

Life Goes On

Day-to-Day Stories and Language Activities

LOW INTERMEDIATE

TEACHER'S GUIDE

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New Readers Press

Life Goes On: Day-to-Day Stories and Language Activities
Teacher's Guide, Low-Intermediate Level
ISBN 978-1-56420-797-5

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New Readers Press
ProLiteracy's Publishing Division
104 Marcellus Street, Syracuse, New York 13204
www.newreaderspress.com

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Printed in the United States of America
9 8 7 6 5 4 3 2 1

Proceeds from the sale of New Readers Press materials support professional development, training, and technical assistance programs of ProLiteracy that benefit local literacy programs in the U.S. and around the globe.

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Overview

Life Goes On is a series of four student books that provide stories and activities—each specifically designed for introductory, low-beginning, high-beginning, or low-intermediate English language learners. The primary goal is to provide entertaining and relevant reading material that corresponds to key thematic units often studied by ESL students:

1. People	9. Community
2. Family	10. Housing
3. Transportation	11. Communication
4. Food	12. School
5. Health	13. Recreation
6. Work	14. Technology
7. Shopping	15. Civics
8. Money	

The topics in *Life Goes On* incorporate a wide variety of everyday situations, motivating students to read and develop fluency. The fifteen stories in each book portray diverse characters in interesting, often familiar, and sometimes amusing situations. In the Low-Intermediate Level of *Life Goes On*, students read about Setsuko, who worries about the side effects from various migraine medications; Olaf, who asks for a price adjustment after his new winter coat goes on sale; Farnaz, who generously donates blood every eight weeks; and Dirk, who is upset after his landlord refuses to return his \$1,500 security deposit. The lessons are not designed to be sequential, so they can be taught in any order.

Although the main purpose of these books is to help students develop reading skills, they also include focused practice in reading comprehension, vocabulary reinforcement, speaking, past-tense writing, comprehending realia, pronunciation, self- and partner-assessment tasks, and extension activities encouraging students to talk or write about key points in each lesson.

The accompanying audio also provides a reading of each story, the dialog for each lesson, and prompts for the listening activities.

This Teacher's Guide contains notes for using the Low-Intermediate Level of *Life Goes On*. The notes for each lesson have two sections, Preview and Exercises. Preview lists the main themes of each story. It also lets students draw on prior experiences and share ideas or knowledge about issues in the story. In addition, Preview suggests warm-up activities, focusing on key concepts and vocabulary.

The Exercises section suggests ways to prepare for, carry out, and expand on exercises that follow the

stories. The exercises are very easy to follow; these suggestions are provided to spark additional ideas.

Using *Life Goes On*, Low-Intermediate Level

Preview Activities

The illustrations that accompany each story are useful prompts for warm-up or preview activities. They can help create interest in the story, provide a starting point for discussion, and help introduce new vocabulary. They also help students reflect on personal experiences. Have students look at the illustrations, particularly the one that precedes the story. Encourage students to describe what they see, or prompt them with questions (e.g., “What do you see? Where is this person? What do you think is the problem? Why do you think that?”). If possible, have students use the illustration to guess what the story is about and make predictions about what will happen.

Students at the low-intermediate level may be capable of providing a lot of information about a particular illustration. Encourage students to supply as many details as possible regarding the physical descriptions of the characters, the setting, the activities they are engaged in, their emotions, their positions in relation to other people or objects in the picture, and their predicaments in cases where they clearly exist.

As you introduce or review vocabulary, write the words on the board and explain them through pictures (including the story illustration) or, when possible, real items. Encourage students to explain words they already know.

Stories

To present the stories, you can have students first listen to the audio one or more times to get a sense of the story line. Or you may prefer to have students initially follow the written text while listening to the recording. Pose a general comprehension question to focus students' listening and reading. On repetitions of the story, you may want to add other, more specific questions.

A primary goal is to give students repeated exposure to key words and sentence patterns. Sentences from the stories are recycled consistently in follow-up exercises. The word-for-word repetition of vocabulary and phrasing is intentional, providing valuable practice for students.

Comprehension Activities

At this level of *Life Goes On*, there are information questions following the story. Encourage students to answer these questions in complete sentences. These activities can be done either orally or in writing.

Vocabulary Exercises

These word-based exercises help students reinforce their understanding of words from the story and expand their vocabulary with related words. Encourage students to discuss the vocabulary in their own words or to use it in new sentences. After students fill in the missing words, ask them to expand the reading passage with additional details from the story. Word-based vocabulary exercises are generally organized in the grammatical areas of past-tense verbs, nouns, and adjectives. Other exercises require students to select the meanings of specific words or to match key vocabulary with its definition or opposite.

Dialogs

Each lesson contains a dialog based on the story. These dialogs, which can also be heard on the audio, model key interactions from the story. Have the students listen before reading the dialog. Play the audio several times if necessary. Check comprehension and discuss the content. Then play the audio again one or more times. You can also read the dialog from the student book; stop after each line and have students repeat what was said. This activity prepares students to act out the dialog and provides useful pronunciation practice. Students can then practice with partners, using their books if necessary. If possible, encourage students to improvise their own conversations based on the dialog and to create new conversations on related topics. For additional practice, write these new conversations on the board for students to copy and say. Dialogs can also create opportunities for role-play activities.

Past-Tense Verbs

At the Low-Intermediate Level, students have several opportunities to provide both present-tense and negative forms of past-tense verbs. In other exercises, students either write complete sentences in the affirmative or negative past tense or choose the correct usage of *was* and *were*. Encourage students to create new past-tense sentences using other regular or irregular verbs.

Checklist/Realia

Students encounter other activities including a checklist of side effects that some people experience when they take migraine medications, and a realia exercise that offers information for blood donors. Students can glean information from the reading to answer a series of follow-up comprehension questions

relevant to the issue. Encourage students to answer these questions either orally—in pairs or in small groups—or in writing; consider assigning these questions either as class work or for homework, having students write their answers on their own paper.

Listening Exercises

In the word-based listening exercises, students listen to the sentences on the audio and then write the missing word or words in each sentence. The prompts for these exercises are on the audio. They are also printed at the end of the student book so that you can read them if the audio is not available or have students prompt each other. The printed prompts also let students check their answers. With more proficient students, consider using the Listening section as a dictation, with students transcribing the entire sentences on their own paper.

Pronunciation

Pronunciation exercises at this level require students to mark *d*, *t*, or *id*, to show the pronunciation of the final sound in lists of past-tense verbs. Another pronunciation activity asks students to select the *s*, *z*, or *iz* to show the correct pronunciation of the final sound in a list of plural nouns. Ask students to find where the words appear in the story or dialog, and then to practice the pronunciation of the sentence or line that includes it. Encourage students to use these words in new sentences either orally or in writing.

What about you?

This activity allows students to personalize various events in each story and reflect on their own experience with a specific subject. The exercise offers practice in four language areas: reading, writing, speaking, and listening. Students read the statement, write the corresponding question, ask a partner the question, and listen to the partner's response. After the interactive part of the exercise, encourage students to report back about their partner (e.g., “Edmundo has many people in his extended family.” “Amalia almost always uses public transportation.” “Uriel sometimes buys things that are on clearance.”).

Topics for Discussion or Writing

This extension activity encourages students to talk or write about key points in each lesson and gives students an opportunity to share additional thoughts and information on a topic. Encourage development of writing skills by having students respond to each question in complete sentences. For students at higher levels, these writing exercises can provide an opportunity to practice paragraph-building and composition structure.

Lesson Notes

Lesson 1

Not Ambitious (pp. 4–9)

Theme: People

Preview

Details in this story offer the opportunity to teach or review vocabulary for the behaviors of an unambitious young man and some ultimatums delivered to motivate him.

Teach or review the adjective *ambitious*. Explain that it describes a person who has a strong desire to be successful in life. Explain that a person who is *not ambitious* has a *lack of motivation*, or no desire for success or achievement. Introduce Johnny, who was clearly not ambitious. Explain that *he had a low-paying part-time job and lived in his parents' basement*. Discuss Johnny's approach to life as explained in the story: *Johnny wasn't interested in continuing his education. He slept late and spent most of his time watching television.* Elicit responses from students about what they spend most of their time doing (e.g., "I spend most of my time working." "I spend most of my time studying." "I spend most of my time taking care of my children.").

Introduce Zarek, Johnny's father. Explain how Zarek was the complete opposite of Johnny: *Zarek was a very hard worker and had accomplished a lot in his life. He immigrated to this country when he was fourteen. He studied hard and learned English. Zarek went to school and learned to be an electrician. He bought a house. He supported a family.* Elicit responses from students about accomplishments they have made or wish to make in the future (e.g., finish high school, get a college degree, learn a trade, have a family, start a business, run a marathon, speak English fluently, own a home, travel around the world).

Point out how Johnny's behavior and attitude *particularly aggravated his father, Zarek*. Indicate how *Zarek couldn't stand to watch Johnny waste time and do nothing*. Ask students how they think Zarek should handle this situation (e.g., ask Johnny to leave home, have patience for a few more years, insist Johnny go back to school, watch TV with him). Explain the three options that Zarek actually gives Johnny in the story (e.g., *enroll in college or a vocational school; get a full-time job and pay rent; move out in thirty days and live independently*). Ask students whether or not they think these choices are fair.

Ask students whether or not they watch television and, if so, what kinds of things they like to watch (e.g.,

news, movies, soap operas, sports, cooking shows, reality shows, music videos, sitcoms). Ask students which sitcoms they watch in particular. Mention that sitcoms are generally lighthearted and have characters that are often *joking* with one another. Ask students if they have similar programs in their native countries and how *fathers on TV*, in particular, are often portrayed (e.g., incompetent, ignorant, silly, humorous, oblivious, relaxed).

Introduce or review other key vocabulary as needed (e.g., ambitious, low-paying, part-time job, parents' basement, wasn't interested in, continuing, education, slept late, spent most of his time watching television, made promises, this or that, nothing ever happened, lack of motivation, particularly aggravated, hard worker, had accomplished, immigrated, country, fourteen, studied hard, learned English, learned to be, electrician, bought, house, supported, family, couldn't stand, waste time, do nothing, walked down, basement steps, of course, sofa, We need to talk, You aren't doing anything with your life, isn't good for you, enroll in college or a vocational school, get a full-time job and pay rent, options, move out in thirty days and live independently, sadly, Do you really mean it?, fathers on TV, joking).

Exercises

A Conversation in the Basement Encourage students to respond to Johnny's request for other options (e.g., "You can paint the house." "You can trim the trees." "You can help me at work.").

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., "Did you study hard and learn English?" "Did she buy a house?").

Topics for Discussion or Writing In number 3, ask students for a specific example of something they want to accomplish and how they can go about accomplishing it (e.g., "I want to be an appliance repairperson. I'm going to enroll in a vocational program next fall.").

Lesson 2

The Family Reunion (pp. 10–15)

Theme: Family

Preview

Details in this story offer the opportunity to teach or review vocabulary for immediate and extended family members and excuses people may have for not attending events.

Introduce Lydia, the main character in the story. Discuss how she *had a very nice family*. Explain how *she got along well with most of her relatives and enjoyed seeing them very much*. Say that *many of her relatives lived far away and she didn't get to visit with them often*. Elicit responses from students about whether or not many of their relatives live far away and, if so, how often they get to visit with them (e.g., “My mother lives in Vietnam. I visit her about every three years.”).

Teach or review the term *family reunion*. Say that it is a time when a group of relatives meet on a specific day for the purpose of getting together. Explain that *Lydia organized a family reunion at her home*. Teach or review the names of the people in Lydia's *extended family*: *brothers, sisters, uncles, aunts, cousins, in-laws, nieces, and nephews*. Encourage students to name some people in their extended families.

Discuss the negative aspect of Lydia's family reunion, her *cousin Earl*. Explain that *Lydia never enjoyed seeing him*. Then discuss how *Earl was completely obnoxious. He was loud and unpleasant and always asked to borrow money*. Ask students if they are related to or know someone like Lydia's cousin Earl. Ask students if they, like Lydia, can *tolerate* this person *for a day or two*. Also, ask students whether or not family members or friends occasionally ask to borrow money and how they react to that request.

Explain that *after two weeks, Lydia got only negative responses to her invitations*. Teach or review the excuses that Lydia's relatives have for not attending the family reunion this year: *Her brother was taking a long trip. Her niece couldn't afford to get away this year. Her sister-in-law couldn't get time off from work. Her uncle was having back surgery. Even her mother had other plans at that time*. Encourage students to make additional excuses for being unable to go (e.g., “It costs too much to travel.” “I have other plans during my time off.” “I don't get along with my brother-in-law.”).

Teach or review the natural feelings that Lydia has about the poor turnout for her reunion (e.g., *disappointed, sad, let down, frustrated, upset*). Ask students whether or not they have ever planned an event that some people couldn't attend and, if so, what type of event it was (e.g., birthday party, wedding, graduation party, bar mitzvah).

Introduce or review other key vocabulary as needed (e.g., *got along well, relatives, enjoyed seeing them, unfortunately, lived far away, didn't get to visit with, every year, organized, family reunion, many people, extended family, brothers, sisters, uncles, aunts, cousins, in-laws, nieces, nephews, a lot of fun, problem, never enjoyed seeing, completely obnoxious, loud, unpleasant, always asked to borrow money, didn't need*

to pay too much attention, certainly tolerate, day or two, negative responses, invitations, long trip, couldn't afford, couldn't get time off from work, having back surgery, had other plans, disappointed, husband, sad, no one can come, I forgot to tell you, loud message, answering machine, borrow the money to get home).

Exercises

A Conversation About the Family Reunion

Encourage students to suggest other family members and their reasons for not being able to attend (e.g., “What about your great-aunt?” “She's taking a cruise to Alaska.”).

Past-Tense Verbs In Part A, ask students to use these past-tense forms in creating their own sentences.

Topics for Discussion or Writing In number 2, ask students to use adjectives to describe a certain person they never enjoy seeing (e.g., *rude, inconsiderate, stingy, lazy, impolite, crude, bad-tempered*) and why that person deserves to be described in that way (e.g., “He always needs to be the center of attention.” “She's always telling embarrassing stories.”).

Lesson 3

A Taxi to the Airport (pp. 16–21)

Theme: Transportation

Preview

Details in this story offer the opportunity to teach or review vocabulary for the advantages and disadvantages of various means of transportation.

Introduce Abdul, who *needed to go to the airport*. Explain that *Abdul didn't own a car and almost always used public transportation*. Teach or review the common forms of public transportation that are available in some cities (e.g., bus, subway, trolley, train). Elicit responses from students about the kinds of transportation they usually use to get around (e.g., “I usually take the bus.” “I usually drive my car.” “I usually ride my bicycle.”). Discuss Abdul's opinion of the public transportation system: *The fares were reasonable. And the bus and subway were generally pretty reliable*. Ask students whether or not they agree with those statements based on the public transportation options in your community.

Explain that *Abdul was taking an early flight to Chicago to visit his brother. Abdul knew it was important to get to the airport on time*. Ask students their opinions of how long it's necessary to be at the airport before a flight departs (e.g., one and a half

hours, two hours, three hours). Discuss activities that are necessary prior to getting on a flight (e.g., check baggage, go through security, line up for boarding).

Teach or review the name and location of the nearest major airport in your community. Ask students whether or not they sometimes need to go there and, if so, which method of transportation they use. Discuss Abdul's concerns that he *didn't want to wait at a bus stop or on a subway platform. He didn't want to spend the extra time picking up or dropping off other passengers at various stops.* Ask students if they think that Abdul made a wise decision when he *decided to take a taxi.*

Use a gesture to show the way Abdul *flagged down a taxi on the street.* Ask students whether or not they sometimes take taxis and, if so, on what occasions (e.g., "I take a taxi home when I'm out late at night." "I take a taxi when I can share it with other people and it doesn't cost so much."). Discuss the advantages (e.g., direct, sometimes faster, uncrowded) and disadvantages (e.g., very *expensive*, driver sometimes gets lost) of taking a taxi. Then talk about Abdul's experience as *the driver hit every red light. He made several wrong turns and took a very indirect route. At one point, the driver even pulled over and studied a map.* Mention the way Abdul *looked at the meter nervously.* Ask students to approximate how much a trip by taxi to the nearest airport would cost.

Introduce or review other key vocabulary as needed (e.g., didn't own, almost always used, public transportation, travel around, city, took the bus, subway, fares, reasonable, generally pretty reliable, last week, airport, early flight, Chicago, visit his brother, knew, important, get to, on time, didn't want to wait, bus stop, subway platform, didn't want to spend, extra time, picking up, dropping off, passengers, various stops, to be safe, decided, taxi, flagged down, unfortunately, driver, hit, red light, several wrong turns, took a very indirect route, at one point, pulled over, studied a map, looked at the meter nervously, taking too long, getting more and more expensive, finally, arrived, looked at, watch, felt very annoyed, gave, long trip, first day on the job, don't come, very often).

Exercises

A Conversation with the Taxi Driver Encourage students to substitute other destinations for the airport (e.g., "The hotel is just ahead." "The train station is just ahead." "The hospital is just ahead.").

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., "Did she need to go to the airport?" "Did you give the driver \$35?").

Topics for Discussion or Writing In number 2, encourage students to give reasons to support their positions about whether or not a particular means of

public transportation is reliable (e.g., "I don't think the buses in my community are very reliable. They're often behind schedule. They only run every hour on the weekends. They stop at every stop. There are no express buses on my line.").

Lesson 4

Always Something Wrong (pp. 22–27)

Theme: Food

Preview

Details in this story offer the opportunity to teach or review vocabulary for characteristics of foods and common ingredients in sandwiches.

Introduce Michael, who *worked in a popular sandwich shop on State Street.* Explain that Michael *had many regular customers and took pride in making very good sandwiches.* Ask students if they take pride in their work and, if so, what they take pride in doing (e.g., "I take pride in repairing cars." "I take pride in reupholstering furniture." "I take pride in assembling electronic components."). Ask students whether or not they receive *compliments* on their work like Michael does from his satisfied customers. Use the illustration to point out what the customers are thinking or saying about their sandwiches.

Introduce Mr. Sullivan, who *was never completely satisfied.* Explain that *Mr. Sullivan always found something wrong with his sandwich.* Mention that *every day, he ordered the same turkey sandwich with lettuce, tomato, cheese, pickles, and mayonnaise.* Also, explain that Mr. Sullivan made a point of requesting *no mustard.* If necessary, teach or review the sandwich ingredients named above as well as eliciting responses from students about other things people sometimes put on sandwiches (e.g., olives, onions, peppers, oil, bean sprouts, relish, avocado).

Teach or review the characteristics of the foods that Mr. Sullivan criticized (e.g., *too thick, too soggy, too soft, too hard, too sour, too heavy*). Encourage students to name some foods that could be described using these words (e.g., cereal, pizza, bread, lemons, sauces). Then apply these adjectives to the turkey, lettuce, tomato, cheese, pickles, and mayonnaise referred to in the story. Ask students whether or not they would complain about the qualities of these ingredients the way that Mr. Sullivan does.

Discuss the measures that Michael takes to prepare *the perfect sandwich* for Mr. Sullivan. Point out the opposite of the previous adjectives that Michael uses

when he presents his latest attempt: “*The turkey slices are thin. The lettuce is crisp. The tomato is firm. The cheese is soft. The pickles are sweet. And the mayonnaise is very, very light.*”

Introduce or review other key vocabulary as needed (e.g., worked, popular, sandwich shop, regular customers, took pride in, sat, during lunch hour, enjoyed, delicious, delightful, fantastic, felt, hear, compliments, unfortunately, never completely satisfied, always found something wrong, every day, ordered, same turkey sandwich with lettuce, tomato, cheese, pickles, mayonnaise, no mustard, reminded, made, day after day, somehow, never quite right, slices, too thick, too soggy, too soft, too hard, too sour, too heavy, remembered, comments, tried to make him happier the next day, finally, was sure, perfect, Taste this, please, thin, crisp, firm, sweet, light, took a bite, Hmm, Better, I suppose, could use, a little mustard).

Exercises

A Conversation in the Sandwich Shop Encourage students to vary the description of the ingredients (e.g., “How are the tuna and the mayonnaise?” “The tuna is fresh, and the mayonnaise is light.”).

Past-Tense Verbs In Part B, ask students to brainstorm additional ingredients and adjectives to describe them. Then ask them to decide whether to use *was* or *were* (e.g., “The relish was too sweet.” “The olives were too salty.”).

Topics for Discussion or Writing In number 2, encourage students to think about other areas in their lives and activities they take pride in (e.g., “I take pride in volunteering in my child’s classroom.” “I take pride in getting good grades.” “I take pride in caring for my elderly parents.”).

Lesson 5

Side Effects from Medication

(pp. 28–33)

Theme: Health

Preview

Details in this story offer the opportunity to teach or review vocabulary for the symptoms of migraine headaches, side effects some people experience when taking prescription medications, and ways to prevent migraines before they occur.

Teach or review the meaning of *migraine*. Explain it as a very painful headache. Discuss the symptoms some people have with migraines (e.g., *throbbing pain around their heads*, upset stomach, sensitivity to light

and sound, vision problems). Ask students whether or not they occasionally have migraines.

Introduce Setsuko, who *knew she was getting another migraine as the morning sun shone brightly through her bedroom window*. Explain that Setsuko *had tried several over-the-counter headache medications, but nothing really worked. So she decided to go to Dr. Williams for an evaluation*. Ask students to name some common over-the-counter headache medications. Elicit responses from students about whether or not they think these medications are effective.

Teach or review the term *side effects*. Explain that it is an undesirable secondary result that is produced by drugs or other medical treatments. Discuss the side effects that Setsuko experienced or *was concerned about* with her prescription medications (e.g., *nausea, dizziness, muscle weakness, feeling tired, addictive*). Mention that *Setsuko worried more about the medications than about the migraines*. Ask students if they occasionally see or hear advertisements for prescription drugs in magazines, on television, on the Internet, or on the radio. Ask if they notice that these ads often contain warnings about possible side effects in either very small print, or through a narrator quickly reciting a long list of them.

As a whole class or in small groups, brainstorm a list of side effects that some people experience when taking medications (e.g., palpitations, vomiting, diarrhea, flu-like symptoms, shortness of breath, sore throat, depression, irritability, sleeplessness, leg cramps, confusion, weight gain or loss, sweating, ringing in the ears). Ask students about the kinds of symptoms that a patient should be concerned about.

Discuss the preventive measures that Setsuko’s doctor suggests in the story: *Eat a healthy diet. Get enough sleep and drink a lot of water . . . Avoid loud noises and bright lights*. Ask students whether or not they agree that this is good advice. Elicit responses about things that can cause people to get headaches and what they do once headaches occur (e.g., “I get a headache when I hear loud machinery. I take ibuprofen and wear earplugs.”).

Introduce or review other key vocabulary as needed (e.g., morning sun, shone, brightly, bedroom window, at that moment, knew, migraine, felt, throbbing pain, around her head, terrible, lasted, for several hours, had tried, several, over-the-counter headache medications, nothing really worked, evaluation, examined, wrote, prescription, seemed to help a little, unpleasant side effects, nausea, dizziness, caused, muscle weakness, feel tired, concerned about, addictive, worried, reminded, try to stop migraines before they happened, Eat a healthy

diet, Get enough sleep and drink a lot of water, Avoid loud noises and bright lights, really bright, wait, shade).

Exercises

A Conversation with the Doctor Encourage students to offer more common-sense advice from the doctor at the end of this dialog (e.g., “Get regular exercise.” “Control your stress.” “Avoid caffeine.”).

Side Effects Teach or review the meanings of any side effects that students don’t understand. Stress the importance of informing your doctor about any side effects you may experience while taking a particular medication.

Topics for Discussion or Writing In number 3, elicit responses from students about other medications that require prescriptions in this country (e.g., antibiotics, some allergy medications, anti-inflammatory drugs, antidepressant medications, medications to treat high blood pressure). Encourage students to discuss whether or not prescriptions for these drugs are also necessary in their native countries.

Lesson 6

Getting Laid Off (pp. 34–39)

Theme: Work

Preview

Details in this story offer the opportunity to teach or review vocabulary for obtaining temporary employment and for understanding what it means to get laid off.

Introduce Isabel, who *was looking for a part-time job*. Explain that *it was the middle of November*, a time when many retail stores hire additional employees to accommodate people shopping during the *holidays*. Elicit responses from students about particular holidays celebrated in December (e.g., Christmas, Hanukkah, Kwanzaa). Ask students about the names and times of other holidays in their native countries. Ask whether or not these special times involve people giving gifts to one another.

Mention that Isabel *went to the shopping mall and filled out several applications*. Elicit the names of various stores in your local shopping mall. Ask students whether or not they have ever applied for a job or actually worked in one of these stores. Elicit responses from students about items that people can buy at various stores in shopping malls (e.g., *clothing, jewelry, shoes, cosmetics, books, toys, gadgets*).

Point out that *Isabel understood that her position was only temporary*. Explain that Isabel *expected to get laid off along with several other workers*. Ask students if they have ever had a temporary, or short-term,

position and, if so, how long they had it. Make clear the difference between getting laid off (e.g., losing a job due to a lack of work in a particular place) and getting fired (losing a job due to one’s personal irresponsibility).

Introduce Victoria, Isabel’s *evening manager*, who *was very unpleasant*. Tell the students how *Victoria continually reminded Isabel and the other temporary workers that they were going to get laid off*. Review the remarks that Victoria made to Isabel and the other temporary workers: *“Please organize the stockroom before you get laid off.”* *“Please finish the inventory before you get laid off.”* Explain how *Isabel thought Victoria’s comments were very insensitive*. Brainstorm other words that describe Victoria’s comments (e.g., rude, unfeeling, cruel, mean-spirited, impolite, spiteful, uncaring, offensive, disrespectful, malicious, mean, nasty). Ask students how they would react to comments like these. Encourage students to share a first-hand experience of dealing with a difficult manager.

Ask students who are employed to raise their hands. Ask these students how they found their jobs and if previous *experience helped* them to get their jobs. Ask them whether or not they were required to fill out an application. Encourage students who work in retail stores to describe some tasks they do at work (e.g., restock merchandise, do inventory, organize the stockroom, price various items, do cashiering, help customers find things).

Introduce or review other key vocabulary as needed (e.g., middle of November, was looking, part-time job, shopping mall, filled out, applications, soon, was hired, clothing store, Sheila’s Fashions, understood, position, temporary, January, after the holidays, expected, get laid off, along with, other workers, co-workers, nice, evening manager, unpleasant, continually reminded, organize, stockroom, finish, inventory, thought, comments, insensitive, wasn’t long, found another job, Mason’s Jewelry Store, fortunately, experience, pleasant, surprised, politely, Can I help you with something?, I’d like to fill out a job application, didn’t need, I got laid off).

Exercises

A Conversation at the Shopping Mall Encourage students to expand this dialog by giving answers to additional questions that could be asked initially (e.g., “What hours are you available?” “Can you work full time or part time?” “Do you have any experience?”).

Past-Tense Verbs In Part A, encourage students to write affirmative and negative sentences with the past-tense verbs in the exercise (e.g., “She filled out an application at the shoe store.” “She didn’t fill out an application at the shoe store.”).

Topics for Discussion or Writing In number 1, have students brainstorm a list of plausible reasons for a worker to get laid off (e.g., insufficient work, too many existing employees, decline in business, reorganization).

Lesson 7

A Price Adjustment (pp. 40–45)

Theme: Shopping

Preview

Details in this story offer the opportunity to teach or review vocabulary for clothing and for inquiring about price-adjustment policies at a department store.

Introduce Olaf, who *stood in Coleman's Department Store admiring a nice winter coat*. Explain that *it was the right color and style, and it fit him very well. Unfortunately, it wasn't on sale and it cost a lot of money*: \$200. Ask students if they need to wear winter coats and, if so, which months of the year they are likely to need them. Ask students where people can buy winter coats in your community. Elicit responses from students about how much they paid for their winter coats or other winter clothing. Ask if they paid full price, bought it on sale, or bought it *on clearance*—at the lowest price one can purchase an item.

Teach or review the term *price adjustment*. Tell students that many stores are willing to give the buyer the difference in price if he or she pays full price for an item, and then that particular item goes on sale a very short time later. Discuss the conditions that the salesclerk explains to Olaf: *If that coat goes on sale within fourteen days, then you can get the sale price. Just bring in your receipt.* Ask students whether or not they have ever asked for or received a price adjustment. Encourage students to find out about the price-adjustment policies at the larger stores in your community.

Mention that *after thirteen days, Olaf returned to Coleman's Department Store and checked the price. Luckily, it was on sale for \$150. Olaf gave the salesclerk his receipt. Then he filled out a short form, and the salesclerk promised he would receive a \$50 check soon*. Ask students to imagine how Olaf would have felt if he had forgotten to return to the store and get the adjustment (e.g., sad, angry, disappointed, furious, irritated). Encourage students to share a first-hand experience of buying something and then discovering it on sale sometime later.

Ask students whether or not they have ever been wearing a particular article of clothing that another

person was wearing at the same time. Ask about emotions that a person in this situation might feel (e.g., embarrassed, flattered, annoyed, amused). Explain what Olaf said to a co-worker who also bought the same winter coat: *You have good taste!*

Introduce or review other key vocabulary as needed (e.g., late in the fall, stood, Coleman's Department Store, admiring, nice winter coat, right color, style, fit, unfortunately, wasn't on sale, cost, a lot of money, could be gone, waited, buy, salesclerk, price adjustments, clothing, went on sale, within fourteen days, sale price, bring in, receipt, bought, after thirteen days, returned, checked, luckily, gave, filled out, short form, promised, receive, check, strangely enough, unusually warm winter, didn't need to put on, until January, finally, cold enough, wear, walked into, office, noticed, co-workers, was hanging up, same, laughed, You have good taste, love, yesterday, on clearance).

Exercises

A Conversation at Coleman's Department Store Ask students to vary the item they bought, the price it cost, and the sale price.

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., “Did it fit him very well?” “Did they do price adjustments?”).

Topics for Discussion or Writing In number 3, use pictures, if possible, to teach or review the names of various winter clothing (e.g., gloves, jacket, long underwear, scarf, hat, mittens). Elicit responses from students about the purpose of various articles (e.g., “I need gloves to keep my hands warm.”).

Lesson 8

Bank Fees (pp. 46–51)

Theme: Money

Preview

Details in this story offer the opportunity to teach or review vocabulary for services that some banks charge for and the wisdom in comparing banking fees.

Introduce Hieu, who *really tried to save a little money every month*. Explain that *Hieu worked a lot of overtime. Hieu also had a roommate, Irving, who helped by sharing rent and other household expenses*. Elicit responses from students about ways they try to save money every month (e.g., live in a low-rent area, take the bus, bring lunch to work, have three roommates, buy furniture in a secondhand store).

Elicit responses from students about the names of various banks in your community. Ask students about specific banks they use and if they are satisfied with

the services that their particular banks provide. Ask if their banks send them a monthly *statement* and, if so, whether or not they look at it carefully. Explain that Hieu was extremely upset by his very high bank fees and thought they must be *a mistake*.

Discuss the particular fees that Hieu incurred: *It cost \$10 to transfer some money to his sister's account. It cost \$15 when his balance went below \$1,000. It cost \$9 to use his debit card a few times. It cost \$7 to use other ATMs. It cost \$18 to have new checks printed. And it cost \$8 for a monthly account-maintenance fee.* Ask students whether or not their banks charge for similar services and, if so, how much those charges are.

Ask students to consider the opinion and advice given by Irving, Hieu's roommate. Irving claimed that *banks are not all the same. Look at other banks and find out about their fees. See which bank offers you the best deal. And move your money to that one.* Elicit responses from students as to whether or not they agree with Irving. Encourage students to investigate whether or not their banks have fees for the things Hieu was charged for and, if so, how much they are. As a whole-class project, consider determining the banks in your community that offer their customers the best deal.

Introduce or review other key vocabulary as needed (e.g., really tried, save, money, every month, worked, overtime, roommate, sharing, rent, household, expenses, came home, saw, mail, on the table, picked up, bank statement, opened, envelope, couldn't believe it, fees, thought, mistake, sat down, looked through, very carefully, unfortunately, added up, cost, transfer, sister's account, balance, went below, use, debit card, a few times, other ATMs, checks, printed, monthly account-maintenance fee, unbelievable, can't imagine, things, charging me for, You know, not all the same, look at, find out, offers, best deal, move your money to that one, You're right, take my money out, bank manager, complain, Go ahead, phone call).

Exercises

A Conversation About a Bank Statement Ask students to vary the total amount of the bank fees. Encourage them to give additional reasons why they are so high (e.g., "It cost \$15 to have some foreign currency converted.").

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., "Did he think this was a mistake?" "Did you find out about their fees?").

Topics for Discussion or Writing In number 2, brainstorm additional services a bank may offer (e.g., credit cards, loans, traveler's checks, foreign money conversion, overdraft protection, cashier's checks).

Encourage students to find out how much various banks charge for these things.

Lesson 9

A Blood Donor (pp. 52–57)

Theme: Community

Preview

Details in this story offer the opportunity to teach or review vocabulary for the importance of donating blood, the standard requirements for donors, and the screening process that protects both donors and the people who receive their blood.

Ask students whether or not they have given blood and, if so, at which *blood center* they donated. Encourage students who have donated to share a first-hand experience of the process. Provide information about places to give blood in your community. Teach or review the reasons that people need blood: *millions of people need blood transfusions each year. People need blood during surgeries. Others need it because of accidents. And others need parts of blood to treat diseases.*

Using the illustration in the story, introduce Farnaz, who *had just donated a pint of blood*. Explain that *she drank her orange juice and swallowed the last bite of a chocolate donut.* Say that *blood donors* typically sit in an observation area where they eat a sugary snack and rest after giving blood. Point out the *bandage* on Farnaz's arm. Explain that donors are advised to wait for at least four hours before removing the bandage from their arms.

Teach or review the word *requirements*. Explain that these are the conditions that donors must meet in order to safely donate blood. Say that Farnaz *certainly met those requirements. She was in good health. She was over 17 years old and weighed over 110 pounds. And she passed the physical and health history evaluations.* Say that the physical part of the evaluation checks a donor's temperature, pulse, blood pressure, and blood count.

Stress the fact that Farnaz *knew there was no risk of contracting an infection. Blood centers carefully screened donors. It was safe for her. And it was safe for the people who received her and other donors' blood.* Explain that donors must answer personal questions to protect others from infections that can be transmitted through the blood. Mention that these confidential questions will address subjects such as sexual behavior, intravenous drug use, travel outside of the U.S., and possible exposure to or past history of some diseases.

Repeat what Farnaz says to the receptionist at the blood center: *See you in eight weeks*. Ask students whether or not they would consider giving blood every eight weeks. Elicit responses from students about why some people are reluctant to give blood (e.g., “They don’t like needles.” “They’re afraid they’re going to faint.” “They don’t want to feel weak.” “They don’t like the sight of blood.” “They’re afraid of getting an infection.”).

Introduce or review other key vocabulary as needed (e.g., had just donated, pint, blood, drank, orange juice, swallowed, the last bite, chocolate donut, bandage, arm, felt, fine, time to leave, walked toward, front door, blood center, blood donor, knew, millions of blood transfusions, each year, during surgeries, accidents, parts of blood, treat, diseases, requirements, certainly, met, over 17 years old, weighed, over 110 pounds, passed, physical, health history, evaluations, no risk of, contracting, infection, carefully, screened, safe, received, See you in eight weeks, receptionist, young man, looked up, magazine, Do you do this every eight weeks?, proudly, I don’t like needles, waiting, friend, Too bad, You can save lives, turned to, May I please donate, too?).

Exercises

A Conversation at the Blood Center Encourage students to vary the length of time between donations (e.g., “See you in three months.” “See you next year.”) and the kinds of snacks the donor comments on (e.g., “Too bad. You can save lives and have a sugar cookie.” “You can save lives and have a brownie.”).

After a Blood Donation If possible, ask students who have been through the blood-donation process to share the symptoms they felt and when and how those symptoms disappeared.

Topics for Discussion or Writing In number 3, encourage students to share a story of someone they know who needed a blood transfusion (e.g., “My mother-in-law had a hip-replacement surgery and required two units of blood.”).

Lesson 10

The Security Deposit

(pp. 58–63)

Theme: Housing

Preview

Details in this story offer the opportunity to teach or review vocabulary for the common payment of a

security deposit and reasons why security deposits should and shouldn’t be returned.

Introduce Dirk, whose *father helped him rent a two-bedroom apartment*. Explain that *among other costs, they paid the landlord, Mrs. Jenkins, a \$1,500 security deposit*. Ask students who rent their homes whether or not they had to pay a security deposit and, if so, how much it was. Add that *Dirk lived in this apartment during the four years he went to college. He had several different roommates. There were at least three or four other students living in the apartment at the same time*. Ask students whether or not they have had different roommates or ever lived with several other people at the same time.

Discuss that *in June, Dirk graduated from college. So he gave Mrs. Jenkins his notice and asked his roommates to find other housing*. Say how *Mrs. Jenkins came over to the apartment for a move-out inspection*. Encourage students to guess about Mrs. Jenkins’s reaction to the condition of the apartment. Using the illustration in the dialog, ask students to say some of the obvious problems it has (e.g., broken window, hole in the wall, burn mark, pet stain, trash). Ask students if they think it was fair when Mrs. Jenkins *refused to return Dirk’s security deposit*.

Ask students if they have ever been refused their security deposits when they moved out. Encourage students to give reasons why they were refused (e.g., “There were oil spots on the carpet because I parked my motor scooter inside.” “My roommate tore down the pink wallpaper in my landlord’s living room.” “I wasn’t supposed to have a cat, and the apartment smelled really bad.”).

Explain how *Dirk was very upset and called his father*. Teach or review the meaning of his father’s comments: *We’ll send Mrs. Jenkins a letter asking for our security deposit and interest . . . And if she still doesn’t return the security deposit, we’ll sue her in small claims court*. Ask students whether or not they have ever sued or been sued by someone in small claims court.

Outline the *general rules about security deposits* as Dirk’s father explains them: *A security deposit pays for repairs when your apartment is damaged. But it doesn’t cover normal wear and tear, like faded carpet and chipped paint. It’s to fix things that you caused: broken windows, holes in the wall, burn marks, pet stains, and trash that inconsiderate people left behind*. Ask students to give additional examples that distinguish normal wear and tear (e.g., bathroom tiles need new grout after several years) from more serious things that a tenant caused (e.g., door needs replacing after tenant kicked a hole through it).

Introduce or review other key vocabulary as needed (e.g., four years ago, helped, rent, two-bedroom

apartment, among, other costs, paid, the landlord, \$1,500 security deposit, lived in, during, went, college, had, several, different, roommates, at least, three or four, other, students, at the same time, June, graduated from college, gave, notice, asked, find, housing, Friday, came over, move-out inspection, wasn't happy, condition, refused, return, upset, called, send, letter, asking for, interest, still doesn't return, sue, small claims court, explained, general rules, pays for repairs, damaged, doesn't cover, normal wear and tear, faded carpet, chipped paint, fix, you caused, broken windows, holes in the wall, burn marks, pet stains, trash, inconsiderate, left behind, quietly, I've had a few crazy roommates, Maybe we should just let it go).

Exercises

A Conversation at the Move-Out Inspection

Encourage students to invent other things that Mrs. Jenkins is clearly concerned about (e.g., “The shower doors are gone.” “The kitchen is painted black.” “The light fixture is pulled out of the ceiling in the bedroom.”).

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., “Did she return the security deposit?” “Did you give the landlord our notice?”).

Topics for Discussion or Writing In number 3, encourage students to brainstorm additional reasons that people sometimes go to small claims court (e.g., property damage, contract violations, defective products, unsatisfactory service, housing or neighborhood disputes, unpaid debts, accidents, personal injuries).

Lesson 11

Shaking Hands Properly

(pp. 64–69)

Theme: Communication

Preview

Details in this story offer the opportunity to teach or review vocabulary for gestures that people sometimes use in formal and informal greetings and a mother's opinion of the proper way to shake hands.

Elicit responses from students about what they do when they are introduced to a person for the first time (e.g., *shake hands*, bow, smile, kiss). Discuss that it's very common in the U.S. for people to shake hands. Extend your hand to some students to demonstrate a standard handshake. Elicit responses from students about some appropriate things to say when they meet someone for the first time (e.g., “*I'm very pleased to meet you.*” “*It's nice to meet you.*” “*It's a pleasure to meet you.*”).

Introduce Miranda, who *was getting ready for an afternoon barbecue at her boss's home*. Explain that *her boss, Mr. Thompson, had invited Miranda, her co-workers, and their families to come*. Mention that *Miranda was concerned about introducing Jason, her son, to Mr. Thompson*. Explain that *Jason was a typical teenager. He had a different style of communication*. Mention that *Jason didn't say, “Hello. How are you?” Instead, he said, “Hey, dude. What's up?”* Elicit responses from students about gestures or expressions that some people sometimes use when they meet or greet each other in a very informal context.

Mention that using these gestures or expressions in more formal situations could be thought of as *disrespectful*. Brainstorm other words that could describe this behavior (e.g., rude, impolite, bad-mannered, insolent, discourteous). Mention that *Miranda reminded Jason about the proper way to shake hands: “Please do not wave at him. Do not nod your head at him. And please do not pound your fist at him the way you do with your friends.”* If necessary, use the illustrations in the story or demonstrate the specific gestures she refers to. Also, ask students whether or not they occasionally use these gestures and, if so, in what kinds of situations (e.g., “I pound my fist at my friend when we meet before class.”). Elicit responses about situations in which these gestures would be very inappropriate (e.g., meeting my father's business associate, meeting my friend's grandmother, meeting my supervisor at a job interview).

Ask students how they would respond if someone were to say, “*Tell me about yourself.*” Explain that it's not necessary to give out extremely personal information, but perhaps to share a few general things as Jason does with Mr. Thompson (e.g., “*I'm sixteen years old. And I play basketball on my high school team.*”). Ask students about things that they might reveal in a few statements about themselves (e.g., “I have three children.” “I study English four evenings a week.” “I'm the assistant manager of a restaurant.” “I play soccer on the weekends.” “I plan to go to college next year.”). Encourage students to practice telling their classmates something about themselves.

Introduce or review other key vocabulary as needed (e.g., was getting ready for, afternoon, barbecue, boss's home, had invited, co-workers, families, come, Please bring your son, I'd like to meet him, was concerned about, introducing, typical, teenager, different style of communication, didn't say, Hello. How are you?, instead, said, Hey, dude. What's up?, of course, didn't want, think, disrespectful, long talk, left, reminded, proper, way, shake hands, introduce, wave, nod, pound, fist, friends, okay, understand, I won't do any of those

things, arrived, walked inside, greeted, warmly, shook hands, properly, I'm very pleased to meet you, sir, I'm glad to finally meet you, too, Tell me about yourself, play, basketball, high school, team, played, Give me a high-five).

Exercises

A Conversation at the Barbecue Encourage students to substitute their own information for Jason's (e.g., "I'm a continuing-education student, and I work in a hair salon.").

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., "Did he play basketball in high school?" "Did she greet you warmly?").

Topics for Discussion or Writing In number 3, encourage students to suggest specific instances when giving a high-five may be appropriate (e.g., "Our favorite team won the game." "My best friend passed his citizenship exam." "My brother got a promotion at work.").

Lesson 12

Nervous Before an Exam (pp. 70–75)

Theme: School

Preview

Details in this story offer the opportunity to teach or review vocabulary for effective study habits and relaxation techniques that some people use before an exam.

Introduce Melvin, *a conscientious college student who tried hard to get good grades*. Elicit responses from students about whether or not they always try to get good grades. Explain that Melvin *always felt very nervous before exams. His mouth was dry. His palms were sweaty. His hands were shaky*. Ask students if they ever feel these symptoms or additional ones (e.g., upset stomach, headache, racing heart, excessive perspiration). Ask about emotions people sometimes feel in these or other stressful situations (e.g., nervous, worried, anxious, apprehensive). Mention that Melvin, like many other students, *didn't like feeling this way*.

Discuss the grading system that generally exists in American colleges and universities (e.g., A: Excellent, B: Good, C: Average, D: Poor, and F: Failure). Explain that Melvin *usually got A's on exams*. Ask students about the grades they usually get on exams. Teach or review the study techniques that Melvin generally used prior to an exam: *He usually went straight home to study. He reviewed his notes. He read the chapters*

from his textbooks. He wrote down important facts. Encourage students to discuss other effective ways to study for an exam (e.g., highlight important facts in books, memorize information, do practice tests, participate in study groups).

Discuss that *Melvin decided to try something different*. Explain that *first, he took a long walk. At home, he ate a big dinner and stretched out on the sofa. Then Melvin took several deep breaths. "I need to relax," thought Melvin. Then he closed his eyes and fell asleep*. Get opinions from students about whether or not they think Melvin was wise to do that. Ask students about other ways to relax before exams (e.g., listen to music, take a shower, do yoga, meditate).

Ask students if they have ever studied *history*. Get opinions from students about whether or not they think it's possible to get a good grade on a history exam without studying. Ask students about the school subjects that are especially difficult for them and why (e.g., "History is difficult for me because I'm not good at remembering dates." "English is difficult for me because I'm not good at grammar.").

Introduce or review other key vocabulary as needed (e.g., conscientious, college student, tried hard, get, good grades, unfortunately, always, felt, nervous, before, exams, mouth, dry, palms, sweaty, hands, shaky, didn't like, feeling, after all, usually, got A's, maybe, it was time, stop, worrying, so much, sat, history class, listened to, professor, tomorrow, said, need to study, of course, try to, relax, usually, went, straight home, reviewed, notes, read, chapters, textbooks, wrote down, important, facts, this time, decided, something, different, first, took, long, walk, at home, ate, dinner, stretched out, sofa, several, deep breaths, closed, eyes, fell asleep, morning, calm, I didn't really study, thought, don't feel, that's a good thing, took, a week later, handed back, name, smiled, confidently, I really tried to relax this time, too much, You got a C).

Exercises

A Conversation with the Professor Encourage students to mention other relaxation techniques (e.g., "I took a yoga class." "I rode my bicycle for thirty minutes."). Also, ask the students who play the history professor to vary his remarks (e.g., "Congratulations! You got an A." "That's unfortunate. You got a D.").

Past-Tense Verbs In Part A, ask students to use these verb forms in creating their own affirmative and negative sentences (e.g., "I thought I did well on the exam." "I didn't think I did well on the exam.").

Topics for Discussion or Writing In number 3, ask students to specify things that make them feel very anxious (e.g., "I feel nervous before I fly on an

airplane.” “I feel nervous when I have to speak in class.” “I feel nervous before I go on a date.”). Ask students to provide suggestions to help a person who feels nervous in each situation.

Lesson 13

A Trip to the Grand Canyon (pp. 76–81)

Theme: Recreation

Preview

Details in this story offer the opportunity to teach or review vocabulary for the responsibilities of a caregiver and interesting places to visit in the U.S.

Introduce Blanche, who *was 87 years old and lived in Arizona with her caregiver, Agnes*. Explain that *Agnes took very good care of Blanche. She cooked and cleaned for Blanche. She drove Blanche where she needed to go. And, thanks to Agnes, Blanche was able to do a lot more things than many people did at her age*. Ask if any students are or have been caregivers to an elderly or a disabled person.

Explain that *at times, Blanche could be childish and unreasonable*. Teach or review the statements that Blanche makes to Agnes: “*Why can’t you give me strawberry jam? Why can’t you get that stain out of the carpet?*” Discuss how *Agnes was very tolerant and gently explained things to Blanche*. Elicit responses from students about other personality traits that would be helpful to a person in this job (e.g., patient, understanding, kind, considerate, thoughtful, sympathetic, positive).

Say that *one day, Agnes took Blanche on a long drive to see the Grand Canyon*. If possible, show a picture or pictures of the Grand Canyon. Ask students whether or not they have been to the Grand Canyon themselves. Show the state of Arizona on a map of the U.S. and point to the approximate location of the Grand Canyon. Discuss other geological wonders in the world (e.g., the fjords of Norway, Kilauea Volcano in Hawaii, the Great Barrier Reef in Australia). Ask students about other natural wonders they may have seen or wish to see in the future.

If possible, use an illustration to explain what a hiker is. Ask whether or not students enjoy hiking or if it’s a popular activity in their native countries. Ask about places that are suitable for hiking in or near your community. Ask whether or not they would like to hike down into the Grand Canyon.

Introduce or review other key vocabulary as needed (e.g., *lived, Arizona, caregiver, took very good care of*,

cooked, cleaned, drove, go, thanks to, was able to do, at her age, at times, could be, childish, unreasonable, didn’t understand, couldn’t always do, wanted, Why can’t you, strawberry jam, stain, out of, carpet, tolerant, gently, explained, finished, yesterday, I’ve tried everything, won’t come out, one day, took, long drive, see, Grand Canyon, stopped at, various, places, along, rim, helped, car, both, thought, absolutely, magnificent, at one point, noticed, group, hikers, getting ready, walk down, I want to go down there, too, laughed, two ways, hike, ride, mule, Hmm, don’t think, fall off).

Exercises

A Conversation at the Grand Canyon Encourage students to suggest other things to Blanche to get her mind off going down into the Grand Canyon (e.g., “Let’s go eat lunch.” “Let’s buy some postcards.” “Let’s talk to the ranger.”).

Past-Tense Verbs In Part A, ask students to use these verb forms in creating their own affirmative and negative sentences (e.g., “They thought that the Grand Canyon was in Arizona.” “They didn’t think the Grand Canyon was in Arizona.”).

Topics for Discussion or Writing In number 1, ask students about additional responsibilities that a person in this position may have (e.g., taking the person to medical appointments, giving medication, bathing, dressing). Also, elicit responses about the difficulties of this job (e.g., “It’s tiring.” “Sometimes it requires heavy lifting.” “The person you care for can have serious emotional problems.”).

Lesson 14

Shopping Online (pp. 82–87)

Theme: Technology

Preview

Details in this story offer the opportunity to teach or review vocabulary for the steps in shopping online and the occasional drawbacks.

Introduce Simona, who *really liked the idea of buying clothes on the Internet*. Ask students if they also like the idea of *shopping online*. Explain Simona’s feeling that *shopping online was much easier than running to stores, trying things on, and standing in long lines to pay for them*. Elicit responses from students about whether or not they agree with Simona. Brainstorm a list of other items that people sometimes buy online (e.g., *furniture, books, tools, appliances, computer products, travel tickets*).

Outline the process that Simona used to buy something online: *Simona simply sat at her computer, went to a web site, found a picture of something she liked, and clicked on it. She selected the size and the quantity. Then she completed the shipping information and paid using her credit card. It was fast and convenient.* If access to the Internet is possible, encourage students to search for a clothing company online and find its web site. Ask them to find a picture of something they like and go through the same steps that Simona used, except, of course, for the payment step. Elicit responses from students about what they think about the process. Also, ask students if they are certain that they would be completely satisfied with the item.

If necessary, teach or review the names of clothing, especially the ones mentioned in the story (*shoes, sweater, pants*). Ask students if they sometimes try on or buy one of these articles and then find out it doesn't fit well. Discuss the problems that Simona had with these particular things: *The shoes were too wide. The sweater was too tight. The pants were much too long.* Elicit responses from students about other ways these items could fit poorly (e.g., "The shoes were too narrow." "The sweater was too loose." "The pants were much too short.").

Discuss the rather inconvenient process that Simona goes through to return unwanted items. Explain that she *had to pack up a box, go to the post office, and return it to the company.* Ask students if they have ever ordered something online or through the mail and then had to return it. Ask students if they have ever returned something to a store and what was necessary for that (e.g., the item, the receipt, an explanation for why a particular item was unsatisfactory).

Introduce or review other key vocabulary as needed (e.g., really liked, the idea of, buying, clothes, Internet, shopping, online, easier, running, stores, trying things on, standing, long lines, pay, simply, sat, computer, went, web site, found, picture, something, clicked, selected, size, quantity, completed, shipping information, paid, credit card, fast, convenient, unfortunately, most, ordered, didn't fit, shoes, too wide, sweater, too tight, pants, too long, pack up, box, post office, return, company, several, decided not to, anymore, other, without worrying if they fit, for example, wanted, new, chair, living room, had seen, large, furniture, thought, a few days, delivery person came, apartment, tried to, squeeze, through, door, turned, upside down, on its side, couldn't get it, inside, Sorry, ma'am).

Exercises

A Conversation with a Delivery Person Encourage students to vary the pieces of furniture and the rooms they will be brought into (e.g., "Where would you like this table?" "Just bring it into the dining room, please." "Where would you like this dresser?" "Just bring it into the bedroom, please.").

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., "Did you sit down at your computer?" "Did you click on the picture?").

Topics for Discussion or Writing In numbers 1 and 2, ask students to list as many advantages and disadvantages of shopping in stores and online as possible (e.g., "In stores, you can try something on to see if it fits. But the stores are often crowded and uncomfortable." "On the Internet, it's easy to look through a lot of pictures and see what you want. But it almost always looks different when you get it.").

Lesson 15

Picking Up Litter (pp. 88–93)

Theme: Civics

Preview

Details in this story offer the opportunity to teach or review vocabulary for helping out in the community and for types of litter that inconsiderate people sometimes leave in public places.

Introduce Ignacio, who *lived a few blocks away from a big city park.* Explain that *once a month, Ignacio and some other people volunteered to pick up trash there. Ignacio felt good about helping to keep the park clean.* Ask students about other places where volunteers sometimes pick up litter (e.g., on the beach, on the roadsides, downtown). Ask students if they sometimes pick up litter in your community and, if so, where.

Elicit responses from students about the names of some parks in your community. Ask students whether or not they sometimes go to these parks. Explain that Ignacio *really enjoyed the park in his community and spent many pleasurable hours there—walking, playing soccer with his friends, and relaxing.* Ask students about other activities people often do in the park (e.g., play basketball, run, skate, fly kites, play chess, talk, have picnics).

Explain that Ignacio *was disgusted by the enormous amount of litter on the ground: cigarette butts, food wrappers, cups, bottles, napkins, and newspapers.* Elicit responses from students about other types of litter they sometimes see (e.g., plastic bags, cans, flyers,

plastic six-pack rings, banana peels, medical waste). Teach or review the names of the *larger things* Ignacio found in the park (e.g., *empty boxes, flat tires, an old mattress*). Ask students if they have ever seen larger items carelessly dumped in some public place (e.g., old refrigerator, car part, Christmas tree).

Explain that the signs in Ignacio's park *warned people about a \$1,000 fine for littering*. Ask students where they sometimes see signs posted that warn people about these fines (e.g., in parks, on beaches, on roadsides). Ask how much the fines are for littering in your community. Ask students if they are always careful to put things they no longer need in *garbage cans*. Discuss whether or not students think littering is a big problem in your community. Ask students if littering is a big problem in their native countries, how much the fines are for littering there, and if littering laws are strictly enforced.

Ask students if they, like Ignacio, don't *understand why some people were so inconsiderate*. Elicit responses from students about other words that describe someone who litters (e.g., careless, thoughtless, rude, disrespectful, selfish). Ask students whether or not the appearance of litter in a public place can *ruin* the enjoyment of it *for everyone else*.

Introduce or review other key vocabulary as needed (e.g., lived, a few blocks away, big city park, once a month, people, volunteered, pick up, trash, felt good, helping, keep, clean, after all, really, enjoyed, spent, pleasurable, hours, walking, playing soccer, friends, relaxing, disgusted by, enormous, amount, litter, ground, cigarette butts, food wrappers, cups, bottles, napkins, newspapers, sometimes, left, larger, empty, boxes, flat tires, once, even, found, old, mattress, under, tree, several, signs, posted, around, warned, \$1,000 fine, littering, plenty of, garbage cans, didn't understand, inconsiderate, ruin, everyone else, Saturday, had collected, bags, sat down, bench, opened, bottle, water, drank, while, relaxed, sun, after a few minutes, stood up, for just a moment, put, suddenly, woman, bicycle, spoke, Please pick up your trash, rode by, like you).

Exercises

A Conversation in the Park Encourage students to vary the types of litter and the places that the volunteers found them (e.g., "I just found a can of motor oil on this park bench." "I just found an empty pizza box on the jungle gym.").

Past-Tense Verbs In Part A, ask students to use these verb forms in creating their own affirmative and negative sentences (e.g., "I rode my bicycle through the park." "I didn't ride my bicycle through the park.").

Topics for Discussion or Writing In number 1, brainstorm additional ways for people to assist in their

Answer Key

communities (e.g., work at their child's school, paint over graffiti, mentor a child, help set up a local carnival, volunteer at an assisted-living facility).

Lesson 1

Answer the questions. (p. 5)

1. Johnny wasn't a very ambitious person.
2. He had a low-paying part-time job and lived in his parents' basement.
3. Johnny wasn't interested in continuing his education.
4. He spent most of his time watching television.
5. Johnny's lack of motivation particularly aggravated his father, Zarek.
6. He immigrated to this country when he was fourteen.
7. He studied hard and learned English.
8. He learned to be an electrician.
9. He bought a house. He supported a family.
10. Zarek couldn't stand to watch Johnny waste time and do nothing.
11. Zarek said Johnny needed to enroll in college or a vocational school. Or he needed to get a full-time job and pay rent.
12. He needed to move out in thirty days and live independently.

Complete the story. (p. 6)

1. lived	7. immigrated
2. wasn't interested	8. studied
3. slept	9. learned
4. made	10. bought
5. aggravated	11. supported
6. had accomplished	12. couldn't stand

Meanings (p. 6)

1. a	2. b	3. b	4. a
------	------	------	------

Past-Tense Verbs (p. 7)

A.

1. buy	5. go
2. sleep	6. have
3. make	7. spend
4. say	8. is

B.

2. She didn't buy a house.
3. You didn't support a family.
4. I didn't make promises about doing this or that.
5. He didn't immigrate to this country.

Listening (p. 8)

1. basement	6. worker
2. education	7. country, fourteen
3. late, television	8. English
4. promises	9. school, electrician
5. motivation, father	10. house, family

Pronunciation (p. 8)

1. id	4. d	7. t	9. id
-------	------	------	-------

2. t	5. d	8. t	10. d
3. d	6. id		

What about you? (p. 9)

2. Do you live in your parents' basement?
3. Do you sleep late and spend most of your time watching television?
4. Do you want to accomplish a lot in your life?
5. Do you want to continue your education?
6. Do you need to enroll in college or a vocational school?
7. Do you support your family?

Lesson 2

Answer the questions. (p. 11)

1. She got along well with most of her relatives.
2. Many of her relatives lived far away, and she didn't get to visit with them often.
3. Lydia organized a family reunion at her home.
4. There were brothers, sisters, uncles, aunts, cousins, in-laws, nieces, and nephews.
5. These reunions were always a lot of fun.
6. Earl was completely obnoxious. He was loud and unpleasant and always asked to borrow money.
7. After two weeks, Lydia got only negative responses to her invitations.
8. Her brother was taking a long trip.
9. Her sister-in-law couldn't get time off from work.
10. Her uncle was having back surgery.
11. Lydia felt very disappointed.
12. He said he can come to the reunion. But he'll need to borrow the money to get home.

Complete the story. (p. 12)

1. family reunion	7. trip
2. fun	8. niece
3. cousin	9. back surgery
4. money	10. plans
5. day or two	11. husband
6. responses	12. answering machine

Matching: Definitions (p. 12)

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

Past-Tense Verbs (p. 13)

A.

1. didn't get along	5. didn't live
2. didn't organize	6. didn't need
3. didn't enjoy	7. didn't feel
4. didn't turn	8. didn't have

B.

1. were	4. was
---------	--------

2. was	5. was
3. was	6. were

Listening (p. 14)

1. family, reunion	6. day, two
2. people	7. responses, invitations
3. problem, cousin	8. brother, trip
4. loud, money	9. uncle, surgery
5. attention	10. mother, plans

Pronunciation (p. 14)

What about you? (p. 15)

2. Do you live far away from most of your relatives?
3. Do you get to visit with your relatives very often?
4. Do you have many people in your extended family?
5. Do you sometimes organize family reunions?
6. Do you know someone who is completely obnoxious?
7. Do you know someone who always asks to borrow money?

Lesson 3

Answer the questions. (p. 17)

1. Abdul didn't own a car and almost always used public transportation.
2. He usually took the bus or the subway.
3. The fares were reasonable. And the bus and subway were generally pretty reliable.
4. Abdul needed to go to the airport.
5. He was taking an early flight to Chicago to visit his brother.
6. Abdul knew it was important to get to the airport on time.
7. He didn't want to wait at a bus stop or on a subway platform.
8. Abdul decided to take a taxi.
9. The driver hit every red light.
10. The driver even pulled over and studied a map.
11. Abdul looked at the meter nervously.
12. He gave the driver \$35.

Complete the story. (p. 18)

1. didn't own	7. pulled over
2. knew	8. looked at
3. decided	9. was taking
4. flagged down	10. arrived
5. hit	11. felt
6. made	12. gave

Meanings (p. 18)

1. b 2. a 3. a 4. b

Past-Tense Verbs (p. 19)

A.

1. feel	5. hit
2. spend	6. take
3. make	7. is
4. are	8. know

B.

2. I didn't give the driver \$35.
3. We didn't own a car.
4. You didn't usually take the bus or the subway.
5. He didn't hit every red light.
6. They didn't want to wait at a bus stop.

Listening (p. 20)

1. public	6. safe, taxi
2. fares, reasonable	7. driver, red
3. bus, reliable	8. indirect
4. early	9. expensive
5. extra	10. annoyed

Pronunciation (p. 20)

1. d 4. d 7. d 9. d
2. id 5. id 8. id 10. d
3. t 6. d

What about you? (p. 21)

2. Do you almost always use public transportation?
3. Do you think bus and subway fares are reasonable?
4. Do you think the bus and subway are generally pretty reliable?
5. Do you sometimes need to go to the airport?
6. Do you know it's important to get to the airport on time?
7. Do you sometimes take a taxi?

Lesson 4

Answer the questions. (p. 23)

1. Michael worked in a popular sandwich shop on State Street.
2. He took pride in making very good sandwiches.
3. Some customers sat in the shop during lunch hour.
4. Michael felt very happy to hear his customers' compliments.
5. Mr. Sullivan always found something wrong with his sandwich.
6. He ordered the same turkey sandwich with lettuce, tomato, cheese, pickles, and mayonnaise.
7. The turkey slices were too thick. The lettuce was too soggy.

8. The tomatoes were too soft. The cheese was too hard.
9. The pickles were too sour. The mayonnaise was too heavy.
10. Michael remembered Mr. Sullivan's comments.
11. He tried to make him happier the next day.
12. He said, "Better, I suppose. But this sandwich could use a little mustard."

Complete the story. (p. 24)

1. popular	7. soggy
2. regular	8. sour
3. satisfied	9. heavy
4. wrong	10. happier
5. right	11. perfect
6. thick	12. Better

Matching: Opposites (p. 24)

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

Past-Tense Verbs (p. 25)

A.

1. didn't order	5. didn't remind
2. didn't try	6. didn't take pride
3. didn't find	7. didn't work
4. weren't	8. didn't enjoy

B.

1. were	4. was
2. was	5. were
3. were	6. was

Listening (p. 26)

1. sandwich shop	6. lettuce, too
2. customer	7. tomatoes, too
3. turkey	8. cheese, too
4. never	9. pickles, too
5. slices, too	10. mayonnaise, too

Pronunciation (p. 26)

1. z	4. z	7. s	9. iz
2. z	5. iz	8. s	10. z
3. s	6. s		

What about you? (p. 27)

2. Do you sometimes find something wrong with your food?
3. Do you sometimes order a turkey sandwich?
4. Do you eat the same food for lunch day after day?
5. Do you like lettuce, tomatoes, cheese, pickles, and mayonnaise?
6. Do you like mustard?
7. Do you know how to make the perfect sandwich?

Lesson 5

Answer the questions. (p. 29)

1. The morning sun shone brightly through Setsuko's bedroom window.
2. She knew she was getting another migraine.
3. The pain was terrible and lasted for several hours.
4. Setsuko had tried several over-the-counter headache medications.
5. Dr. Williams examined Setsuko and wrote her a prescription.
6. It had some unpleasant side effects: nausea and dizziness.
7. It caused muscle weakness.
8. The next one made her feel tired.
9. She was concerned about the latest one because it was addictive.
10. He said, "Eat a healthy diet. Get enough sleep and drink a lot of water."
11. He said, "Avoid loud noises and bright lights."
12. She said, "Maybe I'll wait before getting a new prescription, and try putting a shade over my bedroom window."

Complete the story. (p. 30)

1. bedroom window	7. medication
2. migraine	8. side effects
3. pain	9. diet
4. hours	10. sleep
5. evaluation	11. noises
6. prescription	12. lights

Meanings (p. 30)

1. b	2. b	3. a	4. a
------	------	------	------

Side Effects (p. 31)

Answers: nausea, dizziness, tiredness/fatigue, addiction, muscle weakness

Listening (p. 32)

1. migraine	6. prescription
2. pain, head	7. side, effects
3. terrible, hours	8. addictive
4. over, counter	9. sleep, water
5. evaluation	10. noises, bright

Pronunciation (p. 32)

1. id	4. d	7. d	9. d
2. d	5. d	8. id	10. id
3. t	6. id		

What about you? (p. 33)

2. Do you sometimes try over-the-counter headache medications?

3. Do you eat a healthy diet?
4. Do you get enough sleep?
5. Do you drink a lot of water?
6. Do you avoid loud noises and bright lights?
7. Do you have a shade over your bedroom window?

Lesson 6

Answer the questions. (p. 35)

1. Isabel was looking for a part-time job.
2. She filled out several applications.
3. She was hired at a clothing store called Sheila's Fashions.
4. Isabel understood that her position was only temporary.
5. She expected to get laid off along with several other workers.
6. Most of Isabel's co-workers at Sheila's Fashions were very nice.
7. Victoria was very unpleasant.
8. Victoria continually reminded Isabel and the other temporary workers that they were going to get laid off.
9. Isabel thought Victoria's comments were very insensitive.
10. Mason's Jewelry Store needed a part-time worker in January.
11. Isabel's work experience at Sheila's Fashions helped her to get the job.
12. The evening manager was a very pleasant person.

Complete the story. (p. 36)

1. November	7. manager
2. shopping mall	8. stockroom
3. applications	9. inventory
4. clothing store	10. comments
5. position	11. January
6. co-workers	12. experience

Meanings (p. 36)

1. a	2. b	3. b	4. a
------	------	------	------

Past-Tense Verbs (p. 37)

A.

1. didn't fill out	5. didn't get
2. didn't understand	6. didn't say
3. didn't find	7. didn't think
4. didn't expect	8. didn't remind

B.

2. That store didn't need a part-time worker.
3. His co-workers weren't very nice.
4. He wasn't very surprised to see her.
5. Her experience didn't help her to get the job.

Listening (p. 38)

1. part-time	6. co-workers
2. applications	7. manager
3. hired, store	8. organize
4. position, temporary	9. inventory
5. laid, off	10. comments, insensitive

Pronunciation (p. 38)

1. d	4. t	7. d	9. t
2. id	5. d	8. t	10. id
3. t	6. id		

What about you? (p. 39)

2. Do you have a job that is a temporary position?
3. Do you sometimes get laid off?
4. Do you have very nice co-workers?
5. Do you know a person who is very unpleasant?
6. Do you think Victoria's comments were very insensitive?
7. Do you think experience helps you to get other jobs?

Lesson 7

Answer the questions. (p. 41)

1. Olaf was admiring a nice winter coat.
2. It was the right color and style, and it fit him very well.
3. It wasn't on sale, and it cost a lot of money: \$200.
4. This winter coat could be gone if he waited too long to buy it.
5. Olaf asked the salesclerk if they did price adjustments when clothing went on sale.
6. After thirteen days, Olaf returned to Coleman's Department Store and checked the price.
7. It was on sale for \$150.
8. Olaf gave the salesclerk his receipt. He filled out a short form.
9. The salesclerk promised he would receive a \$50 check soon.
10. Olaf didn't need to put on his new winter coat until January because it was an unusually warm winter.
11. Kenny, one of his co-workers, was hanging up the same coat.
12. He bought it yesterday on clearance for \$89.

Complete the story. (p. 42)

1. returned	7. was
2. checked	8. walked into
3. gave	9. noticed
4. filled out	10. was hanging up
5. promised	11. laughed
6. didn't need	12. bought

Meanings (p. 42)

1. b 2. a 3. b 4. b

Past-Tense Verbs (p. 43)

A.

1. cost 5. put on
2. buy 6. do
3. give 7. bring
4. fit 8. stand

B.

2. They didn't do price adjustments.
3. She didn't put on her winter coat in January.
4. He didn't buy it on clearance.
5. That coat didn't cost a lot of money.

Listening (p. 44)

1. coat 6. After, thirteen
2. color, style 7. receipt, form
3. on, sale 8. salesclerk
4. price, adjustments 9. unusually, winter
5. price 10. until, January

Pronunciation (p. 44)

1. id 4. d 7. t 9. id
2. d 5. t 8. t 10. d
3. t 6. d

What about you? (p. 45)

2. Do you sometimes wait too long before you buy something?
3. Do you sometimes get price adjustments?
4. Do you keep the receipt when you buy something?
5. Do you sometimes buy things that aren't on sale?
6. Do you sometimes buy things that are on clearance?
7. Do you have good taste?

Lesson 8

Answer the questions. (p. 47)

1. Hieu really tried to save a little money every month.
2. He worked a lot of overtime.
3. Irving helped by sharing rent and other household expenses.
4. Hieu came home from work and saw his mail on the table.
5. This month, his bank fees were \$67.
6. It cost \$10 to transfer some money to his sister's account.
7. It cost \$15 when his balance went below \$1,000.
8. It cost \$9 to use his debit card a few times.
9. It cost \$7 to use other ATMs.
10. It cost \$18 to have new checks printed.

11. It cost \$8 for a monthly account-maintenance fee.
12. Irving said to look at other banks and find out about their fees.

Complete the story. (p. 48)

1. mail 7. balance
2. bank statement 8. debit card
3. envelope 9. ATMs
4. bank fees 10. checks
5. mistake 11. maintenance fee
6. account 12. bank

Matching: Meanings (p. 48)

1. b 2. a 3. b 4. a

Past-Tense Verbs (p. 49)

A.

1. think 5. find out
2. come 6. see
3. sit down 7. cost
4. are 8. have

B.

2. We didn't find out about their fees.
3. It didn't cost \$18 to have new checks printed.
4. I didn't see my mail on the table.
5. They didn't have a roommate.
6. This month, his bank fees weren't \$67.

Listening (p. 50)

1. save, money 6. transfer, account
2. roommate, expenses 7. cost, checks
3. bank, statement 8. know, same
4. month, fees 9. offers, deal
5. mistake 10. manager, complain

Pronunciation (p. 50)

1. iz 4. s 7. s 9. s
2. z 5. s 8. s 10. s
3. z 6. z

What about you? (p. 51)

2. Do you work a lot of overtime?
3. Do you have a roommate?
4. Do you get a bank statement every month?
5. Do you look through your bank statement very carefully?
6. Do you think all banks are the same?
7. Do you know a lot about bank fees?

Lesson 9

Answer the questions. (p. 53)

1. Farnaz had just donated a pint of blood.

2. She drank her orange juice and swallowed the last bite of a chocolate donut.
3. Farnaz had a small bandage on her arm, but she felt fine.
4. Farnaz felt really happy about being a blood donor.
5. People need blood during surgeries. Others need it because of accidents. And others need parts of blood to treat diseases.
6. She was in good health. She was over 17 years old and weighed over 110 pounds. And she passed the physical and health history evaluations.
7. Farnaz knew there was no risk of contracting an infection.
8. Blood centers carefully screened donors.
9. It was safe for the people who received her and other donors' blood.
10. She said, "See you in eight weeks."
11. He said, "I don't like needles."
12. She said, "You can save lives and have a chocolate donut."

Complete the story. (p. 54)

1. pint of blood	7. blood transfusions
2. orange juice	8. surgeries
3. chocolate donut	9. accidents
4. bandage	10. diseases
5. blood center	11. infection
6. blood donor	12. people

Meanings (p. 54)

1. a
2. b
3. a
4. b

After a Blood Donation (p. 55)

1. You should rest and eat a sugary snack.
2. You should wait at least four hours before removing the bandage from your arm.
3. You should drink extra fluids.
4. You shouldn't do heavy exercise.
5. You shouldn't take aspirin or ibuprofen.
6. Some donors may experience an upset stomach or feel lightheaded or dizzy.
7. Donors can give blood again in eight weeks.

Listening (p. 56)

1. pint, blood	6. accidents
2. bandage, arm	7. parts, diseases
3. happy, donor	8. requirements
4. Millions, transfusions	9. over, pounds
5. surgeries	10. health, evaluations

Pronunciation (p. 56)

1. d	4. d	7. d	9. d
2. id	5. d	8. id	10. t
3. t	6. t		

What about you? (p. 57)

2. Do you know about the requirements for a blood donor?
3. Do you meet the requirements for blood donors?
4. Do you think you're in good health?
5. Do you weigh over 110 pounds?
6. Do you think blood centers carefully screen donors?
7. Do you want to donate blood every eight weeks?

Lesson 10

Answer the questions. (p. 59)

1. Dirk's father helped him rent a two-bedroom apartment.
2. They paid the landlord, Mrs. Jenkins, a \$1,500 security deposit.
3. Dirk lived in this apartment during the four years he went to college.
4. He had several different roommates.
5. Dirk graduated from college in June.
6. Mrs. Jenkins came over to the apartment for a move-out inspection.
7. She wasn't happy with the condition of the apartment.
8. She refused to return Dirk's security deposit.
9. Dirk was very upset. He called his father.
10. He said they could sue her in small claims court.
11. It doesn't cover normal wear and tear, like faded carpet and chipped paint.
12. They're to fix things that you caused: broken windows, holes in the wall, burn marks, pet stains, and trash that inconsiderate people left behind.

Complete the story. (p. 60)

1. inspection	7. small claims court
2. condition	8. rules
3. security deposit	9. repairs
4. father	10. wear and tear
5. letter	11. carpet
6. interest	12. paint

Meanings (p. 60)

1. a
2. b
3. a
4. b

Past-Tense Verbs (p. 61)

A.

1. didn't give	5. didn't refuse
2. didn't graduate	6. didn't leave
3. didn't come over	7. didn't return
4. didn't sue	8. didn't send

B.

2. We gave the landlord our notice.
3. I sued them in small claims court.
4. You sent them a letter.
5. He graduated from college.
6. They left trash behind.

Listening (p. 62)

1. June, college	5. sue, court
2. apartment, inspection	6. repairs, damaged
3. happy, condition	7. wear, tear
4. upset, father	8. broken, holes

Pronunciation (p. 62)

1. z	4. s	7. s	9. z
2. s	5. iz	8. z	10. s
3. z	6. z		

What about you? (p. 63)

2. Do you have roommates?
3. Do you sometimes pay a security deposit when you rent an apartment?
4. Do you know the general rules about security deposits?
5. Do you have broken windows in your home?
6. Do you have holes in the walls in your home?
7. Do you sometimes go to small claims court?

Lesson 11**Answer the questions. (p. 65)**

1. Miranda was getting ready for an afternoon barbecue at her boss's home.
2. Her boss had invited Miranda, her co-workers, and their families to come.
3. Miranda was concerned about introducing Jason to Mr. Thompson.
4. He had a different style of communication.
5. He said, "Hey, dude. What's up?"
6. Miranda didn't want Mr. Thompson to think Jason was disrespectful.
7. She reminded him about the proper way to shake hands.
8. Miranda and Jason arrived at Mr. Thompson's home at 3:00 P.M.
9. Mr. Thompson greeted them warmly.
10. Jason shook hands very properly with Mr. Thompson.
11. He said, "I'm very pleased to meet you, sir."
12. He played basketball in high school, too.

Complete the story. (p. 66)

1. reminded	7. won't do
2. introduce	8. arrived
3. wave	9. walked
4. nod	10. greeted
5. pound	11. shook hands
6. understand	12. meet

Meanings (p. 66)

1. b	2. a	3. a	4. b
------	------	------	------

Past-Tense Verbs (p. 67)**A.**

1. didn't shake	5. didn't greet
2. didn't introduce	6. didn't pound
3. didn't wave	7. didn't say
4. didn't play	8. didn't invite

B.

2. She greeted us warmly.
3. I brought my family.
4. You shook hands properly.
5. They waved at him.
6. We introduced her.

Listening (p. 68)

1. concerned	6. proper, shake
2. typical, teenager	7. arrived, home
3. style, communication	8. greeted, warmly
4. disrespectful	9. shook, properly
5. talk, son	10. pleased, meet

Pronunciation (p. 68)

1. id	4. id	7. t	9. t
2. id	5. d	8. id	10. id
3. d	6. d		

What about you? (p. 69)

2. Do you think some teenagers have a different style of communication?
3. Do you think shaking hands properly is very important?
4. Do you sometimes wave at people?
5. Do you sometimes nod your head at people?
6. Do you sometimes pound your fist at people?
7. Do you sometimes give people a high-five?

Lesson 12**Answer the questions. (p. 71)**

1. Melvin was a conscientious college student. He tried hard to get good grades.
2. He always felt very nervous before exams.

3. His mouth was dry. His palms were sweaty. His hands were shaky.
4. He usually got A's on exams.
5. He said, "You need to study for the exam, of course. But try to relax."
6. Melvin usually went straight home to study.
7. This time, Melvin decided to try something different. First, he took a long walk.
8. He ate a big dinner and stretched out on the sofa. Then Melvin took several deep breaths.
9. He thought, "I need to relax." He fell asleep.
10. Melvin felt very calm.
11. The professor handed the exams back to the students a week later.
12. He got a C.

Complete the story. (p. 72)

1. professor	7. facts
2. exam	8. walk
3. home	9. dinner
4. notes	10. sofa
5. chapters	11. breaths
6. textbooks	12. eyes

Meanings (p. 72)

1. a	2. b	3. b	4. a
------	------	------	------

Past-Tense Verbs (p. 73)

A.

1. think	5. sit
2. read	6. write down
3. feel	7. take
4. go	8. fall asleep

B.

2. I didn't feel nervous before the exam.
3. She didn't go straight home to study.
4. We didn't write down important facts.
5. They didn't usually get A's on exams.

Listening (p. 74)

1. hard, grades	6. notes, textbooks
2. nervous	7. wrote, down
3. mouth, palms	8. try, different
4. hands, shaky	9. dinner, sofa
5. straight	10. deep, breaths

Pronunciation (p. 74)

1. d	4. d	7. d	9. d
2. t	5. t	8. d	10. d
3. id	6. d		

What about you? (p. 75)

2. Do you feel very nervous before exams?
3. Do you usually get A's on exams?
4. Do you always review your notes?
5. Do you always read the chapters from your textbooks?
6. Do you always write down important facts?
7. Do you take several deep breaths when you need to relax?

Lesson 13

Answer the questions. (p. 77)

1. Blanche was 87 years old. She lived with her caregiver, Agnes.
2. She cooked and cleaned for Blanche. She drove Blanche where she needed to go.
3. Blanche was able to do a lot more things than many people did at her age.
4. At times, Blanche could be childish and unreasonable.
5. Agnes was very tolerant and gently explained things to Blanche.
6. Agnes took Blanche on a long drive to see the Grand Canyon.
7. Agnes stopped at various places along the rim.
8. They both thought that the Grand Canyon was absolutely magnificent.
9. Blanche noticed a group of hikers getting ready to walk down into the Grand Canyon.
10. She said, "I want to go down there, too."
11. Agnes said, "You can hike. Or you can ride on a mule."
12. Blanche said, "I don't think I can hike at my age. And I don't want to fall off a mule. Why can't you drive me?"

Complete the story. (p. 78)

1. took	7. laughed
2. stopped	8. can hike
3. helped	9. can ride
4. thought	10. don't think
5. noticed	11. fall off
6. walk down	12. drive

Meanings (p. 78)

1. a	2. a	3. b	4. b
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Past-Tense Verbs (p. 79)

A.

1. didn't think	5. didn't finish
2. didn't understand	6. didn't stop
3. didn't notice	7. didn't explain
4. didn't take	8. didn't drive

B.

2. I drove her where she needed to go.
3. You finished the strawberry jam.
4. We took her on a long drive.
5. They stopped at various places.
6. He lived in Arizona.

Listening (p. 80)

1. Arizona, caregiver	6. tolerant
2. took, care	7. drive, Grand
3. cooked, cleaned	8. magnificent
4. drove, where	9. down, too
5. childish, unreasonable	10. hike, mule

Pronunciation (p. 80)

1. t	4. d	7. t	9. t
2. t	5. id	8. t	10. t
3. d	6. d		

What about you? (p. 81)

2. Do you know someone who is a caregiver?
3. Do you sometimes cook and clean for someone?
4. Do you know someone who is childish and unreasonable?
5. Do you think you're a tolerant person?
6. Do you want to see the Grand Canyon?
7. Do you sometimes hike or ride a mule?

Lesson 14**Answer the questions. (p. 83)**

1. Simona really liked the idea of buying clothes on the Internet.
2. Shopping online was much easier than running to stores, trying things on, and standing in long lines to pay for them.
3. Simona simply sat at her computer, went to a web site, found a picture of something she liked, and clicked on it.
4. She selected the size and the quantity. She completed the shipping information.
5. She paid using her credit card.
6. Most of the clothes Simona ordered didn't fit.
7. The shoes were too wide. The sweater was too tight. The pants were much too long.
8. Simona had to pack up a box, go to the post office, and return it to the company.
9. She decided not to buy clothes online anymore.
10. Simona wanted a new chair for her living room.
11. She had seen a very nice one in a large furniture store downtown. She ordered it online.

12. A delivery person came to Simona's apartment a week later. He said, "Sorry, ma'am. This chair doesn't fit."

Complete the story. (p. 84)

1. Internet	7. shipping information
2. stores	8. credit card
3. lines	9. clothes
4. computer	10. sweater
5. web site	11. box
6. quantity	12. post office

Matching: Opposites (p. 84)

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

Past-Tense Verbs (p. 85)**A.**

1. fit	5. come
2. pay	6. buy
3. think	7. sit
4. go	8. find

B.

2. He didn't click on the picture.
3. She didn't select the size and quantity.
4. A delivery person didn't come to my apartment.
5. The chair didn't fit through the door.

Listening (p. 86)

1. clothes, Internet	6. credit, card
2. computer, web	7. fast, convenient
3. picture	8. most, fit
4. size, quantity	9. box, post
5. shipping, information	10. online

Pronunciation (p. 86)

1. id	4. d	7. id	9. d
2. t	5. d	8. id	10. t
3. d	6. id		

What about you? (p. 87)

2. Do you think shopping online is much easier than running to stores?
3. Do you sometimes sit at the computer and go to clothes web sites?
4. Do you sometimes buy things online?
5. Do you have some clothes that don't fit?
6. Do you sometimes pack up a box and return something to a company?
7. Do you need a new chair for your living room?

Lesson 15

Answer the questions. (p. 89)

1. Ignacio lived a few blocks away from a big city park.
2. Ignacio and some other people volunteered to pick up trash there once a month.
3. Ignacio felt good about helping to keep the park clean.
4. He spent many pleasurable hours there--walking, playing soccer with his friends, and relaxing.
5. He was disgusted by the enormous amount of litter on the ground: cigarette butts, food wrappers, cups, bottles, napkins, and newspapers.
6. Sometimes people left larger things in the park, like empty boxes and flat tires.
7. He found an old mattress under a tree.
8. They warned people about a \$1,000 fine for littering.
9. Ignacio didn't understand why some people were so inconsiderate.
10. He sat down on a park bench.
11. He opened a bottle of water. He relaxed in the sun.
12. He put his water bottle on the ground. A woman said, "Please pick up your trash. Inconsiderate people like you ruin the park for everyone else."

Complete the story. (p. 90)

1. lived	7. left
2. volunteered	8. found
3. felt	9. posted
4. enjoyed	10. warned
5. spent	11. didn't understand
6. was disgusted	12. ruin

Meanings (p. 90)

1. b	2. b	3. a	4. b
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Past-Tense Verbs (p. 91)

A.

1. ride	5. spend
2. speak	6. put
3. drink	7. stand up
4. feel	8. leave

B.

2. He didn't spend many pleasurable hours there.
3. I didn't put my water bottle on the ground.
4. The woman on the bicycle didn't speak.
5. They didn't drink it while they relaxed.

Listening (p. 92)

1. signs, park	5. relaxed, sun
2. fine, littering	6. moment, ground
3. plenty, garbage	7. woman, bicycle
4. bench, bottle	8. trash, rode

Pronunciation (p. 92)

1. s	4. iz	7. z	9. s
2. z	5. z	8. z	10. z
3. s	6. z		

What about you? (p. 93)

2. Do you sometimes volunteer to pick up trash?
3. Do you really enjoy the park in your community?
4. Do you feel disgusted by the enormous amount of litter on the ground?
5. Do you sometimes see signs that warn people about a fine for littering?
6. Do you think there are plenty of garbage cans for people to use?
7. Do you sometimes put a water bottle on the ground for just a moment?