

# EVOLVE

---

## VIDEO RESOURCE BOOK

Rhiannon Ball and Noah Schwartzberg

# 3



CAMBRIDGE  
UNIVERSITY PRESS



# WHAT'S THE RIGHT JOB FOR YOU?

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 1

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

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

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

### Answers

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

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

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

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

### Answers

1 outgoing 2 patient 3 helpful  
4 sociable 5 calm

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

**Do the task** Ss discuss the questions in pairs.

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

## WHILE YOU WATCH pp. 2–3

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

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

**Review answers** A volunteer gives the correct answer.

### Answer

Thinking about your personality can help you choose a job.

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

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

### Answers

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

### Possible answers

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

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

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

**Review answers** Invite volunteers to read aloud the completed questions.

**Answers**

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

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

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

**Review answers** Invite volunteers to share their answers.

**Answers**

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

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

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

**Review answers** A volunteer reads aloud the completed paragraph.

**Answers**

1 friends and family    2 surprised    3 determine

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

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

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

**Answers**

Answers will vary.

## AFTER YOU WATCH p. 4

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

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

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 5

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

### Answers

1 c 2 a 3 d 4 b

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

### Answers

1 one of a kind      2 worth  
3 valuable      4 reminds

## WHILE YOU WATCH pp. 6–7

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

### Answers

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

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

### Answers

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

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

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

**Review answers** Invite volunteers to share the correct answers.

#### Answers

collection, collector

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

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

**Review answers** Volunteers give the answers.

#### Answers

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

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

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

**Review answers** A volunteer reads aloud the correct sentence.

#### Answers

stamps, 1840s, 4 million

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

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

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

#### Answer

You can collect anything you like.

## AFTER YOU WATCH p. 8

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

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

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

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

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

**Review answers** Take a class poll about the favorite collection.

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

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

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

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 9

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

## WHILE YOU WATCH pp. 10–11

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

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

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

### Answers

- |            |        |            |
|------------|--------|------------|
| 1 Toronto  | 2 Lima | 3 Toronto  |
| 4 Istanbul | 5 Lima | 6 Istanbul |

- B **Introduce the task** Read the instructions and the city features aloud. Check Ss' pronunciation and understanding as necessary.

**Do the task** Ss check the places that they saw in the images in the video. See what they can remember from the first viewing. Alternatively, replay the video.

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

### Answers

bridge, ferry, highway, monument, sculpture, sidewalk

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

**Do the task** Play the video again. Ss work individually to decide which city each sentence refers to and then compare their answers in pairs.

**Review answers** Invite volunteers to read the sentences and say which city each refers to.

### Answers

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

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

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

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

#### Answers

Toronto: fresh meat, incredible views

Lima: historic center, trendy neighborhood, beautiful architecture, delicious restaurants

Istanbul: crowded with tourists, traditional Turkish coffee, quiet time

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

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

**Review answers** Volunteer Ss give the answers.

#### Answers

Toronto: 1, 3, 2

Lima: 2, 1, 3

Istanbul: 3, 1, 2

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

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

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

#### Answers

1 CN Tower (Toronto)

2 Turkish delight (Istanbul)

3 Miraflores Boardwalk (Lima)

4 Blue Mosque (Istanbul)

## AFTER YOU WATCH p. 12

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

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

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

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

**Do the task** In pairs, Ss discuss the questions.

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

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

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

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



## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 13

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

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

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

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

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

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

### Answers

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

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

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

**Review answers** Ask volunteers to share their opinions.

## WHILE YOU WATCH pp. 14–15

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

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

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

### Answers

Answers will vary.

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

**Do the task** Ss choose the correct option.

**Review answers** Ask a volunteer to give the correct answer.

### Answer

Vacation time is a good opportunity to help other people.

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

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

**Review answers** Invite volunteers to give the correct answers.

### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

**Review answers** Invite volunteers to read the corrected sentences.

#### Answers

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

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

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

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

#### Answers

Answers will vary.

## AFTER YOU WATCH p. 16

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

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

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

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 17

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

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

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

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

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

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

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

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

**Review answers** Volunteers share their predictions.

## WHILE YOU WATCH pp. 18–19

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

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

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

### Answers

Answers will vary.

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

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

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

### Answers

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

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

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

**Review answers** Volunteers give the answers.

### Answers

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

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

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

**Review answers** Ask volunteers to share their opinions.

### Possible answers

#### Monica

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

#### Tim

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

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

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

**Review answers** Ask volunteers to share their opinions.

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

## AFTER YOU WATCH p. 20

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

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

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

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

**Do the task** In pairs, Ss discuss the questions.

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

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

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

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

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 21

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

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

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

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

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

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

#### Answer

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

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

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

**Review answers** Volunteers share their predictions.

### WHILE YOU WATCH pp. 22–23

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

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

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

#### Answers

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

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

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

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

#### Answers

1 c 2 a 3 e 4 b 5 d

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

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

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

### Answers

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

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

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

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

### Answers

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

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

**Do the task** Ss match the places to the pictures.

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

### Answers

1 Mexico 2 United States 3 Japan

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

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

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

### Answers

Answers will vary.

## AFTER YOU WATCH p. 24

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

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

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

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

**Do the task** In pairs, Ss discuss the sentence.

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

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

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

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

## THE HISTORY OF CINEMA

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 25

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

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

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

**Possible answers**

movie theater, online streaming, downloading movies

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

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

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

**Answers**

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

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

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

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

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

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

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

## WHILE YOU WATCH pp. 26–27

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

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

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

**Answer**

54%

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

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

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

**Answers**

5, 4, 2, 1, 3



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

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

**Review answers** Volunteers give the answers.

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answer**

He thinks the movie theater is expensive.

## AFTER YOU WATCH p. 28

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

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

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

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

**Do the task** In pairs, Ss discuss the questions.

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

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

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

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



### Documentary summary

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

### Language summary

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

### BEFORE YOU WATCH p. 29

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

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

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

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

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

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

#### Answers

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

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

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

**Review answers** Ask Ss to give the correct answers.

#### Answers

- 1 lifestyle 2 professional 3 demanding
- 4 competition 5 patience

### WHILE YOU WATCH pp. 30–31

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

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

**Review answers** Ask a volunteer to give the correct answer.

#### Answer

serious hobbies that you can do

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

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

**Review answers** Ask a volunteer to give the correct answer.

#### Answer

paddleboarding

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

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

**Review answers** Volunteers give the answers.

#### Answers

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

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

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

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

**Answers**

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

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

**Do the task** Ss answer the questions about the video.

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

**Answers**

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

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

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

**Review answers** Volunteers give the correct answers.

**Answers**

- 1 quickly    2 seriously    3 differently    4 easily

## AFTER YOU WATCH p. 32

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

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

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

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

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

**Review answers** Invite volunteers to read aloud the completed questions.

**Answers**

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

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

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

**Review answers** Ask volunteers to share their answers.

**Documentary summary**

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

**Language summary**

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

**BEFORE YOU WATCH p. 33**

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

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

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

**Answers**

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

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

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

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

**Answers**

biology, economics, architecture  
Additional subjects will vary.

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

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

**Review answers** Volunteers share their predictions.

**WHILE YOU WATCH pp. 34–35**

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

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

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

**Answer**

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

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

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

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

### Answers

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

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

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

**Review answers** Volunteers give the answers.

### Answers

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

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

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

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

### Answers

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

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

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

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

### Answers

1 a 2 b 3 a 4 b 5 b

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

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

**Review answers** Volunteers give the correct answers.

### Answers

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

## AFTER YOU WATCH p. 36

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

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

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

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

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

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

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

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

**Review answers** Give Ss help with their notes as necessary.

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

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

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

# TRICKS OF THE AD WORLD

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 37

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

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

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

#### Answers

1 sell 2 the best 3 remember

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

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

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

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

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

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

### WHILE YOU WATCH pp. 38–39

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

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

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

#### Answers

young, beautiful people – make us trust them / want to be like them  
facts about how many people use a product – make us want to be like other people  
warnings about how many items are left – make us worried that we might miss a great opportunity  
animals – make us have feelings for the product

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

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

**Review answers** Ask a volunteer to give the correct answer.

#### Answer

to present different techniques advertisers use

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

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

**Review answers** Ask a volunteer to give the correct answer.

**Answer**

make us look beautiful.

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

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

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

**Answers**

1 well 2 dances 3 brand 4 feelings

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

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

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

**Answers**

1 b 2 c 3 a

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

**Do the task** Ss work in pairs to decide if the sentences are true or false and correct the false ones. Replay the video, if necessary.

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

**Answers**

1 F, friendly sociable  
2 F, different than accepted by  
3 T  
4 T  
5 F, anyone you

## AFTER YOU WATCH p. 40

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

**Do the task** Ss work in pairs to choose the correct verb to complete all three questions and then discuss their own answers to the questions.

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

**Answer**

feel

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask volunteers Ss to read the extracts aloud.

**Do the task** In pairs, Ss discuss which sentences they agree with.

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

- C **GROUP WORK** **Introduce the task** Read the instructions aloud. Give Ss some time to prepare and take notes as necessary.

**Do the task** In groups, Ss discuss popular ads.

**Review answers** Ask volunteers to share information about the ads. Have other Ss seen them? If so, do they share the same opinion?

# TESTING YOUR PHYSICAL LIMITS

## Documentary summary

This video opens with the narrator asking students to consider whether or not they would take on an extreme physical challenge which would mean making big changes in their lives for a short while. The video talks about three physical challenges and how people prepare or train for them: running a marathon, climbing Mount Everest, and doing an extreme open-water swim. Finally, it presents possible problems that people training for these events could encounter.

## Language summary

Grammar	Vocabulary	Functional language
Phrasal verbs	Succeeding	Ask for agreement
Present and future unreal conditionals	Opportunities and risks	Agree

## BEFORE YOU WATCH p. 41

- A **PAIR WORK** **Introduce the task** Read the instructions and check Ss' understanding of *synonyms* (words with the same or similar meaning). Read the items and the options in the box aloud.

**Do the task** Ss work in pairs to write the words next to their synonyms.

**Review answers** Volunteers give the correct answers. Ask them to explain the words as necessary.

### Answers

- |           |             |             |
|-----------|-------------|-------------|
| 1 prepare | 2 difficult | 3 dangerous |
| 4 benefit | 5 very big  |             |

- B **PAIR WORK** **Introduce the task** Read the instructions. Ask Ss to look at the pictures. Read the options in the box aloud.

**Do the task** Ss work in pairs to write the words under the pictures.

**Review answers** Volunteers give the correct answers.

### Answers

- |              |             |               |
|--------------|-------------|---------------|
| 1 open water | 2 junk food | 3 strict diet |
| 4 muscles    | 5 mind      |               |

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

**Do the task** Ss work in pairs to match the sentence halves and make questions.

**Review answers** Volunteers read aloud the completed questions.

### Answers

- 1 c 2 a 3 b

- D **GROUP WORK** **Introduce the task** Read the instructions aloud. Give your own answer to one or more of the questions as an example, if necessary.

**Do the task** Ss work in groups to discuss their answers to the questions.

**Review answers** Invite volunteers to share their opinions.

## WHILE YOU WATCH pp. 42–43

- A **Introduce the task** Read the question and the options aloud.

**Do the task** Play the video. Ss choose the correct answer.

**Review answers** A volunteer gives the correct answer.

### Answer

to explain about preparing for a physical challenge

- B **Introduce the task** Read the instructions and ask Ss to look at the pictures.

**Do the task** Ss write the challenges under the correct pictures.

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

### Answers

- climbing Everest
- running a marathon
- open-water swimming

C **Introduce the task** Read the instructions and ask Ss to look at the notes.

**Do the task** Play the video again. Ss watch the video and complete the notes.

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

#### Answers

1 26.2	2 42	3 3 to 5
4 3 to 5	5 20 miles	6 special diet
7 30,000	8 mind	9 at least one year
10 Chile	11 6	12 open water

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

**Do the task** Ss match the risks to the physical challenges.

**Review answers** Volunteers give the answers.

#### Answers

- 1 climbing Everest, swimming in open water
- 2 running a marathon

E **Introduce the task** Read the instructions aloud. Explain that there are two missing words in each sentence.

**Do the task** Replay the video. Ss complete the sentences.

**Review answers** Volunteers read each completed sentence aloud.

#### Answers

- 1 huge task
- 2 build up
- 3 at least
- 4 up to

## AFTER YOU WATCH p. 44

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

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

**Review answers** Volunteers share their answers with the class.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. If necessary, ask Ss to give examples of the preparation schedules mentioned in the video.

**Do the task** In pairs, Ss choose one of the physical challenges and make a schedule.

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

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

**Do the task** In pairs, Ss circle the correct word to complete the sentence and then discuss to what extent they agree with it.

**Review answers** Ask volunteers to share their answers.

#### Answer

mind



# I LEARNED MY LESSON!

## Documentary summary

This video opens with the narrator setting the scene and explaining that he asked three of his friends to tell him what they had learned during the previous year. Then three different stories are told. The first one is about Maria, who started studying for an exam in the middle of the night, fell asleep, and wound up sleeping through the test! The second story is about Danny, who didn't check his ticket properly and went to the wrong airport for a trip to Barcelona. Finally, the third story is about Carla, who was invited to a costume party, arrived dressed up as a clown, and then found out that the costume party had been changed to a dinner party.

## Language summary

Grammar	Vocabulary	Functional language
Indefinite pronouns	Describing accidents	Describe your feelings
Reported speech	Describing extremes	Ask about or guess others' feelings

### BEFORE YOU WATCH p. 45

- A **PAIR WORK** **Introduce the task** Ask Ss to look at the picture. Read the questions aloud. Give your own answer as an example, if necessary. Ask volunteer Ss to read the examples in the speech balloons aloud.
- Do the task** Ss work in pairs to discuss their answers to the questions.
- Review answers** Ask volunteers to share their opinions with the class.
- B **PAIR WORK** **Introduce the task** Ask Ss to look at the picture. Explain that it is a costume party and check Ss' understanding. Read the question aloud.
- Do the task** Ss work in pairs to discuss their experiences.
- Review answers** Ask volunteers to share their experiences with the class.
- C **PAIR WORK** **PREDICT** **Introduce the task** Read the instructions and the topics aloud.
- Do the task** Ss work in pairs to make predictions about the video. Encourage them to take notes so they can check their predictions after they watch the video.
- Review answers** Volunteers share their predictions.

### WHILE YOU WATCH pp. 46–47

- A **PAIR WORK** **Introduce the task** Read the instructions aloud.
- Do the task** Play the video. Ss work in pairs to compare their predictions to the stories presented in the video.
- Review answers** Ask volunteers to share which predictions they got right or wrong.

#### Answers

Maria – started studying for an exam in the middle of the night, fell asleep, and slept through the exam  
 Danny – didn't check his ticket properly and went to the wrong airport for a trip to Barcelona  
 Carla – invited to a costume party, arrived dressed up as a clown, and then found out that the costume party had been changed to a dinner party

- B **Introduce the task** Read the instructions and the sentences aloud.
- Do the task** Ss work individually to complete the sentences with the names of the people and then they compare their answers in pairs. Challenge Ss to do this based on what they recall from the first viewing. Then replay the video for them to check their answers.
- Review answers** Ask volunteers to give the correct answers.

#### Answers

1 Danny 2 Maria 3 Maria 4 Carla  
 5 Danny 6 Carla

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

**Do the task** Ss work individually to complete the sentences with the correct words.

**Review answers** Volunteers give the answers. You can ask Ss to transform the sentences to give specific information, e.g., Danny was going to go to Barcelona, but he didn't go because he went to the wrong airport.

**Answers**

- |             |            |            |
|-------------|------------|------------|
| 1 anywhere  | 2 No one   | 3 Someone  |
| 4 something | 5 Everyone | 6 anything |

- D **PAIR WORK** **Introduce the task** Ask Ss to look at the pictures. Read the instructions aloud.

**Do the task** Play the video again. Ss work in pairs to number the pictures in the correct order of the stories in the video.

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

**Answers**

Maria: A 2, B 4, C 1, D 3  
Danny: A 1, B 4, C 3, D 2  
Carla: A 4, B 1, C 2, D 3

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

**Do the task** Ss work in pairs to retell each story. They should do this verbally.

**Review answers** Ask volunteers to share their answers.

**Answers**

Answers will vary.

## AFTER YOU WATCH p. 48

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

**Do the task** Ss write notes about something they learned this year.

**Review answers** Help Ss with their notes as necessary.

- B **GROUP WORK** **Introduce the task** Read the instructions aloud. Invite a volunteer to give his or her information as an example.

**Do the task** In groups, Ss share their information and take notes.

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

**Do the task** Ss work in pairs to share what they learned about their other classmates.

**Review answers** Invite Ss to share information about their classmates with the class. The S they are talking about should confirm if that information is correct or not.

## SO MUCH STUFF

## Story summary

Sara's new roommate, Carolina, arrives at her apartment earlier than expected. As Sara helps Carolina bring her bags inside, Carolina explains that she designs websites. Sara apologizes because Carolina's room isn't ready yet, and Carolina apologizes because she is early. Carolina says that she has just moved out of her brother Eduardo's place, which was much too small. Sara talks about being a teacher and about how she keeps her stuff organized. Then her upstairs neighbor, Jeff, shows up with food he has cooked, and he explains that he hosts a YouTube cooking show. The friends sit down to watch one of Jeff's videos on Sara's laptop.

## Language summary

Grammar	Vocabulary	Functional language
Information questions	Describing personality	Make introductions
Indirect questions	Giving personal information	Say how you know someone
Present perfect with <i>ever</i> , <i>never</i> , <i>for</i> , and <i>since</i>	Describing possessions	End a conversation
Present perfect with <i>already</i> and <i>yet</i>	Tech features	Introduce new topics
		Change the subject
		Stay on track

## BEFORE YOU WATCH p. 49

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

**Do the task** Ss look at pictures and identify their similarities and differences.

**Review answers** Ss share their answers with the class. Help Ss identify the theme of roommates and shared living spaces. Ask Ss what they think the episode will be about based on these pictures.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss look at the pictures in exercise A to identify how people organize their stuff. Then they say how they organize their own stuff.

**Do the task** Circulate and assist with vocabulary as needed.

**Review answers** Ss share their answers with the class. Make a list on the board and review vocabulary.

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

**Do the task** Ss say if they have ever lived alone or had a roommate. Together with their partners, they make a list of advantages and disadvantages.

**Review answers** Ss share their answers with the class. Make a list on the board. Is there a consensus about it being better or worse to have a roommate?

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

**Do the task** Ss look at the picture, guess what's happening, and say why they think the woman has so many bags.

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

## WHILE YOU WATCH pp. 50–51

A **Introduce the task** Read aloud the instructions and play the video. Ss see if they correctly predicted what Sara and Carolina are doing and why Carolina has so many bags.

**Do the task / Review answers** Check the answers as a class.

## Answers

Sara is helping Carolina move into her apartment. Carolina is going to be Sara's new roommate. Carolina has three bags for three different laptops that she needs for different types of work.

B **Introduce the task** Read the instructions aloud. Ss check which people do certain things.

**Do the task** Ss work individually or in pairs. Challenge Ss to complete the activity based on what they recall from the first viewing.

**Review answers** Ss read their answers to the class.

## Answers

1 Jeff	3 Carolina	5 Jeff
2 Carolina	4 Sara, Carolina	6 Sara

**C Introduce the task** Read the instructions aloud. Ss put sentences in order as they happened in the video.

**Do the task** Play the video again. Ss work individually.

**Review answers** Ss read their answers loud.

#### Answers

- 1 Sara became a teacher.
- 2 Carolina left California for New York.
- 3 Carolina moved out of her brother's apartment.
- 4 Sara helped Carolina with her bags.
- 5 Jeff showed up with food.
- 6 Sara, Carolina, and Jeff sat down to watch a cooking video.

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

**Do the task** Ss correct the sentences and then compare them in pairs. Point out that there is one correction to be made in each sentence. If necessary, replay the video.

**Review answers** Ss write the corrected sentences on the board. Check that they used the correct form of the present perfect. As a class, review the main forms (affirmative statement, negative statement, yes/no question, wh-question) and uses of the present perfect.

#### Answers

- 1 Sara has been a teacher for **three** years.
- 2 Carolina has **three** computer bags.
- 3 Sara **hasn't yet** moved all her stuff out of Carolina's room.
- 4 Carolina has just moved out of her **brother's** apartment.
- 5 Sara and Carolina **haven't (ever)** met before.

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

**Do the task** Replay the related clip (2:40–3:01). Ss complete the conversation from the video.

**Review answers** Ss read their answers aloud.

#### Answers

- |                 |          |             |
|-----------------|----------|-------------|
| 1 have you been | 2 Just   | 3 classroom |
| 4 extras        | 5 useful |             |

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

**Do the task** Play the video again. Ss identify who says certain things.

**Review answers** Ss read their answers aloud. Check that Ss understand *cubbies* and *fan*.

#### Answers

- |            |            |        |        |
|------------|------------|--------|--------|
| 1 Carolina | 2 Carolina | 3 Sara | 4 Sara |
| 5 Jeff     | 6 Carolina | 7 Jeff |        |

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

**Do the task** Ss circle the correct answers. There can be more than one correct answer. If necessary, replay the video.

**Review answers** Ss read their answers aloud. You should note that there are some answers that are almost correct or that are correct for other characters.

#### Answers

- Sara = She likes to keep her stuff organized.  
She chatted with Carolina online.  
Carolina = Her favorite food is Italian.  
She almost knocks over a vase.  
Jeff = He has his own YouTube channel.  
He wants to share his latest recipe.

## AFTER YOU WATCH p. 52

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

**Do the task** Ss discuss the meaning of the expression.

**Review answers** Ss share what they think this means and if there is a similar expression in their country.

#### Answer

The expression means everything should have a place to be stored and should be tidily returned there when not in use.

**B Introduce the task** Read the instructions aloud. Make sure Ss understand these are *not* quotes from the video, but are based upon what we know about each person.

**Do the task** Ss choose who would say each sentence.

**Review answers** Ss share their answers aloud.

#### Answers

- |            |        |        |
|------------|--------|--------|
| 1 Carolina | 2 Sara | 3 Jeff |
|------------|--------|--------|

**C Introduce the task** Read the instructions aloud. Check that Ss understand the adjectives to describe personality.

**Do the task** Ss decide what the sentences from exercise B say about each speaker's personality.

**Review answers** Ss share their answers aloud. What new adjectives did they choose?

#### Possible answers

Carolina = honest (nervous): Jeff = outgoing, generous: Sara = organized, nervous

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

**Do the task / Review answers** Ss choose adjectives to describe themselves and their partners. Ss share their answers with their partners. As a class, find out who chose the same words about their partners that their partners chose to describe themselves.

### Story summary

Carolina is having coffee at a café. She is surprised to see Robert, an old friend. He asks what she's doing in New York, and she explains that she's finished school and has come to New York to do freelance work until she finds a full-time job. She's been on lots of interviews, but something always goes wrong. She tells Robert all about her last interview, which was a total disaster. Robert explains he runs a community center. Since many of his clients moved to the U.S. from Brazil, he thinks Carolina should work there because she speaks Portuguese and English. Carolina agrees to visit the center with Robert and then she speaks briefly on the phone with Sara to confirm what time she will be coming to dinner.

### Language summary

Grammar	Vocabulary	Functional language
Articles	City features	Ask for directions
Modals for advice	Public transportation	Give directions
<i>be going to</i> and <i>will</i> for predictions	Describing opinions and reactions	Offer reassurance
<i>will</i> for sudden decisions	Making decisions and plans	Respond to reassurance
Present continuous for future plans		

### BEFORE YOU WATCH p. 53

A **PAIR WORK** **Introduce the task** Read the instructions aloud. Say the words in the box aloud and have the class repeat. Check Ss' understanding of the vocabulary. Invite Ss to suggest other words they might use to describe a terrible day, and add their examples to the board. Give Ss some ideas to get started, such as days when they forgot something, made a mistake, or lost something (such as a game, competition, or important personal item). Tell Ss to avoid serious personal incidents relating to hardship or death.

**Do the task** Ss think of a terrible day they once had. They tell their partners about what happened and how they felt, using words provided and/or their own ideas.

**Review answers** Ss review in the next activity.

B **GROUP WORK** **Introduce the task** Read the instructions aloud. Divide the class into groups.

**Do the task** In groups, Ss share their bad days.

**Review answers** Invite a volunteer from each group to share their story with the class.

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

**Do the task** Ss look at pictures and try to guess what happened to Carolina.

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

### WHILE YOU WATCH pp. 54–55

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

**Do the task** Ss watch Episode 2 to check their predictions and put the sentences in the order they happened to Carolina.

**Review answers** Ss read the sentences aloud in the correct order.

#### Answers

- 1 She woke up late.
- 2 She got stuck in traffic.
- 3 She discovered her phone was dead.
- 4 Her interview lasted only ten minutes.
- 5 She noticed her shirt was on backward.

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

**Do the task** This exercise asks Ss to listen for details and make inferences. Ss say if the interviewers liked Carolina's designs and explain how they can tell. Replay the related clip (2:35–2:53).

**Review answers** Ss share their answers aloud.

#### Answers

The interviewers did not like Carolina's designs. We know this because the interview lasted only ten minutes. They asked her just three or four questions and looked at only one of her web designs.

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

**Do the task** Play Episode 2 again. Ss listen for the words in the box and try to decipher their meaning in context. Then they match the words with the correct definitions. You may want to have Ss work in groups and help each another.

**Review answers** Ss read their answers aloud. As a class, come up with example sentences using the words and phrases and practice them.

**Answers**

- |                |               |
|----------------|---------------|
| 1 interview    | 2 freelance   |
| 3 run          | 4 dead        |
| 5 receptionist | 6 job hunting |

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

**Do the task** Ss identify the statements as true or false and correct the false statements. If necessary, replay the video.

**Review answers** Ss read their answers aloud.

**Answers**

- 1 F, New York California/San Francisco
- 2 T
- 3 F, car bag
- 4 T
- 5 F, Spanish Portuguese
- 6 F, 8 o'clock 6 o'clock

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

**Do the task** Play the video again. Ss listen for questions and complete the missing words. They identify which question is not intended as a real question.

**Review answers** Ss read their answers aloud. Can they think of other examples of rhetorical questions?

**Answers**

- 1 Eduardo's sister
  - 2 Are you still
  - 3 How are things
  - 4 Know anyone
- Know anyone? = Robert already knows Carolina speaks perfect English and perfect Portuguese.

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

**Do the task** Ss read the sentences and correct the mistake in each one. If necessary, replay the video.

**Review answers** Ss read the corrected sentences aloud.

**Answers**

- |                         |                      |
|-------------------------|----------------------|
| 1 teacher juice         | 2 he's she's         |
| 3 right wrong           | 4 perfectly terribly |
| 5 race community center | 6 Japan Brazil       |
| 7 leave visit           |                      |

## AFTER YOU WATCH p. 56

A **PAIR WORK** **Introduce the task** Read the instructions aloud. You may want to give Ss categories to help them think of ideas, like *Before the interview*, *During the interview*, and *After the interview*.

**Do the task** Ss think of advice to give Carolina to have a successful interview.

**Review answers** Ss share their answers. Make a list on the board.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. You may want to think of additional interview questions as a class and put them on the board.

**Do the task** Ss role play the interview. You may want to keep track of time and prompt Ss to switch roles after a few minutes.

**Review answers** Visit the pairs as they do their pair work. Takes notes on any common errors related to grammar or vocabulary that you may overhear. Review the errors at the end of the activity.

**Answers**

She went to school in San Francisco.  
She came to New York to do freelance work and look for a full-time job.  
Other questions and answers will vary.

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

**Do the task / Review answers** Ss say if they think Carolina should take the job at the community center. This exercise anticipates Episode 3, in which Carolina and her friends discuss the pros and cons of working at the community center.



## Story summary

Jeff is cooking in his kitchen when Sara calls and says that Carolina has broken a vase. When Sara and Carolina finally show up for dinner at Jeff's, Carolina still feels bad about the accident, but Sara says it's fine. Carolina explains that she has a lot on her mind, and she tells her friends about the job offer at the community center. They talk about the pros and cons of taking a full-time job at the center, and in the end, Carolina seems to agree that taking the job is a good decision. Finally, Jeff serves pasta.

## Language summary

Grammar	Vocabulary	Functional language
Simple past	Losing and finding things	Give surprising news
Past continuous and simple past	Needing and giving help	React with surprise
Quantifiers	Urban problems	Express concern
Present and future real conditionals	Adverbs of manner	Express relief

## BEFORE YOU WATCH p. 57

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

**Do the task** Ss match the sentences with the pictures of Jeff, Carolina, and Sara.

**Review answers** Ss read their answers aloud.

### Answers

1 C 2 A 3 B

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Make sure Ss understand the expression *pros and cons*.

**Do the task** Ss discuss the pros and cons of Sara, Jeff, and Carolina's work. They say who they think has the hardest job and whose job they think is the most fun.

**Review answers** Ss share their answers with the class. List the pros and cons on the board. Does the class agree about the hardest job and the most fun job? What reasons do Ss give? Keep the pros and cons on the board for the next exercise.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Practice examples using present real conditionals, and write them on the board.

**Do the task** Ss give pros and cons about their work. If Ss don't work, encourage them to analyze the pros and cons of being a student. Ask them to use present real conditionals to say what is good and bad about it. Then have them say what they would change about it.

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

## WHILE YOU WATCH pp. 58–59

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

**Do the task** Play the video. Ss check the correct people.

**Review answers** Ss read their answers aloud.

### Answers

1 Jeff 2 Sara  
3 Carolina 4 Jeff  
5 Carolina 6 Sara

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

**Do the task** Ss circle the correct answers about why it has been a strange day for Carolina. Challenge Ss to complete the exercise based on what they recall from the first viewing. Then have them compare answers with a partner.

**Review answers** Ss read their answers aloud.

### Answers

She met an old friend. She was offered a job.

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

**Do the task** Play the video again. Ss list the pros and cons about freelance work and working at the community center according to the ideas mentioned in the video.

**Review answers** Ss share their answers with the class. Make sure they understand the expression *to make an impact*.

#### Answers

Freelance work (+) It's good when Carolina has work.  
(-) It isn't steady, and she doesn't like the business part of it.  
Community center (+) It pays regularly. Carolina can use her language skills. She's helping people / making an impact on people's lives. (-) It doesn't pay a lot.

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

**Do the task** Ss circle the correct answers. If necessary, replay the video.

**Review answers** Ss read their answers aloud. Check that Ss understand the expression in a pair and what is meant by the phrase *when she actually has the work*.

#### Answers

1 b 2 a 3 b 4 b 5 a

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

**Do the task** Replay the related clips (0:36–0:49) and (1:46–1:57). Ss complete the conversation.

**Review answers** Ss read their answers aloud. Ask Ss to identify any expressions of concern from the conversations (Is everyone okay? Are you sure?). Elicit additional expressions of concern and relief and write them on the board.

#### Answers

1 accident 2 Is everyone OK? 3 vase 4 fine  
5 sure 6 worried 7 upset

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

**Do the task** Ss correct the mistakes and then compare answers in pairs. If necessary, replay the video.

**Review answers** Ss read their corrected sentences aloud.

#### Answers

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

## AFTER YOU WATCH p. 60

A **Introduce the task** Read the instructions aloud. Make sure Ss understand *forgive*.

**Do the task** Ss decide who they *think* would say each sentence.

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

#### Answers

1 Jeff 2 Carolina 3 Sara

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

**Do the task** Ss imagine that they are Sara or Jeff and that they had a very strange day. They tell their partners about their day, and they use expressions of concern and relief.

**Review answers** Choose pairs to perform their conversations in front of the class.

C **GROUP WORK** **Introduce the task** Read the instructions aloud. This exercise offers an opportunity to have a rich discussion about the pros and cons, or risks and rewards, of socially responsible work.

**Do the task** Ss explain what it means to *make an impact*. They list other jobs they think make a positive impact and discuss their pros and cons.

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



## GETTING THERE

## Story summary

Carolina is working with a client at the community center when Jeff arrives. Robert greets Jeff, and they are surprised to realize that they know each other from high school. They talk about what they have been doing for the past ten years, and when Jeff tells Robert about his cooking show, it gives Robert the idea to start a YouTube channel for the community center. He thinks perhaps Carolina can host the show, as well as design the website. Jeff and Robert realize that they have heard about one another from Carolina. She finishes with her client and then Carolina and Jeff go out for lunch.

## Language summary

Grammar	Vocabulary	Functional language
<i>used to</i>	Music	Refuse invitations
Comparisons with <i>(not) as ... as</i>	TV shows and movies	Respond to a refusal
Present perfect continuous	Describing experiences	Say how long it's been
Present perfect vs. present perfect continuous	Discussing progress	Ask about someone's news
		Answer

## BEFORE YOU WATCH p. 61

A **Introduce the task** Read the instructions aloud. Ask Ss if they watch YouTube and if they have any favorite channels.

**Do the task** Ss look at pictures and say what they think these YouTube channels are about. Then they choose which show they would watch and explain why.

**Review answers** Ss share their answers with the class. Which show is most popular? Why?

## Answers

- 1 a show about new sneakers or fashion
- 2 a show about music, or a show in which a girl plays music
- 3 a baking or cooking show
- 4 a show about cycling
- 5 a show about hairstyling or haircuts

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Practice the prompts together. For example: *It will have sewing lessons. It will be very entertaining. I will show lots of examples of outfits.*

**Do the task** Ss imagine they are going to make their own YouTube channels. They choose a theme. In pairs, they tell their partners about their YouTube channels. Then they give their partners advice about how to get people to watch their shows.

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

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

**Do the task** Ss look at a picture of Carolina and guess what she's doing and where she is.

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

## WHILE YOU WATCH pp. 62–63

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

**Do the task** Play the video. Ss check their predictions.

**Review answers** Take a class poll to find out whose predictions were accurate.

## Answers

Carolina is helping a student at the community center.

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

**Do the task** Play the video again. Ss identify who says the lines from the video. Alternatively, challenge Ss to complete the activity based on what they can recall from the first viewing. Then have them compare with a partner.

**Review answers** Ss read their answers aloud.

## Answers

- |            |            |
|------------|------------|
| 1 Jeff     | 2 Jeff     |
| 3 Robert   | 4 Robert   |
| 5 Robert   | 6 Carolina |
| 7 Carolina |            |

**C Introduce the task** Read the instructions aloud. Encourage Ss to use the video to help them with the meanings.

**Do the task** Ss explain what it means to have *followers* and what it means to say “small world.” Ss can either write down their answers or discuss their ideas in pairs.

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

#### Answers

*Followers* are people who subscribe to a person’s YouTube channel or social media. (*Subscribe* means to join something, like a service, newspaper, or channel, to regularly receive it.) Saying “small world” means there are coincidences, and people will sometimes meet each other for no reason.

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

**Do the task** Replay the related clip (0:54–1:13). Ss complete the missing words.

**Review answers** Ss read their answers aloud. Ask Ss to identify an expression that indicates how much time has passed (It’s been a long time) and an expression that asks for news (How have you been doing?).

#### Answers

1 High School 2 thought 3 been a long time  
4 have you been doing

**E Introduce the task** Read the instructions aloud. Make sure Ss understand *tools* and *redesign*. *Tools* are pieces of equipment that you use with your hands to fix or make something. To *redesign* something means to change how it looks and works.

**Do the task** Ss put checkmarks in the correct columns. If necessary, replay the video.

**Review answers** Ss read their answers aloud.

#### Answers

1 Jeff, Robert	2 Jeff
3 Jeff	4 Robert
5 Jeff	6 Carolina

**F Introduce the task** Read the instructions aloud. Make sure Ss understand *impressed* and *host*. To be *impressed* means “to feel admiration or respect.” To *host* a show means “to be the presenter of a show.”

**Do the task** Ss answer the questions. If necessary, replay the video.

**Review answers** Ss read their answers aloud.

#### Answers

- 1 Jeff and Robert went to high school together.
- 2 Jeff decided to do something creative in the evenings. His friends suggested the idea.
- 3 Robert is impressed Jeff has so many followers.
- 4 Jeff says Robert should pay Carolina extra for hosting and redesigning the website.

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

**Do the task** Ss circle the correct answers in each column. If necessary, replay the video.

**Review answers** Ss read their answers aloud.

#### Answers

Jeff suggests Carolina can redesign the community center’s website and is having lunch with a friend. Robert thinks Carolina will make a good host. Carolina is having lunch with her friend and mentioned that her neighbor is a fantastic cook.

## AFTER YOU WATCH p. 64

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

**Do the task** Ss choose who said each sentence. Then they think of one more thing Jeff, Robert, and Carolina *might* say and write it down.

**Review answers** Ss read their answers aloud

#### Answers

1 Jeff 2 Carolina 3 Robert  
Ss’ additional sentences will vary.

**B PAIR WORK Introduce the task** Read the instructions aloud. Check that Ss understand *coincidence*.

**Do the task** Ss talk about strange coincidences they have had.

**Review answers** Ss share their answers with the class. Ask the class, *Who has the strangest coincidence story? Who has the funniest one?*

**C PAIR WORK Introduce the task** Read the instructions aloud. Check Ss understand that they need to think of topics other than English. It may be useful to discuss as a class what kinds of programs community centers offer.

**Do the task** Ss come up with shows Robert should make for the community center’s YouTube channel.

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

### Story summary

Sara is making a backdrop for a school play, but it isn't working well, and she asks for Carolina's help. Carolina suggests using paper clips instead of tape to attach the felt leaves to the curtain, and the solution works. Carolina is impressed by Sara's ideas but tells her friend she needs better tools if she wants to make and sell things. They decide to go to a hardware store, and on their way out, in the hallway, they meet Robert, who has come to visit their neighbor, Jeff. The friends think it is funny how Carolina and Robert first ran into each other and how Carolina then helped Robert reconnect with Jeff.

### Language summary

Grammar	Vocabulary	Functional language
Modals of necessity	College subjects	Express confidence
Modals of prohibition and permission	Employment	Express lack of confidence
Simple present passive	Describing materials	Question someone's choices
Simple past passive	Production and distribution	Approve someone's choices

### BEFORE YOU WATCH p. 65

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

**Do the task** Ss look at the picture of actors on stage and answer questions about it.

**Review answers** Ss answer the questions as a class. You may want to ask follow-up questions. Has anyone seen a play? Where did they see it? Did they like it?

#### Answers

The picture shows actors acting in a play on stage.

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

**Do the task** Working individually or in pairs, Ss write the correct words next to their definitions.

**Review answers** Ss read their answers aloud.

#### Answers

1 prop      2 felt      3 tool      4 scene  
5 curtain    6 a play

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

**Do the task** Ss look at a picture and guess what Sara is making and what it is for. Encourage them to write down their ideas and/or discuss them in pairs.

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

### WHILE YOU WATCH pp. 66–67

A **Introduce the task** Explain that Ss will watch the video and check their predictions.

**Do the task** Play the video. Ss watch the episode and see if they guessed correctly about what Sara is making.

**Review answers** Read the instructions aloud again before calling on volunteers to answer. Take a class poll to see how many Ss made accurate predictions.

#### Answer

Sara is making a curtain for a school play, *Peter Pan*.

B **Introduce the task** Read the instructions aloud. Make sure Ss understand *opinion* and *talented*. Ask *What does it mean to ask someone's opinion? What does it mean to be talented?* Elicit responses and clarify any misunderstandings.

**Do the task** Ss work individually to identify who did certain things. Then they compare answers in pairs.

**Review answers** Ss read their answers aloud.

#### Answers

1 Sara                      2 Sara  
3 Robert                4 Carolina  
5 Sara                    6 Carolina  
7 Carolina

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

**Do the task** Play the video again. Ss put the sentences in order.

**Review answers** Ss read the answers aloud.

#### Answers

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

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

**Do the task** Ss answer questions about Episode 5. If necessary, replay the video.

**Review answers** Ss read their answers aloud.

#### Answers

- 1 Sara asks Carolina's opinion about attaching leaves to the curtain.
- 2 The leaves are made of wool felt.
- 3 Sara tells Carolina to be careful because Sara has spent hours cutting out leaves.
- 4 Carolina uses paper clips to attach the leaves.
- 5 Carolina suggests going to the hardware store to get better tools for Sara to use.

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

**Do the task** Replay the related clip (1:56–2:41). Ss complete the conversation. Ss work individually or in pairs.

**Review answers** Ss read their answers aloud. The next exercise will check Ss' understanding of the vocabulary and expressions used in this conversation.

#### Answers

- |                     |          |             |
|---------------------|----------|-------------|
| 1 promise           | 2 stay   | 3 ideal     |
| 4 what do you think | 5 second | 6 Beautiful |

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

**Do the task** Ss read the conversation in exercise E in pairs and answer questions.

**Review answers** Ss read their answers aloud.

#### Answers

- 1 Carolina asks, "What do you think?"
- 2 It's not ideal.
- 3 Pass me ...
- 4 Hold on a second.

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

**Do the task** Ss work individually to complete sentences with information from the video. Then they compare answers in pairs. If necessary, replay the video.

**Review answers** Ss read their answers aloud.

#### Answers

- 1 Carolina is listening to headphones / she has on headphones
- 2 the leaves keep falling off / the leaves won't attach
- 3 the material won't stick together
- 4 Sara has lots of wonderful ideas
- 5 Sara needs better tools
- 6 he is visiting Jeff

## AFTER YOU WATCH p. 68

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

**Do the task** Ss say what it means to say a person needs *different eyes* and if they have an expression like this in their home countries.

**Review answers** Ss share their answers aloud.

#### Answers

It means you need another person's opinion. Sometimes we say *fresh eyes*.

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

**Do the task** Ss discuss situations when they need to ask another person's opinion.

**Review answers** Ss share their answers aloud. You may want to make a list on the board.

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

**Do the task** Ss do a role play, giving and receiving opinions.

**Review answers** Have some Ss perform their conversations for the class. Find out how many people were able to convince their partners to change their minds.

## LIFE'S LITTLE LESSONS

## Story summary

Jeff and Robert are meeting at a café. Jeff explains his plans to have his own production company and a show on YouTube. He asks Robert about how he got interested in community development, and Robert explains that he spent two months traveling all over the U.S. with Carolina's brother, Eduardo. On his travels, Robert saw communities working to rebuild their lives after natural disasters. He was impressed and decided to get involved. When Sara and Carolina show up, the friends talk about the things Sara is making. They decide to have dinner together the following night at Jeff's apartment. Jeff will cook, and they will look at Sara's work.

## Language summary

Grammar	Vocabulary	Functional language
Phrasal verbs	Succeeding	Ask for agreement
Present and future unreal conditionals	Opportunities and risks	Agree
Indefinite pronouns	Describing accidents	Describe your feelings
Reported speech	Describing extremes	Ask about or guess other people's feelings

## BEFORE YOU WATCH p. 69

A **Introduce the task / topic** Read the instructions aloud. Have Ss take turns reading sentences from the blog post.

**Do the task** Ss read the blog post and answer questions.

**Review answers** Ss read their answers aloud. (Some of these words and phrases will be used in Episode 6.)

## Answers

- 1 To say your *heart is not in it* means you do not care deeply about something.
- 2 *Good-hearted* is used to describe people who are kind and willing to be helpful.
- 3 *Let's just say* is used when people do not want to give all the details about something.
- 4 *Dream* can be used to describe something a person hopes for very much.
- 5 Rita learned about herself being a volunteer and doing hard work. She decided to become a teacher.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Make sure Ss understand the words *inspire* and *outlook*.

**Do the task** Ss think of an inspirational experience that they had. They tell their partners about the experience and how it shaped their dreams and outlook on life.

**Review answers** Ss read their answers aloud.

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

**Do the task** Ss look at a picture of Robert holding his cell phone, looking worried. They make a prediction about who could be calling and why Robert looks worried.

**Review answers** Ss share their predictions with the class.

## WHILE YOU WATCH pp. 70–71

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

**Do the task** Play the video. Ss watch it and see if their predictions about Robert's call were correct.

**Review answers** Ss share their answers aloud.

## Answer

Robert got a call from his ex-girlfriend, Megan. Robert looks worried because things didn't end well between him and Megan.

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

**Do the task** Ss identify which character each item relates to. See if Ss can answer the questions based on what they remember from the first viewing. Then have Ss compare with a partner. If desired, replay the video.

**Review answers** Ss read their answers aloud.

### Answers

- |            |          |
|------------|----------|
| 1 Jeff     | 2 Robert |
| 3 Robert   | 4 Sara   |
| 5 Robert   | 6 Sara   |
| 7 Carolina |          |

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

**Do the task** Play the video again. Ss identify the sentences as true or false and correct the false statements.

**Review answers** Ss read their answers aloud.

### Answers

- 1 T 2 F, before after 3 F, ~~one sister~~ two sisters  
4 F, knows doesn't know 5 T

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

**Do the task** Ss answer the questions individually and then compare their answers in pairs. If necessary, replay the video.

**Review answers** Ss read their answers aloud.

### Answers

- 1 Robert's roommate, Eduardo, is Carolina's brother. Carolina knows about Robert's ex-girlfriend, Megan.
- 2 Eduardo was worried about the end of Robert's relationship with Megan.
- 3 Eduardo asked Carolina's advice about Robert and Megan.
- 4 Jeff suggests the friends come over to his place to have dinner and see (check out) Sara's creations.

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

**Do the task** Replay the related clip (3:01–3:50). Ss work individually to complete the conversation with words from the video.

**Review answers** Ss read their answers aloud.

### Answers

- 1 props 2 amazing 3 creations  
4 experimenting 5 check out

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

**Do the task** Ss read the conversation in exercise E and answer questions. Ss work individually or in pairs.

**Review answers** Ss share their answers aloud.

### Answers

- 1 creations
- 2 making things, problem solving, experimenting
- 3 check out

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

**Do the task** Ss complete missing information using words from the box. If necessary, replay the video.

**Review answers** Ss read their answers aloud.

### Answers

- 1 dream 2 truth 3 say 4 expect 5 cooking

## AFTER YOU WATCH p. 72

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

**Do the task** Ss imagine Robert's phone call with Megan. They think about why she is calling him and what they say to one another. They write a short conversation and practice it with their partners.

**Review answers** Ss perform their conversations in front of the class.

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

**Do the task** Ss imagine Robert asks his friends for advice about what he should do following his phone call with Megan. They think of what advice each friend gives and decide whose advice he should take.

**Review answers** Ss share their ideas in pairs and then share them with the class.

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

**Do the task** Ss think about what dreams they had when they were younger and say if they are the same dreams they have now. Then they tell their partners about their dreams.

**Review answers** Ss share their answers aloud.



**Unit 1: What's the right job for you?**

What kind of job is right for you? When you think about this question, it's important to think about your personality.

Every job requires different skills and different personalities. Are you outgoing? Are you patient? Do you like working by yourself, or on a team? Do you enjoy being helpful? Do you like being a leader? These are things to think about when you're looking for a job.

Are you sociable? If you enjoy being around and talking to lots of different kinds of people, consider the job of a sales associate. Sales associates talk to people all day long. Their job is to get to know them and make connections. And help people of all ages!

Or maybe you love animals! What about being a veterinarian? Vets are doctors, so this job requires lots of studying and hard work. And you can't be nervous. Animals know if you are a patient and calm person. This is important for their trust so you can help them.

If you like learning how the human body works and you also enjoy helping people feel better, consider the job of a physical therapist. Physical therapists help people get healthy after an injury. They teach people how to take care of their muscles and bones so they feel strong again.

So ask your friends and family, "What qualities do you see in me?" You might be surprised and find that those qualities can help you determine the right job for you.

**Unit 2: Collections, old and new**

People collect all sorts of things – like old photos, comic books, stamps, and coins. But why do people want these things and why do they keep them if they aren't useful?

Sometimes people collect things to sell them later on ... for lots of money. They try to keep things like old books and stamps in good condition because they're often more valuable that way. For example, old stamps made in the UK in the 1840s are now worth almost 4 million dollars!

Sometimes people just keep things because they like the memories. These things remind them of their past and their family. They often keep things like concert tickets, airplane tickets, greeting cards, and postcards. These personal collections remind them of a great trip, a fun experience, a happy relationship.

There are other reasons people collect things, too. Sometimes companies make a special edition of a product to make it seem more valuable. When a company says that their product is "one of a kind," people want to have it! Before they know it, people become collectors of records, old phones, or jeans.

And on the stranger side – some people collect things like bugs! Why? Because they like them and want to study them ... closely. These collectors have often found exotic bugs from all around the world.

So what about you? Photographs? Old coins? Old shoes? No matter what it is, there's a collection for everyone!

### Unit 3: One day in ...

Imagine you have only one day to spend in a city. What could you see and do and eat? Let's take a look at some cities and see the fun options you have.

Let's start in Toronto! Toronto is Canada's largest city. If you only have one day, you should buy a TTC Day Pass so you can use the streetcar and subway all day long. In the morning, you could visit the St. Lawrence Market. There are about 120 vendors selling fresh meat, cheese, and vegetables.

Next, you could ride the streetcar and go to the CN Tower – one of the world's tallest buildings – and see incredible views of the city. Then you can finish your day at the beautiful Toronto Music Garden and enjoy the peace and quiet after your busy day.

Next, it's Lima, Peru! With only one day, you should start at the Plaza de Armas, in the historic center of the city. Take a seat and enjoy a *limonada peruana*, a refreshing drink made from special Peruvian limes. Then spend some time in a few of Lima's trendy neighborhoods. You can walk through the streets, look at the beautiful architecture, and try some delicious restaurants. And if you still have time, you could also walk down the Miraflores Boardwalk with views of the Pacific Ocean.

And finally, with just one day in Istanbul, Turkey, you should definitely see the Blue Mosque. It's usually very crowded with tourists, so don't forget to look up at the beautiful ceiling. Then you should go to The Grand Bazaar. There are over 4,000 shops on 61 streets! Find some Turkish delight candies and enjoy a traditional Turkish coffee. When you need some quiet time, take a ferry ride on the Bosphorus!

One day in a city is not much time, but you can see a lot if you plan well. Now think about where *you* live. What would you tell someone to do in *your* city in just one day?

### Unit 4: Making plans

It's vacation time! So, what are you going to do? Go to the beach? Meet up with friends? Stay home and watch movies?

What if, instead of these things, you used this free time to help your community or learn a new skill? Are you interested in local news? If you are, you could volunteer to help your local print or online newspaper. They might need a photographer, or help checking the facts of their stories, or help putting old articles online. You'll get to see how reporters and their managers work together to make stories interesting and meaningful for the community.

Or perhaps you'd prefer to volunteer at a place that helps homeless people, like a food bank. At a food bank or a soup kitchen, you can organize and prepare food for people who need it. You could help serve food, or just spend time listening. You'll be surprised to see how a little bit of your time can really help someone.

So, what else can you do on your vacation? How about taking a class and learning something new? There are a lot of classes online and at local colleges and community centers. This is a chance to learn something totally new! You can start to learn a new language, or how to make pottery or how to build a robot! Or you could start learning skills for a new career, like a fashion designer or a fitness trainer.

So, before your next vacation, think about all the possibilities. A different choice could change your life or even someone else's!



### Unit 5: Lost and found

There are two things you never want to lose – your official identification, like a passport, and your phone. Some unlucky people know what it's like to lose these things and have stories to tell!

Last summer, Monica traveled from the U.S. to visit her sister in South Africa for ten days. They had a great time; they went on a safari, hiked Table Mountain, and saw Victoria Falls. But as Monica's taxi was driving to the airport for her flight back to the U.S., she realized she didn't have her passport!

When she got to the airport, she searched her bag, but it wasn't there. Was the passport in her sister's apartment in Johannesburg? Or in a coffee shop in Cape Town? Did the lions from the safari eat her passport?

Monica was very upset, so she tried to contact her sister. But then she noticed an email from a stranger in her inbox. Someone had her passport! She left it in a restaurant in Cape Town and the person returned it to the U.S. Embassy. Monica was so grateful for her good luck!

Miles away from South Africa – in New York City – Tim was having trouble, too. After months of saving his money, he finally bought the best smartphone on the market. He loved it so much and used it constantly. It was always in his hands. But one afternoon, Tim was reaching for his phone when he realized he didn't have it. It was gone!

At that moment in another part of town, his friend Mark got a text from a person he didn't know. That person had Tim's phone! It was on the subway and the person wanted to return it. Tim was so happy when Mark brought him his phone. Now he never leaves the train without checking his pockets!

### Unit 6: Green in the city

Living in a big city can be stressful. There are often too many people, too much traffic, and a lot of noise and pollution. It's no surprise that a lot of people just want to hide in their homes! But, luckily, there is an escape – green spaces! Nowadays, urban planners think parks and gardens are an essential part of a city.

Let's talk about the facts. If a city has a lot of green space, the health of the city – and the people in it – will improve. These green spaces provide shade and lower temperatures. They also improve the air. That's because trees and other plants take away smoke, dust, and pollution. One tree can remove 26 pounds, almost 12 kilos, of carbon dioxide. That helps us breathe better.

Chapultepec Park in Mexico City, with all of its trees, is known as "the lungs of the city." Many cities already have large green spaces, like the famous Central Park in New York City or Hibiya Park in Tokyo. People go to enjoy the fresh air, the plants, and live music. These activities take away stress, so the open space is good not just for people's bodies but also their minds.

In cities like Chicago and São Paulo, green roofs are becoming popular. Green roofs are roofs with hundreds of plants. The plants help these roofs collect rain, they keep the building warm, and they lower the air temperature. They are also quiet, calm spaces for people to relax and enjoy the views.

And lastly, community gardens – public gardens where people grow plants and vegetables together – are also becoming more popular. If there are more of these spaces in the future, people will be able to grow their own food and connect with other people at the same time. That will help build a stronger community and a better world.

### Unit 7: The history of cinema

When was the last time you saw a movie? Were you at home or at a movie theater? These days, with the internet, we can watch movies anytime, anywhere. In fact, 54 percent of adults prefer to watch movies at home rather than go to a movie theater. But it wasn't always this way. Going to the movies used to be more of a social event.

In 1905, the first movie theater opened in Pittsburgh, USA, and soon more theaters opened all over the country. People called these theaters "nickelodeons" because admission cost 5 cents (or a *nickel*). There were "scenics" (views of the countryside from a moving train), "actualities" (documentaries), and comedies. These first movies didn't have sound so there was sometimes a live piano or an orchestra in the theater.

The first movie with sound came out in 1927. But not everyone was happy with it! In parts of Asia, like Japan and the Philippines, people loved the live musical performances at the silent movies and they didn't like the sounds of the actors and actresses!

Of course, people got used to sound and going to the movies became more and more popular. Soon, every town had a theater, and people went to the movies all the time! Towns had multiplexes and megaplexes – movie theaters with up to 20 screens and seats for thousands of people.

But now, many people don't leave their homes to watch movies – they use Netflix or other streaming services. Some people like this much better than paying 18 dollars to sit in a dark room with lots of people. But are we losing the magic of the movies when we sit on the couch or watch a movie on our phone? How do you prefer to watch your movies?

### Unit 8: Serious hobbies

Surfing. Driving a fast car. Dancing in a show. These are activities a lot of people enjoy, but some people take these activities more seriously.

Paddleboarding instructors work at a lot of popular beach locations. And professional dog trainers are common, too. But some people have been able to combine their love for animals with their love for paddleboarding! A dog paddleboarding coach teaches man's best friend how to paddleboard. It's like teaching humans how to paddleboard ... but you must communicate differently, of course. With a lot of hard work and patience, dog paddleboarding coaches can teach these animals to paddleboard with their owner!

And, on land, a fun but unusual hobby is race car driving. People who have loved racing go-karts since they were children can continue their love of the sport as adults. A lot of local race tracks offer driving classes. They teach you the skills you need to be a good driver, but also how a car works so you can drive it very quickly! With a lot of time and practice, a job as a professional race car driver is possible.

And finally, for both an outdoor and indoor activity, let's look at dancing. For many people, dancing is just a hobby, but for others it turns into a lifestyle. Salsa dancing is not as easy as it looks. In fact, it's very demanding – it's a real workout! After many, many hours of practice, salsa dancers can compete in local competitions, or even the World Latin Dance Cup Competition!

How about you? Is there an activity in your life that you want to take more seriously?

### Unit 9: The college life

College is an important part of life for a lot of young people. It's often the first time people get to choose what they want to study and where they want to do it. Or, sometimes, people go to college when they are older, in their late 20s, 30s, or later. They can work a full-time job and go to college part-time to earn a degree.

In some parts of the world, young people sometimes go to colleges far away from their home and their families. Students have to live on campus or in apartments nearby. Often students have to share a very small room with one – or more – roommates. Some roommates don't become friends, but others have more in common and become best friends right away.

Students who go to college in their hometown may choose to live with their family and save a lot of money. They can also work at the same time – in restaurants, part-time office jobs, or jobs on campus. This way, students can also pay for their education.

Four-year colleges offer many different courses of study. You can study anything from history to marine biology. Big colleges like the University of São Paulo in Brazil offer over 220 degrees!

There are also many two-year colleges that offer subjects like mechanical engineering, construction, nursing, or computer science.

College can be a busy time. Students stay out late at the library studying for exams or writing papers and also work at their part-time jobs.

Others may become more active on campus – or combine their studies with an internship. A lot of people discover – through college – the ideas and issues that are important to them. And this experience often affects the rest of their lives.

### Unit 10: Tricks of the ad world

How do you feel when you see a funny ad? A beautiful ad? Do you ever feel like an ad was made for you? That's what the advertisers want you to think when you reach for that specific bottle of shampoo.

Advertisers try all kinds of ways to make you want to buy their product. One way is to use animals. If the animal does anything human-like, this connects us more to the brand.

When ads are made with humans in them, they sometimes show people who are beautiful and famous. Or they look like people we want to be and people we can trust. They know that when you trust them, you are more likely to trust their product. If we see someone looking happy and beautiful when they use a product, we hope that we will feel happy and beautiful, too.

Advertisers also know that humans are social and want to be accepted by others. When we read messages like "9 out of 10 people choose our product," it makes us want to buy it. We want to be like other people.

Ads are made to scare us, too. When we read, "Only a few tickets left at this price!" we worry that we might miss this great opportunity. And this makes us buy it – fast!

So the next time you see an ad online or on TV, look closer. Can you trust what you're seeing? Don't be tricked by the advertisers!

### Unit 11: Testing your physical limits

Would you climb a mountain if you had to give up all junk food? Would you run a marathon if you had to run ten miles nearly every day ... for five months? Your success with physical challenges depends a lot on your mind. You often have to follow a strict diet and exercise.

Marathon runners have a huge task. A marathon is 26.2 miles, or 42 kilometers, and runners train for three to five months before the actual race. Runners should run three to five times per week and up to 20 miles every seven to ten days. Runners often have to follow special diets so they can be ready for the competition. If training for a marathon sounds difficult, there's another activity that's even more challenging.

How about climbing Mount Everest? Training requires you to build up your muscles and your mind. After all, it's almost 30,000 feet, or 9,000 meters, high! Most people train for at least a year.

For those of you who would rather be in the water, how about extreme swimming? To go the length of the Straits of Magellan in Chile, swimmers swim for up to six hours at a time! Before trying a big challenge like this, you have to be able to make two six-hour swims. You also have to practice in open water. And open water is not the same as a swimming pool!

Of course, all of these activities are not only hard, but they are also risky. You might hurt your leg while you train for a marathon. Or your body might get too cold on a climb or during a swim. Everyone who takes on these physical challenges has to ask themselves the question: Are the risks worth the reward? Most people who achieve these goals would say yes!

### Unit 12: I learned my lesson!

On New Year's Eve, I asked three of my friends what they learned this year. And they all had stories to tell!

My friend Maria said that last semester, she had a huge physics exam, and she waited until the last minute to study. The day before the exam, Maria didn't start studying until one in the morning. Then she got very tired, so she closed her eyes, just for a minute ... When Maria woke up, it was ten o'clock! The exam was over! The professor told Maria that she had to take the whole class over again. Maria said that when she takes the class again in the spring, she'll study months before the exam!

Danny told me he made a big mistake on his way to Barcelona last summer. He was so excited for his trip, and spent weeks packing everything he would need. The morning of his trip, he called a taxi to go to the airport. But when he got to the check-in counter, the airline said his name wasn't on any of the flights. Danny went to the wrong airport! Now he says he *always* double-checks his flight information *before* he leaves for the airport!

Carla said her mistake was silly, but still very embarrassing. A new friend from work invited her to a party and told her it was a costume party. Carla really wanted to find a fun costume, so she decided to dress like a clown. She thought everyone would think her costume was really funny. But Carla got to the party and realized ... no one else was wearing a costume! Her friend forgot to tell her that she changed her mind and decided just to have a dinner party! Carla said that was *it* for her: No more costume parties!

## Episode 1: So much stuff

**Sara** Is that you, Carolina?

**Carolina** Yes, Sara! I'm early, I know. Is that OK?

**Sara** No problem!

**Carolina** Hi!

**Sara** Hi! So nice to finally meet you in person. I really enjoyed chatting with you online. Can I help you with something? A computer bag? Oh! Two computer bags?

**Carolina** Three, actually. I have a few for different types of work, you know?

**Sara** Oh! Well, I guess that makes sense. You design all kinds of websites ...

**Carolina** Right, so I need to look at them, test them, stuff like that, on different machines. OK, I just have a few more things ... Few more things ...

**Sara** Great.

**Carolina** Well, I think that's it.

**Sara** Great. You can just, uh, leave everything here for now.

**Carolina** OK. Thanks. I do need to rest a minute.

**Sara** OK. *(to self)* Me too.  
*(in the living room)*

**Sara** I'm afraid I haven't moved all my stuff out of your room yet!

**Carolina** Oh no, I *am* too early! I'm really sorry!

**Sara** No. No, don't worry.

**Carolina** I *had* to get out of my brother Eduardo's place! When I moved here from California last month, I thought, 'it'll be fun to stay with him,' and my sister Eva is living there, too. But with all three of us there, his place is just *too small*. You can't believe how much stuff my sister has.

**Sara** No, really, it's fine. I wanted to clean it out this morning, but I got busy with teacher stuff.

**Carolina** Oh, that's right. You teach third grade?

**Sara** Uh huh, 8- and 9-year-olds.

**Carolina** So, how long have you been a teacher?

**Sara** Three years.

**Carolina** Just three years, huh? Are those from your classroom?

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

**Carolina** Oh, yeah.

**Sara** I teach my students, "a place for everything, and everything in its place." For me, I always know where my pens and pencils are, my sewing kit, my phone and my keys, my ... where's my laptop?

**Carolina** Right here!

**Sara** Ha! See what I mean? It helps! Oh, and I have some extra spaces over here for you.

**Carolina** OK! You think of everything!  
*(a knock at the door)*

**Sara** I'm popular today! *(to door)* Yes?

**Jeff** Hi, Sara! It's Jeff.

**Sara** *(to Carolina)* Oh, Jeff! He's our upstairs neighbor. *(at the door)* Hey, what's up?

**Jeff** Nothing. Just thought you might be hungry.

**Sara** Mmm, always! Come on in.

**Jeff** Ah! The new roommate!

**Carolina** Hi, I'm Carolina.

**Jeff** Nice to meet you Carolina. Hey, can I put this down somewhere?

**Sara** Oh, of course.

**Jeff** OK, now!

**Carolina** Nice to meet you too.

**Jeff** And you already have your own cubbies!

**Carolina** Yes, I do! Mmm ... That smells delicious! Is that Italian?

**Jeff** Yes it is.

**Carolina** That is my favorite food.

**Jeff** This is the latest recipe from my YouTube channel: "Cooking with Jeff."

**Carolina** You do cooking videos, *and* have your own YouTube channel? I'd *love* to see it.

**Jeff** Sure. *(to Sara as he pulls up website)*

**Sara** Oh, here. *(passes Jeff her laptop and they all sit on couches)*

**Jeff** *(to Sara as he pulls up website)* New roommate for you, new fan for me!

## Episode 2: Think first

**Server** Hi.

**Carolina** Can I have an espresso, please?

**Server** Sure, give me one second. (*gets the coffee*) Here you go.

**Carolina** Thanks.

**Robert** Carolina? Carolina Sousa? Eduardo's sister?

**Carolina** Robert? What! I can't believe it! Hi!! Sit. Sit.

**Robert** Wow! How are you? What are you doing here? Are you still in school out in California?

**Carolina** Well, I finished school in San Francisco, and then decided to move to New York like Eduardo and Eva. Now I'm doing web design freelance, and looking for a real job.

**Robert** That's great! Good for you.

**Carolina** Well, not *that* great. I mean, I've been on lots of interviews, but still nothing. Something always goes wrong.

**Robert** Like what?

**Carolina** Like, I don't have enough experience, or my designs are too crazy. Freelance work is OK, but I'm always looking for my next project, you know?

**Robert** That sounds difficult.

**Carolina** It's just disappointing really. But today was a real disaster!

**Robert** What happened?

**Carolina** So first I woke up late so I had to get ready and go very quickly. Then the bus took forever to come and it got stuck in traffic twice. When I finally got there and went to the reception desk I forgot the name of the company.

**Robert** No.

**Carolina** It was in my phone but my phone was dead. No problem. I have a charger in my bag. So the receptionist plugged in my phone for a minute so I could find the information. After all that, my interview only lasted about ten minutes. They asked me, oh, three or four questions, looked at *one* of my web designs, then said "Thank you very much. We'll call you." and closed the door. In the elevator on the way down I realized my shirt was on backwards. (*Robert laughs out loud, Carolina joins him*) They have to think I'm crazy ... (*refocusing on Robert*) So, tell me about you. How are things here in New York?

**Robert** Good! Good. I've got a job I like. I'm running a community center. We help people with skills training, job hunting, that kind of thing.

**Carolina** Nice.

**Robert** Actually a lot of our clients move to the U.S. from Brazil but no one at the center speaks Portuguese. We need someone who speaks perfect Portuguese and perfect English. Know anyone?

**Carolina** Wait, me?

**Robert** Yes. I mean, I know you're looking for something in web design but until you find it ... It doesn't pay much but it can help you while you're freelancing. Come back to the center with me. I can show you around and we can talk about it.

**Carolina** OK. I will.  
(*Carolina's phone rings*)

**Carolina** Ooh it's my new roommate. (*answers the call*) Hi Sara.

**Sara** Hey Carolina. Do you know what time you'll be home tonight? Remember, Jeff's making dinner for us.

**Carolina** Oh yeah. Umm, I think I'll be home around 6? Yeah, definitely 6. Is that OK?

**Sara** Perfect. Oh, hey, how was your interview?

**Carolina** My interview? Oh, I'll tell you all about *that* tonight.

**Sara** OK. See you later.

**Carolina** Bye. (*to Robert*) Our neighbor is making dinner for us tonight.

**Robert** Nice. Too bad I have dinner plans or I'd invite myself.

**Carolina** Let's make sure the food is good first.



**Episode 3: Impact**

**Sara** *(on the phone)* Hello?

**Jeff** Hey, Sara.

**Sara** Hi, Jeff.

**Jeff** Hey, aren't you excited for my dinner?

**Sara** I am, but, uh ... We've just had a little accident here.

**Jeff** Is everyone OK?

**Sara** Yeah, yeah, we're fine.

**Jeff** What happened?

**Sara** Carolina broke that vase from my grandmother.

**Jeff** Oops. Can you fix it?

**Sara** Nope. I have another one – they came as a pair. But it's still really annoying.

**Jeff** Well, I'll take your mind off of it. Dinner's ready. Come on up!

**Sara** OK. We'll be there soon.

JEFF'S KITCHEN / HALLWAY OUTSIDE  
JEFF'S DOOR

*(Sara and Carolina knock on Jeff's door)*

**Jeff** Welcome to Jeff's Kitchen!

**Sara** Smells great!

**Carolina** Smells amazing!

**Sara** Nice sign! It's for your cooking show, right? I like it.

**Jeff** Yeah? It's for the new series I just started. What do you think Carolina?

**Carolina** Huh? Oh, yeah, the sign. Looks great.

**Sara** Are you OK, Carolina? It's OK about the vase. It was an accident. Really, it's fine.

**Carolina** Are you sure? I was worried you were still upset. I've had a lot on my mind. It's been a strange day. I ran into someone I know today, a friend of my brother's, and he offered me a job at the community center where he works.

**Sara** That's so great! Why didn't you say anything earlier?

**Carolina** I was busy knocking over vases.

**Sara** Seriously, though, it's so good for you to have something steady.

**Carolina** Yeah, I guess so.

**Jeff** Is freelance work really that bad? I mean, what are the pros and cons?

**Carolina** Well, it's good when I actually have work, but I'm starting to think about the cons. It isn't steady, and I don't like the *business* part of it. I don't want to be a businessperson. I want to be a web designer.

**Jeff** Well, what are the pros of the job at the community center?

**Carolina** Well for one it pays regularly. Not a lot, but something, so I don't have to do as much freelance work. And I can use my language skills.

**Jeff** Well, that's a good start.

**Sara** And you're helping people, you know? Making an impact on their lives.

**Carolina** Yeah, you're right.

**Jeff** Just think about it, Carolina. You don't have to give up freelancing. Just do something else at the same time. My office job pays the bills, but I'm still doing my show. So take the job! Who knows what will come along while you're saving the world?

**Sara** That's a great way to think about it.

**Carolina** Yeah, I guess it is.

**Jeff** And with that, who's ready for today's one-plate meal, delicious pasta à la Jeff?

**Carolina** Smells amazing!

**Episode 4: Getting there**

**Carolina** *(mouths silently)* Five minutes?

**Jeff** *(nods yes)*

**Robert** Hi, there. Can I help you?

**Jeff** Oh I'm just waiting for Carolina.

**Robert** Oh, OK. Sorry, but do I know you?

**Jeff** Robert? Robert McKellim? From Millennium High School.

**Robert** Jeff Sanders. I thought so.

**Jeff** Hey man. It's been a long time. I haven't seen you since high school.

**Robert** What have you been doing for the last ten years?

**Jeff** Let's see. College. Business school. Office job. But lately I've been doing my own cooking show.

**Robert** Your own cooking show?

**Jeff** Since I work in an office all day, I decided to do something more creative in the evenings. I bought some nice kitchen tools, came up with new recipes, and started making videos of me cooking.

**Robert** Wow!

**Jeff** Yeah. Then some of my friends suggested I start a show on YouTube.

**Robert** Wow. How many followers do you have so far?

**Jeff** About two thousand. Here, take a look.  
*(audio of snippet of Jeff's show: "... All right, welcome to 'Cooking with Jeff.' Now I have something ...")*

**Robert** Wow! That's really cool. I'm impressed. I wonder if that could work for the center? We could make our own videos. Maybe even start our own YouTube channel.

**Jeff** Yeah. Social media makes a difference. And Carolina can be the host of the show.

**Robert** Yeah. Maybe I'll talk to her about this. She's a web designer. Maybe she can redesign our site to have videos too.

**Jeff** Sure she can. But hey, you have to pay her extra.

**Robert** Of course. And that would give her more freelance work. Hey, how do you know Carolina anyway?

**Jeff** Oh, we're neighbors. She just moved in to my friend's apartment downstairs from my place.

**Robert** Wait. Sara? Is that your friend?

**Jeff** Yeah. Have you met her?

**Robert** No, not yet. Carolina talks about her. She also mentioned that her neighbor is a fantastic cook. So that's you. She told me about both of you the day of that terrible interview. Did she tell you about that?

**Jeff** The dead phone, the shirt on backwards. Yeah, that was a bad day. Hey. That's when she told us about you, about this place. We told Carolina that ...

**Carolina** Told Carolina what, Jeff?

**Jeff** Told her, you, that this job is a good thing. She can keep interviewing and doesn't have to do as much freelance work.

**Carolina** Yeah, and you were right. *(to Robert)* Here are the papers from Maiza.

**Robert** Great. Yeah. These all look really good Carolina. Great work.

**Carolina** So, you two know each other?

**Jeff** Yeah. Well, from high school. Isn't that amazing?

**Carolina** Yeah. Small world. *(to Robert)* So, is it OK if I go get lunch with your high school best friend?

**Robert** Of course. Have fun.

**Jeff** It's great seeing you again Rob. We'll see each other again soon.

**Robert** Yes, definitely.

**Carolina and Jeff** Bye. See ya.

**Robert** Bye bye.



**Episode 5: Why we buy**

**Sara** Hey Carolina? Carolina? *(to self)* Ugh, technology. *(gestures wildly)* Carolina!

**Carolina** Ah! *(startled, then laughs)* You scared me.

**Sara** Sorry. I just wanted to ask your opinion about something. It's this curtain for the school play.

**Carolina** This looks really pretty so far. It's for *Peter Pan*, right?

**Sara** Yeah. The scene in the forest. But I'm having trouble attaching leaves to this material.

**Carolina** Hmm. These are cool. What are they made of? Cotton?

**Sara** Yeah. No, wait, sorry, wool – wool felt. And I keep trying to tape them on, but they keep falling off.

**Carolina** I see. The materials don't stick together well.

**Sara** Yeah, no kidding. I'm not sure what to do and I'm going crazy with this.

**Carolina** Here. Give me those leaves. Let's try this.

**Sara** Wait Carolina, be careful. I spent hours cutting those leaves out.

**Carolina** This'll work. I promise.

**Sara** Ooh, I don't know. Will those stay on?

**Carolina** Well it's not ideal but these paper clips attach well.

**Sara** Yeah, they really do.

**Carolina** Here, pass me some more. Well, what do you think?

**Sara** Hold on a second.

**Carolina** Wow.

**Sara** Beautiful.

**Carolina** So pretty.

**Sara** That was a really good solution. Thanks Carolina.

**Carolina** You're welcome. You just needed different eyes. These props are going to look amazing when you're done. But you know what you need?

**Sara** No, what?

**Carolina** Better tools. I mean, you have all these wonderful ideas. You just need the right tools to make them.

**Sara** *(joking)* You mean paperclips aren't enough?

**Carolina** With the right tools, you could actually make things and sell them – make money off of them!

**Sara** Wow. You really think so?

**Carolina** Yeah, definitely. You're really talented.

**Sara** Thanks, but I don't know where to start.

**Carolina** I do. I know this great hardware store over in the East Village. If we leave now, we can make it there before it closes.

**Sara** OK. Let's go.  
*(Outside)*

**Carolina** Robert? Hey! What are you doing here?

**Robert** Hi Carolina. I'm on my way to see Jeff.

**Carolina** Really? That's so nice. It's so funny that you two know each other. First we run into each other, then I help you find an old friend.

**Robert** I know, right?

**Carolina** Oh, sorry. Robert, this is Sara, my roommate. Sara, this is Robert.

**Robert** Nice to finally meet you Sara.

**Sara** You too.

**Robert** So what are you two up to?

**Carolina** We're going shopping for tools. Come on Sara let's go. *(to Robert)* Have fun.

**Robert** Yeah, bye. *(to self)* Tools.

**Episode 6: Life's little lessons**

**Robert** Hey, Jeff.

**Jeff** Hey! What's going on, man?

**Robert** *(looking at Jeff's phone)* I know that guy! He's really funny.

**Jeff** Yeah, it's cooking and comedy. I want to have a show like that one day. I mean, the cooking part. I really want to use my business degree to do something big, like have my own business, my own production company, and a show on TV!

**Robert** Yeah, I can see that. And I think it's great you have a dream. You'll get there.

**Jeff** Yeah, I will. How about you? How did you get interested in community development?

**Robert** Well, the summer after I graduated college, my roommate and I spent two months traveling all over the U.S. in my dad's old car. Actually, my roommate was Eduardo, Carolina's brother. That's how I know Carolina.

**Jeff** Ahh, now it all makes sense.

**Robert** Anyway, we were traveling around the southern U.S. after a couple of big hurricanes, and it was amazing. I mean, it was terrible, but it was also amazing. We saw communities that were really working together to rebuild their lives, helping each other, you know? I was so impressed. So when I got back to New York, I decided I wanted to get involved in my own community.

**Jeff** Wow. That's a great story, man. So, you traveled around with Carolina's brother, and the two of you were roommates in college? That's really something. So, how well did you know Carolina back then?

**Robert** Not well. I mean, she came to California a couple of times to visit Eduardo during college. And she and Eduardo talked on the phone every week, so he talked about her, so I knew about her, and his other sister too, but she was a lot younger. Actually, to tell you the truth, Carolina probably knows a little too much about me.

**Jeff** What do you mean?

**Robert** I had this girlfriend, Megan. Let's just say it didn't end well.

**Jeff** Oh, wow. I'm sorry.

**Robert** Yeah, Eduardo was worried about me. I know he talked to Carolina about it, asked her advice and stuff.

**Jeff** *(to Carolina and Sara)* Hey ladies!

**Carolina** Hey, guys.

**Sara** Hey! How are you guys?

**Robert** Hey, guys.

**Jeff** So, what's new in my neighbors' world?

**Sara** New? Not much. I'm still making props for the school play but I started working on some other ideas. Not for the school, just for me.

**Carolina** You have to come see these things she's making. They're amazing!

**Sara** Well, yeah, they are.

**Robert** I'd love to see your creations sometime. Carolina told me about them the other day.

**Sara** OK, but don't expect too much. I'm still working things out, experimenting.

**Jeff** Hey, I know! Why don't you come over tomorrow night? We can check out Sara's work and then have dinner? ... I'll cook.

**Sara** I am good at making props, not cooking. *(Robert's phone rings. The name shown is "Megan".)*

**Carolina** Megan?

**Jeff** Wait, Megan? *That* Megan? We were just talking about her.

**Robert** Yeah, that's really strange. I guess I should take this.

**Sara** Who's Megan? OK ...

This page has intentionally been left blank.

This page has intentionally been left blank.

This page has intentionally been left blank.

This page has intentionally been left blank.

This page has intentionally been left blank.