EVOLVE

SECOND EDITION

VIDEO RESOURCE BOOK

Janet Gokay, Noah Schwartzberg, and Kathryn O'Dell

1

CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

CONTENTS

INTRODUCTION v

ABOUT THE EVOLVE VIDEO RESOURCE eBOOK ix

WORKSHEETS

DRAMAS

Episode 1: I am ... 1
Episode 2: Great people 5
Episode 3: Come in 9
Episode 4: I love it 13
Episode 5: Mondays and fun days 17
Episode 6: Zoom in, zoom out 21
Episode 7: Now is good 25
Episode 8: You're good! 29
Episode 9: Places to go 33
Episode 10: Get ready 37
Episode 11: Colorful memories 41
Episode 12: Stop, eat, go 45

DOCUMENTARIES

Unit 2: A great person 49
Unit 4: Upcycling 53
Unit 6: Do you like nature? 57
Unit 8: 5 steps to learn a new skill 61
Unit 10: Can you see a city in 48 hours? 65
Unit 12: Why did they take that picture? 69

TEACHING NOTES

DRAMAS 74

DOCUMENTARIES 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.

Photograph

All photographs are sourced from Getty Images.

U2: Sparky2000/iStock; Drazen_/E+; **U3:** Tim MacPherson/Cultura; Westend61; Smith Collection/DigitalVision; Christopher Kimmel/Moment; MoMo Productions/DigitalVision; ideabug/E+; **U4:** Hero Images; Trevor Adeline/Caiaimage; Artur Debat/Moment; lena5/iStock/Getty Images Plus; Devonyu/iStock/Getty Images Plus; EyeEm Mobile GmbH/iStock/Getty Images Plus; Inhabitant/iStock/Getty Images Plus; Ania Todica/ 500px; vikif/iStock/Getty Images Plus; Manu1174/E+; Difydave/E+; Ingunn B. Haslekaas/Moment; wernerimages/iStock/Getty Images Plus; Luis Diaz Devesa/Moment; Georgeta Olaru/500px; szefei/Moment; Goddard_Photography/iStock Unreleased; **U5:** Maica/E+; valentinrussanov/E+; **U6:** LauriPatterson/E+; martinedoucet/E+; ThomasFluegge/E+; Richard Roscoe/Stocktrek Images; vgajic/E+; **U7:** Peopleimages/E+; Kohei Hara/Taxi Japan; LisaValder/E+; **U8:** Jessica Peterson; Klaus Vedfelt/DigitalVision; Jupiterimages/Stockbyte; Tetra Images; andresr/E+; gawrav/E+; Ty Milford; Hero Images; Jim Arbogast/Photodisc; Tom Werner/DigitalVision; RyanJLane/E+; RichLegg/E+; pahham/iStock; **U9:** Zsolt Hlinka/Moment; M Swiet Productions/Moment; Matteo Colombo/Moment Open; Vitaliy Vilshanetskyy/EyeEm; Stephen Yelverton Photography/Moment; Ivan/Moment; Alexander Spatari/Moment; RebeccaAng/Room; Matt Champlin/Moment; Thamrongpat Theerathammakom/EyeEm; **U10:** Thomas Roche/Moment Open; Larry Gloth/Moment; Johnathan Ampersand Esper; Marc Romanelli/Blend Images; Hiroyuki Matsumoto/Photographer's Choice; Allan Baxter/The Image Bank; Halfpoint Images/Moment; Alexander Spatari/Moment; Photographer Jonas Stenberg/Moment; xu wu/Moment; YONCA60/Moment; Bildagentur-online/Contributor/Universal Images Group; Connect Images; Vostok/Moment; jimkruger/E+; John W. Banagan/Stone; Ivan Pantic/iStock/Getty Images Plus; Andrew Holt/The Image Bank; Andrey Denisyuk/Moment; tunart/iStock/Getty Images Plus; Edwin Remsberg/The Image Bank; asikkk/iStock/Getty Images Plus; Lumos Ajans/iStock/Getty Images Plus; Ozbalci/iStock/Getty Images Plus; Evgenii Zotov/Moment; Ayhan Altun/Moment; Kateryna Maistrenko/iStock/Getty Images Plus; Salvator Barki/Moment; **U11:** Teresa Recena/EyeEm; Jose Luis Pelaez Inc/Blend Images; aluxum/E+; Massimiliano Clari/EyeEm; Lew Robertson/Photodisc; studiocasper/iStock/Getty Images Plus; **U12:** franckreporter/E+; Studio Omg/EyeEm; Mark Watts/EyeEm; Nodar Chenishev/EyeEm; Hero Images; Martine Feiereisen/EyeEm; Steve Debenport/E+; Westend61; svetikd/E+; Elyse Lewin/Stockbyte; Bussara T./EyeEm; Bill Boch/Photographer's Choice RF; Anton Vorozcov/EyeEm; Thai Yuan Lim/EyeEm; fancy.yan/Moment.

Video Stills

The following video stills are sourced from Getty Images:

U0: NurPhoto; MamiGibbs/Moment; Flashpop/DigitalVision; Westend61; Maskot; **U2:** FatCamera/Creatas Video; HeroImagesFootage/Creatas Video; Robin Beckham/Creatas Video; Rocketclips/Verve+; kali9/Creatas Video; Maria Swärd/Moment; **U4:** Dmitro2009/Creatas Video+; Choosee Thammajee/Creatas Video+; Pascal Le Segretain/Getty Images Entertainment Video; Gus Cantavero/Moment Video RF; BigCircle/Vetta; Rumble; ilkercelik/Vetta; gorodenkoff/Creatas Video+/Getty Images Plus; ClarkandCompany/E+; **U5:** LauriPatterson/E+; **U6:** robertharding/Verve+; Schroptschop/Vetta; luza studios/Creatas Video; Xavier Arnau Serrat/Photodisc; roccomontoya/Creatas Video; Galaxiid/Moment Video RF; SimonSkafar/Vetta; vichie81/Creatas Video; Castoro Nicola/Creatas Video+; **U8:** smart_design/Creatas Video; Wehrwolf/Creatas Video+; shironosov/Creatas Video+; EmirMemedovski/Creatas Video; helivideo/Creatas Video+; **U10:** Lim Weixiang - Zeitgeist Photos/Creatas Video; Orbon Alija/Creatas Video; Chunyip Wong/Creatas Video; Pat Law Photography/Moment Video RR; Sean Anthony Eddy/Creatas Video; **U12:** tawattiw/Creatas Video; Stella Kalinina/Blend Images; andjic/Creatas Video; JGI/Jamie Grill/Bleand Images; shironosov/Creatas Video+/Getty Images Plus; Kosamtu/Vetta; FilmColoratStudio/Vetta.

Drama videos produced by People's TV.

Illustration

U6: Andrew Pagnam (Beehive Illustrations).

Audio

Audio produced by CityVox, New York.

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 to freeze-frame a clip and ask students to describe what is going on or hypothesize about what will happen next. Working with "image only" also means that students can create their own dialogues based on body language, for example, and then compare that with the original.

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

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

BUILDING ADDITIONAL SKILLS: VISUAL LITERACY

With our society becoming more dependent on the visual image, it is important to bear in mind the importance of **visual literacy** as a skill to be developed with students. 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 mobile phone activities for inside and outside the classroom.
- Dedicated speaking lessons based on immersive tasks.
- Integrated teacher development in the Teacher's Edition.

The EVOLVE Video Resource eBook 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.

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.

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.

The EVOLVE Level 1 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**
Drama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Documentary		✓		✓		✓		✓		✓		✓

EVOLVE VIDEO RESOURCE eBOOK

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

Page intentionally left blank

EPISODE 1 I AM ...

BEFORE YOU WATCH

A PAIR WORK **Complete the sentences with the words in the box. You will use only two of the words. Then role play the conversation with a partner.**

hello hey hi yeah yep yes

A Hi, [*name*]!
B _____, [*name*].
A Are you from [*country*]?
B _____, I am.

Hi, Jake!
Hey, Amanda.
Are you from Panama?

B Circle **the correct answers. Complete the sentences with the information in the box.**

750-555-0182 rick25@mymail.net 3B

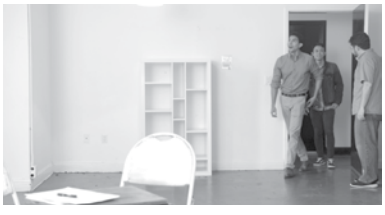
A [1] *What's* / *Is* your apartment number?
B [2] *It's* / *Is* [3] _____.
A OK, thanks. [4] *It's* / *What's* your phone number?
B My phone number [5] *is* / *it's* [6] _____.
A Great. And your email address [7] *it's* / *is* ... ?
B [8] *It's* / *Its* [9] _____.

C **Now practice the conversation with a partner. Use your own information.**

D **Look at the pictures from the video.** Circle **the correct answers.**

1 What city is this?
- **a** Mexico City
- **b** New York City
- **c** Madrid

2 The men are in ...
- **a** a hotel.
- **b** a classroom.
- **c** an apartment.



3 This is an application for ...
- **a** a school.
- **b** an apartment.
- **c** a job.

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Who are they? Write the names.**

Christina Eduardo Noemi Rick

1 _____

2 _____

3 _____ and _____

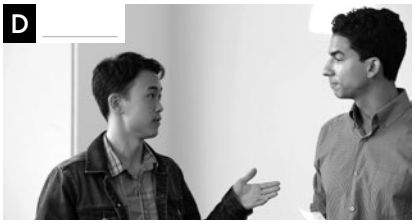
B **Watch the video. Put the events in order (1–6).**

A _____

B _____

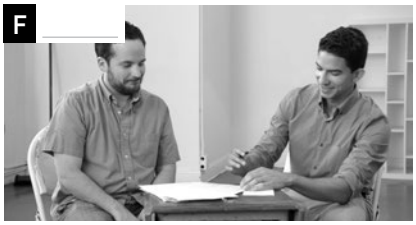
C _____

D _____



E _____

F _____



C **Match the pictures above (A–F) with the sentences you hear (1–6).**

1 Is this the apartment? _____
2 It's S-O-U-S-A. Sousa. _____
3 This is Eduardo. _____
4 Nice to meet you, sir. _____
5 OK. Sign here. _____
6 Hey, Rick! And Eduardo – hey! _____

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

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

☐ **1** The apartment number is 3D.

☐ **2** The apartment is for Eduardo.

☐ **3** Eduardo's last name is Salsa.

☐ **4** Eduardo's phone number is 917-555-2651.

☐ **5** Eduardo says, "This place is great! Thanks!"

E Check (✓) the sentences you hear.

☐ Is this the apartment?
☐ No, I'm Eduardo. This is Rick.
☐ Spell your first name, please.
☐ Really? Is she from Brazil?
☐ No, she's from Brooklyn.
☐ And your email address?
☐ Well, how's the new apartment?

F Circle the words you hear. Are the words formal (F) or informal (I)?

1 Yeah, it's 3B.
OK. / *Yes*. 3B.

2 I'm here for the apartment. Apartment 3B.
Yes. / *OK*. Come in.

3 Yes, it's for me.
Great. / *OK*.

4 It's S-O-U-S-A. Sousa.
Oh *yeah* / *yes*? My mother is a Sousa.

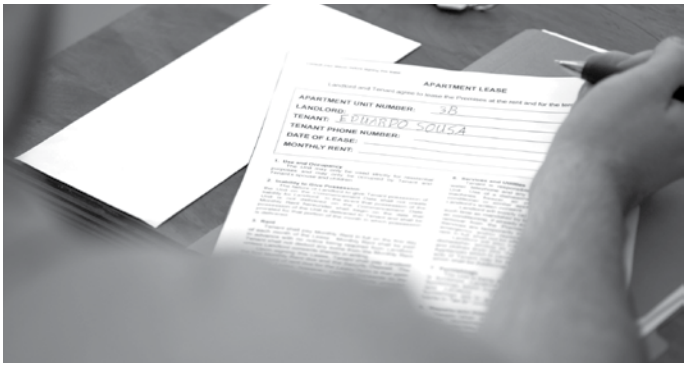
5 Hey, Rick! And Eduardo – *hello* / *hey*!

6 Well, how's the new apartment?
Great!
Yep / *Yeah*, it's cool.

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A **What does Eduardo say in the video? Check (✓) the boxes.**



- ☐ first name
- ☐ last name
- ☐ nationality
- ☐ phone number
- ☐ email address
- ☐ company name
- ☐ school name

B **Replace the <u>underlined</u> words with words from the box. Say your name. Then practice the conversation with a partner.**

bye	great	hi	oh	see you later	thanks	yep

A Hello, and welcome to the Miami Hotel!
B [1]<u>Hello</u>. I'm [*name*]. How are you? _____
A I'm fine, [2]<u>thank you</u>. And you? _____
B I'm [3]<u>fine</u>, thanks. I'm here for two nights. _____
A Oh, OK. You're in room six-[4]<u>zero</u>-two. _____
B Six-zero-two?
A [5]<u>Yes</u>. This is the key. _____
B OK, thanks. [6]<u>Good-bye</u>! _____
A [7]<u>Good-bye</u>! _____

 Photocopiable © Cambridge University Press & Assessment 2026

EPISODE 2 GREAT PEOPLE

BEFORE YOU WATCH

A Who are they? Write the names of the family members. Add another family member in the blank frame.

1 grandfather

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

B PAIR WORK How old are they? Tell a partner how old a member of your family is. Say the person's birthday. Take turns.

My father is 45. His birthday is March 3.

My sister is 17. Her birthday is June 17.

C PREDICT What do you think Rick and Eduardo talk about?

family friends school work

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Check your prediction from exercise C on page 5. Were you right?**

B **Watch the video. Put the events in order (1–5).**

A _____

B _____

C _____

D _____

E _____

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

1 Eduardo and Rick are *in* / *on* the apartment.
2 Rick says the apartment looks *bad* / *good*.
3 Carolina is the sister of *Eduardo* / *Rick*.
4 Eva *is* / *is not* in New York.
5 Eduardo has a *big* / *small* family.
6 Eduardo says his grandparents live in *São Paulo* / *Miami*.

D **When's their birthday? Write the date.**

June 30 July 4 September 25

1 Eduardo's grandpa _____
2 Eduardo _____
3 Rick _____
4 United States _____
5 Eva _____

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

E Complete the sentences with the words you hear.

1 This is your _____, Carolina, right?
2 Wow! _____ beautiful!
3 Oh, too bad. And are they your _____?
4 Yeah, this is my mom, but she's with my _____ Sergio in São Paolo.
5 Wow! You have a big family! Is he your _____?
6 Hey, what about your family? How are your _____?
7 But my _____ are still in South Korea.

F Where are they? Match the people (1–5) with the places (a–e).

1 Eva _____	a Brazil
2 Eduardo's grandparents _____	b Florida
3 Rick's parents _____	c New York
4 Rick's family business _____	d Seattle
5 Rick's grandparents _____	e South Korea

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

he's it's it's she's that's they're when's

1 _____ my sister.
2 _____ 80!
3 _____ your birthday?
4 _____ June 30.
5 _____ right.
6 _____ Eva's birthday, too.
7 _____ in Seattle.

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A PAIR WORK **Look at the family tree on page 5. Talk about your family members with a partner. Use the adjectives in the box. Take turns.**

boring	friendly	funny	interesting	old
short	shy	smart	tall	young

My grandfather is funny and tall.

My sister Mona is short and really smart.

B **Show your partner a photo of a friend or family member on your phone. Complete the conversation with your information.**

A This is _____. (She's/He's) my _____.

B Really? Where is (she/he) from?

A (She's/He's) from _____.

B Nice!

C PAIR WORK **Now find a photo of a group of people on your phone. Complete the chart. Talk with a partner.**

Who	Name	Age	Adjective
friend	Ana	22	friendly

This is my friend Ana.

How old is she?

She's 22.

What's she like?

She's really friendly.

 Photocopiable © Cambridge University Press & Assessment 2026

EPISODE 3 COME IN

BEFORE YOU WATCH

A **Draw the rooms in your home on a piece of paper. Then complete the chart with adjectives from the box that are true for your home.**

beautiful big cool great nice small

Adjective	Room
_____	bathroom
_____	bedroom
_____	dining area
_____	kitchen
_____	living room

B PAIR WORK **Show your drawing to a partner. Talk about your home. Take turns.**

A This is the _____. It's _____.
B OK. And is this your _____?
A Yes, it is.

This is the dining area. It's small.

OK. And is this your living room?

C **Look at the pictures from the video. Circle the correct words to complete the sentences.**

1 Eduardo, Rick, Noemi, and Christina are in the *living room* / *bedroom*.
2 Eduardo is in the *bedroom* / *kitchen*.
3 Rick is on the *couch* / *chair*.

D PREDICT **Look at the pictures from exercise C again and write your prediction in the blank.**

This is _____'s apartment.

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Check your answer to exercise D on page 9. Was your prediction correct?**

B **Check (✓) the furniture you see in the video.**

- ☐ bookcase
- ☐ chair
- ☐ couch
- ☐ desk
- ☐ lamp
- ☐ refrigerator
- ☐ rug
- ☐ shower
- ☐ table
- ☐ TV

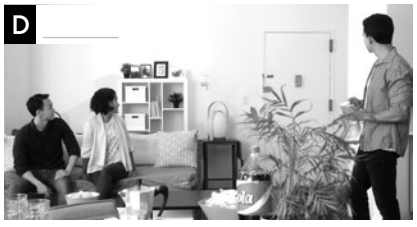
C **Watch the video. Put the events in order (1–7).**

A _____

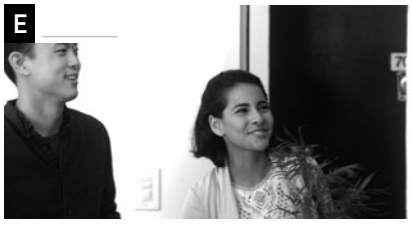
B _____

C _____

D _____

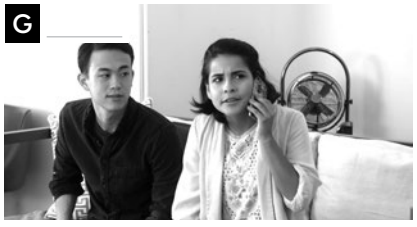


E _____



F _____

G _____



D **Match the sentences to the pictures in exercise C.**

1. Here! It's a plant for your new apartment. _____
2. Wow, Eduardo! Your place is great! _____
3. But look! It's also a bed. _____
4. Coffee, Noemi? _____
5. Uh, 3B, right? _____
6. Oh! She's here. _____
7. Are you OK? _____

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

E **Circle the words you hear to complete the sentences.**

1 Your place is *big* / *great*!
2 This place is *cool* / *small*!
3 Yes. The second bedroom is *nice* / *small*.
4 Well, for example, this *table* / *couch*.
5 Wait, *is it* / *it's not* a couch?
6 But look! It's also a *table* / *bed*.
7 It's apartment 3B. Uh, 3B, *OK* / *right*?
8 Oh! *She's* / *They're* here.

F **Complete the sentences from the video with the words in the box. Then put the conversation in order.**

coffee	OK	please	thanks	water

_____ **Eduardo** Soda? Juice? [1] _____?
_____ **Noemi** Yes, [2] _____. Water, [3] _____.
_____ **Eduardo** [4] _____, Noemi?
_____ **Noemi** Uh, no, [5] _____.

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A PAIR WORK **Describe the people in the picture from the video to a partner. Use the adjectives in the box.**

big	boring	cool	friendly	funny	great	interesting
nice	old	short	shy	smart	tall	young

Eduardo is tall and funny.

I agree. Noemi is really friendly.

B PAIR WORK **Is your home like Eduardo's home? Is the furniture the same? Is it cool? Use your drawing from exercise A on page 9 or photos on your phone. Talk with a partner.**

C GROUP WORK **Your friend has a new apartment. What is a good thing to give him/her? Talk with a small group.**

 Photocopiable © Cambridge University Press & Assessment 2026

EPISODE 4 I LOVE IT

BEFORE YOU WATCH

A PAIR WORK **Look at the pictures. Which of these activities do you like, not like, or love? Answer the questions with a partner.**

gym

work out

dance

1 Do you go to a gym? Which gym?
2 Do you like to work out? Where and when?
3 Do you dance? Where do you dance? Who do you dance with?

B **Complete the conversations with *a* or *an*.**

1 **A** Do you have [1] _____ iPhone?
  B Yeah, I have [2] _____ new iPhone!
  A What else? How about [3] _____ laptop?
  B Well, I have [4] _____ old laptop.
2 **A** Here's [5] _____ Instagram photo I really like.
  B Wow, nice! And this is [6] _____ interesting photo, too.
3 **A** What's that?
  B It's [7] _____ email from my mother. She wants [8] _____ smartwatch for her birthday.
4 **A** Is this [9] _____ good photo of me?
  B Sure, it's OK.
5 **A** What's this?
  B It's [10] _____ app I love.

C PREDICT **Look at the picture from the video. Make predictions to answer the questions.**

1 Where are Noemi and Christina?

_____

_____

2 What technology do they have?

_____

_____

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Check your answers to exercise C on page 13. Were your predictions correct?**

B **What do Noemi and Christina discuss? Check (✓) the answers.**

- ☐ apps
- ☐ emails
- ☐ games
- ☐ laptops
- ☐ music
- ☐ phones
- ☐ social media
- ☐ tablets
- ☐ text messages
- ☐ videos

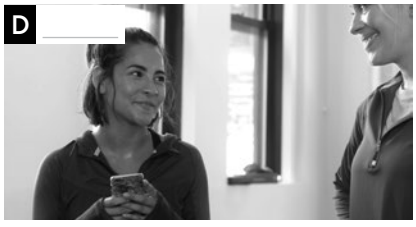
C **Watch the video. Put the events in order (1–5).**

A _____

B _____

C _____

D _____



E _____

D **Match the pictures above (A–E) with the sentences you hear (1–5).**

1. Hey, are you OK, Christina? _____
2. Well, my favorite app is this dance app. _____
3. Come on! You like music! Let's dance! _____
4. My first dance workout with Christina! _____
5. Yeah, Eduardo. He likes it, too. _____

 Photocopiable © Cambridge University Press & Assessment 2026

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

- ☐ 1 Noemi has a tablet. _____
- ☐ 2 Christina has a phone. _____
- ☐ 3 Noemi uses social media. _____
- ☐ 4 Noemi's favorite app is Facebook. _____
- ☐ 5 Christina likes her dance app. _____
- ☐ 6 Noemi likes music. _____
- ☐ 7 Christina doesn't like Noemi's post. _____
- ☐ 8 Noemi's mom sends her ten text messages. _____

F Listen for these sentences. Circle the correct answers.

1 I use it here at the gym, at work, at _____.
a home **b** school

2 I _____ a tablet.
a have **b** don't have

3 It's work. It's emails, _____, voicemails.
a text messages **b** voice messages

4 Yeah, but _____ are for fun things, too.
a tablets **b** phones

5 True. I use social _____.
a apps **b** media

6 Come on. You like _____!
a music **b** photos

7 Hey! Let's _____ a photo!
a send **b** post

G Put the words in the order you hear.

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

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A **Check (✓) the sentences that are true. Correct the false ones. Discuss your answers with a partner.**

- ☐ **1** Noemi works a lot. _____
- ☐ **2** Christina thinks technology can be fun. _____
- ☐ **3** Christina and Noemi don't use social media. _____
- ☐ **4** This is Noemi's third dance workout. _____
- ☐ **5** Rick thinks Noemi is a great dancer. _____
- ☐ **6** Eduardo likes Noemi's post. _____

B PAIR WORK **What's your favorite app to do these things? Complete the chart. Then talk with a partner. Ask questions and show that you are listening.**

What	App
chat with friends/family	WhatsApp
read emails	
play games	
get information	
listen to music	
watch videos	

Questions	Listening
What about … ?	Right.
How about you?	No, but …
Do you … ?	Yes, I do, too.
And you?	Yeah, OK.

What app do you use to chat with friends?

I use WhatsApp. How about you?

Well, WhatsApp is OK, but my favorite is Facebook Messenger.

C **Tell the class about three apps your partner uses.**

Chris uses Facebook, Snapchat, and …

 Photocopiable © Cambridge University Press & Assessment 2026

EPISODE 5 MONDAYS AND FUN DAYS

BEFORE YOU WATCH

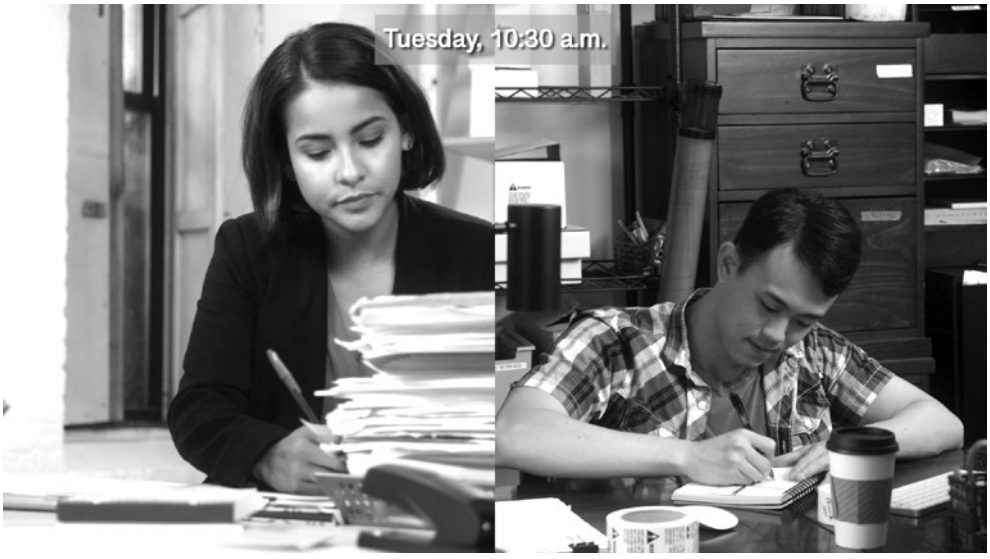
A PAIR WORK **Look at the pictures of the food trucks. Ask and answer the questions with a partner.**

1 Do you like food trucks? Do you have a favorite?
2 How often do you use them?
3 What food do you often buy? What food do you never buy?

B **Answer the questions. Then discuss with a partner.**

1 What days of the week do people usually work? _____
2 What time do they usually start work? _____
3 What time do they usually finish? _____
4 When do they eat lunch? _____

C PREDICT **Look at the picture from the video. Circle the answers.**



1 Noemi is _____.
a at home **b** at school **c** at work

2 Rick is _____.
a at home **b** at school **c** at work

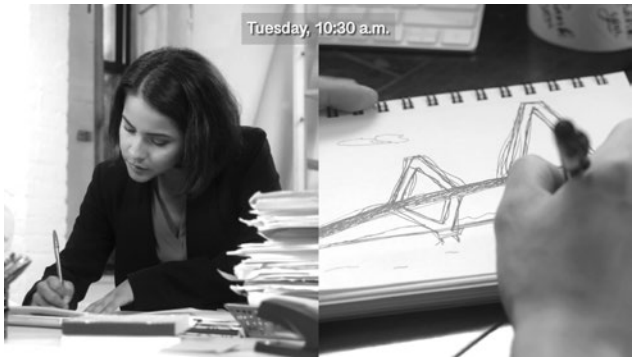
WHILE YOU WATCH

A **Check your answers to exercise C on page 17. Were your predictions correct?**

B **What do Noemi and Rick do? Check (✓) the activities you see.**

- ☐ drink coffee
- ☐ eat breakfast
- ☐ get up
- ☐ go out
- ☐ have lunch
- ☐ make dinner
- ☐ play games
- ☐ work

C **Match the activity to the person and the time. One of the times will be used twice.**



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

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

D Who says these sentences? Write *N* (Noemi) or *R* (Rick).

1 We have a lot of work this week! _____
2 The printer is on! _____
3 What a busy week, huh? _____
4 OK. You're welcome. They're welcome. _____
5 It's time for Friday night food trucks! _____
6 No, I'm sorry. Not tonight. I'm tired. _____
7 See you tomorrow, right? _____

E Complete the sentences with the adverbs you hear.

1 Monday mornings are _____ bad.
2 And Sunday mornings are _____ good.
3 It's _____ busy, Rick.
4 I _____ stop at six, Rick.
5 OK. I _____ stop at six.

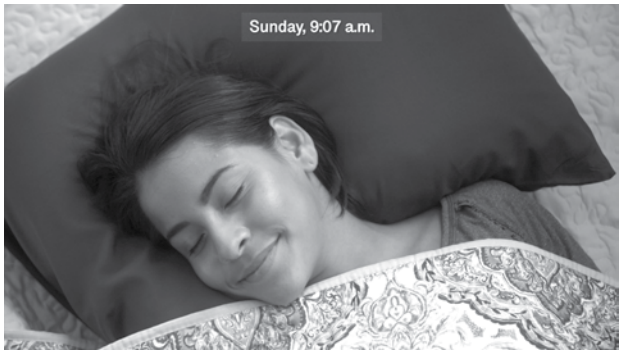
F Check (✓) the sentences that are true. Correct the false ones.

☐ 1 Rick offers Noemi water in the morning. _____
☐ 2 Noemi's favorite day of the week is Monday. _____
☐ 3 Rick is hardly ever busy. _____
☐ 4 Noemi likes to watch TV on the weekends. _____
☐ 5 Rick's and Noemi's weeks are never busy. _____
☐ 6 Rick's and Noemi's workdays are long. _____

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A PAIR WORK **What do you remember about the video? Talk with a partner. Say what Noemi and Rick do. Use the adverbs in the box.**



always hardly ever never often sometimes usually

Rick usually drinks coffee in the morning.

Noemi is often tired.

B PAIR WORK **What do you think of Noemi and Rick? Discuss with a partner.**

1 Who works more: Noemi or Rick?
2 What does Rick do at work?
3 Who are the owners of the business?

C PAIR WORK **What do you like to do after work or school? Make notes. Then ask and answer questions with a partner.**

What do you like to do after work?

I like to make dinner. Sometimes I like to watch TV.

Me, too.

 Photocopiable © Cambridge University Press & Assessment 2026

EPISODE 6 ZOOM IN, ZOOM OUT

BEFORE YOU WATCH

A GROUP WORK **Discuss the questions.**

1 Do you eat tacos? What kinds do you like?
2 What is your favorite place to eat?

B PAIR WORK **What is near you? How many are there? What isn't near you?**

bookstore	park
café	restaurant
college	school
hospital	supermarket
movie theater	zoo
museum	

There are two bookstores near here. There's no zoo.

C PREDICT **Look at the pictures from the video. Circle the answers.**

1 Noemi and Rick are near a *café* / *park*.
2 Eduardo sends Rick a text about a *museum* / *restaurant*.
3 Noemi asks the man for *a pen* / *directions*.
4 The man *knows* / *doesn't know* the answer.

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Check your answers to exercise C on page 21. Were your predictions correct?**

B **What do you see? Circle the correct answers.**

1 Where is Eduardo?
   a at the bookstore **b** at the taco place
2 Who has a text from Eduardo?
   a Noemi **b** Rick
3 What does the text message have?
   a an address **b** a photo
4 What does Eduardo's text NOT say?
   a the name of the restaurant **b** what time to meet
5 What is next to the taco place?
   a a bookstore **b** a Mexican restaurant
6 Who does Noemi ask directions from first?
   a a woman **b** a man
7 What is the name of the restaurant?
   a East Side Mexican **b** East Side Tacos

C **Circle the words you hear to complete the sentences.**

1 OK. We're in the right place, *right* / *correct*?
2 Oh, and there's the supermarket on the *left* / *right*.
3 **A** So, where's Eduardo?
   B At *the restaurant* / *the taco place*.
4 Yeah, he's funny – and smart. I'm, well, *boring* / *interesting*.
5 **A** Where is East Side Books?
   B It's *near* / *far from* here.
6 Go one block. Then turn *left* / *right*.
7 Yeah, but it's not open on *Sundays* / *Fridays*.
8 It's OK. We want the taco place *in front of* / *next to* it.
9 No problem. Have *fun* / *a party*!
10 Hey, guys! Why are you here in the *restaurant* / *park*?

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

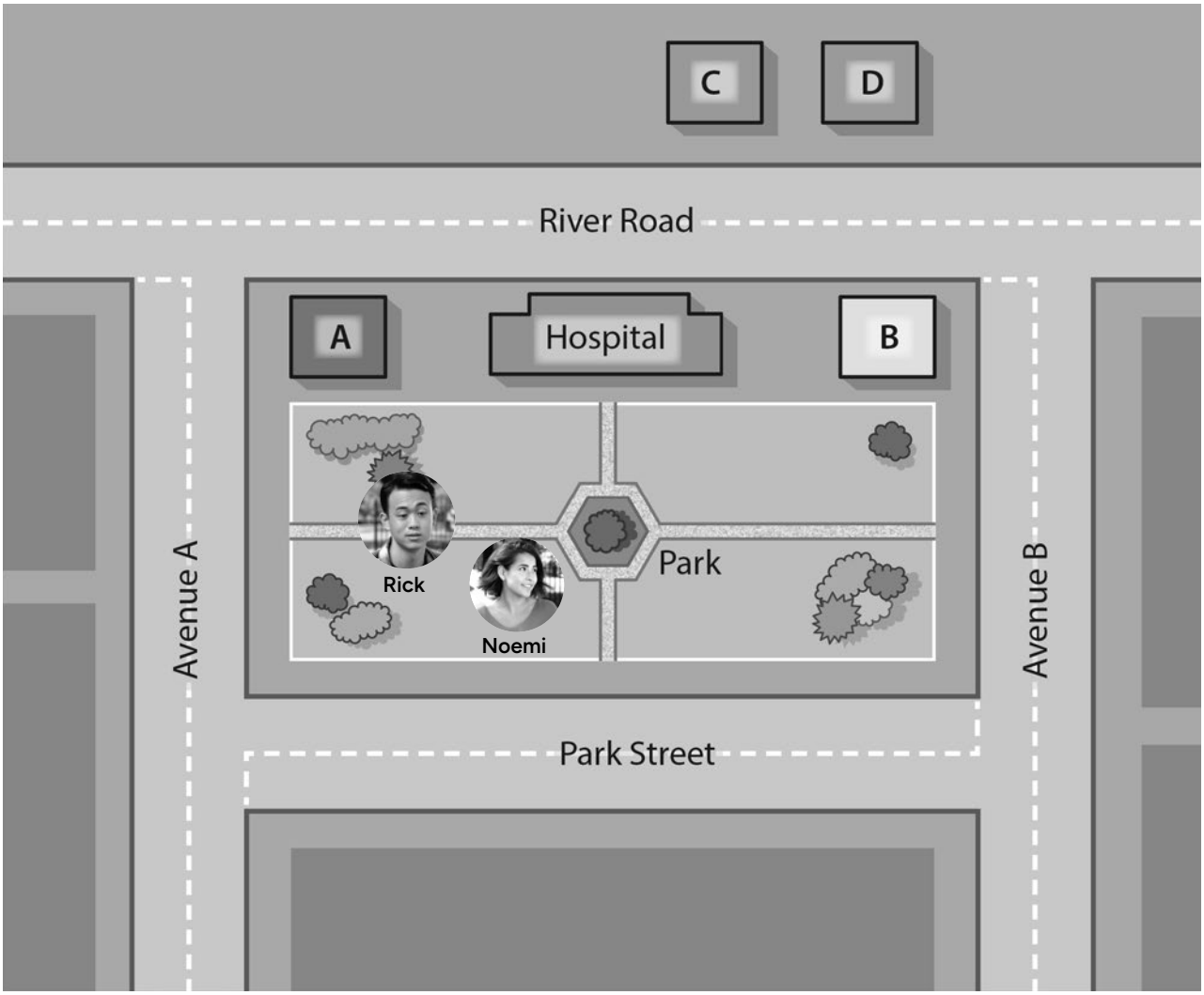
D **Check (✓) the places you hear.**

- ☐ bookstore
- ☐ café
- ☐ college
- ☐ hospital
- ☐ movie theater
- ☐ museum
- ☐ park
- ☐ restaurant
- ☐ school
- ☐ supermarket

E **Label the places they talk about.**

East Side Books | movie theater | supermarket | taco place

A _____ B _____ C _____ D _____



F **Where is the Mexican restaurant?**

_____

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A **What do you remember? What do Noemi and Rick know about the taco place? Check (✓) the information.**

- ☐ where it is
- ☐ its name
- ☐ what's next to it
- ☐ if Eduardo likes it
- ☐ when it's open

B PAIR WORK **Look at the map in exercise E on page 23. You are on Park Street, near the park, looking at Avenue B. Ask for and give directions between two places.**

1. From the hospital to East Side Books
2. From the taco place to the movie theater
3. From Avenue B / Park Street to the taco place

Excuse me. Where's East Side Books?

Uh … Go straight to Avenue A. Take a right on Avenue A. Then take a left on River Road. East Side Books is on your left.

C **Where is your favorite restaurant? Draw a map. Then describe where it is to a partner.**

My favorite restaurant is Kate's Coffee. It's on Ocean Avenue. There's a hotel to the right.

 Photocopiable © Cambridge University Press & Assessment 2026

EPISODE 7 NOW IS GOOD

BEFORE YOU WATCH

A PAIR WORK **Look at the pictures. Discuss the questions with a partner.**

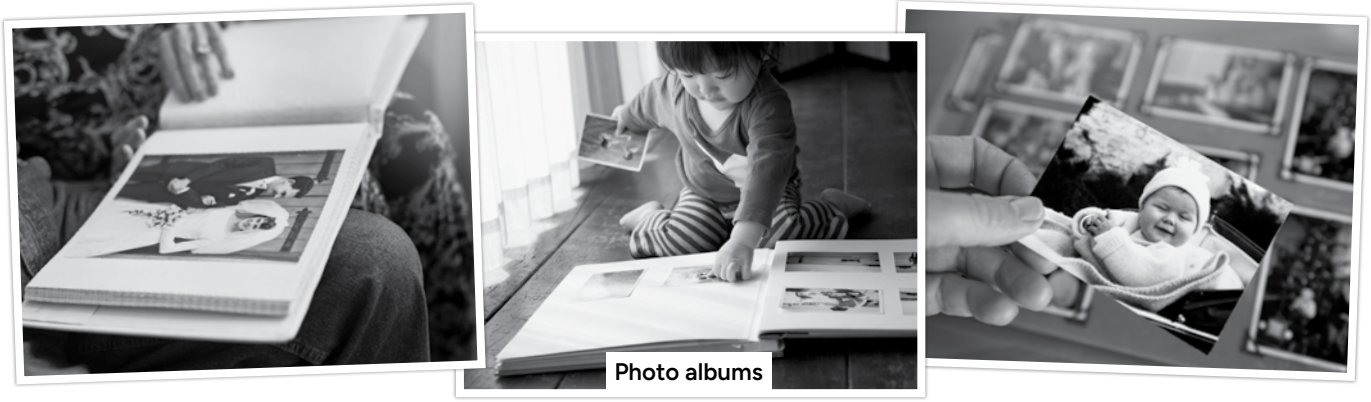


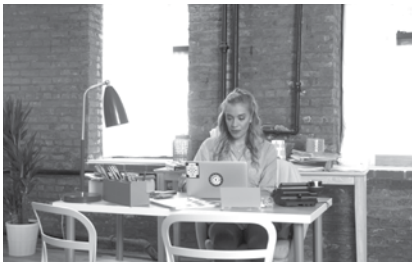
Photo albums

1 Where do you keep your photos?
2 Do you have many photos of your family?
3 Do you have photos that are many years old?

B **How do you answer the phone in English? Complete the chart. Then compare with a partner.**

Answering the phone	Asking people how they are
Hi!	How's it going?

C PREDICT **Look at the pictures from the video. Answer the questions.**



1 Where is Christina? _____
2 What is she doing? _____
3 Who is calling Christina? _____
4 What kind of station is this? _____

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Check your answers to exercise C on page 25. Were your predictions correct?**

B **How do Christina and her mother answer the phone? How do they ask how people are? Check (✓) the phrases you hear.**

- ☐ Hi, Mom.
- ☐ Hello, Mom.
- ☐ Oh, Chrissy! Hello!
- ☐ Hey, Chrissy!
- ☐ How are you, honey?
- ☐ How's it going?

C **How do Christina and her mother end their phone calls? Check (✓) the phrases you hear.**

- ☐ Uh, Mom. Marina is waiting for me.
- ☐ Good-bye, Mother.
- ☐ Call me in an hour, OK?
- ☐ OK, good. Talk to you later, OK?
- ☐ Oh, yes, sure … OK, bye!
- ☐ Fine, Chrissy. Bye-bye.

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

D Complete the sentences with the present continuous forms of the verbs in parentheses.

First Phone Call

1 What _____ you _____ (do)?
2 I _____ _____ (finish) work for the day.
3 Marina _____ _____ (wait) for me at dance class.
4 _____ you _____ (make) the photo album for your father?

Second Phone Call

5 Yes, OK. Mom, I'm _____ (work) on it, but there are hundreds of photos.
6 Oh, Marina is _____ (come).
7 Um, the bus is _____ (come), too.

E Who says the sentences in exercise D? Write *C* (Christina) or *M* (Mom).

1 _____ 3 _____ 5 _____ 7 _____
2 _____ 4 _____ 6 _____

F Circle the responses you hear to complete the sentences.

1 **Chrissy** Hi, Mom.
Mom Oh, Chrissy! Hello! *How's it going* / *How are you, honey*?
2 **Mom** Oh, I'm sorry. Is this a bad time to call?
Chrissy *No, no.* / *It's not bad.* ... Well, maybe.
3 **Mom** Um ... I have one question.
Chrissy *Yes* / *What*, Mom?
4 **Chrissy** Call me in 20 minutes, OK?
Mom *That's fine* / *Oh, yes, sure.*
5 **Mom** Is Marina with you now?
Chrissy No. *I can talk* / *I have a little time.*
6 **Chrissy** Can we call you from home? ... *Yes.* / *OK, good.* Talk to you later, OK?
Mom OK, Chrissy. *Bye-bye* / *Good-bye.*

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A What do you remember? Answer the questions.

1 What does Christina's mother want?

2 Where is Christina's daughter?

3 What transportation does Christina take?

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

1 Christina's mom calls her "Chrissy." What do people in your family call you?
2 What do your friends call you?
3 What do you call your friends and family members?

C PAIR WORK **Imagine you're busy. You get a call. What do you say? Role play the situation with a partner.**

A

Hi! How's it going?

B

Sorry, I'm busy.

OK, but I'm (eating dinner).

Sorry, this is a bad time for me.

Can I call you later?

A

Oh, OK.

That's OK.

That's fine.

No problem.

 Photocopiable © Cambridge University Press & Assessment 2026

EPISODE 8 YOU'RE GOOD!

BEFORE YOU WATCH

A **What can you do well? What can't you do well? Complete the chart. Compare with a partner.**

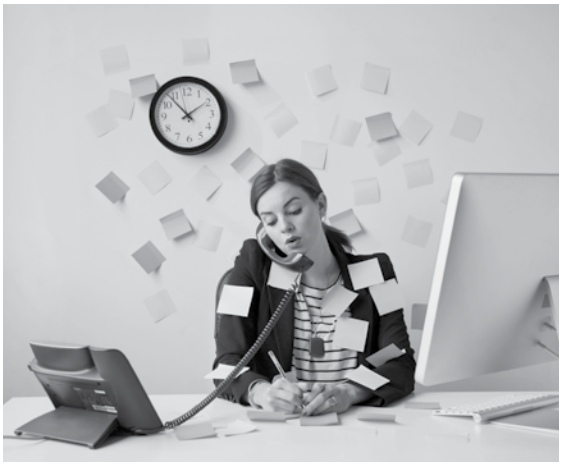
Can do well	Can't do well
read	swim
play the guitar	read music

I can read well. I can't swim well.

I can't read music well, but I can play the guitar pretty well!

B PAIR WORK **Discuss the questions.**

1 Are you busy or not too busy? Do you like to be busy?
2 Do you ever feel that you have too much to do?
3 What can you do if you are too busy?
4 What do you want someone to do for you?



I am really busy. I go to work – and I come to English class! I have too much to do.

What do you think you can do about it?

Maybe someone else can do my laundry!

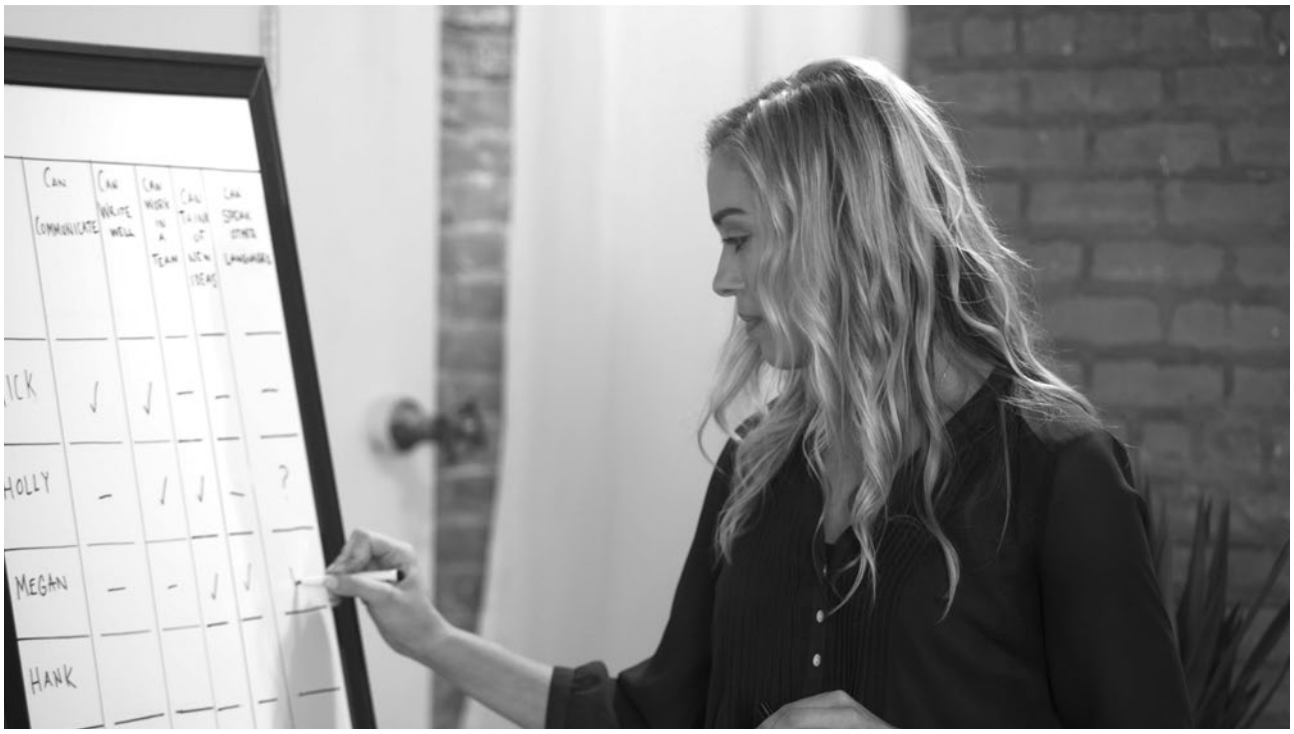
C PREDICT **Look at the pictures from the video. Answer the questions.**

1 Where are Christina and Noemi? _____
2 Who is writing on the board? _____
3 Who is looking at a laptop? _____
4 What is Noemi doing in picture 3? _____

WHILE YOU WATCH

A **Check your answers to exercise C on page 29. Were your predictions correct?**

B **Circle the correct answers.**



1 Noemi has a problem with her *hand* / *back*.
2 Christina is looking for *help* / *work*.
3 Noemi asks, "What do you think about *Robert* / *Hank*?"
4 Teresa doesn't like *homework* / *teamwork*.
5 Robert *can* / *can't* communicate well.
6 *Noemi* / *Christina* says, "But we have a lot of work right now."
7 Christina says, "Tomorrow's *Saturday* / *Sunday*."

C **What can they do? Check (✓) the skills.**

Names	Can communicate	Can write well	Can work in a team	Can think of new ideas	Can speak other languages	Other
Hank						
Teresa						
Robert						good with numbers

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

D Match the sentences (1–7) with the responses (a–g).

1 Are you OK now? b
2 So, what are you working on? _____
3 What do you think about Hank? _____
4 OK, Robert. Can he communicate and write well? _____
5 Great! Not for this job, but it's a fun skill. _____
6 Ugh! I work all the time! _____
7 My back! I need a break! _____

a I agree!
b Yeah. My back is a problem sometimes.
c You can do a lot of things … but you can't do everything.
d Well, Hank can't write well.
e Yes, he can!
f Well, I'm looking for help.
g Yes, you do. Hey, tomorrow's Saturday.

E Look at the sentences in exercise D again. Who says the sentences? Write the letters and numbers next to the correct names.

1 Christina: 1 _____ _____ _____ _____ _____
2 Noemi: b _____ _____ _____ _____ _____ _____ _____

F Circle the correct answers.

1 Noemi's doctor is _____ Christina's office.
   a near b far from
2 Christina is _____ for help.
   a looking b asking
3 Teresa _____ in a team.
   a can work b can't work
4 _____ can speak three languages.
   a Teresa b Hank
5 Robert is good with _____.
   a numbers b letters
6 _____ plays the guitar.
   a Hank b Robert
7 Noemi has ten _____ on her phone.
   a emails b text messages

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A What do you remember? Answer the questions.

1 Who does Christina really like for the job?

2 Who is working a lot these days?

3 What does Teresa say she doesn't like?

4 What fun skill does Robert have?

5 Who is texting Noemi?

6 Who does Noemi work for?

7 Who is the best person for the job?

B Look at the skills charts in exercise C on page 30. Make notes about other important skills. Then discuss the questions with a partner.

1 Which skills are important for Christina's job?
2 Who is best for the job?
3 Think of a job you have or want. What skills do you need for it?

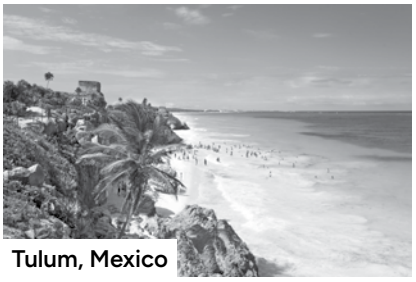
 Photocopiable © Cambridge University Press & Assessment 2026

EPISODE 9 PLACES TO GO

BEFORE YOU WATCH

A PAIR WORK **Which of these places do you want to visit? What can you see and do in each place? You can look up information about the places.**

New York City, U.S.


Tulum, Mexico

Costa Rica

I want to go to New York City. I can go to a museum there.

Really? I want to go to a beach in Mexico. I like to swim in the ocean.

B PAIR WORK **What are your plans for the weekend? Complete the chart. Share with a partner.**

Activity	*have to / need to*	*want to*
clean my apartment	✗	
watch a movie		✗

I have to clean my apartment this weekend. I want to watch a movie. How about you?

C PREDICT **Look at the picture of Noemi. What is she doing? Discuss with a partner.**

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Check your answer to exercise C on page 33. Was your prediction correct?**

B **Circle the correct answers.**

1 Noemi is _____.
   a happy **b** tired
2 Noemi is thinking about _____.
   a phone **b** vacations
3 Noemi and Christina are looking at _____ guides.
   a park **b** travel
4 Noemi doesn't know _____ to go.
   a where **b** when
5 Noemi wants to go somewhere _____.
   a near **b** far
6 Noemi can _____ to the Adirondacks.
   a fly **b** drive
7 _____ don't usually work in the Adirondacks.
   a Cars **b** Phones
8 Hotels in the Adirondacks _____ have phones.
   a do **b** don't
9 _____ calls Noemi.
   a Christina **b** Rick
10 Noemi needs a _____.
   a vacation **b** phone

C **Check (✓) the places people mention. Then write the letter of each picture next to the name.**

☐ 1 Florence, Italy _____
☐ 2 Las Vegas _____
☐ 3 Miami _____
☐ 4 New York City _____
☐ 5 the Adirondacks _____
☐ 6 the Grand Canyon (national park) _____

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

D **Circle the words you hear to complete the sentences.**

1 Not today! I'm thinking about *work* / *vacations*!
2 You need a vacation from your *work* / *phone*!
3 Hi, Eduardo! *How are you?* / *How's it going?*
4 I *want* / *need* to plan a vacation, but I don't know *where* / *when* to go.
5 She needs to go to a place with no *hotels* / *phones*.
6 Yeah, it's near. And yes, you can *fly* / *drive*. You *have to* / *don't have to* fly.
7 *Laptops* / *Phones* don't usually work there.
8 She's working too *hard* / *much*, Eduardo.
9 Yeah, I can see. Well, she *can* / *can't* go to the Adirondacks ...

E **Match the pictures (A–E) with the sentences you hear (1–5).**

1 OK. Where can you go near here? _____
2 No phones? Hmm. _____
3 What is it, Rick? _____
4 She's working too hard, Eduardo. _____
5 I have the perfect place! _____

F **Look again at exercise E. Who says each sentence? Write *N* (Noemi), *C* (Christina), or *E* (Eduardo).**

1 OK. Where can you go near here? _____
2 No phones? Hmm. _____
3 What is it, Rick? _____
4 She's working too hard, Eduardo. _____
5 I have the perfect place! _____

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A PAIR WORK **What do you remember? Answer the questions with a partner.**

1 Why is Noemi stressed?
2 Why does Christina say, "You need a vacation ... from your phone!"?
3 How do the friends know Noemi needs a vacation?
4 Do you want to go to the same place Noemi does? Why or why not?

B PAIR WORK **Eduardo says about Noemi, "She can go to the Adirondacks, and her phone can stay at home." Answer these questions. Discuss with a partner.**

1 Do you like this idea?
2 When do you leave your phone at home?
3 Do you think it's hard or easy to leave your phone at home?
4 Do you think Noemi is happy or sad about this idea?

 Photocopiable © Cambridge University Press & Assessment 2026

BEFORE YOU WATCH

A Match the words (1–5) with the definitions (a–e).

1 to stop (somewhere) _____
2 to stay home _____
3 That's too bad. _____
4 outside _____
5 fall _____

a I'm sorry. That's not good.
b outdoors; not inside a building
c to not leave your house
d the season between summer and winter
e to stay in a place for a short time

B Complete the sentences with the words from exercise A.

1 A Are you going to go to the concert tomorrow?
B No, I'm going _____. I have a lot of work.
2 A I can't go to the concert tomorrow. I have to work.
B _____. It's going to be fun!
3 A Where are you going to eat lunch today – in the cafeteria?
B No. It's a beautiful day. I'm going to sit _____!
4 A Can we _____ at the bookstore for a minute? I need to get a book.
B Sure, no problem.
5 A What's your favorite season?
B Oh, _____! I love seeing the trees change colors.

C Look at the pictures of people in the Adirondack Mountains in the fall. Check (✓) the clothing you see.

- ☐ boots
- ☐ coat
- ☐ dress
- ☐ hat
- ☐ jeans
- ☐ pants
- ☐ shirt
- ☐ shoes
- ☐ shorts
- ☐ skirt
- ☐ sweater
- ☐ T-shirt

WHILE YOU WATCH

A **Check (✓) the clothes Eduardo and Noemi talk about.**

- ☐ boots
- ☐ coat
- ☐ dress
- ☐ hat
- ☐ jeans
- ☐ pants
- ☐ shirt
- ☐ shoes
- ☐ shorts
- ☐ skirt
- ☐ sweater
- ☐ T-shirt

B **What is Noemi going to do on her vacation? Check *going to* or *not going to* to make the sentences true.**

		going to	not going to	
Noemi is ...	1			stay in a small hotel.
	2			sleep a lot.
	3			eat good food.
	4			watch TV.
	5			read.
	6			walk a lot.
	7			run in the park.
	8			sit outside.
	9			sleep in the sun.
	10			drive to the Adirondacks.
	11			talk on the phone.

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

C **Circle the words you hear to complete the sentences.**

1 I'm *going* / *go* to stay in a small hotel.
2 What else are you going to *do* / *see*?
3 I'm going to *sit* / *sleep* a lot, eat good food, and *read* / *buy* books.
4 Are you going *go* / *to go* outside, too?
5 It's cold in the *winter* / *fall*.
6 A good pair of *boots* / *shoes* is fine.
7 Oh, yeah, you mean the Friday night *food* / *taco* trucks?
8 So, *next* / *this* Friday?
9 Great. But I'm *to see* / *going to see* you before then, right?
10 Enjoy your *work* / *workout*.

D **Listen for these sentences. Is the person making a suggestion (M), accepting a suggestion (A), or refusing a suggestion (R)? Write *M*, *A*, or *R*.**

1 Yes, but you can walk. Bring long pants – a sweater or two. _____
2 OK. What about boots? _____
3 No, you don't need boots. A good pair of shoes is fine. _____
4 Yeah, but you can stop on the way, have lunch. _____
5 OK, great. Thank you! _____
6 So, do you want to go? _____
7 I can't. _____
8 So, next Friday? _____
9 Great. But I'm going to see you before then, right? _____

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A PAIR WORK **Write notes on your answers to the questions. Then discuss with a partner.**

1 Does Noemi's vacation sound fun to you? Why or why not?
2 What things does Noemi talk about that you like to do?
3 What do you like to do on a vacation?
4 What do you not like to do on a vacation?

B PAIR WORK **Think of your next vacation. Where are you going to go? When? With who? What are you going to do? What clothes do you need to take? Complete the chart and then ask and answer questions with a partner.**

Where	When	With who	What you are going to do	Clothes

I'm going to New York City in August!

Cool! Are you going with your family?

No, I'm going alone – but I'm staying with a friend.

So, what are you going to do?

Well, we're going to a concert in the park on Saturday …

 Photocopiable © Cambridge University Press & Assessment 2026

EPISODE 11 COLORFUL MEMORIES

BEFORE YOU WATCH

A **Look at the pictures and circle the correct answers.**

1 Where is Christina?
   a She is at home.
   b She is at the office.

2 Who is this?
   a Christina's friend
   b Christina's office assistant

3 Where was the phone?
   a on the table
   b in the box

4 What is Rick holding?
   a a pizza
   b coffee

5 What is funny?
   a the party stuff
   b the zoo

B **Match the pictures (A–C) with the sentences (1–3). What do they have in common?**

1 Time for a coffee break! _____
2 Oh! It's getting late. Time to go home. _____
3 Hard work makes me hungry. _____

C PREDICT **Where are Christina and Eduardo? What are they doing? What's in the box? Write your answers.**

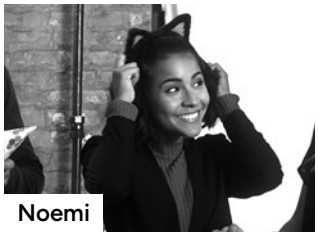
_____
_____
_____
_____
_____
_____

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Check your answers to exercise C on page 41. Were your predictions correct?**

B **Check (✓) who does these things. Sometimes there is more than one answer.**


Noemi

Rick

Christina

Eduardo

Who...	Noemi	Rick	Christina	Eduardo
1 needs help getting organized?				
2 arrives early?				
3 gives Eduardo coffee?				
4 dressed as a cat at an office party?				
5 is going to get Marina?				
6 is going to eat with Eduardo?				

C **Complete the conversation with the words you hear. What word does Christina use to show uncertainty? What word does she use to show surprise? What words does Eduardo use to show surprise?**

Eduardo Wow. There are a lot of things here. Where do I [1] _____?

Christina Um ... this [2] _____?

...

Eduardo Ha! Look at this! [3] _____ this yours?

Christina Oh! My [4] _____ phone. Yes, it was.

Eduardo Does it [5] _____?

Christina I don't [6] _____ so.

D **Correct the words in bold. Then put the sentences in the correct order.**

_____ Eduardo arrives **last**. _____

_____ Christina says she is going to get **Noemi**. _____

_____ Rick and Noemi **leave**. _____

_____ Christina wants to clean out her **bedroom**, and her friends are going to help her. _____

_____ Eduardo finds an old **toy** of Christina's. _____

_____ Rick, Noemi, and Eduardo decide to **go to a movie** together. _____

_____ **Rick** puts on a cat mask. _____

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

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

- ☐ **1** Noemi arrives first. _____
- ☐ **2** Eduardo is late. _____
- ☐ **3** Noemi comes from the gym. _____
- ☐ **4** Rick is going to get a new office assistant. _____
- ☐ **5** Christina's phone was from 2004. _____
- ☐ **6** Christina's old office had a lot of parties. _____
- ☐ **7** Christina needs the green things. _____
- ☐ **8** Everyone is going to get dinner together. _____

F **Complete the missing information with the words in the box.**

cats	gym	hungry	old	party	pizza

1. Eduardo was at the _____.
2. The _____ phone was Christina's.
3. The masks were from Christina's office _____.
4. Christina doesn't like _____.
5. Hard work makes Eduardo _____.
6. Next week, _____ for everyone!

G **Complete the conversation. What word means something is delicious? What word means to stop and take a short rest? What do you like to do when you take a rest?**

Rick Hey, everyone! Coffee [1] _____?

Eduardo [2] _____. Great!

Rick Here's [3] _____, Christina, and [4] _____, Eduardo.

Eduardo Thanks! Now we're [5] _____ to go!

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A What do you think *Many hands make light work* means? Is there a similar expression in your country?

Thanks for helping me.

No problem. Many hands make light work!

B What does Eduardo want to do with the phone? What does Christina want to do with the phone? What reasons do they give? Who do you think is right? Are you more like Christina or Eduardo?

C Do you have a favorite possession you will never throw out? Why is it special?

D PAIR WORK Did you have a favorite toy or possession when you were little? Describe it for your partner.

I remember I had a … It was …

 Photocopiable © Cambridge University Press & Assessment 2026

EPISODE 12 STOP, EAT, GO

BEFORE YOU WATCH

A **Look at the pictures. Where are Eduardo, Christina, and Noemi? What is Eduardo eating? What is on the plate? What meal is it?**

B PAIR WORK **Put the words in order to make questions. Imagine you are Eduardo and answer the questions with the information from exercise A. Then ask and answer the questions with a partner. Use personal information.**

1 today / What / eat / you / did / for breakfast / ?

_____

2 you / Did / drink/ coffee / today / any / ?

_____

3 you / Did / have / this morning / any / juice / ?

_____

4 you / eat / Did / fruit / any / today / ?

_____

C **What's *takeout?* Where do you get it? Do you ever get takeout? Why or why not?**

D PREDICT **Can you predict what's wrong with Rick?**

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Check your answer to exercise D on page 45. Was your prediction correct?**

B **Put the sentences in the order they happen in the video (1–7).**

_____ Noemi met Christina at the café.
_____ Rick ate takeout food.
_____ Christina arrived at the café.
_____ Rick went to the restroom.
_____ Eduardo and Rick played soccer.
_____ Noemi asked Rick to cook for them.
_____ Eduardo ate a pastry and drank coffee.

C **Who says these sentences? Write *E* (Eduardo), *N* (Noemi), *R* (Rick), or *C* (Christina).**

1 Marina had a dance show at school last night. _____
2 You're a good mom. _____
3 We played until 10:30. _____
4 Well, I had some takeout last night. _____
5 I don't want to talk about it. _____
6 You need to eat simple food today. _____
7 How about a cheese and fruit plate? _____
8 I can't think about food right now. _____
9 My sister says "hi." _____

D **Put the words in order to make questions. Ask and answer them with a partner.**

1 the friends / meet / Where / do / ?

_____

2 last night / Rick and Eduardo / What / did / play / ?

_____

3 Rick / Why / late / is / to breakfast / ?

_____

4 Rick / What / did / eat / last night / ?

_____

5 color / What / the sauce / was / ?

_____

6 was / What / the sauce / in / ?

_____

7 wrong / the chicken / What / was / with / ?

_____

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

E **Complete the conversations with the words you hear. Which phrases offer food or drinks? Which phrases request food or drinks?**

1 **Noemi** OK. [1] _____ _____ _____ some water?
Rick Maybe.

2 **Christina** Some [2] _____, and [3] _____ a banana?
Rick Uh, no rice, [4] _____.
Christina OK, some crackers then.
Rick OK. Crackers and [5] _____.

3 **Christina** What [6] _____ _____ _____, Noemi?
Noemi Um, [7] _____ _____ a cheese and [8] _____ plate?

F **Read the sentences. Circle the actions that are correct for each person. There can be more than one correct answer for each person. Then compare with a partner.**

Rick ...	Eduardo ...	Christina ...	Noemi ...
ate warm chicken.	ate cold chicken.	went to a dance show last night.	texted Rick, but he didn't text back.
arrived at the café after his friends.	doesn't want any eggs.	texted Rick, but he didn't text back.	loves to cook.
has a message from his sister.	has a message from his sister.	offers Rick a fruit plate.	offers Rick some crackers and bananas.
thinks a dinner party is a great idea.	thinks a dinner party is a great idea.	feels tired.	says Rick can cook for them.

G **Complete the conversation with the words in the box.**

bad cold eggs hungry idea white

Eduardo Ah ... late night takeout. It's never a good [1] _____.
Rick Yeah. The chicken was [2] _____. And the sauce ... well, it was [3] _____.
Christina Then why did you eat it?
Rick I was [4] _____!
Christina What was in it?
Rick The sauce? I don't know. It was [5] _____ sauce.
Christina So, milk, butter, maybe [6] _____? Or was it the chicken?

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A **Imagine who says these sentences. Write *E* (Eduardo), *N* (Noemi), *R* (Rick), or *C* (Christina).**

1 I'm happy Eduardo's sister said "hi." _____
2 I'm tired, so I'm going home to rest. _____
3 Poor Rick. Now I know why he didn't text me back this morning! _____
4 I'm going to tidy my apartment for the dinner party. _____

B PAIR WORK **Look at the answer to exercise A, number 1. Why do you think this person is happy? Then look at the answer to number 2. Why do you think this person is tired?**

C PAIR WORK **Think about a very good meal and a very bad meal you had at a restaurant. Take turns asking and answering the questions.**

1 What did you eat?
2 What did you drink?
3 Who did you eat with?
4 How much money did you spend?
5 Was the food good or bad? Why?

D **What makes a good meal? What makes a bad meal? Write notes.**

Good	Bad

E **What is something you won't eat? Why?**

_____
_____
_____
_____

 Photocopiable © Cambridge University Press & Assessment 2026

UNIT 2 A GREAT PERSON

BEFORE YOU WATCH

A PAIR WORK **Look at the picture of the family. Read the names of family members. Match the words and the people. Take turns.**

mother	father	sister	brother	wife	husband
daughter	son	grandmother	grandfather	granddaughter	grandson

She's a mother. He's a father.

B **Match the pictures (A–C) with the sentences (1–3).**

A

B

C

GLOSSARY
a lot *(adj)* many
baby *(n)* a very young child
kind *(adj)* very nice

1 My uncle is kind to his children. _____
2 The baby is four months old. _____
3 I see a lot of people in the photo. _____

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Look at the pictures from the video. Who are they? Circle the correct answer.**

1 Emily is the *sister* / *mother* of Jason.
2 Jason has two *daughters* / *aunts*.

3 Ernesto is the *brother* / *cousin* of Carlos.
4 Carlos is a *salesperson* / *doctor*.

5 Trina, Elena, and Janelle are *sisters* / *friends*.

B **Circle the correct answers to complete the sentences.**

1 Emily has a _____.
a sister **b** brother **c** husband

2 Jason has a(n) _____.
a daughter **b** brother **c** uncle

3 Ernesto has a _____.
a son **b** wife **c** brother

4 Carlos has a _____.
a sister **b** brother **c** wife

5 Elena has a(n) _____.
a sister **b** friend **c** aunt

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

C **Match the people (1–5) with where they are from (a–d). Use one place twice.**

Mexico City

1 Emily _____
2 Jason _____
3 Ernesto _____
4 Elena _____
5 Trina _____

a Mexico City
b Los Angeles
c Jamaica
d Hong Kong

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

☐ 1 Jason lives in Hong Kong now. _____
☐ 2 Jason is a great dad. _____
☐ 3 Carlos is a teacher. _____
☐ 4 Ernesto is 32 years old. _____
☐ 5 Ernesto and Carlos live in Oaxaca now. _____
☐ 6 Trina and Janelle are boring. _____
☐ 7 Trina is American. _____
☐ 8 Elena, Trina, and Janelle are doctors. _____

E **Listen for these sentences in the video. Complete the sentences with the adjectives you hear.**

boring friendly funny great smart

1 He's _____, and he's a great dad.
2 He's _____ and very _____.
3 My friends are _____. They are funny. They aren't _____!

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A PAIR WORK **Think about the people in your life. Complete the chart with information about four people. Then talk to your partner.**

Name	Family member or friend	Age	City/Country
Alexa	sister	17	Cali, Colombia
Wilson	uncle	42	Lima, Peru

My sister is Alexa. She's 17. She's from Cali, Colombia.

My uncle is Wilson. He's 42. He's from Lima, Peru.

B PAIR WORK **Look at your chart in exercise A. Who is a great person? Describe the person to your partner. Use the adjectives in the box. Take turns.**

boring friendly funny interesting old
short shy smart tall young

My sister Alexa is a great person. She's very smart.

My uncle Wilson is a great person. He's really funny.

C **Now choose one great person in your life. Write a description. Then share with a partner.**

My sister Alexa is a great person.
She's 17, and she's from Cali, Colombia.
She's very smart. . . .

 Photocopiable © Cambridge University Press & Assessment 2026

UNIT 4 UPCYCLING

BEFORE YOU WATCH

A PAIR WORK **Complete the chart with the words in the box.**

app bookbag bottle cookbook cup tablet laptop

Computers or for computers	For drinks	For reading

B **Look at the photos. Circle the words to complete the sentences.**

jeans

pencil case

coat hanger

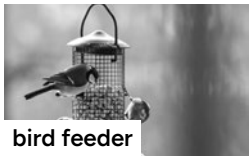
fan

clothes

dish

shoes

flowers


bird feeder

1 Jodi has a *bird feeder* / *pencil case* in her bookbag.
2 A *shoe* / *fan* makes a room cool.
3 I put food in *jeans* / *a dish* for my cat.
4 Put your *fan* / *clothes* on the *coat hanger* / *pencil case*.
5 Birds eat from *bird feeders* / *coat hangers*, or they eat *clothes* / *flowers* on plants.
6 I usually wear a T-shirt, *jeans* / *dish*, and my blue *shoes* / *flowers* when I go for a walk.

C GROUP WORK **Read the definitions. Which two words have similar meanings?**

Glossary

trash *(n)* things people do not want or need
waste *(n)* material people do not want
plastic *(adj)* a substance that can be shaped into many forms
pot *(n)* a container
dirt *(n)* soil that makes an area not clean
kimono *(n)* a piece of outer clothing in Japan

D GROUP WORK **Look at the photo from the video. What can you make with a plastic bottle? Use the photo and your own ideas.**

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Watch the video. Were any of your ideas from exercise D on page 53 mentioned? Which ones?**

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

- ☐ buy new things
- ☐ make new things from old things
- ☐ make things to sell
- ☐ watch new videos online

C PAIR WORK **Complete the summary with words you hear. Use *old*, *new*, *bad*, and *good*.**

When we put [1]_____ things in the trash and buy [2]_____ things, it's really [3]_____ for the Earth. It's [4]_____ to use things again. You can get clever ideas from online videos. Making [5]_____ things from [6]_____ things feels [7]_____! There are a lot of ways to use old things!

D **Match the old things (1–7) with the new things (a–k).**

1 plastic bottle(s) __*c*__ _____ _____ _____
2 a tablet _____
3 jeans _____ _____
4 plastic cups _____
5 a coat hanger _____
6 kimonos _____
7 plastic waste _____

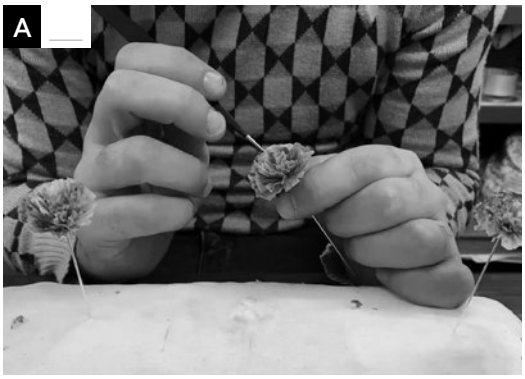
a shoes
b make laptop speakers louder
c a bird feeder
d flowers
e a bookbag
f a plant pot
g a pencil case
h catch dirt
i holds your cookbook
j a digital photo frame
k help fan make cold air

 Photocopiable © Cambridge University Press & Assessment 2026

E **The sentences below have errors. Listen and correct the underlined words.**

1 Businesses often use old things in interesting ways. _____
2 Only plastic bottles can become plant pots. _____
3 Use a fan to show your photos on an old tablet. _____
4 You can find clever ideas from old bookbags. _____
5 Plastic bottles can make laptop speakers louder. _____
6 Japan has a short history of making new things from old. _____
7 In Kintsugi, you fix a broken shoe with gold. _____
8 People make flowers from plastic waste in Japan. _____

F PAIR WORK **Match the sentences in exercise E (1–8) with the photos (A–F). You will only use six of the sentences.**

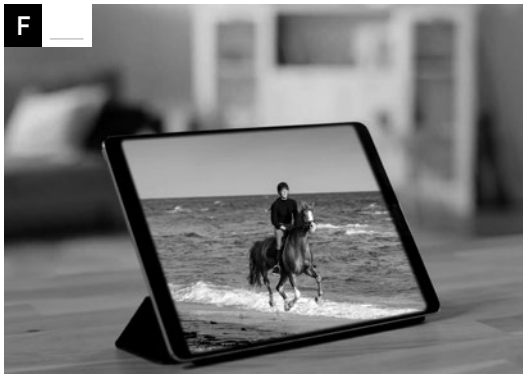
A ___


B ___

C ___

D ___

E ___

F ___


 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A CRITICAL THINKING **Check (✓) the reasons it is good to make new things from old things.**

- ☐ You buy fewer things.
- ☐ You save plants.
- ☐ There's less trash.
- ☐ You use more technology.
- ☐ It's good for the Earth.
- ☐ You can make money.
- ☐ You buy apps and music.
- ☐ It feels good.

B PAIR WORK **Look at the photos. Talk about new things you can make from old things. Use ideas from the video and your own ideas.**

We can make a bag from old jeans.

We can make a picture from broken dishes.

C GROUP WORK **Share your ideas from exercise B. Which things are the most interesting?**

 Photocopiable © Cambridge University Press & Assessment 2026

UNIT 6 DO YOU LIKE NATURE?

ALook at the pictures. Read the sentences. Then label the pictures with the words in bold.

1

2

3

4

5

6

My family likes to go **hiking** in the woods near our house.
Climbing a mountain is a lot of work!
Penguins are black-and-white birds. They live near the ocean.
Angel Falls is a famous **waterfall** in Venezuela. It's really big!
Seals are sea animals. They swim in the ocean but live on land.
A **volcano** is a kind of mountain. It doesn't have many plants or trees.

B PAIR WORK **What are these places? Guess. Write the names next to the pictures. Then compare with a partner.**

Antarctica Easter Island Iceland

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Check (✓) your answers from exercise B on page 57. Were you correct?**

B **Check (✓) the nature words you hear.**

- ☐ beaches
- ☐ deserts
- ☐ flowers
- ☐ forests
- ☐ islands
- ☐ lakes
- ☐ mountains
- ☐ ocean
- ☐ plants
- ☐ rivers
- ☐ trees
- ☐ waterfalls

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

In Iceland ...

1 there *is* / *are* some beautiful *beach* / *beaches*.
2 there *is* / *are* hotels and *restaurant* / *restaurants*.
3 there *are* / *aren't* volcanoes and *waterfall* / *waterfalls*.

On Easter Island ...

4 there *is* / *are* beautiful *beach* / *beaches*.
5 there *isn't* / *are* *some* / *no* giant statues.

In Antarctica ...

6 there *isn't* / *aren't* *a lot of* / *some* people.
7 there *is* / *are* *no* / *some* cities or beaches.
8 there *isn't* / *aren't* *many* / *no* plants or flowers.

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

D The sentences below have errors. Listen and correct the sentences.

1 A lot of beaches are not close to the city.

_____

2 Reykjavik has interesting history museums and ice festivals.

_____

3 In Iceland there are volcanoes, tropical forests, and waterfalls.

_____

4 Easter Island is in the Atlantic Ocean.

_____

5 Easter Island is famous for its giant whales.

_____

6 There are no plants in Antarctica.

_____

7 There aren't a lot of penguins in Antarctica.

_____

E Listen for the adjectives (1–7) in the video. Match them to the nouns they describe (a–e).

1 amazing _____	a place
2 beautiful _____	b art museums
3 cold _____	c nature
4 famous _____	d Iceland
5 giant _____	e beaches
6 great _____	f statues
7 interesting _____	g Easter Island

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A PAIR WORK **Which place in the video do you want to visit? Which do you not want to visit? Discuss with a partner.**

I want to visit Iceland. The hot springs look amazing.

Yeah, I like Iceland, too. I don't want to visit Antarctica. There aren't many people!

B PAIR WORK **Talk to a partner about the places in the video. Use the words in the box to ask and answer questions about Iceland, Easter Island, and Antarctica.**

art museums | big statues | mountains | snow | volcanoes | whales

A [In Iceland], is/are there … ?

B Yes, there is/are. / No, there isn't/aren't. There is/are … [in Iceland].

In Iceland, are there big statues?

No, there aren't. There are art museums in Iceland.

C PAIR WORK **Think of a place you want to visit. What can you see there? What can you do? Write notes. Then describe the place to a partner.**

NOTES

Where:

Nature to see:

Things to do:

I want to go to Cayambe Coca National Park. There's a really big volcano there. You can hike in the forest and swim in the lakes.

That sounds great. I want to visit Norway. You can take bike tours around the countryside and see the Northern Lights.

 Photocopiable © Cambridge University Press & Assessment 2026

UNIT 8 5 STEPS TO LEARN A NEW SKILL

BEFORE YOU WATCH

A **Look at the pictures. What do they all show?**

B **Read the definitions. Then unscramble the letters to make words to match them.**

1 i f x _____ to make a broken thing better
2 i l s k l _____ the ability to do an activity well
3 r p a t c e i c _____ to do something again and again to get better at it
4 a l g o _____ something you want to do with success in the future
5 r e t i _____ a thick, round piece of rubber that fits around a wheel
6 t s p e _____ one of the things you do to succeed at something

C PAIR WORK **Look at the activities in exercise A. What skill is the most difficult to learn? Discuss with a partner.**

D PREDICT **Look at the picture from the video. What are the people doing? What do you think the video is about? Make a prediction.**

a performing
b learning new skills
c the arts

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Look at the pictures below and watch the video. Was your prediction correct? What is the video about?**

B **According to the video, how many hours does it take to learn a new skill?**

1 Some people say _____.
2 Other people say _____.

C **Complete the five steps to learn a new skill from the video.**

Step 1 Choose _____.
Step 2 Think about _____.
Step 3 Find time _____.
Step 4 Think about _____.
Step 5 And finally, _____.

D **Match the phrases in each column to make sentences from the video.**

1 It's important _____	a 20 hours or more.
2 To learn how to paint, _____	b and more quickly the next.
3 Speak slowly one day _____	c "Learn to fix things."
4 It's good to practice _____	d to practice every day.
5 Don't say, _____	e but in a different way.
6 Practice for _____	f in the morning.
7 Do the same thing _____	g you need to learn about colors.

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

E Watch the video and write the missing words.

[1] _____ are things we can or can't do, like [2] _____, ride a bike, or speak another [3] _____. Some people say it takes 10,000 hours to [4] _____ _____ _____ _____. That's [5] _____ an hour a day for 27 years! But there's good news. Other people say [6] _____ _____ learn a new skill in just 20 hours!

F What do you remember about learning a new skill? Circle the correct answer to complete the steps. Then watch the video again to check your answers.

1 Choose _____ goal.
   a an easy **b** a small

2 Think about what parts of the skill are _____ to learn.
   a hard **b** important

3 Find _____ to practice.
   a time **b** space

4 Think about _____ to practice.
   a what **b** how

5 And finally, practice for _____ hours.
   a 20 **b** 10,000

G Answer the questions based on the information in the video.

1 What example does the video give of a small goal?

_____

2 What do you need to learn about to paint?

_____

3 What do you need to learn about to make cool movies?

_____

4 How often should you practice a skill?

_____

5 What two things help your brain remember?

_____

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A **Look at the pictures. Are these skills? Why or why not?**

B PAIR WORK **Look at the skills in the box. Which are easy? Which are hard? Put them in order from easiest to hardest to learn. Then compare your list with your partner. Discuss how your lists are similar and different.**

cooking	learning a new language	learning to drive	playing a musical instrument
riding a bicycle	singing	swimming	yoga

C PAIR WORK **Choose one skill you can do well. What steps do people need to take to learn this skill? How should they practice? Explain the steps to your partner.**

 Photocopiable © Cambridge University Press & Assessment 2026

UNIT 10 CAN YOU SEE A CITY IN 48 HOURS?

BEFORE YOU WATCH

A **Write the words in the box on the the correct photos.**

beach boat bookstore hotel mall museum river waterfall zoo

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

B **Look at the photos. Complete the sentences with the correct words.**

bridge

castle

gardens

train station

tram

1 Let's look at the plants and flowers at the indoor botanical _____.
2 On our river trip to the coast, the boat went under a _____.
3 Should we take a bus or a _____ to see the hawkers in the city center?
4 Our train leaves at 9:00 a.m., so let's meet at the _____ at 8:45.
5 There's a very old _____ with towers on the top of that hill.

Glossary

indoor *(adj)* happening inside a building
hawker *(n)* someone who sells things informally in public places
coast *(n)* the land next to or close to the ocean
botanical *(n)* relating to plants

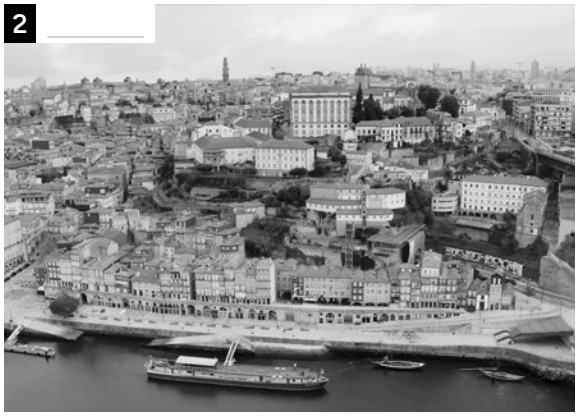
C GROUP WORK **Look at the photos in exercises A and B. Which things are in your town or city? What are some fun things to do and see?**

WHILE YOU WATCH

A Look at the photos from the video. Are they of Porto (in Portugal) or Singapore? Guess. Then watch the video to check your answers. What is the video about?

1 _____

2 _____



3 _____

4 _____

B Check (✓) the city the video mentions for each activity. Sometimes both answers are possible.

Activity	Porto	Singapore
Go out to eat	✓	✓
Go shopping		
Go to a bookstore		
Go to a museum		
Go to a zoo		
Go to the beach		
Listen to music		
Look at art		
Take a boat trip		
Take a walk		
Visit some gardens		

 Photocopiable © Cambridge University Press & Assessment 2026

C PAIR WORK **Put the activities for each day in the order they happen in the video (1–4). Compare answers with a partner.**

Porto, Day 1

_____ Visit a train station.
__1__ Eat breakfast in the city center.
_____ Take a boat trip.
_____ Walk to a river.

Porto, Day 2

_____ Visit a castle.
_____ Visit a bookstore.
_____ Take a tram to the beach.
_____ Visit some gardens.

Singapore, Day 1

_____ Visit Chinatown.
_____ Take a boat trip at night.
_____ Go to a park on top of a hotel.
_____ See a waterfall in a mall.

Singapore, Day 2

_____ Go shopping on Orchard Road.
_____ Learn about history at a museum.
_____ Take a walk at the botanical gardens.
_____ Go to a zoo at night.

D **What do you remember about each place? Circle the correct answer to complete the sentences. Watch the video again to check your answers.**

1 Porto's city center is _____.
   a small **b** big
2 You can look at art in Porto's _____.
   a train station **b** bookstore
3 Porto has six _____.
   a neighborhoods **b** bridges
4 Livraria Lello is an old _____.
   a castle **b** bookstore
5 In Singapore, there is a _____ in a shopping mall.
   a waterfall **b** museum
6 You can see all of the city from _____ in Singapore.
   a a hotel **b** an airport
7 You can learn about Singapore's history _____.
   a on a boat trip **b** in a museum
8 You can go on a night safari in a _____ in Singapore.
   a park **b** zoo

AFTER YOU WATCH

A PAIR WORK **Imagine you have 48 hours in Porto or Singapore. Which city would you choose? Why? Tell your partner.**

B GROUP WORK **Follow the steps.**

1 Divide into two groups — one group for Porto and one group for Singapore.
2 Think of reasons why your city is better to visit.
3 Present your reasons to the other group.

Porto is better because places are close together.

Singapore is better because there's a lot to do at night.

C PAIR WORK **Imagine you have one day in Istanbul, Türkiye. What are you going to do? Make, accept, and refuse suggestions to create a plan with your partner.**

Take a tram ride around the city.

Go shopping at the Grand Bazaar.

Have a Turkish breakfast on Breakfast Street.

Have Turkish coffee at a café.

Look at the colorful buildings in the Balat neighborhood.

Take a boat tour.

Take a walk across the Galata Bridge.

Visit a botanical garden.

Look at art.

Why don't we take a boat tour?

I'm sorry, but I don't like boats. Let's take a tram ride.

OK, sounds good. Then let's …

D GROUP WORK **Share your plan with another pair.**

First, we're going to …

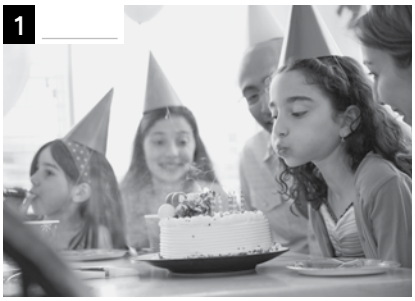
 Photocopiable © Cambridge University Press & Assessment 2026

UNIT 12 WHY DID THEY TAKE THAT PICTURE?

BEFORE YOU WATCH

A **Look at the pictures. What do they show? Read the categories. Write the letter of the category that best fits each picture. Some pictures can have more than one category.**

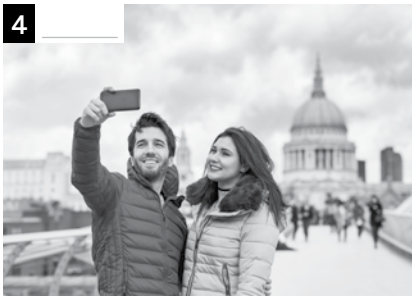
1 _____



2 _____

3 _____

4 _____



5 _____

6 _____

a a special event or memory
b a job well done or a special achievement
c showing how to do something

B PAIR WORK **Use your phone and look for a picture that you want to show to a partner. Then ask each other these questions.**

1 What is it a picture of?
2 Why did you take it?
3 Why do you think it's a good picture?
4 Do you like to look at other people's pictures? Why or why not?

C PREDICT **Look at the picture. What is the woman doing? What do you think the video is about? Circle your prediction.**

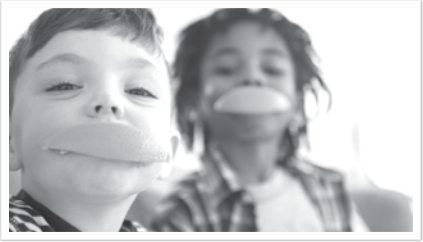
a cell phones are everywhere
b apps for healthy eating
c taking pictures of food

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

A **Watch the video. What is it about? Was your prediction correct? What amount of people do this?**

B **Put the events in the order they happen in the video (1–5).**



_____ A man makes a cooking video.
_____ Three young women take a selfie at a waterfall.
_____ A woman blows out birthday candles.
_____ A happy group of friends take a selfie at a restaurant while eating dinner together.
_____ Two kids show orange slices for smiles.

C **Match the activities (1–3) with the percentages (a–c) according to the information presented in the video.**

1 people who take pictures of food they cooked _____ **a** 20%
2 people who take pictures of food at special events _____ **b** 22%
3 people who take pictures of food at a restaurant _____ **c** 33%

D **Read the activities. Who do they describe? Check (✓) the correct boxes.**

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

 Photocopiable © Cambridge University Press & Assessment 2026

WHILE YOU WATCH

E **According to the video, what are the three reasons why people take pictures of their food?**

_____

_____

_____

F **Watch the video and complete the missing words.**

Larissa took this video of a delicious [1] _____ she made. Then she [2] _____ it to her [3] _____ _____ page. Some people, like Steve, like to [4] _____ so much, they have their own video show. Steve made this video to [5] _____ people how to make a [6] _____ for dinner.

G Correct the mistake in each sentence to make it true.

1 About 25% of people take pictures of food.

_____

2 When Dan went to Singapore, he enjoyed taking pictures at the night market.

_____

3 Most families have famous food photos.

_____

4 Some people watch videos to teach what they know.

_____

5 People take pictures of their families because they feel good about it.

_____

 Photocopiable © Cambridge University Press & Assessment 2026

AFTER YOU WATCH

A **What people from the video are most likely to say the sentences? Write *Dan*, *Donna*, *Larissa*, *Karl*, or *Steve*.**

1 I hope my mom enjoyed her party. _____
2 Breakfast is my favorite meal of the day. _____
3 Over 10,000 people follow my videos. _____
4 I love to travel and try new food. Next summer I'm going to Russia. I can't wait! _____
5 I go to a new restaurant about once a month. _____

B PAIR WORK **Choose one of the pictures and imagine you took it. Do not tell your partner which one. Ask and answer the questions. Guess which picture your partner "took."**

Was the restaurant busy? What did you have to drink? Was the food expensive?
Who did you eat with? Did you have a reservation? Will you go back to that restaurant?

Was the restaurant busy?

No, it wasn't busy. There were only eight people eating there.

C PAIR WORK **What kind of food do you like? What kind of restaurant do you like to eat at? Write notes about your preferences. Share with your partner. Then make restaurant recommendations to each other.**

Type of food: _____
Style of restaurant: _____
Price: _____
Restaurant recommendation for your partner: _____

 Photocopiable © Cambridge University Press & Assessment 2026

VIDEO TEACHING NOTES

EPISODE 1

I AM ...

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 1

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

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

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

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

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

Do the task Ss circle the correct answers.

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

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

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

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

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

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

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

Review the task Ss read their answers aloud.

Answers
1 b 2 c 3 b

WHILE YOU WATCH pp. 2–3

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

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

Review answers Ss share their answers with the class.

Answers
1 Eduardo 2 Rick 3 Noemi and Christina

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

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

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

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

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

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

Review answers Ask volunteers to say the answers.

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

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

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

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

Answers
1 The apartment number is **3B**.
2 ✓
3 Eduardo's last name is **Sousa**.
4 Eduardo's phone number is 917-555-265**0**.
5 ✓

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

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

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

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

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

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

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

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

AFTER YOU WATCH p. 4

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

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

Review answers Ss share their answers with the class.

Answers
Checked: first name, last name, phone number

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

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

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

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

EPISODE 2

GREAT PEOPLE

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 5

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

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

Review answers Ss review their family trees in pairs.

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

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

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

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

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

WHILE YOU WATCH pp. 6–7

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

Answer
family

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

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

Review answers Ss share their answers with the class.

Answers
A 3 B 2 C 4 D 5 E 1

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

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

Review answers Ask volunteers to say the answers.

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

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

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

Review answers Volunteers say the answers.

Answers

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

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

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

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

Answers

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

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

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

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

Answers

1 a 2 b 3 d 4 c 5 e

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

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

Review the task Review answers with the class.

Answers

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

AFTER YOU WATCH p. 8

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

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

Review the task Volunteers share a description with the class.

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

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

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

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

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

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

EPISODE 3

COME IN

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 9

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

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

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

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

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

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

Do the task Ss circle the answers.

Review answers Ask volunteers to say the answers.

Answers
1 living room 2 kitchen 3 couch

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

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

WHILE YOU WATCH pp. 10–11

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

Answer
Eduardo (This is Eduardo's apartment.)

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

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

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

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

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

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

Review answers Ask volunteers to say the answers.

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

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

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

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

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

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

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

Review answers Ask volunteers to say the answers.

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

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

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

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

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

AFTER YOU WATCH p. 12

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

Do the task Ss do the activity in pairs.

Review answers Ss share their answers with the class.

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

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

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

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

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

Review answers Ss share their answers with the class.

EPISODE 4

I LOVE IT

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 13

A PAIR WORK **Introduce the task** Review the language in the summary above, as needed.

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

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

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

Do the task Ss complete the sentences individually.

Review answers Volunteers say the answers.

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

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

WHILE YOU WATCH pp. 14–15

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

Answers
1 Noemi and Christina are in the gym.
2 Christina has a tablet. Noemi and Christina have phones.

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

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

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

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

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

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

Review answers Volunteers say the answers.

Answers
A 1 B 4 C 2 D 5 E 3

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

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

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

Answers
1 A 2 C 3 E 4 B 5 D

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

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

Review answers Volunteers say the answers.

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

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

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

Review answers Review answers with the class.

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

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

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

Review answers Review answers with the class.

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

AFTER YOU WATCH p. 16

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

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

Review answers Ss share their answers with the class.

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

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

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

Review the task Volunteers share their conversation with the class.

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

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

EPISODE 5

MONDAYS AND FUN DAYS

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 17

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

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

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

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

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

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

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

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

WHILE YOU WATCH pp. 18–19

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

Answers

1 c 2 c

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

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

Review answers Check answers with the class.

Answers

Checked: drink coffee, have lunch, work

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

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

Review answers Ask volunteers to say the answers.

Answers

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

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

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

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

Answers

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

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

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

Review answers Ask volunteers to say the answers.

Answers

1 always 2 always 3 always 4 usually
5 hardly ever

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

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

Review the task Review answers with the class.

Answers

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

AFTER YOU WATCH p. 20

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

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

Review answers Ss share their answers with the class.

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

Do the task Pairs discuss details about Noemi and Rick.

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

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

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

EPISODE 6

ZOOM IN, ZOOM OUT

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 21

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

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

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

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

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

Review answers Volunteers share their answers with the class.

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

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

WHILE YOU WATCH pp. 22–23

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

Answers
1 park 2 restaurant 3 directions 4 knows

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

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

Review answers Check answers with the class.

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

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

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

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

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

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

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

Review answers Check answers with the class.

> **Answers**
> Checked: bookstore, hospital, movie theatre, park, restuarant, supermarket

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

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

Review answers Ask volunteers to share their answers.

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

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

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

Review the task Check the answer with the class.

> **Answer**
> on Avenue A

AFTER YOU WATCH p. 24

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

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

Review answers Check answers with the class.

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

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

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

Review the task Volunteers share their directions with the class.

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

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

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

EPISODE 7

NOW IS GOOD

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 25

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

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

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

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

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

Review answers Volunteers share their answers with the class.

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

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

WHILE YOU WATCH pp. 26–27

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

Answers

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

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

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

Review answers Check answers with the class.

Answers

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

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

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

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

Answers

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

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

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

Review answers Check answers with the class.

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

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

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

Review answers Ask volunteers to share their answers.

> **Answers**
> 1 M 2 C 3 C 4 M 5 C 6 C 7 C

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

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

Review the task Check answers with the class.

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

AFTER YOU WATCH p. 28

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

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

Review answers Ask volunteers to share their answers.

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

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

Do the task Pairs discuss the questions.

Review the task Volunteers share their answers with the class.

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

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

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

EPISODE 8

YOU'RE GOOD!

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 29

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

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

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

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

Do the task Pairs discuss their answers to the questions.

Review answers Volunteers share their answers with the class.

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

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

WHILE YOU WATCH pp. 30–31

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

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

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

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

Review answers Check answers with the class.

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

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

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

Review answers Volunteers say the answers.

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

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

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

Review answers Check answers with the class.

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

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

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

Review answers Check answers with the class.

> **Answers**
> Christina: 1, 3, c, 4, 5, g
> Noemi: a, 2, b, d, e, 6, f, 7

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

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

Review answers Check answers with the class.

> **Answers**
> 1 a 2 a 3 b 4 b 5 a 6 b 7 b

AFTER YOU WATCH p. 32

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

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

Review answers Ask volunteers to share their answers.

> **Answers**
> 1 Robert 2 Christina and Noemi 3 teamwork 4 He plays the guitar. 5 Rick 6 Rick / Rick's parents 7 Answers will vary

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

Do the task Pairs discuss the questions.

Review the task Volunteers share their answers with the class.

EPISODE 9

PLACES TO GO

Story summary

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

Language summary

Grammar	Vocabulary	Functional language
this and *these* *like to*, *want to*, *need to*, *have to*	Travel Travel arrangements	Ask for and give information

BEFORE YOU WATCH p. 33

A PAIR WORK **Review the language** Elicit words related to travel and travel arrangements and write these on the board. Read the instructions aloud. Two volunteers read the model conversation.

Do the task If possible, allow Ss to look up information about the three places. Pairs talk about which places they want to visit and what they can see and do in each place.

Review answers Ask volunteers to share their partners' answers about one of the places.

B PAIR WORK **Introduce the task** Read the instructions and the headings in the chart aloud. A volunteer reads the sample chart entries aloud.

Do the task Pairs complete the chart about their plans for the weekend.

Review answers Volunteers share three of their plans with the class.

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

Do the task Pairs discuss what they think Noemi is doing. They will check their predictions in the next exercise.

WHILE YOU WATCH pp. 34–35

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

Answer
Noemi is reading about places to go on vacation.

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

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

Review answers Volunteers share answers with the class.

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

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

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

Review answers Volunteers say the answers.

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

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

Review answers Check answers with the class.

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

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

Review answers Check answers with the class.

Answers
1 D 2 B 3 A 4 C 5 E

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

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

Review answers Ask volunteers to share their answers.

Answers
1 C 2 E 3 N 4 C 5 E

AFTER YOU WATCH p. 36

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

Do the task Pairs discuss the questions.

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

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

Do the task Pairs discuss the questions.

Review the task Volunteers share their answers with the class.

EPISODE 10

GET READY

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 37

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

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

Review answers Check answers with the class.

Answers
1 e 2 c 3 a 4 b 5 d

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

Do the task Ss complete the sentences individually.

Review answers Ask volunteers to share their answers.

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

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

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

Review answers Ask volunteers to share their answers.

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

WHILE YOU WATCH pp. 38–39

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

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

Review answers Check answers with the class.

Answers
Checked: boots, pants, shoes, sweater

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

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

Review answers Ask volunteers to share their answers.

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

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

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

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

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

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

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

Answers

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

AFTER YOU WATCH p. 40

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

Do the task Pairs discuss the questions.

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

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

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

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

EPISODE 11

COLORFUL MEMORIES

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 41

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

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

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

Answers
1 b 2 a 3 b 4 b 5 a

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

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

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

Answers
1 C 2 B 3 A
The pictures all show people at work.

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

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

Review the task Ss share their predictions with the class.

WHILE YOU WATCH pp. 42–43

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

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

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

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

Review the task Ss read their answers aloud.

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

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

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

Review the task Ss read their answers aloud.

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

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

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

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

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

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

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

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

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

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

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

Review the task Ss read the answers aloud.

> **Answers**
> 1 gym 2 old 3 party 4 cats 5 hungry
> 6 pizza

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

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

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

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

AFTER YOU WATCH p. 44

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

Review answers Ss share their answers as a class.

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

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

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

Review the task Check answers with the class.

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

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

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

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

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

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

EPISODE 12

STOP, EAT, GO

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 45

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

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

Review the task Ss share their answers with the class.

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

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

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

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

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

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

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

Review the task Ss share their answers with the class.

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

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

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

Review the task Ss share their predictions aloud.

WHILE YOU WATCH pp. 46–47

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

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

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

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

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

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

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

> **Answers**
> 4, 2, 3, 7, 1, 6, 5

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

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

Review the task Ss read their answers aloud.

Answers

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

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

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

Review the task Ss read their answers aloud.

Answers

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

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

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

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

Answers

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

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

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

Review the task Ss read their answers aloud.

Answers

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

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

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

Review the task Ss read the conversation as a class.

Answers

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

AFTER YOU WATCH p. 48

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

Do the task Ss do the task.

Review answers Ss read their answers aloud.

Answers

1 R 2 C 3 N 4 E

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss share their answers aloud.

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

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

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

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

UNIT 2

A GREAT PERSON

Documentary summary

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

Language summary

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

BEFORE YOU WATCH p. 49

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

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

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

Suggested Answers

Older man: He's a grandfather. He's a husband. He's a father.
Older woman: She's a grandmother. She's a wife. She's a mother.
Middle-aged man: He's a son. He's a father. He's a husband.
Middle-aged woman: She's a daughter. She's a mother. She's a wife.
Children: She's a sister. She's a daughter. She's a granddaughter. He's a brother. He's a son. He's a grandson.

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

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

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

Answers

1 C 2 A 3 B

WHILE YOU WATCH pp. 50–51

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

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

Review answers Ss share their answers with the class.

Answers

1 sister 2 daughters 3 brother 4 doctor 5 friends

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

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

Review answers Volunteers say the answers in complete sentences.

Answers

1 b 2 a 3 c 4 b 5 b

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

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

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

Answers

1 d 2 d 3 a 4 b 5 c

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

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

Review answers Volunteers say the answers.

Answers

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

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

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

Review answers Review answers with the class.

Answers

1 funny 2 friendly, smart 3 great, boring

AFTER YOU WATCH p. 52

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

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

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

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

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

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

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

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

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

UNIT 4

UPCYCLING

Documentary summary

The video explains that it's bad for the environment when people throw away old things and buy new ones. It shows creative ways to make new things from old items, such as clothes, electronics, plastic items, and other household goods.

Language summary

Grammar	Vocabulary	Functional language
Simple present statements with *I*, *you*, *we*	Technology	Ask about a new topic
a/an	Words for using technology	Ask for a response
Adjectives before nouns		

BEFORE YOU WATCH p. 53

A PAIR WORK **Introduce the task** Read the instructions and the words in the box aloud. Read the headings in the chart and make sure Ss understand the meanings.

Do the task Ss complete the chart.

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

> **Answers**
> **Computers or for computers:** app, tablet, laptop
> **For drinks:** bottle, cup
> **For reading:** bookbag, cookbook

B **Introduce the task** Read the instructions aloud. Then read the words as Ss look at the photos. Say a word and have Ss point to the correct photo.

Do the task Ss circle the correct answers to complete the sentences

Review answers Ask volunteers to read the completed sentences.

> **Answer**
> 1 pencil case 2 fan 3 a dish
> 4 clothes, coat hanger 5 bird feeders, flowers
> 6 jean, shoes

C GROUP WORK **Introduce the task** Read the instructions aloud. Volunteers read the six definitions aloud.

Do the task Groups discuss the question and answer it together.

Review answers Ask volunteers to share their answers.

> **Answer**
> *trash* and *waste*

D GROUP WORK **Introduce the task** Read the instructions aloud. Give an example for Ss, like *I can make a pencil case from a plastic bottle.*

Do the task Ss think of ideas in groups.

Review answers Ss share their ideas with the class.

WHILE YOU WATCH pp. 54–55

A **Introduce the task** Read the instructions aloud. Ss answer the questions.

Do the task Play the video. Ss do the task individually, using the answers from their group discussion in exercise D on page 53.

Review answers Ss share their answers with the class.

B **Introduce the task** Read the instructions aloud. Volunteers read the answer choices.

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

Review answers Review the answer with the class.

> **Answer**
> make new things from old things

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

Do the task Play the video. Ss work individually to complete the summary.

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

Answers

1 old 2 new 3 bad 4 good 5 new
6 old 7 good

D **Introduce the task** Read the instructions aloud. Volunteers read the lists of old and new things.

Do the task Play the video. Ss listen and match the old things with the new things.

Review answers Ss share their answers with the class.

Answers

1 c, f, h, k
2 j
3 e, g
4 b
5 i
6 a
7 d

E **Introduce the task** Read the instructions aloud. Volunteers read the sentences.

Do the task Ss listen to the video and write words to make the sentences true.

Review answers Volunteers write the answers on the board and then read the correct sentences aloud.

Answers

1 Children OR Children and adults
2 Many things
3 an app
4 online videos
5 cups
6 long
7 dish
8 France

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

Do the task Ss work in pairs to match six sentences from exercise E to the six photos.

Review answers Review answers with the class.

Answers

A 8 B 2 C 7 D 5 E 1 F 3

AFTER YOU WATCH p. 56

A CRITICAL THINKING **Introduce the task** Read the instructions aloud. Volunteers read the answer choices.

Do the task Ss check the items individually and then compare answers in pairs. Have Ss see if they can add more ideas.

Review answers Review answers with the class.

Answers

You buy fewer things.
There's less trash.
It's good for the Earth.
You can make money.
It feels good.

B PAIR WORK **Introduce the task** Read the instructions aloud. Review the example responses.

Do the task Pairs come up with ideas together. Encourage Ss to write a list of their own ideas and the ideas in the video.

Review the task Each pair shares one idea with the class.

C GROUP WORK **Introduce the task** Read the instructions aloud. Briefly discuss the image and elicit that it is a mosaic made of tiles.

Do the task Ss work in groups and share their ideas from exercise B. They vote on the most interesting idea.

Review answers Groups share their most interesting idea with the class.

UNIT 6

DO YOU LIKE NATURE?

Documentary summary

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

Language summary

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

BEFORE YOU WATCH p. 57

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

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

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

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

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

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

WHILE YOU WATCH pp. 58–59

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

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

> **Answers**
> 1 Iceland 2 Easter Island 3 Antarctica

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

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

Review answers Review answers with the class.

> **Answers**
> Checked: beaches, flowers, islands, mountains, plants, trees, waterfalls

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

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

Review answers Volunteers share their answers with the class.

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

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

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

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

Answers

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

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

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

Review answers Volunteers share their answers with the class.

Answers

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

AFTER YOU WATCH p. 60

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

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

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

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

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

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

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

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

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

UNIT 8

5 STEPS TO LEARN A NEW SKILL

Documentary summary

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

Language summary

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

BEFORE YOU WATCH p. 61

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

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

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

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

Do the task Ss do the task individually.

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

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

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

Do the task Ss do the task in pairs.

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

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

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

> **Answer**
> Correct prediction: b learning new skills

WHILE YOU WATCH pp. 62–63

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

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

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

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

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

> **Answers**
> 1 10,000 hours 2 20 hours

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

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

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

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

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

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

Review the task Ss share their answers aloud.

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

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

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

Review the task Ss share their answers aloud.

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

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

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

Review the task Ss share their answers aloud.

Answers
1 b 2 b 3 a 4 b 5 a

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

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

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

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

AFTER YOU WATCH p. 64

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

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

Review the task Ss share their opinions aloud.

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

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

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

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

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

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

UNIT 10

CAN YOU SEE A CITY IN 48 HOURS?

Documentary summary

This documentary explores having 48 hours to see two different cities. First, it shows things to do in Porto, Portugal, for two days. Then it explores things to do in Singapore in the same amount of time. Activities include shopping, sightseeing, and going out to eat.

Language summary

Grammar	Vocabulary	Functional language
Statements with *be going to* Questions with *be going to*	Going out Taking a trip	Describe places Order information Make, accept, and refuse suggestions

BEFORE YOU WATCH p. 65

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

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

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

> **Answers**
> 1 river 2 hotel 3 beach 4 waterfall
> 5 bookstore 6 boat 7 zoo 8 museum
> 9 mall / shopping mall

B **Introduce the task** Read the instructions aloud. Then read the words as Ss look at the photos. Say a word and have Ss point to the correct photo.

Do the task Have volunteers read the sentences. Go over the Glossary box. Then Ss complete the correct sentences individually.

Review answers Ask volunteers to read the sentences aloud.

> **Answers**
> 1 gardens 2 bridge 3 tram 4 train station
> 5 castle

C GROUP WORK **Introduce the task** Read the instructions aloud. Ss list their answers to the questions about their town or city.

Do the task Ss complete their lists individually and then discuss the questions in small groups.

Review answers Groups share some of their answers with the class.

WHILE YOU WATCH pp. 66–67

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

Do the task Ss guess if the photos are from Porto or Singapore individually. Then Ss watch the video, check their guesses, and answer the second question individually or in pairs.

Review answers Check answers as a class.

> **Answers**
> 1 Singapore 2 Porto 3 Porto 4 Singapore
> The video is about things to do in 48 hours in Porto and Singapore.

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

Do the task Ss watch the video and check the correct city or cities individually.

Review answers Ss read their answers aloud.

Answers

Activity	Porto	Singapore
Go out to eat	✓	✓
Go shopping		✓
Go to a bookstore	✓	
Go to a museum		✓
Go to a zoo		✓
Go to the beach	✓	
Listen to music		✓
Look at art	✓	
Take a boat trip	✓	✓
Take a walk	✓	✓
Visit some gardens	✓	✓

C PAIR WORK **Introduce the task** Read the instructions aloud. Check that students understand all the vocabulary.

Do the task Play the video. Ss order the events individually then compare answers with a partner.

Review answers Volunteers read aloud the activities in the correct order for each city and day.

Answers

Porto, Day 1: 2, 1, 4, 3
Porto, Day 2: 4, 1, 3, 2
Singapore, Day 1: 3, 4, 2, 1
Singapore, Day 2: 2, 3, 1, 4

D **Introduce the task** Read the instructions aloud. Have volunteers read the sentences and answer choices.

Do the task Ss do the task. Then play the video so Ss can check their answers.

Review answers Ss read the completed sentences aloud.

Answers

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

AFTER YOU WATCH p. 68

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

Do the task Ss discuss their opinions in pairs.

Review answers Ss share their opinions aloud. Find out how many Ss chose each city by a show of hands.

B GROUP WORK **Introduce the task** Read the instructions and the steps aloud. Put students into two groups based on their answers from exercise A. For a large class, create an even number of groups for Singapore and Porto. Ask volunteers to read aloud the example dialogue and confirm Ss' understanding of *because*.

Do the task Ss list reasons their city is better and discuss their ideas with their group. Groups present their choices and reasons to the opposing group(s).

Review answers Discuss the presentations with the class. Did anyone change their mind about which city to visit?

C PAIR WORK **Introduce the task** Read the instructions aloud. Review the functional language on Student Book page 102. Then tell Ss they can look online to see how long each activity might take. Alternatively, tell them to choose four activities for the day. Have two volunteers read the example conversation aloud.

Do the task Ss work in pairs to create a plan.

Review answers Point to each photo or read the captions and have pairs show whether they chose that activity by a show of hands. Ask volunteer pairs to choose one or two activities and say the example dialogue aloud for the class.

D GROUP WORK **Introduce the task** Read the instructions and speech bubble aloud.

Do the task Pairs from exercise C share their plans with another pair.

Review answers Have a few Ss share how their plans were similar or different from the other pair's plan.

UNIT 12

WHY DID THEY TAKE THAT PICTURE?

Documentary summary

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

Language summary

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

BEFORE YOU WATCH p. 69

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

Do the task Ss do the task.

Review the answers Ss read answers aloud.

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

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

Do the task Ss do the task in pairs.

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

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

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

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

Answer
c

WHILE YOU WATCH pp. 70–71

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

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

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

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

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

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

Review the answers Ss read their answers aloud.

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

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

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

Review the answers Ss read their answers aloud.

Answers
1 c 2 b 3 a

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

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

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

Answers

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

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

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

Review the answers Ss read their answers aloud

Answers

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

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

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

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

Answers

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

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

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

Review the answers Ss read their answers aloud.

Answers

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

AFTER YOU WATCH p. 72

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

Do the task Ss do the task.

Review the answers Ss read their answers aloud.

Answers

1 Donna 2 Larissa 3 Steve 4 Dan 5 Karl

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

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

Review the answers Pairs share their conversation with the class.

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

Do the task Ss do the task in pairs.

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

Episode 1: I am ...

Eduardo OK!
Rick Yep. Nice, man.
Eduardo Yeah!
Rick Is this the apartment?
Eduardo Yeah, it's 3B.
Rick OK. 3B.
Manager Yeah?
Eduardo Hello. I'm Eduardo. I'm here for the apartment. Apartment 3B.
Manager OK. Come in.
Manager OK, so you're Eduardo?
Rick No, I'm Rick. This is Eduardo.
Eduardo I'm Eduardo. Nice to meet you, sir.
Manager OK. So the apartment is for you, Eduardo?
Eduardo Yes, it's for me.
Manager OK. Spell your last name, please.
Eduardo It's S-O-U-S-A. Sousa.
Manager Oh yeah? My mother is a Sousa.
Eduardo Really? Is she from Brazil?
Manager No, she's from Brooklyn.
Eduardo Oh.
Manager And your phone number?
Eduardo Sure. It's 917-555-2650. Uh, it's 2650, not 2651.
Manager What? Oh. OK. Sign here.
Eduardo This place is great! Thanks! OK! Let's go!
Noemi Hey, Rick! And Eduardo – hey!
Christina Well, how's the new apartment?
Eduardo Great!
Rick Yeah, it's cool.
Noemi Cool! Let's see it.
Eduardo Yeah. Hey ... Oh, no!
Christina What?
Eduardo My key!
Rick Ha!
Eduardo Ah, thanks, Rick.
Christina Hahaha! Come on.

 Photocopiable © Cambridge University Press & Assessment 2026

Episode 2: Great people

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

Episode 3: Come in

Eduardo Ah, it's Rick. Hi, Rick! How are … Oh! Hi, Noemi!
Noemi Hi, Eduardo! Here! It's a plant for your new apartment.
Eduardo Thanks, Noemi. Come in!
Noemi Wow, Eduardo! Your place is great!
Eduardo Yeah?
Rick This place is cool! You have two bedrooms!
Noemi Really? Two bedrooms?
Eduardo Yes. The second bedroom is small.
Noemi And you have very cool furniture!
Rick Eduardo and his furniture…
Eduardo Hey! What do you mean?
Rick Well, for example, this couch. Wait … is it a couch?
Eduardo Yes, it's a couch!
Rick Haha. But look! It's also a bed.
Eduardo And this… it's three coffee tables. *And* it's two chairs and a table!
Rick See, Noemi! Eduardo and his furniture …
Noemi Yes, I see.
Eduardo Coffee, Noemi?
Noemi Uh, no, thanks.
Eduardo Soda? Juice? Water?
Noemi Yes, OK. Water, please. Thanks, Eduardo! – Eduardo's funny.
Noemi Hello? Hello? Oh, hi, Christina. Yeah. It's apartment 3B.
Uh, 3B, right?
Eduardo Yeah, it's 3B.
Noemi OK, see you soon. It's our gym day.
Eduardo Gym day?
Noemi Yeah.
Rick Christina's a dancer, right?
Noemi Yes and no… Oh! She's here.
(sound of cats screeching and Christina running down the hallway)
Christina Akkk! Cats!
Eduardo Oh, Christina! Are you OK?
Christina Yes.
Eduardo Coffee?
Christina Yes, please.

 Photocopiable © Cambridge University Press & Assessment 2026

Episode 4: I love it

Christina Ugh.
Noemi Hey, are you OK, Christina?
Christina Yeah. It's my tablet. *(sighs)*
Noemi Here.
Christina Oh, great. Thanks, Noemi.
Noemi Sure. Do you use your tablet a lot?
Christina Yes, I do. All the time!
Noemi Really?
Christina Yeah! I use it here at the gym, at work, at home ...
Noemi Yeah? I don't have a tablet. I use my phone for everything.
(Noemi checks her phone)
Noemi Oh.
Christina What is it?
Noemi It's work. It's emails, text messages, voicemails ... It's work, work, work!
Christina Yeah, but phones are for fun things, too.
Noemi True. I use social media. And I like new apps.
Christina Yeah? What's your favorite?
Noemi Hmm, good question. Maybe Instagram?
Christina Oh, yeah. Well, *my* favorite app is this dance app. Look ...
Noemi Cool. You really like to dance, huh?
Christina I love it!
Noemi Great. And who is this?
Christina Oh! She's an amazing dance vlogger.
Noemi Dance vlogger?
Christina Yeah, you know, like a dancer with videos. I use this app every day. Her name's Tanith. She has great ideas. And she's a great dancer!
Noemi Cool!
Christina Come on. You like music! Let's dance!
Noemi Oh!
...
Noemi Wow! Great workout!
Christina Yeah, right? Hey! Let's post a photo!
Noemi Now?
Christina Yeah. Your first dance workout.
Noemi Ha! OK.
Noemi "My first dance workout with Christina!"
Christina Yay! And now Tanith is OUR dance vlogger!
Noemi Ha! OK then. Oh, look. Rick likes this.
Christina And look at his comment! "You're a dancer? You? Noemi?"
Noemi Very funny, Rick. ... Oh!
Christina What? Eduardo?
Noemi Yeah, Eduardo. He likes it, too.
Christina Very nice, Noemi. Oh! I have 10 text messages ... from my mom.
Noemi Sorry, what?
Christina Nothing. Come on. Time to go!

 Photocopiable © Cambridge University Press & Assessment 2026

Episode 5: Mondays and fun days

Rick Morning, Noemi. You're here!

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

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

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

…

Rick Noemi? Noemi?

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

Rick Coffee?

Noemi Uh, not now thanks. OK.

Rick OK. I'm …

Noemi Hmm? Oh, OK.

Rick OK, Noemi! The printer is on!

…

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

Noemi It's always busy, Rick.

Rick But, hey, look … Wow!

Noemi Oh, thanks.

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

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

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

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

Rick Usually? I don't think so!

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

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

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

Rick OK. Just go home. Go!

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

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

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

 Photocopiable © Cambridge University Press & Assessment 2026

Episode 6: Zoom in, zoom out

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

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

Rick At the taco place.

Noemi The taco place?

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

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

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

Noemi Wait. There's a photo of it!

Rick What? Of the taco place?

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

Rick What?

Noemi You're funny.

Rick What?

Noemi You … and Eduardo.

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

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

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

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

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

Noemi Hmm.

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

Noemi Great. Excuse me?

Man Yeah?

Noemi Sorry. Where is East Side Books?

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

Rick It is?

Man Yeah. Go one block. Then turn right.

Noemi So go one block, then turn right.

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

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

Man Oh, yeah. It's…

All three "… a GREAT taco place!"

Noemi Yes! Thank you!

Man No problem. Have fun!

…

Rick Hey, Eduardo! There you are.

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

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

Eduardo Oh, sorry! The name …

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

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

Noemi So, is it East Side Tacos?

Eduardo Yes!

Rick Come on! I'm hungry!

 Photocopiable © Cambridge University Press & Assessment 2026

Episode 7: Now is good

Christina *(answering phone)* Hi, Mom.
Mom Oh, Chrissy! Hello! How are you, honey?
Christina I'm fine, Mom.
Mom What are you doing?
Christina Well, I'm at work.
Mom Oh, I'm sorry, is this a bad time to call?
Christina No, no. … Well, maybe. I'm finishing work for the day, and … Oh! It's 6:15. Marina is waiting for me at dance class.
Mom Oh, yes! My Marina! How is my granddaughter?
Christina She's fine, Mom. But she *is* waiting for me.
Mom Oh, yes, OK. Um … I have *one* question.
Christina Yes, Mom?
Mom Are you making the photo album for your father?
Christina Album? Uh, yes, I am. It's here …
Mom Oh, good! Do you have all of our photos from New York for the album? What a great time. Your father…
Christina Uh, Mom. Marina is waiting for me. Call me in 20 minutes, OK?
Mom Oh, yes, sure. Sorry, Chrissy. OK. Bye!
Christina Bye, Mom.
…
Christina *(answering phone)* Hi, Mom.
Mom Hi Chrissy! Is Marina with you now?
Christina No. I have a little time.
Mom So, about the photo album for your father.
Christina Yes. OK, Mom, I'm working on it. But there are *hundreds* of photos!
Mom Photos of us? Photos of you?
Christina Yes, and there are a lot of photos of Marina!
Mom Good! We love photos of our granddaughter.
Christina I know, Mom. But it's a lot of work.
Mom But Father's Day is on Sunday. Oh! I have an idea! What about a *small* album with only the New York photos from last summer?
Christina OK, so you *don't* want hundreds of photos?
Mom No, honey. A "New York" album is fine.
Christina Thanks, Mom. … Oh, Marina is coming.
Mom Oh, OK! Let me say hello.
Christina Um, the bus is coming, too. Can we call you from home?
Mom Sure. Fine.
Christina OK, good. Talk to you later, OK?
Mom OK, Chrissy. Bye-bye.
Christina Bye, Mom.

 Photocopiable © Cambridge University Press & Assessment 2026

Episode 8: You're good!

Noemi Christina?
Christina Hi, Noemi! Why are you here?
Noemi My doctor's appointment this morning. It's near here.
Christina No way! Are you OK now?
Noemi Yeah. My back is a problem sometimes.
Christina Oh, no! I'm sorry. Here. Please.
Noemi So, what are you working on?
Christina Well, I'm looking for help, you know, for all of … this! There's a lot of work.
Noemi Ha! Yeah.
Christina What do you think?
Noemi Hmm "can communicate," "can write well", "can work in a team", "can think of new ideas", "can speak other languages." Good start.
Christina I think so. What do you think about Hank?
Noemi Well, "Hank" can't write well!
Christina Ha! OK, you're right.
Noemi But he can speak three languages.
Christina OK, who's next?
Noemi Teresa writes well, but she can't work in a team. She doesn't like teamwork! Wow. Who says that?
Christina Uh-huh. See? It's not easy.
Noemi But wait … what about this person?
Christina Name?
Noemi Robert.
Christina OK. Robert. Can he communicate and write well?
Noemi Yes, he can!
Christina OK, Robert. What else can you do?
Noemi Look! He's good with numbers.
Christina OK, yes!
Noemi And he plays the guitar.
Christina Great! Not for this job, but it's a fun skill.
Noemi I agree! So, … Oh, Christina! It's late!
Christina Oh, no! I'm sorry!
Noemi No! This is fun, but work is calling … well, *Rick* is calling. I have ten text messages from him. Oh, no. Ugh! I work all the time!
Christina You can do a lot of things, Noemi, but you can't do everything.
Noemi I know. But we have a lot of work right now. … Ooh!
Christina You OK?
Noemi Yeah. My back! I need a break.
Christina Yes, you do. Hey, tomorrow's Saturday. Let's meet for coffee in the morning and talk about it.
Noemi Great. Bye.
Christina Bye.

 Photocopiable © Cambridge University Press & Assessment 2026

Episode 9: Places to go

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

 Photocopiable © Cambridge University Press & Assessment 2026

Episode 10: Get ready

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

 Photocopiable © Cambridge University Press & Assessment 2026

Episode 11: Colorful memories

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

 Photocopiable © Cambridge University Press & Assessment 2026

Episode 12: Stop, eat, go

Noemi Hey Christina! Are you OK?

Christina Hmm? Oh, hi Noemi! I'm fine, thanks. But tired. Marina had a dance show at school last night.

Noemi Yeah? How was it?

Christina Great! She loves to dance. And she's good at it. Look. Here she is.
(Christina shows Noemi pictures on her phone)

Noemi Aww, great! You're a good mom.

Christina Thanks, Noemi. I needed that.

Eduardo *(approaches with coffee)* And I needed *this* today!

Christina Ha! Why, Eduardo? Late night?

Eduardo Yeah, big soccer game. We played until 10:30. It was cool. And Rick was there. Hey, where *is* Rick?

Noemi Hmm, I don't know. I texted him this morning but he didn't text back.

Rick Hey guys.

Noemi Oh! Rick! What happened to you?

Rick Well, I had some takeout last night. I went after the game.

Eduardo Ah … late night takeout. It's never a good idea!

Rick Yeah, the chicken was cold. And the sauce … well, it was bad.

Christina Then why did you eat it?

Rick I was hungry!

Christina What was in it?

Rick The sauce? I don't know. It was white sauce.

Christina So milk, butter, maybe eggs? Or was it the chicken?

Rick Ugh. I don't want to talk about it.

Eduardo But what was wrong with it? Was it the chicken? Or the egg? Haha.

Rick I don't know. Well, maybe the egg. It was brown… or green.

Christina Oh, Rick.

Noemi Can you eat now?

Rick No!

Noemi OK. Would you like some water?

Rick Maybe.

Christina You need to eat simple food today – some rice and maybe a banana.

Rick Uh, no rice, thanks.

Christina OK, some crackers then.

Rick OK. Crackers and bananas.

Eduardo Well, I'm fine, and I want breakfast. What do they have? Two eggs, potatoes, toast, juice, coffee…

Christina Eduardo!

Eduardo Oh, right. No eggs. Sorry!

Christina What would you like, Noemi?

Noemi Um, how about a cheese and fruit plate? We can all share it.

Rick Oh, no. You don't want to share with me.

Eduardo Really, Rick? But you love to share food!

Noemi And you love to cook! I know! Why don't you cook for us, Rick!

Eduardo Great idea, Noemi. A dinner party! We can have it at my place.

Rick You guys, I can't think about food right now.

Eduardo OK. OK. Not tonight then.

Rick Uh, no, not tonight, not this week.

Eduardo Oh yeah, Rick, I almost forgot. My sister says "hi".

Rick Really? Eva said hi? To, to me? Wow! Uh, well, say "hi" from me. Yeah. And say … Ugh. I'm not feeling good.

Eduardo I'm not going to tell her *that!*

Rick Where's the restroom?

Christina Over there, Rick!

 Photocopiable © Cambridge University Press & Assessment 2026

Unit 2: A great person

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

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

Narrator Ernesto says:

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

Narrator Elena says:

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

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

Unit 4: Upcycling

When we put old things in the trash and buy new things, it's really bad for the Earth.

It's good to use things again. Children often use old things in interesting ways. Adults can do it too.

A plastic bottle can become a bird feeder. Or a plant pot. In fact, many things can become plant pots! An old tablet can become a digital photo frame. You can get an app to show your photos. Cut up your old jeans. You can make a bookbag, a pencil case, or something different!

You can get clever ideas from online videos.

Use plastic cups to make your laptop speaker louder. A coat hanger can hold your cookbook while you cook! Use plastic bottles to catch dirt in the kitchen. Add a lot of plastic bottles to your fan to make cold air.

In Japan, making new things from old has a long history. They believe that waste is bad.

This dish is an example of Kintsugi. Broken pieces are put together with gold between them. It makes the things more beautiful.

Making new things from old feels good! If you're good at it, you can sell the things you make.

This business in Japan is making beautiful shoes from old kimonos.

In France, these artists are making flowers from plastic waste.

There are a lot of ways to use things. So, before you put something in the trash, stop! Think "What can I do with this?"

 Photocopiable © Cambridge University Press & Assessment 2026

Unit 6: Do you like nature?

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

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

But Iceland also has amazing nature. There are volcanoes, hot springs, waterfalls, animals, and lots of great places for hiking and climbing. Iceland is also cold!

But islands like Easter Island are *not* cold! Easter Island is in the Pacific Ocean. It's a long way from anywhere else … but it has beautiful beaches … and mountains. And it is famous for its giant statues.

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

There are also beautiful animals such as penguins, … seals, … and whales. Antarctica is a real adventure!

So where do you want to go next? A city, nature, or somewhere with a little bit of both?

Unit 8: 5 steps to learn a new skill

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

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

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

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

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

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

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

 Photocopiable © Cambridge University Press & Assessment 2026

Unit 10: Can you see a city in 48 hours?

Can you see a city in 48 hours? There are some cities where you can see a lot!

Porto's city center is small. A lot of interesting places are close together here.

Start in Aliados Avenue. It's the most important street in the city center.

Find some pastéis de nata for breakfast. They're so good.

Then visit São Bento train station. The art here is famous.

Go down the hill to the river. The Ribeira neighborhood is very colorful. You'll enjoy walking and eating here.

Now take a boat trip down the river. Watch the sun go down over Porto's six bridges.

Start your day with a visit to Livraria Lello. It's a beautiful old bookstore.

Next go to the Crystal Palace gardens. From here, you can take the tram out to the beach.

There are three kilometers of golden coast here. You'll finish at Castelo do Queijo – Castle of the Cheese!

Singapore is both a city and a country. Traveling here is fast and easy.

Don't hurry to leave the airport. The Jewel Shopping Mall has the world's tallest indoor waterfall!

Next go to the Skypark at Marina Bay Sands Hotel. You can see the whole city from here.

Can you see the Supertrees? We're going there next.

It's not far to one of Singapore's hawker centers where you can eat some world-famous food.

After lunch, visit Chinatown or another colorful neighborhood.

At night, Clarke Quay has food, music, and more. Take a boat trip and see the lights of Singapore at night.

Start your day with a walk at the botanical gardens.

Then go shopping on Orchard Road. Or learn about the city's history at a museum.

Finally, it's time for a night safari at Mandai Zoo where lions, elephants, and more animals

come out at night!

Unit 12: Why did they take that picture?

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

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

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

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

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

And, finally, 33% of people take pictures of food that they cooked because they feel good about their cooking! Larissa took this video of a delicious breakfast she made. Then she posted it to her social media page.

Some people, like Steve, like to cook so much, they have their own video show. Steve made this video to teach people how to make a salad for dinner.

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

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

 Photocopiable © Cambridge University Press & Assessment 2026