

EVOLVE

Email for high quality PDFs (and more)
roadmap.free@yandex.com

VIDEO RESOURCE BOOK

Janet Gokay and Noah Schwartzberg

1



CAMBRIDGE
UNIVERSITY PRESS

Story summary

Eduardo and Rick go to Eduardo's new apartment, 3B. They meet the apartment manager, and Eduardo gives him some personal information and signs a lease. Then Eduardo and Rick meet Noemi and Christina at a local café.

Language summary

Grammar	Vocabulary	Functional language
<i>I am, you are</i> <i>What's ... ?</i> <i>It's ...</i>	Countries and nationalities The alphabet Personal information Numbers (1–10) Jobs Greetings, introductions, and good-byes	Check into a hotel

BEFORE YOU WATCH p. 1

- A **PAIR WORK** **Review the language** Review greetings, asking and answering questions with *be*, and nationalities.

Ask individual Ss: *Are you from (Mexico)?* Write the names of the countries Ss say on the board.

Do the task Read the instructions aloud. Read the greetings and the ways to say yes in the word box aloud. Read the model conversation with a volunteer. Ss practice the dialogue in pairs, using their own information (name and country).

Review the task Ss tell the class where their partners are from: *(Simon) is from (Ecuador)*. As Ss speak, point to the name of the country on the board.

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

Do the task Ss circle the correct answers.

Review the task A volunteer pair acts out the conversation. Write the answers on the board.

Answers

1 What's 2 It's 3 3B 4 What's 5 is
6 750-555-0182 7 is 8 It's 9 rick25@mymail.net

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

Do the task Ss practice the conversation in pairs, using their own information.

Review the task Several volunteer pairs act out their conversations for the class.

- D **Introduce the task** Ss look at the pictures. Read the instructions aloud.

Do the task Ss circle the answers (a, b, or c).

Review the task Ss read their answers aloud.

Answers

1 b 2 c 3 b

WHILE YOU WATCH pp. 2–3

- A **Introduce the task** Ss look at the pictures of the four main characters in the video. Read the instructions and the names in the box aloud.

Do the task Play the video. Ss write the names of the characters beneath their photos using the names in the box.

Review answers Ss share their answers with the class.

Answers

1 Eduardo 2 Rick 3 Noemi and Christina

- B **Introduce the task** Read the instructions aloud. Ask: *What is number one?*

Do the task Play the video. Ss look at the pictures and number them 1–6 in the order they occur in the video.

Review the task Write A–F in a column on the board. Review answers with the class. Write the answers next to the letters.

Answers

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

- C **Introduce the task** Read the instructions and the six sentences aloud. Do the first item with the class.

Do the task Play the video. Pairs match the pictures and the sentences they hear.

Review answers Ask volunteers to say the answers.

Answers

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

- D **Introduce the task** Read the instructions aloud. Write the first item on the board, underlining "3D." Read the sentence aloud and ask: *True or false?* Point to the underscored "3D." Say: *The apartment number is ...* Elicit: *3B* and write it on the board.

Do the task Play the video. Ss check true or false and then write correct sentences.

Review answers Ask volunteers to say the answers. Write the answers (T or F) and the corrected information on the board.

Answers

- 1 The apartment number is 3B.
- 2 ✓
- 3 Eduardo's last name is Sousa.
- 4 Eduardo's phone number is 917-555-2650.
- 5 ✓

- E **Introduce the task** Read the instructions aloud. Read the sign in the photo aloud: *Apartment for rent*.

Do the task Play the video. Ss check the sentences they hear.

Review the task Review answers with the class. If Ss are unsure, play the video again, stopping at the appropriate sentences.

Answers

Checked: Is this the apartment?
Really? Is she from Brazil?
No, she's from Brooklyn.
Well, how's the apartment?

- F **Introduce the task** Read the instructions aloud. Read the answer choices aloud. Elicit that *hello* and *yes* are formal – and the rest are informal.

Do the task Play the video. Ss circle the words they hear. They then write if the words are formal (F) or informal (I).

Review the task Review answers with the class. If Ss are unsure, play the video again, stopping at the sentences they are listening for.

Answers

- 1 OK, I 2 OK, I 3 OK, I 4 yeah, I 5 hey, I
- 6 Yeah, I

AFTER YOU WATCH p. 4

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

Do the task Ss can do this individually or in pairs.

Review answers Ss share their answers with the class.

Answers

Checked: first name, last name, phone number

- B **Introduce the task** Read the instructions aloud. Read the conversations with a volunteer.

Do the task Ss work in pairs to replace the underlined words with words from the box. They then practice the conversation. Circulate and offer help as needed.

Review answers One or two pairs act out the conversation for the class.

Answers

- 1 Hi 2 thanks 3 great 4 oh 5 Yep
- 6 Bye / See you later 7 See you later / Bye

Story summary

Eduardo is in his new apartment, unpacking framed photos, when Rick arrives. Rick picks up a photo of a girl who he thinks is beautiful. It is Eva, Eduardo's sister. Eduardo jokingly tells Rick to "watch it." Eduardo shows him two other family photos, and they talk about their families.

Language summary

Grammar	Vocabulary	Functional language
<i>is / are</i> in statements and <i>yes/no</i> questions	Family	Ask about and say people's ages and birthdays
<i>is not / are not</i>	Numbers (11–100)	Give birthday wishes
Prepositions of place	Adjectives to describe people	
	<i>really / very</i>	
	Dates	

BEFORE YOU WATCH p. 5

A **Review the language** Review *is/are* in statements and *yes/no* questions, *is not / are not*, vocabulary for family members, and asking and saying people's ages and birthdays.

Do the task Read the instructions aloud. Ss look at the family tree. Read the label for number 1 aloud. You could write the names of family members on the board if Ss need help. Ss complete the family tree with their own information. Ss add another family member of their own choice to the blank frame.

Review answers Ss review their family trees in pairs.

Answers

- 1 grandfather 2 grandmother 3 father
- 4 mother 5 son/brother 6 daughter/sister
- 7 Answers will vary.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Read the two model sentences with a volunteer.

Do the task Ss take turns saying how old each member of their family is and stating their birthdate.

Review the task Go through the family tree, asking volunteers to share their information.

C **Introduce the task** Read the instructions and the words in the box aloud. Ss make notes of their answers. They will check their answers in the next activity.

WHILE YOU WATCH pp. 6–7

A Ss check their predictions from page 5, exercise C.

Answer

family

B **Introduce the task** Ss look at the five scenes from the video. Read the instructions aloud.

Do the task Play the video. Pairs order the five scenes.

Review answers Ss share their answers with the class.

Answers

A 3 B 2 C 4 D 5 E 1

C **Introduce the task** Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss circle the words that correctly complete the sentences.

Review answers Ask volunteers to say the answers.

Answers

1 in 2 good 3 Eduardo 4 is not 5 big
6 Miami

D **Introduce the task** Read the instructions aloud. Three volunteers read the three dates in the box aloud.

Do the task Play the video. Ss write the birthdates.

Review answers Volunteers say the answers.

Answers

1 July 4 2 June 30 3 September 25 4 July 4
5 September 25

E **Introduce the task** Read the instructions aloud. Write the first item on the board, including the blank. Elicit the answer *sister* and write it in the blank.

Do the task Play the video. Ss listen for the incomplete sentences and fill in the correct words. Then Ss compare their answers in pairs.

Review answers Volunteers share their answers. Write the answers on the board. If Ss seem unsure, replay the video, stopping at the sentences.

Answers

1 sister 2 She's 3 parents 4 uncle 5 grandpa
6 parents 7 grandparents

F **Introduce the task** Read the instructions aloud. Encourage Ss to guess the answers before watching the video again.

Do the task Play the video. Ss match the people and places.

Review the task Review answers with the class, writing the answers (letter + place name) on the board.

Answers

1 a 2 b 3 d 4 c 5 e

G **Introduce the task** Read the instructions aloud. Write the first item on the board, including the blank. Elicit the answer *She's* and write it in the blank.

Do the task Play the video. Ss complete the sentences individually and then compare answers in pairs.

Review the task Review answers with the class.

Answers

1 She's 2 He's 3 When's 4 It's 5 That's 6 It's
7 They're

AFTER YOU WATCH p. 8

A **PAIR WORK** **Introduce the task** Read the instructions and the adjectives in the box aloud. Read the model dialogue with a volunteer.

Do the task Pairs take turns talking about their family members from exercise A in the *Before you watch* section.

Review the task Volunteers share a description with the class.

B **Introduce the task** Read the instructions aloud. Write the first part of the conversation (two lines) on the board, including the blanks. Read the entire conversation with a volunteer. Fill in the blanks of the sentences on the board.

Do the task Pairs show each other photos of friends/family on their phones and practice the conversation using their personal information. Circulate and offer help as needed.

Review the task Several pairs act out their conversation for the class.

C **PAIR WORK** **Introduce the task** Read the instructions and the information in the chart aloud. Have volunteers read the model conversation aloud.

Do the task Ss complete the chart based on their group photos. Pairs show each other their photos and talk about the people in them. Circulate and offer help as needed.

Review the task Ss tell the class about their partners' photos.

Story summary

Eduardo's friends (Rick, Noemi, and Christina) come to see his new apartment. Rick and Noemi arrive first. They comment on his apartment and his furniture. Eduardo offers Noemi a drink. Christina arrives at the end, escaping a cat in the hall.

Language summary

Grammar	Vocabulary	Functional language
Possessive adjectives	Rooms in a home	Make and reply to offers
Possessive 's and s'	Furniture	
<i>It is</i> (statements and questions with short answers)	Drinks and snacks	
Information questions with <i>be</i>		

BEFORE YOU WATCH p. 9

- A **Review the language** Read the instructions and the box of adjectives aloud. Review the rooms of a home. Read the names in the chart aloud.

Do the task Ss draw the rooms in their homes and then complete the chart, adding the adjectives which are true for the room in their home.

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Read the model dialogue aloud with a volunteer.

Do the task Ss take turns showing each other their drawings and describing the rooms in their homes.

Review the task Ask volunteer pairs to act out the conversation for one room of their homes.

- C **Introduce the task** Read the instructions aloud. Say: *These are pictures from the video.*

Do the task Ss circle the answers.

Review answers Ask volunteers to say the answers.

Answers

1 living room 2 kitchen 3 couch

- D **PREDICT** **Introduce the task** Ask: *Whose apartment is this?*

Do the task Ss write the answer. They will check their predictions in the next activity.

WHILE YOU WATCH pp. 10–11

- A **Do the task** Ss watch the video and check their prediction for exercise D on p. 9.

Answer

Eduardo (This is Eduardo's apartment.)

- B **Introduce the task** Read the instructions and the list of furniture aloud.

Do the task Play the video. Ss check the furniture they see.

Review answers Ss share their answers with the class. Write the answers on the board.

Answers

Checked:
bookcase, chair, rug, couch, desk, lamp, table

- C **Introduce the task** Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss work in pairs to put the scenes from the video in order.

Review answers Ask volunteers to say the answers.

Answers

A 4 B 2 C 7 D 6 E 1 F 3 G 5

D **Introduce the task** Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss do the task in pairs.

Review answers Ask volunteers to say the answers. If Ss seem unsure, replay the video, stopping at the sentences.

Answers

1 E 2 B 3 F 4 A 5 G 6 D 7 C

E **Introduce the task** Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss do the task individually.

Review answers Ask volunteers to say the answers.

Answers

1 great 2 cool 3 small 4 couch 5 is it 6 bed
7 right 8 She's

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

Do the task Play the video. Ss complete the sentences and then put the sentences in order.

Review the task Review answers with the class, writing the answers on the board.

Answers

1 Water 2 OK 3 please 4 Coffee 5 thanks
Order of sentences: 3, 4, 1, 2

AFTER YOU WATCH p. 12

A **PAIR WORK** **Introduce the task** Read the instructions and the adjectives in the box aloud. Say the model conversation with a volunteer.

Do the task Ss do the activity in pairs.

Review answers Ss share their answers with the class.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Have a short exchange with a volunteer, describing the furniture in your home.

Do the task Ss take turns using adjectives to describe the furniture in their homes.

Review the task Have volunteers share their descriptions with the class.

C **GROUP WORK** **Introduce the task** Read the instructions aloud. Elicit responses from one or two volunteers.

Do the task Ss work in small groups to name good gifts to give someone with a new apartment. Circulate and offer help as needed.

Review answers Ss share their answers with the class.

Story summary

Noemi and Christina are at the gym. They talk about technology they use. Christina shows Noemi her dance app, done by a dance vlogger she likes. They do the dance workout together and then post a photo on the internet. Both Rick and Eduardo respond that they like it.

Language summary

Grammar	Vocabulary	Functional language
Simple present statements with <i>I, you, we</i>	Technology	Ask about a new topic
Simple present <i>yes/no</i> questions with <i>I, you, we</i>	Words for using technology	Ask for a response
<i>a/an</i>	Music	
Adjectives before nouns		

BEFORE YOU WATCH p. 13

- A **PAIRWORK** **Introduce the task** Review the language in the summary above, as needed.

Do the task Ss look at the pictures. Read the instructions and the discussion questions aloud. Ss work in pairs to answer the questions.

Review answers Ask volunteers to share their answers with the class. Ss' answers will vary.

- B **Introduce the task** Read the instructions aloud. Elicit the answer to the first question.

Do the task Ss complete the sentences individually.

Review answers Volunteers say the answers.

Answers

1 an 2 a 3 a 4 an 5 an 6 an 7 an 8 a
9 a 10 an

- C **PREDICT** **Introduce the task** Read the instructions aloud. Ss make guesses. They will check their predictions in the next activity.

WHILE YOU WATCH pp. 14–15

- A **Review answers** Ss watch the video and then check their predictions for exercise C on page 13.

Answers

- Noemi and Christina are in the gym.
- Christina has a tablet. Noemi and Christina have phones.

- B **Introduce the task** Read the instructions and the list of technology aloud.

Do the task Play the video. Ss check the technology that Christina and Noemi discuss.

Review answers Ss share their answers with the class. Write the answers on the board.

Answers

Checked: apps, emails, music, phones, social media, tablets, text messages, videos

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

Do the task Play the video. Ss put the scenes from the video in order.

Review answers Volunteers say the answers.

Answers

A 1 B 4 C 2 D 5 E 3

D **Introduce the task** Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss match the sentences to the scenes from the video.

Review answers Ss compare answers in pairs. Check answers with the class.

Answers

1 A 2 C 3 E 4 B 5 D

E **Introduce the task** Read the instructions aloud. Write the first item on the board. Ask: *True or false?* Ask: *What is not correct?* Cross out *Noemi* and elicit *Christina*, and write it on the board.

Do the task Play the video. Ss do the task.

Review answers Volunteers say the answers.

Answers

- 1 Christina has a tablet.
- 2 ✓
- 3 ✓
- 4 Noemi's favorite app is Instagram.
- 5 ✓
- 6 ✓
- 7 Christina likes Noemi's post.
- 8 Christina's mom sends her ten text messages.

F **Introduce the task** Read the instructions aloud. Write the first item on the board, including the blank. Elicit the answer *home* and write it in the blank.

Do the task Play the video. Ss complete the sentences individually and then compare answers in pairs.

Review answers Review answers with the class.

Answers

1 a 2 b 3 a 4 b 5 b 6 a 7 b

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

Do the task Play the video. Ss order the words to form sentences.

Review answers Review answers with the class.

Answers

- 1 And I like new apps.
- 2 She's an amazing dance vlogger!
- 3 And she's a great dancer!
- 4 Your first dance workout.

AFTER YOU WATCH p. 16

A **Introduce the task** Read the instructions and the six sentences aloud.

Do the task Ss work individually then discuss their answers in pairs.

Review answers Ss share their answers with the class.

Answers

- 1 ✓
- 2 ✓
- 3 Christina and Noemi use social media.
- 4 This is Noemi's first dance workout.
- 5 Rick doesn't think Noemi is a great dancer.
- 6 ✓

B **PAIR WORK** **Introduce the task** Read the instructions and the chart entries aloud. Two volunteers alternate reading the lists of questions and listening expressions. Another pair reads the model conversation aloud.

Do the task Ss complete the chart individually. They discuss their favorite apps with their partners, asking questions and making comments to show they are listening to each other.

Review the task Volunteers share their conversation with the class.

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

Do the task Ss tell the class three apps their partner uses.

MONDAYS AND FUN DAYS

Story summary

It's Monday morning, and Noemi and Rick are beginning a normal work week in their office, Rick's family's printing business. Rick offers Noemi coffee, then goes upstairs to his office. We then see a series of split-screen snapshots of their day, with times labeled onscreen, that contrast their two work styles. At 5:50 on Friday, Rick comes downstairs and asks Noemi if she wants to go with him to the Friday night food trucks. She's tired and declines, but she says they are going to see each other – and Eduardo – tomorrow.

Language summary

Grammar	Vocabulary	Functional language
Simple present statements with <i>he, she, they</i>	Days and times of day	Show you agree or have things in common
Questions in the simple present	Everyday activities	
	Telling the time	

BEFORE YOU WATCH p. 17

- A **PAIRWORK** **Review the language** Review days, times of day, and everyday activities. Pre-teach the word *food* (something people eat to live).

Do the task Have Ss look at the pictures of food trucks. Ask: *What are these?* Elicit and write the answer on the board: *food trucks*. Then Ss ask and answer the questions in pairs.

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

- B **Introduce the task** Read the instructions aloud.

Do the task Ss answer the sentences individually, then discuss with a partner.

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

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

Do the task Ss circle the answers. They will check their predictions in the next exercise.

WHILE YOU WATCH pp. 18–19

- A **Review answers** Ss watch the video and then check their predictions for exercise C on page 17.

Answers

1 c 2 c

- B **Introduce the task** Read the instructions and the list of activities aloud.

Do the task Play the video. Ss check the activities they see.

Review answers Check answers with the class.

Answers

Checked: drink coffee, have lunch, work

- C **Introduce the task** Read the instructions aloud. Ask one volunteer to read the list of activities aloud and another to read the names and times.

Do the task Play the video. Ss match the activities to the people and the times.

Review answers Ask volunteers to say the answers.

Answers

- 1 start work, Noemi, 9:07 a.m.
- 2 eat lunch, Noemi, 12:15 p.m.
- 3 write, Noemi, 10:30 a.m.
- 4 draw a picture, Rick, 10:30 a.m.
- 5 leave work, Noemi, 5:50 p.m.
- 6 sleep late, Noemi, Saturday morning

D **Introduce the task** Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss write who says each of the sentences: *N* (Noemi) or *R* (Rick).

Review answers Ss compare answers in pairs. Check answers with the class.

Answers

1 R 2 R 3 R 4 N 5 R 6 N 7 N

E **Introduce the task** Read the instructions aloud. Ask Ss to say adverbs of frequency they know and write these on the board.

Do the task Play the video. Ss do the task individually.

Review answers Ask volunteers to say the answers.

Answers

1 always 2 always 3 always 4 usually
5 hardly ever

F **Introduce the task** Read the instructions aloud. Do the first item with the class. Write the answers on the board.

Do the task Play the video. Ss complete the sentences individually and then compare answers in pairs.

Review the task Review answers with the class.

Answers

1 Rick offers Noemi coffee in the morning.
2 Noemi's favorite day of the week is Sunday.
3 ✓
4 Noemi likes to sleep on the weekends.
5 Rick's and Noemi's weeks are always busy.
6 ✓

AFTER YOU WATCH p. 20

A **PAIR WORK** **Introduce the task** Read the instructions aloud. Have one volunteer read the adverbs in the box and another read the two model sentences.

Do the task Pairs talk about what Rick and Noemi do.

Review answers Ss share their answers with the class.

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

Do the task Pairs discuss details about Noemi and Rick.

Review the task Have volunteers share their thoughts with the class.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask a volunteer to read the model conversation aloud with you.

Do the task Ss make notes about what they like to do after work or school. Then they ask and answer questions in pairs.

ZOOM IN, ZOOM OUT

Story summary

Noemi and Rick go to meet Eduardo in front of a park in New York City. They realize that Eduardo said to meet him at “the taco place.” He texted Rick a photo of it – but didn’t give the name or address. Noemi asks a woman walking by if she knows of a taco place nearby. She doesn’t. Noemi then stops a man, who gives her directions. Eduardo appears, surprised to find them at the park. Then they leave for the restaurant.

Language summary

Grammar	Vocabulary	Functional language
<i>There’s, There are</i> <i>a lot of, some, no</i> Count and non-count nouns	Places in cities Nature	Ask for and give directions

BEFORE YOU WATCH p. 21

- A **GROUP WORK** **Review the language** Ss look at the pictures of tacos and a taco place. Ask: *What are these?* Elicit and write the answer on the board: *tacos, a taco place*. Read the instructions aloud.

Do the task Ss ask and answer the questions in small groups.

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

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Volunteers read the list of places aloud. Read the model sentences aloud.

Do the task Pairs discuss what places in the list are or are not near them and how many there are.

Review answers Volunteers share their answers with the class.

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

Do the task Ss circle the answers. They will check their predictions in the next exercise.

WHILE YOU WATCH pp. 22–23

- A **Review answers** Ss watch the video and then check their predictions for exercise C on page 21.

Answers

1 park 2 restaurant 3 directions 4 knows

- B **Introduce the task** Review the target language as needed. Read the instructions aloud.

Do the task Play the video. Ss circle the answers.

Review answers Check answers with the class.

Answers

1 b 2 b 3 b 4 a 5 a 6 a 7 b

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

Do the task Play the video. Pairs circle the words they hear.

Review answers Volunteers say the answers. If necessary, replay the video, stopping at the sentences.

Answers

1 right 2 right 3 the taco place 4 boring
 5 near 6 right 7 Sundays 8 next to 9 fun
 10 park

D **Introduce the task** Read the instructions and the list of places aloud.

Do the task Play the video. Ss check the places they hear about.

Review answers Check answers with the class.

Answers

Checked: bookstore, hospital, movie theatre, park, restaurant, supermarket

E **Introduce the task** Read the instructions and the list of places in the box aloud. Ask: *Where are Noemi and Rick? What is near them?* Explain to Ss that they should listen carefully while adding places to the map.

Do the task Play the video. Ss do the task individually.

Review answers Ask volunteers to share their answers.

Answers

A movie theater B supermarket C East Side Books
D taco place

F **Introduce the task** Read the question aloud. Ask: *Who talks about a Mexican restaurant?* (the woman)

Do the task Play the video. Ss write the answer.

Review the task Check the answer with the class.

Answer

on Avenue A

AFTER YOU WATCH p. 24

A **Introduce the task** Read the instructions aloud. Ask a volunteer to read the items aloud.

Do the task Ss check the information they heard in the video.

Review answers Check answers with the class.

Answers

Checked:
what's next to it
if Eduardo likes it
when it's open

B **PAIR WORK** **Introduce the task** Read the instructions and the items aloud. A volunteer pair reads the model conversation aloud.

Do the task Pairs look at the map and ask for and give directions.

Review the task Volunteers share their directions with the class.

C **Introduce the task** Read the instructions aloud. A volunteer reads the model description aloud.

Do the task Ss draw a map of where their favorite restaurant is and then describe it to a partner.

Review answers Ask volunteers to tell the class about their partners' favorite restaurants.

Story summary

Christina is leaving her office when her mother calls asking about a photo album Christina is making for her father. Christina is in a rush; her daughter, Marina, is waiting for her at dance class. Her mother calls her back 20 minutes later. Christina is outside, waiting for Marina. They talk about the photo album until the bus comes and Christina has to end the call.

Language summary

Grammar	Vocabulary	Functional language
Present continuous statements	Activities around the house	Answer the phone and greet people
Present continuous questions	Transportation	Ask how things are going

BEFORE YOU WATCH p. 25

- A **PAIRWORK** **Review the language** Review the present continuous, transportation vocabulary, and asking how things are going, as needed.

Do the task Define *photo album* for Ss. Ss look at the pictures of photo albums. Read the instructions and the three questions aloud. Pairs discuss the questions.

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

- B **Introduce the task** Read the instructions and the models aloud.

Do the task Ss complete the chart individually, then share with a partner.

Review answers Volunteers share their answers with the class.

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

Do the task Ss answer the questions about the video. They will check their predictions in the next exercise.

WHILE YOU WATCH pp. 26–27

- A **Review answers** Ss watch the video then check their predictions for exercise C on page 25.

Answers

- 1 at work / in her office 2 She's working.
3 her mother 4 a subway / train station

- B **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss check the phrases they hear.

Review answers Check answers with the class.

Answers

Checked:
Hi, Mom.
Oh, Chrissy! Hello!
How are you, honey?

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

Do the task Play the video. Ss check the phrases they hear.

Review answers Volunteers say the answers. If necessary, replay the video, stopping at the sentences.

Answers

Checked:
Uh, Mom. Marina is waiting for me.
How are you, honey?
OK, good. Talk to you later, OK?

D **Introduce the task** Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss complete the sentences from the video.

Review answers Check answers with the class.

Answers

1 are, doing 2 'm finishing 3 is waiting
4 Are, making 5 working 6 coming 7 coming

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

Do the task Play the video. Ss do the task individually.

Review answers Ask volunteers to share their answers.

Answers

1 M 2 C 3 C 4 M 5 C 6 C 7 C

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

Do the task Play the video. Ss circle the answers individually and then compare answers in pairs.

Review the task Check answers with the class.

Answers

1 How are you, honey 2 No, no. 3 Yes 4 Oh, yes, sure 5 I have a little time 6 OK, good; Bye-bye

AFTER YOU WATCH p. 28

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

Do the task Ss answer questions about what they remember from the video.

Review answers Ask volunteers to share their answers.

Answers

1 She wants to know about the photo album.
2 at dance class
3 a bus

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

Do the task Pairs discuss the questions.

Review the task Volunteers share their answers with the class.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Read speaker A's expressions with a volunteer, who reads speaker B's phrases. Then have a model conversation with that volunteer.

Do the task Pairs role play what they say when they are busy and get a call.

Review the task Volunteers act out a conversation for the class.

Story summary

Christina has too much work, so she is looking for a new assistant. She's made a chart of the applicants and their skills. Noemi stops by after visiting a doctor for her bad back. They discuss the applicants' strengths and weaknesses. Noemi finds ten text messages on her phone from Rick about work, so she says she has to leave. Her back is still hurting, though, and she says she needs a break. Christina and Noemi agree to meet for coffee in the morning.

Language summary

Grammar	Vocabulary	Functional language
<i>can</i> and <i>can't</i> for ability <i>well</i> <i>can</i> and <i>can't</i> for possibility	Verbs to describe skills Work	Ask for and give opinions

BEFORE YOU WATCH p. 29

A **Review the language** Elicit examples of what Ss can and can't do and write these on the board. Read the instructions and the model entries in the chart aloud. Read the sample sentences with a volunteer.

Do the task Ss complete the chart individually, then share with a partner.

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

B **PAIR WORK** **Introduce the task** Read the instructions and the sentences aloud. Ask a volunteer to read the model conversation with you.

Do the task Pairs discuss their answers to the questions.

Review answers Volunteers share their answers with the class.

C **PREDICT** **Introduce the task** Ss look at the pictures from the video. Read the instructions aloud.

Do the task Ss answer the questions about the video. They will check their predictions in the next exercise.

WHILE YOU WATCH pp. 30–31

A **Review answers** Ss watch the video then check their predictions for exercise C on page 29.

Answers

1 in Christina's office 2 Christina 3 Noemi
4 checking (messages on) her phone

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

Do the task Play the video. Ss circle the answers, then check answers in pairs.

Review answers Check answers with the class.

Answers

1 back 2 help 3 Hank 4 teamwork 5 can
6 Noemi 7 Saturday

C **Introduce the task** Read the instructions and the skills in the chart aloud. Explain the meaning of any skills in the chart Ss don't understand.

Do the task Play the video. Ss complete the chart, checking the skills they hear.

Review answers Volunteers say the answers.

Answers

Hank: Can speak other languages
 Teresa: Can write well
 Robert: Can communicate; can write well;
 (Other: good with numbers, can play guitar)

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

Do the task Play the video. Ss do the exercise individually, then check answers in pairs.

Review answers Check answers with the class.

Answers

1 b 2 f 3 d 4 e 5 a 6 c 7 g

E **Introduce the task** Read the instructions aloud. Make sure Ss understand that they will look back at the sentences they just matched. They will then listen and write the number or letter of the sentence from exercise D next to the name of the speaker. Point out the example answers to Ss.

Do the task Play the video. Ss do the exercise individually, then check answers in pairs.

Review answers Check answers with the class.

Answers

Christina: 1, 3, c, 4, 5, g

Noemi: a, 2, b, d, e, 6, f, 7

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

Do the task Play the video. Ss circle the letter of the correct answer.

Review answers Check answers with the class.

Answers

1 a 2 a 3 b 4 b 5 a 6 b 7 b

AFTER YOU WATCH p. 32

A **Introduce the task** Read the instructions aloud. Volunteers read the seven questions aloud.

Do the task Ss answer questions about what they remember from the video.

Review answers Ask volunteers to share their answers.

Answers

1 Robert 2 Christina and Noemi 3 teamwork

4 He plays the guitar. 5 Rick 6 Rick / Rick's parents

7 Answers will vary

B **Introduce the task** Read the instructions and the three questions aloud. Ss look back at the skill charts in the *While you watch* section.

Do the task Pairs discuss the questions.

Review the task Volunteers share their answers with the class.

Story summary

It's Saturday morning, and Noemi is looking at travel magazines while drinking coffee at the café. Christina comes in. Noemi's phone is dinging constantly – Christina says she needs a vacation from her phone. Noemi wants a brief trip to somewhere close. Eduardo comes in and suggests the Adirondack Mountains, a place that's beautiful and where cell phones don't usually work. Noemi starts to feel anxious about being without her phone when she gets messages and then a call from Rick about work. She begins to think that the Adirondacks might be a good thing for her.

Language summary

Grammar	Vocabulary	Functional language
<i>this</i> and <i>these</i>	Travel	Ask for and give information
<i>like to</i> , <i>want to</i> , <i>need to</i> , <i>have to</i>	Travel arrangements	

BEFORE YOU WATCH p. 33

- A **PAIR WORK** **Review the language** Elicit words related to travel and travel arrangements and write these on the board. Read the instructions aloud. Two volunteers read the model conversation.
- Do the task** If possible, allow Ss to look up information about the three places. Pairs talk about which places they want to visit and what they can see and do in each place.
- Review answers** Ask volunteers to share their partners' answers about one of the places.
- B **PAIR WORK** **Introduce the task** Read the instructions and the headings in the chart aloud. A volunteer reads the sample chart entries aloud.
- Do the task** Pairs complete the chart about their plans for the weekend.
- Review answers** Volunteers share three of their plans with the class.
- C **PREDICT** **Introduce the task** Ss look at the picture from the video. Read the instructions aloud.
- Do the task** Pairs discuss what they think Noemi is doing. They will check their predictions in the next exercise.

WHILE YOU WATCH pp. 34–35

- A **Review answers** Ss watch the video, then check their predictions for exercise C on page 33.

Answer

Noemi is reading about places to go on vacation.

- B **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss circle the answers and then check answers in pairs.

Review answers Volunteers share answers with the class.

Answers

1 b 2 b 3 b 4 a 5 a 6 b 7 b 8 a
9 b 10 a

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

Do the task Play the video. Ss check the places they hear. Then they match pictures A–F to places 1–6.

Review answers Volunteers say the answers.

Answers

Checked: Las Vegas, Miami, the Adirondacks,
the Grand Canyon (national park)
1 C 2 E 3 A 4 D 5 F 6 B

- D **Do the task** Ss read the instructions and watch the video. They do the exercise individually. Then they check answers in pairs.

Review answers Check answers with the class.

Answers

1 vacations 2 phone 3 How's it going?
4 want, where 5 phones 6 drive, don't have to
7 Phones 8 hard 9 can

- E **Do the task** Ss work individually. They read the instructions and watch the video. They then match the photos to the sentences.

Review answers Check answers with the class.

Answers

1 D 2 B 3 A 4 C 5 E

- F **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss look back at exercise E and then write who says the sentences.

Review answers Ask volunteers to share their answers.

Answers

1 C 2 E 3 N 4 C 5 E

AFTER YOU WATCH p. 36

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

Do the task Pairs discuss the questions.

Review the task Volunteers share their partners' answers with the class.

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

Do the task Pairs discuss the questions.

Review the task Volunteers share their answers with the class.

Story summary

Eduardo shows up at Noemi's gym. There is some attraction between the two of them, so it sometimes feels a little awkward. They start talking about Noemi's vacation to the Adirondacks, which Eduardo suggested in the previous episode. Then Eduardo tries to think of a way to ask her out and mentions the Friday night food trucks. The scene closes with them both feeling good about this "friendship."

Language summary

Grammar	Vocabulary	Functional language
Statements with <i>be going to</i> Questions with <i>be going to</i>	Going out Clothes Seasons	Make, accept, and refuse suggestions

BEFORE YOU WATCH p. 37

A **Review the language** Elicit words related to clothes and seasons and write these on the board. Read the instructions aloud.

Do the task Ss match the words and definitions individually. Then they check answers in pairs.

Review answers Check answers with the class.

Answers

1 e 2 c 3 a 4 b 5 d

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

Do the task Ss complete the sentences individually.

Review answers Ask volunteers to share their answers.

Answers

1 to stay home 2 That's too bad 3 outside
4 stop 5 fall

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

Do the task Ss look at the photos and check the clothes they see. Then they compare answers in pairs.

Review answers Ask volunteers to share their answers.

Answers

Checked: boots, coat, hat, jeans, pants, shoes,
shorts, sweater

WHILE YOU WATCH pp. 38–39

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

Do the task Play the video. Ss check the clothes Eduardo and Noemi talk about, then check answers with a partner.

Review answers Check answers with the class.

Answers

Checked: boots, pants, shoes, sweater

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

Do the task Play the video. Ss listen and check *going to* or *not going to* to make the sentences true.

Review answers Ask volunteers to share their answers.

Answers

1 going to 2 going to 3 going to 4 not going to
5 going to 6 going to 7 not going to 8 going to
9 not going to 10 going to 11 not going to

C **Do the task** Ss read the instructions and watch the video. They then do the exercise individually.

Review answers Volunteers share their answers with the class. Ask them to read the sentences aloud.

Answers

1 going 2 do 3 sleep, read 4 to go 5 fall
6 shoes 7 food 8 next 9 going to see
10 workout

D **Introduce the task** Read the instructions aloud. Ask a volunteer to read the first sentence aloud.

Do the task Play the video. Ss work individually, then check answers in pairs.

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

Answers

1 M	2 A	3 M	4 M	5 A	6 M	7 R
8 M	9 A					

AFTER YOU WATCH p. 40

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

Do the task Pairs discuss the questions.

Review the task Volunteers share their partners' answers with the class.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Volunteers read the model conversation aloud.

Do the task Ss complete their charts and then ask and answer questions in pairs.

Review the task Volunteers share their partners' answers with the class.

COLORFUL MEMORIES

Story summary

Christina wants to clean out her office, and her friends are going to help her. Eduardo arrives first to help Christina. He finds an old phone of Christina's. Rick and Noemi arrive later, and everyone helps clean up and organize papers. The friends joke about the contents of a box containing masks and props from a costume party. When their cleaning is done, Rick, Noemi, and Eduardo decide to have dinner together, while Christina says she will get her daughter, Marina.

Language summary

Grammar	Vocabulary	Functional language
Statements with <i>was</i> and <i>were</i> Questions with <i>was</i> and <i>were</i>	Adjectives to describe people, places, and things Colors	Express uncertainty

BEFORE YOU WATCH p. 41

A **Review the language** Read the instructions aloud.

Do the task Ss complete the exercise. Ss look at pictures from Episode 11 and circle the correct answers. The task lets Ss preview important vocabulary.

Review the task Ss read their answers aloud. Check that Ss understand the correct vocabulary, as well as vocabulary that is in Episode 11. This task also provides an opportunity to review prepositions of place (*in, on, under, etc.*) and adjective pairs (*funny/serious, old/new, etc.*)

Answers

1 b 2 a 3 b 4 b 5 a

B **Introduce the task** Read the instructions aloud. Check that Ss understand the phrase *getting late* and any other vocabulary.

Do the task Ss match pictures with sentences and say what they think the pictures have in common.

Review the task Ss read the answers aloud. Did Ss correctly predict the pictures all have to do with work?

Answers

1 C 2 B 3 A

The pictures all show people at work.

C **PREDICT** **Introduce the task** Ss look at the picture from the video. Read the instructions aloud.

Do the task Ss predict where Christina and Eduardo are, what they are doing, and what is in the box.

Review the task Ss share their predictions with the class.

WHILE YOU WATCH pp. 42–43

A **Do the task** Ss share their answers as a class. Then play the video. Did they predict the correct location? Did they predict that Eduardo and Christina are tidying up?

Answers

They are in Christina's office. The box is full of papers and folders.

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

Do the task Play the video. Ss identify which character did certain things.

Review the task Ss read their answers aloud.

Answers

1 Christina 2 Eduardo 3 Rick 4 Christina
5 Christina 6 Noemi and Rick

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

Do the task Play the video. Ss complete the conversation with the words they hear and identify which words express uncertainty and which words express surprise. They read the conversation together in pairs.

Review the task Ss read their answers aloud.

Answers

1 start 2 one 3 Was 4 old 5 work 6 think
Uncertainty = *Ummm ...*
Surprise = *Wow, Huh!, Oh!*

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

Do the task Play the video. Ss correct the words in bold and put the sentences in the correct order.

Review the task Ss read their answers aloud. In some sentences, there may be more than one acceptable answer.

Answers

- 2 Eduardo arrives **first**.
- 7 Christina says she is going to get **Marina**.
- 4 Rick and Noemi **arrive**.
- 1 Christina wants to clean out her **office**, and her friends are going to help her.
- 3 Eduardo finds an old **phone** of Christina's.
- 6 Rick, Noemi, and Eduardo decide to **eat** together.
- 5 **Noemi** puts on a cat mask.

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

Do the task Play the video. Ss complete the exercise. This task focuses on listening skills, checking comprehension, and practicing vocabulary.

Review the task Ss read their answers aloud. You may want to point out that item 4 and item 8 use *be going to* for future plans (Unit 10).

Answers

- 1 **Eduardo** arrives first.
- 2 Eduardo is early.
- 3 **Eduardo** comes from the gym.
- 4 **Christina** is going to get a new office assistant.
- 5 ✓
- 6 ✓
- 7 Christina doesn't need the green things.
- 8 Eduardo, Noemi, and Rick are going to get dinner together.

F **Introduce the activity** Read the instructions aloud.

Do the task Play the video. Ss complete the missing information with words from the box.

Review the task Ss read the answers aloud.

Answers

- 1 gym 2 old 3 party 4 cats 5 hungry
- 6 pizza

G **Introduce the activity** Read the instructions aloud.

Do the task Play the episode again and have Ss complete the conversation using words from the episode.

Review answers Ss read the conversation. They say what word means something is delicious and what word means *stop and take a rest*. Then they say what they like to do when they take a rest.

Answers

- 1 break 2 Mm. 3 yours 4 yours 5 ready
- Mm. = Something is delicious. / *break* = to stop and take a short rest

AFTER YOU WATCH p. 44

A **Introduce the task** Read the questions aloud. Have Ss read the model conversation aloud. Ss say what they think *Many hands make light work* means and discuss if there is a similar expression in their countries.

Review answers Ss share their answers as a class.

Answer

Many hands make light work means the more people who help, the easier the work is.

B **Introduce the activity** Read the instructions aloud.

Do the task Ss say what Eduardo wants to do with the phone and what Christina wants to do with it. They give Eduardo's and Christina's reasons and say who they think is right. Then Ss decide if they are more like Christina or Eduardo. They can work in pairs or individually.

Review the task Check answers with the class.

Answers

Christina wants to keep it because it was a good phone. Eduardo wants to throw it away because it is old. (It is from 2004.)

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

Do the task Ss say if they have a favorite possession that they will never throw away. This task lets Ss think both about social responsibility and the environment as well as their favorite possessions.

Review the task Ss read their answers aloud. Answers will vary.

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

Do the task Ss describe a favorite toy or childhood possession. Ss should be encouraged to give as much detail as possible using the simple past.

Story summary

Noemi meets Christina at the café, and they talk about Christina's daughter's dance performance. Eduardo shows up and explains that he stayed up late the previous night playing soccer with Rick. Then Rick shows up, feeling sick because of some bad takeout food he ate after the game, and the friends question him about what exactly made him sick. Eduardo does not seem bothered by his friend's illness, and he decides to order breakfast. Noemi proposes they have a dinner party. Rick is momentarily distracted when Eduardo mentions his sister, but in the end, Rick feels sick and has to leave the table.

Language summary

Grammar	Vocabulary	Functional language
Simple past statements Simple past questions <i>any</i>	Snacks and small meals Food, drinks, and desserts	Offer, request, and accept food and drink

BEFORE YOU WATCH p. 45

A **Review the language** Read the instructions aloud.

Do the task Ss look at pictures from the episode and answer the questions.

Review the task Ss share their answers with the class.

Answers

They are at a café. Eduardo is eating a croissant. (He is eating bread.) There is a muffin, some cake, and two croissants. It is breakfast.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Make sure Ss understand the word *imagine*.

Do the task Ss first put words in order to write questions. They imagine they are Eduardo and answer the questions. Then they take turns with their partners asking the questions and answering with personal information.

Review the task First have Ss share Eduardo's answers. Then have them share their own answers.

Answers

- 1 What did you eat for breakfast today? *I ate a croissant. / I ate a muffin, some cake, and two croissants.*
 - 2 Did you drink any coffee today? *Yes, I drank coffee today.*
 - 3 Did you have any juice this morning? *No, I didn't have any juice this morning.*
 - 4 Did you eat any fruit today? *No, I didn't eat any fruit today.*
- Ss' answers about themselves will vary.

C **Introduce the task** Read the questions aloud. Note that *takeout* means different things in different places.

Do the task Ss define the word *takeout*. They say if they ever get takeout and why or why not.

Review the task Ss share their answers with the class.

Answer

takeout = food you buy in a restaurant and eat at home

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

Do the task Ss look at a picture of Rick holding his stomach and predict what's wrong.

Review the task Ss share their predictions aloud.

WHILE YOU WATCH pp. 46–47

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

Do the task Play the video. Ss say what is wrong with Rick.

Review the task Ss share their predictions with the class. Check that Ss understand why Rick is sick.

Answer

Rick's stomach hurts because he ate bad takeout food.

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

Do the task Play the video. Ss put the sentences in the order they happen in the video.

Review the task Ss read their answers aloud. Note that some of the events happened *before* the episode begins but can be inferred. (Rick and Eduardo's soccer game, Rick's takeout dinner, and Christina's arrival at the café.) You can draw a timeline on the board.

Answers

4, 2, 3, 7, 1, 6, 5

- C **Introduce the task** Read the instructions aloud. Make sure Ss understand the phrase *simple food*. Then play Episode 12 again.

Do the task Play the video. Ss identify which characters say the sentences.

Review the task Ss read their answers aloud.

Answers

1 C 2 N 3 E 4 R 5 R 6 C 7 N 8 R
9 E

- D **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss put the words in order to make questions they ask and answer with their partners.

Review the task Ss read their answers aloud.

Answers

- 1 Where do the friends meet? *They meet at a café.*
- 2 What did Rick and Eduardo play last night?
They played soccer.
- 3 Why is Rick late to breakfast? *He is sick. / He feels sick. / He ate bad takeout food.*
- 4 What did Rick eat last night? *He ate takeout food. / He ate chicken and eggs.*
- 5 What color was the sauce? *It was a white sauce. / The sauce was white.*
- 6 What was in the sauce? *Maybe milk, butter, and eggs*
- 7 What was wrong with the chicken? *It was cold. / The chicken was cold.*

- E **Introduce the task** Read the instructions aloud. Make sure Ss understand *offer* and *request*.

Do the task Play the video. Ss watch the episode and complete missing words. Then they identify which phrases offer and request food or drinks.

Review the task Ss read the conversation aloud to check their answers.

Answers

1 Would you like 2 rice 3 maybe 4 thanks
5 bananas 6 would you like 7 How about 8 fruit
Offer: Would you like ... ? / How about ... ?
Request: Maybe. / Uh, no rice, thanks. / OK, crackers and bananas.

- F **Introduce the activity** Read the instructions aloud.

Do the task Play the video. Ss complete the task individually, then compare their answers with a partner.

Review the task Ss read their answers aloud.

Answers

Rick – arrived at the café after his friends
Eduardo – has a message from his sister; thinks a dinner party is a great idea
Christina – went to a dance show last night; feels tired
Noemi – texted Rick, but he didn't text back; says Rick can cook for them

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

Do the task Challenge Ss to complete the task from memory first. Then play the video again for them to check.

Review the task Ss read the conversation as a class.

Answers

1 idea 2 cold 3 bad 4 hungry 5 white
6 eggs

AFTER YOU WATCH p. 48

- A **Introduce the task** Read the instructions aloud. Explain that the sentences are not in the episode but are based upon information given in the episode.

Do the task Ss do the task.

Review answers Ss read their answers aloud.

Answers

1 R 2 C 3 N 4 E

- B **PAIR WORK** **Introduce the task** Ss look back at their answers in exercise A, numbers 1 and 2, to answer the questions.

Do the task Ss ask and answer the questions in pairs.

Review answers Ss read their answers aloud.

Answers

Rick is happy because he likes Eduardo's sister.
Christina is tired because she went to her daughter's dance recital the night before.

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

Do the task Ss do the task in pairs. They take turns asking and answering questions using the simple past.

Review answers Ss share their answers aloud.

- D **Introduce the task** Read the instructions aloud.

Do the task As a class, Ss discuss what makes a good and bad meal.

- E **Introduce the task** Read the question aloud.

Do the task Ss say if there is something they won't eat. Ss share their answers aloud.

A GREAT PERSON

Documentary summary

The video opens with the narrator saying, "Think about your family and friends. Who is a great person in your life?" Three people describe themselves and talk about the people they think are great: Emily, a young woman from Hong Kong; Ernesto, a young man living in Oaxaca, Mexico; and Elena, a schoolteacher in Los Angeles. Emily admires her brother, Jason, a loving father with four children. Ernesto's great person is his brother Carlos, a doctor. Elena is shown with her two friends, Trina and Janelle.

Language summary

Grammar	Vocabulary	Functional language
<i>is / are</i> in statements and <i>yes/no</i> questions	Family	Ask about and say people's ages and birthdays
<i>is not / are not</i>	Numbers (11–100)	Give birthday wishes
Prepositions of place	Adjectives to describe people	
	<i>really / very</i>	
	Dates	

BEFORE YOU WATCH p. 49

A **PAIR WORK** **Introduce the task** Ask Ss to look at the picture of three generations of a family. Read the instructions and the family vocabulary in the box aloud. Ask two volunteers to read the model sentences aloud.

Do the task Ss work in pairs to match the vocabulary and the people in the picture. Encourage them to take turns pointing to each person and saying sentences like the model sentences. Remind them that each person in the picture can be described with more than one sentence.

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

Suggested Answers

Older man: He's a grandfather. He's a husband. He's a father.

Older woman: She's a grandmother. She's a wife. She's a mother.

Middle-aged man: He's a son. He's a father. He's a husband.

Middle-aged woman: She's a daughter. She's a mother. She's a wife.

Children: She's a sister. She's a daughter. She's a granddaughter. He's a brother. He's a son. He's a grandson.

B **Introduce the task** Read the instructions and the three definitions of new words from the video aloud.

Do the task Ss match the pictures to the sentences individually.

Review answers Ask volunteers to read the sentences and give the answers.

Answers

1 C 2 A 3 B

WHILE YOU WATCH pp. 50–51

A **Introduce the task** Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss look at pictures of people from the video and identify them.

Review answers Ss share their answers with the class.

Answers

1 sister 2 daughters 3 brother 4 doctor
5 friends

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

Do the task Play the video. Ss circle the correct vocabulary words to complete the sentences.

Review answers Volunteers say the answers in complete sentences.

Answers

1 b 2 a 3 c 4 b 5 b

- C **Introduce the task** Read the instructions and the list of places aloud.

Do the task Play the video. Ss match the people and places individually. Explain that one place will be used more than once.

Review answers Ss compare answers in pairs. Check answers with the class.

Answers

1 d 2 d 3 a 4 b 5 c

- D **Introduce the task** Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss do the task individually, then compare answers in pairs.

Review answers Volunteers say the answers.

Answers

- 1 Jason lives in Australia now.
- 2 ✓
- 3 Carlos is a doctor.
- 4 Ernesto is 22 years old.
- 5 ✓
- 6 Trina and Janelle are funny.
- 7 ✓
- 8 Elena, Trina, and Janelle are teachers.

- E **Introduce the task** Read the instructions and the adjectives in the box aloud.

Do the task Play the video. Ss complete the sentences individually and then compare answers in pairs.

Review answers Review answers with the class.

Answers

1 funny 2 friendly, smart 3 great, boring

AFTER YOU WATCH p. 52

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

Do the task Ss complete the chart individually, then talk about their families in pairs.

Review answers Ask volunteers to share information about one of their partners' family members or friends with the class.

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask two volunteers to read the adjectives in the box and the model sentences aloud.

Do the task Pairs take turns describing a great person they know. Circulate and offer help as needed.

Review the task Volunteers share one of their descriptions with the class.

- C **Introduce the task** Read the instructions aloud. Ask a volunteer to read the model description.

Do the task Ss use the information they generated in exercises A and B to write a description of a great person in their lives.

Review the task Pairs exchange papers and read each other's descriptions. Ask some volunteers to read their descriptions aloud to the class.

OLD AND YOUNG TECHNOLOGY

Documentary summary

The video juxtaposes scenes of young people (ages 18–25) and seniors (over 65) using technology in various ways. Split screens with onscreen facts highlight some of the differences between the two age groups: Young people send on average 125 texts a day, whereas seniors send about 15; 75% of young people use social media, compared to 40% of seniors.

Language summary

Grammar	Vocabulary	Functional language
Simple present statements with <i>I, you, we</i>	Technology	Ask about a new topic
Simple present <i>yes/no</i> questions with <i>I, you, we</i>	Words for using technology	Ask for a response
<i>a/an</i>	Music	
Adjectives before nouns		

BEFORE YOU WATCH p. 53

A Introduce the task Read the instructions and the technology vocabulary in the box aloud. Ask Ss if they know what the pictures show.

Do the task Ss write the vocabulary words with the photos.

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

Answers

- 1 video chat 2 card game 3 puzzle game
4 texts

B PAIR WORK Introduce the task Review the simple present as needed. Read the instructions aloud. Volunteers read the three questions aloud.

Do the task Ss ask and answer the questions in pairs. Encourage them to make notes.

Review answers Ask volunteers to read the questions and give their partners' answers.

C PAIR WORK Introduce the task Read the instructions aloud. Volunteers read the three definitions aloud.

Do the task Pairs answer the two questions, comparing how young people and seniors use technology.

Review answers Ask volunteers to share their answers.

WHILE YOU WATCH pp. 54–55

A Introduce the task Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss match the words in the two columns to make technology phrases.

Review answers Ss share their answers with the class.

Answers

- 1 f 2 g 3 b 4 h 5 e 6 c 7 d 8 a

B Introduce the task Read the instructions aloud. Encourage Ss to make sure their answers in exercise A are all correct.

Do the task Ss write the phrases from exercise A under the correct pictures. Play the video for them to check, if necessary.

Review answers Review answers with the class.

Answers

- 1 read online news 2 chat with friends
3 play online games 4 send and receive texts
5 use social media 6 listen to music
7 call family and friends 8 post photos

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

Do the task Play the video. Ss work individually to identify the activities done by young people (YP), seniors (S), or both groups (B).

Review answers Ss compare answers in pairs. Check answers with the class.

Answers

1 B 2 YP 3 S 4 YP 5 B 6 S 7 S 8 YP
9 B

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

Do the task Play the video. Ss listen and complete the sentences with the numbers they hear in the video. If necessary, direct them to page 6 and page 13 of the Student's Book to review numbers.

Review answers Ask volunteers to read the sentences with the numbers aloud to the class.

Answers

1 25 2 65 3 50 4 125 5 15 6 75
7 40

AFTER YOU WATCH p. 56

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

Do the task Ss complete the list individually, then compare answers in pairs.

Review answers Ask several volunteers to share their partner's answers with the class.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask two volunteers to read the model conversation aloud.

Do the task Pairs ask and answer questions about how they use their phones. Encourage Ss to take notes on their partners' answers.

Review the task Volunteers share two or three of their partners' answers with the class.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask a volunteer to read the model conversation aloud with you.

Do the task Ss refer to the list of phone activities in exercise A and write notes about how a senior they know uses his or her phone.

Review the task Pairs exchange notes and read each other's lists. Ask volunteers to read their lists aloud to the class and discuss. Ask: *How are you the same as or different from seniors in the way you use your phone?*

DO YOU LIKE NATURE?

Documentary summary

The video shows the natural features of three very different places: Iceland, Easter Island, and Antarctica. It opens with shots of cities – Mexico City and Honolulu – and beaches. We then see Iceland – its vibrant capital city of Reykjavik and the natural wonders of the country, such as volcanoes and waterfalls. On Easter Island we see beaches, mountains, and the famous giant statues. In Antarctica we see icebergs, huge frozen fields, and animals like penguins, seals, and whales.

Language summary

Grammar	Vocabulary	Functional language
<i>There's, There are</i> <i>a lot of, some, no</i> Count and non-count nouns	Places in cities Nature	Ask for and give directions

BEFORE YOU WATCH p. 57

A Introduce the task Read the instructions aloud. Ask Ss to read the sentences silently. Answer any questions about the language.

Do the task Ss write the bold vocabulary words from the sentences under the photos.

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

Answers

1 penguins 2 seals 3 waterfall 4 volcano
5 hiking 6 climbing

B PAIR WORK Introduce the task Read the instructions aloud.

Do the task Ss look at the pictures and write the names of the places next to each one. In pairs, Ss compare their answers. Tell them that they will check their guesses in the next exercise.

WHILE YOU WATCH pp. 58–59

A Introduce the task Read the instructions aloud.

Do the task Play the video. Ask who made a correct prediction by a show of hands.

Answers

1 Iceland 2 Easter Island 3 Antarctica

B Introduce the task Read the instructions aloud.

Do the task Play the video. Ss listen and check the nature words they hear.

Review answers Review answers with the class.

Answers

Checked: beaches, flowers, islands, mountains, plants, trees, waterfalls

C Introduce the task Review the grammar as needed: *There's, There are; a lot of, some, no*; count and non-count nouns. Read the instructions aloud.

Do the task Play the video. Ss circle the words to complete the sentences. Monitor to make sure Ss aren't confused by the options in items 5, 6, 7, and 8, which have consecutive choices.

Review answers Volunteers share their answers with the class.

Answers

1 are, beaches 2 are, restaurants 3 are, waterfalls
4 are, beaches 5 are, some 6 aren't, a lot of
7 are, no 8 aren't, many

D Introduce the task Read the instructions aloud. Do the first item with the class.

Do the task Play the video. Ss work individually to correct the errors in the sentences. Give them the option of editing only the part of the sentence that is wrong or writing out the full sentence correctly.

Review answers Ss compare answers in pairs. Check answers with the class.

Answers

- 1 A lot of beaches are close to the city.
- 2 Reykjavik has interesting art museums and music festivals.
- 3 In Iceland there are volcanoes, hot springs, and waterfalls.
- 4 Easter Island is in the Pacific Ocean.
- 5 Easter Island is famous for its giant statues.
- 6 There are no trees in Antarctica. / There are not many plants in Antarctica.
- 7 There aren't a lot of people in Antarctica.

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

Do the task Play the video. Ss listen for the adjectives and match them to the nouns. Point out that some nouns don't follow the adjectives directly and that Ss will have to listen carefully.

Review answers Volunteers share their answers with the class.

Answers

1 c 2 e 3 d 4 g 5 f 6 a 7 b

AFTER YOU WATCH p. 60

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

Do the task Pairs discuss what place in the video they want to visit and why.

Review answers Ask several volunteers to share their partners' answers with the class.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask two volunteers to read the model conversation aloud.

Do the task Pairs ask and answer questions about the three places in the video using the words in the box. Circulate and offer help as needed.

Review the task Volunteer pairs share their two-line dialogue with the class.

C **PAIR WORK** **Introduce the task** Read the instructions and the headings in the "notes" aloud. Ask two volunteers to read the model conversation aloud.

Do the task Ss write notes about a place to go and what they can see and do there. Then they describe that place to their partners.

Review the task Volunteers describe their partners' places to the class.

5 STEPS TO LEARN A NEW SKILL

Documentary summary

This documentary explores the five steps to learn a new skill: (1) Choose a small goal, (2) think about what parts of the skill are most important to learn, (3) find time to practice (in the morning and again at night), (4) think about how to practice (practice in different ways), and (5) practice for at least 20 hours. The narrator gives examples of each step and explains why they help with learning skills.

Language summary

Grammar	Vocabulary	Functional language
<i>can</i> and <i>can't</i> for ability <i>well</i> <i>can</i> and <i>can't</i> for possibility	Verbs to describe skills Work	Ask for and give opinions

BEFORE YOU WATCH p. 61

- A **Introduce the task** Read the instructions aloud. Ask Ss to identify what is happening in the pictures: skiing, playing a musical instrument, cooking, and painting.

Do the task / Review the task Ss share their answers aloud.

Answer

All of the pictures show people using skills to do activities.

- B **Introduce the task** Read the instructions aloud.

Do the task Ss do the task individually.

Review the task Invite volunteers to read their answers aloud. Ask: *Which word explains what the people in the pictures have in exercise A? (skill)*

Answers

1 fix 2 skill 3 practice 4 goal 5 tire 6 step

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

Do the task Ss do the task in pairs.

Review the task Ask pairs if they agreed with each other. Then ask for volunteers to share their answers aloud.

- D **PREDICT** **Introduce the task** Read the instructions aloud.

Do the task / Review the task Ss share their answers aloud.

Answer

Correct prediction: b learning new skills

WHILE YOU WATCH pp. 62–63

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

Do the task / Review answers Ss share their answers aloud. Then play the video. Ask who made a correct prediction by a show of hands.

Answer

The video is about the five steps of learning a new skill.

- B **Introduce the task** Ask Ss to say what the people are doing in the pictures from exercise A. Then read the question aloud.

Do the task / Review the task Play the video. Ss write their answers, then share them aloud.

Answers

1 10,000 hours 2 20 hours

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

Do the task Play the video. Ss do the task individually.

Review the task Ask volunteers to share each complete step aloud.

Answers

- Step 1 Choose a small goal.
- Step 2 Think about what parts of the skill are important to learn.
- Step 3 Find time to practice.
- Step 4 Think about how to practice.
- Step 5 And finally, practice for 20 hours.

D **Introduce the task** Read the instructions aloud. Play the video and encourage Ss to listen for the sentence starters in the left column.

Do the task Play the video. Ss do the task individually.

Review the task Ss share their answers aloud.

Answers

1 d 2 g 3 b 4 f 5 c 6 a 7 e

E **Introduce the task** Read the instructions aloud. Play the video again.

Do the task Play the video. Ss do the task individually.

Review the task Ss share their answers aloud.

Answers

1 Skills 2 snowboard 3 language
4 learn a new skill 5 practicing 6 you can

F **Introduce the task** Read the instructions aloud. Tell Ss they will do the activity first, then watch the video again.

Do the task Ss do the task individually, then watch the video.

Review the task Ss share their answers aloud.

Answers

1 b 2 b 3 a 4 b 5 a

G **Introduce the task** Ss answer questions based upon the information in the video. Read the instructions aloud.

Do the task Play the video. Ss do the task individually.

Review the task Ss share their answers aloud. Allow time for discussion if Ss have different answers.

Answers

1 fixing a bike tire
2 colors
3 cameras
4 every day / two times every day / every morning and every night
5 sleep and doing the same thing in a different way

AFTER YOU WATCH p. 64

A **Introduce the task** Read the instructions aloud. Remind Ss that there are no right or wrong answers.

Do the task Ss do the task in pairs or as a class.

Review the task Ss share their opinions aloud.

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

Do the task Ss do the task in pairs and compare lists.

Review the task Ss share their answers aloud. Does the class agree about the easiest and most difficult skills to learn?

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

Do the task Ss do the task in pairs. Encourage them to write the steps down.

Review the task Ss explain the steps they learned from their partner to do a skill. Ask Ss if practicing these steps for 20 hours is enough to learn the skill.

Documentary summary

This documentary explores everyday street styles around the world. It looks at popular street fashions in Moscow, Cameroon, Japan, San Francisco, Slovenia, Italy, London, New York, and Mexico. It shows examples of the clothes that people wear in these different places and points out what their street styles have in common and what is different about them.

Language summary

Grammar	Vocabulary	Functional language
Statements with <i>be going to</i> Questions with <i>be going to</i>	Going out Clothes Seasons	Make, accept, and refuse suggestions

BEFORE YOU WATCH p. 65

- A **Introduce the vocabulary** Read the instructions aloud. Ask Ss if they know all of the items pictured.

Do the task Ss write the words with the pictures individually.

Review answers Project or display the pictures and point to each one as Ss read their answers aloud.

Answers

A boots B coat C skirt D scarf E sunglasses
F sweater G headphones H suit

- B **Introduce the task** Read the instructions aloud.

Do the task Ss complete the sentences individually.

Review answers Ask volunteers to read the sentences aloud.

Answers

1 scarf 2 headphones 3 suit 4 Boots 5 skirt
6 sweater 7 sunglasses 8 coat

- C **PAIRWORK** **Introduce the task** Read the instructions aloud. Make sure Ss understand the different categories and ask them to think of other adjectives to describe a person's style. Write the vocabulary on the board.

Do the task Ss make their choice and discuss it in pairs.

Review answers Ss share their answers. Which style type is most common? Least common?

- D **PREDICT** **Introduce the task** Read the instructions aloud. The picture shows crazy styles at Harajuku in Tokyo, Japan.

Do the task Ss guess what the picture shows and what the video is about.

Review answers You may want to have Ss share their predictions or keep them until the next exercise.

Answer

b

WHILE YOU WATCH pp. 66–67

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

Do the task / **Review answers** Ss share their answers aloud. Then play the video. Ask who made a correct prediction by a show of hands.

Answer

The video is about different street styles all over the world.

- B **Introduce the task** Read the instructions aloud. Check that Ss understand all the vocabulary.

Do the task Ss watch the video and circle the words individually.

Review answers Ss read their answers aloud.

Answers

Circled: backpack, dress, scarf, shirt, headphones, bow tie, sunglasses, boots

C Introduce the task Read the instructions aloud.

Do the task Play the video. Ss do the task individually.

Review answers Call out the clothes, and Ss say the countries aloud.

Answers

	Cameroon	Russia	Slovenia	Japan	U.S.	Italy
coats, boots, and scarves		✓				
a shirt and pants					✓	
fun suits				✓		
sweaters over skirts				✓		
a head scarf	✓					
a backpack and a bike			✓		✓	✓

D Introduce the task Read the instructions aloud. Ss answer questions about global styles.

Do the task Play the video. Ss do the task.

Review answers Ss read their answers aloud.

Answers

- 1 San Francisco 2 Harajuku, in Tokyo, Japan
- 3 Slovenia, Italy 4 San Francisco, London, Moscow, New York, and Mexico

E Introduce the task Read the instructions aloud.

Do the task Ss watch the video again and listen for the words to complete the paragraph.

Review answers Ss read their answers aloud.

Answers

- 1 different 2 color 3 streets 4 Tokyo 5 big
- 6 fun 7 everyday

F Introduce the task Read the instructions aloud. Tell Ss they will do the activity first, then watch the video again.

Do the task Ss do the task individually, then watch the video.

Review answers Ss read their answers aloud.

Answers

- 1 a 2 b 3 a 4 b

G Introduce the task Read the instructions aloud.

Do the task Play the video. Ss answer the questions individually.

Review answers Ss read their answers aloud.

Answers

- 1 color 2 San Francisco, Slovenia, Italy
- 3 scarves, hats

AFTER YOU WATCH p. 68

A PAIR WORK Introduce the task Read the instructions aloud.

Do the task Ss discuss their opinions in pairs.

Review answers Ss share their opinions aloud. Does the class agree about what place has the best style?

B PAIR WORK Introduce the task Read the instructions aloud. Encourage students to think about the clothing styles they saw in the video or to think of other types of clothing. Help them with vocabulary as necessary.

Do the task Ss do the task in pairs.

Review answers Ss share their styles for two or three of the situations aloud with the class.

C Introduce the task Read the questions in the instructions aloud.

Do the task / Review answers Ss take turns answering the questions aloud as a class. Do most Ss think crazy street styles are positive or negative?

WHY DID THEY TAKE THAT PICTURE?

Documentary summary

This documentary explores the different reasons why people take pictures of their food. Some people do it to remember a special meal they ate, some do it to remember a trip, and others want to remember special events like birthdays. People also document their food to share their cooking skills or to share something they feel good about. The video ends by asking Ss why they take pictures of their food.

Language summary

Grammar	Vocabulary	Functional language
Simple past statements Simple past questions <i>any</i>	Snacks and small meals Food, drinks, and desserts	Offer, request, and accept food and drink

BEFORE YOU WATCH p. 69

A **Introduce the task** Read the instructions aloud. Check that Ss understand *special achievement, event, and memory*.

Do the task Ss do the task.

Review the answers Ss read answers aloud.

Answers

1 a 2 b 3 a, b 4 a 5 c 6 a, b

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss can use their phones if they'd like.

Do the task Ss do the task in pairs.

Review the answers Ss report on each other's answers to the class.

C **PREDICT** **Introduce the task** Read the instructions aloud. Make sure Ss understand *take a picture* means *to photograph* something.

Do the task Ss guess what the picture shows and what the video is about.

Review You may want to have Ss share their predictions or keep them until the next exercise.

Answer

c

WHILE YOU WATCH pp. 70–71

A **Introduce the task** Read the instructions and the questions aloud. If necessary, explain to Ss that they can listen for the word *percent* in the video to answer the last question.

Do the task Play the video. Ss do the task individually and write down their answers to the questions.

Review the answers Ss share their answers aloud with the class.

Answer

The video is about taking pictures of food. According to the video, 75% of people take pictures of their food.

B **Introduce the task** Read the instructions aloud. Make sure Ss understand they are reporting on what they see in the video – not what they hear.

Do the task Play the video. Ss do the task.

Review the answers Ss read their answers aloud.

Answers

- 5 A man makes a cooking video.
- 1 Three young women take a selfie at a waterfall.
- 3 A woman blows out birthday candles.
- 2 A happy group of friends take a selfie at a restaurant while eating dinner together.
- 4 Two kids with orange slices for smiles.

C **Introduce the task** Read the instructions aloud. Remind Ss to listen for the word *percent* as they watch the video.

Do the task Play the video. Ss do the task individually.

Review the answers Ss read their answers aloud.

Answers

1 c 2 b 3 a

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

Do the task Play the video. Ss do the task individually.

Review the answers Read each activity followed by the names of the people. Ss raise their hands when you read a name that they checked.

Answers

Who ...	Karl and Cindy	Dan	Donna	Steve
looks at pictures to remember a trip?		✓		
has their own show?				✓
took pictures of the food he ate?		✓		
photographed someone's birthday?			✓	
went to Singapore last summer?		✓		
went to a new restaurant?	✓			

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

Do the task Play the video. Ss do the task.

Review the answers Ss read their answers aloud

Answers

to remember special events to share online
to show their cooking skills

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

Do the task Play the video. Ss do the task individually.

Review the answers Ss read their answers aloud. Make sure Ss understand *post* and *social media*.

Answers

1 breakfast 2 posted 3 social media 4 cook
5 teach 6 salad

G **Introduce the task** Read the instructions aloud. Give Ss the option of rewriting the whole sentence with the correction or crossing out the error in the sentence and correcting it.

Do the task Play the video. Ss do the task individually.

Review the answers Ss read their answers aloud.

Answers

1 About 75% of people take pictures of food.
2 When Dan went to Singapore, he enjoyed eating at the night market.
3 Most families have funny food photos.
4 Some people make videos to teach what they know.
5 People take pictures of their food because they feel good about it.

AFTER YOU WATCH p. 72

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

Do the task Ss do the task.

Review the answers Ss read their answers aloud.

Answers

1 Donna 2 Larissa 3 Steve 4 Dan 5 Karl

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Make sure Ss understand the vocabulary. Ask a volunteer to read the model conversation with you.

Do the task Ss ask and answer questions with a partner. Encourage them to come up with other questions.

Review the answers Pairs share their conversation with the class.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. As a class, think of examples of styles of restaurants and write them on the board, e.g.: *casual, formal, elegant, modern, traditional*, etc.

Do the task Ss do the task in pairs.

Review the answers Ss share their partners' preferences aloud to the class and make restaurant recommendations for them.

Episode 1: I am ...

Eduardo OK!

Rick Yep. Nice, man.

Eduardo Yeah!

Rick Is this the apartment?

Eduardo Yeah, it's 3B.

Rick OK. 3B.

Manager Yeah?

Eduardo Hello. I'm Eduardo. I'm here for the apartment. Apartment 3B.

Manager OK. Come in.

Manager OK, so you're Eduardo?

Rick No, I'm Rick. This is Eduardo.

Eduardo I'm Eduardo. Nice to meet you, sir.

Manager OK. So the apartment is for you, Eduardo?

Eduardo Yes, it's for me.

Manager OK. Spell your last name, please.

Eduardo It's S-O-U-S-A. Sousa.

Manager Oh yeah? My mother is a Sousa.

Eduardo Really? Is she from Brazil?

Manager No, she's from Brooklyn.

Eduardo Oh.

Manager And your phone number?

Eduardo Sure. It's 917-555-2650. Uh, it's 2650, not 2651.

Manager What? Oh. OK. Sign here.

Eduardo This place is great! Thanks! OK! Let's go!

Noemi Hey, Rick! And Eduardo – hey!

Christina Well, how's the new apartment?

Eduardo Great!

Rick Yeah, it's cool.

Noemi Cool! Let's see it.

Eduardo Yeah. Hey ... Oh, no!

Christina What?

Eduardo My key!

Rick Ha!

Eduardo Ah, thanks, Rick.

Christina Hahaha! Come on.

Episode 2: Great people

Eduardo Come in, Rick... Rick... Rick!
Rick How?
Eduardo Uh, the phone...
Rick Ha! Oh, yeah. Wow! Look at this place!
Eduardo Different, huh?
Rick Yeah! Very! It looks good.
Eduardo Oh, here.
Rick This is your sister, Carolina, right?
Eduardo Hmm? Oh, yeah, my sister Carolina.
Rick Carolina?
Eduardo No, sorry, she's not Carolina. She's Eva.
Rick Yeah, Eva. From college.
Eduardo Right, yeah.
Rick Wow! She's beautiful.
Eduardo Hey, watch it, man! She's my sister!
Rick OK. OK. Sorry. So, um, where is she now?
Eduardo Why?
Rick I, um...
Eduardo She's in Brazil.
Rick Oh. Too bad. And are they your parents?
Eduardo Yeah, this is my mom, but she's with my Uncle Sergio in São Paulo. Uh, THIS is my dad.
Rick Wow! Nice photo. What is it?
Eduardo Ha! A family party in Florida – my grandpa's birthday. My grandparents live in Miami.
Rick Wow! You have a big family! Is he your grandpa? How old is he?
Eduardo He's 80! His birthday is July 4th.
Rick Cool! His birthday AND the birthday of the United States.
Eduardo Really? Ha!
Rick Hey, when's *your* birthday?
Eduardo It's June 30th.
Rick Oh, yeah. That's right.
Eduardo Your birthday is September, right? The 25th?
Rick Yeah! How...?
Eduardo It's Eva's birthday, too!
Rick Eva's birthday is September 25th, too?

Eduardo Yeah, September 25th. You and Eva.
Rick Me and Eva.
Eduardo Oh, please.
Rick Ha! OK. But it's cool that your best friend and your beautiful sister are both September 25th.
Eduardo Yeah. Yeah. OK. Hey, what about your family? How are your parents?
Rick They're fine. They're in Seattle. But their business is here in New York.
Eduardo Oh, yeah. The family printing business.
Rick Uh-huh. But my grandparents are still in South Korea.
Eduardo Really? That's far.
Rick Ha! Brazil is far, too!
Eduardo True... Rick!
Rick Oh, sorry! Ha.

Episode 3: Come in

Eduardo Ah, it's Rick. Hi, Rick! How are ... Oh! Hi, Noemi!

Noemi Hi, Eduardo! Here! It's a plant for your new apartment.

Eduardo Thanks, Noemi. Come in!

Noemi Wow, Eduardo! Your place is great!

Eduardo Yeah?

Rick This place is cool! You have two bedrooms!

Noemi Really? Two bedrooms?

Eduardo Yes. The second bedroom is small.

Noemi And you have very cool furniture!

Rick Eduardo and his furniture...

Eduardo Hey! What do you mean?

Rick Well, for example, this couch. Wait ... is it a couch?

Eduardo Yes, it's a couch!

Rick Haha. But look! It's also a bed.

Eduardo And this... it's three coffee tables. *And* it's two chairs and a table!

Rick See, Noemi! Eduardo and his furniture ...

Noemi Yes, I see.

Eduardo Coffee, Noemi?

Noemi Uh, no, thanks.

Eduardo Soda? Juice? Water?

Noemi Yes, OK. Water, please. Thanks, Eduardo! – Eduardo's funny.

Noemi Hello? Hello? Oh, hi, Christina. Yeah. It's apartment 3B.
Uh, 3B, right?

Eduardo Yeah, it's 3B.

Noemi OK, see you soon. It's our gym day.

Eduardo Gym day?

Noemi Yeah.

Rick Christina's a dancer, right?

Noemi Yes and no... Oh! She's here.
(sound of cats screeching and Christina running down the hallway)

Christina Akkk! Cats!

Eduardo Oh, Christina! Are you OK?

Christina Yes.

Eduardo Coffee?

Christina Yes, please.

Episode 4: I love it

Christina Ugh.

Noemi Hey, are you OK, Christina?

Christina Yeah. It's my tablet. *(sighs)*

Noemi Here.

Christina Oh, great. Thanks, Noemi.

Noemi Sure. Do you use your tablet a lot?

Christina Yes, I do. All the time!

Noemi Really?

Christina Yeah! I use it here at the gym, at work, at home ...

Noemi Yeah? I don't have a tablet. I use my phone for everything.
(Noemi checks her phone)

Noemi Oh.

Christina What is it?

Noemi It's work. It's emails, text messages, voicemails ... It's work, work, work!

Christina Yeah, but phones are for fun things, too.

Noemi True. I use social media. And I like new apps.

Christina Yeah? What's your favorite?

Noemi Hmm, good question. Maybe Instagram?

Christina Oh, yeah. Well, *my* favorite app is this dance app. Look ...

Noemi Cool. You really like to dance, huh?

Christina I love it!

Noemi Great. And who is this?

Christina Oh! She's an amazing dance vlogger.

Noemi Dance vlogger?

Christina Yeah, you know, like a dancer with videos. I use this app every day. Her name's Tanith. She has great ideas. And she's a great dancer!

Noemi Cool!

Christina Come on. You like music! Let's dance!

Noemi Oh!

...

Noemi Wow! Great workout!

Christina Yeah, right? Hey! Let's post a photo!

Noemi Now?

Christina Yeah. Your first dance workout.

Noemi Ha! OK.

Noemi "My first dance workout with Christina!"

Christina Yay! And now Tanith is OUR dance vlogger!

Noemi Ha! OK then. Oh, look. Rick likes this.

Christina And look at his comment! "You're a dancer? You? Noemi?"

Noemi Very funny, Rick. ... Oh!

Christina What? Eduardo?

Noemi Yeah, Eduardo. He likes it, too.

Christina Very nice, Noemi. Oh! I have 10 text messages ... from my mom.

Noemi Sorry, what?

Christina Nothing. Come on. Time to go!

Episode 5: Mondays and fun days

Rick Morning, Noemi. You're here!

Noemi What? Oh ... hi, Rick. Yeah. Look at this!

Rick Oh, boy. Yeah. Sorry. We have a lot of work this week!

Noemi Uh-huh. Monday mornings are always bad. And Sunday mornings are always good.

...

Rick Noemi? Noemi?

Noemi Uh, what? Oh, yeah. OK, what else?

Rick Coffee?

Noemi Uh, not now thanks. OK.

Rick OK. I'm ...

Noemi Hmm? Oh, OK.

Rick OK, Noemi! The printer is on!

...

Rick It's Friday! Yay! What a busy week, huh?

Noemi It's always busy, Rick.

Rick But, hey, look ... Wow!

Noemi Oh, thanks.

Rick No, really. Wow. Thank you. My parents thank you! It's *their* business. It's not my business ... not really.

Noemi OK. You're welcome. They're welcome.

Rick But now it's six o'clock on a Friday. It's time for Friday night food trucks!

Noemi Is it? I usually stop at 6, Rick.

Rick Usually? I don't think so!

Noemi OK. I hardly ever stop at 6 ... uh ... 7?

Rick Seven, usually. So, Friday night food trucks?

Noemi No, I'm sorry. Not tonight. I'm tired.

Rick OK. Just go home. Go!

Noemi OK! Good night, Rick. ... Wait! See you tomorrow, right? With Eduardo?

Rick Sure! But not in the morning. I'm busy with ... something. Afternoon, OK?

Noemi Uh-huh. OK. Tomorrow afternoon. I'm busy in the morning, too.

Episode 6: Zoom in, zoom out

Rick OK. We're in the right place, right?

Noemi Yeah, this is it. Look, there's the hospital. Oh, and there's the supermarket on the right ... and the movie theater on the left. So, where's Eduardo?

Rick At the taco place.

Noemi The taco place?

Rick Yeah, Eduardo's "new" taco place.

Noemi Well, where is it? Do you have an address?

Rick Uh, no! No address. Just a text message from Eduardo. "It's a GREAT taco place."

Noemi Wait. There's a photo of it!

Rick What? Of the taco place?

Noemi Yeah. A photo from Eduardo to you. And a picture of ... Ha! Look at you and Eduardo! At the Friday night food trucks, right?

Rick What?

Noemi You're funny.

Rick What?

Noemi You ... and Eduardo.

Rick Ha! Yeah? He's funny ... and smart. I'm, well, boring! The printing business is my life.

Noemi Ah, Rick. You're fine. You're *not* boring.

Rick Thanks, Noemi. OK, where's this taco place?

Noemi Let's ask someone. ... Excuse me, is there a taco place near here?

Woman Taco place? No. There's a Mexican restaurant on Avenue A.

Noemi Hmm.

Rick Let's look at the photo again. Well, here's the taco place, but there's a tree in front of it. Oh, wait! There's a bookstore next to it. East Side Books.

Noemi Great. Excuse me?

Man Yeah?

Noemi Sorry. Where is East Side Books?

Man It's near here. Uh, it's that way.

Rick It is?

Man Yeah. Go one block. Then turn right.

Noemi So go one block, then turn right.

Man Yeah. But it's not open on Sundays.

Rick It's OK. We want the taco place next to it.

Man Oh, yeah. It's...

All three "... a GREAT taco place!"

Noemi Yes! Thank you!

Man No problem. Have fun!

...

Rick Hey, Eduardo! There you are.

Eduardo Hey, guys! Why are you here in the park?

Noemi We have your message about the taco place, but no *name* of the taco place.

Eduardo Oh, sorry! The name ...

Noemi It's OK. It's here, next to this bookstore, right?

Eduardo Ah, yes! East Side Books. Great place.

Noemi So, is it East Side Tacos?

Eduardo Yes!

Rick Come on! I'm hungry!

Episode 7: Now is good

Christina (*answering phone*) Hi, Mom.

Mom Oh, Chrissy! Hello! How are you, honey?

Christina I'm fine, Mom.

Mom What are you doing?

Christina Well, I'm at work.

Mom Oh, I'm sorry, is this a bad time to call?

Christina No, no. ... Well, maybe. I'm finishing work for the day, and ... Oh! It's 6:15. Marina is waiting for me at dance class.

Mom Oh, yes! My Marina! How is my granddaughter?

Christina She's fine, Mom. But she *is* waiting for me.

Mom Oh, yes, OK. Um ... I have *one* question.

Christina Yes, Mom?

Mom Are you making the photo album for your father?

Christina Album? Uh, yes, I am. It's here ...

Mom Oh, good! Do you have all of our photos from New York for the album? What a great time. Your father...

Christina Uh, Mom. Marina is waiting for me. Call me in 20 minutes, OK?

Mom Oh, yes, sure. Sorry, Chrissy. OK. Bye!

Christina Bye, Mom.

...

Christina (*answering phone*) Hi, Mom.

Mom Hi Chrissy! Is Marina with you now?

Christina No. I have a little time.

Mom So, about the photo album for your father.

Christina Yes. OK, Mom, I'm working on it. But there are *hundreds* of photos!

Mom Photos of us? Photos of you?

Christina Yes, and there are a lot of photos of Marina!

Mom Good! We love photos of our granddaughter.

Christina I know, Mom. But it's a lot of work.

Mom But Father's Day is on Sunday. Oh! I have an idea! What about a *small* album with only the New York photos from last summer?

Christina OK, so you *don't* want hundreds of photos?

Mom No, honey. A "New York" album is fine.

Christina Thanks, Mom. ... Oh, Marina is coming.

Mom Oh, OK! Let me say hello.

Christina Um, the bus is coming, too. Can we call you from home?

Mom Sure. Fine.

Christina OK, good. Talk to you later, OK?

Mom OK, Chrissy. Bye-bye.

Christina Bye, Mom.

Episode 8: You're good!

Noemi Christina?

Christina Hi, Noemi! Why are you here?

Noemi My doctor's appointment this morning. It's near here.

Christina No way! Are you OK now?

Noemi Yeah. My back is a problem sometimes.

Christina Oh, no! I'm sorry. Here. Please.

Noemi So, what are you working on?

Christina Well, I'm looking for help, you know, for all of ... this! There's a lot of work.

Noemi Ha! Yeah.

Christina What do you think?

Noemi Hmm "can communicate," "can write well", "can work in a team", "can think of new ideas", "can speak other languages." Good start.

Christina I think so. What do you think about Hank?

Noemi Well, "Hank" can't write well!

Christina Ha! OK, you're right.

Noemi But he can speak three languages.

Christina OK, who's next?

Noemi Teresa writes well, but she can't work in a team. She doesn't like teamwork! Wow. Who says that?

Christina Uh-huh. See? It's not easy.

Noemi But wait ... what about this person?

Christina Name?

Noemi Robert.

Christina OK. Robert. Can he communicate and write well?

Noemi Yes, he can!

Christina OK, Robert. What else can you do?

Noemi Look! He's good with numbers.

Christina OK, yes!

Noemi And he plays the guitar.

Christina Great! Not for this job, but it's a fun skill.

Noemi I agree! So, ... Oh, Christina! It's late!

Christina Oh, no! I'm sorry!

Noemi No! This is fun, but work is calling ... well, *Rick* is calling. I have ten text messages from him. Oh, no. Ugh! I work all the time!

Christina You can do a lot of things, Noemi, but you can't do everything.

Noemi I know. But we have a lot of work right now. ... Ooh!

Christina You OK?

Noemi Yeah. My back! I need a break.

Christina Yes, you do. Hey, tomorrow's Saturday. Let's meet for coffee in the morning and talk about it.

Noemi Great. Bye.

Christina Bye.

Episode 9: Places to go

- Christina** Hey Noemi!
- Noemi** Hi!
- Christina** No gym for you today, huh?
- Noemi** Not today! I'm thinking about vacations!
- Christina** Good for you!
- Noemi** Ugh! This phone!
- Christina** You need a vacation ... from your phone!
Let me see here ... Las Vegas ... hmm, no.
You can use your phone there. Miami ...
no, same problem ... A national park.
There's a good idea! Maybe ... the Grand
Canyon? Yellowstone? Yosemite?
- Noemi** Yeah, I don't know. They're far away, and I
don't want a long trip.
- Christina** OK. ... Where can you go near here?
- Noemi** I have no idea.
- Eduardo** Hey, you two!
- Christina** Hi Eduardo. How's it going?
- Eduardo** Great! What are you two looking at?
- Noemi** Oh, some travel guides. I want to plan a
vacation, but I don't know where to go.
- Christina** She needs to go to a place with no phones.
- Eduardo** No phones? Hmm.... Ha! I have the *perfect*
place.
- Christina** You do? Where?
- Noemi** Is it near here? Can I drive there?
- Eduardo** Yeah, it's near. And yes, you can drive. You
don't have to fly. And it's about five hours
by car from here.
- Noemi** Oh, cool!
- Eduardo** Yeah, the Adirondack Mountains. It's
beautiful. There are forests and big
mountains... I love it. I go every year.
- Noemi** Ah, yes! It is really beautiful.
- Christina** What about her phone?
- Eduardo** Phones don't usually work there. But the
hotels have phones ... for emergencies.
- Christina** Really? OK, that's good. She's working too
hard, Eduardo.
- Eduardo** Yeah. I can see. Well, she can go to the
Adirondacks, and her phone can stay at
home.
- Noemi** Wait! What? I can't do that!
- Christina** Yes you can, Noemi.
- Noemi** What is it, Rick? ... No, I'm not OK. I need a
vacation!
- Eduardo** You really do, Noemi.
- Noemi** OK, OK. Maybe the Adirondacks.
- Christina** Yes ... and no phone.
- Noemi** Eduardo!

Episode 10: Get ready

- Eduardo** Noemi?
Noemi Eduardo?
Eduardo Oh, hey! Noemi!
Noemi Hi!
Eduardo So, how are your vacation plans?
Noemi Good. Good. I'm going to the Adirondack Mountains!
Eduardo Really? Great!
Noemi Yes. Thanks for the idea!
Eduardo I'm happy you liked it.
Noemi Oh, and my phone is staying home.
Eduardo Is it? Good for you.
Noemi Yeah. What else? Um... I'm going to stay in a small hotel.
Eduardo Nice. What else are you going to do?
Noemi Well, I'm going to sleep a lot, eat good food, and read books.
Eduardo Are you going to go outside, too?
Noemi Ha! Oh, yeah. I'm going to walk a lot, and sit outside in the sun, and read. Oh, and there's a lake! I'm going to go swimming, too.
Eduardo When are you going?
Noemi In October.
Eduardo Hmm, ... I don't think you can swim then.
Noemi Really?
Eduardo It's cold in the fall. It's not really good swimming weather then.
Noemi Oh. Well, that's too bad.
Eduardo Yes, but you can walk. Bring long pants – a sweater or two.
Noemi OK. What about boots?
Eduardo No, you don't need boots. A good pair of shoes is fine.
Noemi So the car trip is going to take about four or five hours, right?
Eduardo Yeah, but you can stop on the way, have lunch. I can give you the names of some great places.
Noemi OK, great. Thank you!
Eduardo So ... hey, do you know the food trucks?
Noemi In the Adirondacks?
Eduardo No, no. Here. In New York City.
Noemi Oh, yeah, you mean the Friday night food trucks?
- Eduardo** So, do you want to go?
Noemi Where? To the Friday night food trucks?
Eduardo Uh, yeah.
Noemi I can't.
Eduardo Oh, OK.
Noemi I mean, I can't this Friday. But I can next Friday! ...
Eduardo That's great!
Noemi Yeah!
Eduardo So, next Friday?
Noemi Great. But I'm going to see you before then, right?
Eduardo Yeah. At Christina's office? When is it again?
Noemi Tomorrow, 6 to 8 p.m.
Eduardo OK, cool.
Noemi Well, I'm done, so I'm going to go.
Eduardo OK. Uh, see you tomorrow, then.
Noemi Yeah, tomorrow. Enjoy your workout.
Eduardo Thanks.

Episode 11: Colorful memories

- Eduardo** Christina, hey.
- Christina** Hi, Eduardo! You're here!
- Eduardo** Yeah, sorry. I was at the gym near here. Am I early?
- Christina** Yeah, but it's no problem. There's a lot to do! We can start.
I have to get Marina in two hours. She's at a friend's house.
- Eduardo** So where are Rick and Noemi?
- Christina** Oh, they're coming from work.
- Eduardo** OK. Cool. ... Wow. There are a lot of things here. Where do I start?
- Christina** Um ... this one? Sorry about all of this. I need help!
- Eduardo** Oh, yeah. Noemi says you're getting an office assistant.
- Christina** Yes! He starts next week.
- Eduardo** OK, great! ... Ha! Look at this! Was this yours?
- Christina** Oh! My old phone! Yes, it was.
- Eduardo** Does it work?
- Christina** I don't think so.
(Eduardo throws phone into the trash)
- Christina** Hey! That was a good phone.
- Eduardo** In 2004!
- Rick** Hey, everyone! Coffee break!
- Eduardo** Mm! Great!
- Rick** Here's yours, Christina, and yours, Eduardo.
- Eduardo** Thanks! Now we're ready to go!
- ...
- Christina** So, this box is full of party stuff, from my old office. We had a lot of parties. Why do I have all these old things?
- Rick** That was *my* question.
- Noemi** What was *this* party about, Christina?
- Christina** That was a zoo party. We were all animals.
- Noemi** Oh, look! It's a cat!
- Christina** That was mine.
- Noemi** No way! You don't like cats!
- Christina** I know! It was funny. That was a great party! There were so many people.
- Noemi** Well, don't be sad, Christina! You can use all of this for another party. Maybe a party for Marina?
- Christina** Oh! That's a good idea.
- Rick** And what are these green things?
- Christina** Haha! I don't need those! I'll take this box home. Marina will love it. Oh, it's getting late. But we're done, so it's perfect! Thank you so much for helping me.
- Noemi** No problem. "Many hands make light work!"
- Eduardo** Yeah, but work makes me hungry! I'm going to get some dinner.
- Rick** Mmm, yeah. I'm coming with you. Noemi? Christina?
- Noemi** Sure. I'm in.
- Christina** Sorry, I have to get Marina. But next week, pizza for everyone!
- All** All right! Wow! Yeah! ...

Episode 12: Stop, eat, go

- Noemi** Hey Christina! Are you OK?
- Christina** Hmm? Oh, hi Noemi! I'm fine, thanks. But tired. Marina had a dance show at school last night.
- Noemi** Yeah? How was it?
- Christina** Great! She loves to dance. And she's good at it. Look. Here she is.
(*Christina shows Noemi pictures on her phone*)
- Noemi** Aww, great! You're a good mom.
- Christina** Thanks, Noemi. I needed that.
- Eduardo** (*approaches with coffee*) And I needed *this* today!
- Christina** Ha! Why, Eduardo? Late night?
- Eduardo** Yeah, big soccer game. We played until 10:30. It was cool. And Rick was there. Hey, where *is* Rick?
- Noemi** Hmm, I don't know. I texted him this morning but he didn't text back.
- Rick** Hey guys.
- Noemi** Oh! Rick! What happened to you?
- Rick** Well, I had some takeout last night. I went after the game.
- Eduardo** Ah ... late night takeout. It's never a good idea!
- Rick** Yeah, the chicken was cold. And the sauce ... well, it was bad.
- Christina** Then why did you eat it?
- Rick** I was hungry!
- Christina** What was in it?
- Rick** The sauce? I don't know. It was white sauce.
- Christina** So milk, butter, maybe eggs? Or was it the chicken?
- Rick** Ugh. I don't want to talk about it.
- Eduardo** But what was wrong with it? Was it the chicken? Or the egg? Haha.
- Rick** I don't know. Well, maybe the egg. It was brown... or green.
- Christina** Oh, Rick.
- Noemi** Can you eat now?
- Rick** No!
- Noemi** OK. Would you like some water?
- Rick** Maybe.
- Christina** You need to eat simple food today – some rice and maybe a banana.
- Rick** Uh, no rice, thanks.
- Christina** OK, some crackers then.
- Rick** OK. Crackers and bananas.
- Eduardo** Well, I'm fine, and I want breakfast. What do they have? Two eggs, potatoes, toast, juice, coffee...
- Christina** Eduardo!
- Eduardo** Oh, right. No eggs. Sorry!
- Christina** What would you like, Noemi?
- Noemi** Um, how about a cheese and fruit plate? We can all share it.
- Rick** Oh, no. You don't want to share with me.
- Eduardo** Really, Rick? But you love to share food!
- Noemi** And you love to cook! I know! Why don't you cook for us, Rick!
- Eduardo** Great idea, Noemi. A dinner party! We can have it at my place.
- Rick** You guys, I can't think about food right now.
- Eduardo** OK. OK. Not tonight then.
- Rick** Uh, no, not tonight, not this week.
- Eduardo** Oh yeah, Rick, I almost forgot. My sister says "hi".
- Rick** Really? Eva said hi? To, to me? Wow! Uh, well, say "hi" from me. Yeah. And say ... Ugh. I'm not feeling good.
- Eduardo** I'm not going to tell her *that*!
- Rick** Where's the restroom?
- Christina** Over there, Rick!

Unit 2: A great person

Narrator Think about your family and friends. Who is a great person in your life? Why are they great?
Emily says:

Emily My name is Emily. I'm from Hong Kong. My brother, Jason is from Hong Kong too. But he lives in Australia now. He has a wife, two daughters, and two sons. One son is a baby. I'm their aunt! Jason is kind to his children. He's funny, and he's a great dad.

Narrator Ernesto says:

Ernesto My name is Ernesto. I'm twenty-two years old. My great person is my brother, Carlos. He's a doctor. He's twenty-nine years old. He's friendly... and very smart. Our family is from Mexico City, ... but we live in Oaxaca now. Oaxaca is great!

Narrator Elena says:

Elena My name is Elena. I am from Los Angeles. This is my friend, Trina. She's from Jamaica, but she's an American now. And this is our friend, Janelle. We're all teachers at the same high school. My friends are great. They are funny. They aren't boring!

Narrator That's a lot of great people! Who's a great person in your life?

Unit 4: Old and young technology

People use technology in a lot of different ways. They chat, post photos, listen to music, and send messages.

But what about different age groups? Do young people and "seniors" use technology in the same ways? A lot of young people own a smartphone, for example. And now, about 50% of seniors have a smartphone, too. But what do young people and seniors do on their smartphones?

Young people read their news online. They share photos ... and they use apps to chat with friends. Young people send and receive over 125 texts a day! But seniors send and receive fewer than 15 texts per day.

One thing that young people don't use their phones for is... to call people! But many seniors use their smartphones to call family and friends. They like to video chat to talk to – and see – children and grandchildren. It's a nice way to see family when they live far away.

Seniors also spend time playing online games. Card games... and puzzle games are very popular.

One big difference between age groups is social media. Over 75% of young people use social media. People over 65 use social media much less – only 40%.

Maybe young people have something to learn from seniors: it's not all about technology!

Unit 6: Do you like nature?

Do you like to be close to a city... or nature? A lot of beaches are close to the city. There are hotels ... and restaurants.

In Iceland, there are also cities close to nature. Iceland is a great place with many things to see and do. The capital city, Reykjavik, has interesting art museums ... and music festivals.

But Iceland also has amazing nature. There are volcanoes, hot springs, waterfalls, animals, and lots of great places for hiking and climbing. Iceland is also cold! But islands like Easter Island are *not* cold! Easter Island is in the Pacific Ocean. It's a long way from anywhere else ... but it has beautiful beaches ... and mountains. And it is famous for its giant statues.

And for more nature that isn't close to a city, what about... Antarctica! There aren't a lot of people here. In fact, there are usually only scientists. There are no cities, and no beaches. There are no trees, and not many plants or flowers. But there *is* snow and ice... a *lot* of snow and ice!

There are also beautiful animals such as penguins, ... seals, ... and whales. Antarctica is a real adventure! So where do you want to go next? A city, nature, or somewhere with a little bit of both?

Unit 8: 5 steps to learn a new skill

Skills are things we can or can't do, like snowboard, ... ride a bike, ... or speak another language.

Some people say it takes 10,000 hours to learn a new skill. That's practicing for an hour a day for 27 years! But there's good news. Other people say you can learn a new skill in just 20 hours! Here are five steps to learn any new skill.

1: What do you want to learn? Choose a small goal. For example, *don't* say, "Learn to fix things." Say, "Learn to fix a bike tire."

2: Think about what parts of the skill are important to learn? For example, to learn how to paint, you need to learn about colors. Or to learn how to make cool movies, you need to learn about cameras.

3: Find time to practice. It's important to practice every day! Choose the same time so you don't forget. In fact, it's good to practice in the morning, ... and again at night. Sleep helps your brain remember. It's almost like practicing again!

4: Think about how to practice. Practice in different ways. Do the same thing, but in a different way every day. For example, if you are learning a language, speak slowly one day... and more quickly the next. The more ways you learn the skill, the more your brain remembers.

And finally: Practice for 20 hours or more. Maybe you can't do something now, but with practice, one day, you can.

Unit 10: Street style

"Street style": It isn't just what people wear on the street. Street style is what people wear to really show their style. But is street style the same in every country? Let's take a look around the world and see.

In Moscow, people wear coats, boots, and scarves. In Cameroon, it's a dress and a scarf... but on the head. In the U.S., just a shirt and pants, and in Japan, well ... people wear lots of different things! These styles look different, but they have one thing in common: color!

Actually, on the streets of Harajuku in Tokyo, you can see all kinds of street style: ... from big sweaters over skirts ... to fun suits ... and everyday dresses.

In places like San Francisco, street style is very casual and often includes a beard, ... a hat, ... a backpack, and a bike. But you can see the same street style in Slovenia ... and Italy!

A lot of street style is in the details: hats in London, Moscow, and New York ... or Mexico.

Sunglasses, ... headphones, ... a bow tie, ... or a scarf...

In every country, on every street, style is a little bit the same, and a little bit different. What's the style on your street?

Unit 12: Why did they take that picture?

What's the last picture you took? Your family? Your friends? Yourself? Your food?

Wait, you took a picture of *your food*? Really? Well, you're not alone. Recent studies say about 75% of people take pictures of their food. But Why? Let's find out ...

About 20% of people take pictures of food when they're at a restaurant. Some people want to remember a special meal they ate. Karl and Cindy went a new restaurant last week. They liked their food and took a picture.

Dan went to Singapore last summer. He enjoyed eating at the night market, and he took pictures of the food he ate! He looks at the pictures so he can remember his trip.

About 22% of people take pictures of food at special events, like birthdays. Donna took this photo because it was her mother's 60th birthday. They wanted to remember the night, their family, and the cake. And what family doesn't have a funny food photo? Or two... or three!

And, finally, 33% of people take pictures of food that they cooked because they feel good about their cooking! Larissa took this video of a delicious breakfast she made. Then she posted it to her social media page. Some people, like Steve, like to cook so much, they have their own video show. Steve made this video to teach people how to make a salad for dinner.

People take pictures of their food to remember special events, ... to share online, ... or to show their cooking skills.

If you take pictures of your food, why do you do it?

This page has intentionally been left blank.

This page has intentionally been left blank.