

# Life Goes On

**Day-to-Day Stories and Language Activities**

**HIGH BEGINNING**

**TEACHER'S GUIDE**

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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 High-Beginning Level of *Life Goes On*, students read about such characters as Shirin, who regrets spending money on an outfit that she doesn't really need; Loretta, who agrees to help her nephew finance a questionable medical procedure; Midori, who donates her husband's old brown jacket to the thrift store; and Myron, who has a terrible sense of direction and often gets lost. 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, writing, comprehending realia, problem solving, listening, 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 High-Beginning 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*, High-Beginning 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. Keep in mind that at the lower levels, students' responses may be only phrases or single words. For these learners, using words to identify objects in pictures is an important first step in vocabulary building.

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 at this level 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 or picture-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, use it in new sentences, or comment on the sentences. Word-based vocabulary exercises are generally organized in the grammatical areas of verbs, nouns, and adjectives. Other exercises require students to correctly place words in specific categories or to match key vocabulary with its definition or opposite. Matching words and pictures exercises also help reinforce students' understanding of key vocabulary in the story.

## 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.

## Write New Sentences.

Students read the example and follow the written model to create new sentences that express how the highlighted character actually appears or what they do in the story. This activity can also be done orally and in writing. Encourage students to expand this activity by imagining other scenarios relating to the theme of the story and ways to respond.

## Check the Good Ideas.

This problem-solving activity calls for students to use critical thinking to determine things that are good or not good to do in a given situation. It also sparks discussion in asking for additional ideas from students

in how to best deal with various predicaments. This activity can be done individually, in pairs, in small groups, or as a whole-class activity.

## Realia

In this level, students encounter a postcard from France. Students can glean information from this item to answer the follow-up comprehension questions relevant to the lesson.

## Listening Exercises

In the word-based listening exercises, students choose one of two options that check understanding of the listening prompt or, in some cases, require students to make inferences. 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.

## Pronunciation and Writing

Pronunciation exercises at this level require students to write the number of syllables in each word and then to underline the stressed syllable. After the words are completed, have students practice pronunciation. Encourage students to find exactly where a particular word appears in the story and then to practice the pronunciation of the sentence 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., "Gabriela sometimes helps an elderly person." "Ivan sometimes buys things at a thrift store." "Yukio sometimes needs to ask for directions.").

## 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

### A Meeting at the Western Hotel (pp. 4–9)

#### Theme: People

##### Preview

Details in this story offer the opportunity to teach or review vocabulary for physical descriptions, identifying someone based on a particular description, and social introductions.

Teach or review vocabulary for physical descriptions. If possible, use pictures from magazines to show different people. Encourage students to describe the various physical characteristics that each person has. Call attention to the particular features mentioned in the story (e.g., height, hair type and color, body type, facial hair). Ask students to consider these things in describing what they *look like* (e.g., “I’m about five and a half feet tall. I have straight brown hair. I’m thin. I have a beard.”).

Introduce Samir and Conrad, who *work for the same large corporation*. Discuss that they *never see each other, but they talk on the telephone a few times a week*. Ask students if they ever talk on the telephone to someone they never see (e.g., supervisor, landlord, school administrator, telephone receptionist). Explain that Samir and Conrad are going to meet in person for the first time.

Clarify the way Conrad describes himself: “*I’m about 6 feet tall. I have a lot of hair. It’s curly and black. I’m pretty muscular. And I have a mustache.*” Encourage students to draw a picture of Conrad according to his description. Then teach or review the words that actually describe Conrad: *He is about 5 feet 7 inches tall. He is mostly bald. He has a little straight gray hair on the sides. He’s very thin and not at all muscular. And he doesn’t have a mustache.* Ask students to draw another picture of the way Conrad really looks. Elicit responses from students about the differences between the imagined Conrad and the real one (e.g., “He isn’t 6 feet tall. He’s about 5 feet 7 inches.” “He doesn’t have a lot of hair. He’s mostly bald.”).

Teach or review the expressions Samir and Conrad use at the time of their face-to-face meeting (e.g., “*Are you Samir?*” “*Conrad? Is that you?*”). Model the appropriate intonation to express the surprise Samir feels by Conrad’s actual appearance. Demonstrate how they *shake hands* when they finally meet. Ask students

about other gestures people use when meeting someone for the first time (e.g., bow, smile, wave, kiss, nod, hug). Ask students about the gestures that are common in their native countries. Elicit responses about things that people typically say when they meet someone for the first time (e.g., “*It’s very nice to meet you.*” “Pleased to meet you.” “I’m so happy to meet you.”).

Introduce or review other key vocabulary as needed (e.g., large corporation, office, Los Angeles, Chicago, never see each other, a few times a week, meeting, meet, hotel lobby, What do you look like?, 6 feet tall, a lot of hair, curly, black, pretty muscular, mustache, arrives, walks into, several, 5 feet 7 inches, mostly bald, straight gray hair on the sides, thin, not at all muscular, approaches, Excuse me, It’s very nice to meet you, shake hands, different, description, Oh, right!, shaved off).

##### Exercises

**Talking in the Hotel Lobby** After students practice the dialog, encourage them to give other reasons why a person’s appearance could change (e.g., “I colored my hair.” “I lost weight.” “I got a haircut.” “I’ve been working out.” “I grew a beard.”).

**A Better Description** Use a picture of a person and say or write five statements that describe the person inaccurately. Encourage students to contradict your statements and give accurate descriptions.

**Topics for Discussion or Writing** In number 2, ask students to write a brief description of themselves. Read some of the descriptions aloud and encourage students to guess which classmate each description refers to.

## Lesson 2

### A Helpful Mother-in-Law (pp. 10–15)

#### Theme: Family

##### Preview

Details in this story offer the opportunity to teach or review vocabulary for in-law relationships and chores that need to be done at home.

Teach or review the relationship of *mother-in-law*. Clarify that an in-law is a relative by marriage, and a mother-in-law is the mother of a person’s husband or wife. Elicit responses about other in-law relationships (e.g., father-in-law, brother-in-law, sister-in-law).

Ask students who have in-laws to provide some general information about how *far away* they live (e.g., “My father-in-law lives 200 miles away.” “My sister-in-law lives three miles away.” “My mother-in-law lives 6,000 miles away.” “My brother-in-law lives with me.”). Then get opinions from those students about how they feel about the locations of their in-laws. Ask if they are *happy* that some in-laws *live far away* and whether or not they can sometimes *cause problems*. Elicit responses about how often they see their in-laws or other family members. Ask if *it’s very expensive to travel*.

Introduce Jennifer and Shaun, who are *newlyweds*. Explain that newlyweds are people who have gotten married recently. Discuss the situation that Jennifer and Shaun are in: *These days, they’re both working very long hours. They feel exhausted when they get home at night. Their apartment is a mess. Their laundry basket is full. Their refrigerator is empty. They eat peanut-butter sandwiches for dinner.* Ask students whether or not they can relate to some of the difficulties Jennifer and Shaun have. Encourage them to discuss particular things around people’s homes that can be neglected, perhaps because of a lack of time or energy. Ask students when they have time to do chores around their homes.

Introduce Evelyn, Jennifer’s mother-in-law. Explain that *she is actually a lovely person and very helpful. When Jennifer and Shaun are at work, Evelyn cleans the apartment. She does the laundry. She shops for food. She cooks delicious meals. One day, Evelyn even paints the living room.* Ask students how they might react to a person helping out in their homes this way. Ask if they would wish that person to *stay longer* as Jennifer does in the story.

Introduce or review other key vocabulary as needed (e.g., newlyweds, both working, long hours, exhausted, get home, mess, laundry basket, full, refrigerator, empty, peanut-butter sandwiches, dinner, evening, looks at, calendar, mother, Saturday, remember, not a good time, place, sighs, doesn’t really know, mother-in-law, very well, 3,000 miles away, far away, cause problems, arrives, actually, lovely person, helpful, at work, cleans the apartment, does the laundry, shops for food, cooks delicious meals, paints the living room, best mother-in-law in the world, stay longer, go home, tomorrow, come back, next year, expensive, travel, Let’s move).

## Exercises

**Talking to Her Mother-in-Law** Encourage students to alter the time and distance that it’s necessary for Evelyn to travel (e.g., “Maybe in six months. Fifteen hundred miles is a long way.” “Maybe in two years. Ten thousand miles is a long way.”).

**Write new sentences.** Ask students to imagine other neglected areas around Jennifer and Shaun’s apartment (e.g., “Their furniture is dusty.” “Their kitchen floor is dirty.” “Their shower is moldy.”). Then ask them to write what Evelyn does in response (e.g., “She dusts the furniture.” “She mops the kitchen floor.” “She scrubs the shower.”).

**Topics for Discussion or Writing** In number 3, ask students for specific ways they are sometimes helpful to another person (e.g., “I help my mother by taking care of my younger brother.” “I help my family by sending them money every month.” “I help my grandmother by paying her bills on time.”).

## Lesson 3

### A Delayed Flight (pp. 16–21)

#### Theme: Transportation

#### Preview

Details in this story offer the opportunity to teach or review vocabulary for air travel and the inconvenient but regular occurrence of flight delays.

Introduce Jonas, the main character in the story. Explain that he *is very tired after a fifteen-hour flight from Hong Kong. But Jonas still needs to fly home to Atlanta.* If possible, use a map or globe for reference. Show where Jonas has been, where he is now, and where he’s going. Ask students whether or not they have been on long airline flights and, if so, how long. Ask which places they flew to and from, and perhaps where they stopped in between.

Teach or review the word *delayed*. Explain that it means the flight is either departing or arriving later than originally planned. Ask students if they have ever experienced a delayed flight or delays with other forms of transportation. Ask about reasons that planes can be delayed (e.g., bad weather, mechanical problems, crowded runway conditions). Ask students how passengers know when their flights are delayed (e.g., *monitor, announcement*, information from *airline worker*, telephone call).

In addition to a flight being delayed or on time, identify other information that travelers can read on airport monitors (e.g., name of airline, flight number, destination, departure time, *gate* letter or number). Ask students if they ever hear announcements when they travel and whether or not it’s difficult to understand what these messages mean.

Discuss the businesses that often operate in airports (e.g., *restaurants, retail stores*). Teach or review the vocabulary for items that people sometimes buy at

airport stores (e.g., books, magazines, newspapers, T-shirts, snacks, souvenirs). Ask about particular activities people sometimes do to pass the time at airports (e.g., reading, sleeping, listening to music, talking). Ask about emotions people sometimes feel when they have to wait for a long time (e.g., *disappointed*, *frustrated*, angry, bored, irritated, unhappy).

Use gestures to show how *Jonas sits down and opens his book. He reads a few pages, but his eyes feel very heavy. Jonas closes his eyes and falls asleep.* Discuss the consequences that Jonas faces when he realizes that he *missed his flight*. Remind students that, in a case like this, a passenger would *need to buy a new ticket*. Elicit responses from students about whether or not they sometimes fall asleep in a public place and, if so, which places (e.g., park, train station, library, classroom).

Introduce or review other key vocabulary as needed (e.g., airport, Los Angeles, tired, fifteen-hour flight, Hong Kong, fly home, Atlanta, walks toward, gate, quickly, leaves, thirty minutes, looks up, monitor, delayed, an hour, disappointed, get home, restaurant, sandwich, airport store, book, returns, hears, announcement, again, forty-five minutes, frustrated, sits down, opens his book, reads a few pages, eyes, very heavy, closes, falls asleep, suddenly, wakes up, looks around, missed his flight, angry at himself, airline worker, new ticket, don't worry, another, in about an hour).

## Exercises

**Talking to an Airline Worker** Have students create new dialogs and replace Flight 631 to Atlanta with a new flight number and destination. Also, encourage them to vary the amount of time the new flight is delayed.

**Check the good ideas.** Ask students to consider additional options that might be available for a passenger waiting for either a train or a bus.

**Topics for Discussion or Writing** In number 1, ask students about the closest airport in your community. Discuss whether or not international flights leave from this airport and, if not, where travelers need to go to fly outside of the U.S.

## Lesson 4

### Becker's Supermarket

(pp. 22–27)

### Theme: Family

## Preview

Details in this story offer the opportunity to teach or review vocabulary for food, places to shop for food, and

types of processed foods and the artificial ingredients often found in them.

Introduce Abby, who *is from a small town*. Explain that *she lives in a big city now*. Elicit responses from students about whether or not they are from a small town and live in a big city now. Say that *every summer, Abby goes home to visit her family. She loves spending time with her family. She also enjoys the delicious meals at home. In Abby's opinion, the food is much better there. Her family has a garden. Her father catches fish in the lake. Her mother bakes fresh pies.*

Ask students if they think the food is much better where they are from and, if so, why. Elicit responses from students about foods they particularly *miss* eating from their native countries. Ask students how those foods compare with the ones they find in U.S. supermarkets. Also, get opinions from students about the quality of the *fresh foods* found in local supermarkets.

Explain that *in Abby's neighborhood, there is a Becker's Supermarket. There are Becker's Supermarkets all over her city*. Elicit responses from students about particular supermarket chains that exist in your community. Ask students if they *usually shop* in those stores. Ask students for their opinion of the foods they find in these supermarkets (e.g., *terrible*, very good, tasteless, unhealthy, delicious).

Teach or review the meaning of *processed foods*. Explain that the term refers to the way raw foods are transformed into different products. Discuss the processed foods referred to in the story: *canned*, *frozen*, *refrigerated*, and *dehydrated*. Elicit responses from students about the kinds of processed foods they may buy (e.g., “I buy canned beans.” “I buy frozen vegetables.” “I buy refrigerated orange juice.” “I buy dehydrated mashed potatoes.”).

Explain the meaning of *artificial ingredients* as it appears in the story. Discuss how artificial ingredients are chemical additives that are put into many foods. Teach or review the meanings of the specific ones in the story: *sweeteners*, *flavorings*, *dyes*, and *preservatives*. If possible, bring in food labels that show examples of these chemicals and what purpose they serve in some foods. Ask students whether or not they read ingredient labels when they buy food. Ask if they are concerned about eating foods that contain a lot of artificial ingredients.

Introduce or review other key vocabulary as needed (e.g., small town, big city, every summer, goes home, visit, loves spending time, delicious meals, opinion, much better, garden, catches fish, lake, bakes, fresh pies, terrible, for example, neighborhood, supermarket, all over, processed foods, canned, frozen, refrigerated, dehydrated, artificial ingredients, sweeteners, flavorings,



dyes, preservatives, fresh foods, don't taste very good, usually shops, July, first night home, serves, vegetables, fish, peach pie, dessert, Yum!, I miss this so much, You can't eat like this in the city, I'm glad you like it, didn't have a lot of time, bought everything).

## Exercises

**Talking About Dinner** In the first line, encourage students to be specific about a particular dish they miss (e.g., "I miss these tamales so much!" "I miss this borscht so much!" "I miss this feijoada so much!"). Also, encourage students to use the name of an area supermarket in place of Becker's.

**Matching** Ask students to name more examples of ways foods can be processed (e.g., sundried, pickled, pasteurized, homogenized, packaged).

**Topics for Discussion or Writing** In number 2, elicit responses from students about other food sources in the community that may offer healthier options (e.g., greengrocer, farmer's market, natural foods store).

## Lesson 5

### Worried About Her Grandmother (pp. 28–33)

#### Theme: Health

#### Preview

Details in this story offer the opportunity to teach or review vocabulary for symptoms of dementia and the types of diagnostic testing that may occur during a medical evaluation.

Introduce Mireya, who *lives with her grandmother, Dolores*. Explain that *Dolores is 85 years old and Mireya loves her very much. And fortunately, Dolores is in very good condition for her age*. Say that *one morning, Dolores walks into the kitchen*. Explain what Dolores says: *"I didn't sleep last night. A crazy woman was dancing on the neighbor's roof."* Discuss how *Mireya thinks her grandmother's comment is very strange*. Ask students whether or not they might *feel very worried* as Mireya does in the story.

Teach or review the word *dementia*. Explain that it is a progressive brain disorder that some *elderly people* have. Discuss Mireya's understanding of the condition: *They can't concentrate. They can't remember things. They feel confused. Sometimes they have hallucinations, or see and hear things that aren't there.*

Elicit responses from students about where they may initially seek help for a family member or friend if they suspect this condition (e.g., doctor's office, clinic,

hospital). Teach or review what Dolores experiences at the doctor's office: *The doctor orders several tests for Dolores. She has an MRI (Magnetic Resonance Imaging) scan of her brain. She has some laboratory tests. The doctor gives her an evaluation. He checks her memory, language, and other things*. Ask students if they have ever experienced various medical tests.

Ask students about their neighbors. Ask if they ever see or hear their neighbors doing different activities. Ask if these activities ever *keep them awake* and, if so, what they are (e.g., "My upstairs neighbor walks around all the time." "My neighbor plays loud music." "My neighbor's baby cries a lot.").

Introduce or review other key vocabulary as needed (e.g., grandmother, 85 years old, loves, fortunately, good condition for her age, walks into, kitchen, didn't sleep, crazy woman, dancing, neighbor's roof, thinks, comment, strange, elderly people, dementia, can't concentrate, can't remember things, confused, hallucinations, see, hear, aren't there, worried, several tests, MRI (Magnetic Resonance Imaging) scan, brain, laboratory tests, evaluation, memory, language, test results, doesn't think, still talks about, tries not to worry, go outside, picking up, newspaper, keeping you awake, taking a dance class, so hot, practice).

## Exercises

**Talking to the Doctor** Encourage students to vary their relationship to the patient and his or her age (e.g., "I'm worried about my uncle. He's 91 years old.").

**Matching** Ask students to brainstorm a list of different medical tests (e.g., blood test, x-ray, CAT scan, balance and reflex test).

**Topics for Discussion or Writing** In number 2, brainstorm a list of conditions and diseases that are generally more prevalent among the elderly. If possible, encourage students to give examples of people they know with these problems (e.g., "My father has Alzheimer's disease." "My neighbor has Parkinson's disease." "My mother-in-law has arthritis.").

## Lesson 6

### Time for a Pay Raise (pp. 34–39)

#### Theme: Work

#### Preview

Details in this story offer the opportunity to teach or review vocabulary for occupations, tasks that janitorial workers sometimes perform, and eligibility for a pay raise.

Introduce Graciela, who *does janitorial work*. Explain that *five nights a week, Graciela and several other workers clean three floors of a large office building*. Ask students to consider the work that janitorial workers do (e.g., vacuuming and mopping floors, emptying the trash, dusting, cleaning interior windows, cleaning restrooms and common employee areas). Elicit responses from students about whether or not they have jobs. Ask students with jobs about the types of activities they do at work.

Describe Graciela as a person who *does her job well*. Mention that *last year, she received an excellent performance evaluation and two pay raises*. Ask students with jobs whether or not they receive performance evaluations at work. Also, ask if there are rules about when an employee is *eligible* for a pay raise. If there is a connection to time spent on the job, ask how often salary increases routinely take place (e.g., every three months, every six months, every year). Ask students if they sometimes *ask for a pay raise*. Encourage students to share a first-hand experience about asking for a pay raise.

Introduce Rogelio, a worker that the *janitorial services company* has recently *hired*. Explain that *the supervisor asked Graciela to train him*. Ask students who are employed whether or not they received any training at their jobs. Ask students if they ever *show* other employees *what to do* and, if so, what kinds of activities they show them.

Mention that *Rogelio is not a good worker*. Highlight his shortcomings as they appear in the story: *He's often late. He takes too many breaks. And he doesn't clean carefully*. Elicit examples from students about other behaviors that describe a poor worker (e.g., calls in sick frequently, works too slowly, spends time making personal phone calls, doesn't get along with co-workers).

Introduce or review other key vocabulary as needed (e.g., janitorial work, five nights a week, several, three floors, office building, hard work, does her job very well, received, excellent performance evaluation, pay raises, recently, janitorial services company, hired, supervisor, train, wonderful worker, show, what to do, working together, unfortunately, late, takes too many breaks, doesn't clean carefully, vacuuming, carpet, sitting down, office chair, admiring, city lights, outside, yells, three weeks, it's time, ask for, turns off, vacuum, long look, at least, three months, eligible, have to, honest, at this point, don't deserve, maybe, right, recommend, management position).

## Exercises

**Talking About a Pay Raise** Ask students to vary the length of time before a person is eligible for a pay raise (e.g., six months, one year). If possible, encourage students to expand this dialog. Have the students playing the part of Graciela give advice to Rogelio about how he can be a better worker (e.g., “You can get to work on time.” “You can take fewer breaks.” “You can clean more carefully.”).

**Check the good ideas.** Encourage students who are employed to suggest ways that they can be a good worker at their particular jobs.

**Topics for Discussion or Writing** In number 2, ask students to give reasons why an employee may receive a pay raise (e.g., works for the company for a specific time period, receives good performance evaluation, has good relationship with customers, works hard, has a good attendance record).

## Lesson 7

### A Suit from Drake's (pp. 40–45)

#### Theme: Shopping

#### Preview

Details in this story offer the opportunity to teach or review vocabulary for clothing and the process of getting a refund for items you don't need.

Introduce Shirin. Explain that she *is in a dressing room at Drake's Department Store. She is trying on a pair of black dress pants. They fit very well, but before she takes them off, the salesclerk brings in a matching jacket. She also has a pretty pink blouse*. Describe the salesclerk as very *persuasive*. Get opinions about why some salesclerks try to convince you to buy things (e.g., “They receive commission on sales.” “They want to earn more money.” “It's their job to sell a lot.” “They are under pressure to make sales.”).

Ask students if they are ever in a dressing room when a salesclerk brings them more items to try on. Elicit responses about whether or not students have bought things, in part, because of a persuasive salesclerk. Ask students if they sometimes buy things and then *regret spending so much money*, as Shirin does in the story.

Teach or review the names of clothing. Ask students to describe what they are wearing now. Explain that *Shirin is a nurse in a big hospital. She wears a uniform at work. She doesn't need a suit*. Ask students

who are employed whether or not they wear a uniform at work and, if so, what their uniforms look like.

Discuss appropriate clothing for a job *interview*. Ask employed students about what they wore to their job interviews and whether or not it was necessary to wear a suit. Explain that there is *an opening for a nursing director* where Shirin works. Ask students their opinions about appropriate clothing for either a woman or a man seeking this position. Find out what students think regarding the importance of looking *professional* at a job interview.

Elicit responses about the names and locations of department stores in your community. Ask where and how often students shop for new clothing. Ask students about the last item they bought. If possible, discuss return policies (e.g., must have receipt, must have tags on items, must return within two weeks). Ask students if they sometimes return items they have bought. Ask students what they usually do when they have to return something (e.g., ask for a refund, get store credit, exchange the item for something more useful).

Introduce or review other key vocabulary as needed (e.g., dressing room, department store, trying on, pair, black dress pants, fit very well, takes them off, salesclerk, matching jacket, pretty pink blouse, persuasive, beautiful, professional, suit, smiles, mirror, I'll take it all, looks in, bag, sighs, regrets spending so much, nurse, hospital, wears, uniform, doesn't need, certainly, this month, returns, something else, store credit, later, firmly, refund, gets home, that evening, message, answering machine, boss, opening, nursing director, come in, interview, on Monday, good idea).

## Exercises

**Talking to a Salesclerk** Encourage students to vary the items that they wish to return. Consider also asking students to create new dialogs where the shopper either requests to exchange an item or asks for a store credit to use another time.

**Check the good ideas.** Ask students to brainstorm additional items that they may have regretted buying at some point. Encourage them to explain why they regretted that purchase (e.g., "I regret spending money on a new table. It didn't fit well in my apartment.").

**Topics for Discussion or Writing** In number 1, elicit responses from students about why they may occasionally return things (e.g., wrong size, wrong color, don't need the item, too expensive).

## Lesson 8

### A Loan from Aunt Loretta (pp. 46–51)

#### Theme: Money

### Preview

Details in this story offer the opportunity to teach or review vocabulary for things pertaining to getting a loan and reasons why people sometimes need money.

Introduce Loretta, who *is very careful with her money*. Explain that Loretta *pays her bills on time and rarely spends money on things for herself*. But Loretta *is also very generous and sometimes helps people in her family*. Elicit responses from students about ways, financially and otherwise, they may help people in their families.

Mention that *Loretta is very worried about her nephew, Charlie*. *Charlie called her last night. It seems he needs money for a medical procedure*. Brainstorm a list of medical procedures that a person may need (e.g., tonsillectomy, back surgery, blood transfusion, dialysis). Teach or review the word *transplant*. Explain that Charlie mentions he needs money for a transplant. Elicit responses from students about the types of transplants that some patients urgently require (e.g., *heart, liver, kidney, lung*). Remind students that medical procedures in the U.S. are often very expensive. Also, mention some elective procedures, like cosmetic surgeries, for conditions that are certainly not life-threatening.

Ask students what they already know about getting a *loan*. Discuss the factors that prevent Charlie from qualifying for one: *He doesn't have a job right now. And his credit history isn't very good*. Encourage students to give examples of someone who makes bad decisions with money (e.g., "He buys a new car when he can't afford one." "She buys a lot of expensive clothes that she doesn't need.").

Elicit responses about places people can sometimes go for a loan (e.g., *bank, credit union, private lenders, relatives, friends*). Ask students their opinions about lending money to people. Encourage them to give reasons for and against lending someone money. Discuss the repayment terms that most lending institutions require, such as a *monthly payment with interest*.

Introduce or review other key vocabulary as needed (e.g., careful, money, bills, on time, rarely, spends money, herself, generous, helps people, family, worried, nephew, called, seems, medical procedure, unfortunately, doesn't qualify, bank loan, doesn't have, job, credit history, bad decisions, three o'clock, doorbell, rings, looks, sad, health problem, serious, questions,

how much, transplant, heart, liver, kidney, gets out, checkbook, pay you back, promise, payment, interest, don't worry about, what kind, aunt, whispers, hair).

## Exercises

**Talking About a Loan** Encourage students to vary the type of procedure and the amount of money it costs.

**Check the good ideas.** Ask students to imagine that they agree to lend someone \$10,000. Encourage students to discuss the terms and conditions for the repayment of the loan. Ask them about the interest rate they would charge and how long the recipient of the loan would have to pay them back.

**Topics for Discussion or Writing** In number 2, ask students about common things that people borrow money for (e.g., new home, college fees, new car, medical procedures, home improvements, vacations).

## Lesson 9

### A Clothing Donation (pp. 52–57)

#### Theme: Community

## Preview

Details in this story offer the opportunity to teach or review vocabulary for clothing and ways to help support a charity.

Elicit responses from students about thrift stores or secondhand stores that operate in your community. Explain that these stores typically *resell clothing and other usable items*. Ask students if they ever shop in these stores and which *charities* they help support (e.g., Goodwill, American Red Cross, Salvation Army, AMVETS). Ask students if they sometimes *donate* items that are *still in good condition* and, if so, which organizations they donate them to.

If necessary, teach or review words for the colors (e.g., *brown, gray*) and clothing (e.g., *dress, blouses, skirts, pants, jacket*) that appear in the story. Ask students to name some of the pieces of clothing they have in a *bedroom closet* at home. Ask students whether or not they wear all of the clothing in their closets. Elicit responses about what they do with their clothing when they no longer want or need a particular item.

Introduce Midori, who is putting *several pieces of clothing in a large plastic bag: a dress, three blouses, two skirts, and a pair of pants*. Explain that Midori sees her husband's *old brown jacket*. Say that Midori *doesn't like the way Kano looks in this jacket*. So, Midori puts

*Kano's brown jacket in the bag. Then she drops off the bag at the thrift store.*

Ask students about a particular item that a family member wears that they don't really like (e.g., "I don't like my wife's yellow bathrobe." "I don't like my son's black T-shirt." "I don't like my husband's green pants."). Elicit responses from students about whether or not they think Midori did a good thing. Ask if they think it's acceptable to donate another person's clothing without his or her permission.

Ask students if they sometimes buy clothing for other people and whether or not people always like those items. Explain that Midori bought her husband, Kano, *a new gray jacket last year*. Ask students about the last item of clothing they bought for another person (e.g., "I bought my husband a pair of brown socks." "I bought my daughter a pink dress." "I bought my father a blue shirt.>").

Elicit ways that people can *help a great charity*, as Midori attempts to do in the story (e.g., give money, donate clothing and other usable items, volunteer time). Ask students the names of some organizations that help people in your community. Elicit responses about the things some of these organizations do (e.g., provide housing, provide job training, feed and shelter the homeless, provide medical care).

Introduce or review other key vocabulary as needed (e.g., bedroom closet, several pieces of clothing, plastic bag, dress, blouses, skirts, pants, looks at, husband's clothes, old brown jacket, still in good condition, doesn't like the way Kano looks, besides, bought, new gray jacket, drops off, thrift store, resells, usable items, money, charity, feels good, donating, two weeks later, can't find, donated, a good cause, trying to help, great, the next day, comes home, shopping bag, two things, went).

## Exercises

**Talking at Home** Ask students to replace the brown jacket with another article or other articles of clothing and to change the location of the thrift store to one in your community.

**Checklist** Elicit responses from students about specific things they can donate (e.g., "I can donate a baby blanket." "I can donate a frying pan." "I can donate a jacket.>").

**Topics for Discussion or Writing** In number 2, raise awareness of some large U.S. charities (e.g., United Way, YMCA, American Cancer Society, America's Second Harvest). If access to the Internet is possible, encourage students to learn more about how these organizations help people.

## Lesson 10

### A Termite Problem (pp. 58–63)

#### Theme: Housing

##### Preview

Details in this story offer the opportunity to teach or review vocabulary for household pests, the damage they do, and preparing for the fumigation process.

Introduce Magda, whose *apartment building has termites*. If possible, show pictures of termites so students understand what kinds of insects they are. Explain that *termites eat wood and cause serious damage*. Discuss the damage that Magda sees around her apartment: *Magda sees the holes in her wood floor. She sees holes in the wood door. She sees holes in the wood around her windows*. Ask students if they see evidence of termites in their homes. Elicit responses about other bugs that may appear in or outside their homes (e.g., ants, spiders, cockroaches, beetles, flies, *mosquitoes*).

Teach or review the verb *fumigate*, which means “to kill pests with chemical gas.” Explain that *Magda’s landlord decides to fumigate the entire apartment complex*. Ask students whether or not they have lived in an apartment or a house that was fumigated. Ask students if they sometimes notice large tents covering buildings that signal fumigation is taking place.

Mention that the fumigation process can be *inconvenient*. Discuss some of the tasks that Magda needs to do: *She needs to put some of her foods, drinks, and medicines in special bags. She needs to remove her plants. And she needs to move out of her apartment and stay at a hotel for two days*. Also, discuss how *Magda’s landlord gives Magda and the other tenants an allowance, so they don’t have to pay for their hotel rooms*. Stress that it is the landlord’s responsibility to do this.

Encourage students to recount whether or not they have been through the fumigation process. If possible, ask students to share a first-hand experience of preparing for fumigation. Ask what types of foods they had to bag or remove and what they could leave behind. Mention that pets must also be removed during fumigation. If access to the Internet is possible, encourage students to find additional information regarding fumigation (e.g., what fumigation is, more detailed fumigation preparation, information on chemicals most often used, how long fumigation lasts, when it’s safe to return).

Introduce or review other key vocabulary as needed (e.g., apartment building, termites, knows, eat wood, cause serious damage, sees, holes, wood floor, door,

windows, worst thing, really hates bugs, landlord, decides, entire apartment complex, fumigation, inconvenient, a lot to do, foods, drinks, medicines, special bags, remove, plants, move out, stay, hotel, for two days, tenants, allowance, don’t have to pay for, hotel rooms, Tuesday, checks into, place, great, take a walk, goes down, lobby, away from, don’t go outside, mosquitoes, everywhere).

##### Exercises

**Talking About Fumigation** Encourage students to expand this dialog by including other relevant questions (e.g., “What about my cat?” “When is it safe to return?” “What kind of cleanup will I need to do?”). If possible, ask students to provide correct answers to these questions by learning more about the topic of fumigation.

**Check the good ideas.** Ask students about measures they take to cope with other pests (e.g., cockroaches, mice, ants). Have them brainstorm a list of things that are good to do when addressing different problems.

**Topics for Discussion or Writing** In number 2, elicit responses from students about the periodic maintenance that needs to be done by either landlords or homeowners (e.g., painting, maintaining plumbing, replacing old appliances, cleaning or replacing carpets).

## Lesson 11

### A Picture of the Eiffel Tower (pp. 64–69)

#### Theme: Communication

##### Preview

Details in this story offer the opportunity to teach or review vocabulary for communication and the technology that some people use to communicate faster.

Introduce Philip and his *co-worker* Owen, who *are on a four-day business trip to Paris, France*. Ask students who have been to Paris to brainstorm a list of *famous landmarks* there (e.g., *Eiffel Tower, Louvre Museum, Arc de Triomphe, Notre Dame, Pantheon*). Explain that Philip and Owen *can spend a few hours sightseeing*, so they *take a taxi to the Eiffel Tower*. Use gestures to show that *Philip admires it very much*.

Explain that Philip wants to *take a picture* of the Eiffel Tower and *send it to his mother in California*. Elicit responses from students about the fastest way to do this (e.g., “He can take a picture on his camera phone. Then he can send the photo to her from his cell phone.” “He can take a picture and then e-mail

the photo from his computer.”). Clarify, however, that Philip *doesn't have a camera* or easy access to either a telephone or a computer.

Discuss, step-by-step, the solution that Philip comes up with: “*Maybe I can go to a store and buy a cheap digital camera. Then I can come back and take a picture of the Eiffel Tower. Then I can go back to the hotel and call my mother for her e-mail address. Then I can go to an Internet café. And then I can use a computer to send her the photo of the Eiffel Tower.*” Get opinions from students about how practical this idea is. Elicit responses about the disadvantages of Philip’s plan (e.g., “It wastes a lot of time.” “He won’t have time to visit other places.” “Owen will feel impatient.”). Encourage students to think of other ways Philip can get a picture of the Eiffel Tower and send it to his mother.

Encourage students to discuss the forms of technology they sometimes use. Ask students whether or not they have digital cameras, camera phones, the Internet, or cell phones. For students who don’t have access to the Internet, ask about places in the community where it is available to the public (e.g., public library, copy center, computer lab at school site).

Introduce or review other key vocabulary as needed (e.g., co-worker, four-day business trip, Paris, France, excited, free time, last day, decide, spend, a few hours, sightseeing, something, take a taxi, Eiffel Tower, famous landmark, admires, take a picture, send, mother, California, unfortunately, camera, thinks, for a moment, store, buy, cheap digital camera, come back, go back, hotel, e-mail address, Internet café, computer, photo, love, looks at, watch, hurry, I can make it, postcard, stamp, mail, more of).

## Exercises

**Talking at the Eiffel Tower** Ask students to be specific about what they want to take a picture of. Consider famous landmarks or other scenic places in your community (e.g., “I want to take a picture of the Empire State Building.” “I want to take a picture of the lake.” “I want to take a picture of the Golden Gate Bridge.”).

**Philip’s Postcard** Ask students to write a family member or a friend a postcard from your community. Encourage students to include things they would want to see in the city or town you live in.

**Topics for Discussion or Writing** In number 1, ask students to explain why these landmarks are particularly famous (e.g., “\_\_\_\_\_ is the tallest building in my country.” “\_\_\_\_\_ is the largest street market in my city.” “\_\_\_\_\_ is the best museum in my state.”).

## Lesson 12

### An Exhausted Student (pp. 70–75)

#### Theme: School

#### Preview

Details in this story offer the opportunity to teach or review vocabulary for the sacrifices that many adult students need to make in pursuit of higher education.

Introduce Belen, who *is 34 years old*. Explain that *she is a student at the state university*. Ask about the names of colleges and universities in your community. Discuss the fact that *most students get their bachelor’s degree in four or five years, but this is Belen’s seventh year*. Say that *in one more year, Belen plans to graduate and get her degree*. Ask students about their own plans for further education. Elicit responses from students who have certificates, diplomas, and degrees, or who hope to have them in the future. Remind students that it’s never too late to continue their education.

Highlight the fact that *Belen’s life isn’t easy*. Discuss what students may already know about balancing school and work: *She is always running between school and her job. She does homework after class and on weekends. She never has time to see her friends. She always feels exhausted*. However, stress the fact that *Belen knows that education is important. And with a bachelor’s degree, Belen can get a major promotion at work*. Get opinions from students about why they think education is important (e.g., “I can have better job opportunities.” “I can earn more money.” “I can be more involved in my community.” “I can help my children at school.”).

Mention that *Belen sees many younger students in her classes. Their families often support them. They don’t have the financial commitments that she has. Belen sometimes feels a little jealous of them*. Brainstorm a list of financial commitments that most adults have (e.g., rent, food, transportation costs, utilities). Ask employed students how much time they can realistically devote to school each week. Ask them when they generally study and complete *projects* and homework.

Teach or review the expression *This project is stressing me out!* Explain that when something is stressing you out, it makes you feel very worried or anxious. Elicit responses from students about things that may be stressing them out (e.g., “My new job is stressing me out.” “The exam on Friday is stressing me out.” “Looking for a new apartment is stressing me out!”).

Discuss recreational activities that many college students engage in outside of class (e.g., *football games*,

*parties, concerts, movies, exercise, shopping, travel*). Ask students if they have time for any of these activities and, if so, which ones.

Introduce or review other key vocabulary as needed (e.g., 34 years old, student, state university, bachelor's degree, four or five years, seventh year, full-time job, takes classes, only at night, graduate, life isn't easy, running, does homework, after class, on weekends, never has time, see her friends, always feels exhausted, knows, education, important, major promotion, younger, families, support, financial commitments, a little jealous, on Wednesday night, biology, professor, reminds, big project, next Monday, remembers, all weekend, classmate, turns to, stressing me out, football game, party, concert, how will I ever find the time).

## Exercises

**Talking with a Classmate** Encourage students to substitute another school-related subject that can stress someone out (e.g., "The grammar test is stressing me out!" "The oral presentation is stressing me out!" "The research paper is stressing me out!"). Also encourage students to replace the football game, party, and concert with other social events.

**Checklist** Encourage students to brainstorm specific financial commitments (e.g., sister's tuition, club fees, car loan, medical bills). Then elicit responses from students as to which financial commitments are the most critical.

**Topics for Discussion or Writing** In number 2, discuss how college degrees can help individuals in different ways. If possible, provide information about how students may get academic counseling for obtaining a high school diploma, the GED, or admittance to colleges or universities in your area.

## Lesson 13

### A Visit to the Metropolitan Museum (pp. 76–81)

#### Theme: Recreation

### Preview

Details in this story offer the opportunity to teach or review vocabulary for natural cleaning ingredients and things to see in the Egyptian galleries at the Metropolitan Museum of Art in New York City.

Introduce Therese, who *lives in an apartment in New York City*. Explain that Therese *is an excellent housekeeper and uses natural ingredients to keep her home clean*. Teach or review the names of the natural

cleaners referred to in the story: *baking soda, lemon juice, vinegar, salt, and hydrogen peroxide*. Ask students if they have some of these things at home and whether or not they sometimes use them to clean.

Discuss how Therese uses each product: She *got out all the stains in the carpet with baking soda*. She *cleaned the kitchen counters with lemon juice*. She *cleaned the microwave with vinegar*. And she *cleaned the stove top with a little salt*. Ask students if they have ever used these ingredients for any of these purposes. If not, ask what products they use to clean these things in their homes.

Mention that Therese and her daughter, Sabine, *decide to go to the Metropolitan Museum of Art*. Point out that this is a very famous museum in New York City. Ask students whether or not any of them have ever visited this museum and, if so, what they saw there. Say that Therese and Sabine *look at the Egyptian galleries*. Explain that *the collection is fantastic*. *There are thousands of interesting items: sculpture, jewelry, statues, paintings, pictures, and other things*.

Show a picture of the Temple of Dendur if possible, or use the illustration in the story. Tell students that the temple is on display in a special area of the museum. Explain that it *was built during the Roman period, in around 15 BC*. Ask students if they have ever seen any ancient Egyptian buildings or other objects and, if so, where.

Introduce or review other key vocabulary as needed (e.g., apartment, excellent housekeeper, uses, natural ingredients, keep her home clean, daughter, got out, stains, carpet, baking soda, leads, kitchen, cleaned, counters, lemon juice, microwave, vinegar, stove top, salt, looks almost new, smiles, nods, beautiful, Saturday, New York City, decide, Metropolitan Museum of Art, take a bus, look at, Egyptian galleries, collection, fantastic, thousands, interesting, items, sculpture, jewelry, statues, paintings, pictures, Temple of Dendur, was built, Roman period, 15 BC, incredible, can you believe, standing, ancient, very old, hydrogen peroxide).

## Exercises

**Talking in the Kitchen** Ask students to talk about particular things they use to clean their kitchens or other areas of their homes (e.g., "I cleaned the sink with cleanser." "I cleaned the floor with ammonia." "I cleaned the mirrors with water.").

**Checklist** Ask students to select one of these items and come up with three different uses for it. This activity may be more interesting if access to the Internet is possible.

**Topics for Discussion or Writing** In number 3, ask about museums that students have visited either in

your community or in their native countries. Encourage students to discuss interesting things they have seen in museums.

## Lesson 14

### Getting Directions (pp. 82–87)

#### Theme: Technology

#### Preview

Details in this story offer the opportunity to teach or review vocabulary for using the Internet to get specific directions.

Introduce Myron, who *has a terrible sense of direction*. Explain that Myron *gets lost a lot*. Ask students if they sometimes get lost in your community and, if so, where (e.g., “I sometimes get lost downtown.” “I sometimes get lost on the freeway.” “I sometimes get lost on the subway.”).

Clarify that *the bigger problem is that Myron hates asking for directions*. For Myron, *asking for directions is very embarrassing*. Elicit responses from students about why they think Myron might hate asking for directions (e.g., “He doesn’t want anyone to know he’s lost.” “He doesn’t understand directions when he hears them.” “He wants to find a place without help.”).

Discuss that Myron *has an invitation to his friend Derek’s apartment for a party*. Encourage students to give Myron advice to help him find his friend’s apartment (e.g., look at a street map, *call his friend for directions, use the Internet*). Explain that Myron *goes online and finds a web site that gives directions*. Find out what students already know about getting directions online.

Teach or review the language for the steps Myron goes through on the web site: *Myron types in his starting location: street address, city, state, and zip code. Then he types in the same information for his ending location, Derek’s apartment. Myron clicks “Get Directions” and prints out everything he needs*. Explain that Myron is very successful in getting the information he needs. Point out what the directions tell Myron: *They tell him what roads to take. They tell him exactly where and which way to turn. They tell him the distance between points. And they tell him how much time it takes*.

Introduce or review other key vocabulary as needed (e.g., terrible sense of direction, unfortunately, gets lost a lot, bigger problem, hates asking for directions, embarrassing, invitation, friend, apartment, party, voicemail, message, I’m serious, don’t leave, call me,

I can find it, just to be sure, goes, online, finds a web site, gives directions, types in, starting location, street address, city, state, zip code, same information, ending location, clicks “Get Directions,” prints out, clear, tell, roads, exactly where and which way to turn, distance between points, how much time it takes, right on time, arrives, knocks, on, door, no answer, cell phone, Where are you?, moved, last week).

#### Exercises

**Talking on a Cell Phone** Encourage students to create new dialogs where one student asks another for directions from your school site to a well-known place in your community.

**Check the good ideas.** This may also be a good time to practice a map-reading activity. If access to the Internet is possible, encourage students to obtain directions from one place in the community to another (e.g., their home to a hospital).

**Topics for Discussion or Writing** In number 1, encourage students to name a few well-known web sites or provide the information for them (e.g., MapQuest, Google Maps, Rand McNally, Yahoo Maps). If access to the Internet is possible, ask students to compare some of these web sites and decide which are the easiest to use.

## Lesson 15

### A Jury Summons (pp. 88–93)

#### Theme: Civics

#### Preview

Details in this story offer the opportunity to teach or review vocabulary for receiving a jury summons and some of the factors that can influence whether or not you can serve on a jury.

Introduce Amalia, who *lives with her father, Octavio*. Explain that *Octavio is 72 years old and in very good health*. Elicit responses from students about what some older people enjoy doing for recreation (e.g., *playing chess, going to school, cooking, reading, participating in group activities, traveling, playing cards*).

Teach or review the expression *She can’t believe her eyes*. Explain that it means that Amalia is very surprised by something and believes it to be almost impossible. Say that Amalia is very shocked by the appearance of something in her mailbox: *Octavio has a jury summons*. Ask students if they have ever received a jury summons either in the U.S. or in their native countries. If possible, use a picture that illustrates the role of a juror. Explain that a juror is part of a jury, or



group of people that will give a verdict on a legal case in a court of law.

Discuss the things that qualify Octavio to serve on a jury: *He is a U.S. citizen. He speaks, reads, and understands basic English. And he has never been convicted of a felony.* Ask students if they meet any of these requirements. Encourage students to give their possible reactions to a jury summons (e.g., excited, honored, annoyed, disappointed, interested). Then talk about Amalia's reaction to her father's summons and why she *doesn't think this is a good idea at all*. Discuss her concern that *Octavio is retired now and deserves to relax*.

Explain Amalia's train of thought for helping her father avoid jury duty: *Octavio's English isn't perfect. Maybe that's a way out. Or maybe he can get a medical excuse from his doctor. Then Amalia remembers the rule about age. Octavio is over 70 years old. He simply needs to prove his age. Then he doesn't have to serve at all.* Ask students whether or not Amalia is correct in assuming that it's a bad idea for him to serve.

Introduce or review other key vocabulary as needed (e.g., lives, father, 72 years old, in very good health, right now, park, playing chess, friend, walks outside, mailbox, can't believe her eyes, jury summons, it's true, qualified, serve, U.S. citizen, speaks, reads, understands, basic English, never been convicted of, felony, doesn't think, good idea, retired, deserves, relax, sure, can avoid, somehow, for a moment, English isn't perfect, way out, medical excuse, doctor, remembers, rule, age, over 70 years old, simply, prove, doesn't have to serve, relieved, comes home, looks through, pile of mail, table, don't worry, can get out of it, can wait, perform, civic duty).

## Exercises

**Talking About a Jury Summons** Encourage students to create new dialogs with other reactions to a jury summons.

**Check the good excuses.** Ask students to explain why some excuses are not good excuses (e.g., "I think *play chess a lot* is not a good excuse because it's not as important as performing your civic duty.").

**Topics for Discussion or Writing** In number 3, encourage students to discuss other ways for citizens and non-citizens to perform their civic duties (e.g., paying taxes, reporting crime, helping your neighbor, volunteering in your community).

# Answer Key

## Lesson 1

### Answer the questions. (p. 5)

1. Samir and Conrad work for the same large corporation.
2. Samir works at the office in Los Angeles.
3. Conrad works at the office in Chicago.
4. Samir and Conrad never see each other.
5. Conrad is coming to Los Angeles for a big meeting tomorrow.
6. Samir is going to meet him in the Western Hotel lobby.
7. Conrad says, "I have a lot of hair. It's curly and black. I'm pretty muscular. And I have a mustache."
8. A man is looking at him.
9. He is about 5 feet 7 inches tall. He is mostly bald. He has a little straight gray hair on the sides. He is very thin and not at all muscular. And he doesn't have a mustache.
10. He shaved off his mustache.

### Complete the sentences. (p. 6)

- |               |                 |
|---------------|-----------------|
| 1. arrives    | 5. is           |
| 2. walks into | 6. doesn't have |
| 3. looks like | 7. approaches   |
| 4. sees       | 8. says         |

### Matching: Definitions (p. 6)

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

### A Better Description (p. 7)

2. He's mostly bald.
3. He has a little straight gray hair on the sides.
4. He's very thin and not at all muscular.
5. He doesn't have a mustache.

### Listening (p. 8)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. a | 5. b | 7. a |
| 2. a | 4. b | 6. b | 8. b |

### Pronunciation and Writing (p. 8)

- |                         |  |
|-------------------------|--|
| 1. <u>meeting</u> 2     | 9. <u>office</u> 2                       |
| 2. <u>telephone</u> 3   | 10. <u>mustache</u> or <u>mustache</u> 2 |
| 3. <u>several</u> 3     | 11. <u>approaches</u> 3                  |
| 4. <u>description</u> 3 | 12. <u>curly</u> 2                       |
| 5. <u>lobby</u> 2       | 13. <u>muscular</u> 3                    |
| 6. <u>corporation</u> 4 | 14. <u>excuse</u> 2                      |
| 7. <u>mostly</u> 2      | 15. <u>different</u> 3                   |
| 8. <u>tomorrow</u> 3    |  |

### What about you? (p. 9)

2. Do you sometimes talk on the telephone to people you work with?

3. Do you sometimes go to meetings?
4. Do you have a lot of hair?
5. Do you have a mustache?

## Lesson 2

### Answer the questions. (p. 11)

1. Jennifer and Shaun are newlyweds.
2. They feel exhausted when they get home. They're both working very long hours.
3. Their apartment is a mess.
4. Their laundry basket is full. Their refrigerator is empty.
5. His mother is coming on Sunday.
6. Evelyn lives 3,000 miles away.
7. She thinks most mothers-in-law cause problems.
8. She is actually a lovely person and very helpful.
9. Evelyn cleans the apartment. She does the laundry. She shops for food. She cooks delicious meals. One day, Evelyn even paints the living room.
10. Now Jennifer thinks Evelyn is the best mother-in-law in the world.

### Complete the sentences. (p. 12)

- |              |             |
|--------------|-------------|
| 1. long      | 5. empty    |
| 2. exhausted | 6. far away |
| 3. mess      | 7. helpful  |
| 4. full      | 8. best     |

### Matching: Definitions (p. 12)

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

### Write new sentences. (p. 13)

2. She does the laundry.
3. She shops for food.
4. She cooks delicious meals.
5. She paints the living room.

### Listening (p. 14)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. a | 5. b | 7. b |
| 2. a | 4. b | 6. a | 8. a |

### Pronunciation and Writing (p. 14)

- |                           |                         |
|---------------------------|-------------------------|
| 1. <u>mother-in-law</u> 4 | 9. <u>apartment</u> 3   |
| 2. <u>laundry</u> 2       | 10. <u>sandwiches</u> 3 |
| 3. <u>calendar</u> 3      | 11. <u>tomorrow</u> 3   |
| 4. <u>actually</u> 4      | 12. <u>peanut</u> 2     |
| 5. <u>newlyweds</u> 3     | 13. <u>helpful</u> 2    |
| 6. <u>travel</u> 2        | 14. <u>exhausted</u> 3  |
| 7. <u>refrigerator</u> 5  | 15. <u>thousand</u> 2   |
| 8. <u>expensive</u> 3     |                         |

### What about you? (p. 15)

2. Do you sometimes eat peanut-butter sandwiches for dinner?
3. Do you have a mother-in-law?
4. Do you think most mothers-in-law cause problems?
5. Do you clean, do laundry, shop, and cook at home?

## Lesson 3

### Answer the questions. (p. 17)

1. Jonas is at the airport in Los Angeles.
2. It was a 15-hour flight.
3. Jonas still needs to fly home to Atlanta.
4. He walks quickly because his flight leaves in thirty minutes.
5. His flight, 631, is delayed by an hour.
6. Jonas goes to an airport restaurant and eats a sandwich.
7. He buys a book at an airport store.
8. It's delayed again by forty-five minutes.
9. Jonas closes his eyes and falls asleep.
10. An airline worker tells Jonas he needs to buy a new ticket to Atlanta.

### Complete the sentences. (p. 18)

- |             |                 |
|-------------|-----------------|
| 1. airport  | 5. announcement |
| 2. flight   | 6. eyes         |
| 3. sandwich | 7. monitor      |
| 4. book     | 8. ticket       |

### Matching: Opposites (p. 18)

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

### Listening (p. 20)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. a | 5. a | 7. b |
| 2. b | 4. a | 6. a | 8. b |

### Pronunciation and Writing (p. 20)

- |                          |                          |
|--------------------------|--------------------------|
| 1. <u>delayed</u> 2      | 9. <u>disappointed</u> 4 |
| 2. <u>monitor</u> 3      | 10. <u>returns</u> 2     |
| 3. <u>frustrated</u> 3   | 11. <u>airport</u> 2     |
| 4. <u>angry</u> 2        | 12. <u>suddenly</u> 3    |
| 5. <u>asleep</u> 2       | 13. <u>ticket</u> 2      |
| 6. <u>sandwich</u> 2     | 14. <u>quickly</u> 2     |
| 7. <u>announcement</u> 3 | 15. <u>another</u> 3     |
| 8. <u>thirty</u> 2       |                          |

### What about you? (p. 21)

2. Do you feel tired after a long trip?
3. Do you feel frustrated when your trip is delayed?
4. Do you understand announcements when you hear them?
5. Do you sometimes close your eyes and fall asleep in public places?

## Lesson 4

### Answer the questions. (p. 23)

1. Abby is from a small town, but she lives in a big city now.
2. She goes home to visit her family every summer.
3. She enjoys the delicious meals at home.
4. Her father catches fish in the lake. Her mother bakes fresh pies.
5. Abby thinks the food in the city is terrible.
6. There are Becker's Supermarkets all over her city.
7. There are canned, frozen, refrigerated, and dehydrated foods.
8. They have sweeteners, flavorings, dyes, and preservatives.
9. Her mother serves a delicious dinner of vegetables and fish. She serves a peach pie for dessert.
10. She bought everything at the new Becker's Supermarket.

### What is the category? (p. 24)

#### Kinds of Pies

- |          |            |
|----------|------------|
| 1. peach | 3. cherry  |
| 2. apple | 4. pumpkin |

#### Artificial Ingredients

- |               |                  |
|---------------|------------------|
| 1. sweeteners | 3. flavorings    |
| 2. dyes       | 4. preservatives |

#### Ways Foods Are Processed

- |                 |               |
|-----------------|---------------|
| 1. refrigerated | 3. frozen     |
| 2. canned       | 4. dehydrated |

### Matching: Definitions (p. 24)

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

### Matching (p. 25)

1. dehydrated
2. canned
3. frozen

### Listening (p. 26)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. a | 5. a | 7. b |
| 2. a | 4. b | 6. b | 8. b |

### Pronunciation and Writing (p. 26)

- |                    |                   |
|--------------------|-------------------|
| 1. artificial 4    | 9. frozen 2       |
| 2. shopping 2      | 10. sweeteners 3  |
| 3. refrigerated 5  | 11. processed 2   |
| 4. neighborhood 3  | 12. flavorings 3  |
| 5. preservatives 4 | 13. supermarket 4 |
| 6. everything 3    | 14. dehydrated 4  |
| 7. ingredients 4   | 15. city 2        |
| 8. dessert 2       |                   |

### What about you? (p. 27)

2. Do you think the food in the city is terrible?
3. Do you sometimes eat processed foods?
4. Do you sometimes eat foods with artificial ingredients?
5. Do you usually shop at a large supermarket?

## Lesson 5

### Answer the questions. (p. 29)

1. Mireya lives with her grandmother, Dolores. She is 85 years old.
2. Dolores is in very good condition for her age.
3. She says, "A crazy woman was dancing on the neighbor's roof."
4. Some elderly people have dementia.
5. They can't concentrate. They can't remember things. They feel confused.
6. Sometimes they have hallucinations, or see and hear things that aren't there.
7. Mireya takes Dolores to the doctor.
8. She has an MRI (Magnetic Resonance Imaging) scan of her brain. She has some laboratory tests.
9. The doctor does an evaluation. He checks her memory, language, and other things.
10. The test results are good. The doctor doesn't think Dolores has dementia.

### Complete the sentences. (p. 30)

- |                   |                     |
|-------------------|---------------------|
| 1. comment        | 5. MRI              |
| 2. dementia       | 6. laboratory tests |
| 3. hallucinations | 7. language         |
| 4. doctor         | 8. test results     |

### Matching: Definitions (p. 30)

- |      |      |      |
|------|------|------|
| 1. d | 3. c | 5. b |
| 2. e | 4. a |      |

### Matching (p. 31)

1. laboratory test
2. evaluation
3. MRI

### Listening (p. 32)

- |      |      |      |      |
|------|------|------|------|
| 1. a | 3. b | 5. b | 7. b |
| 2. a | 4. b | 6. b | 8. a |

### Pronunciation and Writing (p. 32)

- |                     |                   |
|---------------------|-------------------|
| 1. laboratory 5     | 9. imaging 3      |
| 2. language 2       | 10. magnetic 3    |
| 3. condition 3      | 11. remember 3    |
| 4. memory 3         | 12. evaluation 5  |
| 5. dementia 3       | 13. fortunately 4 |
| 6. comment 2        | 14. grandmother 3 |
| 7. hallucinations 5 | 15. results 2     |
| 8. concentrate 3    |                   |

### What about you? (p. 33)

2. Do you know a person who has dementia?
3. Do you sometimes help an elderly person?
4. Do you sometimes have an MRI?
5. Do you sometimes have laboratory tests?

## Lesson 6

### Answer the questions. (p. 35)

1. Graciela does janitorial work.
2. Graciela and several other workers clean three floors of a large office building.
3. Graciela does her job very well.
4. She received an excellent performance evaluation and two pay raises.
5. The janitorial services company recently hired Rogelio.
6. The supervisor asked Graciela to train him.
7. Rogelio isn't a very good worker. He's often late. He takes too many breaks. And he doesn't clean carefully.
8. Graciela is vacuuming the carpet.
9. Rogelio is sitting down in an office chair, admiring the city lights outside.
10. He needs to work for at least three months before he is eligible for a pay raise.

### Complete the sentences. (p. 36)

- |               |                 |
|---------------|-----------------|
| 1. company    | 5. carpet       |
| 2. supervisor | 6. office chair |
| 3. worker     | 7. pay raise    |
| 4. floor      | 8. months       |

### Matching: Definitions (p. 36)

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

### Listening (p. 38)

- |      |      |      |      |
|------|------|------|------|
| 1. a | 3. a | 5. b | 7. b |
| 2. b | 4. b | 6. a | 8. a |

### Pronunciation and Writing (p. 38)

- |                        |                          |
|------------------------|--------------------------|
| 1. <u>recommend</u> 3  | 9. <u>deserve</u> 2      |
| 2. <u>raises</u> 2     | 10. <u>wonderful</u> 3   |
| 3. <u>building</u> 2   | 11. <u>performance</u> 3 |
| 4. <u>honest</u> 2     | 12. <u>carefully</u> 3   |
| 5. <u>janitorial</u> 5 | 13. <u>eligible</u> 4    |
| 6. <u>excellent</u> 3  | 14. <u>vacuuming</u> 3   |
| 7. <u>admiring</u> 3   | 15. <u>carpet</u> 2      |
| 8. <u>evaluation</u> 5 |                          |

### What about you? (p. 39)

2. Do you sometimes show other workers what to do?
3. Do you work with someone who isn't a good worker?

4. Do you sometimes receive performance evaluations?
5. Do you sometimes ask for a pay raise?

## Lesson 7

### Answer the questions. (p. 41)

1. Shirin is in a dressing room at Drake's Department Store.
2. She is trying on a pair of black dress pants.
3. The salesclerk brings in a matching jacket. She also has a pretty pink blouse.
4. The salesclerk is very persuasive.
5. She looks in her bag and sighs.
6. She really regrets spending so much money.
7. Shirin is a nurse in a big hospital. She wears a uniform at work.
8. Shirin returns the jacket and blouse to Drake's.
9. It's from her boss at the hospital.
10. There is a job opening for a nursing director.

### Complete the sentences. (p. 42)

- |                  |           |
|------------------|-----------|
| 1. dressing room | 5. suit   |
| 2. pants         | 6. mirror |
| 3. salesclerk    | 7. bag    |
| 4. blouse        | 8. money  |

### Matching: Definitions (p. 42)

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

### Listening (p. 44)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. b | 5. a | 7. b |
| 2. a | 4. b | 6. a | 8. a |

### Pronunciation and Writing (p. 44)

- |                        |                        |
|------------------------|------------------------|
| 1. <u>mirror</u> 2     | 9. <u>regrets</u> 2    |
| 2. <u>uniform</u> 3    | 10. <u>returns</u> 2   |
| 3. <u>refund</u> 2     | 11. <u>director</u> 3  |
| 4. <u>interview</u> 3  | 12. <u>certainly</u> 3 |
| 5. <u>opening</u> 3    | 13. <u>jacket</u> 2    |
| 6. <u>salesclerk</u> 2 | 14. <u>hospital</u> 3  |
| 7. <u>matching</u> 2   | 15. <u>nursing</u> 2   |
| 8. <u>persuasive</u> 3 |                        |

### What about you? (p. 45)

2. Do you usually wear a uniform?
3. Do you think some salesclerks are very persuasive?
4. Do you sometimes regret spending money on clothes?
5. Do you sometimes ask for a refund?

## Lesson 8

### Answer the questions. (p. 47)

1. She pays her bills on time.
2. She rarely spends money on things for herself.

3. Right now, Loretta is very worried about her nephew, Charlie.
4. It seems he needs money for a medical procedure.
5. Charlie doesn't qualify for a bank loan.
6. His credit history isn't very good.
7. Loretta's doorbell rings at three o'clock.
8. She doesn't want to ask too many questions.
9. He thinks the transplant costs about \$10,000.
10. He needs a hair transplant.

#### Complete the sentences. (p. 48)

- |                      |                   |
|----------------------|-------------------|
| 1. nephew            | 5. credit history |
| 2. medical procedure | 6. decisions      |
| 3. bank loan         | 7. health problem |
| 4. job               | 8. transplant     |

#### Matching: Definitions (p. 48)

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

#### Listening (p. 50)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. a | 5. b | 7. a |
| 2. b | 4. a | 6. a | 8. a |

#### Pronunciation and Writing (p. 50)

- |                       |                            |
|-----------------------|----------------------------|
| 1. <u>qualify</u> 3   | 9. <u>whispers</u> 2       |
| 2. <u>medical</u> 3   | 10. <u>decisions</u> 3     |
| 3. <u>checkbook</u> 2 | 11. <u>transplant</u> 2    |
| 4. <u>interest</u> 3  | 12. <u>unfortunately</u> 5 |
| 5. <u>nephew</u> 2    | 13. <u>payment</u> 2       |
| 6. <u>history</u> 3   | 14. <u>rarely</u> 2        |
| 7. <u>generous</u> 3  | 15. <u>kidney</u> 2        |
| 8. <u>procedure</u> 3 |                            |

#### What about you? (p. 51)

2. Do you rarely spend money on things for yourself?
3. Do you sometimes help people in your family?
4. Do you sometimes make bad decisions about money?
5. Do you sometimes need money for a medical procedure?

## Lesson 9

#### Answer the questions. (p. 53)

1. She puts a dress, three blouses, two skirts, and a pair of pants in a large plastic bag.
2. It's still in good condition. But Midori doesn't like the way Kano looks in this jacket.
3. Midori bought him a new gray jacket last year.
4. Midori puts Kano's brown jacket in the bag. Then she drops off the bag at the thrift store.
5. The thrift store resells clothing and other usable items.
6. They use the money for charity. This charity helps many people.

7. Midori always feels good about donating things she doesn't need.
8. He says, "Hmm. I can't find my brown jacket."
9. Kano comes home with a shopping bag.
10. He bought his old brown jacket. Then he donated his gray one.

#### Complete the sentences. (p. 54)

- |                 |               |
|-----------------|---------------|
| 1. sees         | 5. resells    |
| 2. doesn't like | 6. use        |
| 3. puts         | 7. helps      |
| 4. drops off    | 8. feels good |

#### Matching: Definitions (p. 54)

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

#### Listening (p. 56)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. a | 5. b | 7. b |
| 2. b | 4. a | 6. a | 8. a |

#### Pronunciation and Writing (p. 56)

- |                       |                       |
|-----------------------|-----------------------|
| 1. <u>bedroom</u> 2   | 9. <u>condition</u> 3 |
| 2. <u>blouses</u> 2   | 10. <u>closet</u> 2   |
| 3. <u>several</u> 3   | 11. <u>usable</u> 3   |
| 4. <u>shopping</u> 2  | 12. <u>besides</u> 2  |
| 5. <u>plastic</u> 2   | 13. <u>charity</u> 3  |
| 6. <u>jacket</u> 2    | 14. <u>clothing</u> 2 |
| 7. <u>donating</u> 3  | 15. <u>pieces</u> 2   |
| 8. <u>husband's</u> 2 |                       |

#### What about you? (p. 57)

2. Do you sometimes donate your old clothing?
3. Do you sometimes donate other usable items?
4. Do you sometimes buy things at a thrift store?
5. Do you sometimes try to help a charity?

## Lesson 10

#### Answer the questions. (p. 59)

1. Magda's apartment building has termites.
2. Termites eat wood and cause serious damage.
3. Magda sees the holes in her wood floor. She sees holes in the wood door. She sees holes in the wood around her windows.
4. Magda really hates bugs.
5. Magda's landlord decides to fumigate the entire apartment complex.
6. She needs to put some of her foods, drinks, and medicines in special bags.
7. She needs to remove her plants.
8. She needs to stay at a hotel for two days.
9. She checks into the Vacation Inn on Tuesday. Her room is very nice.

10. Magda sees one of the other tenants, Mr. Foster. He says, "But don't go outside. There are mosquitoes everywhere!"

### Complete the sentences. (p. 60)

- |             |               |
|-------------|---------------|
| 1. termites | 5. landlord   |
| 2. wood     | 6. fumigation |
| 3. holes    | 7. medicines  |
| 4. windows  | 8. apartment  |

### Matching: Definitions (p. 60)

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

### Listening (p. 62)

- |      |      |      |      |
|------|------|------|------|
| 1. a | 3. a | 5. b | 7. a |
| 2. b | 4. a | 6. a | 8. b |

### Pronunciation and Writing (p. 62)

- |                      |                           |
|----------------------|---------------------------|
| 1. <u>termites</u> 2 | 9. <u>allowance</u> 3     |
| 2. <u>tenants</u> 2  | 10. <u>landlord</u> 2     |
| 3. <u>damage</u> 2   | 11. <u>inconvenient</u> 4 |
| 4. <u>entire</u> 2   | 12. <u>mosquitoes</u> 3   |
| 5. <u>building</u> 2 | 13. <u>special</u> 2      |
| 6. <u>lobby</u> 2    | 14. <u>remove</u> 2       |
| 7. <u>fumigate</u> 3 | 15. <u>fumigation</u> 4   |
| 8. <u>complex</u> 2  |                           |

### What about you? (p. 63)

- Do you see holes from termites around your home?
- Do you really hate bugs?
- Do you sometimes check into a hotel?
- Do you sometimes take a walk?

## Lesson 11

### Answer the questions. (p. 65)

- Philip and his co-worker Owen are on a four-day business trip to Paris, France.
- They don't have a lot of free time.
- They decide they can spend a few hours sightseeing.
- Philip and Owen take a taxi to the Eiffel Tower, a famous landmark in Paris.
- He wants to take a picture and send it to his mother in California.
- Philip doesn't have a camera.
- He can go to a store and buy a cheap digital camera.
- He can call his mother for her e-mail address.
- He can use a computer to send her the photo at an Internet café.
- Owen says, "You can buy your mother a postcard. Then you can put a stamp on it and mail it to her. And then we can see more of Paris."

### Complete the sentences. (p. 66)

- |             |                   |
|-------------|-------------------|
| 1. landmark | 5. Eiffel Tower   |
| 2. picture  | 6. e-mail address |
| 3. camera   | 7. Internet café  |
| 4. store    | 8. computer       |

### Matching: Definitions (p. 66)

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

### Philip's Postcard (p. 67)

- They are spending a few hours sightseeing.
- They are also going to the Louvre Museum and the Arc de Triomphe.
- He will call his mother when he gets home.

### Listening (p. 68)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. a | 5. a | 7. a |
| 2. b | 4. a | 6. b | 8. b |

### Pronunciation and Writing (p. 68)

- |                         |                       |
|-------------------------|-----------------------|
| 1. <u>landmark</u> 2    | 9. <u>computer</u> 3  |
| 2. <u>California</u> 4  | 10. <u>Internet</u> 3 |
| 3. <u>famous</u> 2      | 11. <u>excited</u> 3  |
| 4. <u>tower</u> 2       | 12. <u>postcard</u> 2 |
| 5. <u>photo</u> 2       | 13. <u>business</u> 2 |
| 6. <u>sightseeing</u> 3 | 14. <u>hotel</u> 2    |
| 7. <u>digital</u> 3     | 15. <u>picture</u> 2  |
| 8. <u>camera</u> 3      |                       |

### What about you? (p. 69)

- Do you like to spend time sightseeing?
- Do you have a digital camera?
- Do you have an e-mail address?
- Do you have a computer?

## Lesson 12

### Answer the questions. (p. 71)

- Belen is 34 years old. She is a student at the state university.
- Most students get their bachelor's degree in four or five years.
- This is Belen's seventh year. She can take classes only at night.
- In one more year, Belen plans to graduate and get her degree.
- She is always running between school and her job. She does homework after class and on weekends.
- She never has time to see her friends. She always feels exhausted.
- She can get a major promotion at work.
- They don't have the financial commitments that she has.
- Belen sometimes feels a little jealous of them.

10. A big project is due in her biology class next Monday.

### Complete the sentences. (p. 72)

- |                      |                |
|----------------------|----------------|
| 1. university        | 5. homework    |
| 2. bachelor's degree | 6. education   |
| 3. night             | 7. promotion   |
| 4. school            | 8. commitments |

### Matching: Definitions (p. 72)

- |      |      |      |
|------|------|------|
| 1. c | 3. d | 5. a |
| 2. b | 4. e |      |

### Listening (p. 74)

- |      |      |      |      |
|------|------|------|------|
| 1. a | 3. a | 5. a | 7. b |
| 2. b | 4. b | 6. a | 8. b |

### Pronunciation and Writing (p. 74)

- |                       |                          |
|-----------------------|--------------------------|
| 1. <u>education</u> 4 | 9. <u>support</u> 2      |
| 2. <u>jealous</u> 2   | 10. <u>weekends</u> 2    |
| 3. <u>graduate</u> 3  | 11. <u>stressing</u> 2   |
| 4. <u>degree</u> 2    | 12. <u>bachelor's</u> 3  |
| 5. <u>biology</u> 4   | 13. <u>financial</u> 3   |
| 6. <u>promotion</u> 3 | 14. <u>university</u> 5  |
| 7. <u>professor</u> 3 | 15. <u>commitments</u> 3 |
| 8. <u>exhausted</u> 3 |                          |

### What about you? (p. 75)

- Do you want to graduate and get your degree?
- Do you have a full-time job?
- Do you do homework after class and on weekends?
- Do you have time to see your friends?

## Lesson 13

### Answer the questions. (p. 77)

- Therese lives in an apartment in New York City.
- She uses natural ingredients to keep her home clean.
- She used baking soda to get out all the stains in the carpet.
- She cleaned the kitchen counters with lemon juice.
- She cleaned the microwave with vinegar. She cleaned the stove top with a little salt.
- They decide to go to the Metropolitan Museum of Art.
- They look at the Egyptian galleries.
- There are thousands of interesting items: sculpture, jewelry, statues, paintings, pictures, and other things.
- They see the Temple of Dendur. It was built during the Roman period, in around 15 BC.
- It could look almost new.

### Complete the sentences. (p. 78)

- |               |                      |
|---------------|----------------------|
| 1. museum     | 4. Temple            |
| 2. galleries  | 5. Roman period      |
| 3. collection | 6. hydrogen peroxide |

### What is the category? (p. 78)

#### Things at Home to Clean

- |              |              |
|--------------|--------------|
| 1. counters  | 3. carpet    |
| 2. microwave | 4. stove top |

#### Natural Ingredients

- |                |            |
|----------------|------------|
| 1. baking soda | 3. vinegar |
| 2. lemon juice | 4. salt    |

#### Items in the Galleries

- |              |              |
|--------------|--------------|
| 1. sculpture | 3. statues   |
| 2. jewelry   | 4. paintings |

### Listening (p. 80)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. b | 5. a | 7. b |
| 2. a | 4. a | 6. b | 8. a |

### Pronunciation and Writing (p. 80)

- |                         |                           |
|-------------------------|---------------------------|
| 1. <u>galleries</u> 3   | 9. <u>natural</u> 3       |
| 2. <u>statues</u> 2     | 10. <u>temple</u> 2       |
| 3. <u>microwave</u> 3   | 11. <u>ingredients</u> 4  |
| 4. <u>collection</u> 3  | 12. <u>Metropolitan</u> 5 |
| 5. <u>museum</u> 3      | 13. <u>fantastic</u> 3    |
| 6. <u>vinegar</u> 3     | 14. <u>ancient</u> 2      |
| 7. <u>Egyptian</u> 3    | 15. <u>sculpture</u> 2    |
| 8. <u>housekeeper</u> 3 |                           |

### What about you? (p. 81)

- Do you get stains out of your carpet with baking soda?
- Do you clean your counters with lemon juice?
- Do you think there are many things to do and see in your city?
- Do you sometimes go to museums?

## Lesson 14

### Answer the questions. (p. 83)

- Myron has a terrible sense of direction. He gets lost a lot.
- Myron hates asking for directions.
- Tonight Myron has an invitation to his friend Derek's apartment for a party.
- Myron gets this invitation on his voicemail. Derek says, "I'm serious, Myron. Don't leave until you call me for directions."
- Myron goes online and finds a web site that gives directions.

6. Myron types in his starting location: street address, city, state, and zip code. Then he types in the same information for his ending location, Derek's apartment.
7. Myron clicks "Get Directions" and prints out everything he needs.
8. They tell him what roads to take. They tell him exactly where and which way to turn. They tell him the distances between points. And they tell him how much time it takes.
9. Myron arrives at Derek's apartment right on time.
10. He moved last week.

#### Complete the sentences. (p. 84)

- |                       |                      |
|-----------------------|----------------------|
| 1. sense of direction | 4. web site          |
| 2. directions         | 5. starting location |
| 3. voicemail          | 6. ending location   |

#### What is the category? (p. 84)

##### What Directions Give

- |          |             |
|----------|-------------|
| 1. roads | 3. distance |
| 2. turns | 4. time     |

##### Computer Activities

- |                    |                           |
|--------------------|---------------------------|
| 1. go online       | 3. click "Get Directions" |
| 2. find a web site | 4. print out directions   |

##### Information to Type In

- |                   |             |
|-------------------|-------------|
| 1. street address | 3. state    |
| 2. city           | 4. zip code |

#### Listening (p. 86)

- |      |      |      |      |
|------|------|------|------|
| 1. a | 3. b | 5. a | 7. a |
| 2. b | 4. a | 6. b | 8. b |

#### Pronunciation and Writing (p. 86)

- |                          |                            |
|--------------------------|----------------------------|
| 1. <u>directions</u> 3   | 9. <u>terrible</u> 3       |
| 2. <u>exactly</u> 3      | 10. <u>ending</u> 2        |
| 3. <u>starting</u> 2     | 11. <u>serious</u> 3       |
| 4. <u>invitation</u> 4   | 12. <u>location</u> 3      |
| 5. <u>arrives</u> 2      | 13. <u>unfortunately</u> 5 |
| 6. <u>voicemail</u> 2    | 14. <u>bigger</u> 2        |
| 7. <u>embarrassing</u> 4 | 15. <u>information</u> 4   |
| 8. <u>distance</u> 2     |                            |

#### What about you? (p. 87)

2. Do you get lost a lot?
3. Do you hate asking for directions?
4. Do you sometimes need to ask for directions?
5. Do you sometimes go online?

## Lesson 15

#### Answer the questions. (p. 89)

1. Amalia lives with her father, Octavio.
2. Octavio is 72 years old and in very good health.
3. He is playing chess with his friend Guillermo.
4. Octavio has a jury summons.
5. He is a U.S. citizen. He speaks, reads, and understands basic English. And he has never been convicted of a felony.
6. She thinks it isn't a good idea because Octavio is retired now and deserves to relax.
7. Octavio's English isn't perfect. Or maybe he can get a medical excuse from his doctor.
8. Octavio is over 70 years old. He simply needs to prove his age. Then he doesn't have to serve at all.
9. He looks through the pile of mail on the table.
10. He wants to perform his civic duty.

#### Complete the sentences. (p. 90)

- |                |              |
|----------------|--------------|
| 1. serve       | 5. can avoid |
| 2. understands | 6. remembers |
| 3. convicted   | 7. prove     |
| 4. deserves    | 8. perform   |

#### Matching: Definitions (p. 90)

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

#### Listening (p. 92)

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. a | 5. a | 7. a |
| 2. a | 4. b | 6. b | 8. b |

#### Pronunciation and Writing (p. 92)

- |                       |                        |
|-----------------------|------------------------|
| 1. <u>qualified</u> 3 | 9. <u>civic</u> 2      |
| 2. <u>summons</u> 2   | 10. <u>felony</u> 3    |
| 3. <u>excuse</u> 2    | 11. <u>convicted</u> 3 |
| 4. <u>mailbox</u> 2   | 12. <u>medical</u> 3   |
| 5. <u>relieved</u> 2  | 13. <u>jury</u> 2      |
| 6. <u>deserves</u> 2  | 14. <u>avoid</u> 2     |
| 7. <u>perform</u> 2   | 15. <u>citizen</u> 3   |
| 8. <u>retired</u> 2   |                        |

#### What about you? (p. 93)

2. Do you think you're qualified to serve on a jury?
3. Do you speak, read, and understand basic English?
4. Do you sometimes have a jury summons?
5. Do you want to serve on a jury?