

EVOLVE

SECOND EDITION

VIDEO RESOURCE BOOK

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هلدينگ آموزشي ايران اروپا



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Audio

Audio produced by CityVox, New York.

INTRODUCTION: TO THE TEACHER

VIDEO IN THE WORLD – AND IN THE CLASSROOM

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

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

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

THE IMPORTANCE OF VIDEO

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

DIFFERENT WAYS TO USE VIDEO

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

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

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

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

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

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

BUILDING ADDITIONAL SKILLS: VISUAL LITERACY

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

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

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

AUTHENTICITY: THE IMPORTANCE OF LEVEL AND GENRE

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

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

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

ENCOURAGING CREATIVITY: STUDENTS' OWN VIDEOS

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

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

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

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

Ben Goldstein

ABOUT THE EVOLVE VIDEO RESOURCE eBook

EVOLVE

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

What makes EVOLVE special?

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

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

THE EVOLVE VIDEO TYPES

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

DRAMA

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



DOCUMENTARY

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



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

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

EVOLVE VIDEO RESOURCE eBook

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

WORKSHEETS

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

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

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

TEACHING NOTES

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

VIDEO SCRIPTS

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

BEFORE YOU WATCH

A Read about Rick and the people in his life. Then put the words in order to write questions.



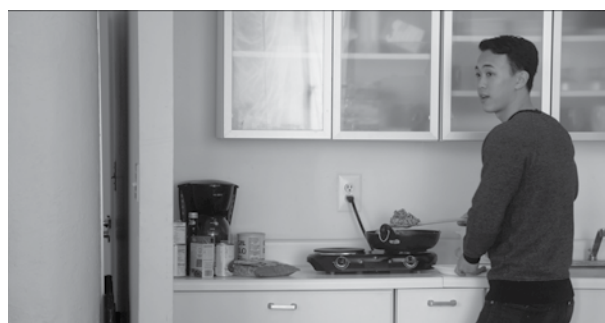
My name's Rick. I live and work in New York.



I'm from Seattle, but my grandparents live in Seoul, South Korea.



These are my friends, Eduardo, Noemi, and Christina. Noemi also works with me at my parents' business here in New York.



This is my favorite dish. It's vegetables and rice. I hope my friends like it!

1 his / name / is / What / ?

4 Where / his / live / grandparents / do / ?

2 his / are / names / What / friends' / ?

5 is / Who / Rick's / coworker / ?

3 is / Rick / Where / from / ?

6 his / favorite / is / dish / What / ?

B Answer the questions in exercise A about Rick's friends and family.

1

2

3

4

5

6

C Do you have a favorite dish? What is it? Where do you eat it? Can you cook it?

WHILE YOU WATCH

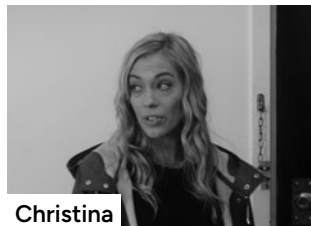
- A** Who does these things? Check (✓) the correct people. Then circle the correct possessive in each sentence. (You will check two people for some things.)



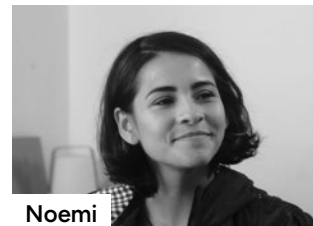
Rick



Eduardo



Christina



Noemi

Who ...	Rick	Eduardo	Christina	Noemi
1 misses five calls on <u>his</u> / her phone?		✓		
2 cooks <i>his</i> / her grandparents' favorite dish?				
3 calls Rick on <i>his</i> / her phone?				
4 gives <i>his</i> / her phone to Eduardo?				
5 lets <i>his</i> / her friends into the apartment?				
6 tells the girls where to put <i>her</i> / their umbrellas?				
7 puts away <i>his</i> / her umbrella?				
8 always makes extra food for <i>his</i> / her friend?				

- B** Each sentence has two mistakes. Rewrite the sentences so they are correct.

- Christina has a problem with their phone.
Eduardo has a problem with his phone.
- Christina says her apartment is very messy.

- Rick and Noemi put away her umbrellas.

- Eduardo brings dessert for his friends.

- Eduardo always makes extra for their friend, Noemi.

- Noemi hates her cooking.

C Who says these things? Check (✓) the correct people.

	Eduardo	Noemi	Rick	Christina
1 Wow. It smells great.				
2 Where's Eduardo? Where's his phone?				
3 Come on, Eduardo! Let us in!				
4 There's a lot of rain out there.				
5 OK, guys. Let's eat!				

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

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

E Complete the sentences with the words you hear. Which words show surprise?

- 1 _____! It smells great.
 2 No. That's mine. That's _____.
 3 _____, Eduardo! Let us in!
 4 _____! What do you mean?
 5 It's my _____! Yoon family special ...
 6 OK guys, let's _____!



AFTER YOU WATCH

A Answer the questions.



- 1 What does it mean when Christina says, "Very Eduardo"?
- 2 Are you tidy or messy?
- 3 How do your friends describe you? Is there something your friends *make fun of*?

GLOSSARY

make fun of (v) to make a joke about someone or something

- B** **PAIR WORK** How would you describe Christina, Noemi, and Rick? Why? Share your answers with a partner. Did you describe them the same way or differently?

Eduardo is very tidy because everything has a place in his apartment.

Christina is ... because ...

Noemi is ... because ...

Rick is ... because ...

- C** **PAIR WORK** Choose a photo of a person on your phone. It can be a friend, family member, or coworker. Ask and answer questions about your pictures.

Who is this?

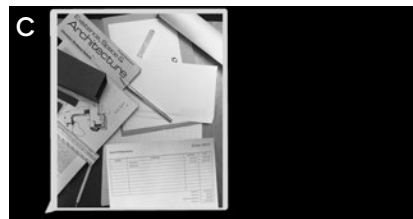
What is your connection to this person?

BEFORE YOU WATCH

A Match the words (1–8) with the definitions (a–h).

- | | |
|----------------------|--|
| 1 printer _____ | a a request for something in return for payment |
| 2 label _____ | b the planning of buildings |
| 3 course _____ | c drawing to show how something is planned and made |
| 4 design _____ | d a machine that produces writing on paper |
| 5 architecture _____ | e a smaller copy of an object used to show how it works or what it looks like |
| 6 model _____ | f a small piece of paper that gives information about the thing it is fixed to |
| 7 spill _____ | g a series of lessons about a subject |
| 8 order _____ | h to pour liquid by mistake |

B Match the pictures (A–C) with the sentences (1–3). What expression shows unhappiness?



- Those are the wrong ones. You need these ones. _____
- Ugh. Rick! What does he want now? _____
- What are all those models? And that textbook? _____

C **PREDICT** Where is Noemi? What job does she do? Why is she unhappy?



WHILE YOU WATCH

- A** Were your predictions from exercise C on page 5 correct? Where is Noemi? What job does she do? Why is she unhappy?
- B** Who says or does these things? Check (✓) the correct person. (You will check two people for one thing.)

Who ...	 Noemi	 Rick
1 needs a vacation?		
2 takes a course every Tuesday and Thursday?		
3 loves design?		
4 wants to get more coffee?		
5 spills coffee?		
6 runs from one room to another?		
7 has parents in South Korea?		

- C** Complete these questions with the words you hear. Notice how Noemi and Rick ask and repeat questions to get information and solve problems.

- 1 Rick Noemi? Is that you? Is ¹ _____ ?
 Noemi Yeah! I'm here! Everything's fine.
 Rick Hey, I can't hear you very well. It's the ² _____ ! What?
- 2 Rick Those orders!
 Noemi ³ _____ ?
 Rick Yes! They're the wrong ones. You need these ones.
 Noemi Oh, OK. ⁴ _____ ?
 Rick Not important. Start with these ones.
 Noemi What about ⁵ _____ ?
 Rick The picture? ⁶ _____ ?

D Complete the missing information about Noemi and Rick.

Another ¹ _____ morning.
² _____ do I start? ...
 Oh, no! My ³ _____ ! Really?!

The ⁴ _____ is OK,
 but I love ⁵ _____ and
⁶ _____ .



Noemi



Rick

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

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

F Answer the questions.

- 1 What day is it? What time of day is it?

- 2 Why does Noemi say, "Oh no! My calendar!"

- 3 Why can't Rick hear Noemi very well?

- 4 Whose parents live in South Korea?

- 5 Does Rick love his job? What does he love?

- 6 What are Rick's models and textbook for?

- 7 Is this an easy morning for Noemi? Why or why not?

AFTER YOU WATCH

- A** What do Rick and Noemi do every day at work? What do they do before and after work? You can use your imagination.



Every day, I wake up at _____
and ride my bike to work.
I drink a lot of coffee. Usually I drink _____
a day.
I always leave work at _____
o'clock and go to _____.
I hate Mondays!



Every day, I wake up at _____ and
take the bus to work.
I try not to drink too much coffee. Usually I have about _____.
I leave work around _____ o'clock.
On Tuesdays and Thursdays, I go to _____
after work.
I love Fridays!

- B** **PAIR WORK** Put the words in order to make questions. Take turns role-playing as Noemi and Rick, and ask and answer the questions using your answers in exercise A.

1 time / wake up / What / you / do / ?

2 you / drink / Do / coffee / a lot / of / ?

3 many / How / do / drink / cups of coffee / you / each day / ?

4 do / When / you / the office / leave / ?

5 go / Where / you / do / work / after / ?

6 Fridays and Mondays / feel / How / about / you / do / ?

- C** Answer the questions in exercise B for yourself. What is something you do every day? What is something you do about three times a week? What is something you never do? Now ask your partner. What do you have in common?

BEFORE YOU WATCH

A Look at the pictures. What are they doing? Use the words to make sentences.



1 Noemi / Christina / practice / dance moves



2 Christina / speak / on the phone



3 Eduardo / enter / the room



4 Eduardo / lift / weights /

B Where are Christina, Noemi, and Eduardo? Is this someplace you go? If not, where is a place you go for practice or exercise? How often do you go? What do you do there?

C **PREDICT** Look at the pictures in exercise A. Who do you think Christina is speaking to? What are Eduardo and Noemi talking about?

WHILE YOU WATCH



A Check your predictions from exercise C on page 9. Were you right?

B Check (✓) the sentences that are true. Correct the false ones. Compare with a partner.

☐ 1 Christina gets a call from her daughter.

☐ 2 Noemi is learning dance steps with Christina.

☐ 3 Noemi and Christina do not come to the gym often.

☐ 4 Eduardo never lifts weights.

☐ 5 Eduardo has a race next month.

☐ 6 Eduardo feels ready for the race.

☐ 7 Noemi watches dance videos every day.

☐ 8 Noemi gives Eduardo a tour of the gym.

☐ 9 Noemi and Christina make plans for Thursday.

C Complete the questions with the words you hear. Notice how the speakers use the present continuous.

Noemi Oh, Eduardo!

Eduardo Oh, hey, Noemi. ¹ _____ ?

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

Eduardo Yeah, it's great to see you, too. ² _____ ?

Noemi I'm learning some dance steps with Christina.

D Watch for details. Then circle the correct answers in each column. There can be more than one correct answer.

Tanith ...	The food trucks ...	Christina ...
is a teacher at the gym.	are closed during the week.	practices new dance steps with Noemi.
makes a new video every Tuesday.	are open on the weekend.	watches new videos every Tuesday.
is a dance vlogger.	are open only on Friday evenings.	talks on the phone with her aunt.
posts videos every day.	are where Noemi goes every night.	asks her daughter a question.

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

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

F Correct the mistakes in the paragraph. There are eight others. Then compare with a partner.

Noemi

Christina and Rick are at the gym. Christina is teaching Noemi how to lift weights.

Christina stops to take a phone call from her friend when Eduardo leaves. Noemi

greet her, and they start a competition about why he's at the gym. He explains he's

training for a swimming contest, and Noemi tells him about the dance videos Christina

makes. Finally, Noemi and Eduardo make plans to see each other Thursday night.

G Complete the conversation with the words you hear. What word is repeated? Why is it repeated?

Eduardo What's a dance ¹ _____?

Noemi Well, it's a woman, Tanith. She's a ² _____, and she makes dance videos. There's a new dance ³ _____.

Eduardo Wow. Really? ⁴ _____? ⁵ _____!

Noemi I know, right? Christina watches her videos every ⁶ _____.

She loves them, but I only watch them with her on Tuesdays.

Eduardo Yeah, every day is for ⁷ _____ dancers.

Noemi Hey! OK, OK. I'm not a ⁸ _____ dancer! But I'm good. Well, pretty good.

AFTER YOU WATCH

- A Eduardo is training for something. What is he training for? What kinds of exercises does he do?
- B Imagine that you are training for something. You can pick one of the activities below, or you can choose something new. Make up a weekly training routine.

GLOSSARY

routine (n) the things you regularly do and how and when you do them



a cooking contest



a track and field race



mountain climbing



a tennis match

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- C **PAIR WORK** Tell a partner about your routine. Ask them questions about their training. Ask how often they do exercises and on what days. Is it a good plan? How can they improve their training?

GLOSSARY

improve (v) make better



BEFORE YOU WATCH

A **PREDICT** Look at the picture. What kind of celebration is this? Who is it for?

B Unscramble the letters to make words and phrases about gifts and celebrations.

1 A C N D A E L

2 M S O E P M E R F M U E

3 A T H B R I D Y A K A C E

4 A O B E T U Q U F O W E R S F L O

5 A I G F T D C R A

6 M S O E J E R Y W E L

7 S O E M A C Y N D

C Imagine two good gifts to give Rick, Christina, Eduardo, and Noemi. For each person, use one word from exercise B and add one idea of your own. Say why each one is a good gift.

Rick	Christina	Eduardo	Noemi

Rick is/likes/plays ... so I'm getting him ...

I'm getting Christina a/some ... because she is/likes/plays ...

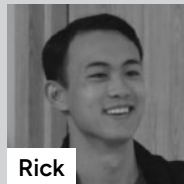
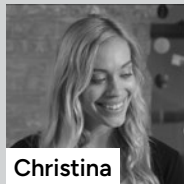
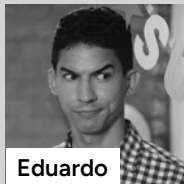
D **Circle** the phrase that matches the picture. What does it mean?

Say "photo!" Say "cheese!" Say "pizza!"



WHILE YOU WATCH

- A** Check your predictions from exercise A on page 13. Were you correct?
- B** Who does these things? Check (✓) the correct people. Some people do the same thing.

Who ...	 Noemi	 Rick	 Christina	 Eduardo
1 brings pizza?				
2 sets up decorations?				
3 has the gift card?				
4 posted "Great Workout"?				
5 texts Rick <u>not</u> to come to the gym?				
6 asks Noemi to meet the new office assistant?				
7 tells Noemi to open her gift card?				
8 needs a photo?				
9 asks everyone to say "cheese"?				

- C** Complete the sentences with the words you hear. Take turns practicing the sentences with your partner.

- 1 Christina Rick, ¹ _____ the pizzas, ² _____ ?
 Rick Yeah, no problem.
- 2 Christina ³ _____ Rick to tell him not to go to the gym.
 Eduardo So, ⁴ _____ Noemi ⁵ _____ here after the gym?
- 3 Christina She left the gym.
 Rick I know. I was there, but she wasn't. Is ⁶ _____ now?

- D** Circle the correct answers.

- 1 Noemi ...
 a knows about the party. b does not know about the party.
- 2 Eduardo and Christina ...
 a have everything they need. b need a gift card.
- 3 Rick ...
 a sees Noemi at the gym. b does not see Noemi at the gym.
- 4 Eduardo and Rick ...
 a hand Noemi her gifts. b hand Noemi a bouquet of flowers.

- E** Who says these things? Check (✓) the correct names. Find which sentence uses present continuous to say what's happening now and which sentence uses present continuous for future actions.

	Rick	Christina	Noemi	Eduardo
1 Hey, Noemi still doesn't know?				
2 You don't have the gift card?				
3 See you soon!				
4 He's starting next week.				
5 Did you get my message?				
6 Is she coming now?				
7 And you bought me a cake, too!				
8 It's your birthday. We love you!				
9 Get the sign.				

- F** Complete the sentences with the present simple or present continuous form of the word in parentheses. Then put the sentences in the correct order (1–6).

_____ Rick _____ (arrives) with pizza.
 _____ The friends are _____ (wonder) where Noemi is when suddenly she _____ (arrive).
 1 Eduardo and Christina are _____ (prepare) a surprise birthday party for Noemi.
 _____ They _____ (give) her flowers and a gift card.
 _____ They _____ (take) a selfie together.
 _____ Christina _____ (talk) to Rick on speaker phone, making sure they have everything for the party.

- G** Complete the sentences with object pronouns.

1 Eduardo and Christina give the gifts to _____ (Noemi).
 2 Noemi says, "And you bought _____ (Noemi) a cake, too!"
 3 Eduardo gives _____ (the card) to Noemi.
 4 Christina asks _____ (Rick) if he saw Noemi.
 5 Noemi says she likes _____ (the gifts).

AFTER YOU WATCH

A Who do you think would say these sentences? Write *E* (Eduardo), *R* (Rick), *C* (Christina), or *N* (Noemi).

- 1 Thank you all so much! This was so nice of you to do for me! _____
- 2 It's difficult carrying so many boxes of pizza! _____
- 3 I bought the gift card at the music store. _____
- 4 I helped Christina choose her new office assistant. _____
- 5 I really hope my assistant does a good job. _____

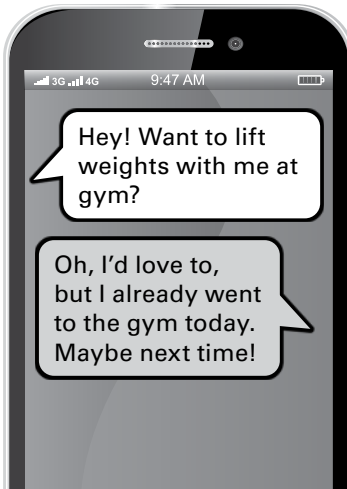
B Noemi's party is over. It's later that same day. Read the friends' text messages and match who sent them. How do they make invitations? How do they accept or decline?

GLOSSARY

decline (v) say no to an invitation

- a Rick and Eduardo
- b Noemi and Christina
- c Eduardo and Noemi

1



2



3



C **PAIR WORK** Create two invitations to ask your partner. Invite your partner. Then take turns accepting and declining your invitations. If you can't accept, say why not.

Would you like to go to the movies after class?

Sorry, I'd love to, but I'm meeting my parents for dinner.

BEFORE YOU WATCH

A The following adjectives are used in the video. Circle the ones that are feelings.

amazing	beautiful	cool
dangerous	good	happy
perfect	proud	sad

B Can you name other feelings? Talk about last weekend. What can you say about it using the adjectives in exercise A?



C **PAIR WORK** Talk to your partner. Ask and answer the questions.

- 1 Why do people like to make photo albums?
- 2 What kind of photo albums does your family have?
- 3 Is a photo album a good gift? For who? Why?

D **PREDICT** Christina's parents like to make photo albums to celebrate events in her life. Which events do you think they make photo albums about? Check (✓) your predictions.

- | | |
|--|---|
| ☐ her first year of school | ☐ when she got her first apartment |
| ☐ her 16th birthday | ☐ when she bought her first car |
| ☐ when she learned to drive | ☐ when she graduated |
| ☐ her first year at college | ☐ when she had a baby |

E Why did you choose those events? Tell the class.

WHILE YOU WATCH

- A** Check your predictions from exercise D on page 17. Were they correct? Christina's parents like to make photo albums. Which events do they make photo albums about? What adjectives describe Christina's parents?



- B** Check (✓) the sentences that are true. Correct the false one. Compare with a partner.

☐ 1 Noemi brought Christina a sandwich.

☐ 2 Christina is making a photo album for Mother's Day.

☐ 3 Christina's parents are also grandparents.

☐ 4 This photo album is about when Christina's parents moved to New York.

☐ 5 They rode the train to the Statue of Liberty.

☐ 6 Christina's mom thought it was cool to go to the top of the Empire State Building.

☐ 7 Marina was sad on day four.

☐ 8 Christina thinks Noemi is amazing.

- C** Christina talks about her family's trip to New York City. Listen carefully. On which day did these things happen? Put the events in order (1–5).

_____ Her parents left.

_____ The family went to Central Park.

_____ The family went to the Statue of Liberty.

_____ The family went to the Empire State Building.

_____ The family went to Times Square, Fifth Avenue, and a Broadway show.

- D** Where did Christina and her family go? Use the adjectives in the box and the places below to complete the sentences that describe each day.



Times Square



Empire State Building



Central Park



Statue of Liberty

amazing beautiful cool dangerous happy sad

- Day 1** They went to ¹ _____, and it was ² _____.
- Day 2** They went to ³ _____. Marina was so ⁴ _____ that day.
- Day 3** They went to the ⁵ _____. It was so ⁶ _____.
- Day 4** They went to the ⁷ _____. Her mom thought it was ⁸ _____.
They had a(n) ⁹ _____ lunch.
- Day 5** Christina's parents left. Marina was ¹⁰ _____.

- E** Complete the conversation. Christina uses two adjectives to describe Noemi. What are they? Why did she use those adjectives?

Noemi Here's your sandwich.

Christina You ¹ _____ my life, and you ² _____ me lunch. You're ³ _____.

Noemi What are ⁴ _____ for?

Christina Well, you're a ⁵ _____ friend. Say hi to Rick for me.

Noemi OK. ⁶ _____.



AFTER YOU WATCH

- A Christina is making a photo album for her parents. What is it about? How many photos does she use in the album? How is she organizing it?
- B Imagine that you are making a photo album for someone. It can be about a visit, a vacation, a special event, or you can choose something new. Organize your album in the notes below.



Five empty rectangular boxes with rounded corners, intended for organizing a photo album.

- C You heard about Christina’s parents and their trip to New York last year. Write questions to ask them about their trip to New York. Create three questions with *do* and four questions with *be*. Make some information questions.
1 Did you like the food? 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____ 8 _____
- D **PAIR WORK** Your classmate is one of Christina’s parents. Use the questions you wrote and interview him or her about the visit to New York. Then switch roles.

Did you like the food?

Yes, it was amazing!

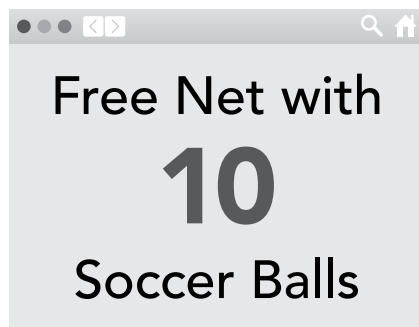
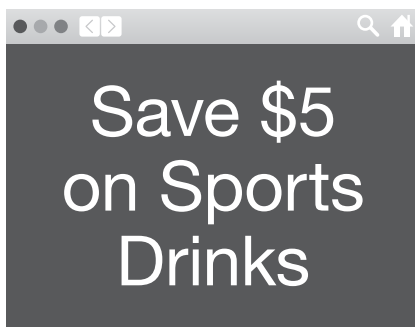
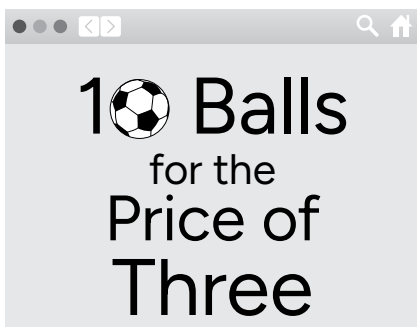
BEFORE YOU WATCH

A Match the words (1–6) with the pictures (A–F).



- 1 player _____
- 2 soccer ball A
- 3 net _____
- 4 team _____
- 5 sports drink _____
- 6 soccer gear _____

B Look at the advertisements. What kind of website are they on? Are these good sales for a player or for a team? Why?



C Where do you like to shop? Can you remember a good sale there? What was the deal? How much did you spend?

WHILE YOU WATCH

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



B Retell the story in pairs. Then write a sentence to describe each scene. Use adjectives in your sentence.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

C Complete the sentences with the words you hear.

- 1 **Rick** Look at all this extra stuff. Did you really ¹ _____
 _____ all this? ² _____

 all of it?
- Eduardo** ³ _____
 most of it.
- 2 **Rick** So, ⁴ _____ this happen?
- Eduardo** I ⁵ _____ some new soccer gear, I ⁶ _____ online,
 and it's great.
- 3 **Rick** So, now what?
- Eduardo** ⁷ _____
 most of the balls, all of the T-shirts, and one of the nets.

D Check (✓) the sentences that are true. Correct the false ones. Compare with a partner.

- ☐ 1 Eduardo found a website called "Non-stop Soccer."

- ☐ 2 Eduardo is going to return all of the stuff.

- ☐ 3 Eduardo needs a net.

- ☐ 4 Eduardo wanted three soccer balls.

- ☐ 5 Eduardo saved \$15 on the sports drinks.

- ☐ 6 Rick is going to help Eduardo return some stuff.

E Listen for determiners in the conversations. Complete the sentences with the correct words from the box. Some words are used more than once.

all of many most of no one one of some two

- 1 And there were so _____ great sales! _____
- 2 Look at _____ this extra stuff! _____
- 3 I'm going to return _____ it. _____
- 4 I needed _____ new soccer gear. _____
- 5 Did you get one or _____ nets? _____
- 6 You're just _____ player! _____
- 7 I'm going to return _____ the balls,
 _____ the T-shirts, and _____
 the nets. _____
- 8 _____ more online shopping for you! _____



AFTER YOU WATCH

- A** Who said each of the lines in exercise E on page 23? Write *E* (Eduardo) or *R* (Rick). Write the letter next to each line in exercise E.



- B** How does Rick feel when he walks into Eduardo's apartment? Why does he feel that way? Circle the correct answer.

a scared b confused c angry

- C** Use some of the vocabulary from the box to complete this summary.

bought paid back return sale save shopped online spend waste

Eduardo ¹ _____ for soccer gear. The website had a ² _____. Customers could ³ _____ money if they bought ten of each item. Eduardo ⁴ _____ too much stuff. In the end, he decided he should ⁵ _____ most of the stuff.

- D** **PAIR WORK** Ask and answer these questions with a partner. Then discuss them with the class.

- 1 When you shop, do you shop like Eduardo?
- 2 How do you shop online, and how do you shop in stores? Is there a difference? Why or why not?
- 3 When did you last waste money? Did you return what you bought?

Do you shop like Eduardo?

I like to save money, but I don't buy ten soccer balls!

BEFORE YOU WATCH

A Which countries do these dishes come from? Match the countries (1–3) to the dishes (A–C).

A fish tacos



B noodles



C fried chicken



1 China _____

2 U.S. _____

3 Mexico _____

B What other foods come from China, the United States, and Mexico? Name more dishes you have heard of or tried. Then name dishes that come from the countries in the box.

Brazil India Japan Peru

C Which of these adjectives can describe the foods in exercise A?

bitter boiled delicious fresh fried
grilled raw roasted sour spicy

D **PREDICT** Look at the pictures from the video you are going to see. What day do you think everyone meets at the food trucks? What were Rick, Eduardo, Noemi, and Christina doing before they met at the food trucks? What is Eduardo going to do after they eat?



WHILE YOU WATCH

A Check your predictions from exercise D on page 25. Were you correct?

B What do the characters learn? Circle the correct answers

- 1 Rick talks to Noemi about his work. What does Noemi think about it?
 - a He doesn't have any work to do.
 - b He has a little work to do.
 - c He has too much work to do.
- 2 Eduardo learns two things about Noemi that he didn't know before. What does he learn?
 - a She likes to play soccer.
 - b She doesn't like eating outside.
 - c She likes to cook.
 - d She doesn't eat meat.



C Complete the conversation with the words you hear.

Christina Hmm. It all looks so good!

Eduardo That's for sure. And I am really hungry. That ¹ _____ looks fantastic! And that ² _____ they make. Perfect.

Christina Ooh, Mexican! ³ _____ with grilled salmon.
⁴ _____ . Rick, are you
⁵ _____ ?

Rick There are too many choices. I can't decide!

Christina Well, do you like to eat ⁶ _____ ?

Rick Not really.

Christina So maybe ⁷ _____ isn't a good choice for you. It's ⁸ _____ pretty spicy. I like spicy food, so ...

Eduardo Same thing with ⁹ _____ . It's not the same without the spicy sauce.

Rick All right. So it's ¹⁰ _____ for me then, too!



D Match the characters (1–4) to the dishes (a–c) they order. You will use one of the dishes twice.

- | | |
|-------------------|----------------------------------|
| 1 Noemi _____ | a noodles |
| 2 Christina _____ | b fried chicken with spicy sauce |
| 3 Eduardo _____ | c fish tacos |
| 4 Rick _____ | |

E Complete the sentences about why the characters ordered the food they chose. Use *likes* or *doesn't like*.

- 1 Christina _____ to eat spicy food.
- 2 Eduardo _____ to eat spicy food.
- 3 Rick _____ to eat spicy food.
- 4 Noemi _____ to eat meat.

F Answer the questions. Write complete sentences.

- 1 How many nights this week did Rick have classes?

- 2 How many projects does Rick have?

- 3 Who has new soccer gear?

- 4 What kind of sauce does Eduardo eat with his chicken?

- 5 What is Christina's favorite food?

- 6 Who doesn't like spicy food?

AFTER YOU WATCH

- A** Look at the pictures and read the dialogue. Think back to this scene in the video. Then answer the questions.



- 1 Who is calling Eduardo? _____
- 2 What does Rick think is happening? _____
- 3 What does Christina ask Eduardo? _____
- 4 What does Eduardo say when he gets off the phone? _____
- 5 What do you think will happen next? _____

- B** Use this language to write six sentences to describe food, suggest food, and talk about your food preferences.

I like / don't like ...	... is / isn't a good choice	sweet
It's too ...	It has too much / little ...	spicy / hot
It has too many / few ...	fantastic	
Try ...	perfect	

- C** **PAIR WORK** Imagine it is Friday and you are at the food trucks. Use the sentences you wrote in exercise B to discuss what you want to eat and why.

Do you like to eat Thai food?

Thai food is fantastic! It's really spicy!



BEFORE YOU WATCH

- A **PREDICT** Look at the picture. Who is this person? Where is she? How long will she stay?



- B Unscramble the letters to make words about traveling and transportation.

1 PAARINLE _____

2 SRDEDAS _____

3 UBS NTITSAO _____

4 PTRRAIO _____

5 ITXA _____

6 TPMRENTAA _____

7 SCKBOL _____

8 SPMA _____

9 CSTUIESA _____

10 EEPOTLNHE BRUMEN _____

- C Divide all of the vocabulary words in exercise B into these three columns.

Places	Transportation	Things

- D **PAIR WORK** Can you remember a time you were lost in a city? What happened? Tell your partner.

WHILE YOU WATCH

- A** Check your predictions from exercise A on page 29. Were you correct?
- B** What is this person's problem? Why? Who helps her?
- C** Check (✓) the sentences that are true. Correct the false ones. Compare with a partner.



- ☐ 1 The woman is in the East Village.
- ☐ 2 Eva is going to Brazil.
- ☐ 3 The woman wants to borrow Eva's phone.
- ☐ 4 Eva wrote the address as Second Street.
- ☐ 5 Eva is on the right street.
- ☐ 6 Eduardo is at the airport.
- ☐ 7 Seventh Street is five blocks away.
- ☐ 8 The woman is very kind.

- D** Who asks each of these questions? Write *EV* (Eva), *W* (the woman), or *E* (Eduardo).

- 1 Are you a tourist? _____
- 2 Can I help you? _____
- 3 Where am I? _____
- 4 Are you at the airport? _____
- 5 Can you please tell me your address? _____



E Complete the conversation with the words you hear. Listen for the *if* clauses.

- Woman** 1 _____
the address, 2 _____ help you.
Is this a two or a seven?
- Eva** I think ... two.
- Woman** OK, great. 3 _____
_____, you're on the right street!
- Eva** Oh, good!
- Woman** Let's use the phone 4 _____
_____.
- Eva** Thank you! My phone 5 _____ here.
- Woman** Oh?
- Eva** It's my phone from Brazil. It doesn't work here.
- Woman** Hmm ... I don't see 6 _____ on the map. I know!
We can call your brother on *my* phone.
- Eva** Yes, yes! This is 7 _____
. Thank you. 8 _____
_____ his number ...
- Woman** You have a lot of notebooks!

F Match the *if* clauses from the video to make sentences. Add your own idea to the blank to create a result.

- | | |
|-------------------------------------|-------------------------------|
| 1 If I can find his number, _____ | a you're on the right street! |
| 2 If it's a two, _____ | b _____ |
| 3 If you show me the address, _____ | c maybe I can help you. |

G Look at the phrases below. Check (✓) the phrases that you hear the woman say.

- ☐ Second street is seven blocks away.
- ☐ Turn left at the corner.
- ☐ Walk up seven blocks.
- ☐ Walk up five blocks.
- ☐ Catch the bus at ...
- ☐ It's about ten minutes.
- ☐ Turn right at the corner.
- ☐ It's about 20 minutes.
- ☐ Seventh Street is only five blocks away.
- ☐ Take the bus ... stops.

**H What order did the women give the directions in? Write a number (1–4) next to the phrases you checked in exercise G.**

AFTER YOU WATCH

- A** **PAIR WORK** Imagine Eva has just arrived at Eduardo's apartment. Write a conversation between them.

What does Eva say? What does Eduardo say?

Eva Eduardo! I'm here!

Eduardo _____

Eva _____

Eduardo _____

Eva _____

Eduardo _____

- B** Think of a friend or family member you visited in another city. Answer these questions.

1 What did you do together?

2 What transportation did you use?

3 Did you get lost?

- C** **PAIR WORK** What should you do if you are lost in a new city or town? Think of three ideas.

If you are lost, you should ...



BEFORE YOU WATCH

- A **PREDICT** What problem do you see between Eva and Eduardo? How do you think they fix the problem?



- B Match the words with the correct definition. Decide if the word is an adjective, noun, or verb. Write *A* (adjective), *N* (noun), or *V* (verb).

- | | |
|---------------------|--|
| 1 <u> V </u> fit | a what you can or can't do at someone's house |
| 2 _____ guest | b an empty area |
| 3 _____ house rules | c a person who is staying with you at your home |
| 4 _____ messy | d a short performance to get a job as an actor |
| 5 _____ space | e to be the right size or shape for someone or something |
| 6 _____ audition | f dirty or not neat |

- C Look at the suitcases. Complete the sentences with a comparative or superlative adjective. Use *less* or *more* where needed.

- Suitcase 4 is _____ than suitcase 2.
- Suitcase 1 is the _____ suitcase.
- There is _____ space in suitcase 3 than in suitcase 2.
- Suitcases 1 and 2 are _____ than suitcases 3 and 4.
- Suitcase 4 is the _____ suitcase.
- There is _____ space in suitcase 1 than there is in suitcase 4.



WHILE YOU WATCH

A Read the words. Check (✓) the clothes and accessories you see in the video.

- | | |
|-------------------------------------|-------------------------------------|
| ☐ a belt | ☐ a sock |
| ☐ a bracelet | ☐ a scarf |
| ☐ a dress | ☐ sunglasses |
| ☐ a hat | ☐ a tie |
| ☐ a necklace | |

B Check (✓) the sentences that are true. Correct the false ones. Compare with a partner.

☐ 1 Noemi is Eduardo's sister.

☐ 2 Eduardo is upset with his sister because of her mess.

☐ 3 His sister's suitcases don't fit in her bedroom.

☐ 4 Her bedroom is too big.

☐ 5 His sister's things are all over Eduardo's bedroom.

☐ 6 Noemi gives Eduardo a present.

C Who is speaking? Write *E* (Eduardo), *EV* (Eva), or *N* (Noemi) beside each quote. What things are they asking or giving opinions about?



1 Wow, cool! _____

2 "Edu?" I like it! _____

3 What do you think of this, Noemi? _____

4 Is the dress too colorful? _____

5 I love them! _____

6 They're nice! _____

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



- 1 Eva is a *guest* / *stranger* in Eduardo's home.
- 2 Her bedroom is *bigger* / *smaller* than her bedroom at home.
- 3 Eva asks Noemi if her *hat* / *shoes* go with her dress.
- 4 Noemi thinks Eduardo is *right* / *wrong*.
- 5 Eduardo was *more* / *less* relaxed before he moved to New York.
- 6 Eduardo's number one house rule will be the *easiest* / *hardest* for his sister to follow.

E **PAIR WORK** Answer the questions.



- 1 What does Eduardo want Eva to do?
- 2 What is rule number one?
- 3 What is Eva happy to know?
- 4 Why does Eva give Eduardo a present?

F **GROUP WORK** Discuss the questions.

- 1 Did you have a guest stay with you for more than one night? Talk about it.
- 2 Did your guests have their own space to put their suitcases and clothes in?
- 3 Do you have house rules for when you have guests? If so, what are they?

My cousin stayed with me for a month. He stayed in my room.

Was he messy?

AFTER YOU WATCH

A Who do you think would say these sentences? Write E (Eduardo), EV (Eva), or N (Noemi) in the space provided.

- 1 When I'm a famous actor, you can visit me. _____
- 2 I love your dress. It looks good with your scarf. _____
- 3 You have too much stuff! _____
- 4 I can understand why your brother is angry. _____
- 5 I need a bigger bedroom! _____
- 6 You are messy, but I still love you. _____

B **GROUP WORK** Discuss the questions.

- 1 Why does Eduardo wait to let Noemi into his apartment?
- 2 Do you agree with Eduardo about his sister's stuff? Why or why not?
- 3 Why do you think looking good is important for an audition?
- 4 When do people wear formal clothes in your country? What about casual clothes?

C What are Eduardo, Noemi, and Eva wearing? Do you like what they are wearing? Why or why not?



D **GROUP WORK** What do you wear if you are ... ?

relaxing at home	at a fitness club	a guest at a wedding
vacationing at the beach	at a business meeting	



BEFORE YOU WATCH

A **PAIR WORK** Look at the picture and answer the questions.

- 1 What kind of job do you think Noemi has?
- 2 What dangers does this job have?
- 3 What should people do when someone gets hurt at work?
- 4 Did you ever hurt yourself at work?
What happened?



B Complete the sentences with the words from the box.

emergency immediately paramedics stiff strange stressed

- 1 You call 911 for help when there is an _____.
- 2 When you are really hurt, you should call _____.
- 3 The _____ help people get to the hospital when they have an injury.
- 4 Some people get _____ when they are working hard.
- 5 When your neck gets _____, it hurts to move it.
- 6 Try not to move your neck in a _____ way, or you will hurt it.

C **PAIR WORK** What do people do to make their jobs safe? Read and answer the questions using the verbs in the box to help you.

be put on stay wash wear

- 1 What do nurses have to do when they work at a hospital?

- 2 What do many engineers need to do when they are at work?

- 3 What do some paramedics have to do when they help injured people?

- 4 What do car mechanics have to do when they work with dangerous things?

- 5 In most jobs, what do people have to do when they have the flu?

WHILE YOU WATCH

A Match the questions (1–6) with the answers (a–f).



- | | |
|--|------------------------------|
| 1 How does Noemi get hurt at work? _____ | a the paramedics |
| 2 What does Noemi hurt? _____ | b in a strange way |
| 3 Who does Rick call? _____ | c her vacation plans |
| 4 How did Noemi get injured when she was in college? _____ | d her back |
| 5 How did she fall when she was in college? _____ | e she reaches for her coffee |
| 6 What may Noemi have to change? _____ | f she was playing soccer |

B **PAIR WORK** Complete each sentence with a word from the box. Watch the video again to check your answers.

bad bad better different hard stiff stressed worse

- Noemi hurt her back really _____.
- Noemi thinks this is a _____ problem.
- Most of the time, she has a _____ neck.
- Noemi feels _____ when she is working hard.
- The pain gets _____ when she is working hard.
- When Rick was in college, his stomach was _____ all the time.
- Rick had to stop working so _____.
- Rick knows Noemi will get _____ for her vacation.

C Put the sentences in the order they happen in the video.

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

- D** Rick writes down what happened to Noemi for the paramedics. Correct the mistakes in his notes.

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

- E** **PAIR WORK** In the video, Rick says, "I'm afraid you may have to change your vacation plans, Noemi." What do you think he means when he says he is *afraid*? Circle the best answer.

- a He feels scared that she might have to change her vacation plans.
- b He thinks it is a bad idea to change her vacation plans.
- c He feels bad that she may have to change her vacation plans.



- F** Complete the conversation with the sentences you hear. What questions does the 9-1-1 operator ask?

Operator Nine-one-one operator.

1 _____ ?

Rick Well ... my friend ... she needs help.

Operator OK. 2 _____ ?

Rick Rick. Uh, I mean, Richard Yoon.

Operator OK, Mr. Yoon. 3 _____ ?

Rick Yes. It's my friend. She can't move. Something's wrong with her back.

Operator OK. 4 _____ ?

Rick Yes, she is.

Operator OK. Don't move her. The paramedics are on their way. I see you're at Yoon Printing House.

5 _____ ?

Rick Yes, we both work here. Hey,

6 _____ ?

Operator Probably about five minutes, Mr. Yoon.

Rick OK. Thank you.

AFTER YOU WATCH

A **PAIR WORK** Make predictions for each sentence about Noemi's future with your own ideas. Use *may/might* or *probably won't*.

- 1 Noemi's back doesn't get better after she goes to the hospital.

- 2 She is excited about her vacation plans, but her back really hurts.

- 3 The doctor tells Noemi that she has to take time off from work.

- 4 Noemi has important work that she has to get done by next week.

B **PAIR WORK** Complete the conversation with the correct expressions from the box. Then practice the conversation with a partner.

Can you I have a lot of pain I need What do you want me to do
What's wrong Where exactly is your pain

- A** You look terrible. ¹ _____ ?
- B** I don't feel well. I think I might have the flu. My head hurts, and
² _____.
- A** Really? ³ _____ ?
- B** I have pain in my stomach. And my eyes hurt, too.
- A** ⁴ _____ ?
- B** ⁵ _____ bring me some water?
- A** Yes, sure. I'll be right back.
- B** Sorry. ⁶ _____ you to bring me a blanket, too.

C **GROUP WORK** Discuss the questions.

- 1 Noemi's neck gets stiff when she feels stressed. What happens to you when you feel stressed?
- 2 Have you ever had a job that made you feel stressed? What was it like?
- 3 Describe some stressful jobs in your country. What makes them stressful?
- 4 What are some things you might do after a stressful day at work?



BEFORE YOU WATCH

- A** You are going to watch a video about two people having an informal meeting. Look at the picture. Then answer the questions.

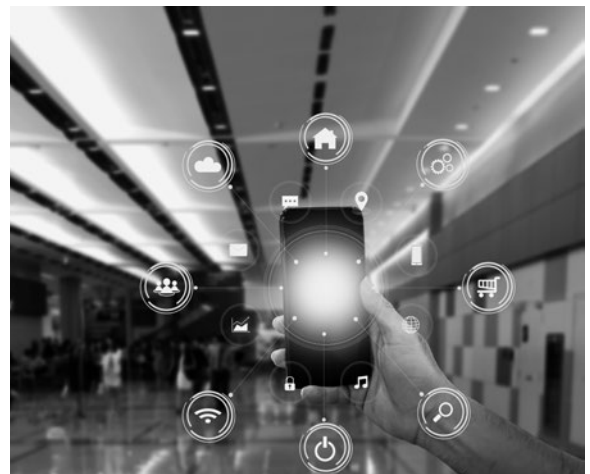


- 1 Where is the meeting?
- 2 Which person do you think has made a request? How do you know?
- 3 Which person do you think has responded to the request? How do you know?

- B** Read the sentences. Then circle the correct definition for the words in **bold**.

- 1 There are a lot of online **sites** today about how to make your own videos.
 - a an area that is used for something or where something happens
 - b a place where something important happened in the past
- 2 I only follow people on social media who have a good **image**.
 - a a photograph
 - b the way other people think about someone
- 3 It's hard for her to **focus** on one thing to do in her life.
 - a to give one's attention to something
 - b to make the picture clear
- 4 She is good at technology and a lot of other **stuff**.
 - a what is inside of something like a pillow or toy
 - b a group of things, ideas, or actions

- C** GROUP WORK Are you or is someone you know good at using social media? What are some adjectives to describe someone who's good at using social media?



WHILE YOU WATCH



A Circle the correct answers.

- 1 Why are Christina and Eduardo meeting?
 - a He needs some help.
 - b She needs some help.
- 2 Who is the meeting about?
 - a Eduardo's sister
 - b Christina's sister
- 3 What is Eva always doing?
 - a She's always acting.
 - b She's always online.
- 4 What does Christina like to watch?
 - a videos of herself
 - b videos of other people
- 5 How can Eva make videos of herself?
 - a with her phone
 - b with a tablet
- 6 Who loves technology and social media?
 - a Eduardo
 - b Christina

B Match the correct words to complete the questions Christina asks Eduardo.

- | | |
|---|-----------|
| 1 What's her _____ again? | a vlog |
| 2 Has she ever had a _____? | b online |
| 3 Has she ever looked at any _____ job sites? | c actor's |
| 4 Has she ever uploaded a _____? | d video |
| 5 Why doesn't she do a _____? | e name |
| 6 So what about an _____ vlog? | f job |

C PAIR WORK Complete the sentences with the words in the box .

read make watch write

- 1 A blog is a record of your activities or opinions that you _____ and put on the internet for other people to _____.
- 2 A vlog is a record of your activities or opinions that you _____ a video of _____ and put on the internet for other people to _____.



D Who says these things? Write **C** (Christina) or **E** (Eduardo). Check (✓) the sentences that are making or responding to a request.

- ☐ 1 So, what can I help you with? _____
- ☐ 2 So, I thought maybe you can help me. _____
- ☐ 3 A vlog? Really? _____
- ☐ 4 Wow! That's not a bad idea. _____
- ☐ 5 That's the other problem. Her phone doesn't work here. _____
- ☐ 6 Yeah! We'll fix her phone. _____
- ☐ 7 Wow. That's great. _____
- ☐ 8 No problem. I love this stuff. _____

E Put the sentences in the correct column of the chart that describes Eva's past experiences in Brazil and her present experiences in New York.

She's had some experience working. Her phone doesn't work.
 She's always online. She's had a job.
 She's never looked for a job before. She needs a job.

In Brazil	In New York

F **PAIR WORK** Circle the best summary for the main idea of the video.

- a Christina comes up with a great idea for Eva to start her own vlog.
- b Christina is learning about social media.
- c Eduardo doesn't think Eva has been the easiest person to live with.



AFTER YOU WATCH

A Check (✓) the sentences that are true. Correct the false ones. Compare with a partner.

☐ 1 At the beginning of the video, Christina is waiting to meet with Eduardo.

☐ 2 Christina and Eva are friends.

☐ 3 Eduardo doesn't know how to help Christina.

☐ 4 Eva worked at a bank in Brazil.

☐ 5 Eduardo has seen Eva's videos.

☐ 6 Noemi told Eduardo about the dance vlogs.

☐ 7 Eduardo has an idea for a vlog.

☐ 8 Christina can fix Eva's phone.

B **GROUP WORK** Discuss the questions.

- 1 Why do you think Eduardo wants to help his sister find a job?
- 2 Do you think Eva will be able to focus on doing a vlog? Why or why not?
- 3 Imagine you are Christina. What advice can you give to Eduardo? What about to Eva?
- 4 Have you ever had a blog or a vlog that tells people about yourself? If so, describe it.

C Christina is good at using technology and social media. She also likes to dance. Write down five questions that you would ask her about her past and present experiences. Share your work with the rest of the class.

1 _____

2 _____

3 _____

4 _____

5 _____

D **PAIR WORK** Imagine you are Eva and you are meeting Christina (your partner) for the first time. Ask Christina the questions you wrote in exercise C. "Christina" answers and then asks you questions about your life in Brazil. Then change roles.

Christina, how did you learn about social media?

I started when I was in school. I loved it, so I took classes in college.

BEFORE YOU WATCH

- A **PAIR WORK** Look at the pictures from the video and then read the weather warning alert headline below. Answer the questions.



Weather Alert for New York City

- 1 What is the headline for?
 - 2 What are three adjectives to describe this type of weather?
 - 3 What cityscape features do you see?
 - 4 What kind of weather does a place like New York City get?
- B **PAIR WORK** Complete the sentences with *who*, *which*, or *that*. Then discuss each statement and decide which ones you agree or disagree with. Explain your answers.
- 1 Weather alerts are important for people _____ / _____ do not believe dangerous weather is coming.
 - 2 Everyone _____ / _____ reads or listens to weather alerts is safe.
 - 3 People _____ / _____ live in a city with a weather alert need to stay indoors.
 - 4 The one thing _____ / _____ people should do when bad weather is coming is go shopping for food.
- C Complete the sentences with your own ideas about dangerous weather.
- 1 People have to _____
_____.
 - 2 It is important that people _____
_____.
 - 3 People should _____
_____.
 - 4 People who are in traffic need to _____
_____.



WHILE YOU WATCH

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



- 1 The weather outside is *wet* / *windy* when Rick gets to Eduardo's apartment.
- 2 The weather is going to get *worse* / *better* later tonight.
- 3 Rick has some *good* / *bad* news to tell everyone.
- 4 Rick has decided to *keep* / *change* his career.
- 5 Noemi is *worried* / *happy* about her job.
- 6 Everyone *hears* / *reads* the weather alert for New York City on their phones.
- 7 The weather alert says there is *light* / *heavy* traffic and bridges are *closed* / *opened*.
- 8 Eduardo wants everyone to meet Eva *at the café* / *at her audition*.

B **Read what Rick says to Noemi. Watch the video again and fill in the missing words. Check your answers with a partner.**

They love you, Noemi. You know that. They think you're the ¹ _____.
 We all do. You could hire an assistant, someone who can really ² _____,
 and that would make the job less ³ _____. Look, just
⁴ _____ about it. You're going to the Adirondacks next week for
⁵ _____. You can take some long ⁶ _____,
 think about what it's like to be the ⁷ _____. Decide when you
⁸ _____ back.

C Match the questions (1–8) with the answers (a–h).

- | | |
|--|------------------------|
| 1 What is Rick ready for? _____ | a his new life |
| 2 What looks really stormy? _____ | b the sky |
| 3 What is Rick going to be? _____ | c Hurricane Eva |
| 4 What does Rick want Noemi to be? _____ | d an architect |
| 5 What has Christina helped Eva with? _____ | e a thousand followers |
| 6 What does Eva have? _____ | f the storm |
| 7 What is on the way? _____ | g the new boss |
| 8 What does Eduardo say is in Rick's backpack? _____ | h her online image |

D Choose the correct words from the box to complete the sentences.

careers check like office pick set storm think

- What's it _____ out there now?
- You weren't at the _____.
- I've decided to change _____.
- That's a lot to _____ about on vacation.
- She's even helped her _____ up a vlog.
- I have to _____ up my daughter soon.
- Maybe I'll, uh, you know, _____ that out.
- Here I go, into the _____.

E Look at the pictures from the video. Match the words to the pictures of how Noemi is feeling when Rick tells her his news. Why do you think she feels this way?


- nervous _____
- confident _____
- surprised _____
- worried _____

AFTER YOU WATCH

- A** Imagine you are stuck in dangerous weather and need to get home. Complete the conversation with your friend, who is driving you home. Use the phrases from the box.

Are we going in the right Go straight
is next to see the station on the left
Then drive The subway station
to turn back toward Which way do I go
Yes, turn left



- A** 1 _____ direction to your house?
B No, you need 2 _____ the church.
My house 3 _____ the subway station.
A 4 _____ near King Street?
B 5 _____ after the next intersection.
6 _____ for a couple of blocks.
You'll 7 _____.
A Oh, I know that area. 8 _____ at the stop sign?
B 9 _____. My house is right across from it.
A OK. That's not too far.

- B** **GROUP WORK** Eduardo says his life is like Hurricane Eva. Why do you think he says this? How would you compare your life to the weather? Explain your answer.

My life is like a sunny day. It feels warm and full of light.

- C** **PAIR WORK** Like Noemi, write down two reasons why you might be afraid to be a boss. What do you think Noemi's new life will be like as a boss?

- 1 _____
2 _____

BEFORE YOU WATCH

A Match the words (1–7) with their definitions (a–g).

- | | |
|--------------------|---|
| 1 live music _____ | a a meal in a container that you eat at school or work |
| 2 karaoke _____ | b a place where people go to buy or sell things |
| 3 district _____ | c to travel regularly between home and work |
| 4 commute _____ | d songs you hear performed in person |
| 5 market _____ | e singing songs with recorded music that is played by a machine |
| 6 bento box _____ | f where people can go from one side of a street to the other |
| 7 crossing _____ | g a part of a city or country |

B What are the daily habits and activities in the city where you live? Complete the sentences with what people generally do.



- 1 Around 7 a.m., _____.
- 2 At noon, _____.
- 3 In the afternoon, _____.
- 4 By eight o'clock in the evening, _____.
- 5 Late at night, _____.

C A **night owl** is someone who likes to stay up late at night. What is a good job for a night owl? What are some nighttime jobs in your city?

D **PREDICT** Look at the picture. What is this place? Where is it? What do you think the video is about? Choose one of the predictions.



- a daily routines in a city
- b shopping in Tokyo
- c where our food comes from

WHILE YOU WATCH

- A** Watch the video. What is it about? Was your prediction from exercise D on page 49 correct? What is the place in the picture?
- B** Draw lines to match the information in the two columns.



traditional
the biggest in the world
starts after 5 a.m.
one of the busiest crossings in the world
sell for hundreds of dollars
famous for shopping
non-traditional

Harajuku District
Shibuya
the Tokyo subway
large tuna
cat café
tea ceremony
Tsukiji fish market

- C** Put the sentences in the order they happen in the video (1–9).

- _____ The morning commute begins.
- _____ Meetings happen over dinner.
- _____ Fans go to the Tokyo Dome.
- _____ People head home through Shibuya.
- _____ People take a taxi home.
- _____ The fish market opens.
- _____ The fish market opens up again.
- _____ People go shopping
- _____ People eat from a bento box.

- D** Look at the pictures and the words in the box. Write the name of each place and the people you can find there.



1 _____



2 _____



3 _____



4 _____

baseball fans commuters fashionable young people Harajuku District
restaurant workers Shibuya crossing Tokyo Dome Tsukiji fish market

- E** Listen for these sentences and complete the missing words.

Karaoke is a popular activity after ¹ _____. And the young people who went to Harajuku earlier in the day now ² _____ into clubs to watch live music. When it's late at night, people ³ _____ home through Shibuya, one of the ⁴ _____ crossings in the world. If they are later than 1 a.m., they miss the ⁵ _____, but they can take a ⁶ _____. And two hours later, the fish market opens up again.

- F** Answer the questions about Tokyo.

1 Q What is Japan called?

A _____

2 Q What time do workers buy fish?

A _____

3 Q When does the subway start?

A _____

4 Q Where can you have coffee with cats?

A _____

5 Q What district is famous for shopping?

A _____

6 Q When do the trains stop?

A _____

AFTER YOU WATCH

- A **PAIR WORK** Imagine you live and work in Tokyo. Complete a daily planner for one day. Write at least six activities from the video with the right times. Then compare your planner with a partner's.

12:00 a.m.		12:00 p.m.	
1:00 a.m.		1:00 p.m.	
2:00 a.m.		2:00 p.m.	
3:00 a.m.		3:00 p.m.	
4:00 a.m.		4:00 p.m.	
5:00 a.m.		5:00 p.m.	
6:00 a.m.		6:00 p.m.	
7:00 a.m.		7:00 p.m.	
8:00 a.m.		8:00 p.m.	
9:00 a.m.		9:00 p.m.	
10:00 a.m.		10:00 p.m.	
11:00 a.m.		11:00 p.m.	

- B **PAIR WORK** Compare your city to Tokyo. Write down places in your city that are similar to the places mentioned in the video. Share your list with a partner.

Tokyo	My city
Tokyo Dome	
Cat Café	
Harajuku District	
Tsukiji fish market	
Shibuya	

- C Compare a typical day in Tokyo with a typical day in your city. What routines and activities are similar? What are different? Make notes.

BEFORE YOU WATCH



winter solstice



fireworks



costume



hot air balloon

A Look at the pictures and captions. Write the correct expression next to the definition.

- 1 a large flying object that has a container below where people can travel _____
- 2 the shortest day and longest night of the year _____
- 3 objects in the sky that produce a loud noise and bright, colorful light _____
- 4 clothes that someone wears to look like someone else _____

B **PAIR WORK** Think of a celebration that happens once a year. What is the celebration for? How do people celebrate? Share what you know with a partner.

C **PREDICT** Look at the picture. What do you see? What do you think the video is about? Make a prediction.

- a different ways to travel
- b a race around the world
- c different kinds of celebrations



WHILE YOU WATCH

A Watch the video. What is it about? Was your prediction from exercise C on page 53 correct? What is the event in the picture on page 53?

B Match the activities (1–8) with the places where they happen (a–f). Some activities happen in more than one place.

- | | |
|--------------------------------------|-----------------|
| 1 buying flowers _____ | a Albuquerque |
| 2 fireworks _____ | b Australia |
| 3 artists gather _____ | c Brazil |
| 4 dragons dancing _____ | d Hong Kong |
| 5 races _____ | e South America |
| 6 eating melted cheese _____ | f Switzerland |
| 7 music, dancing, and costumes _____ | |
| 8 eating Mexican food _____ | |

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

- 1 People in Switzerland give money, flowers, and fruit.

- 2 People come to New Mexico from all over the world to make music.

- 3 The winter solstice takes place on the day with the most sunlight hours.

- 4 At the Balloon Fiesta, there's music and dancing.

- 5 In North American countries, the month of June is in winter.

- 6 New Year's is celebrated on the last day of January.

D Order the festivals (1–4) from earliest in the year to the latest.

- _____ winter solstice (South America)
- _____ Chinese New Year
- _____ New Year's (global)
- _____ Balloon Fiesta

E Listen for these sentences and complete the missing words.

In early October, people from all over the ¹ _____ come to see the ² _____ balloons at the Albuquerque Balloon Fiesta. There are over 600 balloons, balloon ³ _____, and rides. At Albuquerque's Old Town, ⁴ _____ visitors can enjoy ⁵ _____ Mexican food.



And then, at the end of every year, many countries celebrate the same ⁶ _____. The last day of December is when you can see fireworks in ⁷ _____, Singapore, the U.K., Brazil, the U.S.A., ⁸ _____, and ⁹ _____. Happy New Year!

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

1 What gifts do people give in Hong Kong in late February?

2 What instruments do people play at the Interlaken music festival?

3 Where are Ecuador and Peru? Where is New Mexico?

4 How many balloons are in the Balloon Fiesta?

5 What two festivals have people dancing in costumes?

6 What is the Swiss food called "fondue"?

G Check (✓) the descriptions in each column that are true for the festival. There can be more than one correct answer.

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

AFTER YOU WATCH

A What does a fun festival need to have? Make a list.



B **PAIR WORK** Create a celebration using the list you made in exercise A. It can be an imaginary holiday or festival. Answer the questions about it.

1 What does it celebrate?

2 Where and when does it take place?

3 What special food do people eat?

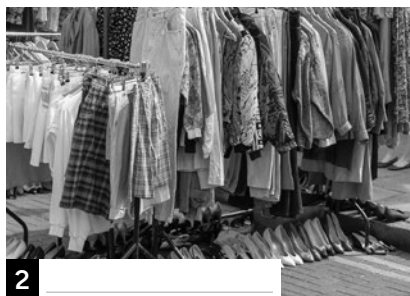
4 What do people do?

C **PAIR WORK** With your partner, make an advertisement for your celebration. Include details from exercise B. Then share your advertisements with the class and take a vote about which celebration is the most interesting.

BEFORE YOU WATCH

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

department store mall market planet second hand sell



B Complete the paragraph with the words from exercise A.

I often shop at a ¹ _____ in a big ² _____ downtown. It has new clothes, shoes, and items for the home. But I like things that people used before, so I can't buy ³ _____ there. For used things, I go to a ⁴ _____ where they ⁵ _____ used items. Buying used things helps our ⁶ _____.

C **PAIR WORK** Discuss the questions. Use the Glossary box for help.

- 1 What is your individual style? Whose style would you copy?
- 2 What brands do you usually buy?
- 3 What products do you buy second hand? What do you customize?

GLOSSARY

individual (*adj*) relating to a single person or thing

style (*n*) a way of doing something typical of a person, group, time, or place; fashion

copy (*v*) to try to be or look like someone or something else

brand (*n*) a product made by a particular company

product (*n*) something made to sell

customize (*v*) to change something for a customer's or user's special needs

D **PREDICT** Look at the photo and think about the title of the video: Think Outside the Mall. What do you think the video will be about? Choose one of the predictions.

- a outdoor malls and the products and brands they sell
- b department stores and how they customize products
- c shopping to show individual style and help the environment



WHILE YOU WATCH

A Watch the video. Check (✓) the main idea. Was your prediction in exercise D on page 57 correct?

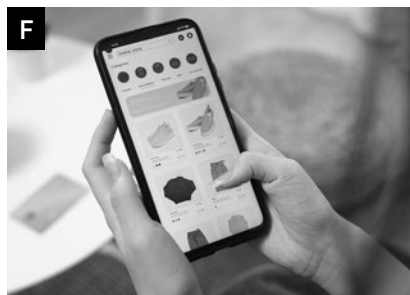
- ☐ how to copy styles you like and follow famous people
- ☐ how to have individual style and help the planet
- ☐ how to find cheap and unusual items at street markets
- ☐ how to buy and sell second-hand clothing online

B Circle the correct option to show ways to have individual style.

- 1 Shop at **malls** / **markets**.
- 2 Buy clothing from **small** / **big** brands.
- 3 Buy **new** / **second-hand** clothes.
- 4 Pay an artist to **copy** / **customize** your things.

C Match the statements (1–6) with the photos (A–F).

- 1 They sell thousands of items that are exactly the same. _____
- 2 Today, many people want an individual style. _____
- 3 Small brands make their products well. _____
- 4 There are many apps for buying and selling second hand. _____
- 5 You can pay an artist to customize your things. _____
- 6 Ask yourself, "Why am I buying this?" _____



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

☐ 1 When you go to malls, there are a lot of different stores.

☐ 2 Buying more when styles change is good for the planet.

☐ 3 Small brands make products you can use for many years.

☐ 4 Items at markets are often more expensive.

☐ 5 To have an individual style, you should find people to teach you how to make things.

E According to the video, are these statements advantages (A) or disadvantages (D)?

1 Malls have a lot of the same brands. _____

2 People buy more when styles change. _____

3 There are shops on streets away from the big malls. _____

4 You can buy past styles in second-hand stores. _____

5 Customize styles to make them your own. _____

F **GROUP WORK** **CRITICAL THINKING** **Why are the statements in exercise E advantages or disadvantages? Explain your answers with reasons.**

AFTER YOU WATCH

- A** **PAIR WORK** Think of more advantages for each way to shop in 1–3 below. Which ones do you do? Which ones would you try? Why?
- 1 Shop at small stores and markets
 - 2 Shop second hand
 - 3 Customize clothing
- B** **PAIR WORK** Look at the photos of people with individual style. Which things would you wear? Why or why not?



- C** **PAIR WORK** Discuss small ways to change your style of hair, clothes, or jewelry.
- D** **GROUP WORK** **CRITICAL THINKING** Discuss ways you could shop to help the planet. Think about your shopping habits. Are they sustainable? Why or why not?

BEFORE YOU WATCH

A Match words 1–5 with their opposites a–e.

- | | |
|-------------------|-------------|
| 1 get on _____ | a same |
| 2 leave _____ | b arrive |
| 3 slowly _____ | c difficult |
| 4 different _____ | d get off |
| 5 easy _____ | e quickly |

B Complete the chart with the words in the box.

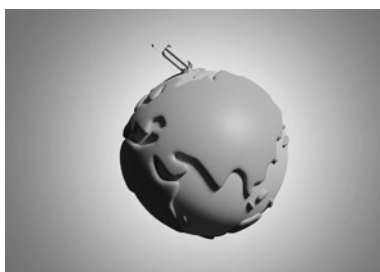
around cargo ship ferry islands landscape transportation

Types of _____ :	airplane/plane, _____, train, bus, _____, sailing boat (sailboat), cycling
Parts of a _____ :	mountains, _____, ocean
Prepositions:	across, _____, between

GLOSSARY

ferry (n) a boat for taking passengers across water
cargo ship (n) a ship for taking products across water
landscape (n) the appearance of an area of land

C **PAIR WORK** Look at the photos. What does each one show? Discuss with a partner.



D **PREDICT** Look at the photos again. What do you think the video will be about? Choose one of the predictions.

- a how to travel around the world as quickly as possible
- b the best times to travel around the world
- c ways to travel around the world instead of by plane

WHILE YOU WATCH

- A** Watch the video. What is it about? Was your prediction from exercise D on page 61 correct?
- B** Write the correct type of transportation on each photo. Then watch the video and put them in the order they appear (1–8).

airplane bus cargo ship cycling ferry sailing boat train walking



- C** Complete the sentences. Use six words from exercise B. Then watch the video and check your answers.

- 1 A(n) _____ is the worst form of transportation for the environment.
- 2 A(n) _____ is a good way to see the landscape in Europe and Asia.
- 3 A(n) _____ is a good way to travel over mountains in Central America.
- 4 You can travel between islands on a(n) _____.
- 5 Sometimes travelers can work on a(n) _____.
- 6 _____ is a way to travel on your feet if you have time.

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

- ☐ 1 You can leave Tokyo on an airplane and arrive in Los Angeles the same day.

- ☐ 2 You can't travel around the world without flying.

- ☐ 3 Torbjørn Pedersen is from Denmark.

- ☐ 4 It took Torbjørn 312 days to go around the world.

- ☐ 5 Trains are worse for the environment than airplanes.

- ☐ 6 People travel from Europe to Asia by bus on the Trans-Siberian Express.

- ☐ 7 Buses are cheaper than trains

- ☐ 8 You can get a free ride across the ocean if you work on a sail boat.

E Check (✓) TWO options to complete each sentence.

- | | |
|---|---|
| 1 People don't want to fly because they ... | 4 Buses are ... |
| ☐ want to get to places quickly. | ☐ good for travel in parts of South America. |
| ☐ are worried about the environment. | ☐ more expensive than trains. |
| ☐ want to travel slowly and meet people. | ☐ better for the environment than planes. |
| 2 Torbjørn Pedersen traveled ... | 5 Cargo ships ... |
| ☐ to every country. | ☐ are free for travelers. |
| ☐ by airplane. | ☐ are a cheap way to travel. |
| ☐ for over 3,500 days. | ☐ travel across the ocean. |
| 3 If you travel without flying, you will ... | 6 Before you travel, ... |
| ☐ learn about the world. | ☐ make a safe plan for traveling. |
| ☐ travel only by train. | ☐ make sure you have the right documents. |
| ☐ use many kinds of transportation. | ☐ make sure you buy a plane ticket. |



AFTER YOU WATCH

- A** **PAIR WORK** **CRITICAL THINKING** Look at the types of transportation from the video again. Number them in the order you think is best for the environment. 1 = the best, 8 = the worst.
- ☐ airplane
 - ☐ bus
 - ☐ cargo ship
 - ☐ cycling
 - ☐ ferry
 - ☐ sailing boat
 - ☐ train
 - ☐ walking
- B** **GROUP WORK** Compare your answers from exercise A with another pair. Answer the questions.
- 1 Which of your answers are the same?
 - 2 Which of your answers are different?
 - 3 What other types of transportation can you add to the list?
 - 4 Where would you put them on the list in exercise A?
- C** **GROUP WORK** **CRITICAL THINKING** What are some other ways you can help the environment when you travel? Discuss the ideas in the photos. Then make and respond to new suggestions.



use public transportation



recycle



re-use water bottles



eat local food

BEFORE YOU WATCH

A Look at the picture. What job is this person doing?
What do you think is good and bad about this job?

B Match the words (1–6) with the definitions (a–f).
Then decide if the word is an *adjective*, *noun*, or *verb*. Complete the chart.

- | | |
|-------------------|--|
| 1 depend on _____ | a to think that something will happen |
| 2 expect _____ | b the amount of sound something makes |
| 3 risk _____ | c dangerous because something bad might happen |
| 4 risky _____ | d the process of learning a new skill |
| 5 training _____ | e to need the help of someone or something |
| 6 volume _____ | f the possibility of something bad happening |



Adjective	Noun	Verb
_____	_____	_____
_____	_____	_____
_____	_____	_____

C **PAIR WORK** What jobs do you see in the pictures? What is risky about these jobs? Discuss with a partner.



WHILE YOU WATCH

A Read the list of jobs. Check (✓) the jobs you see in the video.

- | | | |
|---|--|--------------------------------------|
| ☐ athlete | ☐ construction worker | ☐ firefighter |
| ☐ musician | ☐ painter | ☐ paramedic |
| ☐ park ranger | ☐ pet store worker | ☐ pilot |
| ☐ police officer | ☐ taxi driver | ☐ teacher |

B Circle the correct words to complete the sentences.



- 1 The danger of some jobs, like a firefighter, is *clear* / *unclear*.
- 2 Some jobs, like a musician, have *risks* / *rewards* we don't expect.
- 3 A *movie star* / *rock star* is more likely to have problems with their hearing than other jobs.
- 4 Pet store workers have a *safe* / *risky* job.
- 5 Professional athletes have *high-risk* / *low-risk* jobs.
- 6 People have to think about possible risks of a job *before* / *after* they start working.

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

- ☐ 1 Musicians depend on their eyesight.

- ☐ 2 Paramedics are four times more likely to have hearing problems than people in other jobs.

- ☐ 3 Working in a pet store is a risky job.

- ☐ 4 There are over 10,000 injuries to pet store owners every year.

- ☐ 5 Construction workers get more injuries than pet store owners.

- ☐ 6 Athletes are strong, so they don't get injuries.

D Complete the sentences (1–6) with the correct words (a–f).

- | | |
|---|---------------------------------|
| 1 Musicians have to _____ | a bites. |
| 2 Musicians have problems with _____ | b dangerous. |
| 3 Pet store workers get all kinds of injuries, like _____ | c their hearing. |
| 4 Jobs like police officer and driver may be _____ | d work very hard when training. |
| 5 Jobs like firefighter and bridge worker are clearly _____ | e perform at high volumes. |
| 6 Athletes have to _____ | f risky. |

E Complete the paragraph about professional athletes with the words from the box. Then watch the video and check your answers.

accidents hurt injury sports training twist

When athletes are ¹ _____, sometimes ² _____ happen. Athletes can ³ _____ an ankle, ⁴ _____ their shoulders or arms, or get a head ⁵ _____. An injury for an athlete can mean they won't ever play ⁶ _____ again.

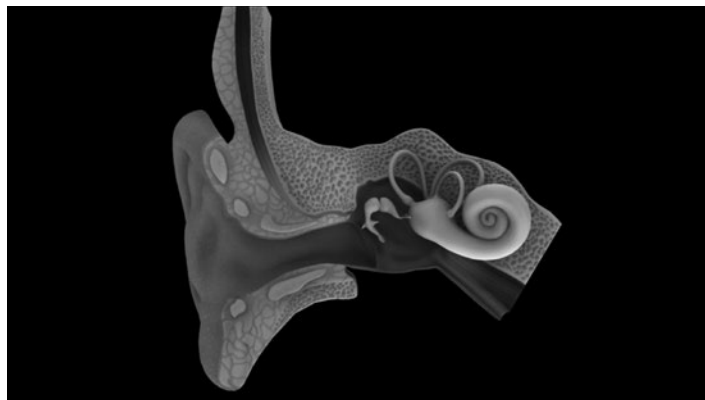
**F PAIR WORK Under each picture, write the job and one way to make it safer. Then discuss ideas with your partner.**

Hmm, a firefighter. Well, firefighters can wear safety suits.

And firefighters can exercise to make sure they're in good shape.

AFTER YOU WATCH

- A **PAIR WORK** In the video, the narrator says musicians depend on their hearing. What other risky jobs do people depend on their hearing for? What could happen if they had trouble hearing?



- B **PAIR WORK** Write jobs you might not want to do if you were afraid of ...

animals _____

blood _____

heights _____

insects _____

loud noises _____

small spaces _____



- C **GROUP WORK** What risks can you think of for these jobs? Think of three more jobs that look safe but can have risks. What are they?

lawyer office worker photographer taxi driver

BEFORE YOU WATCH



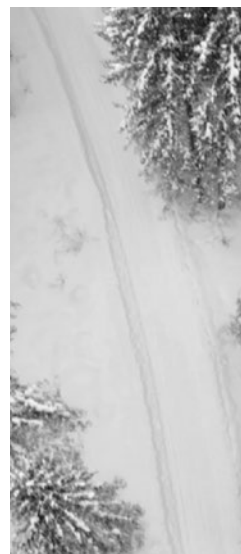
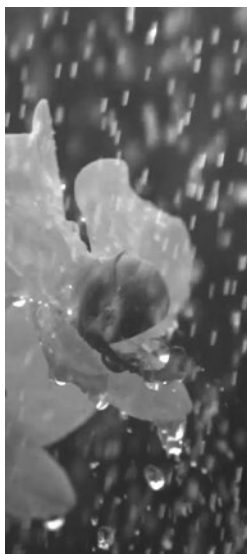
A **PAIR WORK** Look at the pictures above. Describe the landscapes you see. What do you think the weather is usually like in these places?

B Complete the sentences with words from the box.

damage heavy pattern seasonal seasons wildfires

- 1 There are four _____: winter, spring, summer, and fall.
- 2 _____ occur when an area burns strongly and out of control.
- 3 Weather is _____ when it lasts only during a certain time of the year.
- 4 A _____ is something that repeats regularly in a certain way.
- 5 _____ rain falls hard and in a large amount.
- 6 Extreme weather like flooding can cause _____ to cars and houses.

C **PAIR WORK** What different kinds of weather do you see in the pictures? What are the dangers in each kind of weather? Discuss with a partner.



WHILE YOU WATCH

A Watch the video and **circle** the correct answer to complete the sentences.

- 1 Seasonal weather depends on _____.
a where you live b what you do
- 2 In places where there are four seasons, you can expect one season to have _____.
a sand b snow
- 3 Weather is considered extreme when _____.
a there isn't a lot of rain b there isn't a lot of wind
- 4 The result of too much rain can be _____.
a fires b floods
- 5 A tropical storm with very high winds is a _____.
a sand storm b hurricane
- 6 North America had a lot of _____ in 2017.
a extreme weather b warm weather

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

- 1 Seasonal weather *never / usually* follows a pattern.
- 2 In some places in the world, it is rainy for *all / part* of the year.
- 3 The *landscape / cityscape* and the weather combine to create extreme weather.
- 4 Plants *grow / die* when there is a drought.
- 5 Places where the ground is *low / high* can flood.
- 6 Hurricanes usually happen over oceans that are *warm / cold*.



C Read the extreme weather mentioned in the video. Put the corresponding letter in the correct column of the table in the order you hear.

- a It takes years of rain to end it.
- b Cars and houses are all in danger.
- c High temperatures make it worse.
- d It has very high winds.
- e Lakes dry up.
- f It can happen in places near a river.
- g It can happen in places like California and Australia.
- h Warm water spins with the winds.

Drought	Flood	Hurricane
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- D** Look at the pictures. Write the kind of extreme weather that happened in each place. Then write three things that can be damaged after extreme weather like this.



1 _____



2 _____

- E** Match the first parts of the sentences (1–6) with the second parts (a–f) to make correct statements about the video.



- | | |
|---|--------------------------|
| 1 Dry heat can _____ | a cause sand storms. |
| 2 High temperatures can _____ | b last for years. |
| 3 Melting snow can _____ | c cause fires. |
| 4 Droughts can _____ | d cause floods. |
| 5 Hurricanes like Harvey and Irma can _____ | e make droughts worse. |
| 6 High winds in dry areas can _____ | f cause a lot of damage. |

- F** Read the statements below. Check (✓) the one that best summarizes the main idea of the video.

- ☐ Floods can cause a lot of damage.
- ☐ Hurricane Irma is an example of extreme weather.
- ☐ In some places of the world, extreme weather can happen.



AFTER YOU WATCH

- A** **PAIR WORK** In the video, the narrator says that extreme weather seems to be on the rise. What does he mean? What might be some reasons why?
- B** **GROUP WORK** Discuss the questions.
- 1 What is the weather usually like in your home country?
 - 2 Have you ever experienced extreme weather? If so, describe what happened.
 - 3 What would be the best landscape to live in? What about the worst? Why?
- C** **GROUP WORK** Imagine you have just heard about a hurricane coming your way. What would you do to prepare yourself and your family for it?



VIDEO TEACHING NOTES

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
be (affirmative, negative, questions)	People you know	Greet someone for the first time
Possessive adjectives	Everyday things	Greet someone who you know
Whose ... ?		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.

be			
	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 Gift items	Make and accept invitations Plan where and when to meet
Object pronouns		

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.

BUYING OR SELLING?

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 Verb patterns	Naming food Describing food	Order 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</i> and <i>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 Superlative adjectives	Accessories Appearance	Ask for an opinion 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
<i>have to</i> 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 is no problem because she loves this stuff.

Language summary

Grammar	Vocabulary	Functional language
Present perfect for experience Present perfect and simple past	Verb–noun internet phrases Social media verbs	Make requests 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, read 2 make, 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 1a.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 Gift items	Make and accept invitations Plan where and when to meet
Object pronouns		

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
☒ People buy lots of flowers.	☒ popular fall festival	☒ happens on the day with the fewest sunlight hours
☐ There's a huge fireworks show.	☐ Musicians from all over the world play folk music.	☐ happens on the day with the most sunlight hours
☐ takes place December 31	☒ takes place in the mountains of Switzerland	☒ 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.

THINK OUTSIDE THE MALL

Documentary summary

This video explains ways to show individual style and how to shop for things that are good for the planet. The video introduces the topic and then gives these specific ideas: shop at small stores, shop second hand, and customize clothing.

Language summary

Grammar	Vocabulary	Functional language
<i>be going to</i> Determiners	Money Shopping	Talk about your style Talk about changing your style Talk about changing shopping habits

BEFORE YOU WATCH p. 57

A Introduce the task Read the instructions aloud. Remind Ss they've had the words in the box in their Student Books.

Do the task Ss do the task individually.

Review answers Ss read the answers aloud. Then display or project the six photos. Ss say the answer as you point to each one.

Answers

1 mall 2 market 3 department store 4 planet
5 sell 6 second hand

B Introduce the task Read the instructions aloud. Make sure Ss understand they will use the words from the word box in exercise A.

Do the task Ss do the task individually.

Review answers Have Ss go over their answers in pairs. Then have a volunteer read the paragraph aloud.

Answers

1 department store 2 mall 3 second hand
4 market 5 sell 6 planet

C PAIR WORK Introduce the task Read the instructions aloud. Read the words in the Glossary box. Help with meaning as needed.

Do the task Ss discuss the questions in pairs.

Review answers Have volunteers share their answers.

D PREDICT Introduce the task Read the instructions aloud.

Do the task Ss look at the photo, think about the title, and guess what the photo 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: c

WHILE YOU WATCH pp. 58–59

A Introduce the task Read the instructions aloud. Ss watch the video, check the main idea, and see if they guessed correctly. Tell students that when second hand is used as an adjective, like in the fourth choice, it has a hyphen.

Do the task Ss do the task individually.

Review answers Have Ss share their answers and whether their predictions were correct. Discuss incorrect answers as a class.

Answer

how to have individual style and help the planet

B Introduce the task Read the instructions aloud. Review vocabulary as needed.

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

Review answers Ss read their answers aloud.

Answers

1 markets 2 small 3 second-hand
4 customize

C Introduce the task Read the instructions aloud.

Do the task Have Ss match the statements and photos. Then play the video for Ss to check their answers.

Review answers Ss read their answers aloud.

Answers

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

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 false sentence and correcting it.

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

Review answers Ss read their answers aloud.

Answers

- 1 When you go to malls, there are a lot of the same stores.
- 2 Buying more when styles change is bad for the planet.
- 3 ✓
- 4 Items at markets are often cheaper.
- 5 ✓

E Introduce the task Read the instructions and statements aloud. Review the meaning of *advantages* (good) and *disadvantages* (bad), if needed.

Do the task Have Ss make guesses individually or in pairs. Then play the video for Ss to check their answers.

Review answers Ss read their answers aloud.

Answers

1 D 2 D 3 A 4 A 5 A

F [GROUP WORK] [CRITICAL THINKING] Introduce the task Read the instructions aloud. Give an example answer for the first item: *Number 1 is a disadvantage because you can't have an individual style when all the clothes are the same.*

Do the task Play the video. Ss take notes while they watch. Then Ss answer in small groups, giving their reason for each answer.

Review answers Ask a volunteer from each group to read aloud their answers using *because*.

Answers

- 1 This is a disadvantage because you can't have an individual style when all the clothes are the same.
- 2 This is a disadvantage because buying more clothes is bad for the planet.
- 3 This is an advantage because the shops away from the malls sell smaller brands and interesting styles.
- 4 This is an advantage because past styles look great, are cheaper, and don't hurt the planet.
- 5 This is an advantage because when you customize you can make things your individual style.

AFTER YOU WATCH p. 60

A [PAIR WORK] Introduce the topic Read the instructions and list aloud.

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

Review answers Pairs share some of their answers with the class.

B [PAIR WORK] Introduce the task Read the instructions aloud. Have Ss name items of clothing and accessories they see in the photos.

Do the task Ss discuss the questions in pairs.

Review answers Have partners work with another pair and say which style they would copy.

C [PAIR WORK] Introduce the topic Read the instructions aloud. Review *be going to* on Student Book page 55, if needed.

Do the task Ss discuss ways they're going to change their style in pairs.

Review answers Have a few volunteers share their answers with the class.

D [GROUP WORK] [CRITICAL THINKING] Introduce the topic Read the instructions aloud. Review the ways to shop to help the planet from the video (buy second hand, customize or make new items from old). Remind Ss that sustainable means *not bad for the environment*.

Do the task Ss think of more ways to shop and help the planet in small groups.

Review answers Have one S from each group share their group's ideas. The class decides which ideas are the most sustainable.

SAYING "NO" TO AIR TRAVEL

Documentary summary

This video explains that air travel is bad for the environment. It gives alternatives, starting with one man's journey visiting every country without ever getting on a plane. It then explores other options for traveling to different places by train, bus, and boat to see landscapes, go over mountains, go to islands, and cross oceans.

Language summary

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

BEFORE YOU WATCH p. 61

A Introduce the topic Read the instructions aloud.

Do the task Ss do the task individually.

Review the task Ss read the answers aloud. Ask volunteers to use the words in sentences. Lead with examples if needed.

Answers

1 d 2 b 3 e 4 a 5 c

B Introduce the task Read the instructions aloud. Have volunteers read the words and definitions in the Glossary box. Help with meaning as needed.

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

Review answers Check answers as a class.

Answers

Types of transportation: cargo ship, ferry

Parts of a landscape: islands

Prepositions: around

C [PAIR WORK] Introduce the task Read the instructions aloud.

Do the task Ss discuss what the photos show in pairs. Have Ss compare answers with another pair.

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

D [PREDICT] Introduce the task Read the instructions aloud.

Do the task Ss do the task individually.

Review answers You may want to have Ss share their predictions but wait until the next exercise to confirm them.

Answers

Correct prediction: c

WHILE YOU WATCH pp. 62–63

A Introduce the task Read the instructions aloud. Ss will watch the video and say if they guessed correctly. Tell them to look for the photos in exercise C on p. 61 as they watch.

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

Review answers Ss check their answers as a class.

B Introduce the task Read the instructions aloud. Read the words in the box aloud and have Ss repeat.

Do the task Ss do the first part of the task individually. Then play the video and have Ss number the photos.

Review answers Ss read their answers aloud. Check the labels for the photos and the numbers.

Answers

- A bus, 3
- B cycling, 7
- C walking, 8
- D sail boat, 6
- E cargo ship, 5
- F train, 2
- G ferry, 4
- H airplane, 1

C Introduce the task Read the instructions aloud.

Do the task Ss do the task individually. Then play the video for Ss to check their answers.

Review answers Ss read the answers aloud.

Answers

- 1 airplane 2 train 3 bus 4 ferry
- 5 cargo ship 6 Walking

D 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

- 1 ✓
- 2 You **can** travel around the world without flying.
- 3 ✓
- 4 It took Torbjørn 3,512 days to go around the world.
- 5 Trains are **better** for the environment than planes.
- 6 People travel from Europe to Asia by **train** on the Trans-Siberian Express.
- 7 ✓
- 8 ✓

E Introduce the task Read the instructions aloud. Make sure Ss understand there are two correct answers to complete each statement.

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 are worried about the environment.
want to travel slowly and meet people.
- 2 to every country.
for over 3,500 days.
- 3 learn about the world.
use many kinds of transportation.
- 4 good for travel in parts of South America.
better for the environment than planes.
- 5 are a cheap way to travel.
travel across the ocean.
- 6 make a safe plan for traveling.
make sure you have the right documents.

AFTER YOU WATCH p. 64

A PAIR WORK CRITICAL THINKING Introduce the task Read the instructions aloud. Reinforce that Ss will answer based on their opinions.

Do the task Ss do the task with a partner. Encourage pairs to comment and discuss their opinions before they come to an agreement.

Review answers Tell Ss that the class will review their answers after exercise B.

B GROUP WORK Introduce the task Read the instructions aloud. Tell Ss they will compare the order of items as they numbered them in A and answer the questions as a group in B.

Do the task Ss pairs from exercise A work with another pair.

Review answers Have a volunteer from each group share their answers to the questions. Take a class poll to see which type of transportation got the most votes for best and worst.

C GROUP WORK CRITICAL THINKING Introduce the task Read the instructions and the photo captions aloud. Help with vocabulary as needed. Review the functional language for making and responding to suggestions on Student Book page 80, if needed.

Do the task Ss discuss the photos and make and respond to new suggestions in small groups. Encourage them to respond to each other's suggestions.

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
<i>have to</i> Making predictions	Jobs Health problems	Offer help 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

- a construction worker / an electrician / a bridge worker = This is a risky job because you have to work very high from the ground.
- 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 c e a	f b	d h

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: Buying or selling?

(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.
- ...
- Eva** 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: Think outside the mall

When you go to malls, there are a lot of the same stores and the same brands. They sell thousands of items that are exactly the same. The styles often change. So, people buy more, and they don't use things for very long. It's bad for our planet. Today, many people want an individual style. They'd like to keep their things longer. Here are some ideas for how to shop for things that are good for our planet and find things that have individual style, too. Away from the big malls and department stores there are usually shopping streets with small, interesting stores. They often sell items from smaller brands. Small brands don't make thousands of the same item. They make their products well. So, you can use them for many years. You can find great items at markets too, and markets are often cheaper. A lot of styles from the past look great today. Markets and second-hand stores are good places to find individual items. They're usually cheaper. And they don't hurt the planet at all. There are many apps for buying and selling second hand, too. You can change items to your style. This is called customizing. You can pay an artist to customize your things. Or you can do it yourself. You can look online for ideas about how to make new things from old. Don't follow people online who tell you to copy their style. Find people who teach you how to make things. So, if you want to change how you shop, ask yourself "Why am I buying this? Do I really like it? Will I use it again and again?" Look for individual items which are made well or second-hand. Then customize them to make your own style!

Unit 8: Saying "no" to air travel

The airplane is an amazing machine. In an airplane, you can time travel. If you leave Tokyo at 5pm on a Monday, you can arrive in Los Angeles around 11am the same day. But these days, some people don't want to fly. They are worried about the environment. They want to travel more slowly, see the world, and meet its people. So, can you travel around the world without flying? The short answer is "yes." One man who has done it is Torbjørn Pedersen from Denmark. He went to every country in the world without getting on a plane. It took him 3,512 days! You can go around the world more quickly than that if you don't go to every country. But on any journey without flying, you'll move a lot more slowly. You'll also need to use a lot of different kinds of transportation. Trains are better for the environment than planes. When people travel from Europe to Asia, they often go by train on the Trans-Siberian Express. It's a good way to see this landscape. Buses will get you from A to B in areas with a lot of mountains like Central America or Patagonia. They are cheaper than trains and better for the planet than planes. Use ferries to travel between islands. For example, in Polynesia or the Philippines. Getting across an ocean needs a bigger boat. You can travel on cargo ships cheaply. If you can work on a sailing boat, you can sometimes get a free ride! There are parts of the world where cycling or walking is possible if you have time. You need to plan a safe route and make sure you have all the right documents. Traveling around the world without flying won't be easy. But the adventure will teach you about the world and yourself, too.

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.