Ask Ss what they think the episode will be about based on these pictures.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss look at the pictures in exercise A to identify how people organize their stuff. Then they say how they organize their own stuff.

Do the task Circulate and assist with vocabulary as needed.

Review answers Ss share their answers with the class. Make a list on the board and review vocabulary.

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

Do the task Ss say if they have ever lived alone or had a roommate. Together with their partners, they make a list of advantages and disadvantages.

Review answers Ss share their answers with the class. Make a list on the board. Is there a consensus about it being better or worse to have a roommate?

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

Do the task Ss look at the picture, guess what's happening, and say why they think the woman has so many bags.

Review answers Ss share their answers with the class.

WHILE YOU WATCH pp. 50–51

A **Introduce the task** Read aloud the instructions and play the video. Ss see if they correctly predicted what Sara and Carolina are doing and why Carolina has so many bags.

Do the task / Review answers Check the answers as a class.

Answers

Sara is helping Carolina move into her apartment. Carolina is going to be Sara's new roommate. Carolina has three bags for three different laptops that she needs for different types of work.

B **Introduce the task** Read the instructions aloud. Ss check which people do certain things.

Do the task Ss work individually or in pairs. Challenge Ss to complete the activity based on what they recall from the first viewing.

Review answers Ss read their answers to the class.

Answers

1 Jeff	3 Carolina	5 Jeff
2 Carolina	4 Sara, Carolina	6 Sara

C Introduce the task Read the instructions aloud. Ss put sentences in order as they happened in the video.

Do the task Play the video again. Ss work individually.

Review answers Ss read their answers loud.

Answers

- 1 Sara became a teacher.
- 2 Carolina left California for New York.
- 3 Carolina moved out of her brother's apartment.
- 4 Sara helped Carolina with her bags.
- 5 Jeff showed up with food.
- 6 Sara, Carolina, and Jeff sat down to watch a cooking video.

D Introduce the task Read the instructions aloud.

Do the task Ss correct the sentences and then compare them in pairs. Point out that there is one correction to be made in each sentence. If necessary, replay the video.

Review answers Ss write the corrected sentences on the board. Check that they used the correct form of the present perfect. As a class, review the main forms (affirmative statement, negative statement, yes/no question, wh-question) and uses of the present perfect.

Answers

- 1 Sara has been a teacher for **three** years.
- 2 Carolina has **three** computer bags.
- 3 Sara **hasn't yet** moved all her stuff out of Carolina's room.
- 4 Carolina has just moved out of her **brother's** apartment.
- 5 Sara and Carolina **haven't (ever)** met before.

E Introduce the task Read the instructions aloud.

Do the task Replay the related clip (2:40–3:01). Ss complete the conversation from the video.

Review answers Ss read their answers aloud.

Answers

- | | | |
|-----------------|----------|-------------|
| 1 have you been | 2 Just | 3 classroom |
| 4 extras | 5 useful | |

F Introduce the task Read the instructions aloud.

Do the task Play the video again. Ss identify who says certain things.

Review answers Ss read their answers aloud. Check that Ss understand *cubbies* and *fan*.

Answers

- | | | | |
|------------|------------|--------|--------|
| 1 Carolina | 2 Carolina | 3 Sara | 4 Sara |
| 5 Jeff | 6 Carolina | 7 Jeff | |

G Introduce the task Read the instructions aloud.

Do the task Ss circle the correct answers. There can be more than one correct answer. If necessary, replay the video.

Review answers Ss read their answers aloud. You should note that there are some answers that are almost correct or that are correct for other characters.

Answers

- Sara = She likes to keep her stuff organized.
She chatted with Carolina online.
Carolina = Her favorite food is Italian.
She almost knocks over a vase.
Jeff = He has his own YouTube channel.
He wants to share his latest recipe.

AFTER YOU WATCH p. 52

A Introduce the task Read the instructions aloud.

Do the task Ss discuss the meaning of the expression.

Review answers Ss share what they think this means and if there is a similar expression in their country.

Answer

The expression means everything should have a place to be stored and should be tidily returned there when not in use.

B Introduce the task Read the instructions aloud. Make sure Ss understand these are *not* quotes from the video, but are based upon what we know about each person.

Do the task Ss choose who would say each sentence.

Review answers Ss share their answers aloud.

Answers

- | | | |
|------------|--------|--------|
| 1 Carolina | 2 Sara | 3 Jeff |
|------------|--------|--------|

C Introduce the task Read the instructions aloud. Check that Ss understand the adjectives to describe personality.

Do the task Ss decide what the sentences from exercise B say about each speaker's personality.

Review answers Ss share their answers aloud. What new adjectives did they choose?

Possible answers

Carolina = honest (nervous): Jeff = outgoing, generous: Sara = organized, nervous

D PAIR WORK Introduce the task Read the instructions aloud.

Do the task / Review answers Ss choose adjectives to describe themselves and their partners. Ss share their answers with their partners. As a class, find out who chose the same words about their partners that their partners chose to describe themselves.

Story summary

Carolina is having coffee at a café. She is surprised to see Robert, an old friend. He asks what she's doing in New York, and she explains that she's finished school and has come to New York to do freelance work until she finds a full-time job. She's been on lots of interviews, but something always goes wrong. She tells Robert all about her last interview, which was a total disaster. Robert explains he runs a community center. Since many of his clients moved to the U.S. from Brazil, he thinks Carolina should work there because she speaks Portuguese and English. Carolina agrees to visit the center with Robert and then she speaks briefly on the phone with Sara to confirm what time she will be coming to dinner.

Language summary

Grammar	Vocabulary	Functional language
Articles	City features	Ask for directions
Modals for advice	Public transportation	Give directions
<i>be going to</i> and <i>will</i> for predictions	Describing opinions and reactions	Offer reassurance
<i>will</i> for sudden decisions	Making decisions and plans	Respond to reassurance
Present continuous for future plans		

BEFORE YOU WATCH p. 53

A **PAIR WORK** **Introduce the task** Read the instructions aloud. Say the words in the box aloud and have the class repeat. Check Ss' understanding of the vocabulary. Invite Ss to suggest other words they might use to describe a terrible day, and add their examples to the board. Give Ss some ideas to get started, such as days when they forgot something, made a mistake, or lost something (such as a game, competition, or important personal item). Tell Ss to avoid serious personal incidents relating to hardship or death.

Do the task Ss think of a terrible day they once had. They tell their partners about what happened and how they felt, using words provided and/or their own ideas.

Review answers Ss review in the next activity.

B **GROUP WORK** **Introduce the task** Read the instructions aloud. Divide the class into groups.

Do the task In groups, Ss share their bad days.

Review answers Invite a volunteer from each group to share their story with the class.

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

Do the task Ss look at pictures and try to guess what happened to Carolina.

Review answers Ss share their answers with the class.

WHILE YOU WATCH pp. 54–55

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

Do the task Ss watch Episode 2 to check their predictions and put the sentences in the order they happened to Carolina.

Review answers Ss read the sentences aloud in the correct order.

Answers

- 1 She woke up late.
- 2 She got stuck in traffic.
- 3 She discovered her phone was dead.
- 4 Her interview lasted only ten minutes.
- 5 She noticed her shirt was on backward.

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

Do the task This exercise asks Ss to listen for details and make inferences. Ss say if the interviewers liked Carolina's designs and explain how they can tell. Replay the related clip (2:35–2:53).

Review answers Ss share their answers aloud.

Answers

The interviewers did not like Carolina's designs. We know this because the interview lasted only ten minutes. They asked her just three or four questions and looked at only one of her web designs.

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

Do the task Play Episode 2 again. Ss listen for the words in the box and try to decipher their meaning in context. Then they match the words with the correct definitions. You may want to have Ss work in groups and help each another.

Review answers Ss read their answers aloud. As a class, come up with example sentences using the words and phrases and practice them.

Answers

- | | |
|----------------|---------------|
| 1 interview | 2 freelance |
| 3 run | 4 dead |
| 5 receptionist | 6 job hunting |

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

Do the task Ss identify the statements as true or false and correct the false statements. If necessary, replay the video.

Review answers Ss read their answers aloud.

Answers

- 1 F, New York California/San Francisco
- 2 T
- 3 F, ear bag
- 4 T
- 5 F, Spanish Portuguese
- 6 F, 8 o'clock 6 o'clock

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

Do the task Play the video again. Ss listen for questions and complete the missing words. They identify which question is not intended as a real question.

Review answers Ss read their answers aloud. Can they think of other examples of rhetorical questions?

Answers

- 1 Eduardo's sister
 - 2 Are you still
 - 3 How are things
 - 4 Know anyone
- Know anyone? = Robert already knows Carolina speaks perfect English and perfect Portuguese.

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

Do the task Ss read the sentences and correct the mistake in each one. If necessary, replay the video.

Review answers Ss read the corrected sentences aloud.

Answers

- | | |
|-------------------------|----------------------|
| 1 teacher juice | 2 he's she's |
| 3 right wrong | 4 perfectly terribly |
| 5 race community center | 6 Japan Brazil |
| 7 leave visit | |

AFTER YOU WATCH p. 56

A **PAIR WORK** **Introduce the task** Read the instructions aloud. You may want to give Ss categories to help them think of ideas, like *Before the interview*, *During the interview*, and *After the interview*.

Do the task Ss think of advice to give Carolina to have a successful interview.

Review answers Ss share their answers. Make a list on the board.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. You may want to think of additional interview questions as a class and put them on the board.

Do the task Ss role play the interview. You may want to keep track of time and prompt Ss to switch roles after a few minutes.

Review answers Visit the pairs as they do their pair work. Takes notes on any common errors related to grammar or vocabulary that you may overhear. Review the errors at the end of the activity.

Answers

- She went to school in San Francisco.
She came to New York to do freelance work and look for a full-time job.
Other questions and answers will vary.

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

Do the task / Review answers Ss say if they think Carolina should take the job at the community center. This exercise anticipates Episode 3, in which Carolina and her friends discuss the pros and cons of working at the community center.

Story summary

Jeff is cooking in his kitchen when Sara calls and says that Carolina has broken a vase. When Sara and Carolina finally show up for dinner at Jeff's, Carolina still feels bad about the accident, but Sara says it's fine. Carolina explains that she has a lot on her mind, and she tells her friends about the job offer at the community center. They talk about the pros and cons of taking a full-time job at the center, and in the end, Carolina seems to agree that taking the job is a good decision. Finally, Jeff serves pasta.

Language summary

Grammar	Vocabulary	Functional language
Simple past	Losing and finding things	Give surprising news
Past continuous and simple past	Needing and giving help	React with surprise
Quantifiers	Urban problems	Express concern
Present and future real conditionals	Adverbs of manner	Express relief

BEFORE YOU WATCH p. 57

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

Do the task Ss match the sentences with the pictures of Jeff, Carolina, and Sara.

Review answers Ss read their answers aloud.

Answers

1 C 2 A 3 B

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Make sure Ss understand the expression *pros and cons*.

Do the task Ss discuss the pros and cons of Sara, Jeff, and Carolina's work. They say who they think has the hardest job and whose job they think is the most fun.

Review answers Ss share their answers with the class. List the pros and cons on the board. Does the class agree about the hardest job and the most fun job? What reasons do Ss give? Keep the pros and cons on the board for the next exercise.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Practice examples using present real conditionals, and write them on the board.

Do the task Ss give pros and cons about their work. If Ss don't work, encourage them to analyze the pros and cons of being a student. Ask them to use present real conditionals to say what is good and bad about it. Then have them say what they would change about it.

Review answers Ss share their answers with the class.

WHILE YOU WATCH pp. 58–59

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

Do the task Play the video. Ss check the correct people.

Review answers Ss read their answers aloud.

Answers

1 Jeff 2 Sara
3 Carolina 4 Jeff
5 Carolina 6 Sara

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

Do the task Ss circle the correct answers about why it has been a strange day for Carolina. Challenge Ss to complete the exercise based on what they recall from the first viewing. Then have them compare answers with a partner.

Review answers Ss read their answers aloud.

Answers

She met an old friend. She was offered a job.

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

Do the task Play the video again. Ss list the pros and cons about freelance work and working at the community center according to the ideas mentioned in the video.

Review answers Ss share their answers with the class. Make sure they understand the expression *to make an impact*.

Answers

Freelance work (+) It's good when Carolina has work.
(-) It isn't steady, and she doesn't like the business part of it.
Community center (+) It pays regularly. Carolina can use her language skills. She's helping people / making an impact on people's lives. (-) It doesn't pay a lot.

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

Do the task Ss circle the correct answers. If necessary, replay the video.

Review answers Ss read their answers aloud. Check that Ss understand the expression in a pair and what is meant by the phrase *when she actually has the work*.

Answers

1 b 2 a 3 b 4 b 5 a

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

Do the task Replay the related clips (0:36–0:49) and (1:46–1:57). Ss complete the conversation.

Review answers Ss read their answers aloud. Ask Ss to identify any expressions of concern from the conversations (Is everyone okay? Are you sure?). Elicit additional expressions of concern and relief and write them on the board.

Answers

1 accident 2 Is everyone OK? 3 vase 4 fine
5 sure 6 worried 7 upset

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

Do the task Ss correct the mistakes and then compare answers in pairs. If necessary, replay the video.

Review answers Ss read their corrected sentences aloud.

Answers

Jeff is cooking ~~breakfast~~ **dinner** when he gets a call from ~~Carolina~~ **Sara**. When Sara and Carolina finally show up, Carolina still feels ~~happy~~ **upset** about the accident, but Sara says it's fine. Carolina explains that she has a lot on her ~~plate~~ **mind**, and she tells her friends about Jeff's **Robert's** job offer. They talk about the pros and cons of taking a ~~part-time~~ **full-time** job at the community center. In the end, Carolina seems to agree that taking the job is the ~~wrong~~ **right** decision.

AFTER YOU WATCH p. 60

A **Introduce the task** Read the instructions aloud. Make sure Ss understand *forgive*.

Do the task Ss decide who they *think* would say each sentence.

Review answers Ss share their answers with the class.

Answers

1 Jeff 2 Carolina 3 Sara

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

Do the task Ss imagine that they are Sara or Jeff and that they had a very strange day. They tell their partners about their day, and they use expressions of concern and relief.

Review answers Choose pairs to perform their conversations in front of the class.

C **GROUP WORK** **Introduce the task** Read the instructions aloud. This exercise offers an opportunity to have a rich discussion about the pros and cons, or risks and rewards, of socially responsible work.

Do the task Ss explain what it means to *make an impact*. They list other jobs they think make a positive impact and discuss their pros and cons.

Review answers Ss share their answers with the class.

Story summary

Carolina is working with a client at the community center when Jeff arrives. Robert greets Jeff, and they are surprised to realize that they know each other from high school. They talk about what they have been doing for the past ten years, and when Jeff tells Robert about his cooking show, it gives Robert the idea to start a YouTube channel for the community center. He thinks perhaps Carolina can host the show, as well as design the website. Jeff and Robert realize that they have heard about one another from Carolina. She finishes with her client and then Carolina and Jeff go out for lunch.

Language summary

Grammar	Vocabulary	Functional language
<i>used to</i>	Music	Refuse invitations
Comparisons with <i>(not) as ... as</i>	TV shows and movies	Respond to a refusal
Present perfect continuous	Describing experiences	Say how long it's been
Present perfect vs. present perfect continuous	Discussing progress	Ask about someone's news
		Answer

BEFORE YOU WATCH p. 61

A **Introduce the task** Read the instructions aloud. Ask Ss if they watch YouTube and if they have any favorite channels.

Do the task Ss look at pictures and say what they think these YouTube channels are about. Then they choose which show they would watch and explain why.

Review answers Ss share their answers with the class. Which show is most popular? Why?

Answers

- 1 a show about new sneakers or fashion
- 2 a show about music, or a show in which a girl plays music
- 3 a baking or cooking show
- 4 a show about cycling
- 5 a show about hairstyling or haircuts

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Practice the prompts together. For example: *It will have sewing lessons. It will be very entertaining. I will show lots of examples of outfits.*

Do the task Ss imagine they are going to make their own YouTube channels. They choose a theme. In pairs, they tell their partners about their YouTube channels. Then they give their partners advice about how to get people to watch their shows.

Review answers Ss share their answers with the class.

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

Do the task Ss look at a picture of Carolina and guess what she's doing and where she is.

Review answers Ss share their answers with the class.

WHILE YOU WATCH pp. 62–63

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

Do the task Play the video. Ss check their predictions.

Review answers Take a class poll to find out whose predictions were accurate.

Answers

Carolina is helping a student at the community center.

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

Do the task Play the video again. Ss identify who says the lines from the video. Alternatively, challenge Ss to complete the activity based on what they can recall from the first viewing. Then have them compare with a partner.

Review answers Ss read their answers aloud.

Answers

- | | |
|------------|------------|
| 1 Jeff | 2 Jeff |
| 3 Robert | 4 Robert |
| 5 Robert | 6 Carolina |
| 7 Carolina | |

C **Introduce the task** Read the instructions aloud. Encourage Ss to use the video to help them with the meanings.

Do the task Ss explain what it means to have *followers* and what it means to say “small world.” Ss can either write down their answers or discuss their ideas in pairs.

Review answers Ss share their answers with the class.

Answers

Followers are people who subscribe to a person’s YouTube channel or social media. (*Subscribe* means to join something, like a service, newspaper, or channel, to regularly receive it.) Saying “small world” means there are coincidences, and people will sometimes meet each other for no reason.

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

Do the task Replay the related clip (0:54–1:13). Ss complete the missing words.

Review answers Ss read their answers aloud. Ask Ss to identify an expression that indicates how much time has passed (It’s been a long time) and an expression that asks for news (How have you been doing?).

Answers

1 High School 2 thought 3 been a long time
4 have you been doing

E **Introduce the task** Read the instructions aloud. Make sure Ss understand *tools* and *redesign*. *Tools* are pieces of equipment that you use with your hands to fix or make something. To *redesign* something means to change how it looks and works.

Do the task Ss put checkmarks in the correct columns. If necessary, replay the video.

Review answers Ss read their answers aloud.

Answers

1 Jeff, Robert 2 Jeff
3 Jeff 4 Robert
5 Jeff 6 Carolina

F **Introduce the task** Read the instructions aloud. Make sure Ss understand *impressed* and *host*. To be *impressed* means “to feel admiration or respect.” To *host* a show means “to be the presenter of a show.”

Do the task Ss answer the questions. If necessary, replay the video.

Review answers Ss read their answers aloud.

Answers

1 Jeff and Robert went to high school together.
2 Jeff decided to do something creative in the evenings. His friends suggested the idea.
3 Robert is impressed Jeff has so many followers.
4 Jeff says Robert should pay Carolina extra for hosting and redesigning the website.

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

Do the task Ss circle the correct answers in each column. If necessary, replay the video.

Review answers Ss read their answers aloud.

Answers

Jeff suggests Carolina can redesign the community center’s website and is having lunch with a friend. Robert thinks Carolina will make a good host. Carolina is having lunch with her friend and mentioned that her neighbor is a fantastic cook.

AFTER YOU WATCH p. 64

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

Do the task Ss choose who said each sentence. Then they think of one more thing Jeff, Robert, and Carolina *might* say and write it down.

Review answers Ss read their answers aloud

Answers

1 Jeff 2 Carolina 3 Robert
Ss’ additional sentences will vary.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Check that Ss understand *coincidence*.

Do the task Ss talk about strange coincidences they have had.

Review answers Ss share their answers with the class. Ask the class, *Who has the strangest coincidence story? Who has the funniest one?*

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Check Ss understand that they need to think of topics other than English. It may be useful to discuss as a class what kinds of programs community centers offer.

Do the task Ss come up with shows Robert should make for the community center’s YouTube channel.

Review answers Ss share their answers with the class.

Story summary

Sara is making a backdrop for a school play, but it isn't working well, and she asks for Carolina's help. Carolina suggests using paper clips instead of tape to attach the felt leaves to the curtain, and the solution works. Carolina is impressed by Sara's ideas but tells her friend she needs better tools if she wants to make and sell things. They decide to go to a hardware store, and on their way out, in the hallway, they meet Robert, who has come to visit their neighbor, Jeff. The friends think it is funny how Carolina and Robert first ran into each other and how Carolina then helped Robert reconnect with Jeff.

Language summary

Grammar	Vocabulary	Functional language
Modals of necessity	College subjects	Express confidence
Modals of prohibition and permission	Employment	Express lack of confidence
Simple present passive	Describing materials	Question someone's choices
Simple past passive	Production and distribution	Approve someone's choices

BEFORE YOU WATCH p. 65

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

Do the task Ss look at the picture of actors on stage and answer questions about it.

Review answers Ss answer the questions as a class. You may want to ask follow-up questions. Has anyone seen a play? Where did they see it? Did they like it?

Answers

The picture shows actors acting in a play on stage.

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

Do the task Working individually or in pairs, Ss write the correct words next to their definitions.

Review answers Ss read their answers aloud.

Answers

1 prop 2 felt 3 tool 4 scene
5 curtain 6 a play

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

Do the task Ss look at a picture and guess what Sara is making and what it is for. Encourage them to write down their ideas and/or discuss them in pairs.

Review answers Ss share their answers with the class.

WHILE YOU WATCH pp. 66–67

A **Introduce the task** Explain that Ss will watch the video and check their predictions.

Do the task Play the video. Ss watch the episode and see if they guessed correctly about what Sara is making.

Review answers Read the instructions aloud again before calling on volunteers to answer. Take a class poll to see how many Ss made accurate predictions.

Answer

Sara is making a curtain for a school play, *Peter Pan*.

B **Introduce the task** Read the instructions aloud. Make sure Ss understand *opinion* and *talented*. Ask *What does it mean to ask someone's opinion? What does it mean to be talented?* Elicit responses and clarify any misunderstandings.

Do the task Ss work individually to identify who did certain things. Then they compare answers in pairs.

Review answers Ss read their answers aloud.

Answers

1 Sara 2 Sara
3 Robert 4 Carolina
5 Sara 6 Carolina
7 Carolina

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

Do the task Play the video again. Ss put the sentences in order.

Review answers Ss read the answers aloud.

Answers

- 1 Sara is working on a curtain for her school play.
- 2 Sara asks for Carolina's help.
- 3 Carolina has an idea to attach the leaves.
- 4 Carolina tells Sara she needs better tools if she wants to make and sell things.
- 5 They decide to go to a hardware store.
- 6 Sara and Carolina meet Robert.

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

Do the task Ss answer questions about Episode 5. If necessary, replay the video.

Review answers Ss read their answers aloud.

Answers

- 1 Sara asks Carolina's opinion about attaching leaves to the curtain.
- 2 The leaves are made of wool felt.
- 3 Sara tells Carolina to be careful because Sara has spent hours cutting out leaves.
- 4 Carolina uses paper clips to attach the leaves.
- 5 Carolina suggests going to the hardware store to get better tools for Sara to use.

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

Do the task Replay the related clip (1:56–2:41). Ss complete the conversation. Ss work individually or in pairs.

Review answers Ss read their answers aloud. The next exercise will check Ss' understanding of the vocabulary and expressions used in this conversation.

Answers

- | | | |
|---------------------|----------|-------------|
| 1 promise | 2 stay | 3 ideal |
| 4 what do you think | 5 second | 6 Beautiful |

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

Do the task Ss read the conversation in exercise E in pairs and answer questions.

Review answers Ss read their answers aloud.

Answers

- 1 Carolina asks, "What do you think?"
- 2 It's not ideal.
- 3 Pass me ...
- 4 Hold on a second.

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

Do the task Ss work individually to complete sentences with information from the video. Then they compare answers in pairs. If necessary, replay the video.

Review answers Ss read their answers aloud.

Answers

- 1 Carolina is listening to headphones / she has on headphones
- 2 the leaves keep falling off / the leaves won't attach
- 3 the material won't stick together
- 4 Sara has lots of wonderful ideas
- 5 Sara needs better tools
- 6 he is visiting Jeff

AFTER YOU WATCH p. 68

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

Do the task Ss say what it means to say a person needs *different eyes* and if they have an expression like this in their home countries.

Review answers Ss share their answers aloud.

Answers

It means you need another person's opinion. Sometimes we say *fresh eyes*.

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

Do the task Ss discuss situations when they need to ask another person's opinion.

Review answers Ss share their answers aloud. You may want to make a list on the board.

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

Do the task Ss do a role play, giving and receiving opinions.

Review answers Have some Ss perform their conversations for the class. Find out how many people were able to convince their partners to change their minds.

LIFE'S LITTLE LESSONS

Story summary

Jeff and Robert are meeting at a café. Jeff explains his plans to have his own production company and a show on YouTube. He asks Robert about how he got interested in community development, and Robert explains that he spent two months traveling all over the U.S. with Carolina's brother, Eduardo. On his travels, Robert saw communities working to rebuild their lives after natural disasters. He was impressed and decided to get involved. When Sara and Carolina show up, the friends talk about the things Sara is making. They decide to have dinner together the following night at Jeff's apartment. Jeff will cook, and they will look at Sara's work.

Language summary

Grammar	Vocabulary	Functional language
Phrasal verbs	Succeeding	Ask for agreement
Present and future unreal conditionals	Opportunities and risks	Agree
Indefinite pronouns	Describing accidents	Describe your feelings
Reported speech	Describing extremes	Ask about or guess other people's feelings

BEFORE YOU WATCH p. 69

A **Introduce the task / topic** Read the instructions aloud. Have Ss take turns reading sentences from the blog post.

Do the task Ss read the blog post and answer questions.

Review answers Ss read their answers aloud. (Some of these words and phrases will be used in Episode 6.)

Answers

- 1 To say your *heart is not in it* means you do not care deeply about something.
- 2 *Good-hearted* is used to describe people who are kind and willing to be helpful.
- 3 *Let's just say* is used when people do not want to give all the details about something.
- 4 *Dream* can be used to describe something a person hopes for very much.
- 5 Rita learned about herself being a volunteer and doing hard work. She decided to become a teacher.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Make sure Ss understand the words *inspire* and *outlook*.

Do the task Ss think of an inspirational experience that they had. They tell their partners about the experience and how it shaped their dreams and outlook on life.

Review answers Ss read their answers aloud.

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

Do the task Ss look at a picture of Robert holding his cell phone, looking worried. They make a prediction about who could be calling and why Robert looks worried.

Review answers Ss share their predictions with the class.

WHILE YOU WATCH pp. 70–71

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

Do the task Play the video. Ss watch it and see if their predictions about Robert's call were correct.

Review answers Ss share their answers aloud.

Answer

Robert got a call from his ex-girlfriend, Megan. Robert looks worried because things didn't end well between him and Megan.

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

Do the task Ss identify which character each item relates to. See if Ss can answer the questions based on what they remember from the first viewing. Then have Ss compare with a partner. If desired, replay the video.

Review answers Ss read their answers aloud.

Answers

- | | |
|------------|----------|
| 1 Jeff | 2 Robert |
| 3 Robert | 4 Sara |
| 5 Robert | 6 Sara |
| 7 Carolina | |

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

Do the task Play the video again. Ss identify the sentences as true or false and correct the false statements.

Review answers Ss read their answers aloud.

Answers

- 1 T 2 F, before after 3 F, one-sister two sisters
4 F, knows doesn't know 5 T

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

Do the task Ss answer the questions individually and then compare their answers in pairs. If necessary, replay the video.

Review answers Ss read their answers aloud.

Answers

- Robert's roommate, Eduardo, is Carolina's brother. Carolina knows about Robert's ex-girlfriend, Megan.
- Eduardo was worried about the end of Robert's relationship with Megan.
- Eduardo asked Carolina's advice about Robert and Megan.
- Jeff suggests the friends come over to his place to have dinner and see (check out) Sara's creations.

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

Do the task Replay the related clip (3:01–3:50). Ss work individually to complete the conversation with words from the video.

Review answers Ss read their answers aloud.

Answers

- 1 props 2 amazing 3 creations
4 experimenting 5 check out

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

Do the task Ss read the conversation in exercise E and answer questions. Ss work individually or in pairs.

Review answers Ss share their answers aloud.

Answers

- creations
- making things, problem solving, experimenting
- check out

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

Do the task Ss complete missing information using words from the box. If necessary, replay the video.

Review answers Ss read their answers aloud.

Answers

- 1 dream 2 truth 3 say 4 expect 5 cooking

AFTER YOU WATCH p. 72

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

Do the task Ss imagine Robert's phone call with Megan. They think about why she is calling him and what they say to one another. They write a short conversation and practice it with their partners.

Review answers Ss perform their conversations in front of the class.

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

Do the task Ss imagine Robert asks his friends for advice about what he should do following his phone call with Megan. They think of what advice each friend gives and decide whose advice he should take.

Review answers Ss share their ideas in pairs and then share them with the class.

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

Do the task Ss think about what dreams they had when they were younger and say if they are the same dreams they have now. Then they tell their partners about their dreams.

Review answers Ss share their answers aloud.

Unit 1: What's the right job for you?

What kind of job is right for you? When you think about this question, it's important to think about your personality.

Every job requires different skills and different personalities. Are you outgoing? Are you patient? Do you like working by yourself, or on a team? Do you enjoy being helpful? Do you like being a leader? These are things to think about when you're looking for a job.

Are you sociable? If you enjoy being around and talking to lots of different kinds of people, consider the job of a sales associate. Sales associates talk to people all day long. Their job is to get to know them and make connections. And help people of all ages!

Or maybe you love animals! What about being a veterinarian? Vets are doctors, so this job requires lots of studying and hard work. And you can't be nervous. Animals know if you are a patient and calm person. This is important for their trust so you can help them.

If you like learning how the human body works and you also enjoy helping people feel better, consider the job of a physical therapist. Physical therapists help people get healthy after an injury. They teach people how to take care of their muscles and bones so they feel strong again.

So ask your friends and family, "What qualities do you see in me?" You might be surprised and find that those qualities can help you determine the right job for you.

Unit 2: Collections, old and new

People collect all sorts of things – like old photos, comic books, stamps, and coins. But why do people want these things and why do they keep them if they aren't useful?

Sometimes people collect things to sell them later on ... for lots of money. They try to keep things like old books and stamps in good condition because they're often more valuable that way. For example, old stamps made in the UK in the 1840s are now worth almost 4 million dollars!

Sometimes people just keep things because they like the memories. These things remind them of their past and their family. They often keep things like concert tickets, airplane tickets, greeting cards, and postcards. These personal collections remind them of a great trip, a fun experience, a happy relationship.

There are other reasons people collect things, too. Sometimes companies make a special edition of a product to make it seem more valuable. When a company says that their product is "one of a kind," people want to have it! Before they know it, people become collectors of records, old phones, or jeans.

And on the stranger side – some people collect things like bugs! Why? Because they like them and want to study them ... closely. These collectors have often found exotic bugs from all around the world.

So what about you? Photographs? Old coins? Old shoes? No matter what it is, there's a collection for everyone!

Unit 3: One day in ...

Imagine you have only one day to spend in a city. What could you see and do and eat? Let's take a look at some cities and see the fun options you have.

Let's start in Toronto! Toronto is Canada's largest city. If you only have one day, you should buy a TTC Day Pass so you can use the streetcar and subway all day long. In the morning, you could visit the St. Lawrence Market. There are about 120 vendors selling fresh meat, cheese, and vegetables.

Next, you could ride the streetcar and go to the CN Tower – one of the world's tallest buildings – and see incredible views of the city. Then you can finish your day at the beautiful Toronto Music Garden and enjoy the peace and quiet after your busy day.

Next, it's Lima, Peru! With only one day, you should start at the Plaza de Armas, in the historic center of the city. Take a seat and enjoy a *limonada peruana*, a refreshing drink made from special Peruvian limes. Then spend some time in a few of Lima's trendy neighborhoods. You can walk through the streets, look at the beautiful architecture, and try some delicious restaurants. And if you still have time, you could also walk down the Miraflores Boardwalk with views of the Pacific Ocean.

And finally, with just one day in Istanbul, Turkey, you should definitely see the Blue Mosque. It's usually very crowded with tourists, so don't forget to look up at the beautiful ceiling. Then you should go to The Grand Bazaar. There are over 4,000 shops on 61 streets! Find some Turkish delight candies and enjoy a traditional Turkish coffee. When you need some quiet time, take a ferry ride on the Bosphorus!

One day in a city is not much time, but you can see a lot if you plan well. Now think about *where you live*. What would you tell someone to do in *your city* in just one day?

Unit 4: Making plans

It's vacation time! So, what are you going to do? Go to the beach? Meet up with friends? Stay home and watch movies?

What if, instead of these things, you used this free time to help your community or learn a new skill? Are you interested in local news? If you are, you could volunteer to help your local print or online newspaper. They might need a photographer, or help checking the facts of their stories, or help putting old articles online. You'll get to see how reporters and their managers work together to make stories interesting and meaningful for the community.

Or perhaps you'd prefer to volunteer at a place that helps homeless people, like a food bank. At a food bank or a soup kitchen, you can organize and prepare food for people who need it. You could help serve food, or just spend time listening. You'll be surprised to see how a little bit of your time can really help someone.

So, what else can you do on your vacation? How about taking a class and learning something new? There are a lot of classes online and at local colleges and community centers. This is a chance to learn something totally new! You can start to learn a new language, or how to make pottery or how to build a robot! Or you could start learning skills for a new career, like a fashion designer or a fitness trainer.

So, before your next vacation, think about all the possibilities. A different choice could change your life or even someone else's!

Unit 5: Lost and found

There are two things you never want to lose – your official identification, like a passport, and your phone. Some unlucky people know what it's like to lose these things and have stories to tell!

Last summer, Monica traveled from the U.S. to visit her sister in South Africa for ten days. They had a great time; they went on a safari, hiked Table Mountain, and saw Victoria Falls. But as Monica's taxi was driving to the airport for her flight back to the U.S., she realized she didn't have her passport!

When she got to the airport, she searched her bag, but it wasn't there. Was the passport in her sister's apartment in Johannesburg? Or in a coffee shop in Cape Town? Did the lions from the safari eat her passport?

Monica was very upset, so she tried to contact her sister. But then she noticed an email from a stranger in her inbox. Someone had her passport! She left it in a restaurant in Cape Town and the person returned it to the U.S. Embassy. Monica was so grateful for her good luck!

Miles away from South Africa – in New York City – Tim was having trouble, too. After months of saving his money, he finally bought the best smartphone on the market. He loved it so much and used it constantly. It was always in his hands. But one afternoon, Tim was reaching for his phone when he realized he didn't have it. It was gone!

At that moment in another part of town, his friend Mark got a text from a person he didn't know. That person had Tim's phone! It was on the subway and the person wanted to return it. Tim was so happy when Mark brought him his phone. Now he never leaves the train without checking his pockets!

Unit 6: Green in the city

Living in a big city can be stressful. There are often too many people, too much traffic, and a lot of noise and pollution. It's no surprise that a lot of people just want to hide in their homes! But, luckily, there is an escape – green spaces! Nowadays, urban planners think parks and gardens are an essential part of a city.

Let's talk about the facts. If a city has a lot of green space, the health of the city – and the people in it – will improve. These green spaces provide shade and lower temperatures. They also improve the air. That's because trees and other plants take away smoke, dust, and pollution. One tree can remove 26 pounds, almost 12 kilos, of carbon dioxide. That helps us breathe better.

Chapultepec Park in Mexico City, with all of its trees, is known as "the lungs of the city." Many cities already have large green spaces, like the famous Central Park in New York City or Hibiya Park in Tokyo. People go to enjoy the fresh air, the plants, and live music. These activities take away stress, so the open space is good not just for people's bodies but also their minds.

In cities like Chicago and São Paulo, green roofs are becoming popular. Green roofs are roofs with hundreds of plants. The plants help these roofs collect rain, they keep the building warm, and they lower the air temperature. They are also quiet, calm spaces for people to relax and enjoy the views.

And lastly, community gardens – public gardens where people grow plants and vegetables together – are also becoming more popular. If there are more of these spaces in the future, people will be able to grow their own food and connect with other people at the same time. That will help build a stronger community and a better world.

Unit 7: The history of cinema

When was the last time you saw a movie? Were you at home or at a movie theater? These days, with the internet, we can watch movies anytime, anywhere. In fact, 54 percent of adults prefer to watch movies at home rather than go to a movie theater. But it wasn't always this way. Going to the movies used to be more of a social event.

In 1905, the first movie theater opened in Pittsburgh, USA, and soon more theaters opened all over the country. People called these theaters "nickelodeons" because admission cost 5 cents (or a *nickel*). There were "scenics" (views of the countryside from a moving train), "actualities" (documentaries), and comedies. These first movies didn't have sound so there was sometimes a live piano or an orchestra in the theater.

The first movie with sound came out in 1927. But not everyone was happy with it! In parts of Asia, like Japan and the Philippines, people loved the live musical performances at the silent movies and they didn't like the sounds of the actors and actresses!

Of course, people got used to sound and going to the movies became more and more popular. Soon, every town had a theater, and people went to the movies all the time! Towns had multiplexes and megaplexes – movie theaters with up to 20 screens and seats for thousands of people.

But now, many people don't leave their homes to watch movies – they use Netflix or other streaming services. Some people like this much better than paying 18 dollars to sit in a dark room with lots of people. But are we losing the magic of the movies when we sit on the couch or watch a movie on our phone? How do you prefer to watch your movies?

Unit 8: Serious hobbies

Surfing. Driving a fast car. Dancing in a show. These are activities a lot of people enjoy, but some people take these activities more seriously.

Paddleboarding instructors work at a lot of popular beach locations. And professional dog trainers are common, too. But some people have been able to combine their love for animals with their love for paddleboarding! A dog paddleboarding coach teaches man's best friend how to paddleboard. It's like teaching humans how to paddleboard ... but you must communicate differently, of course. With a lot of hard work and patience, dog paddleboarding coaches can teach these animals to paddleboard with their owner!

And, on land, a fun but unusual hobby is race car driving. People who have loved racing go-karts since they were children can continue their love of the sport as adults. A lot of local race tracks offer driving classes. They teach you the skills you need to be a good driver, but also how a car works so you can drive it very quickly! With a lot of time and practice, a job as a professional race car driver is possible.

And finally, for both an outdoor and indoor activity, let's look at dancing. For many people, dancing is just a hobby, but for others it turns into a lifestyle. Salsa dancing is not as easy as it looks. In fact, it's very demanding – it's a real workout! After many, many hours of practice, salsa dancers can compete in local competitions, or even the World Latin Dance Cup Competition!

How about you? Is there an activity in your life that you want to take more seriously?

Unit 9: The college life

College is an important part of life for a lot of young people. It's often the first time people get to choose what they want to study and where they want to do it. Or, sometimes, people go to college when they are older, in their late 20s, 30s, or later. They can work a full-time job and go to college part-time to earn a degree.

In some parts of the world, young people sometimes go to colleges far away from their home and their families. Students have to live on campus or in apartments nearby. Often students have to share a very small room with one – or more – roommates. Some roommates don't become friends, but others have more in common and become best friends right away.

Students who go to college in their hometown may choose to live with their family and save a lot of money. They can also work at the same time – in restaurants, part-time office jobs, or jobs on campus. This way, students can also pay for their education.

Four-year colleges offer many different courses of study. You can study anything from history to marine biology. Big colleges like the University of São Paulo in Brazil offer over 220 degrees!

There are also many two-year colleges that offer subjects like mechanical engineering, construction, nursing, or computer science.

College can be a busy time. Students stay out late at the library studying for exams or writing papers and also work at their part-time jobs.

Others may become more active on campus – or combine their studies with an internship. A lot of people discover – through college – the ideas and issues that are important to them. And this experience often affects the rest of their lives.

Unit 10: Tricks of the ad world

How do you feel when you see a funny ad? A beautiful ad? Do you ever feel like an ad was made for you? That's what the advertisers want you to think when you reach for that specific bottle of shampoo.

Advertisers try all kinds of ways to make you want to buy their product. One way is to use animals. If the animal does anything human-like, this connects us more to the brand.

When ads are made with humans in them, they sometimes show people who are beautiful and famous. Or they look like people we want to be and people we can trust. They know that when you trust them, you are more likely to trust their product. If we see someone looking happy and beautiful when they use a product, we hope that we will feel happy and beautiful, too.

Advertisers also know that humans are social and want to be accepted by others. When we read messages like "9 out of 10 people choose our product," it makes us want to buy it. We want to be like other people.

Ads are made to scare us, too. When we read, "Only a few tickets left at this price!" we worry that we might miss this great opportunity. And this makes us buy it – fast!

So the next time you see an ad online or on TV, look closer. Can you trust what you're seeing? Don't be tricked by the advertisers!

Unit 11: Testing your physical limits

Would you climb a mountain if you had to give up all junk food? Would you run a marathon if you had to run ten miles nearly every day ... for five months? Your success with physical challenges depends a lot on your mind. You often have to follow a strict diet and exercise. Marathon runners have a huge task. A marathon is 26.2 miles, or 42 kilometers, and runners train for three to five months before the actual race. Runners should run three to five times per week and up to 20 miles every seven to ten days. Runners often have to follow special diets so they can be ready for the competition. If training for a marathon sounds difficult, there's another activity that's even more challenging.

How about climbing Mount Everest? Training requires you to build up your muscles and your mind. After all, it's almost 30,000 feet, or 9,000 meters, high! Most people train for at least a year.

For those of you who would rather be in the water, how about extreme swimming? To go the length of the Straits of Magellan in Chile, swimmers swim for up to six hours at a time! Before trying a big challenge like this, you have to be able to make two six-hour swims. You also have to practice in open water. And open water is not the same as a swimming pool!

Of course, all of these activities are not only hard, but they are also risky. You might hurt your leg while you train for a marathon. Or your body might get too cold on a climb or during a swim. Everyone who takes on these physical challenges has to ask themselves the question: Are the risks worth the reward? Most people who achieve these goals would say yes!

Unit 12: I learned my lesson!

On New Year's Eve, I asked three of my friends what they learned this year. And they all had stories to tell!

My friend Maria said that last semester, she had a huge physics exam, and she waited until the last minute to study. The day before the exam, Maria didn't start studying until one in the morning. Then she got very tired, so she closed her eyes, just for a minute ... When Maria woke up, it was ten o'clock! The exam was over! The professor told Maria that she had to take the whole class over again. Maria said that when she takes the class again in the spring, she'll study months before the exam!

Danny told me he made a big mistake on his way to Barcelona last summer. He was so excited for his trip, and spent weeks packing everything he would need. The morning of his trip, he called a taxi to go to the airport. But when he got to the check-in counter, the airline said his name wasn't on any of the flights. Danny went to the wrong airport! Now he says he *always* double-checks his flight information *before* he leaves for the airport!

Carla said her mistake was silly, but still very embarrassing. A new friend from work invited her to a party and told her it was a costume party. Carla really wanted to find a fun costume, so she decided to dress like a clown. She thought everyone would think her costume was really funny. But Carla got to the party and realized ... no one else was wearing a costume! Her friend forgot to tell her that she changed her mind and decided just to have a dinner party! Carla said that was *it* for her: No more costume parties!

Episode 1: So much stuff

Sara Is that you, Carolina?

Carolina Yes, Sara! I'm early, I know. Is that OK?

Sara No problem!

Carolina Hi!

Sara Hi! So nice to finally meet you in person. I really enjoyed chatting with you online. Can I help you with something? A computer bag? Oh! Two computer bags?

Carolina Three, actually. I have a few for different types of work, you know?

Sara Oh! Well, I guess that makes sense. You design all kinds of websites ...

Carolina Right, so I need to look at them, test them, stuff like that, on different machines. OK, I just have a few more things ... Few more things ...

Sara Great.

Carolina Well, I think that's it.

Sara Great. You can just, uh, leave everything here for now.

Carolina OK. Thanks. I do need to rest a minute.

Sara OK. *(to self)* Me too.
(in the living room)

Sara I'm afraid I haven't moved all my stuff out of your room yet!

Carolina Oh no, I *am* too early! I'm really sorry!

Sara No. No, don't worry.

Carolina I *had* to get out of my brother Eduardo's place! When I moved here from California last month, I thought, 'it'll be fun to stay with him,' and my sister Eva is living there, too. But with all three of us there, his place is just *too small*. You can't believe how much stuff my sister has.

Sara No, really, it's fine. I wanted to clean it out this morning, but I got busy with teacher stuff.

Carolina Oh, that's right. You teach third grade?

Sara Uh huh, 8- and 9-year-olds.

Carolina So, how long have you been a teacher?

Sara Three years.

Carolina Just three years, huh? Are those from your classroom?

Sara Yes! The school ordered too many cubbies, so I got the extras. They're really useful for organizing all your things.

Carolina Oh, yeah.

Sara I teach my students, "a place for everything, and everything in its place." For me, I always know where my pens and pencils are, my sewing kit, my phone and my keys, my ... where's my laptop?

Carolina Right here!

Sara Ha! See what I mean? It helps! Oh, and I have some extra spaces over here for you.

Carolina OK! You think of everything!
(a knock at the door)

Sara I'm popular today! *(to door)* Yes?

Jeff Hi, Sara! It's Jeff.

Sara *(to Carolina)* Oh, Jeff! He's our upstairs neighbor. *(at the door)* Hey, what's up?

Jeff Nothing. Just thought you might be hungry.

Sara Mmm, always! Come on in.

Jeff Ah! The new roommate!

Carolina Hi, I'm Carolina.

Jeff Nice to meet you Carolina. Hey, can I put this down somewhere?

Sara Oh, of course.

Jeff OK, now!

Carolina Nice to meet you too.

Jeff And you already have your own cubbies!

Carolina Yes, I do! Mmm ... That smells delicious! Is that Italian?

Jeff Yes it is.

Carolina That is my favorite food.

Jeff This is the latest recipe from my YouTube channel: "Cooking with Jeff."

Carolina You do cooking videos, *and* have your own YouTube channel? I'd *love* to see it.

Jeff Sure. *(to Sara as he pulls up website)*

Sara Oh, here. *(passes Jeff her laptop and they all sit on couches)*

Jeff *(to Sara as he pulls up website)* New roommate for you, new fan for me!

Episode 2: Think first

- Server** Hi.
- Carolina** Can I have an espresso, please?
- Server** Sure, give me one second. (*gets the coffee*) Here you go.
- Carolina** Thanks.
- Robert** Carolina? Carolina Sousa? Eduardo's sister?
- Carolina** Robert? What! I can't believe it! Hi!! Sit. Sit.
- Robert** Wow! How are you? What are you doing here? Are you still in school out in California?
- Carolina** Well, I finished school in San Francisco, and then decided to move to New York like Eduardo and Eva. Now I'm doing web design freelance, and looking for a real job.
- Robert** That's great! Good for you.
- Carolina** Well, not *that* great. I mean, I've been on lots of interviews, but still nothing. Something always goes wrong.
- Robert** Like what?
- Carolina** Like, I don't have enough experience, or my designs are too crazy. Freelance work is OK, but I'm always looking for my next project, you know?
- Robert** That sounds difficult.
- Carolina** It's just disappointing really. But today was a real disaster!
- Robert** What happened?
- Carolina** So first I woke up late so I had to get ready and go very quickly. Then the bus took forever to come and it got stuck in traffic twice. When I finally got there and went to the reception desk I forgot the name of the company.
- Robert** No.
- Carolina** It was in my phone but my phone was dead. No problem. I have a charger in my bag. So the receptionist plugged in my phone for a minute so I could find the information. After all that, my interview only lasted about ten minutes. They asked me, oh, three or four questions, looked at *one* of my web designs, then said "Thank you very much. We'll call you." and closed the door. In the elevator on the way down I realized my shirt was on backwards. (*Robert laughs out loud, Carolina joins him*) They have to think I'm crazy ... (*refocusing on Robert*) So, tell me about you. How are things here in New York?
- Robert** Good! Good. I've got a job I like. I'm running a community center. We help people with skills training, job hunting, that kind of thing.
- Carolina** Nice.
- Robert** Actually a lot of our clients move to the U.S. from Brazil but no one at the center speaks Portuguese. We need someone who speaks perfect Portuguese and perfect English. Know anyone?
- Carolina** Wait, me?
- Robert** Yes. I mean, I know you're looking for something in web design but until you find it ... It doesn't pay much but it can help you while you're freelancing. Come back to the center with me. I can show you around and we can talk about it.
- Carolina** OK. I will.
(*Carolina's phone rings*)
- Carolina** Ooh it's my new roommate. (*answers the call*) Hi Sara.
- Sara** Hey Carolina. Do you know what time you'll be home tonight? Remember, Jeff's making dinner for us.
- Carolina** Oh yeah. Umm, I think I'll be home around 6? Yeah, definitely 6. Is that OK?
- Sara** Perfect. Oh, hey, how was your interview?
- Carolina** My interview? Oh, I'll tell you all about *that* tonight.
- Sara** OK. See you later.
- Carolina** Bye. (*to Robert*) Our neighbor is making dinner for us tonight.
- Robert** Nice. Too bad I have dinner plans or I'd invite myself.
- Carolina** Let's make sure the food is good first.

Episode 3: Impact

Sara *(on the phone)* Hello?

Jeff Hey, Sara.

Sara Hi, Jeff.

Jeff Hey, aren't you excited for my dinner?

Sara I am, but, uh ... We've just had a little accident here.

Jeff Is everyone OK?

Sara Yeah, yeah, we're fine.

Jeff What happened?

Sara Carolina broke that vase from my grandmother.

Jeff Oops. Can you fix it?

Sara Nope. I have another one – they came as a pair. But it's still really annoying.

Jeff Well, I'll take your mind off of it. Dinner's ready. Come on up!

Sara OK. We'll be there soon.

JEFF'S KITCHEN / HALLWAY OUTSIDE
JEFF'S DOOR

(Sara and Carolina knock on Jeff's door)

Jeff Welcome to Jeff's Kitchen!

Sara Smells great!

Carolina Smells amazing!

Sara Nice sign! It's for your cooking show, right? I like it.

Jeff Yeah? It's for the new series I just started. What do you think Carolina?

Carolina Huh? Oh, yeah, the sign. Looks great.

Sara Are you OK, Carolina? It's OK about the vase. It was an accident. Really, it's fine.

Carolina Are you sure? I was worried you were still upset. I've had a lot on my mind. It's been a strange day. I ran into someone I know today, a friend of my brother's, and he offered me a job at the community center where he works.

Sara That's so great! Why didn't you say anything earlier?

Carolina I was busy knocking over vases.

Sara Seriously, though, it's so good for you to have something steady.

Carolina Yeah, I guess so.

Jeff Is freelance work really that bad? I mean, what are the pros and cons?

Carolina Well, it's good when I actually have work, but I'm starting to think about the cons. It isn't steady, and I don't like the *business* part of it. I don't want to be a businessperson. I want to be a web designer.

Jeff Well, what are the pros of the job at the community center?

Carolina Well for one it pays regularly. Not a lot, but something, so I don't have to do as much freelance work. And I can use my language skills.

Jeff Well, that's a good start.

Sara And you're helping people, you know? Making an impact on their lives.

Carolina Yeah, you're right.

Jeff Just think about it, Carolina. You don't have to give up freelancing. Just do something else at the same time. My office job pays the bills, but I'm still doing my show. So take the job! Who knows what will come along while you're saving the world?

Sara That's a great way to think about it.

Carolina Yeah, I guess it is.

Jeff And with that, who's ready for today's one-plate meal, delicious pasta à la Jeff?

Carolina Smells amazing!

Episode 4: Getting there

Carolina *(mouths silently)* Five minutes?

Jeff *(nods yes)*

Robert Hi, there. Can I help you?

Jeff Oh I'm just waiting for Carolina.

Robert Oh, OK. Sorry, but do I know you?

Jeff Robert? Robert McKellim? From Millennium High School.

Robert Jeff Sanders. I thought so.

Jeff Hey man. It's been a long time. I haven't seen you since high school.

Robert What have you been doing for the last ten years?

Jeff Let's see. College. Business school. Office job. But lately I've been doing my own cooking show.

Robert Your own cooking show?

Jeff Since I work in an office all day, I decided to do something more creative in the evenings. I bought some nice kitchen tools, came up with new recipes, and started making videos of me cooking.

Robert Wow!

Jeff Yeah. Then some of my friends suggested I start a show on YouTube.

Robert Wow. How many followers do you have so far?

Jeff About two thousand. Here, take a look. *(audio of snippet of Jeff's show: "... All right, welcome to 'Cooking with Jeff.' Now I have something ...")*

Robert Wow! That's really cool. I'm impressed. I wonder if that could work for the center? We could make our own videos. Maybe even start our own YouTube channel.

Jeff Yeah. Social media makes a difference. And Carolina can be the host of the show.

Robert Yeah. Maybe I'll talk to her about this. She's a web designer. Maybe she can redesign our site to have videos too.

Jeff Sure she can. But hey, you have to pay her extra.

Robert Of course. And that would give her more freelance work. Hey, how do you know Carolina anyway?

Jeff Oh, we're neighbors. She just moved in to my friend's apartment downstairs from my place.

Robert Wait. Sara? Is that your friend?

Jeff Yeah. Have you met her?

Robert No, not yet. Carolina talks about her. She also mentioned that her neighbor is a fantastic cook. So that's you. She told me about both of you the day of that terrible interview. Did she tell you about that?

Jeff The dead phone, the shirt on backwards. Yeah, that was a bad day. Hey. That's when she told us about you, about this place. We told Carolina that ...

Carolina Told Carolina what, Jeff?

Jeff Told her, you, that this job is a good thing. She can keep interviewing and doesn't have to do as much freelance work.

Carolina Yeah, and you were right. *(to Robert)* Here are the papers from Maiza.

Robert Great. Yeah. These all look really good Carolina. Great work.

Carolina So, you two know each other?

Jeff Yeah. Well, from high school. Isn't that amazing?

Carolina Yeah. Small world. *(to Robert)* So, is it OK if I go get lunch with your high school best friend?

Robert Of course. Have fun.

Jeff It's great seeing you again Rob. We'll see each other again soon.

Robert Yes, definitely.

Carolina and Jeff Bye. See ya.

Robert Bye bye.

Episode 5: Why we buy

Sara Hey Carolina? Carolina? *(to self)* Ugh, technology. *(gestures wildly)* Carolina!

Carolina Ah! *(startled, then laughs)* You scared me.

Sara Sorry. I just wanted to ask your opinion about something. It's this curtain for the school play.

Carolina This looks really pretty so far. It's for *Peter Pan*, right?

Sara Yeah. The scene in the forest. But I'm having trouble attaching leaves to this material.

Carolina Hmm. These are cool. What are they made of? Cotton?

Sara Yeah. No, wait, sorry, wool – wool felt. And I keep trying to tape them on, but they keep falling off.

Carolina I see. The materials don't stick together well.

Sara Yeah, no kidding. I'm not sure what to do and I'm going crazy with this.

Carolina Here. Give me those leaves. Let's try this.

Sara Wait Carolina, be careful. I spent hours cutting those leaves out.

Carolina This'll work. I promise.

Sara Ooh, I don't know. Will those stay on?

Carolina Well it's not ideal but these paper clips attach well.

Sara Yeah, they really do.

Carolina Here, pass me some more. Well, what do you think?

Sara Hold on a second.

Carolina Wow.

Sara Beautiful.

Carolina So pretty.

Sara That was a really good solution. Thanks Carolina.

Carolina You're welcome. You just needed different eyes. These props are going to look amazing when you're done. But you know what you need?

Sara No, what?

Carolina Better tools. I mean, you have all these wonderful ideas. You just need the right tools to make them.

Sara *(joking)* You mean paperclips aren't enough?

Carolina With the right tools, you could actually make things and sell them – make money off of them!

Sara Wow. You really think so?

Carolina Yeah, definitely. You're really talented.

Sara Thanks, but I don't know where to start.

Carolina I do. I know this great hardware store over in the East Village. If we leave now, we can make it there before it closes.

Sara OK. Let's go.

(Outside)

Carolina Robert? Hey! What are you doing here?

Robert Hi Carolina. I'm on my way to see Jeff.

Carolina Really? That's so nice. It's so funny that you two know each other. First we run into each other, then I help you find an old friend.

Robert I know, right?

Carolina Oh, sorry. Robert, this is Sara, my roommate. Sara, this is Robert.

Robert Nice to finally meet you Sara.

Sara You too.

Robert So what are you two up to?

Carolina We're going shopping for tools. Come on Sara let's go. *(to Robert)* Have fun.

Robert Yeah, bye. *(to self)* Tools.

Episode 6: Life's little lessons

- Robert** Hey, Jeff.
- Jeff** Hey! What's going on, man?
- Robert** *(looking at Jeff's phone)* I know that guy! He's really funny.
- Jeff** Yeah, it's cooking and comedy. I want to have a show like that one day. I mean, the cooking part. I really want to use my business degree to do something big, like have my own business, my own production company, and a show on TV!
- Robert** Yeah, I can see that. And I think it's great you have a dream. You'll get there.
- Jeff** Yeah, I will. How about you? How did you get interested in community development?
- Robert** Well, the summer after I graduated college, my roommate and I spent two months traveling all over the U.S. in my dad's old car. Actually, my roommate was Eduardo, Carolina's brother. That's how I know Carolina.
- Jeff** Ahh, now it all makes sense.
- Robert** Anyway, we were traveling around the southern U.S. after a couple of big hurricanes, and it was amazing. I mean, it was terrible, but it was also amazing. We saw communities that were really working together to rebuild their lives, helping each other, you know? I was so impressed. So when I got back to New York, I decided I wanted to get involved in my own community.
- Jeff** Wow. That's a great story, man. So, you traveled around with Carolina's brother, and the two of you were roommates in college? That's really something. So, how well did you know Carolina back then?
- Robert** Not well. I mean, she came to California a couple of times to visit Eduardo during college. And she and Eduardo talked on the phone every week, so he talked about her, so I knew about her, and his other sister too, but she was a lot younger. Actually, to tell you the truth, Carolina probably knows a little *too* much about me.
- Jeff** What do you mean?
- Robert** I had this girlfriend, Megan. Let's just say it didn't end well.
- Jeff** Oh, wow. I'm sorry.
- Robert** Yeah, Eduardo was worried about me. I know he talked to Carolina about it, asked her advice and stuff.
- Jeff** *(to Carolina and Sara)* Hey ladies!
- Carolina** Hey, guys.
- Sara** Hey! How are you guys?
- Robert** Hey, guys.
- Jeff** So, what's new in my neighbors' world?
- Sara** New? Not much. I'm still making props for the school play but I started working on some other ideas. Not for the school, just for me.
- Carolina** You have to come see these things she's making. They're amazing!
- Sara** Well, yeah, they are.
- Robert** I'd love to see your creations sometime. Carolina told me about them the other day.
- Sara** OK, but don't expect too much. I'm still working things out, experimenting.
- Jeff** Hey, I know! Why don't you come over tomorrow night? We can check out Sara's work and then have dinner? ... I'll cook.
- Sara** I am good at making props, not cooking. *(Robert's phone rings. The name shown is "Megan".)*
- Carolina** Megan?
- Jeff** Wait, Megan? *That* Megan? We were just talking about her.
- Robert** Yeah, that's really strange. I guess I should take this.
- Sara** Who's Megan? OK ...

This page has intentionally been left blank.

This page has intentionally been left blank.

This page has intentionally been left blank.

This page has intentionally been left blank.

This page has intentionally been left blank.