

EVOLVE

SECOND EDITION

VIDEO RESOURCE BOOK

Rhiannon Ball, Noah Schwartzberg, and Jennifer Farmer

3



هلدينگ آموزشي ايران اروپا



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

CONTENTS

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

ACKNOWLEDGMENTS

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

Key: U = Unit; FM= Front Matter.

Photography

All photographs are sourced from Getty Images.

FM: DanielPrudek/iStock/Getty Images Plus; **U1:** Monty Rakusen/Cultura; Andriy Onufriyenko/Moment; Sydney Bourne/Cultura; Maskot; FS Productions; Hoxton/Tom Merton; Henglein and Steets/Cultura; MoMo Productions/DigitalVision; Yellow Dog Productions/Photodisc; kupicoo/iStock/Getty Images Plus; TatianaMironenko/iStock/Getty Images Plus; Maskot; lucyphoto/Moment Open; **U2:** Davey Sutherland/Moment; oxygen/Moment; Richard Newstead/Moment; paula sierra/Moment; Jb Smith/EyeEm; Joel Carillet/E+; Yagi Studio/DigitalVision; Vincent_Roy/iStock/Getty Images Plus; Image Source; milindri/iStock/Getty Images Source; **U3:** DebraLee Wiseberg/E+; AnjelikaGretskaia/RooM; Westend61; Jesse Durocher/Moment; JGI/Tom Grill/Blend Images; **U4:** Georgijevic/E+; anyaberkut/iStock/Getty Images Plus; Westend61; Ariel Skelley/DigitalVision; Jose Luis Pelaez/Photodisc; LightFieldStudios/iStock/Getty Images Plus; Cavan Images/Cavan; Christopher Kimmel; Diego Cervo/Cultura; Peathegee Inc/Blend Images; **U5:** towfiqu ahamed/iStock/Getty Images Plus; Mint Images/Mint Images RF; Andrii Atanov/iStock/Getty Images Plus; Stuart Gregory/Photodisc; SindreEspejord/iStock/Getty Images Plus; eldadcarin/iStock/Getty Images Plus; Elnur/iStock/Getty Images Plus; Kajdi Szabolcs/iStock/Getty Images Plus; shishic/iStock/Getty Images Plus; Krezofen/iStock/Getty Images Plus; 5m3photos/Moment; **U6:** Sergio Mendoza Hochmann/Moment; Vicki Jauron, Babylon and Beyond Photography/Moment; Saruul Altanbagana/EyeEm; Tom Werner/DigitalVision; AFP Contributor; Hiranman/E+; Uma Shankar sharma/Moment; Corbis; AboutnuyLove/iStock/Getty Images Plus; mevans/E+; Plattform; claylib/E+; **U7:** RichLegg/E+; **U8:** Hero Images; John Seaton Callahan/Moment; Westend61; Education Images/Contributor/Universal Images Group Editorial; Betsie Ven Der Meer/Stone; **U9:** Hiranman/E+; Uma Shankar sharma/Moment; **U11:** Aurélien Pottier/Moment; Matt Candy/Stringer/Getty Images Europe; mikroman6/Moment; Tara Moore/DigitalVision; Hero Images; DanielPrudek/iStock/Getty Images Plus; Kiyoshi Hijiki/Moment; **U12:** Tara Moore/DigitalVision.

Video Stills

The following video stills are sourced from Getty Images:

U1: Yuri_Arcur/Creatas Video; Caiafilm/Vetta; Pekic/Creatas Video; CasarsaGuru/Vetta; HerolImagesFootage/Creatas Video; SolStock/Creatas Video; andresr/Vetta; simonkr/Vetta; gilaxia/Vetta; **U2:** Stewart Cohen Pictures/DigitalVision; Lisa-Blue/Vetta; Roy JAMES Shakespeare/DigitalVision; adaman/Creatas Video; StopInMotion/Image Bank Film; Stock Footage, Inc./DigitalVision; **U3:** Faithfulshot/DigitalVision; MediaProduction/Creatas Video; muratsenel/Creatas Video; ugurhan/Creatas Video; antorti/Creatas Video; visualspace/Creatas Video; **U4:** FilmColoratStudio/Vetta; freemixer/Vetta; MajaMitrovix/Creatas Video; skynesger/Vetta; HerolImagesFootage/Creatas Video; simonkr/Vetta; John Scrivener/Creatas Video; ContentWorks/Creatas Video; multifocus/Creatas Video+/Getty Images Plus; Image Source Ltd/Jupiterfootage; man;aemedia/Creatas Video+/Getty Images Plus; **U5:** ITN; fotogenicstudio/Creatas Video; AFPTV; **U6:** xavierarnau/Creatas Video; **U7:** Purplevideos/Creatas Video+; FilmColoratStudio/Vetta; Gabriel-m/Creatas Video; onuroner/Creatas Video; ReeldealHD Ltd./Verve+; **U8:** christine schmittthener/Moment Video RF; Caiafilm/Creatas Video; **U9:** AFPTV; **U10:** GK Hart-Vikki Hart/Verve; HDKONG/Creatas Video; borealisgallery/Creatas Video; **U11:** guojieyi/Creatas Video; Brusonja/Creatas Video; Johnce/Vetta; **U12:** ProFilm4K/Creatas Video+/Getty Images Plus; Caiafilm/Creatas Video; Rubberball/Verve+; CaiaFilmJV/Creatas Video; Biwa Studio/Image Bank Film; Black Pearl/Corbis Video; morfous/Creatas Video; primeimages/Creatas Video; tungphoto/Creatas Video; Hirunyaphornkul/Creatas Video; Image Source Ltd/Verve+; halbergman/Creatas Video; FilmColoratStudio/Vetta; Multi-bits/Image Bank Film; Constantinis/Creatas Video.

Drama videos produced by People's TV.

Audio

Audio produced by CityVox, New York.

INTRODUCTION: TO THE TEACHER

VIDEO IN THE WORLD – AND IN THE CLASSROOM

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

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

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

THE IMPORTANCE OF VIDEO

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

DIFFERENT WAYS TO USE VIDEO

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

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

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

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

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

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

BUILDING ADDITIONAL SKILLS: VISUAL LITERACY

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

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

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

AUTHENTICITY: THE IMPORTANCE OF LEVEL AND GENRE

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

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

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

ENCOURAGING CREATIVITY: STUDENTS' OWN VIDEOS

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

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

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

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

Ben Goldstein

ABOUT THE EVOLVE VIDEO RESOURCE eBook

EVOLVE

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

What makes EVOLVE special?

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

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

THE EVOLVE VIDEO TYPES

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

DOCUMENTARY

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



DRAMA

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



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

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

EVOLVE VIDEO RESOURCE BOOK

The EVOLVE Video Resource eBook contains worksheets and embedded video content. The teacher's version also includes teaching notes for each of the 18 videos.

WORKSHEETS

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

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

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

TEACHING NOTES

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

VIDEO SCRIPTS

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

BEFORE YOU WATCH

A **PAIR WORK** Look at these photos of people in different jobs. Match the photos with the jobs.

chef

sales associate

computer programmer

scientist

engineer

teacher

nurse

veterinarian

physical therapist



1



2



3



4



5



6



7



8



9

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

calm

helpful

outgoing

patient

sociable

A person who is ...

1 _____ is friendly and finds it easy to make friends with other people.

2 _____ can wait and do difficult things without getting annoyed or angry.

3 _____ is useful and happy to assist others.

4 _____ likes going out and spending time with other people.

5 _____ is quiet and relaxed.

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

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

WHILE YOU WATCH

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

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

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

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

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



1 Are you _____?



2 Do you enjoy being _____?



3 Are you _____?



4 Do you like being a _____?



5 Do you like working by _____?



6 Are you _____?

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



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

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

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

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



AFTER YOU WATCH

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

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

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

Every job requires different skills and different personalities.

Dream job: _____

Skills

Personality traits

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

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

You need to be brave, too.

How can I learn to be brave?

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

BEFORE YOU WATCH

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



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

one of a kind reminds valuable worth

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

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

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

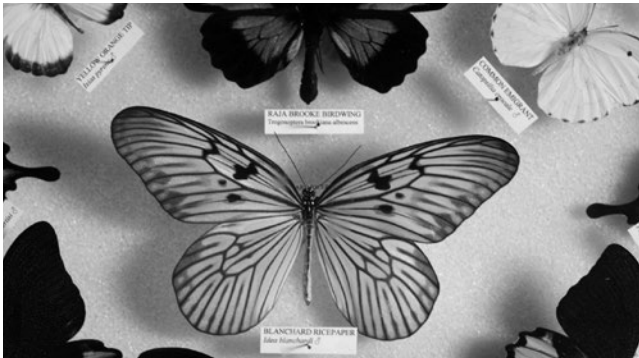
WHILE YOU WATCH

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

- ☐ airplane tickets
- ☐ concert tickets
- ☐ old photos
- ☐ shells
- ☐ artwork
- ☐ exotic bugs
- ☐ postcards
- ☐ shoes
- ☐ books
- ☐ greeting cards
- ☐ posters
- ☐ stamps
- ☐ coins
- ☐ magazines
- ☐ records
- ☐ vases
- ☐ comic books
- ☐ old phones
- ☐ rocks

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

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



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

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

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

- ☐ 1 People can collect all sorts of different things.

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

- ☐ 3 Sometimes people become collectors without knowing it.

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

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

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

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

- ☐ 8 Personal collections are usually connected to positive experiences.

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

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

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

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

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

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



AFTER YOU WATCH

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

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

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



- B** **PAIR WORK** Which of the collections from the video would you prefer to have?
- C** **PAIR WORK** Role play the situation below. Then switch roles.



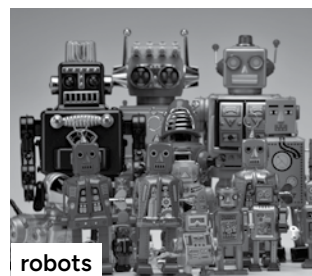
old telephones



dolls



stamps



robots

Student A

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

Student B

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

Similar collections have already sold for hundreds of dollars.

But this one isn't in good condition.

BEFORE YOU WATCH

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

Toronto, Canada Lima, Peru Istanbul, Turkey

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



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

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

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

Really? Why do you say that?

WHILE YOU WATCH

- A Were your predictions in exercise B on page 9 correct? Which places are in each city?
- B Check (✓) the places you saw in the video.
- | | | | |
|----------------------------------|---------------------------------------|--------------------------------------|------------------------------------|
| ☐ bridge | ☐ ferry | ☐ hostel | ☐ sculpture |
| ☐ clinic | ☐ fire station | ☐ monument | ☐ sidewalk |
| ☐ embassy | ☐ highway | ☐ parking lot | ☐ tunnel |
- C Which places are these sentences from the video about? Write *T* (Toronto), *L* (Lima), or *I* (Istanbul).
- 1 You can buy fresh food. _____
 - 2 You can try something sweet. _____
 - 3 You can ride in a streetcar. _____
 - 4 You can travel on a ferry. _____
 - 5 You can climb up a very tall building. _____
 - 6 You can try a traditional cold drink. _____
- D Which places do these words describe? Make collocations with a word from each box. Then add them to the mind map.

beautiful
fresh
quiet

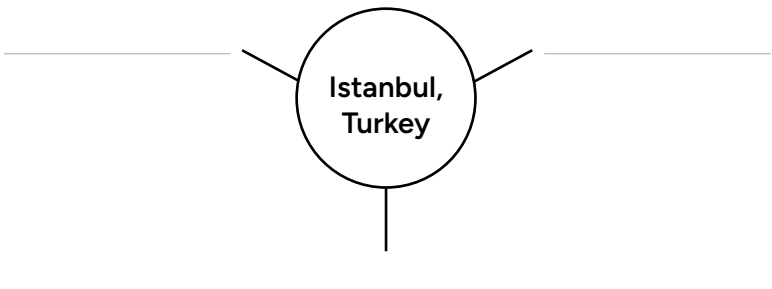
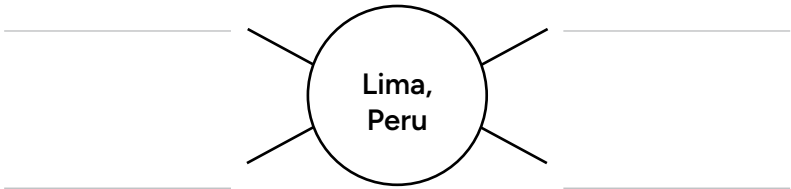
crowded
historic
traditional

delicious
incredible
trendy

architecture
neighborhood
Turkish coffee

center
restaurants
views

meat
time
with tourists



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



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



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



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

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

Blue Mosque

CN Tower

Miraflores Boardwalk

Turkish delight



1 _____



2 _____



3 _____



4 _____

AFTER YOU WATCH

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

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

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

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

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

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

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

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



BEFORE YOU WATCH

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



- B** Write the words in the box next to the correct definitions.

career
homeless people

community center
soup kitchen

food bank
volunteer

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

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



WHILE YOU WATCH

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

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

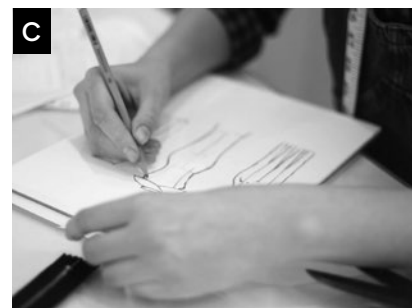
- ☐ Homeless people aren't able to go on vacation.
☐ Traveling is the best option for vacation time.
☐ Vacation time is a good opportunity to help other people.

C Match each photo with the correct word or phrase in the box.

fashion designer
meet up with friends

fitness trainer
photographer

make pottery



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

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

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



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

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

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

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

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

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

AFTER YOU WATCH

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

fascinating interesting meaningful surprising

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

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

Will you do volunteer work on your vacation?

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



BEFORE YOU WATCH

A **PAIR WORK** Look at the photos and discuss the questions for each one.

- Why do you think this object was lost?
- What do you think happened to this object next?



I think the person's wallet fell out of their pocket when they were leaving the bus.

Yes, and someone else maybe picked it up and called out to them.

B Read the sentences. Match the words in bold in the sentences (1–8) with the definitions (a–h).

- | | |
|---|---|
| 1 I left my coat on the train, so I went to the Lost and Found to look for it. | a _____ badly damages so that it cannot be used or fixed |
| 2 If you find a lost phone, you should hand it in at the police station. | b _____ an office or other place where lost things are kept |
| 3 The police log the date and time the bag was found. | c _____ made into something new |
| 4 We store lost jewelry in a box with a lock. | d _____ ask for something from someone because it is yours |
| 5 This box is for things that we're giving to charity . | e _____ an organization that gives money, food, or other help to people in need |
| 6 If a truck drives over your phone, it destroys it. | f _____ keep in a container or cupboard |
| 7 Keys are made of metal, so they can be recycled . | g _____ give something to a person who is in charge |
| 8 When you claim a lost object, you have to prove that it is yours. | h _____ create an official record of important details |



C **PAIR WORK** You are going to watch a video about Lost and Found offices in London and Tokyo. Make a list of objects that people often lose in cities.

WHILE YOU WATCH

A **PAIR WORK** Watch the video. How many objects on your list in exercise C on page 17 did you see in the video? Were you surprised by any of the items in the video?

B Complete the facts with the numbers in the box.

70 more than 6,000 77,000 hundreds of thousands 10 million 14 million

- 1 The number of people who live in London: _____
- 2 The number of lost items handed in per week in London: _____
- 3 The number of people who live in Tokyo: _____
- 4 The number of items stored at the Lost and Found in Tokyo: _____
- 5 The number of items reported lost every week in Tokyo: _____
- 6 The percentage (%) of valuable items returned to their owners in Tokyo: _____

C Check (✓) the sentences that are true for each city. Some sentences are true for both cities.

	London	Tokyo
1 The city has a large public transportation system.		
2 The police manage the Lost and Found.		
3 The items are logged when they arrive at the Lost and Found.		
4 People often get their items back.		
5 The Lost and Found keeps the items for three months.		
6 Some of the items are given to charity.		
7 Some of the items are sold by the Lost and Found.		
8 The Lost and Found receives some unusual items.		

D **PAIR WORK** Answer the questions about the video.

- 1 Who manages the Lost and Found in London?

- 2 What do the employees at the Lost and Found in London try to do?

- 3 Why don't people in London claim lost items?

- 4 What happens to items that are not given to charity or sold in London?

- 5 How do people in Tokyo feel about lost items?

- 6 Who is offered a lost item after three months in Tokyo?

E Complete the sentences with the words in the box. There are five extra words.

busiest	coats	England	Europe	expensive	floor	
largest	lost pets	parachute	snakes	surprising	umbrellas	wild animals



1 London has the _____ Lost and Found in _____.



3 At the Tokyo Lost and Found, the police look after _____ including dogs, cats, iguanas, _____, and other reptiles.



2 One whole _____ of Tokyo's Lost and Found contains _____.



4 In London, a _____ was one of the most _____ items that has been handed in.

F **PAIR WORK** Read the extracts from the video. What do they mean? Check (✓) the correct answer in each extract.

It's a very small success rate of people that claim the items. Unfortunately, a lot of people feel that if they lose an item, nobody will hand it in.

1 Diana Quaye means that people in London ...

- ☐ don't know about the Lost and Found.
- ☐ don't realize that others are honest or helpful.
- ☐ don't care about finding their lost things.

I'm thinking at what stage did the person realize that they lost their parachute, and I was hoping it was before they were on the plane!

2 Paul Cowan is ...

- ☐ really worried about the parachute.
- ☐ surprised that anybody could lose a parachute.
- ☐ imagining a situation involving the parachute's owner.

AFTER YOU WATCH

A **PAIR WORK** Discuss the questions with a partner.

- 1 What are the biggest differences between London and Tokyo's Lost and Found systems?
- 2 What kinds of items do you think the Lost and Found sell? Why?
- 3 In Tokyo, the finder can keep the lost item after three months. Do you think this is a good idea? Why or why not?
- 4 Do you believe that people in your country usually hand in lost items? Why do you think so?
- 5 Is a Lost and Found in your capital city more like the one in Tokyo or London? In what ways?
- 6 Would you like to work at a Lost and Found? Why or why not?

B **GROUP WORK** Look at the photos and discuss the questions. Group A: Look at questions 1–2. Group B: Look at questions 3–4. Then share your answers with the other group.

- 1 What problems could someone have if they lost each item?
- 2 How worried would someone be if they lost each item?
(Put the items in order from 1 = extremely worried to 6 = not worried at all.)
- 3 How would someone feel if they found each item on a bench on their way to work?
- 4 How likely is someone to hand each item in?
(Put the items in order from 1 = very likely to hand in to 6 = very unlikely to hand in.)



a passport



a wedding ring



a money clip containing \$200



a laptop



a set of keys



a shoe

C **GROUP WORK** Transport for London wants more people to hand in and claim items at its Lost and Found. Look at the ideas (1–3) and discuss their advantages and disadvantages.

- 1 Allow finders to keep the lost objects if they are not claimed after two weeks.
- 2 Put posters in train stations giving directions to the Lost and Found.
- 3 Create a television ad about a person losing something valuable and a stranger handing it in.

D **PAIR WORK** Create a possible story for a Lost and Found ad. Discuss the questions and write an outline of the story.

- Who lost something and what did they lose?
- What were they doing when they lost this item?
- How did they feel after they lost the item?
- Who found the item and what did they do?
- How did the owner of the item feel when they contacted the Lost and Found?

BEFORE YOU WATCH

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

Advantages	Disadvantages

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

An urban planner is someone who ...

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

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

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



WHILE YOU WATCH

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



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

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

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

- 1 Why do people go to parks in cities?

- 2 What is becoming popular in Chicago and São Paulo?

- 3 Where can people grow food and vegetables together?

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

- 5 What else do trees remove from the air?

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

build a better world
help people connect
relax and enjoy views

collect rainwater
keep buildings warm

grow food
lower the air temperature

Green roofs	Community gardens
1	1
2	2
3	3
4	

- E** Where are these parks? Match the photos with the places.

Japan Mexico United States



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

AFTER YOU WATCH

A **PAIR WORK** Discuss the questions with a partner.

- Are there any famous urban green spaces in your country?
- What can you do there?
- Have you visited them?

B **PAIR WORK** Do you agree with the following sentence? Give reasons.

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

C **GROUP WORK** Imagine you are urban planners in your city. Choose somewhere in your city to build a community garden or a green roof. Prepare to present this proposal to class.

Consider the following:

- where it will be
- how it will be built
- what the benefits will be for the community
- what the benefits will be for the environment



BEFORE YOU WATCH

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



B Match the words with the descriptions.

comedy documentary megaplex multiplex silent movie streaming

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

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

	Ways of watching movies	Advantages	Disadvantages
1			
2			
3			
4			

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

I think ...

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

WHILE YOU WATCH

A Was your prediction from exercise D on page 25 correct? According to the video, what percentage of adults prefer to watch movies at home rather than go to the movie theater?

B Put the events in order from 1 (the earliest) to 5 (the latest).

Movies became available online. _____

Megaplexes and multiplexes opened. _____

More movie theaters opened all over the country. _____

The first movie theater opened. _____

The first movie with sound came out. _____

C What do these numbers relate to? Complete the sentences.

5 18 20 54 1905 1927 thousands

1 _____ % of adults prefer to watch movies at home than at the movie theater.

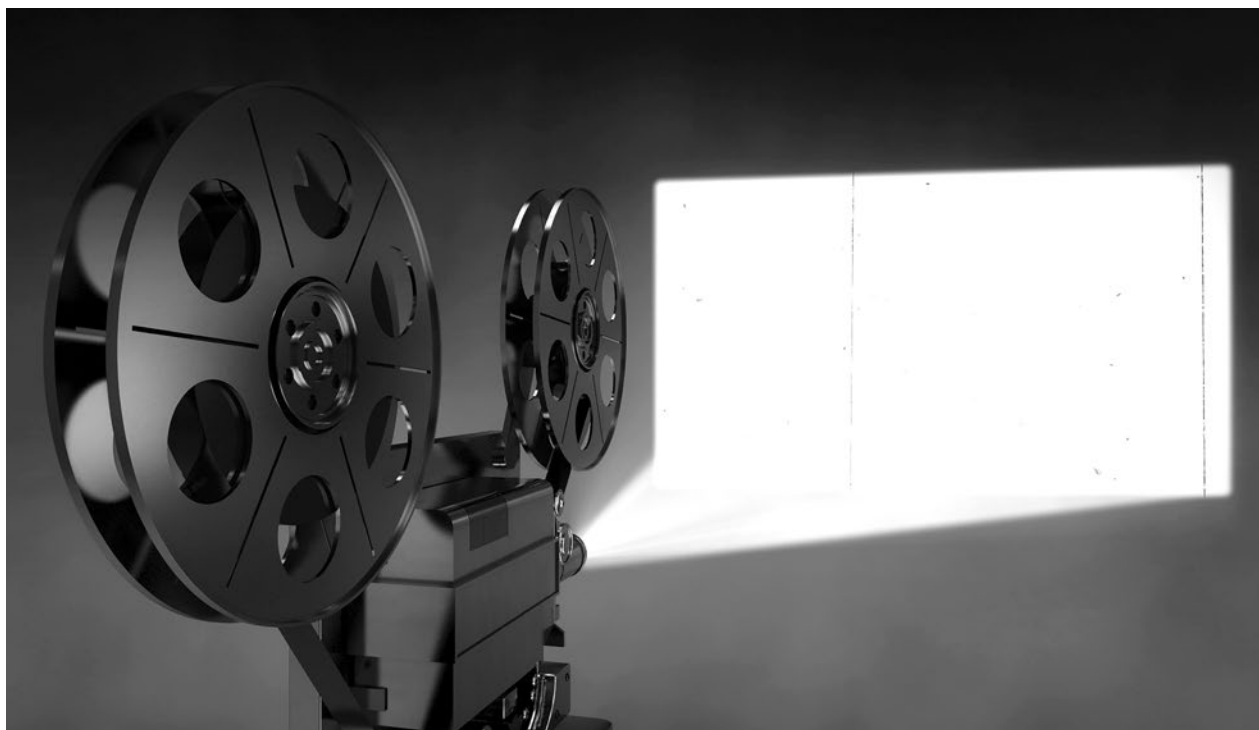
2 The first movie theater opened in _____.

3 Admission to the first theaters cost _____ cents.

4 In _____ the first movie with sound came out.

5 A megaplex movie theater has _____ screens or more and _____ of seats.

6 A movie theater ticket usually costs _____ dollars.





D Circle the correct words to complete the sentences.

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

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

- ☐ 1 Movies didn't use to have any sound or music.
-
- ☐ 2 Movie theaters used to be very popular.
-
- ☐ 3 People in parts of Asia didn't use to like movies with sound.
-
- ☐ 4 In the Philippines, people used to like the live music at silent movies.
-
- ☐ 5 Comedies and horror movies used to be shown as silent movies.
-

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

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

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

AFTER YOU WATCH

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

When was the last time you saw a movie?

Were you at home or at a movie theater?

How do you prefer to watch movies?

B **PAIR WORK** Discuss the questions.

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

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

Student A

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

Student B

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



BEFORE YOU WATCH

- A** **PAIR WORK** How many different hobbies can you think of?
- B** **PAIR WORK** Match the words in the box with the correct photos.

dog training race car driving salsa dancing surfing



1 _____



2 _____



3 _____



4 _____

- C** Write the words in the box next to the correct definitions.

competition demanding lifestyle patience professional

- 1 _____ : the way someone lives or the things they do
- 2 _____ : having special education or training
- 3 _____ : needs a lot of time, energy, etc.
- 4 _____ : an event when people try to win something
- 5 _____ : when you can wait for something and not get irritated

WHILE YOU WATCH

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

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

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

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

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





D Circle the correct words to complete the sentences.

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

E Answer the questions about the video.

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

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

- 3 What can people take at race tracks?

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

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

different easy quick serious

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

AFTER YOU WATCH

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

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

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

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

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

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



BEFORE YOU WATCH

A **PAIR WORK** Read the text. Match the words in bold with their definitions.

Social media **influencers** work in the field of content **creation**. They create **content** for social media websites and apps that they hope will interest people. When an influencer becomes well-known, they can often make money by **promoting** products.

Marketing through influencers has some big advantages for companies. Companies can get a lot of **data** about the people who see their products online. When a company sends an influencer free gifts and pays them to talk about these online, this arrangement is called **sponsorship**.



- 1 _____ information such as age, gender, likes, or dislikes
- 2 _____ the act of making something new
- 3 _____ text, photographs, video, etc. on a website or app
- 4 _____ people who change the way that other people behave
- 5 _____ providing money or other useful things in order to get advertising
- 6 _____ gathering and using information to design, sell, and distribute products
- 7 _____ encouraging people to like, buy, use, or do something

B **PAIR WORK** Discuss the questions.

- 1 What do social media influencers do?
- 2 What types of content do social media influencers create?
- 3 Why do you think people want to become social media influencers?
- 4 How do you think somebody becomes a social media influencer?

C **PAIR WORK** **PREDICT** You will watch a video about people who want to become successful social media influencers. Look at the photos from the video and discuss the questions. What is happening in each photo? How do the people hope to become successful?



WHILE YOU WATCH

A **PAIR WORK** Watch the video. Were your ideas in exercise C on page 33 correct?

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

- ☐ 1 Content creators can make a lot of money.
- ☐ 2 Not many young people are interested in a career as an influencer.
- ☐ 3 South East Technological University (SETU) offered this degree program before any other university.
- ☐ 4 Students in the course study a lot of different subjects.
- ☐ 5 Most students in the course have never created content before.
- ☐ 6 The university is sure that students will become successful influencers.

C Look at the list of course subjects. Check (✓) the subjects that you hear about in the video. Do you think the students will learn about the other subjects? Why or why not?

- | | |
|--|---|
| ☐ marketing | ☐ web design |
| ☐ economics | ☐ data analytics |
| ☐ history of social media | ☐ video editing |
| ☐ media law | ☐ podcasting |
| ☐ media ethics | ☐ vlogging |
| ☐ social psychology | ☐ blogging |
| ☐ storytelling psychology | |

GLOSSARY

be empowered (v) be given power from confidence, skills, knowledge, or money that allows you to do something

global economy (n phr) the conditions and system of economic life around the world

D **Circle** the words used in the video to complete the sentences.

- 1 Content creation adds *billions / millions of pounds / dollars* to the global economy each year.
- 2 Influencers can work from *an office / home* or while *traveling / studying*.
- 3 SETU offers a *three-year / four-year* Bachelor of Arts / Science degree in Content Creation and Social Media.
- 4 Students spend time getting comfortable with a *microphone / phone* and a *camera / studio*.
- 5 Students hope they will be empowered to turn a *hobby / social media profile* into a *business / career*.
- 6 The university is confident the course will help students *earn / create* more and have *more interesting / longer* careers, too.

E Read these extracts from the video. What is each person's main message? Check (✓) the correct answers.

My friends have actually been telling me that I talk a lot, so I might as well make money out of talking, you know? ... I already do content creation a little bit on the side, so why not go for the course?



1 Student, Harry Odife

- ☐ a I came into the new course because I didn't have another plan.
- ☐ b People say talking is my biggest skill, so I joined the course to make a career from it.
- ☐ c I haven't made any money from my content, so I joined the course.

I post a lot of the hair that I do on TikTok, Instagram ... I try to promote my hair, as much as possible, you know, so that loads of people see it, so more people come to me, more customers, you know?



2 Hair stylist and student, Favour Ehuchie

- ☐ a I currently use social media to advertise my business.
- ☐ b Studying here has helped me to make money already.
- ☐ c I want people online to copy my hair styles.

GLOSSARY

theory (n) rules and ideas that explain something, for example, scientific theories explain how the world works

Coming to college and being empowered, not just with practice but with theory, it's going to make a huge difference to your career.



3 Course director, Irene McCormick

- ☐ a These students need practical skills more than traditional academic studies.
- ☐ b Knowledge about how the industry works will make students more successful.
- ☐ c Students can work as influencers while they are studying at this college.

F **GROUP WORK** Match the phrases in bold from the video (1–7) with the definitions (a–g).

- | | | |
|--|-------|--|
| 1 Content creation is fun, but it's also a serious business . | _____ | a many |
| 2 They spend time getting comfortable with a microphone and a camera. | _____ | b something important, not only for fun |
| 3 I might as well make money out of talking. | _____ | c choose |
| 4 I already do content creation a little bit on the side . | _____ | d greatly improve a situation |
| 5 Why not go for the course? | _____ | e becoming confident and relaxed in a situation |
| 6 I try to promote my hair, ... so that loads of people see it. | _____ | f a suggestion, when the speaker does not have a better idea |
| 7 It's going to make a huge difference to your career. | _____ | g part-time, not as a main job |

AFTER YOU WATCH

- A** **GROUP WORK** Discuss the questions with your group.
- 1 How is the Content Creation and Social Media program different from a traditional degree?
 - 2 What do students in the course learn that helps them have longer careers?
 - 3 Is being a social media influencer a good career for young people? Why or why not?
 - 4 What are the advantages and disadvantages of being a social media influencer?
 - 5 What kinds of content do you share online, if any?
 - 6 What personal qualities make someone an influencer (online or in another part of life)?
 - 7 Are you an influencer (online or in another part of life)? Why or why not?

- B** **PAIR WORK** Complete each sentence with three ideas about social media influencers. Compare your ideas with another pair.

1 Social media influencers have to	
2 Social media influencers don't have to	
3 Social media influencers can	
4 Social media influencers mustn't	

- C** **GROUP WORK** Imagine you teach a degree course for social media influencers. How will you measure your students' success at the end of the course? Consider the following:
- projects they could complete
 - practical skills they could show they can do
 - tests or exams they could take



BEFORE YOU WATCH

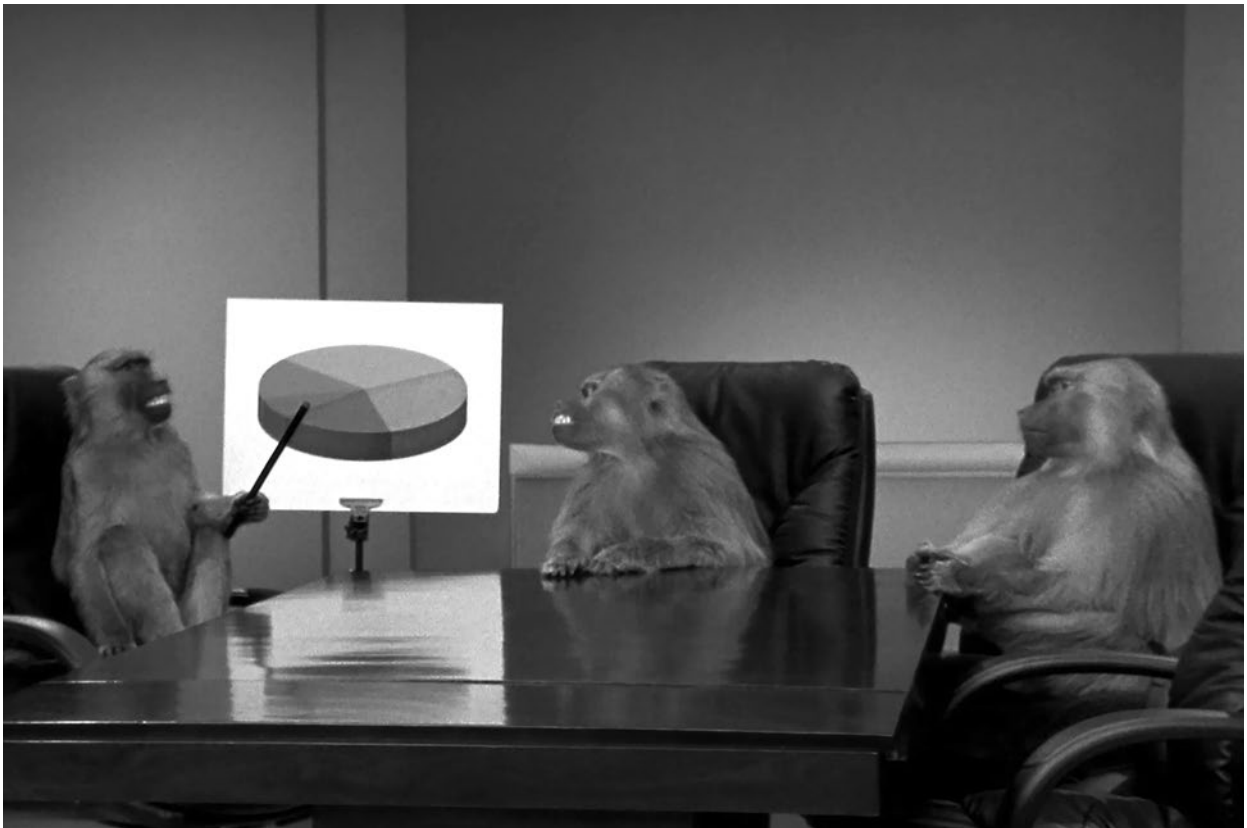
- A **PAIR WORK** **Circle** the correct words to complete the paragraph.

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

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

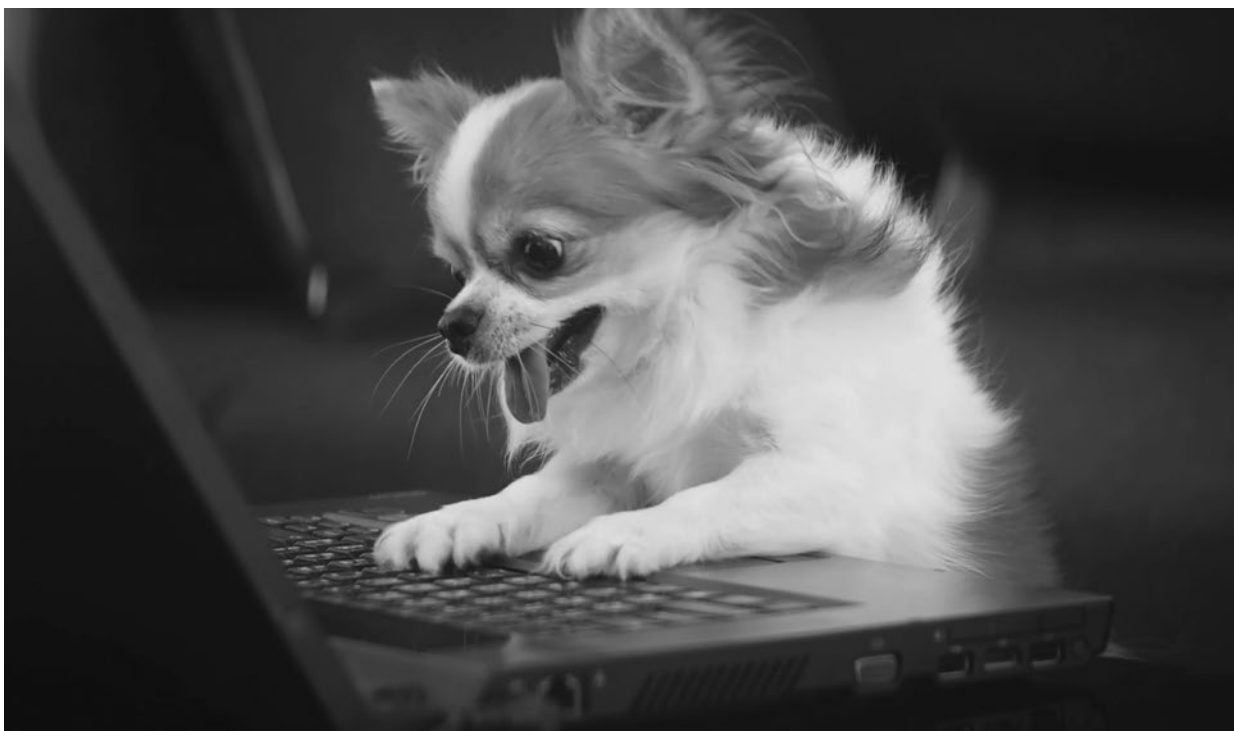
- C **PAIR WORK** **PREDICT** The elements below are often used in advertisements. Why do you think advertisers use these?

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



WHILE YOU WATCH

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



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

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

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

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

- ☐ 1 Advertisers know that humans are friendly.

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

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

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

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



AFTER YOU WATCH

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

act be feel look

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

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

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

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

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

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

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

BEFORE YOU WATCH

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

benefit dangerous difficult prepare very big

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

B **PAIR WORK** Match the photos with the correct words in the box.

junk food mind muscles open water strict diet



1 _____



2 _____



3 _____



4 _____



5 _____

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

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

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

WHILE YOU WATCH

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

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

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

climbing Everest open-water swimming running a marathon



1 _____



2 _____



3 _____

C Complete the notes about the physical challenges.

Running a marathon		
Distance: ¹	miles (²	kilometers)
<u>Training</u>		
Start training ³	months before the event	
Run ⁴	times a week	
Run up to ⁵	every 7 to 10 days	
Follow a ⁶		
Climbing Mount Everest		
Height: ⁷	feet	
<u>Training</u>		
Build up your muscles and your ⁸		
Start training ⁹	before	

Swimming the Straits of Magellan

Location: ¹⁰ _____

Training

Swim up to ¹¹ _____ hours each time

Practice in ¹² _____

D Complete these risks with physical challenges in the box.

climbing Everest swimming in open water training for a marathon water

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



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

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

AFTER YOU WATCH

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

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



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

BEFORE YOU WATCH

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



I usually have a big party.

I make a list of things I achieved.

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



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

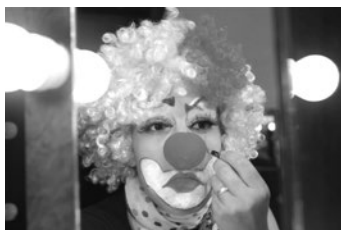
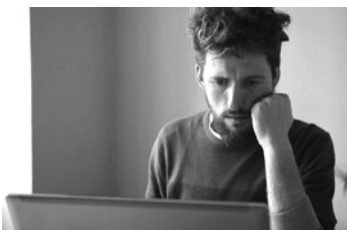
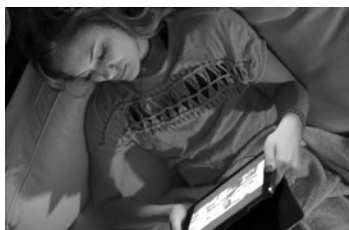
Maria – a big test

Danny – a trip abroad

Carla – a costume party

WHILE YOU WATCH

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



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

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

anything anywhere everyone no one someone something

- In the end, Danny didn't go _____.
- _____ wore a costume to the party that Carla went to.
- _____ told Maria that she couldn't take the test.
- Carla found _____ to wear that she thought was very funny.
- _____ had finished the test when Maria arrived.
- Maria didn't study _____ until the last minute.

- D **PAIR WORK** Number each set of photos (1–4) in the order they appear in the video.

Maria



Danny



Carla



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

AFTER YOU WATCH

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

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

Student 1	Student 2	Student 3

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



BEFORE YOU WATCH

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



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

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

Living alone		Living with a roommate	
+	-	+	-

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



WHILE YOU WATCH

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



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

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

Carolina moved out of her brother’s apartment. _____

Sara became a teacher. _____

Jeff showed up with food. _____

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

Sara helped Carolina with her bags. _____

Carolina left California for New York. _____

- D Correct the sentences. Compare with a partner.

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

WHILE YOU WATCH



E Complete the conversation with the words you hear.

Carolina So, how long ¹ _____ a teacher?

Sara Three years.

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

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

GLOSSARY

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

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

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

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

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

AFTER YOU WATCH

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



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

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

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

generous honest nervous organized outgoing sociable

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

BEFORE YOU WATCH

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

annoyed/annoying
frightened/frightening

disappointed/disappointing
shocked/shocking

embarrassed/embarrassing
surprised/surprising

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

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



WHILE YOU WATCH

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

She got stuck in traffic. _____

She discovered her phone was dead. _____

She noticed her shirt was on backward. _____

She woke up late. _____

Her interview lasted only ten minutes. _____

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

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

dead freelance interview job hunting receptionist run

- 1 _____ : a meeting in which someone asks questions to decide if someone should be hired
- 2 _____ : to work part time for several different companies
- 3 _____ : to be in control of a business
- 4 _____ : to have no battery power
- 5 _____ : someone who works in a hotel or office building answering the telephone and dealing with guests
- 6 _____ : the act of looking for full-time, paid work



WHILE YOU WATCH

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

- ☐ 1 Carolina went to school in New York.

- ☐ 2 Something always goes wrong at Carolina's interviews.

- ☐ 3 Carolina has a charger in her car.

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

- ☐ 5 Robert needs someone who can speak English and Spanish.

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

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

- 1 Carolina? Carolina Sousa? _____ ?
- 2 Wow! How are you? What are you doing here? _____
_____ in school out in California?
- 3 So, tell me about you. _____ here in New York?
- 4 We need someone who speaks perfect Portuguese and perfect English. _____
_____ ?

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

- 1 Carolina is having juice at a café when she sees Robert.
Carolina is having coffee at a café when she sees Robert.
- 2 Robert asks what Carolina's doing, and she explains that he's finished school and has come to New York to do freelance work and look for a full-time job.

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

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

- 5 Robert explains he runs a race.

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

- 7 Carolina agrees to leave the center with Robert.

AFTER YOU WATCH

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

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

- Where did you go to school?
- Why did you decide to come to New York?
- Have you ever worked for a big company before?
- Can you describe your ideal job?

GLOSSARY

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

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



BEFORE YOU WATCH

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



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

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

GLOSSARY

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

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

Pros (+)	Cons (–)

- I have so much to do. If I don't stay late at the office, I won't finish my work.
- My clients need my help. If I give them good advice, they will be very happy.

WHILE YOU WATCH



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

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

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

She met an old friend. She had a job interview.
She broke something. She was offered a job.

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

Freelance work		Community center	
+	-	+	-



WHILE YOU WATCH

D Circle the correct answers.

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

E Complete the conversations with the words you hear.

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

F Correct the mistakes.

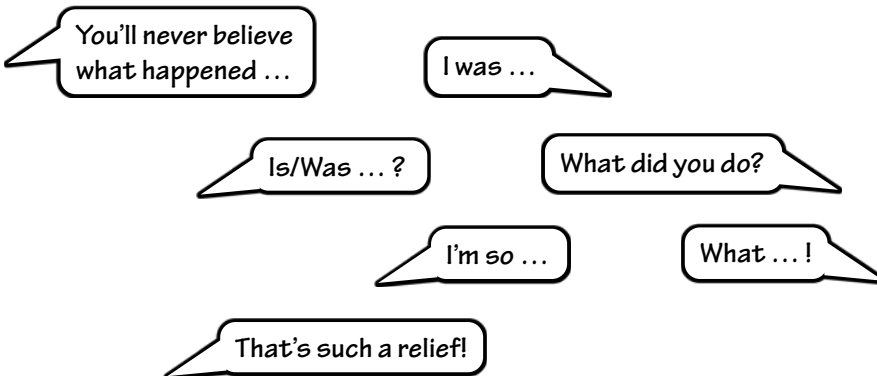
Jeff is cooking breakfast when he gets a call from Carolina. When Sara and Carolina finally show up, Carolina still feels happy about the accident, but Sara says it's fine. Carolina explains that she has a lot on her plate, and she tells her friends about Jeff's job offer. They talk about the pros and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

AFTER YOU WATCH

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

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

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



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



BEFORE YOU WATCH

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



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

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

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

GLOSSARY

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

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



WHILE YOU WATCH

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

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



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

Jeff Robert? Robert McKellim? From Millennium
1 _____.

Robert Jeff Sanders. I ² _____ so.

Jeff Hey man. It's ³ _____
_____. I haven't seen you
since high school.

Robert What ⁴ _____
_____ for
the last ten years?



WHILE YOU WATCH

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

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

F Answer the questions about the video.

1 How do Jeff and Robert know each other?

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

3 Why is Robert impressed?

4 Why does Jeff say Robert should pay Carolina extra?

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

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

AFTER YOU WATCH

- A Who do you think would say these sentences? Write *Jeff*, *Robert*, or *Carolina*. Now imagine one more thing each person might say and write it down.
- 1 “You won’t believe who I ran into today! My old friend from high school. Now he runs a community center.” _____
- 2 “I’m so happy to finally have full-time work. It’s such a relief!” _____
- 3 “I’m so glad Carolina’s started working here. She’s been a big help.” _____

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

GLOSSARY

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

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

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

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



BEFORE YOU WATCH

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



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

a play curtain felt prop scene tool

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

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



WHILE YOU WATCH

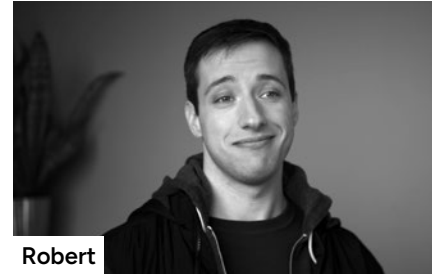
A Was your prediction in exercise C on page 65 correct? What is Sara making? What is it for?



Sara



Carolina



Robert

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

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

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

Sara asks for Carolina's help.

Carolina tells Sara she needs better tools if she wants to make and sell things.

They decide to go to a hardware store.

Carolina has an idea to attach the leaves.

Sara and Carolina meet Robert.

Sara is working on a curtain for her school play.

D Answer the questions about the video.

1 What does Sara ask Carolina's opinion about?

2 What are the leaves made of?

3 Why does Sara tell Carolina to be careful?

4 What does Carolina use to attach the leaves?

5 Why does Carolina suggest going to the hardware store?

WHILE YOU WATCH

E Complete the conversation with the words you hear.

Carolina This'll work. I ¹ _____.

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

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

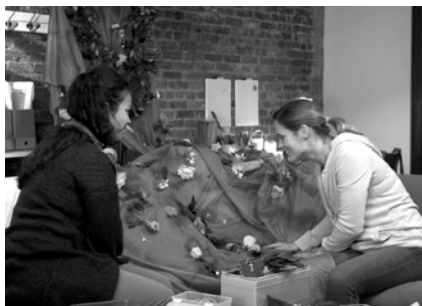
Sara Yeah, they really do.

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

Sara Hold on a ⁵ _____.

Carolina Wow.

Sara ⁶ _____.



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

1 How does Carolina ask Sara's opinion?

2 What expression means something isn't perfect?

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

4 What expression means someone should wait a moment?

G Complete the sentences with information from the video.

1 Carolina can't hear Sara because _____.

2 Sara is "going crazy" because _____.

3 The leaves keep falling off because _____.

4 Carolina says Sara is talented because _____.

5 They are going to the hardware store because _____.

6 They run into Robert because _____.

AFTER YOU WATCH

- A** Read the conversation from the video. What does Carolina mean by “different eyes”?

Do you have an expression like this in your home country?

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

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

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

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

Person A

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

Person B

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



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

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

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

BEFORE YOU WATCH

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

HOME
ABOUT
NEWS
BLOG
CONTACT US

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



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

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

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

GLOSSARY

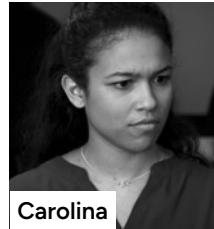
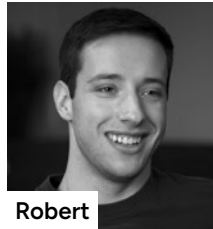
inspire (v) to fill someone with the desire or confidence to do something

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



WHILE YOU WATCH

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



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

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

☐ 1 Jeff wants to have his own business.

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

☐ 3 Eduardo has one sister.

☐ 4 Sara knows about Megan.

☐ 5 Sara is working on some new creations.

- D** Answer the questions about the video.

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

2 Why was Eduardo worried about Robert?

3 What did Eduardo ask Carolina's advice about?

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

WHILE YOU WATCH

E Complete the conversation with the words you hear.

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

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

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

- 2 What does *working things out* mean?

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

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

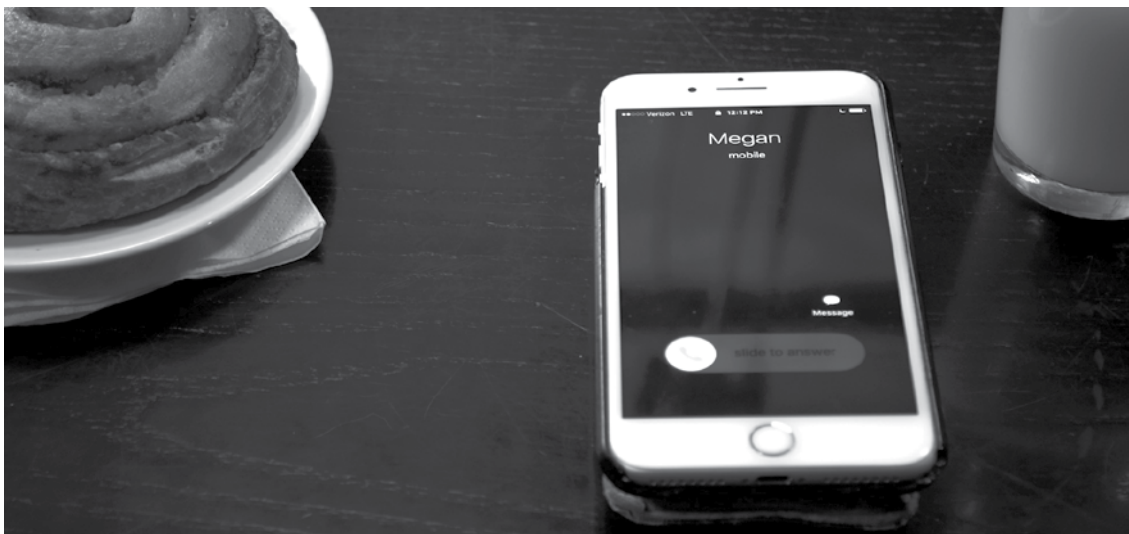
cooking dream expect say truth

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



AFTER YOU WATCH

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



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



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

WHAT'S THE RIGHT JOB FOR YOU?

Documentary summary

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

Language summary

Grammar	Vocabulary	Functional language
Information questions	Describing personality	Make introductions
Indirect questions	Giving personal information	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 with the photo as an example.

Do the task Ss work in pairs to match the jobs with 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 work 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 photos and say aloud what each photo 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 photos and say aloud what each photo 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 photos. 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., *speak, 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 photos 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 photos and say what they can see in each photo. Read the instructions.

Do the task Ss work in pairs to match the photos with 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 photos. Read the instructions and the words in the box aloud.

Do the task Ss label the photos with the words in 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 photos 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 photos. Read the instructions and the words and phrases in the box aloud.

Do the task Ss work individually to label the photos 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 photos. Read the instructions aloud.

Do the task Play the video again. Ss work individually to number the photos 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 looks at Lost and Found offices and how they work. Focusing on the centers in two populous cities, it first looks at the Lost and Found of London, England's, busy transport system, describing how lost items are dealt with and some employees' views on why items are not picked up. The video then moves on to a Lost and Found in Tokyo, Japan, describing its system and the similarities and differences with London's system, including success rates. At the end of both videos, staff talk about some more unusual items that they deal with.

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 PAIR WORK **Introduce the task** Ask Ss to look at the photos and say what they can see. Read the instructions, the questions, and model dialogue aloud. Encourage Ss to suggest further ideas relating to the first photo.

Do the task Ss work in pairs to discuss the story behind each photo.

Review answers Ask one volunteer to share their story for each photo with the class.

B Introduce the task Read the instructions and the first sentence aloud. Ask a volunteer to find the correct definition for 'Lost and Found' as an example.

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

Review answers Read the answer key aloud one item at a time. Ask volunteers to read the words in bold and corresponding definitions aloud.

Answers

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

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

Do the task Ss work in pairs to make lists of objects.

Review answers Volunteers share a few items from their lists.

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 lists to what they see in the video.

Review answers Ask volunteers to share which objects they saw in the video from their lists, and any surprises, for example, items they expected to see but did not.

Answers

The items seen in the video include: scarves, reusable bottles, clothing, bags and luggage, packages, umbrellas, toys, a wallet, a phone, cash, bank and membership cards, sports equipment, e.g., football, skateboards, a parachute, painting/art/photographs, pets.

B Introduce the task Read the instructions and the numbers in the box aloud.

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

Review answers Ask volunteers to give the correct answers.

Answers

1 10 million 2 more than 6,000 3 14 million
4 hundreds of thousands 5 77,000 6 70

C Introduce the task Read the instructions aloud. Indicate the columns for London and Tokyo. Read the first sentence aloud and ask Ss if it is true for London or Tokyo, or true for both. (It is true for both).

Do the task Ss read the sentences and complete the answers. Play the video again. Ss check the boxes when the sentence is true for the city. Play the video again if necessary.

Review answers Volunteers give the answers.

Answers

1 Both 2 Tokyo 3 Both 4 Tokyo
5 Both 6 London 7 Both 8 Both

- D PAIR WORK** **Introduce the task** Read the instructions and the questions aloud. Note that Ss do not need to answer in complete sentences.

Do the task Replay the video. Ss note the answers individually then compare answers in pairs.

Review answers Play the video again and pause to confirm the answers as they are heard.

Answers

- 1 Transport for London (TfL)
- 2 find the owners
- 3 they feel that nobody will hand them in
- 4 they are recycled
- 5 they expect to find their lost items
- 6 the finder

- E Introduce the task** Ask Ss to look at the photos from the video and say what they can see. Read the instructions aloud.

Do the task Ss work individually to complete the sentences. If necessary, play the video again.

Review answers Ask volunteers to share their answers.

Answers

- 1 largest, Europe
- 2 floor, umbrellas
- 3 lost pets, snakes
- 4 parachute, surprising

- F PAIR WORK** **Introduce the task** Read the instructions aloud. Explain that students need to think about the reason the person in the video made the statement. Be sure Ss understand the meaning of *extract* (a passage taken from a text or video) and any unfamiliar words.

Do the task Ss work in pairs and discuss the meaning of what the people said. If necessary, replay the relevant parts of the video.

Review answers Invite volunteers to explain their ideas to the class.

Answers

- 1 Diana Quaye means that people in London don't realize that others are honest or helpful. (The comment suggests it is sad that people don't believe that others will behave correctly and hand in lost items.)
- 2 Paul Cowan is imagining a situation involving the parachute's owner. (He is joking about the idea that they may have suddenly realized that they didn't have a parachute when they were flying high in the air, which could be unusual, funny, and dismaying.)

AFTER YOU WATCH p. 20

- A PAIR WORK** **Introduce the task** Read the instructions and the questions aloud. Check that Ss understand the types of information asked for.

Do the task In pairs, Ss discuss the questions.

Review answers Invite volunteers to share their answers to questions 3–6 with the class.

- B GROUP WORK** **Introduce the task** Read the instructions and the questions aloud. Divide Ss into two groups, A and B; assign questions 1 and 2 to A, and questions 3 and 4 to B. Ask for volunteers to answer the questions about the first item (the passport). If Ss have trouble, review the photos and labels.

Do the task Groups look at the photos of lost items, discuss their assigned questions, and put the items in order accordingly. Then each group presents their answers to the other group.

Review answers Ask each group to share with the class how they rated the items (1–6). Discuss the differences in their answers as a class.

- C GROUP WORK** **Introduce the task** Read the instructions and the three ideas aloud. Ask volunteers to suggest advantages and disadvantages for the first idea.

Do the task In groups, Ss discuss the ideas, and advantages and disadvantages.

Review answers Vote as a class on the best idea for Transport for London to choose.

- D PAIR WORK** **Introduce the task** Read the instructions and the questions aloud. Brainstorm ideas for a main character for the ad's story. (The person who loses the item: age, gender, situation in life, appearance.)

Do the task In pairs, Ss discuss the questions and use their responses to draft a synopsis (short outline) for the story. Pairs exchange story outlines and read each other's work.

Review answers Ask for volunteers to give helpful feedback on the story outline they read.

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 with 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 photos. Read the instructions and the options aloud.

Do the task Ss match the places with the photos.

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 (not) <i>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 photos. Read the words aloud.

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

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 with the hobbies.

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.

TURNING LIKES INTO A LIVING

Documentary summary

This video looks at a new path for social media influencers to make a career out of their interests. In Ireland, the South East Technological University offers a degree program in Content Creation and Social Media – the first of its kind for a business adding billions to the world economy. The video explores the course, what and how students learn, and what they hope to achieve by completing it.

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 text aloud. Explain that the words in bold will appear in the video.

Do the task Ss work in pairs to match the correct words with the definitions. Allow them to use a dictionary to check the meaning of the words if necessary.

Review answers Ask volunteers to share their answers. Practice the pronunciation of the words.

Answers

- | | | |
|---------------|---------------|-------------|
| 1 data | 2 creation | 3 content |
| 4 influencers | 5 sponsorship | 6 marketing |
| 7 promoting | | |

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

Do the task Ss work in pairs to discuss their ideas. Encourage pairs to be prepared to report back and explain their answers to the class.

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

C [PAIR WORK] [PREDICT] Introduce the task Read the instructions and questions aloud. Elicit information about the photos to check basic understanding, e.g., How old are the people? Where are they?

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

Review answers Volunteers share their ideas. Do not confirm answers.

WHILE YOU WATCH pp. 34–35

A [PAIR WORK] Introduce the task Read the question aloud.

Do the task Play the video. Ss compare their predictions about the photos.

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

Answers

Ss are learning how to create content. They hope to succeed by studying social media.

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

Do the task Play the video again. Ss check the correct sentences and correct the false ones. They then compare answers in pairs.

Review answers Ask volunteers to give the correct answers.

Answers

- 1 T
- 2 F Many young people are interested in a career as an influencer.
- 3 T
- 4 T
- 5 F Most students in the course have created content before.
- 6 F The university doesn't promise that students will become successful influencers.

C Introduce the task Read the instructions and the list of subjects aloud. Check Ss' pronunciation and understanding as necessary.

Do the task Ss check the subjects that they heard in the video. See what they can remember from the first viewing. Alternatively, replay the video from 00:39 to 01:16.

Review answers Ask volunteers to give the correct answers. Discuss the other subjects as a class.

Answers

marketing, media law, storytelling psychology, data analytics, podcasting

D Introduce the task Read the instructions and the sentences including the options aloud. Point Ss' attention to the Glossary to check the meanings of the terms as needed.

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 billions, dollars
- 2 home, traveling
- 3 four-year, Arts
- 4 microphone, camera
- 5 hobby, career
- 6 earn, longer

E Introduce the task Read the instructions, the extracts from the video, and the options aloud. Point Ss' attention to the Glossary as needed.

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

Review answers Ask volunteers to give the correct answers.

Answers

- 1 b 2 a 3 b

F GROUP WORK Introduce the task Read the instructions and the extracted quotes from the video aloud. Explain that many of the expressions are *idiomatic*, meaning they may not have dictionary definitions but may use or combine words in an unusual way to express meaning. With the class, do the first example: a serious business = **b** something important, not only for fun. You may want to point out that item 6 uses "loads" so hearers will visualize a great number of people.

Do the task Ss work in groups to match the phrases with their meanings.

Review answers Volunteers give the correct answers and explain how they worked out the meanings.

Answers

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

AFTER YOU WATCH p. 36

A GROUP WORK Introduce the task Read the instructions and the questions aloud.

Do the task Ss work in groups to discuss their ideas. Encourage groups to be prepared to report back to the class.

Review answers Ask volunteers to share the most interesting answers from members of their group with the class.

B PAIR WORK Introduce the task Read the instructions and the sentence starters aloud. Check Ss' understanding of the task. Clarify that Ss read each sentence starter in the left column and then finish the sentence in three different ways in the right column. Elicit one way to finish the first sentence.

Do the task In pairs, Ss discuss ways to complete the sentences. Ss compare their ideas with another pair.

Review answers Invite volunteers to share their ideas with the class. Collate a list on the board and encourage discussion of any interesting ideas, for example, if there are any laws about what influencers have to do (sentence 1) or must not do (sentence 4).

C GROUP WORK Introduce the task Read the instructions aloud. As preparation, briefly discuss how teachers have measured Ss' achievement in courses they have completed.

Do the task Ss work in groups to come up with ideas.

Review answers One group shares their ideas for one point with the class and other groups offer alternative suggestions.

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 photo. 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 with 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 photos. Read the options in the box aloud.

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

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 photos.

Do the task Ss write the challenges under the correct photos.

Review answers Ask volunteers to give the correct answers.

Answers

- 1 climbing Everest
- 2 running a marathon
- 3 open-water swimming

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

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

Review answers Ask volunteers to give the correct answers.

Answers

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

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

Do the task Ss match the risks with 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 photo. 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 photo. 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 photos. Read the instructions aloud.

Do the task Play the video again. Ss work in pairs to number the photos 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 Ss they are talking about should confirm if that information is correct or not.

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 photos 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 photos.

B PAIR WORK Introduce the task Read the instructions aloud. Ss look at the photos 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 photo, 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 aloud.

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		Respond to reassurance
Present continuous for future plans	Making decisions and 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 photos and try to guess what happened to Carolina.

Review answers Ss share their answers with the class.

WHILE YOU WATCH pp. 54–55

A Introduce the task Read the instructions aloud.

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

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

Answers

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

B Introduce the task Read the instructions aloud.

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

Review answers Ss share their answers aloud.

Answers

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

C Introduce the task Read the instructions aloud.

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

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

Answers

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

D Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

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

E Introduce the task Read the instructions aloud.

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

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

Answers

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

F Introduce the task Read the instructions aloud.

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

Review answers Ss read the corrected sentences aloud.

Answers

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

AFTER YOU WATCH p. 56

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

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

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

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

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

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

Answers

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

C Introduce the task Read the questions aloud.

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

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 57

A Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

1 C 2 A 3 B

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

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

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

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

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

Review answers Ss share their answers with the class.

WHILE YOU WATCH pp. 58–59

A Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

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

B Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

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

C Introduce the task Read the instructions aloud.

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

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

Answers

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

D Introduce the task Read the instructions aloud.

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

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

Answers

1 b 2 a 3 b 4 b 5 a

E Introduce the task Read the instructions aloud.

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

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

Answers

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

F Introduce the task Read the instructions aloud.

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

Review answers Ss read their corrected sentences aloud.

Answers

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

AFTER YOU WATCH p. 60

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

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

Review answers Ss share their answers with the class.

Answers

1 Jeff 2 Carolina 3 Sara

B PAIR WORK Introduce the task Read the instructions aloud.

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

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

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

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

Review answers Ss share their answers with the class.

Story summary

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

Language summary

Grammar	Vocabulary	Functional language
used to	Music	Refuse invitations
Comparisons with (not) as ... as	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 photos 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 photo 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 photo 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 photo 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 photo 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.

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 photo of Robert holding his phone, looking worried. They make a prediction about who could be calling and why Robert looks worried.

Review answers Ss share their predictions with the class.

WHILE YOU WATCH pp. 70–71

A Introduce the task Read the instructions aloud.

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

Review answers Ss share their answers aloud.

Answer

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

B Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

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

C Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

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

D Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

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

E Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

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

F Introduce the task Read the instructions aloud.

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

Review answers Ss share their answers aloud.

Answers

- creations
- making things, problem solving, experimenting
- check out

G Introduce the task Read the instructions aloud.

Do the task Ss complete missing information using the words in 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

Narrator London, England. It's home to around 10 million people. And every week people hand in more than 6,000 items – items left behind on London's famous buses, taxis, and trains.

Transport for London, or TfL for short, runs London's buses, trains, and the largest lost and found in Europe. When items are brought to this office, they are logged on a computer system. Then TfL try hard to find the owners.

But they aren't often successful.

Diane It's a very small success rate of people that claim the items. Unfortunately, a lot of people feel that if they lose an item, nobody will hand it in.

Narrator After three months, lost items are either given to charity, recycled, or sold. TfL use the money to run the lost and found.

Tokyo, Japan, is another capital city with a large and busy transportation system. 14 million people live here.

This lost and found center is managed by Tokyo's police force. Hundreds of thousands of lost items are carefully logged and stored here.

One whole floor of the building is used just for umbrellas.

Last year, more than four million items were reported lost in Tokyo. That's about 77,000 items a week!

The Japanese expect to find their lost items. In fact, here, 70% of valuable items are returned to their owners. But just like in London, if the item is not claimed in three months, it is not kept. The finder is offered the item first. If they do not want it, the item is destroyed or sold.

Both lost and found centers receive plenty of unusual items.

In Japan, the police look after lost pets.

Translator There are pet dogs and cats, but we also receive iguanas, snakes, and other reptiles.

Narrator In London, there are always surprises.

Paul Last month we had a parachute and I'm thinking: at what stage did the person realize that they'd lost their parachute. And I was hoping it was before they were on the plane!

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: Turning likes into a living

Narrator Content creation is fun, but it's also a serious business. It adds billions of dollars to the global economy every year.

The most successful content creators make millions from sharing their interests with others. And they get to do it while working from home or traveling.

So, it's not surprising that many young people say they'd love a career as a social media influencer. But how can they learn the skills to succeed?

South East Technological University in Carlow, Ireland, was the first university to offer a four-year Bachelor of Arts degree in Content Creation and Social Media.

The students here study a wide range of subjects including traditional ones like marketing and media law, as well as newer ones like storytelling psychology, data analytics, and podcasting.

They learn how to make money from content, through advertising and sponsorship.

And they spend time getting comfortable with a microphone and a camera.

Most of the students already create content. They hope the course will help them to turn a hobby into a career.

Harry My friends have actually been telling me that I talk a lot, so I might as well make money out of talking, you know? So, I seen [saw] the course, I was like, OK yeah, it's a brand-new course, and I already do content creation a little bit on the side, so why not go for the course?

Favour You know, I make TikToks, I post a lot of the hair that I do on TikTok, Instagram. I try to promote my hair, as much as possible, you know, let loads of people see it, so more people come to me, more customers, you know?

Irene Then coming to college, and being empowered, not just with practice but with theory, it's going to make a huge difference to your career.

Narrator The university doesn't promise that studying here will turn you into a successful influencer, but they are confident it could help students earn more and have longer careers, too.

Student ... and cut!

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 ...