

EVOLVE

VIDEO RESOURCE BOOK

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VIDEO TEACHING NOTES

CONNECTIONS

Story summary

Eduardo and Rick are preparing for a dinner party. Rick is cooking a meal of rice and vegetables for his friends. He explains that it is his grandparents' favorite dish. Rick's phone rings, and we find out Noemi and Christina are waiting downstairs to be let inside. Eduardo buzzes them in, and Noemi and Christina arrive at the door. They put away their umbrellas, and Christina comments that Eduardo is very organized. Then Rick serves the dish that he has prepared, and the friends sit down to eat.

Language summary

Grammar	Vocabulary	Functional language
<i>be</i> (affirmative, negative, questions)	People you know	Greet someone for the first time
Possessive adjectives	Everyday things	Greet someone who you know
<i>Whose ... ?</i>		Start conversations
Possessive pronouns		
Possessive 's		

BEFORE YOU WATCH p. 1

A **Review the language** Read the instructions aloud. Review *be* (affirmative, negative, and questions), and possessive adjectives. Have Ss ask and answer questions about themselves and then report on each other's answers to practice possessives.

<i>be</i>			
	Affirmative	Negative	Questions
I	am	'm not	Am I ... ?
He / She / It	is	's not	Is he/she/it ... ?
You / We / They	are	're not	Are you/we/they ... ?

Possessive adjectives			
I / my	you / your	he / his	she / her
it / its	we / our	they / their	

Do the task Ss read the sentences aloud before they begin. Make sure they understand *coworker*. Ss write questions based on the reading and the words provided.

Review the task Ss share their answers with the class. Write the correct answers on the board. Review contractions: *he is = he's*, *who is = who's*, *what is = what's*, etc.

Answers

- 1 What is his name?
- 2 What are his friends' names?
- 3 Where is Rick from?
- 4 Where do his grandparents live?
- 5 Who is Rick's coworker?
- 6 What is his favorite dish?

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

Do the task Ss answer the questions from exercise A.

Review the task Ss share their answers aloud. Write the correct answers on the board.

Answers

- 1 His name is Rick.
- 2 His friends' names / Their names are Eduardo, Christina, and Noemi.
- 3 Rick / He is from Seattle.
- 4 His grandparents / They live in Seoul, South Korea.
- 5 Noemi is Rick's coworker.
- 6 His favorite dish is vegetables and rice.

C **Introduce the topic** Read the instructions aloud. As a class, think of some favorite dishes. What dishes are hard to cook? Easy to cook? Where do Ss eat them?

Do the task Ss ask each other about their favorite dishes and take notes.

Review the task Ss share their partners' answers aloud. What is the overall favorite dish?

WHILE YOU WATCH pp. 2–3

A **Introduce the task** Read the instructions aloud. Do the first example together and practice possessives.

Do the task Play the video. Ss check the correct people and circle the correct possessive in each sentence.

Review answers Ss read their answers aloud by forming complete sentences in the simple present, e.g., *Eduardo misses five calls on his phone.*

Answers

- 1 Eduardo, his 2 Rick, his 3 Noemi, her
- 4 Rick, his 5 Eduardo, his 6 Eduardo, their
- 7 Christina, her 8 Rick, his

B **Introduce the task** Read the instructions and example sentence aloud.

Do the task Play the video. Ss listen for the sentences and rewrite them so they're correct.

Review answers Ask volunteers to read the corrected sentences aloud.

Answers

- 1 Eduardo has a problem with his phone.
- 2 Christina says his (Eduardo's) apartment is very organized / tidy.
- 3 Christina and Noemi put away their umbrellas.
- 4 Noemi brings dessert for her friends.
- 5 Rick always makes extra for his friend, Noemi
- 6 Noemi loves his (Rick's) cooking.

C **Introduce the task** Read the instructions aloud. Ask individual Ss to read the sentences aloud. Correct for pronunciation and emphasis.

Do the task Play the video. Ss identify the speakers.

Review answers Ss read their answers aloud.

Answers

- 1 Eduardo 2 Noemi 3 Christina 4 Christina
- 5 Rick

D **Introduce the task** Read the instructions aloud. Check Ss understand the verb *to serve*.

Do the task Play the video. Ss order the sentences.

Review the task Ss read the answers aloud.

Answers

- 7 The friends sit down to eat.
- 6 Rick serves his grandparents' favorite dish.
- 4 Noemi and Christina arrive.
- 1 Eduardo looks out the window.
- 5 Christina puts away her umbrella.
- 2 Eduardo says the food smells great.
- 3 Rick and Eduardo speak on the phone with Noemi and Christina.

E **Introduce the task** Read the instructions aloud. Make sure Ss understand the word *surprise*. Review possessive pronouns: *mine, yours, his, hers*.

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

Review the task Ss read their answers aloud. For number 3, explain that the expression *come on* is used to encourage someone to do something. Ss think of other words used to express surprise or show encouragement.

Answers

- 1 Wow 2 yours 3 Come on 4 Hey 5 favorite
- 6 eat

Words that show surprise: *Wow, Hey*

AFTER YOU WATCH p. 4

A **Introduce the task** Read the questions aloud. Point out the Glossary box that explains the meaning of *make fun of*.

Do the task Play the video. Ss can do this individually, in pairs, or as a class.

Review answers Ss share their answers with the class.

Answers

- 1 It means his apartment is very tidy, and so is Eduardo!
- Answers to 2 and 3 will vary.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask Ss to say words to describe personality. Make a list on the board.

Do the task Ss do the task individually and then share answers in pairs.

Review answers Ss share their answers with the class.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Use an example from exercise B to practice asking and answering the questions.

Do the task Ss do the task in pairs.

Review answers Ss share their answers with the class.

WORK AND STUDY

Story summary

It's Monday again, and Noemi and Rick are about to start work at Rick's office. Rick has to get the printer started. Meanwhile, Noemi is confused about the orders. They text back and forth about the tasks, and it's causing further confusion. Finally, Rick comes to Noemi's desk to help solve the misunderstanding. Noemi asks Rick about some textbooks and design models she saw in his text message, and Rick explains that he is taking a design course. They decide to do a little work before getting more coffee.

Language summary

Grammar	Vocabulary	Functional language
Simple present for habits and routines (affirmative, negative, questions) <i>this / that one</i> <i>these / those ones</i>	Expressions with <i>do</i> , <i>have</i> , and <i>make</i> Work and study items	Explain, check, and solve a technology problem

BEFORE YOU WATCH p. 5

- A **Review the language** The words in this exercise preview the video and will be necessary for comprehension. Read the instructions aloud. Do one or two examples as a class. Can Ss guess what the topic is about?

Do the task Ss match the words and their definitions.

Review answers Ss read their answers aloud. Go over any unfamiliar vocabulary in the definitions. As an extension, ask Ss which items have to do with office work (*printer, label*) and ask them to think of more office-work vocabulary.

Answers

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

- B **Introduce the task** Read the instructions aloud. Ss match the photos with the sentences. Make sure they understand *unhappiness*.

Do the task Ss match the photos with the sentences.

Review answers Ss read their answers aloud and say which expression shows unhappiness. Review *this, that, these, and those*.

Answers

1 B 2 A 3 C
Ugh = shows unhappiness

- C **PREDICT** **Introduce the task** Ss look at a picture of Noemi at her desk looking frustrated. Ss say what they think she is doing and guess why she is upset. Read the instructions aloud.

Do the task Ss discuss the questions about Noemi with each other and take notes.

Review answers Ss read their answers aloud. Do they guess she is at work? Do they guess she is confused about something? Get ready to watch the video and learn why she is upset.

WHILE YOU WATCH pp. 6–7

- A **Review answers** Read the instructions aloud. Play the video. Did Ss correctly predict where Noemi is, what job she does, and why she is unhappy?

Answers

Noemi works in an office with Rick. She is at her desk. She is unhappy because it is Monday morning and she is confused about the orders.

- B **Introduce the task** Ss match Rick and Noemi with certain things they do. Read the instructions aloud.

Do the task Play the video. Ss complete the task individually or in pairs.

Review answers Ss read their answers aloud. They should read each item as a question (e.g., *Who needs a vacation?*) and then answer it in a complete sentence (e.g., *Noemi needs a vacation*).

Answers

1 Noemi 2 Rick 3 Rick 4 Noemi and Rick
5 Noemi 6 Rick 7 Rick



C Introduce the task Ss listen to complete missing information. Read aloud the instructions. Ss guess the missing words, then watch Episode 2.

Do the task Play the video. Ss watch and complete the missing information.

Review answers Ss read the dialogue aloud in pairs. Correct mistakes as a class. Point out the emphasis on question words and on *these / that*. Point out how Noemi and Rick ask and repeat questions to get information and solve problems.

Answers

1 everything OK 2 printer 3 These 4 And these
5 that picture 6 What about it

D Introduce the task Ss complete the missing information about Noemi and Rick. Read the instructions aloud. Ss predict their answers.

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

Review answers Ss read their answers aloud.

Answers

1 Monday 2 Where 3 calendar
4 job 5 design 6 architecture

E Introduce the task This task asks Ss to order sentences. Read the instructions aloud.

Do the task Ss complete the activity.

Review answers Have Ss read aloud the answers in the correct order. Check that Ss understand *spill* and the phrase *in person*.

Answers

2 Noemi can't hear Rick, so she texts him.
5 Rick explains he studies design on Tuesdays and Thursdays.
3 Rick comes to speak with Noemi in person.
1 Noemi spills her coffee.
4 Noemi asks Rick about the picture of the textbook.
6 Noemi and Rick agree to do some more work and then get coffee.

F Introduce the task Ss answer questions based on the video. Read the instructions aloud. Review the simple present.

Do the task Ss complete the task individually or in pairs.

Review answers Volunteers write their answers on the board. Check that Ss understand *loud/noisy*. Ask: *What word means the opposite?* (quiet)

Answers

1 It is Monday morning.
2 Noemi spills coffee on her calendar.
3 Rick can't hear Noemi because the printer is too loud/noisy.
4 Rick's parents live in South Korea.
5 No, Rick doesn't love his job. He loves design and architecture.
6 Rick's models and textbook are for his design course.
7 It's a hard morning for Noemi. She spills her coffee and she is confused about the orders.

AFTER YOU WATCH p. 8

A Introduce the task Ss complete sentences to say what Rick and Noemi do at work and what they do *before* and *after* work. They can use their imaginations. Read the instructions aloud.

Do the task Ss complete the task.

Review answers Ss will use their answers in the next task, exercise B.

B PAIR WORK Introduce the task Ss put the words in order to make questions. Then they take turns role-playing as Noemi and Rick and asking and answering the questions based on their answers to exercise A. Read the instructions aloud.

Do the task Ss complete the task.

Review answers Ss read their answers aloud.

Answers

1 What time do you wake up?
2 Do you drink a lot of coffee?
3 How many cups of coffee do you drink each day?
4 When do you leave the office?
5 Where do you go after work?
6 How do you feel about Fridays and Mondays?

C Introduce the task Ss answer the questions in exercise B for themselves. Then they ask their partners the same questions and see what they have in common. Read the instructions aloud.

Do the task Ss complete the task, first individually, then in pairs.

Review answers Ss share what they have in common. Ask questions to see what the class has in common, e.g., *Who drinks a lot of coffee? Who takes the bus to class?* etc.

Story summary

Christina and Noemi are at the gym. Christina is teaching Noemi some dance steps. Christina stops to take a phone call from her daughter when Eduardo arrives. Noemi greets Eduardo, and they start a conversation about why he's at the gym. He explains he is training for a race, and Noemi explains her routine practicing dance with Christina. Noemi and Eduardo make plans to see each other Friday.

Language summary

Grammar	Vocabulary	Functional language
Present continuous	Sports	Ask for information
Simple present and present continuous	Exercising	

BEFORE YOU WATCH p. 9

- A **Review the language** Review the present continuous for actions in progress and make sure Ss understand the vocabulary: *practice, dance moves, enter, lifts weights*.

Do the task Ss look at the pictures and say what Eduardo, Noemi, and Christina are doing. Read the instructions aloud. Ss complete the sentences.

Review answers Ss read their answers aloud.

Answers

- 1 Noemi and Christina are practicing dance moves.
- 2 Christina is speaking on the phone.
- 3 Eduardo is entering the room.
- 4 Eduardo is lifting weights.

- B **Introduce the task** Read the instructions aloud. Introduce the topic of exercise and training. It can be sports, exercise, or learning and getting better at something. Review sports and exercise vocabulary, and make sure Ss understand the words *practice* and *training*. Review the simple present for regular activities.

Do the task Ss answer the questions.

Review answers Ss share their answers with the class.

Answers

Christina, Noemi, and Eduardo are in the gym. Answers to the other questions will vary.

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

Do the task Ss answer the questions and share their predictions with the class.

Review answers Ss will check their answers in the next activity.

WHILE YOU WATCH pp. 10–11

- A **Review answers** Read the instructions aloud. Ss watch the video to see if their predictions to exercise C on page 9 were correct. Discuss the answers as a class. Since Eduardo and Noemi talk about many topics, list them on the board and explain any difficult vocabulary.

Answers

Christina is speaking to her daughter, Marina.
Eduardo and Noemi are talking about their exercise routines.

- B **Introduce the task** Read the instructions aloud. Ss check the true sentences and then correct the false ones.

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

Review answers Volunteers share their answers with the class, reading the corrected sentences aloud.

Answers

- 1 ✓
- 2 ✓
- 3 Noemi and Christina **do not** come to the gym often.
- 4 Eduardo **lifts weights now**.
- 5 ✓
- 6 Eduardo **does not feel** ready for the race.
- 7 **Christina** watches dance videos every day. / Noemi watches **videos on Tuesday**.
- 8 Noemi **doesn't give** Eduardo a tour of the gym.
- 9 Noemi and **Eduardo** make plans for **Friday**.

C **Introduce the task** Read the instructions aloud. Ss listen for the questions and complete the missing words.

Do the task Play the video and have Ss complete the missing information.

Review answers Have Ss read their answers aloud.

Answers

1 How's it going 2 What are you doing

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

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

Review answers Ss share their answers with the class.

Answers

Tanith is a dance vlogger. / posts videos every day.
The food trucks are open only on Friday evenings.
Christina practices new dance steps with Noemi. / asks her daughter a question.

E **Introduce the task** Read the instructions aloud. Ss put sentences in order as they happen in Episode 3.

Do the task Play the video. Ss order the sentences.

Review answers Ss read their answers aloud.

Answers

2 Christina gets a call from her daughter.
7 Eduardo and Noemi make plans to go to the food trucks together.
1 Noemi learns new dance steps with Christina.
5 Noemi offers to give Eduardo a tour.
3 Eduardo arrives at the gym.
4 Eduardo explains he is training for a race.
6 Noemi tells Eduardo who Tanith is.

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

Do the task Play the video. Ss read and correct the mistakes in the paragraph. This is a challenging task, and they may work in pairs.

Review answers Ss compare their answers in pairs and then as a class.

Answers

Christina and **Noemi** are at the gym. Christina is teaching Noemi **dance steps**. Christina stops to take a phone call from her **daughter**, when Eduardo **arrives**. Noemi greets **him**, and they start a **conversation** about why he's at the gym. He explains he's training for a **race**, and Noemi tells him about the dance videos **Tanith** makes. Finally, Noemi and Eduardo make plans to see each other **Friday** night.

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

Do the task Play the video. Ss complete the missing information.

Review answers Ss read the conversation aloud. Discuss why the word *real* is repeated. Ask Ss if they can spot which word shows surprise. (*Hey!*)

Answers

1 vlogger 2 dancer 3 every day 4 Every day
5 That's a lot 6 day 7 real 8 real

AFTER YOU WATCH p. 12

A **Introduce the task** Read the questions aloud. Make sure Ss understand the verb *train*. Review different types of exercises.

Do the task Ss answer the questions in pairs.

Review answers Ss share their answers aloud.

Answers

Eduardo is training for a race. He is swimming and lifting weights at the gym.

B **Introduce the task** Read the questions aloud. Review sports and exercise vocabulary. Tell Ss they do not have to choose a sports event. (For example, they can practice for a singing or art contest.)

Do the task Ss complete the chart.

Review answers Ss share their answers aloud.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Explain *improve*. Write example suggestions on the board using either *should* + infinitive or using simple imperatives.

Do the task Ss ask their partners questions and take notes.

Review answers Ss share their answers aloud.

Story summary

Eduardo and Christina are at Christina's office preparing a surprise birthday party for Noemi. Christina is speaking to Rick on speaker phone, making sure they have everything they need. The friends discuss Noemi's whereabouts. Later, Rick shows up with pizza for the surprise party. The friends are wondering where Noemi is when she finally arrives. They give her flowers and a card, and then the friends take a selfie together to commemorate the occasion.

Language summary

Grammar	Vocabulary	Functional language
Present continuous for future plans (affirmative, negative, questions)	Pop culture	Make and accept invitations
Object pronouns	Gift items	Plan where and when to meet

BEFORE YOU WATCH p. 13

- A **PREDICT** **Introduce the task** Read the instructions aloud, asking Ss the questions. Ask them about other celebrations and write a list on the board.

Do the task Ss do the task as a class.

Review answers Ss share their answers. They will probably guess it is a birthday party but *not* a surprise party. Wait to discuss *surprise party* until *While you watch*, exercise A, when Ss check their answers to this activity.

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

Do the task Ss unscramble the words.

Review answers Ss share answers. Check that they know the meaning of the vocabulary words. Tell Ss to add more gift vocabulary to the board. This leads in to exercise C.

Answers

- 1 a candle 2 some perfume 3 a birthday cake
- 4 a bouquet of flowers 5 a gift card 6 some jewelry
- 7 some candy

- C **Introduce the task** Read the instructions aloud. Review gift vocabulary. Do some examples together as a class using the exercise models.

Do the task Ss choose gifts and explain their choices to a partner.

Review answers Ss share their answers aloud. As a class, decide which is the *most fun* gift, the *most useful* gift, and the *weirdest* gift?

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

Do the task Ss circle the phrase individually and then share with a partner.

Review answers Ss raise their hands to indicate the phrase they circled as you say each one.

Answer

Say cheese! It means people should smile for a photo.

WHILE YOU WATCH pp. 14–15

- A **Review answers** Read the instructions aloud. Ss watch the video to see if their predictions to exercise A on page 13 were correct.

Answer

Eduardo, Rick, and Christina are having a surprise party for Noemi.

- B **Introduce the task** Read the instructions aloud. You may want to read aloud the sentences and make sure everyone understands the phrasal verb *set up* and the verb *post* (to social media).

Do the task Play the video. Ss complete the activity.

Review answer Ss share their answers aloud. They should use complete sentences, e.g., *Rick brings the pizza. Eduardo and Christina set up decorations.*, etc.

Answers

- 1 Rick 2 Eduardo and Christina 3 Eduardo
- 4 Noemi 5 Christina 6 Christina 7 Rick
- 8 Noemi 9 Eduardo

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

Do the task Play the video. Ss complete the activity.

Review answer Ss share their answers aloud and practice the conversation in pairs. Encourage Ss to identify which examples of present continuous refer to the present and which refer to the future.

Answers

1 you're bringing 2 right 3 I'm texting 4 is
5 coming 6 she coming

D **Introduce the task** Read the instructions aloud. Ss circle the correct answers.

Do the task Play the video. Ss complete the activity.

Review answer Ss read their answers aloud in complete sentences.

Answers

1 b 2 a 3 b 4 a

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

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

Review answer Ss read their answers aloud.

Answers

1 Rick 2 Christina 3 Rick 4 Christina
5 Christina 6 Rick 7 Noemi 8 Christina
9 Christina
Happening now: *Is she coming now?*
Future action: *He's starting next week.*

F **Introduce the task** Read the instructions aloud. Check Ss understand the verbs *prepare* and *wonder*.

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

Review answer Ss read their answers aloud.

Answers

3 Rick **arrives** with pizza.
4 The friends are **wondering** where Noemi is when suddenly she **arrives**.
1 Eduardo and Christina are **preparing** a surprise birthday party for Noemi.
5 They **give** her flowers and a gift card.
6 They **take** a selfie together.
2 Christina **talks** to Rick on speaker phone, making sure they have everything for the party.

G **Introduce the task** Read the instructions aloud. Review object pronouns.

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

Review answer Ss read their answers aloud.

Answers

1 her 2 me 3 it 4 him 5 them

AFTER YOU WATCH p. 16

A **Introduce the task** Read the instructions aloud. Tell Ss they must guess who says each of these things based upon what they know from the video. Encourage Ss to use complete sentences with *because*.

Do the task Ss complete the task.

Review answer Ss share their answers aloud.

Answers

1 N 2 R 3 E 4 N 5 C

B **Introduce the task** Read the instructions aloud. Make sure Ss understand *accept* and *decline*.

Do the task Ss match the messages with the speakers.

Review answer Ss read the answers aloud. Make sure Ss understand how "Are you kidding?" is used. (Eduardo means he loves the pizza.)

Answers

1 c, Want to lift weights with me ... (invitation) / I'd love to but ... Maybe next time. (decline)
2 b, Would you like to join me? (invitation) / Sorry, but I have to ... (decline)
3 a, Would you like another slice? (invitation) / I guess I can have another. (accept)

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Model sentences on the board for inviting, accepting, declining, and suggesting a meeting place or time.

Do the task Ss make invitations in pairs and accept or decline.

Review answer Ss share their conversations with the class.

FIRSTS AND LASTS

Story summary

Christina has been working on a photo album as a Father's Day gift for her dad. She's getting overwhelmed by the process when Noemi shows up with lunch for her and helps her get it sorted out. They choose ten photos to illustrate each of the five days that Christina's parents were visiting.

Language summary

Grammar	Vocabulary	Functional language
Simple past	Opinions and feelings	React to good and bad news
Simple past negative and questions	Live events	

BEFORE YOU WATCH p. 17

- A **Review the language** Ask Ss to read each of the adjectives aloud and check pronunciation and understanding.

Do the task Ss identify the adjectives that are feelings.

Review answers Ss give their answers. Elicit other emotions and write them on the board. Notice: Ss may ask about the difference between *bored* and *boring* or *excited* and *exciting*. Explain this by separating them into opinions and feelings.

Answers

happy, proud, sad

- B **Introduce the task** Give Ss one minute to think about last weekend. Ask them to think about ways they can use the adjectives here and any new ones on the board. Demonstrate with two sentences – one with a feeling and the other with an opinion.

Do the task Ss talk about their weekends using the adjectives in exercise A and those written on the board.

Review answers Volunteers share two sentences about their weekend with the class – one with a feeling adjective and another with an opinion adjective.

- C **PAIR WORK** **Introduce the task** Draw Ss' attention to the image of a family looking at a photo album and elicit the vocabulary *photo album*.

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

Review answers Ss discuss their answers with the class.

- D **PREDICT** **Introduce the task** Read the instructions aloud. Check Ss' understanding of the events. Draw their attention to the past tense verbs.

Do the task Ss check their predictions.

Review answers Ss discuss their predictions with the class. They will check answers in exercise A on page 18.

- E **Do the task** Ss discuss as a class the reasons why they checked the events in exercise D.

WHILE YOU WATCH pp. 18–19

- A **Review answers** Revisit exercise D on page 17. Play the video. Did Ss correctly predict the events Christina's parents made photo albums about? Look at the adjectives in exercise A on page 17 and elicit which adjectives describe Christina's parents.

Answers

All items should be checked.

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

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

Review answers Ss share answers, reading the corrected sentences aloud.

Answers

- ✓
- Christina is making a photo album for **Father's Day**.
- ✓
- The photo album is about when Christina's parents **visited** New York.
- They **took the boat** to the Statue of Liberty.
- Christina's mom thought it was **dangerous** to go to the top of the Empire State Building.
- Marina was sad on day **five**.
- ✓

- C **Introduce the task** Ss identify the order of events. Read the instructions and the sentences to aloud confirm understanding.

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

Review answers Ss share answers, reading the sentences in the correct order aloud.

Answers

- 5 Her parents left.
- 1 The family went to Central Park.
- 3 The family went to the Statue of Liberty.
- 4 The family went to the Empire State Building.
- 2 The family went to Times Square, Fifth Avenue, and a Broadway show.

- D **Introduce the task** Read the instructions aloud and ask student to look at the photos and then read the adjectives.

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

Review answers Ss share answers, reading the completed sentences aloud.

Answers

- 1 Central Park 2 beautiful 3 Times Square
- 4 happy 5 Statue of Liberty 6 cool 7 Empire State Building 8 dangerous 9 amazing 10 sad

- E **Introduce the task** Read the instructions aloud. Ss need to watch the video from 3:55 to 4:11 to do the exercise.

Do the task Play this section of the video. Ss complete the activity.

Review answers Ss share their answers aloud and practice the conversation in pairs. Ss discuss the two adjectives Christina used to describe Noemi and why she used them.

Answers

- 1 fix 2 bring 3 amazing 4 friends 5 good
 - 6 See you soon
- Adjectives to describe Noemi: *amazing, good*

AFTER YOU WATCH p. 20

- A **Introduce the task** Read the questions aloud. Confirm that Ss understand *organizing*.

Do the task Ss discuss the questions in pairs.

Review answers As a class, discuss Ss' responses to the questions.

Answers

The photo album is about her parents' visit to New York. The album has 50 photos in it. It is organized by day. They visited for five days. There are ten photos for each day.

- B **Introduce the task** Read the task aloud and have Ss brainstorm some possible subjects for photo albums and who they might make a photo album for.

Do the task On each note Ss write the event that each photo would describe.

Review answers Ss share their photo album ideas with a group. Encourage them to use adjectives in their descriptions of the events. Ask volunteers to share with the class.

- C **Review the language** Guide Ss through creating *yes/no* questions and information questions. Draw a plus sign on the board and divide it into the following: *to be* – informational, *to be* – *yes/no*, *do* – informational, and *do* – *yes/no*.

Do the task Ss write the questions.

Review answers Ss will use the questions when they write in exercise D.

- D **PAIR WORK** **Introduce the task** Read the instructions and put Ss in pairs.

Do the task Ss take the role of interviewer or the parent, ask and answer the questions, and then switch roles. Then ask Ss to find a new partner. Monitor for use of past tense verbs and question forms.

Review answers Ask volunteers to ask and answer their questions for the class.

BUY NOW, PAY LATER

Story summary

Eduardo has just bought a great deal of new soccer gear online, and some of it wasn't what he wanted. He bought more than he wanted due to online sales. Rick comes by and teases him about his "problem" with online shopping. Eduardo tries to explain. At the end, the delivery guy comes with even more boxes. Eduardo then asks Rick to help him start preparing return labels.

Language summary

Grammar	Vocabulary	Functional language
<i>be going to</i> Determiners	Money Shopping	Explain your language problem Explain the function of the thing you want

BEFORE YOU WATCH p. 21

- A **Review the language** Draw Ss' attention to the pictures. Then elicit the words they know.

Do the task Ss match the picture with the words.

Review answers Ss share their answers with the class. Monitor for pronunciation.

Answers

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

- B **Introduce the task** Read the instructions aloud. Ss then look at the ads.

Do the task Ss discuss the questions in pairs.

Review answers Ss share their answers with the class, explaining why the deals are good for a team, not a single player. Write any "sales" vocabulary on the board. Notice: The grammar used in advertisements is truncated. Ensure that Ss understand what words are missing from advertisements, e.g., articles and verbs.

Suggested answers

The ads are probably on a sporting goods website. They are good for a team because they are selling ten balls and giving away a free net.

- C **Introduce the task** Read the questions aloud. Encourage Ss to think about their personal shopping habits.

Do the task Ss discuss the questions in pairs.

Review answers Ss discuss their habits with the class. See if any Ss have any of the same habits.

WHILE YOU WATCH pp. 22–23

- A **Introduce the task** Ss look at the pictures first and imagine the plot.

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

Review answers Ss discuss their answers in pairs and then report to the class.

Answers

A 3, B 5, C 2, D 1, E 4

- B **Introduce the task** Read the instructions aloud. Ss use their own words to retell the story. Ask: *How does Rick feel in the first picture? How about the second? And the third?* Possible answers: *surprised, confused, helpful, nice, hopeful.*

Do the task Play the video. Ss do the task with a partner. Monitor language use and provide vocabulary if needed.

Review answers Ss discuss their answers with the class.

- C **Introduce the task** Read the instructions. Ask Ss to listen for *be going to* and past tense verb forms.

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

Review answers Ss discuss their answers with the class. Talk about the difference between the two verb tenses in the conversation.

Answers

1 want to buy 2 Are you going to use
3 I'm going to return 4 how did 5 needed
6 ordered 7 I'm going to return

D **Introduce the task** Ss check the sentences that are true and correct the false ones. Read the instructions aloud.

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

Review answers Ss share answers, reading the correct sentences aloud.

Answers

- 1 ✓
- 2 Eduardo is going to return most of the stuff.
- 3 Eduardo doesn't need a net.
- 4 ✓
- 5 Eduardo saved \$5 on the sports drinks.
- 6 ✓

E **Introduce the task** Read the instructions aloud. Draw Ss' attention to the determiners in the word box.

Do the task Play the video. Ss complete the task with the determiners they know and then compare answers in pairs.

Review answers Play the video again. Pause after each sentence in the exercise is stated in the video so that Ss can check their answers.

Answers

- 1 many 2 all 3 most of 4 some 5 two
- 6 one 7 most of, all of, one of 8 No

AFTER YOU WATCH p. 24

A **Introduce the task** Read the instructions aloud. Help Ss to remember which character was Eduardo and which was Rick. Ask: *Which one shopped too much?* (Eduardo). Draw their attention to the phrases in the previous exercise.

Do the task Ss do the task and then compare their answers with a partner.

Review answers Ss report their answers to the class. Use this as an opportunity to do choral repetition of the lines to practice pronunciation and emphatic stress.

Answers

- 1 E 2 R 3 E 4 E 5 R 6 R 7 E 8 R

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

Do the task Ss discuss the questions as a class.

Review answers Help Ss articulate why Rick is confused. *He is confused because there is so much soccer stuff in the apartment.*

Answer

b

C **Introduce the task** Read the instructions. Ask Ss to chorally repeat the words in the word box to practice pronunciation. Clarify any vocabulary misunderstandings.

Do the task Ss do the task and then compare their answers in pairs.

Review answers Ss share their answers with the class.

Answers

- 1 shopped online 2 sale 3 save 4 bought
- 5 return

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

Do the task Ss discuss the questions in pairs.

Review answers Ss share their discussions with the class. Ask who in the class is similar to Eduardo.

EAT, DRINK, BE HAPPY

Story summary

All four characters are meeting for a quick dinner at the food trucks on a Friday night after work. Noemi and Rick arrive together. Eduardo enters carrying his soccer gear. Christina arrives a little after that. They are all tired and hungry. They discuss what they want to eat and what their preferences are. At the end, Eduardo receives a phone call which seems to be about a serious matter, and everyone is concerned.

Language summary

Grammar	Vocabulary	Functional language
Quantifiers	Naming food	Order food
Verb patterns	Describing food	Take an order
		Ask questions about food
		Ask for the check

BEFORE YOU WATCH p. 25

- A **Introduce the task** Read the instructions aloud. Direct Ss to look at the photos. Ask if they usually eat any of these dishes.

Do the task As a class, match the foods with the countries.

Review answers Ss share answers as a class.

Answers

1 b 2 c 3 a

- B **Introduce the task** Read the instructions aloud. Encourage Ss to name traditional dishes from their cultures as a starter.

Do the task In pairs, student name dishes from the various countries.

Review answers Ss share their answers with the class. Write their responses in columns on the board for the next exercise.

Possible answers

China – dumplings, wonton soup, sweet and sour soup
 U.S. – mashed potatoes, corn, ham, string beans
 Mexico – burritos, enchiladas, tortas
 Brazil – rice and beans, barbecue
 India – biryani, naan, paneer
 Japan – sushi, miso soup
 Peru – ceviche, chicken

- C **Introduce the task** Read the instructions aloud. Ask Ss to read the adjectives aloud, and confirm pronunciation and understanding. Give examples using the dishes on the board from exercise A.

Do the task Ss do the task with a partner.

Review answers Ss share their answers with the class. Write their responses next to the foods on the board. Check that Ss use all of the adjectives from the box.

- D **PREDICT** **Introduce the task** Direct Ss to the pictures from the video. Read the questions with the class and check for understanding.

Do the task Ss discuss the questions and take notes.

Review answers Ss share their predictions with the class. Ss will check answers in the next activity.

WHILE YOU WATCH pp. 26–27

- A **Introduce the task** Read the instructions. Ss check their predictions from exercise D on page 25. Were Ss predictions correct?

Do the task Play the video. Ss discuss their predictions and the correct answers.

Review answers Ss share their answers with the class.

Answers

Friday; Noemi says, “I am so glad it’s Friday.”
 Rick, Noemi, and Christina were at work.
 Eduardo is going to play soccer after they eat.

- B **Introduce the task** Ss notice details about what the characters learn in the video. Play the first two minutes of the video. Read the instructions.

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

Review answers Ss discuss their answers with the class.

Answers

1 c 2 a, d

- C **Introduce the task** Ss listen and complete the sentences with language about food. Read the instructions. Ask Ss to listen for the language about food.

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

Review answers Ss discuss their answers with the class. Clarify any questions about pronunciation and meaning. Play the section of the video again as necessary.

Answers

- 1 fried chicken 2 spicy sauce 3 Fish tacos
- 4 That's my favorite 5 ready to order
- 6 spicy things 7 Mexican food 8 usually
- 9 barbecue 10 noodles

- D **Introduce the task** Read the instructions aloud. Ask Ss to listen for language about food.

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

Review answers Ss share their answers with the class.

Answers

- 1 a 2 c 3 b 4 a

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

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

Review answers Ss share their answers with the class.

Answers

- 1 likes 2 likes 3 doesn't like 4 doesn't like

- F **Introduce the task** Read the instructions aloud. When playing the video, pause occasionally to allow Ss time to write their answers.

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

Review answers Ss read their answers aloud to the class. Play the video again if necessary to clarify any misunderstandings.

Answers

- 1 Rick had classes three nights this week.
- 2 Rick has two projects.
- 3 Eduardo and Noemi have new soccer gear.
- 4 Eduardo eats spicy/barbecue sauce with his chicken.
- 5 Christina's favorite food is fish tacos.
- 6 Rick and Noemi don't like spicy food.

AFTER YOU WATCH p. 28

- A **Introduce the task** Direct Ss to the picture and dialogue in the talk bubbles. If necessary, play the video starting at 3:42.

Do the task Ss discuss the questions in pairs and take notes.

Review answers Ss discuss their answers with the class. Play this section of the video again to check answers.

Answers

- 1 Eduardo's sister, Eva, is calling him.
- 2 He doesn't know – maybe something is happening with Eva or the family.
- 3 "Is everything OK?"
- 4 His life is about to change.
- 5 Answers will vary.

- B **Introduce the task** Read the instructions aloud. Review the vocabulary with the class and clarify pronunciation and understanding. Elicit the difference between quantifiers for countable and uncountable nouns.

Do the task Ss complete the task. Circulate and check for correct usage and sentence structure.

Review answers Ss will use their sentences in the next exercise.

- C **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask a volunteer to read the model conversation with you. Guide pairs to "argue" to reach an agreement so they can order the same thing. Encourage them to use the sentences they wrote in exercise B.

Do the task Ss discuss what they want to eat and agree on what they will both order.

Review answers Pairs share their decisions with the class and explain why.

Story summary

Eva, Eduardo's sister, is standing on a street in the city. She has all her luggage, and she is looking for Eduardo's apartment. She's looking at a notebook with the address scrawled on a page inside. The address is 247 7th Street, #3B, but her writing is bad, and she mistakes the 7 for a 2 (Second Street). Her phone doesn't work in New York yet – it's still with a Brazilian carrier. A woman notices her and, realizing she's in distress, comes over to help her. They call Eduardo on the woman's phone to get the exact address. Eduardo clears up the mistake. Eva and the woman part so Eva can make her way to Eduardo's apartment.

Language summary

Grammar	Vocabulary	Functional language
<i>if and when</i>	Traveling	Give advice and make suggestions
Giving reasons using <i>to</i> and <i>for</i>	Transportation	Respond to advice and suggestions

BEFORE YOU WATCH p. 29

- A** **PREDICT** **Introduce the task** Read the instructions aloud. Remind Ss that, in answering the questions, they are making predictions that they will check later when they watch the video.

Do the task Ss discuss the picture in pairs and make notes.

Review answers Ss share their predictions with the class. They will check their predictions in exercise A of *While you watch*.

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

Do the task Ss unscramble the words.

Review answers Ss share their answers with the class. Check that they know their meaning. Elicit more travel vocabulary from Ss and add it to the board. This leads to exercise C.

Answers

1 airplane 2 address 3 bus station 4 airport
5 taxi 6 apartment 7 blocks 8 maps
9 suitcase 10 telephone number

- C** **Introduce the task** Read the instructions aloud. Write the categories on the board and elicit an example.

Do the task Ss do the task individually.

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

Answers

Places: bus station, airport, apartment, blocks
Transportation: airplane, taxi
Things: address, maps, suitcase, telephone number

- D** **PAIR WORK** **Introduce the task** Read the instructions and check for understanding.

Do the task Ss discuss with their partners.

Review answers Ss share their experiences with the class. See what Ss had in common.

WHILE YOU WATCH pp. 30–31

- A** **Introduce the task** Read the instructions aloud. Remind Ss of their predictions from *Before you watch*.

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

Review answers Ss share their answers with the class.

Answers

Eva, Eduardo's sister; the East Village; maybe a long time

- B** **Introduce the task** Ss watch for gist and answer questions. Before playing the video, read the questions to confirm understanding.

Do the task Play the video. Ss answer the questions, making notes.

Review answers Ss share their answers with the class.

Answers

She can't find the address that she has written down. She can't read her own handwriting. A woman helps her.

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

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

Review answers Ss share their answers, reading the correct sentences aloud.

Answers

- 1 ✓
- 2 Eva just arrived from Brazil.
- 3 The woman lets Eva use her phone.
- 4 ✓
- 5 Eva is on the wrong street.
- 6 Eduardo is at the apartment.
- 7 ✓
- 8 ✓

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

Do the task Play the video. Ss complete the task and compare their answers in pairs.

Review answers Ss share their answers with the class. Play the video again as needed.

Answers

- 1 W 2 W 3 EV 4 E 5 EV

E **Introduce the task** Read the instructions, then play the video from 1:04 to 1:53.

Do the task Play the video. Ss complete the task and compare their answers in pairs.

Review answers Ss share their answers with the class. Play the video again as needed.

Answers

- 1 If you show me 2 maybe I can 3 If it's a two
4 to find the address 5 doesn't work 6 the address
7 a good plan 8 If I can find

F **Introduce the task** Ss identify the *if* clauses and match them with the result clause. If necessary, play the video from 1:04 to 1:53 again and ask Ss to identify each *if* clause and its result clause. Notice that one result clause is blank for Ss to fill in. Read the instruction and ask Ss to create a result clause for the missing one.

Do the task Play the video. Ss complete the task and compare their answers in pairs.

Review answers Ss share their answers with the class. Play the video again as needed.

Answers

- 1 Answers will vary. 2 a 3 c

G **Introduce the task** Read the instructions aloud. Guide Ss to read the expressions. Clarify pronunciation and meaning.

Do the task Play the video starting at 3:48. Ss listen and complete the task.

Review answers Ss check their answers with the class.

Answers

Checked:
Turn left at the corner.
Walk up five blocks.
It's about ten minutes.
Seventh Street is only five blocks away.

H **Introduce the task** Read the instructions aloud. Direct Ss to the four answers they checked in exercise G.

Do the task Play the video. Ss do the task with their partners.

Review answers Ss check the order with the class.

Answers

- 1 Seventh Street is only five blocks away.
- 2 Turn left at the corner.
- 3 Walk up five blocks.
- 4 It's about ten minutes.

AFTER YOU WATCH p. 32

A **PAIR WORK** **Introduce the task** Read the instructions aloud. Encourage Ss to be creative with the conversation.

Do the task Ss do the task with their partners. They may extend beyond what's provided in the worksheet.

Review answers Ss share their conversations with the class, then role play the conversations with their partners. Encourage expressive interpretations.

B **Introduce the task** Read the instructions aloud. Allow time for students to make notes.

Do the task Ss answer the questions in pairs and discuss their experiences as visitors.

Review answers Ss share their experiences with the class.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Stress the conditional form: *If you are lost, you should ...*

Do the task Ss write ideas with their partners, then change partners and compare ideas.

Review answers Ss share their ideas with the class. Write them on the board. Monitor their usage of the conditional form.

Story summary

Eduardo is out of sorts when Noemi arrives. Eva has her clothes and accessories everywhere in his living room. He introduces Noemi to Eva. Eva complains she can't fit her suitcases in her room, and Eduardo tells Eva that she has to follow his house rules. Eva agrees to his first rule, which is that all of her things must stay in her bedroom.

Language summary

Grammar	Vocabulary	Functional language
Comparative adjectives	Accessories	Ask for an opinion
Superlative adjectives	Appearance	Give a positive opinion
		Give a negative or neutral opinion

BEFORE YOU WATCH p. 33

- A **PREDICT** **Introduce the task** Ss look at the pictures. Read the questions aloud.

Do the task Ss discuss their ideas in pairs.

Review answers Ss share their ideas with the class.

- B **Introduce the task** Read the instructions with the class. Do the example together.

Do the task Ss do the task and compare their answers in pairs.

Review answers Ss share their answers with the class. Clarify any questions about pronunciation and comprehension.

Answers

1 e, V 2 c, N 3 a, N 4 f, A 5 b, N 6 d, N

- C **Introduce the task** Ss look at the photo. Then read the instructions with the class.

Do the task Ss do the task in pairs.

Review answers Ss share their answers with the class. Clarify any questions. As a follow-up, point to objects in the classroom and elicit sentences with *more* or *less*.

Answers

1 bigger 2 smallest 3 more 4 smaller
5 biggest 6 less

WHILE YOU WATCH pp. 34–35

- A **Introduce the task** Read the instructions aloud. Ask volunteers to read the words. Check for pronunciation and comprehension.

Do the task Ss watch the video and check the vocabulary words they hear.

Review answers Ss compare their answers in pairs and then with the class.

Answers

Checked: a dress, a hat, a necklace, a scarf, sunglasses

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

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

Review answers Ss share answers, reading the corrected sentences aloud.

Answers

- 1 Eva is Eduardo's sister.
- 2 ✓
- 3 ✓
- 4 Her bedroom is too small.
- 5 His sister's things are all over Eduardo's living room/apartment.
- 6 Eva gives Eduardo a present.

- C **Introduce the task** Read the instructions aloud. You may need to play the video more than once for Ss to identify both the speakers and the nouns.

Do the task Play the video. Ss complete the task and discuss the opinions with their partner.

Review answers Ss share answers with the class.

Answers

- 1 N, feather boa 2 N, Eduardo's nickname
- 3 EV, dress and hat 4 EV, dress 5 E, sunglasses
- 6 N, sunglasses

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

Do the task Play the video. Ss complete the task and compare their answers in pairs.

Review answers Ss read their sentences aloud and correct them as a class.

Answers

- 1 guest 2 smaller 3 hat 4 right 5 more
- 6 hardest

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

Do the task Play the video. Ss discuss the questions in pairs.

Review answers Ss share their answers with the class.

Answers

- 1 follow his house rules
- 2 Eva's things stay in her bedroom.
- 3 There is just one rule.
- 4 to say thank you

- F **GROUP WORK** **Introduce the task** Read through the questions aloud.

Do the task Play the video. Ss discuss the questions with their groups.

Review answers Ss report some of their groups' experiences to the class.

AFTER YOU WATCH p. 36

- A **Introduce the task** Read the instructions aloud and do the first item as a class.

Do the task Ss do the task and compare their answers in pairs.

Review answers Ss discuss their answers with the class.

Answers

- 1 EV 2 N 3 E 4 N 5 EV 6 E

- B **GROUP WORK** **Introduce the task** Read the questions aloud. Review the words *formal* and *casual*.

Do the task Ss answer the questions in groups.

Review answers Ss discuss their answers with the class. Answers will vary.

- C **Introduce the task** Read the questions aloud. Direct Ss to look at the picture.

Do the task Ss discuss the questions in pairs.

Review answers Ss share their answers with the class.

Answers

Eva: boa, hat, shirt, jeans

Eduardo: sweatshirt, T-shirt, shorts

Noemi: sweatshirt, pants

Answers to other questions will vary.

- D **GROUP WORK** **Introduce the task** Read the instructions aloud. Refer Ss to Eva and what she might wear to an audition (e.g., her feather boa) as an example. Encourage Ss to name accessories.

Do the task Ss share their opinions with their groups and write lists of clothing and accessories.

Review answers Ss share their answers with the class, compiling their lists on the board.

Possible answers

Relaxing at home: sweatpants, jeans, sweater, shorts, slippers, pajamas

A guest at a wedding: gown, tuxedo, tie, jewelry, dress shoes, handbag

At a business meeting: suit, jacket, skirt, dress shoes, belt, watch, glasses

At a fitness club: shorts, T-shirt, sneakers, socks, sweatband

Vacationing at the beach: shorts, sunglasses, bathing suit, sandals

Story summary

Noemi is working hard when Rick enters the office with two cups of coffee. When Noemi reaches for the coffee, she hurts her back. She is in pain and can't sit down. Rick calls 911 (the emergency number) and explains the situation to the 911 operator. As they wait for the paramedics to arrive, Noemi tells Rick how she injured her back in college.

Language summary

Grammar	Vocabulary	Functional language
have to Making predictions	Jobs Health problems	Offer help Ask for information about the problem Ask someone for help

BEFORE YOU WATCH p. 37

- A **PAIR WORK** **Introduce the task** Direct Ss to the picture and read the instructions aloud.

Do the task Ss answer the questions with a partner.

Review answers Ss share their answers to the questions with the class.

- B **Introduce the task** Read the vocabulary words as a class and clarify pronunciation and comprehension. Read the instructions aloud.

Do the task Ss complete the sentences, then check their answers in pairs.

Review answers Ss check their answers with the class.

Answers

1 emergency 2 immediately 3 paramedics
4 stressed 5 stiff 6 strange

- C **PAIR WORK** **Introduce the task** Read the instructions and the verbs in the box. Give an example if needed.

Do the task Ss write sentences in pairs using the verbs in the box.

Review answers Ss write their sentences on the board or read them aloud to check their work with the class.

Possible answers

1 They have to wash their hands.
2 They have to be careful.
3 They have to wear special clothes.
4 They have to put on gloves.
5 They have to stay home.

WHILE YOU WATCH pp. 38–39

- A **Introduce the task** Read the instructions aloud. Give an example if needed.

Do the task Play the video. Ss do the task and compare their answers with a partner.

Review answers Ss check their answers as a class.

Answer

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

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss read the words in the box. Check for pronunciation and comprehension.

Do the task Play the video. Ss do the task and compare their answers in pairs.

Review answers Play the video again for Ss to check answers as a class.

Answers

1 bad 2 different 3 stiff 4 stressed 5 worse
6 bad 7 hard 8 better

- C **Introduce the task** Read the instructions aloud. Read the sentences with the class to confirm understanding.

Do the task Play the video. Ss order the sentences from 1 to 6.

Review answers Ss read their answers aloud.

Answers

- 2 Noemi's pain is killing her.
- 6 The paramedics arrive at the office.
- 5 Noemi tells Rick how she got injured in college.
- 1 Noemi reaches for her coffee.
- 3 Rick calls 911 and tells them his friend needs help.
- 4 Rick tells Noemi not to move.

- D **Introduce the task** Read the instructions aloud. Do the first sentence as an example.

Do the task Play the video. Ss correct the mistakes.

Review answers Ss read their corrected sentences aloud and check answers as a class.

Answers

Noemi hurt her neck back when she reached for her coffee.
I told Noemi to move stay in one place while she waited for help.
Noemi broke twisted her ankle when she played soccer in college.
She got up fell down in a strange way.
She is still having problems with her ankle back.
Noemi's back gets better worse when she is stressed.

- E **PAIR WORK** **Introduce the task** Read the instructions aloud and ask Ss to think about what the word *afraid* means in this case.

Do the task Play the video. Ss circle the best answer.

Review answers Ss share their answers with the class.

Answer

c

- F **Introduce the task** Read the instructions aloud. Ask Ss what type of questions a 911 operator asks?

Do the task Play the video from 1:38 to 2:18. Ss do the task.

Review answers Ss check their answers as a class.

Answers

- 1 What is your emergency
- 2 What is your full name
- 3 Can you tell me the problem
- 4 Is she in a safe place
- 5 Is that right
- 6 how soon will they be here

AFTER YOU WATCH p. 40

- A **PAIR WORK** **Introduce the task** Read the instructions. Elicit examples of sentences with *may/might* or *probably won't*.

Do the task Ss do the task in pairs.

Review answers Ss write their sentences on the board, sharing their ideas and correcting usage.

Possible answers

- 1 She may/might not be able to go back to work / go on her vacation. She probably won't be able to go back to work / go on her vacation.
- 2 She may/might cancel her vacation / go on her vacation later. She probably won't cancel her vacation.
- 3 She may/might ask Rick if she can work at home / cancel her vacation. She probably won't listen to the doctor.
- 4 She may/might get the work done / be in a lot of pain. She probably won't go on vacation / get her work done.

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Complete the first sentence as example.

Do the task Ss do the task in pairs.

Review answers Ask Ss to role-play the conversation and switch roles. Volunteers can perform the role play for the class.

Answers

- 1 What's wrong
- 2 I have a lot of pain
- 3 Where exactly is your pain
- 4 What do you want me to do
- 5 Can you
- 6 I need

- C **GROUP WORK** **Introduce the task** Read the questions aloud. Explain the difference between *stressed* and *stressful*. Give examples if needed.

Do the task Ss work in small groups to discuss the questions.

Review answers Groups report their discussions to the class.

Story summary

Christina and Eduardo meet outside at a café. After Eduardo sits down, he asks her if she can help his sister because he knows Christina is very good at technology and social media. Christina asks Eduardo a lot of questions about Eva. She then thinks Eva should do a vlog. Eduardo thinks this is a good idea. He then sighs when he asks Christina how Eva is going to film her vlog because her phone doesn't work in New York. Christina doesn't think this is a problem at all and tells him that her work will fix Eva's phone and check her camera. Eduardo is relieved to hear this and thanks Christina. Christina tells him it's no problem because she loves this stuff.

Language summary

Grammar	Vocabulary	Functional language
Present perfect for experience	Verb–noun internet phrases	Make requests
Present perfect and simple past	Social media verbs	Respond to requests
		Ask for permission
		Refusing

BEFORE YOU WATCH p. 41

A **Introduce the task** Direct Ss to the picture. Read the directions.

Do the task Ss work with a partner to answer the questions based on what they see in the picture.

Review answers Pairs report their ideas to the class.

Possible answers

- 1 Outside a café / At a café
- 2 Eduardo, facial expressions
- 3 Christina, facial expressions

B **Introduce the task** Read the instructions aloud. Remind Ss to use the context of the sentences to help them choose the best definition for the words in bold.

Do the task Ss do the task and then compare their answers in pairs.

Review answers Ss discuss their answers with the class.

Answers

- 1 a 2 b 3 a 4 b

C **GROUP WORK** **Introduce the task** Read the questions aloud and elicit example answers.

Do the task Ss do the task in groups, making lists of the adjectives they identify.

Review answers Ss share their answers with the class, compiling their lists on the board.

Possible answers

smart, young, confident, knowledgeable, cool

WHILE YOU WATCH pp. 42–43

A **Introduce the task** Direct Ss' attention to the picture and encourage them to guess the answers before playing the video.

Do the task Play the video. Ss do the task and see if their guesses were correct.

Review answers Ss share their answers with the class.

Answers

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

B **Introduce the task** Read the instructions aloud. Do the first sentence as an example if necessary.

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

Review answers Ss share their answers with the class.

Answers

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

- C **PAIR WORK** **Introduce the task** Ss read the words in the box and then complete the sentences.

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

Review answers Ss share their answers with the class.

Answers

1 write 2 read 3 make 4 watch

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

Do the task Play the video and instruct Ss to decide if each quote is from Christina or Eduardo. Then they check off the sayings that are making or responding to a request.

Review answers Ss share their answers with the class.

Answers

1 C 2 E 3 E 4 E 5 E 6 C 7 E 8 C

Making a request: 1, 2

Responding to a request: 4, 6, 7, 8

- E **Introduce the task** Read the instructions aloud. Then ask Ss to read the sentences. Check for comprehension.

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

Review answers Ss share their answers with the class.

Answers

In Brazil: She's had some experience working. / She's never looked for a job before. / She's had a job.

In New York: She's always online. / Her phone doesn't work. / She needs a job.

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

Do the task Play the video. Ss do the task with their partners.

Review answers Ss discuss their answers with the class.

Answer

a

AFTER YOU WATCH p. 44

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

Do the task Ss complete the task.

Review answers Ss share answers, reading the corrected sentences aloud.

Answers

- 1 ✓
- 2 Christina and Eva **haven't met**.
- 3 Eduardo doesn't know how to help **Eva**.
- 4 Eva worked **for her parents** in Brazil.
- 5 Eduardo **doesn't know about** Eva's videos.
- 6 ✓
- 7 **Christina** has an idea for a vlog.
- 8 ✓

- B **GROUP WORK** **Introduce the task** Ss read the questions aloud. Check for comprehension.

Do the task Ss complete the task in groups

Review answers Ss share their answers with the class.

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

Do the task Ss write their questions in pairs.

Review answers Ss use their questions in exercise D.

Possible answers:

What kinds of jobs have you had in social media? How did you learn to use social media? Where did you go to school? Have you always been interested in social media / technology? What do you like about dancing? Have you ever been in a dance show? Where have you danced before?

- D **PAIR WORK** **Introduce the task** Ask Ss to have their questions from exercise C ready. Explain the instructions. Ask a volunteer to read the model conversation with you.

Do the task Ss take the roles of Christina and Eva, then ask and answer questions.

Review answers Volunteers role play for the class.

Story summary

There is dangerous weather on the way to New York. Christina, Noemi, and Rick meet at Eduardo's apartment. Rick tells everyone he has some news – he is changing careers and wants to become an architect. Rick tells Noemi that he would like her to think about taking his job as boss. Christina has to leave to pick up Marina before the storm hits, so everyone decides to meet Eva at the café.

Language summary

Grammar	Vocabulary	Functional language
<i>be like</i>	Weather	Ask for directions
Relative pronouns: <i>who, which, that</i>	Landscapes and cityscapes	Give directions

BEFORE YOU WATCH p. 45

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

Do the task Ss answer the questions with their partners.

Review answers Ss share their answers with the class.

Possible answers

- 1 for the people of New York City / for dangerous weather
- 2 stormy, windy, rainy
- 3 traffic, traffic lights, buildings, signs, street lights
- 4 rainstorms, snowstorms, blizzards, floods, droughts

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Review *who, which, and that* if necessary.

Do the task Ss do the task, then check their answers in pairs. Then they discuss each statement and decide if they agree or disagree with it.

Review answers Ss share their answers with the class.

Answers

- 1 who/that 2 who/that 3 who/that
- 4 which/that

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

Do the task Ss do the task, writing sentences with their own ideas.

Review answers Ss share their answers with the class. Volunteers can write their sentences on the board.

Possible answers

- 1 be careful / pay attention to a weather alert
- 2 not panic / not go outside
- 3 wear the right clothes / drive carefully
- 4 drive carefully or safely / be patient

WHILE YOU WATCH pp. 46–47

- A **Introduce the task** Read the instructions aloud before you play the video.

Do the task Ss watch the video and do the task. You may need to pause it often or play it more than once. Ss compare their answers in pairs.

Review answers Ss share their answers with the class.

Answers

- 1 wet 2 worse 3 good 4 change 5 worried
- 6 reads 7 heavy, closed 8 at the café

- B **Introduce the task** Read the instructions before playing the video again.

Do the task Ss watch the video and do the task. Then they compare their answers in pairs.

Review answers Ss share their answers with the class.

Answers

- 1 best 2 help 3 stressful 4 think 5 vacation
- 6 walks 7 boss 8 come

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

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

Review answers Ss share their answers with the class.

Answers

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

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

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

Review answers Ss share their answers with the class. Play the video to confirm answers if necessary.

Answers

1 like 2 office 3 careers 4 think 5 set 6 pick
7 check 8 storm

E **Introduce the task** Read the instructions aloud. Challenge Ss to find the places in the video where Noemi makes these expressions.

Do the task Play the video. Ss do the task, discussing the answers with their partners.

Review answers Ss share their answers with the class and give explanations to support why Noemi might be feeling the way she feels.

Answers

1 C 2 D 3 A 4 B

AFTER YOU WATCH p. 48

A **Introduce the task** Read the instructions aloud. Ss read the phrases before they complete the conversation.

Do the task Ss do the task individually, then check answers with their partners.

Review answers Ss check their answers with the class, then role play the conversation.

Answers

1 Are we going in the right 2 to turn back toward
3 is next to 4 The subway station 5 Yes, turn left
6 Then drive 7 see the station on the left
8 Which way do I go 9 Go straight

B **GROUP WORK** **Introduce the task** Ss discuss in groups questions relating to life and weather. Explain to Ss that scientists give hurricanes names, like "Eva", to distinguish and study different storms.

Do the task Ss do the task with their groups, discussing the questions and explaining their answers.

Review answers Ss report summaries of their discussions to the class.

Possible answers

Eduardo says his life is like Hurricane Eva because his sister Eva is messy and somewhat disrupted his life.
Ss' other answers will vary.

C **PAIR WORK** **Introduce the task** Read the instructions and elicit some reasons why one might be afraid to be a boss. Ask Ss to write two reasons and then discuss the question.

Do the task Ss do the task with their partners, then discuss the question.

Review answers Ss read some of their sentences and share their ideas with the class.

Possible answers

It would be too much responsibility or too stressful.
I don't want to boss people around.

Documentary summary

This documentary explores 24 hours in Tokyo, Japan. It begins at dawn at the Tsukiji fish market, then shows people in Tokyo doing various activities throughout the day: waking up for breakfast, commuting to work, eating lunch, enjoying a traditional tea ceremony, shopping in the Harajuku district, having a business dinner, enjoying karaoke, and watching live music. The documentary ends where it began, at the Tsukiji fish market.

Language summary

Grammar	Vocabulary	Functional language
Simple present for habits and routines (affirmative, negative, questions) <i>this / that one</i> <i>these / those ones</i>	Expressions with <i>do</i> , <i>have</i> , and <i>make</i> Work and study items	Explain, check, and solve a technology problem

BEFORE YOU WATCH p. 49

A **Introduce the task** Read the instructions aloud. This exercise pre-teaches vocabulary from the video.

Do the task Ss complete the exercise.

Review the task Ss read their answers aloud.

Answers

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

B **Review the language** Read the instructions aloud. Review forms of the simple present for habits and routines on the board.

Do the task Ss complete the exercise individually or in pairs.

Review the task Ss share their answers aloud. You can put their answers on the board in columns, organized according to the time of day.

C **Introduce the task** Read the instructions aloud. This topic previews the fish market that begins the unit documentary.

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

D **PREDICT** **Introduce the task** Read the instructions aloud. Ask students to name things they recognize in the picture.

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

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

Answer

Correct prediction: a

WHILE YOU WATCH pp. 50–51

A **Introduce the task** Read the instructions aloud. Ss watch the video and see if their predictions were correct.

Do the task / Review the task Ss do the task as a class.

Answer

The place is Tsukiji fish market in Tokyo, Japan. The people are buying and selling fish.

B **Introduce the task** Read the instructions aloud. Check that Ss understand the vocabulary, e.g., *crossing*, *busy*, and *traditional*.

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

Review the task Call out the phrases in the left column and ask volunteers to say the matching phrases from the right column.

Answers

traditional = tea ceremony
the biggest in the world = Tsukiji fish market
starts after 5 a.m. = the Tokyo subway
one of the busiest crossings in the world = Shibuya
sell for hundreds of dollars = large tuna
famous for shopping = Harajuku District
non-traditional = cat café

C **Introduce the task** Read the instructions aloud. Check that Ss understand the vocabulary, e.g., *commute* (*commuters*) and *dome*.

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

Review the task Say the numbers (1–9) in order and ask Ss to read the answers aloud in order.

Answers

- 2 The morning commute begins.
- 6 Meetings happen over dinner.
- 5 Fans go to the Tokyo Dome.
- 7 People head home through Shibuya.
- 8 People take a taxi home.
- 1 The fish market opens.
- 9 The fish market open up again.
- 4 People go shopping.
- 3 People eat from a bento box.

D **Introduce the task** Read the instructions aloud. Check that Ss understand vocabulary, e.g., *fashionable*, *district*.

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

Review the task Ss read their answers aloud.

Answers

- 1 Tsukiji fish market, restaurant workers
- 2 Harajuku District, fashionable young people
- 3 Tokyo Dome, baseball fans
- 4 Shibuya crossing, commuters

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

Do the task Play this section of the video. Ss do the task individually.

Review the task Read the paragraph aloud. Pause at the gaps and call on volunteer Ss to read their answers aloud.

Answers

- 1 dinner 2 crowd 3 head 4 busiest 5 trains
- 6 taxi

F **Introduce the task** Read the instructions aloud. Point out that the answers to the questions can be found in the video.

Do the task Play the video. Encourage Ss to write the answers individually and ask and answer the questions in pairs.

Review the task Ss pairs take turns asking and answering the questions aloud for the class.

Answers

- 1 It is called the Land of the Rising Sun.
- 2 They buy fish by five in the morning.
- 3 The subway starts at 5 a.m.
- 4 You can have coffee with cats at a cat café.
- 5 The Harajuku district is famous for shopping.
- 6 The trains stop at 1 a.m.

AFTER YOU WATCH p. 52

A **PAIR WORK** **Introduce the task** Read the instructions aloud. Explain to Ss that the activities they write in the planner should be close to the times of day that they are mentioned in the video but don't have to be exact. Give Ss the option of writing more than six activities.

Do the task Ss write in their planners individually and compare their planners in pairs. Encourage them to ask each other questions about their activities.

Review the task Ss share their daily planners with the class.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Explain to Ss that the places in their cities only need to be *similar* to the places in Tokyo, not an exact match.

Do the task Ss write their lists individually. Then they compare answers with a partner.

Review the task Ss read their answers aloud. Encourage them to share one interesting thing about each place.

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

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

Review the task Ss read their comparisons aloud

Documentary summary

This video explores global festivals and celebrations. It shows Chinese New Year in Hong Kong; a classical music festival in Switzerland; Winter Solstice in South America; a balloon festival in Albuquerque, New Mexico; and New Year's celebrations all over the world.

Language summary

Grammar	Vocabulary	Functional language
Present continuous for future plans (affirmative, negative, questions)	Pop culture	Make and accept invitations
Object pronouns	Gift items	Plan where and when to meet

BEFORE YOU WATCH p. 53

A **Introduce the task** Read the instructions aloud. This exercise pre-teaches vocabulary from the video.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 hot air balloon 2 winter solstice 3 fireworks
4 costume

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Inform Ss that they can talk about a celebration that is commonly known or one that is unique in their home country.

Do the task Ss make notes about their celebrations and then share with their partners.

Review answers Ss present their celebrations to the class.

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

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

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

Answer

Correct prediction: c

WHILE YOU WATCH pp. 54–55

A **Introduce the task** Read the instructions aloud. Ss watch the video and see if their predictions were correct.

Do the task / **Review answers** Ss do the task as a class.

Answer

The picture shows hot air balloons at the Balloon Fiesta in Albuquerque, New Mexico.

B **Introduce the task** Read the instructions aloud. You may want to explain that some items have more than one answer.

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

Review answers Ss read their answers aloud.

Answers

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

C **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 answers Ss read their answers aloud.

Answers

- 1 People in **Hong Kong** give money, flowers, and fruit.
- 2 People come to **Switzerland** from all over the world to make music.
- 3 The winter solstice takes place on the day with the **fewest** sunlight hours.
- 4 At the **winter solstice**, there's music and dancing.
- 5 In **South** American countries, the month of June is in winter.
- 6 New Year's is celebrated on the last day of **December**.

D Introduce the task Read the instructions aloud. Replay the video and encourage students to listen for dates.

Do the task Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

- 2 winter solstice (South America)
- 1 Chinese New Year
- 4 New Year's (global)
- 3 Balloon Fiesta

E Introduce the task Read the instructions aloud. Check that Ss understand the meaning of *rides*: vehicles that people can move in for fun, usually at an amusement park.

Do the task Play this section of the video. Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

- 1 world 2 hot air 3 races 4 hungry
- 5 delicious 6 festival 7 Australia 8 Canada
- 9 Mexico

F Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

- 1 money, fruit, and flowers
- 2 piano, trumpet, and violin
- 3 South America, the United States
- 4 600 balloons
- 5 Chinese New Year and the winter solstice
- 6 melted cheese

G Introduce the task Read the instructions aloud. Make sure Ss understand *centuries* means "hundreds of years."

Do the task Ss do the task

Review answers Ss read their answers aloud.

Answers

Chinese New Year	Interlaken Music Festival	Winter Solstice
<input checked="" type="checkbox"/> People buy lots of flowers.	<input checked="" type="checkbox"/> popular fall festival	<input checked="" type="checkbox"/> happens on the day with the fewest sunlight hours
<input type="checkbox"/> There's a huge fireworks show.	<input type="checkbox"/> Musicians from all over the world play folk music.	<input type="checkbox"/> happens on the day with the most sunlight hours
<input type="checkbox"/> takes place December 31	<input checked="" type="checkbox"/> takes place in the mountains of Switzerland	<input checked="" type="checkbox"/> The celebration is hundreds of years old.

AFTER YOU WATCH p. 56

A Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

B PAIR WORK Introduce the task Read the instructions aloud. Remind Ss to use the celebrations in the video for reference, but encourage them to be creative with their own ideas.

Do the task Ss do the task in pairs.

Review answers This task continues in exercise C.

C PAIR WORK Introduce the task Read the instructions aloud.

Do the task Ss do the task in pairs, then as a whole class.

Review answers Ss share their advertisements with the class. Allow time for feedback. Then take a class vote.

THE END OF THE MALL?

Documentary summary

This video asks if people will still shop at malls in 2025. It explains that big department stores are closing, and more people are shopping online. Today's young people spend more money on experiences and less money on clothes and electronics. For malls to survive, they need to offer new things. The video ends by asking these questions: *What is the mall of the future going to look like? Is it going to be a place to buy things or to buy experiences?*

Language summary

Grammar	Vocabulary	Functional language
be going to Determiners	Money Shopping	Explain your language problem Explain the function of the thing you want

BEFORE YOU WATCH p. 57

A **Introduce the task** Read the instructions aloud. Point out the exercise has two parts.

Do the task Ss do the task.

Review answers Ss read the answers aloud. Then display or project the five photos. Ss call out the numbers as you point to each one.

Answers

1 online shop 2 experience 3 department store
4 drone 5 mall
Order of pictures: 5, 3, 1, 4, 2

B **Introduce the task** Read the instructions aloud. Check that Ss understand *manicure*.

Do the task Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

Go shopping at the grocery store.
Get a manicure at the nail salon.
Do exercise at the gym.
Buy electronics at the department store.

C **Introduce the task** Read the instructions aloud. Tell Ss they should write items only for places they actually shop, and they only need to write a few examples for each.

Do the task Ss do the task individually, then compare their lists in pairs.

Review answers Ss say aloud where they shop and what they buy there.

D **PREDICT** **Introduce the task** Read the instructions aloud. Check that Ss understand *gadgets*.

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

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

Answer

Correct prediction: b

WHILE YOU WATCH pp. 58–59

A **Introduce the task** Read the instructions aloud. Ss watch the video and see if they guessed correctly.

Do the task / **Review answers** Play the video. Ss look for the picture on p. 57 in the video and say what it is.

Answer

The picture shows a delivery drone. The video is about the future of shopping. It asks where people will do their shopping in the year 2025.

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

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

Review answers Ss read their answers aloud.

Answers

1 deals 2 survive 3 compete 4 hobbies

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

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

Review answers Ss read their answers aloud.

Answers

Online shops ... let people find good deals, mail things for free, hurt sales at department stores
Shopping malls ... are closing stores, need to offer new things to survive, offer things to touch and feel in real life, must compete with the internet

D **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 answers Ss read their answers aloud.

Answers

- 1 Many department stores in malls are closing stores.
- 2 Young people like to spend money on experiences.
- 3 People today spend more money on sports and travel.
- 4 A lot of people say online sales are hurting sales at the mall.
- 5 For malls to survive, they are going to have to offer new things.

E **Introduce the task** Read the instructions aloud. If helpful for the sake of time, cue up the video at the 1:30 mark for Ss.

Do the task Play the video starting at 1:30. Ss do the task individually or in pairs.

Review answers Ss read their answers aloud.

Answers

Youth experiences: travel, sports, hobbies
International malls: nice restaurants, grocery stores, spas and nail salons, gyms

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

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

Review answers Ss read their answers aloud. Check that Ss understand the phrase *real life*.

Answers

- 1 25 percent, 2022
- 2 killing, mall
- 3 mail, free
- 4 disappear completely
- 5 touch, real life

G **PAIR WORK** **Introduce the task** Read the instructions aloud. Review *be going to*.

Do the task Play the video. Ss do the task with partners, alternating between asking and answering.

Review answers Volunteer pairs share their dialogues aloud.

Answers

- 1 The big department stores are going to close.
- 2 People say online shopping is going to kill the mall.
- 3 People spend more money on food and transportation.
- 4 Malls are going to have to offer new things, like experiences.

AFTER YOU WATCH p. 60

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

Do the task Ss do the task in pairs. They should take notes while they answer the questions.

Review answers Pairs read their answers aloud.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Encourage Ss to use their imaginations and have fun.

Do the task Ss can take notes individually, then discuss the questions in pairs.

Review answers Ss present their malls of the future to the class with their partners.

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

Do the task Ss answer the questions in pairs or individually.

Review answers Ss read their answers aloud. Discuss their ideas as a class. Are the changes good or bad? Why?

Documentary summary

People work and study hard, but when it's time for a vacation, they need to find a destination that is right for them. Ss listen to some vacation advice about three different places: Beijing in China, the Jersey Shore in the U.S., and Spain. All are popular vacation destinations with different things to offer. Ss learn that, with so many places to see and things to do, their next vacation might be hard to choose.

Language summary

Grammar	Vocabulary	Functional language
<i>if and when</i>	Traveling	Give advice and make suggestions
Giving reasons using <i>to</i> and <i>for</i>	Transportation	Respond to advice and suggestions

BEFORE YOU WATCH p. 61

- A **PAIR WORK** **Introduce the topic** Read the instructions aloud. Ss look at the pictures and decide with a partner what makes these good vacation destinations and what people might do at each one.

Do the task Ss discuss their opinions with a partner.

Review the task Call on Ss to share their opinions with the class.

- B **Introduce the task** Read the instructions aloud. Go over pronunciation of the words in bold, which students will hear in the video.

Do the task Ss read the sentences and then circle the correct meaning for each word in bold.

Review the task Check answers as a class.

Answers

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

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

Do the task With a partner, Ss agree or disagree with the statements about vacations.

Review answers Call on Ss to share their ideas with the class.

WHILE YOU WATCH pp. 62–63

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

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

Review answers Ss compare their answers with a partner and then check answers as a class.

Answers

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

- B **Introduce the task** Read the instructions aloud. For the false statements, 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 answers Ss read their answers aloud.

Answers

- Cindy plans to do some sightseeing on the weekend.
- ✓
- The Jersey Shore is only a two-hour drive from where Josh and his family live.
- Josh's family has a dog, so they can rent a house near the beach.
- ✓
- Some of the hikes are a little challenging.
- Tina and Mark have a lot of experience.

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

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

Review answers Ss read the answers aloud.

Answers

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

D Introduce the task Read the instructions aloud. If necessary, explain to Ss that they have to categorize the activities (put them in the correct columns) *and* put them in the order they're mentioned in the video.

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

Review answers Ask for three volunteers to read the answers for each place aloud.

Answers

Beijing, China	Jersey Shore	Spain
a	f	e
h	c	
d	b	
g		

E Introduce the task Read the instructions aloud. If necessary, explain to Ss that the correct answer is not mentioned in the video, while the other two options *are* mentioned.

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

Review answers Ss share their answers aloud.

Answer

b

AFTER YOU WATCH p. 64

A PAIR WORK Review the language Read the instructions aloud. Review the grammar rules for *giving reasons using to and for*.

Do the task Ss do the task individually and then exchange lists with a partner. Encourage pairs to comment and ask questions about each other's lists.

Review answers Ask pairs to present their list of reasons together to the class.

Suggested Answers

People take a vacation ... to relax, to have fun, to have an adventure, to meet new people, to sightsee, for relaxation, for their health, for fun.

B PAIR WORK Introduce the task Read the instructions aloud.

Do the task Ss do the task in pairs. They should write as many things as they can think of.

Review answers Ss read their ideas aloud.

Possible answers

- 1 camera, map, hat, water bottle
- 2 sunglasses, towel, umbrella, sandals
- 3 comfortable walking shoes, camera, walking stick, water bottle, backpack

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

Do the task Lead a class discussion about each of the questions. Be sure all Ss participate. Encourage them to take notes.

Review answers Ask Ss to share the most interesting ideas they heard.

Documentary summary

Students may know about some dangerous jobs. But some jobs that look easy and safe are not. The video shows three jobs that can have risks that we don't expect. The jobs of a musician, a pet store worker, and a professional athlete can have unexpected dangers. Students learn about the dangerous sides so that they can think about the risks before taking a job.

Language summary

Grammar	Vocabulary	Functional language
have to	Jobs	Offer help
Making predictions	Health problems	Ask for information about the problem
		Ask someone for help

BEFORE YOU WATCH p. 65

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

Do the task / Review the task Discuss the questions as a class. Explain the vocabulary word *barista*.

B **Introduce the task** Read the instructions aloud. Point out that the exercise has two parts. Review the pronunciation of the words on the left.

Do the task Ss work individually to match the words to the definitions, then write the words in the chart.

Review the task Ss read their answers aloud.

Answers

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

Adjective	Noun	Verb
risky	risk	depend on
	training	expect
	volume	

C **PAIR WORK** **Introduce the task** Read the questions aloud. Direct Ss to the definition of *risky* in exercise B above.

Do the task Ss discuss the questions in pairs.

Review the task Ss read their answers aloud.

Possible answers

- 1 a construction worker / an electrician / a bridge worker = This is a risky job because you have to work very high from the ground.
- 2 a police officer = This is a risky job because you have to protect people in dangerous situations.

WHILE YOU WATCH pp. 66–67

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

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

Review the task Read the answers aloud as a class.

Answers

Checked: athlete, musician, police officer, construction worker, pet store worker, taxi driver, firefighter, paramedic

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

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

Review the task Ss take turns reading each sentence aloud with their answers.

Answers

1 clear 2 risks 3 rock star 4 risky 5 high-risk
6 before

C **Introduce the task** Read the instructions aloud. For the false statements, 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 task Ss read the answers aloud.

Answers

- 1 Musicians depend on their hearing.
- 2 Musicians are four times more likely to have hearing problems than people in other jobs.
- 3 ✓
- 4 ✓
- 5 Construction workers get fewer injuries than pet store owners. / Pet store owners get more injuries than construction workers.
- 6 Athletes are strong, but they can still get injuries.

D **Introduce the task** Read the instructions aloud. Ss will choose the words on the right to complete the sentence starters on the left.

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

Review the task Ss take turns reading the complete sentences aloud.

Answers

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

E **Introduce the task** Read the instructions aloud. Play the video after Ss have attempted the task

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

Review the task Play the video for Ss to check their answers.

Answers

- 1 training 2 accidents 3 twist 4 hurt 5 injury
- 6 sports

F **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask for two volunteers to read the model dialogue aloud.

Do the task Play the video. Ss write their answers individually, then discuss their ideas in pairs.

Review the task Pairs present their ideas about making the jobs safer to the class.

Suggested answers

- 1 firefighter: wear safety gear, exercise, get training
- 2 musicians: wear ear plugs, practice for shorter amounts of time
- 3 athlete: play safer sports, take breaks, see a doctor regularly
- 4 chef: watch out for fires, wear protective clothing

AFTER YOU WATCH p. 68

A **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss can focus on just the jobs mentioned in the video or think about other risky jobs.

Do the task Ss discuss the questions with a partner.

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

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

Do the task Ss brainstorm ideas with a partner and write them down.

Review the task Ss share their answers with the rest of the class. Encourage them to write down other jobs they hear that they didn't think of.

Possible answers

animals: zookeeper, pet store worker, dog walker
blood: nurse, doctor, paramedic
heights: pilot, window cleaner, construction worker
insects: exterminator, park ranger, landscaper
loud noises: musician, disc jockey, factory worker
small spaces: construction worker, electrician, miner

C **GROUP WORK** **Introduce the task** Read the instructions aloud. Tell Ss they will discuss the questions in groups.

Do the task Ss discuss the questions in groups of three or four. Encourage them to write down notes about the jobs listed and other jobs they think of.

Review the task Groups share their ideas with the class. Allow time for Ss to ask the groups questions.

Possible answers

lawyer: stress, sore back, angry clients
office worker: sore back, cutting your finger, catching a cold/flu
photographer: twisting an ankle, hurting your back, loud noises, bites
taxi driver: getting in an accident, sore back, dangerous passengers

Documentary summary

Students learn that in some places, the landscape and the weather combine to create “extreme” weather. The video shows three kinds of extreme weather that can happen in some parts of the world. Droughts and hurricanes are a few examples of extreme weather and can cause other natural disasters such as wildfires and flooding. Students learn about some of the extreme weather that happened in North America in 2017.

Language summary

Grammar	Vocabulary	Functional language
<i>be like</i>	Weather	Ask for directions
Relative pronouns: <i>who, which, that</i>	Landscapes and cityscapes	Give directions

BEFORE YOU WATCH p. 69

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

Do the task Ss describe to a partner the different landscapes they see and what the weather is like in each place.

Review the task Call on Ss to share their ideas with the class.

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

Do the task Ss do the task individually.

Review the task Ss read their answers aloud.

Answers

1 seasons 2 Wildfires 3 seasonal 4 pattern
5 Heavy 6 damage

- C **PAIR WORK** **Introduce the task** Read the instructions aloud. Tell Ss they will discuss the questions with a partner.

Do the task Ss answer the questions in pairs.

Review the task Pairs share their ideas with the class.

Possible answers

Different kinds of weather (l-r): - rainy and warm (spring), sunny and hot (summer), cool and dry (fall), cold with snow (winter)
Dangers: Too much rain (flood), dry and too much heat (drought), dry leaves and grass can burn (wildfires), heavy snow shuts down roads (blizzard), melting snow (flood)

WHILE YOU WATCH pp. 70–71

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

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

Review the task Ss read the answers aloud.

Answers

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

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

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

Review the task Ss read the answers aloud.

Answers

1 usually 2 part 3 landscape 4 die 5 low
6 warm

- C **Introduce the task** Read the instructions aloud. If necessary, explain to Ss that they have to categorize the extreme weather sentences (put them in the correct columns) *and* put them in the order they’re mentioned in the video.

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

Review the task Ask for three volunteers to read the answers for each type of weather aloud.

Answers

Drought	Flood	Hurricane
g	f	d
c	b	h
e		
a		

- D **Introduce the task** Read the instructions aloud. Clarify that Ss should write the kind of extreme weather in the first blank and the things that can be damaged in the other blanks.

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

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

Answers

- 1 *Extreme weather:* hurricane/ flood; *things damaged:* cars, trees, houses
- 2 *Extreme weather:* hurricane / strong winds; *things damaged:* roofs, buildings, poles

- E **Introduce the task** Read the instructions aloud. Point out to Ss that several of the phrases in the second column could logically complete the sentence starters in the first column. Remind them that they have to listen carefully for the correct answers in the video.

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

Review the task Ss read their answers aloud.

Answers

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

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

Do the task Play the video. Ss choose the best statement individually.

Review the task Ss share their answers aloud.

Answer

- ☒ In some places of the world, extreme weather can happen.

AFTER YOU WATCH p. 72

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

Do the task Ss answer the questions with a partner.

Review the task Ask volunteers to share their answers with the rest of the class.

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

Do the task Lead a class discussion about each of the questions. Be sure all Ss participate. Encourage them to take notes.

Review answers Ask Ss to share the most interesting things they heard.

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

Do the task Ss work in small groups of three or four and come up with a plan.

Review the task Ask groups to present their plans to the class. Encourage others to ask questions about the plan.

Episode 1: Connections

Eduardo Look at that rain!

Rick Is it bad out there?

Eduardo Yeah. It's really bad ... Wow. It smells great.

Rick Oh, good. It's my grandparents' favorite. They make it all the time in South Korea. ... Hey, is that mine?

Eduardo No. That's mine. That's yours.

Rick Thanks. Where are Noemi and Christina? This is ready.
(Rick's phone rings)

Eduardo They're here!

Rick Yep. It's Noemi. Hey, Noemi.

Noemi Rick, where's Eduardo? Where's his phone? We're downstairs in the rain! Open the door!

Rick Eduardo, what's wrong with your phone?

Eduardo Oh, no! Five calls! No sound! ... Um, yes? Can I help you?

Christina Come on, Eduardo! Let us in!

Eduardo Do you have food with you?

Noemi We have dessert!

Eduardo Dessert? Mmm. What is it?

Christina/Noemi EDUARDO!!!

Eduardo OK, OK. *(sound of buzzer as Eduardo buzzes them in)*

Christina We're here! Let us in!

Eduardo Well, hello, ladies! And how are you this evening?

Christina Fine. There's a lot of rain out there!

Eduardo No, no! Over here. Umbrellas go here.

Christina Very Eduardo.

Eduardo Hey! What do you mean?

Christina Everything has its place in your apartment.

Eduardo OK, true.

Rick Come on. Dinner's ready.

Christina What's this?

Rick It's my favorite! Yoon family special ... with rice and vegetables. Ta-da!

Noemi Oh, great! I love this!

Eduardo Oh! You know the Yoon family special?

Rick I cook it a lot, and I always make extra for Noemi. OK, guys. Let's eat!

Episode 2: Work and study

Noemi Ugh. Another Monday morning. Where do I start? ... Oh, no! My calendar! Really!

Rick Noemi? Is that you? Is everything OK?

Noemi Yeah! I'm here! Everything's fine.

Rick Hey, I can't hear you very well. It's the printer! What?

Noemi It's fine!

Rick What?

Noemi I SAID, it's ... Ugh! No problem. I can text you.

Rick What?

Noemi It's *fine*!

Text message *It's fine!*

Noemi OK, what am I doing? ... Oh, yeah. ... Wait. Are these new orders, too? ... Oh! I don't know. (*pulls out her phone to text Rick*)

Text message *Hey, are these new?*

Noemi "Yes. From my parents. In South Korea." Really? ... (*texting*) OK. *It's their business. And they pay me!*

Noemi (*text message dings*) Ugh, Rick. What does he want now? ... (*reading text*) "There's more. Sorry." ... More? There are more orders? ... (*text message dings*)

Text message [*photo of papers on Rick's desk*]

Noemi What is all *that* about?

Text message ???

Text message *Wait a minute.*

Text message *Waiting...*

Text message *WAITING!!!*

Rick OK. ... Noemi!

Noemi What?

Rick Those orders!

Noemi These?

Rick Yes! They're the wrong ones. You need these ones.

Noemi Oh, OK. And these?

Rick Not important. Start with these ones.

Noemi What about that picture?

Rick The picture? What about it?

Noemi What are all those models? And that textbook?

Rick Ah! Well, ... those are for my course.

Noemi Your course? What course?

Rick My design course.

Noemi Wait, what? A *design* course?

Rick Yeah. On Tuesday and Thursday nights. I want to do something different, Noemi. This isn't *my* business.

Noemi I know, but it's your *parents'* business, and you're their son, so ...

Rick Yeah, and the job is OK, ... but I *love* design and architecture.

Noemi Ah, and you don't love labels.

Rick Right. I do *not* love labels.

Noemi OK, Rick. Let's do some work. Then we can get more coffee, and you can tell me all about this design course.

Rick OK. Sounds good. Oh, no!

Noemi Yeah. Hard morning! I want that vacation! I **NEED** that vacation!

Rick Maybe I need a vacation, too!

Episode 3: Let's move

Christina OK. So it's one and two and three ...

Noemi OK, ... one and two and three...

Christina Yes! And right and stop. Now turn! Good!
(*phone rings*) Oh! Sorry, Noemi. It's my daughter. Hi, honey? Are you at Aunt Lisa's?

...

Noemi Oh, Eduardo!

Eduardo Oh, hey, Noemi! How's it going?

Noemi Good, thanks! It's nice to see you.

Eduardo Yeah, it's great to see you, too. What are you doing?

Noemi I'm learning some dance steps with Christina.

Eduardo Oh! Is Christina here, too?

Noemi Yeah. Over there, on the phone with her daughter. We come here a lot.

Eduardo Well, guess what? I come here, too. It has a pool. I swim sometimes, and I also lift weights now.

Noemi Oh, yeah? That's a lot of exercise.

Eduardo Yeah, well, I'm in a race.

Noemi You are?

Eduardo Yeah! It's next month.

Noemi Really? That's soon! Are you ready?

Eduardo It is soon. And, no, I'm not ready! ... I don't know this gym very well. Can you give me a tour?

Noemi Sure. I can show you around. Eduardo
Thanks a lot, Noemi.

Noemi Water?

Eduardo Thanks. So, dance?

Noemi Oh, I just want some exercise. But Christina's great. I like it.

Eduardo Is she your teacher?

Noemi Yes and no. We watch a dance vlogger.

Eduardo What's a dance vlogger?

Noemi Well, it's a woman, Tanith. She's a dancer, and she makes dance videos. There's a new dance every day.

Eduardo Wow. Every day? Really? That's a lot.

Noemi I know, right? Christina watches her videos every day. She loves them. But I only watch them with her on Tuesdays.

Eduardo Yeah, every day is for *real* dancers.

Noemi Hey! OK, OK. I'm not a *real* dancer! But I'm good. Well, pretty good. Hey, did we have a plan for this Friday?

Eduardo The Friday night food trucks? Well, yes, we did. And it's nice of you to ask me, Noemi!

Noemi Ha! Yes, OK. I'm asking you.

Eduardo It's this Friday?

Noemi Yep. So, do you want to go?

Eduardo Do you?

Noemi I do! Yeah!

Eduardo Great. Then I do, too.

Noemi Great. ... Well, I need to ...

Eduardo Dance. I know.

Noemi Oh! But I didn't give you a tour!

Eduardo It's fine. Next time. Go!

Noemi OK, OK! Here I go! See you later.

Eduardo See you Friday! ... See you Friday.

Episode 4: Good times

- Christina** (*answering the phone*) Rick? Thanks for calling me back.
- Rick** Hi, Christina. What's up?
- Christina** What's up? Well ... the *party*, Rick!
- Rick** Ha, I know! So, are you ready?
- Christina** Almost. Eduardo is here.
- Rick** Oh, tell him "hi."
- Christina** He can hear you, Rick.
- Rick** Oh. Hi, Eduardo.
- Eduardo** Hi, Rick.
- Rick** Hey, Noemi still doesn't know?
- Eduardo** Nope. She has no idea.
- Christina** Rick, you're bringing the pizzas, right?
- Rick** Yeah, no problem. I know the best pizza place. It's on my way. What else?
- Christina** Um I think we have everything. The cake, a bouquet of flowers, the gift card ...
- Rick** What gift card?
- Christina** What? You don't have the gift card?
- Eduardo** Wait, wait, I have the gift card. It's music. Noemi loves music.
- Rick** Music? Great idea!
- Eduardo** Yeah. All we need is Noemi for her big birthday surprise!
- Christina** Yeah! Where is she right now? Do you know?
- Eduardo** I do. She's at the gym. Wait, hold on. She *was* at the gym, but this post is about an hour old.
- Christina** Hmm. Oh, no! Um, Rick, can go to the gym and tell us if she's there?
- Rick** But, she'll see me! What am I going to tell her about the pizzas?
- Christina** Uhh, tell her that they're for you. You're really hungry.
- Rick** Good idea! OK. See you soon!
- Eduardo** (*noticing a new post on his phone*) Oh! Noemi just left the gym. She just posted, "Great workout!"
- Christina** Oh! So she's probably leaving there. I'm texting Rick to tell him NOT to go to the gym.
- Eduardo** So is Noemi coming here after the gym?
- Christina** Yes! I asked her to come over to meet my new office assistant. She helped me choose him.
- Eduardo** Ah, but he won't be here.
- Christina** Nope. He's starting next week. Can I help you with that?
- Eduardo** Thanks.
- ...
- Rick** Hey, it's me! With the pizzas.
- Christina** Did you get my message?
- Rick** What message?
- Christina** About Noemi. She left the gym.
- Rick** I know. I was there, but she wasn't. Is she coming now?
- Christina** I don't know.
- Eduardo** Where is she?
- Noemi** Where's who?
- All** Surprise! Happy birthday!
- Noemi** Really? For me?
- Eduardo** Oh, and we all got this for you.
- Noemi** What's this?
- Rick** Open it!
- Noemi** Wow! You guys! And you bought me a cake, too!
- Christina** Yeah, Noemi. It's your birthday. We love you!
- Noemi** Aw. What a nice surprise.
- Rick** Really? It was a surprise?
- Noemi** Yes, really. ... OK, look. I need a photo of this.
- Christina** Good idea ... Eduardo?
- Eduardo** I got it! ... OK.
- Christina** Oh, get the sign.
- Eduardo** OK. ... You come here ... OK, everybody ready? Say "cheese!"
- All** Cheese!
(*sound of camera*)
- Eduardo** Perfect.

Episode 5: Firsts and lasts

Noemi Hey, Christina! Lunch is here!

Christina Hi, Noemi.

Noemi Wow! A real photo album? With real photos!

Christina Yeah, it's a gift for my dad! For Father's Day. But it's a lot of work!

Noemi I can see that! Can I help?

Christina Yes, please! But can we do this and then have lunch?

Noemi OK. Good idea. We'll work faster! So tell me about this gift.

Christina Well, my parents love photo albums. When I was little, they made one for every big event: my first year of school, my 16th birthday, my first year at college, when I graduated... When Marina was born and they became grandparents, they made a big one.

Noemi I understand that. Those are big events in your family.

Christina Yes, but they also made an album when I learned to drive and got my first car, and another one when I got my first apartment.

Noemi Ha, OK, I see. They really love photo albums.

Christina Yes! But *this* album is all about my parents' trip to New York last summer.

Noemi What did you do with your parents in New York on day one?

Christina Day one. Hmm. Oh! We went to Central Park. It was beautiful.

Noemi Great. OK. What about day two?

Christina Hmm, day two we went to ... Fifth Avenue. No, wait, we went to Times Square first. To get tickets.

Noemi To see a play?

Christina Yes! My parents got tickets for all of us. Marina was so happy that day.

Noemi OK, Times Square, Fifth Avenue, and a Broadway show. Got it. Day three?

Christina Day three, we went to the Statue of Liberty on the boat.

Noemi Oh, I LOVE the Statue of Liberty. It's so cool.

Christina It really is. On day four, we went to the Empire State Building. My mom thought it was dangerous to go up so high, but at the top, she loved it. Then we went shopping and had an amazing lunch.

Noemi OK. Day five?

Christina Well, on day five, my parents left. Marina was so sad.

Noemi Wow, you did a lot! Well, this is good, Christina!

Christina Now what?

Noemi Now we look at the photos and organize them into days. One group for each day. Then, for each day, we'll choose ten photos.

Christina OK!

...

Noemi So, there it is! There are the 50 pictures for your photo album.

Christina Great! Fifty is perfect.

Noemi Oh, look at the time! Back to work.

Christina Oh, no, really? Well, thank you, Noemi. I mean it.

Noemi Here's your sandwich.

Christina You fix my life, AND you bring me lunch. You're amazing!

Noemi What are friends for?

Christina Well, you're a *good* friend. Say hi to Rick for me!

Noemi OK. See you soon.

Episode 6: Buy now, pay later

(sound of Rick's phone ringing on other side of Eduardo's door)

Eduardo Rick?

Rick *(from other side of door)* Yeah, sorry. My phone never stops. Can I come in?

Eduardo Sure. Door's open.

Rick Wow. What is this? "Eduardo's House of Soccer"?

Eduardo Ha ha. Very funny. I needed to order some new soccer gear, and I found this website – Non-stop Soccer. And there were so many great sales!

Rick Uh-oh.

Eduardo What do you mean "uh-oh"?

Rick Look at all of this extra stuff! Did you really want to buy all this? Are you going to use all of it?

Eduardo I'm going to return most of it.

Rick *(picking up a sports juice bottle)* Ooh! Can I have one?

Eduardo Yeah, sure. Go ahead.

Rick So, how did this happen?

Eduardo I needed some new soccer gear, I ordered online, and it's great.

Rick What about this? Can you return this?

Eduardo I hope so. I don't need a net! But it came with the ten soccer balls.

Rick Ah-ha! Now I see. It was free with the soccer balls.

Eduardo Yeah, exactly.

Rick But ten soccer balls?

Eduardo I know! It was an online thing. I only wanted three, but it was ten for the price of three. I had to do it! And then with ten soccer balls, the net was free ... and those T-shirts.

Rick No way! Are there ten T-shirts, too?

Eduardo Yeah. How did you know?

Rick Eduardo, this is for a soccer *team* – ten balls, ten T-shirts, a net. Wait. Did you get one or two nets?

Eduardo Two! One is still inside the box.

Rick I see. Wow. And the sports drinks?

Eduardo Yeah, that was another online thing.

Rick But you don't need all these! You're just one player!

Eduardo I know, I know. But hey, I saved five dollars on those!

Rick Oh, well, if you saved five dollars ...

Eduardo It was the soccer balls!

Rick So now what?

Eduardo I'm going to return most of the balls, all of the T-shirts, and one of the nets.
(sound of knocking at the door)

Eduardo Uh-oh.

Rick Who is it?

...

Delivery guy Eduardo Sousa?

Eduardo You found me.

Delivery guy Sign here, please.

Eduardo And who is this from?

Delivery guy Non-stop Soccer.

Eduardo Oh, no. Non-stop Soccer is non-stop.

Delivery guy Good luck with the game! Go team.

Rick Eduardo, you have a problem.

Eduardo You think?

Rick No more online shopping for you!

Eduardo OK, OK. Help me with these return labels.

Rick And then we're closing your account at Non-stop Soccer. ... This stuff is *good!*

Episode 7: Eat, drink, be happy

Noemi Ugh, Rick. That was a *long* day! I am so glad it's Friday.

Rick Yeah, me, too. Work was crazy this week *and* I had classes three nights this week *and* I have to do two projects for next week.

Noemi Two projects for one design course? That's a lot.

Rick Here.

Noemi Thanks.

Noemi I love eating outside. And it's my first time here!

Rick Yeah? I went last month. The food is good.

Noemi Well, that's good!

Rick When's Christina coming?

Noemi Soon I hope. But I don't have a text from her yet. Oh, and what about Eduardo?

Rick What about him, Noemi?

Noemi Hey! Come on. Be nice.

Rick Eduardo, my man, how's it going?

Eduardo Hey, Rick! I'm all right, man, I'm all right. You?

Rick Good. Good.

Eduardo Hey, Noemi.

Noemi Hi, Eduardo! You made it!

Eduardo Yes, yes I did. Tonight is also soccer night! And I have my new gear!

Noemi Cool! I just bought some new gear, too.

Eduardo For soccer? You play soccer?

Noemi Yeah! Defender on my college team, actually.

Eduardo Well, all right. Are you going to join us then? We need more players.

Noemi Great! Count me in.

Rick Yeah, right, well, before we all go play soccer, can we eat?

Eduardo Yes, let's eat! So, what do we have tonight? What do you think, guys?

Noemi Hmm, I'm not sure. I'm a vegetarian, you know.

Eduardo No, I didn't know. So, no barbecue for you then, huh?

Noemi No, but the noodle dishes look good.

Christina Oh! I am so sorry I'm late, you guys! Busy busy day. Hey, this is great!

Noemi I told you, Christina! Aren't you glad you came now?

Christina Totally. Hmm. It all looks so good!

Eduardo That's for sure. And I am really hungry. That fried chicken looks fantastic! And that spicy sauce they make. Perfect.

Christina Ooh, Mexican! Fish tacos with grilled salmon. That's my favorite. Rick, are you ready to order?

Rick There are too many choices. I can't decide!

Christina Well, do you like to eat spicy things?

Rick Not really.

Christina So maybe Mexican food isn't a good choice for you. It's usually pretty spicy. I like spicy food, so...

Eduardo Same thing with barbecue. It's not the same without the spicy sauce.

Rick All right. So it's noodles for me then, too!

Eduardo You guys are so boring! ... This chicken is delicious! Here, try some, Noemi! The sauce, not the chicken.

Noemi Just the sauce. ... Wow. Hot! But really good.

Eduardo Right?

Rick Need some help with that, Eduardo?

Eduardo I got it. I got it. ... Yes? Hello? ... Eva? ... Back in a minute, guys.

Christina Hey, what's up with Eduardo?

Rick I don't know. He's talking to his sister Eva, so maybe something's happening with her or their family.

Christina Eduardo? Is everything OK?

Eduardo Well, my life is about to change.

Episode 8: Trips

- Eva** 257 Second Street. Hmm ...
- Woman** Excuse me?
- Eva** Oh!
- Woman** Sorry! You just look ... well ... Are you a tourist? Are you lost? Can I help you?
- Eva** Yes. I just got out of a taxi. Where am I?
- Woman** In the East Village.
- Eva** Oh, good. The East Village.
- Woman** Where are you going, honey?
- Eva** Uh, to my brother's apartment.
- Woman** Do you know the address?
- Eva** Yes! I wrote it here before I left Brazil, but I can't read it now!
- Woman** If you show me the address, maybe I can help you. ... Is this a two or a seven?
- Eva** I think... two.
- Woman** OK, great. If it's a two, then you're on the right street.
- Eva** Oh, good!
- Woman** Let's use the phone to find the address.
- Eva** Thank you! My phone doesn't work here.
- Woman** Oh?
- Eva** It's my phone from Brazil. It doesn't work here.
- Woman** Hmm. I don't see the address on the map. ... I know! We can call your brother on my phone.
- Eva** Yes, yes! This is a good plan. Thank you. ... If I can find his number...
- Woman** You have a lot of notebooks!
- Eva** Yes, they help me organize my life. A-ha! I have it.
- Woman** What's the number?
- Eva** 917-555-2650.
- ...
- Eduardo** Hello?
- Eva** Hello!
- Eduardo** Uh, hello. Who is this, please?
- Eva** It's me, Edu! Your sister!
- Eduardo** Eva!
- Eva** Yes, Eva! How many people are you waiting for?
- Eduardo** But you're calling from a local number. Are you at the airport? Do you want me to pick you up?
- Eva** No, I'm in the city now. But I'm lost! This nice woman is helping me.
- Eduardo** Oh, that's so nice! Thank you, ma'am. ... That's right! Your phone doesn't work here.
- Eva** I know, I forgot, too. But it's OK. I'm talking to you now. Edu, can you please tell me your address. I can't read it here!
- Eduardo** Haha. Yep, that's my sister Eva. It's 257 Seventh Street, apartment 3B.
- Woman** *Seventh* Street? Like the number seven?
- Eduardo** Yeah, *Seventh* Street.
- Eva** Edu, are you sure it's Seventh Street? This really looks like a two.
- Eduardo** Eva, I know my address. It's 257 *Seventh* Street, *number 3B*. So, do you know where you're going now?
- Eva** Yes, we do.
- Eduardo** Great. See you soon. And thank you so much, ma'am.
- Woman** You're welcome. I'm happy to help.
- Eva** OK, I'm coming! Bye-bye, Edu. – You were right! It's Seventh Street, not Second Street!
- Woman** Well, we're on Second street now, Seventh street is only five blocks away. Look ... Turn left at the corner and walk up five blocks to Seventh Street. I don't know if 257 is left or right. You'll have to look at the numbers when you're there. It's about ten minutes. OK?
- Eva** OK. Thank you! You are very kind.
- Woman** No problem! Good luck, honey.

Episode 9: Looking good

Noemi Hi, Eduardo! Are you ready?

Eduardo Uh, yeah.

Noemi Well, can I come in?

Eduardo Oh, yes! Sorry. ... This is my sister, Eva. Eva?

Eva Oh. *Sim?* – Oh, hi!

Noemi Hi! I'm Noemi.

Eva Hi, Noemi. Nice to meet you.

Eduardo What's all this, Eva? We have a visitor.

Eva Oh, sorry. My suitcases don't fit in my bedroom.

Eduardo What? They don't fit?

Eva No, it's really small in there. It's smaller than my bedroom at home.

Eduardo You're a guest here!

Eva I know. I know. But what can I do? There's no space.

Eduardo No space? For what? What *are* all of these things?

Noemi Wow cool!

Eva See! Your friend likes them!

Noemi What are these for, Eva?

Eva They're for my audition! Do you like it?

Noemi Yes! An audition? You're going to be in a show? TV or theater?

Eduardo Wait! What audition? You have an audition?

Eva Well, not yet. But soon! I'm here to act! I'm an actor, Edu!

Eduardo Ugh. Look, that's great, Eva, but if you are going to live here, you can't have your things all over the apartment. I mean, I live here, too!

Eva Come on, Edu. What's your problem?

Noemi "Edu"? I like it! Edu. Edu.

Eduardo My problem is your hat, your scarf, your clothes, your makeup, your necklace ... and whatever THIS is... are all over my apartment!

Eva What do you think of this, Noemi? Does this dress go with this hat? Is the dress too colorful?

Noemi It's beautiful, Eva. But your brother is right.

Eva Yes, I know. ... Oh, Edu. You were more relaxed before you moved to New York.

Eduardo Oh, come on, Eva. What do you mean? I don't want to live in a mess. If you live here, you follow the house rules, OK?

Eva And what are the house rules, big brother?

Eduardo Well, rule number 1: *Your* things go in *your* bedroom. Not in my bedroom. Not in the kitchen. And NOT in the living room. Look, I'm sorry, Eva. It's just that ...

Eva It's OK. I'm fine. I'll take care of it.

Eduardo OK. We'll leave you alone then.

Eva Oh, Edu?

Eduardo Yeah?

Eva This is for you. A present. For letting me stay here with you.

Eduardo Oh, thanks, Eva. ... Oh, wow! ... Sunglasses! I love them!

Noemi They're nice!

Eduardo Thanks, Eva. Really.

Eva What are the other house rules?

Eduardo Oh! There's just that one.

Eva Good! Because it's going to be the hardest one!

Episode 10: Risky business

Rick Hey, Noe – Oh! That was close!

Noemi Yes, it was. Too close. Be careful, Rick. I did that last week and I lost my desk calendar with all of my notes on it. This time it might be all of these orders! ... So is that for me?

Rick Yes! Where do you want it?

Noemi Here ... let me ... Ow!

Rick Noemi! Are you OK? What's the matter?

Noemi Owwww!

Rick Noemi, where exactly does it hurt?

Noemi It's my back. The pain is killing me!

Rick How can I help you?

Noemi Just give me a minute here. I'll be OK. ... Owwww!

Rick Noemi! What's happening? ... I'm calling 911.

Noemi No! You don't have to call 911.

Rick Yes, I do. I don't know what else to do. If you hurt your back badly, we have to get you to a hospital immediately.

Noemi No. No. I don't have to go to the hospital.

Rick Look. I'm calling 911, OK?

Noemi Rick!

Rick They'll send the paramedics. They'll know what to do to help you.

Noemi Ugh... OK. OK.

...

Operator Nine-one-one operator. What is your emergency?

Rick Well ... well, my friend ... she needs help.

Operator OK. What is your full name?

Rick Rick. Uh, I mean, Richard Yoon.

Operator OK, Mr. Yoon. Can you tell me the problem?

Rick Yes. It's my friend. She can't move. Something's wrong with her back.

Operator OK. Is she in a safe place?

Rick Yes, she is.

Operator OK. Don't move her. The paramedics are on their way. I see you're at Yoon Printing House. Is that right?

Rick Yes, we both work here. Hey, how soon will they be here?

Operator Probably about five minutes, Mr. Yoon.

Rick OK. Thank you.

Noemi Are they coming, Rick?

Rick Yes, don't worry. They'll be here very soon.

Noemi OK. Maybe I can ...

Rick No! Don't move! You have to stay in one place. Please, Noemi. I know it hurts, but you can't move.

Noemi OK. Ugh. Why did I have to play soccer in college!

Rick This injury is from college?

Noemi Yeah. Can you believe it? I was a captain of a soccer team. It was the last game of the year. Twisted my ankle and fell in a strange way and *bang!* I hurt my back really bad. And the rest is history.

Rick That's terrible. Maybe this is a different problem. I mean, that was so long ago.

Noemi Yeah. And look! I'm still having problems with it. Most of the time, I just have a stiff neck, but it gets worse when I feel stressed.

Rick Well, then you have to stop feeling so stressed. I mean when I was in college, I had this really bad year. My stomach was bad all the time. I just had to stop working so hard.

(Rick's phone rings) Oh, they're here! – Yes? Yes, we're on the second floor. – Stay!

Noemi Ha! Yeah, OK. I'll just stay here.

Rick We're up here! – I'm afraid you may have to change your vacation plans, Noemi.

Noemi No way! I will be better for my vacation. You'll see!

Rick I know you will!

Episode 11: Me, online

- Eduardo** Hey, Christina!
- Christina** Hey, Eduardo! How's it going?
- Eduardo** Good, thanks. And you?
- Christina** Great!
- Eduardo** Hey, thanks for meeting me here.
- Christina** Yeah. So what can I help you with, Eduardo?
- Eduardo** Well, I know you're good at technology, social media, stuff like that. So, I thought, maybe you can help me. Actually, help my sister.
- Christina** Oh, yeah! Your sister is here now. What's her name again?
- Eduardo** Eva.
- Christina** Yes, Eva. How is everything going with Eva?
- Eduardo** Well, to be honest, it's been a little difficult. She's never been the easiest person to live with.
- Christina** What do you mean?
- Eduardo** Well ... it's hard for her to focus on ... her life here. She needs a job.
- Christina** Has she ever had a job?
- Eduardo** Well, kind of. In Brazil, she worked in my parents' store. So she's worked, but she's never looked for a job before.
- Christina** But she's had a job. She has some experience as an employee. That's important.
- Eduardo** Yeah, but, I don't think she was the best employee.
- Christina** Has she looked at any online job sites here?
- Eduardo** That's the other problem. She's always online, but I don't think she's looking for a job. She's an actor, and her online image is important. But I don't know if she's thinking about that.
- Christina** You're right. Your online image is important, especially if you're looking for a new job. And for your sister, she can use social media and her online image to help find a job. Has she ever uploaded any videos?
- Eduardo** I don't know. Is it important?
- Christina** Yes, if she wants to show her work. She's an actor! She has to be on camera! ... Hey! I know! Why doesn't she do a vlog?
- Eduardo** A vlog? Really?
- Christina** Yeah. Her life is interesting. People like to watch videos about other people. I watch this dance vlog every day because I like to dance.
- Eduardo** Oh, yeah. Noemi told me about that.
- Christina** So what about an actor's vlog?
- Eduardo** Huh. I've never heard of an actor's vlog.
- Christina** Well, why not? Something like: "From Brazil to New York: An Actor's Guide"!
- Eduardo** Wow! That's not a bad idea, Christina.
- Christina** Yeah?
- Eduardo** But how? I mean, how could she film it?
- Christina** With her phone!
- Eduardo** Ah ...
- Christina** What's wrong?
- Eduardo** That's the other problem. Her phone doesn't work here. It's on a Brazilian number. I haven't had the time to take her to a phone store to get a new one.
- Christina** Eduardo! That's easy to fix. She doesn't need a new phone. Send her to my office.
- Eduardo** Really?
- Christina** Yeah! We'll fix her phone, check her camera, and film her first vlog.
- Eduardo** Wow. That's great. Thank you so much, Christina.
- Christina** No problem. I love this stuff!
- Eduardo** OK. She'll call you tonight. I promise. I have to go, but thank you so much.
- Christina** No problem, Eduardo. It'll be fun!
- Eduardo** You're the best, Christina. Bye.
- Christina** Bye.

Episode 12: Outdoors

- Eduardo** Well, hello!
- Rick** Hello! Well, I'm ready for the storm!
- Noemi** We can see that. What's it like out there now?
- Rick** Wet, but not too bad. But the sky looks really stormy. It's going to be bad later tonight.
- Noemi** Hey, where were you today, Rick? You weren't at the office.
- Rick** Yeah. I know. I... well, I have some news.
- Christina** Oh. What's up?
- Rick** Well, you know I'm taking that design course, right.
- Noemi** Yes, Rick, we know all about that.
- Rick** Wait. This is about you too, Noemi.
- Noemi** What do you mean, Rick?
- Rick** Well, I've decided to change careers. I'm going to be an architect!
- Eduardo** What? Really? That's cool, but what about your parents? I mean, you're running their business. What are they going to say?
- Rick** I haven't told them yet, but I have to do this. I love my design course. It's me. The label business isn't me.
- Christina** Wow! That is big news.
- Noemi** But, wait, Rick, what does this mean for the business? What about me? My job?
- Rick** Well, I've thought about it a lot, Noemi. Would you like to be the new boss?
- Noemi** Me? The boss?
- Rick** Yes, you. You're doing an amazing job. You're much better at this work than I am.
- Noemi** But I'm not a Yoon, Rick. What will your parents say?
- Rick** They love you, Noemi. You know that. They think you're the best. We all do. You could hire an assistant, someone who can really help, and that would make the job less stressful. Look, just think about it. You're going to the Adirondacks next week for vacation. You can take some long walks, think about what it's like to be the boss. Decide when you come back.
- Noemi** Wow. That's a lot to think about on vacation.
- Eduardo** I think it's great, Noemi.
- Noemi** Thanks, Eduardo.
- Eduardo** Good for you!
- Noemi** What about you? Are you doing OK?
- Eduardo** Do you mean about my sister?
- Noemi** Yeah.
- Rick** Ooh! Yeah, Eduardo? How's it going with Eva?
- Eduardo** Yeah, it's good now. Christina is helping her with her online image. She even helped her set up a vlog, and she's gotten a thousand followers! It's amazing!
- Noemi** Christina, that's fantastic!
- Christina** It's nothing, really. Eva's a nice person. I'm happy to help her if I can. Is she going to be home soon, Eduardo? She wanted me to show her a few more things, but I have to pick up my daughter soon.
- Eduardo** I don't know. She had an audition today.
- Rick** Really? That's cool! And she has a vlog now, too? Maybe I'll, uh, you know, check that out, to, uh, you know, to see what it's like.
(sound of thunder from outside)
- Christina** Wow. Thunder and lightning! I have to go now, guys. I'm worried about Marina. Her dance class is over at eight, but this storm is going to be here soon.
(their cell phones buzz)
- Text message** *Weather alert for New York City. Hurricane Eva is on the way. Heavy traffic and bridges closed.*
- Rick** Hurricane Eva?
- Eduardo** Hurricane Eva – that's like my life!
- Christina** Here I go, into the storm! Anyone want to join me?
- Eduardo** Yeah! Let's all meet Eva at the café. I'll send her a text.
- Rick** OK! Great idea!
- Eduardo** All right, guys, are you ready? Let's go.
- Rick** Yeah, let's do this!
- Eduardo** Hey, don't forget this! Your new life is in here.
- Rick** Yes, yes, it is. And I'm ready!

Unit 2: 24 Hours in Tokyo

Japan is called “Land of the Rising Sun”. But in Tokyo, some people are awake before the sun and everyone else. By 3:00 in the morning, the Tsukiji fish market opens—the biggest fish market in the world. By 5:00 in the morning, workers buy fish for their restaurants. Large tuna like these can sell for hundreds of dollars.

Meanwhile, other people in Tokyo wake up and have breakfast. In Tokyo, the subway doesn’t start until 5 in the morning, and the train drivers start their day. Around 7 a.m., the morning commute begins. Over eight million people take the subway trains every day. But the amazing thing is, the trains are almost always on time!

At noon, workers often have a “bento box” for lunch. But sometimes people enjoy a traditional Japanese tea ceremony, or ... a visit to a non-traditional “cat café”! Here, you can enjoy a cup of tea and a kitten.

In the afternoon, young people crowd into the Harajuku district, famous for its shopping and fun fashions. As the sun sets over Tokyo Tower in the evening, fans go to the Tokyo Dome to watch their favorite baseball team.

Because a lot of people work late, important meetings often take place over dinner. Perhaps these people are eating some fish from the Tsukiji market!

Karaoke is a popular activity after dinner. And the young people who went to Harajuku earlier in the day now crowd into clubs to watch live music.

When it’s late at night, people head home through Shibuya, one of the busiest crossings in the world. If they are later than 1 a.m., they miss the trains, but they can take a taxi. And two hours later, the fish market opens up again.

Unit 4: A year of festivals

Around the world, in every season, people go to festivals. Late January to early February in Hong Kong is an exciting time. It’s Chinese New Year!

Before the New Year starts, people buy flowers from the flower markets. People give gifts of money, fruit, and flowers. There are dragons dancing, and, at the end, a huge fireworks show!

In the beautiful mountains of Switzerland, you can visit a spring festival in the town of Interlaken. At the Classical Music Festival, young artists from all over the world come and perform in concerts. They play the piano, ... the trumpet, ... and the violin. And they enjoy Swiss food, like a melted cheese dish, called *fondue*.

In South American countries like Ecuador and Peru, the month of June is winter. And on June 24 people celebrate the winter solstice, or the day with the fewest sunlight hours. The celebration is an important ceremony from centuries ago in the ancient Incan Empire. There’s music, dancing, and costumes ... and of course, more fireworks.

Finally, a unique festival takes place in New Mexico, in the United States. In early October, people from all over the world come to see the hot air balloons at the Albuquerque Balloon Fiesta. There are over 600 balloons, balloon races, and rides. At Albuquerque’s Old Town, hungry visitors can enjoy delicious Mexican food.

And then, at the end of every year, many countries celebrate the same festival. The last day of December is when you can see fireworks in Australia, ... Singapore, ... the UK, ... Brazil, ... the USA, ... Canada, ... and Mexico. Happy New Year!

Unit 6: The end of the mall?

It's the year 2025. Where are you going to do your shopping? Online? By drone delivery? At a mall? Probably not. And here's why.

Lately, big department stores in malls are closing their doors. In fact, 25 percent of the malls in the U.S. are going to close by the year 2022. A lot of people say online shopping is killing the mall. Certainly, online shopping *is* hurting sales at the mall.

Online shopping lets people find good deals, and online shops often mail things to you for free. How can stores compete with that?

People also spend more on transportation ... and food these days, too. That leaves less money for the kinds of things you buy at the mall: like clothes, ... electronics, ... and fun things you don't need.

And young people today prefer to spend money on experiences, not things. They spend on travel, ... sports, ... and hobbies.

For malls to survive, they are going to have to offer *new* things, like they already do in some countries: nice restaurants, ... grocery stores, ... spas and nail salons ... gyms and more.

So are malls going to disappear completely? Probably not. People still like to go to the store ... and touch and see things in real life. But what is the mall of the future going to look like? Is it going to be mostly a place to buy *things*, or to buy *experiences*?

Unit 8: Vacation time

If you're like most people, you're really busy, and you work or study a lot. Finally, there's time for a vacation! But which vacation is right for you? Here's the advice we gave about three different places.

Cindy is from New York City. And she's a lawyer. She's going on a business trip to Beijing, China, for a week. She plans to stay for an extra weekend to do some sightseeing. With only a weekend in Beijing, Cindy should see the Forbidden City ... and Tiananmen Square on that Saturday. Then she can take a taxi to the Temple of Heaven. On Sunday, she should see the Great Wall of China. And after all that sightseeing, Cindy will be hungry, of course. She should try some delicious Peking roast duck. She can look in a guidebook for restaurants, or she can ask her Chinese coworkers for the best local restaurants.

Josh and his family live in New Jersey in the USA. They don't want to go far away for vacation. For them, we're suggesting a trip to the Jersey Shore. It's only a two-hour drive from where they live. They have a dog, so they can rent a house near the beach. Also, they don't need to go to restaurants, because they can cook at the house. And the whole family can go to the boardwalk ... and enjoy the activities ... and the delicious snacks.

And finally, Tina and Mark want an adventure for their vacation. They like hiking, so we're suggesting a trip to Spain. There are many beautiful places in this country to hike. Some of the hikes are a little challenging. But Tina and Mark have a lot of experience, and they're excited to use their new equipment.

With so many places to see and so many things to do, the choice for *your* next vacation won't be easy. Happy traveling!

Unit 10: Risks on the job

There are a lot of different jobs, such as an office worker, ... a police officer, ... and a driver. Are these jobs risky? Maybe.

Of course, the danger of some jobs is sometimes very clear. Like the job of a firefighter. Or a bridge worker. Or a paramedic.

But some jobs have risks we don't expect. For example, the job of a musician. Musicians depend on their hearing. But because they have to perform all the time – and at high volumes – they often have problems with their hearing. Professional musicians are four times more likely to have problems with their hearing than people in other jobs. The job of a rock star has its risks.

What are some other risky jobs? What about ... a pet store worker! They have all kinds of injuries on the job, like cuts and bites. In the U.S., there are over 10,000 injuries to pet store owners every year. That's four times as many injuries as construction workers get!

Professional athletes also have high-risk jobs. Athletes are strong, but they can still get injuries. Athletes have to work very hard when they're training. Sometimes accidents happen and athletes can twist an ankle, hurt their shoulders or arms, or get a head injury. And an injury for an athlete can mean they won't ever play sports again.

So next time you think about someone's job, think about some of the risks. Jobs can look easy or safe, but there can be dangerous sides to them, too. And you will have to think about that risk before you take the job.

Unit 12: Extreme weather

Seasonal weather usually follows a pattern, but it depends on where you live.

In some parts of the world, it is rainy for part of the year or else it's very dry and hot. In other places, there are four seasons, and one season usually includes snow. In some places, the landscape and the weather combine to create "extreme" weather.

In places like California and Australia, if there isn't any rain for a long time, a drought can happen. High temperatures can make it worse. Plants die. Lakes dry up.

If it gets windy, sand storms can happen. Dry heat and wind can cause fires, like the wildfires in California in 2017. And then, sometimes, droughts can last for a very long time. It takes years of rain to end a drought.

But then there can be too much rain! Heavy rain or melting snow can cause floods. Places where the ground is low and near a river can flood. That's why Houston, Texas, flooded after Hurricane Harvey in 2017. Floods can cause a lot of damage. Cars and houses are all in danger in a flood. It took a long time to clean up after this flood.

And then, there are hurricanes. A hurricane is a tropical storm that has very high winds. Hurricanes usually happen over oceans that are warm. When the wind begins to spin, the warm water spins with it and becomes very powerful.

Hurricane Irma caused a lot of damage to the Caribbean islands. Can you guess when? Yes, in 2017. North America certainly saw a lot of extreme weather that year. And all over the world, extreme weather seems to be on the rise. But one good thing about the weather is that it will always change.

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