

**NOVEL SCENES**

*City*  
*Dreams*

**TEACHER'S GUIDE**  
**INTRODUCTORY**

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# Overview

*Novel Scenes* is a series of four readers that provide continuing stories and activities. Each of the four books is specifically designed for English language learners at one of four levels:

- *City Dreams*—introductory
- *In a Tight Spot*—low beginning
- *Holding the Bag*—high beginning
- *Rooms with a View*—low intermediate

The primary goal of these chapter books is to provide entertaining and relevant reading material that also contains elements from many thematic units often studied by ESL students, such as work, family, money, housing, and civics.

*City Dreams*, the introductory level of *Novel Scenes*, features Joe, who moves from a small town to the big city to live with his brother. This transition results in various complications regarding Joe's sleeping accommodations, his search for employment, and even a romantic interest. Set against the backdrop of New York City, *City Dreams* is an engaging story that includes a series of amusing events that unfold chapter by chapter, motivating students to read and develop fluency.

Although the main purpose of this series is to help students develop reading skills, the books also include focused practice in reading comprehension, vocabulary reinforcement, speaking, listening, spelling, syntax, pronunciation, and other language areas.

The accompanying audio CD also provides a reading of each chapter, the dialog contained in the follow-up exercises, and prompts for all listening activities.

This Teacher's Guide contains notes for using *City Dreams*, the introductory level of *Novel Scenes*. The notes for each chapter have two sections, Preview and Exercises. Preview lists the main themes of each chapter. It also points out ways to help students draw on prior experiences and share ideas or knowledge about issues addressed 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 the exercises included in each chapter. The exercises are very easy to follow; these suggestions are provided to spark additional ideas.

## Using *City Dreams*

### Preview Activities

The illustrations that accompany each chapter 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 this part of the story is about and to make predictions about what will happen. Keep in mind that at this very low level, 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.

### The Story

To present each chapter of the story, you can have students first listen to the audio CD 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 the introductory level is to give students repeated exposure to key words and sentence patterns. Sentences from the story are recycled consistently in follow-up exercises. The word-for-word repetition of vocabulary and phrasing is intentional, providing valuable practice for students.

### Complete the Story.

At the introductory level, each story is followed by a cloze exercise. Use this to integrate the four

language skills: reading, writing, listening, and speaking. This activity presents the story in paragraph form. It requires students to refer to the story, reading to find specific words and then see where the words fit into sentences. Encourage students to say missing words and read aloud the completed story. Ask students to listen to their partners and check for correct pronunciation.

## Comprehension Activities

At this level of the series, there are Yes/No statements following the cloze activity. Encourage students to provide correct statements when an answer is No. 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, to use it in new sentences, or to comment on the sentences. Word-based vocabulary exercises are organized in grammatical categories of verbs, nouns, and adjectives.

## Dialogs

Each chapter contains a dialog based on the story. These dialogs, which can also be heard on the audio CD, model key interactions from the story. Have the students listen before reading the dialog. Play the audio CD 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.

## Listening Exercises

Listening exercises at this level focus on understanding different actions within the story. The listening exercises are picture-based, requiring students to number the picture that best illustrates the listening prompt. The prompts for these exercises are on the audio CD. They are also printed at the end of the student book so that you can read them if the audio is not available; alternatively, you can have students prompt each other. The printed prompts also let students check their answers.

## Missing Letters

The missing-letter activity gives students additional spelling practice, focusing on either a missing vowel or consonant. After students complete the activity, rewrite the words on the board with a blank line for a different vowel or consonant. Work up to having the students spell the words independently.

## Same Sound / Unscramble the Sentences

The Same Sound exercises focus on pronunciation and identifying other words from the story with common vowel sounds. Assist students, if necessary, by reading the first word containing the target vowel sound. Ask students to then choose two of the three word choices containing the same vowel sound. Also, encourage students to read the options aloud to strengthen their auditory discrimination skills.

In Unscramble the Sentences, students increase their knowledge of English syntax by arranging different word sequences and deciding which one is correct. In this activity, students may also be motivated to reread the text for assistance in correctly reordering words into sentences from the story.

## About You

This activity allows students to personalize various events in each chapter of the story and reflect on their own experience with a specific subject. The exercise also gives students who are able an opportunity to share additional thoughts and information on a topic. Encourage students to form questions for practice with partners (e.g., “Do you live in a big city?” “Do you need a job?” “Do you sometimes exchange things at stores?”).

# Teaching Notes

## Chapter 1 (pp. 4–9)

### Preview

Details in Chapter 1 (*Joe Goes to New York City*) offer the opportunity to teach or review vocabulary that describes the places people are from and where they live now, family relationships, and sleeping accommodations that people sometimes offer their houseguests.

Teach or review the common terms *small town* and *big city*. Encourage students to give examples of each to clarify their meanings (e.g., “Greenfield is a small town.” “Sao Paulo is a big city.”). Ask students where they are from and which category that particular location falls into (e.g., “I’m from Sasayama. It’s a small town.” “I’m from Cairo. It’s a big city.”).

Introduce Joe, the main character in the story. Mention that Joe is from a small town. Explain that *he wants to live in a big city*. If possible, elicit responses from students about why a person may prefer living in a big city (e.g., more job opportunities, more things to do, more excitement, better public transportation). Say that *Joe’s brother, Max, lives in New York City*. If possible, show New York City on a map. Ask students whether or not they have ever visited or lived in New York. Emphasize that New York can be a very expensive city. Explain that it often costs a lot to rent a *small apartment* like the one Max has.

Ask students if, at the time they arrived in the U.S., other family members already lived in their communities. For students who answer yes, ask them to identify these relatives (e.g., uncle, cousin, sister, grandfather, daughter). Ask students whether or not they sometimes *invite* relatives or friends to stay with them.

Explain that Max sleeps in the one *bed* in his apartment. Ask students to make predictions about where Joe can sleep (e.g., on another bed, on the floor, on the sofa). Teach or review the term *air mattress*. Ask students whether or not they have an air mattress at home. Discuss the advantages of having an air mattress (e.g., inexpensive, comfortable, stores easily, provides another place to sleep).

Introduce or review other key vocabulary as needed (e.g., small town, wants, live, big city, brother, New York City, invites, with, goes, tired, knocks, door, opens, Welcome!, Come in!, inside, apartment, puts down, suitcase, bed, next to, wall, sleeps, air mattress, okay, Where is it?, store).

### Exercises

**The Apartment** Use pictures to teach or review the names for some other home furnishings. Encourage students to identify additional furniture or objects they have in their homes (e.g., coffee table, lamp, bookcase, television, mirror, pictures, end table, house plant).

**Talking in the Apartment** Ask students to create new dialogs replacing the greetings with new ones (e.g., “Hi! Great to see you!” “Hello! Please come in!”) and suggestions for where the houseguest can sleep (e.g., “You can sleep in a sleeping bag on the floor.” “You can sleep on my futon.” “You can sleep in a hotel.”).

**About You** In numbers 1 and 2, ask students to provide information about the places where they live (e.g., how many people it has, what kind of weather it has, what kinds of jobs people have).

## Chapter 2 (pp. 10–15)

### Preview

Details in Chapter 2 (*A Trip on the Subway*) offer the opportunity to teach or review vocabulary for body parts and ailments, public transportation, and the location of a particular item in a department store.

Teach or review the names of various body parts. Encourage students to express pain in a particular area by saying, “My \_\_\_\_\_ hurts.” (e.g., “My ear hurts.” “My knee hurts.” “My stomach hurts.”). Explain that Joe has to sleep on the floor. Gesture rubbing your back and grimacing the way Joe does in the morning. Offer the explanation that *Joe’s back hurts*.

Point to the floor and shake your head. Say that *Joe doesn’t want to sleep on the floor again*. Explain that *Joe really needs an air mattress*. Ask students to brainstorm a list of stores in your community that probably carry this item. Ask students whether or not they own an air mattress and, if so, where they bought it. Elicit responses from students about their preferences regarding an air mattress or the floor (e.g., “I want to sleep on an air mattress.” “I want to sleep on the floor.”).

Ask students how they travel to department stores in your community (e.g., “I take the bus.” “I drive.” “I ride my bicycle.” “I walk.”). Mention that Joe takes the subway. Explain the process that he goes through: *Joe goes to the subway station. He buys a MetroCard. He gets on the number 6 train. He gets off at the 59th Street Station. He leaves the subway station. Joe walks three blocks. Then he sees Hanson’s Department Store.*

If possible, encourage students to explain the process that gets them to a department store in your community (e.g., “I go to the bus stop. I take the number 36 bus. I pay \$2. I get off on Broadway. I walk two blocks. Then I see \_\_\_\_\_ Department Store.”).

Elicit responses from students about how they find particular items once they enter a *big* department store (e.g., “I ask a salesclerk.” “I read the store directory.” “I look for it.”). Explain that *Joe sees a sign for air mattresses. But the shelves are empty.* Use the illustration in the story, or draw a picture on the board to clarify the meaning of the sign and the empty shelves.

Teach or review the names of other items that are often found in department stores (e.g., clothing, linens, furniture, shoes, electronics, jewelry). Ask students about their opinions of the department stores in your community and which stores offer the best prices.

Introduce or review other key vocabulary as needed (e.g., back hurts, doesn’t want, sleep, floor, again, really, needs, air mattress, Hanson’s Department Store, everything, goes, subway station, buys, MetroCard, gets on, number 6 train, gets off, 59th Street Station, leaves, walks, three, blocks, sees, inside, big, thinks, finally, sign, shelves, empty, sighs, except).

## Exercises

**Looking for an Air Mattress** Ask students to brainstorm a list of things people find on shelves in a department store (e.g., towels, dishes, toys, T-shirts, beauty products).

**Talking in the Apartment** Ask students to replace Hanson’s Department Store on 62nd Street with a particular department store on a street in your community.

**About You** In number 4, ask students what they sometimes go to a department store to buy (e.g., “I go to a department store to buy a toaster.” “I go to a department store to buy a jacket.” “I go to a department store to buy a lamp.”).

## Chapter 3 (pp. 16–21)

### Preview

Details in Chapter 3 (*Now Hiring*) offer the opportunity to teach or review vocabulary for the ways people find out about job openings, the process of applying for a job, and inquiring about an item a store usually carries but may not have in stock.

Explain that *Joe sees a sign next to the cashier. The sign says: “Now Hiring.”* Ask students about other ways people can find jobs (e.g., Help Wanted ads in the

newspaper, Internet, employment agencies, friends or other people who know about job openings). Encourage employed students to tell how they found their jobs.

Elicit responses from students about places that they *can work* (e.g., “I can work in a factory.” “I can work in a daycare center.” “I can work in an office.”). Ask students whether or not they think working in a department store is a good job. Ask students if they have ever worked in a department store and, if so, which one.

Teach or review the meaning of *Human Resources office*. Explain that the Human Resources office is a place where a person sometimes goes to ask about a job. Mention how Joe goes there and *fills out a job application*. Explain the meaning of Joe’s question: “*Where are your openings?*” Ask students to consider the different jobs people have in department stores (e.g., cashier, *office assistant*, *salesclerk*, manager, *stockroom worker*).

Ask students if they ever go into a store for a particular item and then discover that the store is *out of*, or doesn’t have, it. Encourage students to give examples (e.g., “The supermarket is out of my favorite cereal.” “The bakery is out of French bread.” “The pharmacy is out of cough medicine.”). Teach or review the meaning of Joe’s question to the salesclerk: “*When can I buy one?*” Ask students to provide different responses to this question (e.g., *in a couple of days*, next week, in four weeks, tomorrow morning, I don’t know.).

Introduce or review other key vocabulary as needed (e.g., leaving, sign, next to, cashier, Now Hiring, needs, job, can work, here, goes, Human Resources office, fills out, job application, gives, office assistant, Where are your openings?, people, stockroom, goes back, salesclerk, Excuse me, out of, air mattresses, when, looks, computer, come back, a couple of, days, have, now).

## Exercises

**Employees at the Department Store** Encourage students to name another workplace (e.g., restaurant) and the jobs people have there (e.g., cook, hostess, dishwasher, server, manager).

**Talking in the Human Resources Office** Teach or review the information that Joe probably provided on his job application (e.g., name, address, telephone number, social security number, education, work experience, references). As a class activity, consider offering students practice in completing a basic job application.

**About You** In number 1, ask students to brainstorm places in the community that may be hiring workers (e.g., the gas station, the restaurant, the donut shop, the home-improvement store, the dry cleaner).

## Chapter 4 (pp. 22–27)

### Preview

Details in Chapter 4 (*Meeting Maria*) offer the opportunity to teach or review vocabulary for emotions, places to find an air mattress, the weather, meeting people, and dating.

Elicit responses from students about the way Joe probably feels when he leaves Hanson’s Department Store without an air mattress (e.g., *disappointed*, angry, sad, upset, frustrated). Encourage students to talk about other places they shop when they don’t find something at a particular store.

Explain that Joe *walks for a few blocks*. If necessary, clarify the meaning of that distance. Tell students that *it starts to rain very hard*. Ask students what they do when it starts to rain (e.g., open an umbrella, go inside, put on a raincoat). Discuss how Joe *runs to the bus stop*. Use the illustration to show that Joe is protected from the rain. Ask students whether or not bus stops in your community also provide shelter.

Explain that Joe sees *a pretty young woman* at the bus stop. Ask students about things people sometimes do to show interest in each other (e.g., *smile*, make eye contact, wave, *talk*). Say that Joe thinks *the young woman is very nice*. Teach or review the expression Joe uses: “*Maybe we can go out sometime.*” If possible, encourage students to discuss the custom of dating and whether or not it exists in their native countries. If it does exist, ask about places people sometimes go on dates (e.g., movie, restaurant, sporting event, museum, concert).

Say that the pretty young woman, *Maria*, works at Hanson’s Department Store. Explain that if Joe works at the same place, then they will be *co-workers*. If possible, get opinions from students about whether or not going out with a co-worker is a good idea. Encourage students to explain why it is or isn’t (e.g., “You can see that person a lot.” “It’s uncomfortable if you break up.”).

Introduce or review other key vocabulary as needed (e.g., leaves, disappointed, air mattresses, New York City, big, other, walks, a few, blocks, starts, rain, very hard, wants, get out, runs, bus stop, pretty, young, woman, standing, there, smiles, talk, minutes, nice, name, works, Really?, applied, bus, coming, maybe, go out, sometime, sorry, don’t go out with, co-workers).

### Exercises

**Meeting at the Bus Stop** Encourage students to list other places where people sometimes meet for the first time (e.g., party, bank, library, work, friend’s house, school).

**Talking at the Bus Stop** Encourage students to substitute other places of employment for Hanson’s Department Store.

**About You** In number 3, ask students about topics people sometimes discuss when they talk informally at a bus stop (e.g., the weather, sports, the news).

## Chapter 5 (pp. 28–33)

### Preview

Details in Chapter 5 (*Good News*) offer the opportunity to teach or review vocabulary for feelings and emotions, clothing, activities before falling asleep, and things that can disturb sleep.

Teach or review the expression *to be in a bad mood*. Clarify the meaning of a bad mood by showing a very grumpy facial expression. Elicit responses from students about things that can put people in a bad mood (e.g., bad weather, an argument, bad day at work, feeling very hungry). Explain Joe’s bad mood by saying that he *is cold and wet*. Also, remind students that Maria doesn’t want to go out with him.

Use gestures to demonstrate the way Joe *takes off his wet jacket and shoes* when he returns to Max’s apartment. Ask students about other clothing items one may associate with cold or wet weather (e.g., boots, raincoat, sweater, parka, gloves, scarf, cap).

Teach or review the word *tired*. Explain what happens when Joe is very tired: *He lies down on Max’s bed. It’s very comfortable. Joe falls asleep. He sleeps for a long time*. Ask students if they sometimes sleep during the day and, if so, for how long. Ask students about different noises that can wake people up (e.g., *telephone* ringing, baby crying, music playing, knocking on the door). Ask students whether or not it’s difficult for them to go back to sleep after they wake up.

Explain that Max *has to work all night*, so Joe can sleep in his bed. Teach or review Joe’s reaction to Max’s message: “*That’s good news.*” Elicit responses from students about other occasions when it’s appropriate to use this expression (e.g., “My son got an A in Chemistry.” “I got a raise at work.” “My sister from Vietnam is coming.”).

Introduce or review other key vocabulary as needed (e.g., finally, stops raining, cold, wet, doesn’t want, look for, air mattress, anymore, in a bad mood, finds, subway station, back to, neighborhood, unlocks, door, apartment, takes off, wet, jacket, shoes, tired, lies down, bed, comfortable, falls asleep, sleeps, a long time, telephone, rings, wakes up, answers, has to work, all



night, can sleep, says, thanks, That's good news, hangs up, closes, eyes, again, now, can't sleep).

## Exercises

**Matching: Opposites** Encourage students to form complete sentences using the words from this exercise (e.g., “My bed is comfortable.” “My bed is uncomfortable.” “I’m in a bad mood.” “I’m in a good mood.”).

**Talking on the Phone** Have students replace *all night* with other expressions of time (e.g., “Well, I have to work for the next ten hours.” “Well, I have to work until 7:00 A.M.” “Well, I have to work until morning.”).

**About You** In number 2, encourage students to talk about what they do when they are very tired (e.g., “I take a nap.” “I drink some coffee.” “I close my eyes for a few minutes.”).

## Chapter 6 (pp. 34–39)

### Preview

Details in Chapter 6 (*Nothing to Eat*) offer the opportunity to teach or review vocabulary for food, undesirable characteristics of food, ethnic restaurants, and interacting in a restaurant.

Explain that *Joe gets up* and *his back feels much better*. Say that *now he is very hungry* and needs to eat. Use the illustration to show how *Joe opens Max's refrigerator*. Elicit responses from students about items they keep in their refrigerators (e.g., eggs, cheese, salad dressing, butter, carrots).

Explain that *there isn't very much food* in Max's refrigerator. Highlight the two foods Joe finds and the condition they're in: *There is some lettuce. But it's brown. There is some milk. But it smells bad*. Teach or review some other unappealing characteristics of foods people may find in their refrigerators or kitchen cabinets (e.g., “There is some cheese. But it's moldy.” “There is some bread. But it's stale.” “There are some apples. But they're rotten.”).

Ask students to name some area *restaurants*, especially the ones serving ethnic food. Discuss the types of food these restaurants serve (e.g., *Italian, Mexican, Japanese, American, Indian, Greek, Thai*). Elicit responses from students about whether or not there are restaurants in your community that serve ethnic food. Brainstorm the types of foods often associated with each type of restaurant (e.g., Italian: *pizza, lasagna, spaghetti*; Mexican: *tacos, enchiladas, burritos*; Japanese: *sushi, chicken teriyaki, shrimp tempura*; American: *hamburgers, hot dogs, fried chicken*).

Teach or review some common greetings, particularly the ones that Joe and the waiter exchange in the restaurant (e.g., “Good morning.” “Good afternoon.” “*Good evening.*”). Define the word *menu* as a list of foods that are offered at a particular restaurant. If possible, pass around some local restaurant menus and ask students whether or not specific items appear on them (e.g., “Does this restaurant have sandwiches? Does this restaurant have soup? Does this restaurant have pizza?”). Explain the word *specials* as other foods a restaurant offers apart from the ones on the menu. Ask students to name some restaurants in the community that offer specials.

Introduce or review other key vocabulary as needed (e.g., gets up, back, feels, much better, now, very hungry, opens, refrigerator, There isn't very much food, lettuce, brown, milk, smells bad, decides, go out, walks, up and down, street, many, restaurants, neighborhood, Italian, Mexican, Japanese, American, sits down, table, waiter, hands, menu, Good evening, three, specials, tonight, Great!, What are they?, pizza, tacos, sushi).

### Exercises

**Specials** Ask students to collect pictures from magazines and to write the words for foods that they like.

**Talking at the American Restaurant** Ask students to replace the three specials listed in the dialog with other foods that are sometimes served in restaurants (e.g., “We have clam chowder, shrimp salad, and grilled salmon.”).

**About You** In numbers 1 through 4, ask students to name specific foods they may like in each type of restaurant. For students who don't like a certain type of food, ask them to explain why (e.g., “It's too heavy.” “It's too spicy.” “It's too bland.”).

## Chapter 7 (pp. 40–45)

### Preview

Details in Chapter 7 (*A Dripping Faucet*) offer the opportunity to teach or review vocabulary for household problems and the ways people can attempt to remedy them.

Explain that *Joe comes home from the restaurant* and *hears a strange sound*. Elicit responses from students about things in their homes that sometimes make strange sounds (e.g., *faucet, smoke detector, heater, doors*). Say that *Joe walks into the kitchen* and discovers *the faucet is dripping*. Use the illustration or the faucet in your classroom to demonstrate what this means.

Point out the difference between *turn off* and *turn on* as the verbs appear in the story. Elicit responses from students about other things they turn off and turn on in their homes (e.g., lights, air conditioner, TV, hair dryer, radio). Explain that *Joe tries to turn off the faucet. But it's still dripping*. Ask students about what they would do in this situation (e.g., use tools to fix it, call a plumber, call the apartment manager).

Explain that *Joe can't sleep* because the faucet is dripping. Use the illustration to point out how *Joe puts a pillow over his head*. Ask students what kinds of noises sometimes bother people when they are trying to sleep (e.g., a baby crying, people arguing, horns honking, music playing, sirens blaring). Then ask students what people can do to reduce those noises (e.g., wear earplugs, turn on a fan, play music, take sleep medication).

Teach or review telling time by the hour. Elicit responses from employed students about the times they come home (e.g., "I come home at 5:00 P.M."). Encourage students to turn to a partner and ask what time he or she comes home. Then have them report back to the class (e.g., "Octavio comes home at 4:00 P.M." "Hyo comes home at 9:00 P.M." "Xavier comes home at 6:00 A.M.").

Introduce or review other key vocabulary as needed (e.g., comes home, restaurant, hears, strange sound, walks into, kitchen, faucet, dripping, tries, turn off, still, Oh, well, thinks, wants, sleep, now, closes, eyes, can't sleep, puts, pillow, over, head, goes, turns, very hard, stops, happy, work, Good morning, Hi, says, What a terrible night!, Tell me what happened, first, need, some coffee, have to turn on).

## Exercises

**The Faucet** If possible, ask students about other water sources that turn off and on, and that occasionally drip (e.g., bathroom faucet, shower, bathtub faucet, garden hose).

**Talking in the Morning** Encourage students to vary this dialog by using just the first four lines. Ask students to replace the faucet with another bothersome noise (e.g., "Well, my husband was snoring." "Well, the drummer upstairs played all night." "Well, the neighbors' new baby cried for a long time.").

**About You** In number 3, ask students to think of solutions for people who can't sleep (e.g., drink warm milk, take a shower, read a book, move to a quieter neighborhood).

## Chapter 8 (pp. 46–51)

### Preview

Details in Chapter 8 (*Clothes for an Interview*) offer the opportunity to teach or review vocabulary for time and for clothing that is appropriate to wear to a job interview.

Teach or review telling time by the hour. Mention that at 8:00 A.M., *the telephone rings*. Say that *Mr. Soto, a manager at Hanson's Department Store . . . wants to interview Joe at 10:00 A.M.* Explain that it means the manager wants to meet Joe and ask him some questions. Add that *Joe is very excited* about his job interview. Ask students about other emotions people sometimes feel when they meet a prospective boss for the first time (e.g., nervous, optimistic, happy, anxious, calm, worried).

Teach or review the names of clothing for men and women, especially clothing that is acceptable to wear to a job interview (e.g., *shirt, pants, jacket, skirt, dress, blouse, tie*). Use gestures to show how *Joe looks through his clothes*. Mention that he has a *white polo shirt and khaki pants*. If necessary, identify these colors or particular articles of clothing that students may be wearing in the classroom. Get opinions from students about whether or not they think these items are suitable for a job interview at a department store.

Explain that Max offers Joe another shirt and pair of pants that they both think are *better*. Say, however, that these clothes are *dirty*. Elicit responses from students about what people can do with dirty clothes before they wear them (e.g., *wash, dry, iron, dry clean*). Discuss how *Joe runs to the Laundromat*. Ask students for the names and locations of some Laundromats in your community.

Use the illustration in the story to show how Max's clothes are *too big*. Teach or review vocabulary for other ways that clothing can fit poorly (e.g., too small, too long, too short, too wide, too narrow, too tight, too loose).

Introduce or review other key vocabulary as needed (e.g., gets up, drinks, coffee, telephone, rings, manager, wants to interview, excited, looks through, clothes, has, white, polo shirt, khaki, pants, better, dirty, need to go, Laundromat, looks at, runs, washes, dries, irons, puts on, too big, doesn't have, any more, time, subway station).

## Exercises

**What Does Joe Do?** Expand this list of verbs to include other activities that Joe probably does during the two-hour interval between 8:00 A.M. and 10:00 A.M. (e.g.,

eats, takes a shower, shaves, brushes his teeth, combs his hair, gets dressed, takes the subway).

**Talking About an Interview** Ask students to vary the time of the interview (e.g., 9:00 A.M., 10:30 A.M.). Also, encourage them to vary the colors and clothing items they have (e.g., “Hmm. I have a green blouse and a black skirt.” “Hmm. I have a blue shirt and brown pants.”).

**About You** In numbers 1 through 4, elicit responses from students about how often they do these activities (e.g., “I go to the Laundromat every two weeks.” “I wash my clothes three times a week.” “I dry my clothes every week.” “I never iron my clothes.”).

## Chapter 9 (pp. 52–57)

### Preview

Details in Chapter 9 (*A Job Interview*) offer the opportunity to teach or review vocabulary for introducing oneself in the workplace, exchanging information at a job interview, and understanding a dress code.

Emphasize that it is very important to arrive at a job interview on time. Inform students that *Joe arrives at Hanson’s Department Store at 9:50 A.M.*

Teach or review the expression that Joe uses when he introduces himself to Mr. Soto: “*Hello. I’m Joe Ryan.*” Encourage students to introduce themselves to a partner, using their first and last names (e.g., “Hello. I’m Felipe Hernandez.” “Hello. I’m Kazuo Ito.” “Hello. I’m Sonya Somova.”). Then ask the partners to respond using only first names (e.g., “It’s very nice to meet you, Felipe.” “It’s very nice to meet you, Kazuo.” “It’s very nice to meet you, Sonya.”).

Elicit responses from students about what they do when they are introduced to a person for the first time (e.g., *shake hands*, bow, smile, kiss). Discuss that it’s very common in the U.S. for people to shake hands, especially in the workplace. Extend your hand to some students to demonstrate a standard handshake.

Discuss the things Mr. Soto asks Joe about during the interview: *He asks about his past jobs. He asks about his education. He asks Joe how many hours he can work.* If possible, assist students in providing answers about themselves (e.g., “I worked in a factory in Guatemala.” “I completed high school.” “I can work forty hours a week.”). Elicit responses from students about other questions that may be important to ask (e.g., “How much is the *salary*?” “What kinds of *benefits* do you have?”).

Mention that another benefit of working at Hanson’s Department Store is that *employees get a 10 percent discount*. Ask students if they receive discounts or other benefits where they work (e.g., 20 percent discount, free meals, 401K plan, commission, holiday bonus).

Explain that Joe’s position will be in the *stockroom* of Hanson’s Department Store and that he *can start right away*. Ask students when they could realistically start a new job (e.g., “I can start in six months.” “I can start in two weeks.” “I can start now.”). Also, teach or review the term *dress code*. Say that it means employees need to wear specific clothing at work. Ask students about workplaces that may have a dress code (e.g., office, restaurant, retail store, hotel, school).

Introduce or review other key vocabulary as needed (e.g., arrives, goes, office, Hello, It’s very nice to meet you, shake hands, many, questions, asks about, past jobs, education, how many hours, can work, wants, know about, salary, benefits, explains, everything, employees, get, 10 percent discount, likes, need, stockroom, start, right away, Sure, I can start today!, dress code, here, come back, tomorrow, wear, white polo shirt, khaki pants).

### Exercises

**Who Needs to Know?** Ask students to add new pieces of information to this list, including practical information from a typical job application (e.g., telephone number, criminal history, emergency contacts).

**Talking to the Manager** Encourage students to create new dialogs by varying the place where they need the new worker (e.g., “We need you in the office.” “We need you in the electronics department.” “We need you in Customer Service.”). Also, ask students to replace the white polo shirt and khaki pants with another appropriate outfit.

**About You** In number 3, elicit responses from students about certain dress code requirements they may have at work (e.g., “I have to wear a uniform.” “I have to wear a white shirt and black pants.” “I have to wear a suit and tie.”).

## Chapter 10 (pp. 58–63)

### Preview

Details in Chapter 10 (*In the Stockroom*) offer the opportunity to teach or review vocabulary for tasks inside a stockroom and health problems that may result from activities at work.

Mention that *Mr. Soto takes Joe into the stockroom and introduces Joe to Ed*. Encourage students to practice introducing one person in the class to another (e.g., “This is Tomas.” “This is Zhuo.” “This is Azizah.”). Explain that Mr. Soto says that Ed *can show Joe what to do*. Ask students if they have co-workers who sometimes show them what to do and, if so, what kinds of activities. Mention that *Ed tells Joe what to do. But Ed doesn’t do anything else*. Ask students if they sometimes have co-workers who don’t really work.

Teach or review some of the activities that workers do in the stockroom at Hanson’s Department Store (e.g., *lift boxes, go up to the second floor, use the special tools to open boxes*). Ask students whether or not they occasionally do these activities at work. Practice making negative sentences by describing exactly what Ed *doesn’t do* (e.g., *He doesn’t lift boxes. He doesn’t go up to the second floor. He doesn’t use the special tools to open boxes.*).

Teach or review the adjectives *heavy, dusty, and sharp*. Connect these adjectives to the objects they are associated with in the story (boxes, second floor, special tools). Encourage students to brainstorm other adjectives that may describe conditions or objects in the stockroom (e.g., loud, dirty, slippery, dangerous, stuffy).

Teach or review the vocabulary for common symptoms and injuries. Focus on the ones referred to in the story (e.g., *backache, headache, cuts on fingers, stomachache*). Ask students about symptoms or injuries they may get at work and, if possible, to explain why (e.g., “I get headaches from hearing loud machinery.” “I get a sunburn from working outside.” “I get backaches from moving furniture all day.”).

Ask students if they have a *lunch break* at work and, if so, what time that lunch break begins. For students who have a lunch break, ask them where they usually eat (e.g., in the *cafeteria*, outside, in a restaurant, in my car, at my desk). Get opinions from students about the quality of food that a cafeteria generally offers.

Introduce or review other key vocabulary as needed (e.g., next morning, meets, takes, into, stockroom, introduces, can show, what to do, tells, doesn’t do, anything else, doesn’t lift, boxes, heavy, get, backache, doesn’t go up, second floor, dusty, headache, doesn’t use, special tools, open boxes, sharp, cuts, fingers, all morning, noon, time, lunch break, cafeteria, want, No, thanks, food, isn’t very good, stomachache).

## Exercises

**Ed’s Problems** Elicit responses from students about things people can do to treat headaches, stomachaches,

and backaches (e.g., “Take two aspirin.” “Take an antacid.” “Put a heating pad on your back.”).

**Talking at Noon** Encourage students to change the location of the cafeteria (e.g., across the street, around the corner, next door, two blocks away).

**About You** In numbers 1 through 4, ask students to talk about other symptoms, injuries, and illnesses they sometimes get (e.g., “I sometimes get a rash.” “I sometimes get a bloody nose.” “I sometimes get an ear infection.”).

## Chapter 11 (pp. 64–69)

### Preview

Details in Chapter 11 (*A Big Box*) offer the opportunity to teach or review vocabulary for clocking out at work, asking for permission at work, and mentioning an employee discount while paying for something.

Elicit responses from students about the times they finish work. Ask students whether or not they *clock out* as Joe does in the story. For students who don’t clock out, ask what they do when they leave work (e.g., record time on a time card, say good-bye, scan fingerprint).

Explain that Joe looks at a *label* on a *big box* in the stockroom and finds that *there are air mattresses inside*. Remind students that Joe really wants an air mattress. Model the expression that Joe uses to ask permission to open the box: “*May I please open this right now?*” Encourage students to practice making requests at work using the first three words in the question (e.g., “May I please take a break now?” “May I please have my paycheck now?” “May I please have next Friday off?”).

Use the illustration to explain how *Joe opens* the big box and sees *many small boxes inside*. Use gestures to show how he *pulls out* a *twin-sized* air mattress. Teach or review the names for other sizes of air mattresses or beds (e.g., full-sized, queen-sized, king-sized).

Discuss how Joe goes to the *cashier* and says, “*I’m paying cash for this.*” Clarify the meaning of *cash* by showing a few dollars. Elicit responses from students about other ways that people pay for things (e.g., credit card, debit card, personal check). Remind students that Joe is an *employee* and gets a *10 percent discount*. Consider writing some random prices on the board and asking students to figure out approximately what a 10 percent discount would be.

Ask students if a cashier always gives them a *receipt* when they pay for things. Elicit responses from students about why it’s important to keep a receipt

(e.g., proof of purchase, necessary if you need to return or exchange an item). Then ask students where they usually put receipts (e.g., in a wallet, in a purse, in a drawer, in a box). If possible, ask students to recount a time when they *forgot* something at a store. Ask if the cashier called it to their attention or they remembered it only after they left the store and/or got home.

Introduce or review other key vocabulary as needed (e.g., works, stockroom, all afternoon, tells, clock out, please, open, big, box, morning, looks at, label, on, air mattresses, inside, open, right now, need, says, okay, many, small, boxes, inside, pulls out, twin-sized, goes, cashier, Hello, paying cash, employee, gives, 10 percent discount, puts, receipt, wallet, happy, starts, walk out, Sir, forgot).

## Exercises

**What Does Joe Do?** Besides the phrasal verbs listed in the activity, ask students to think about verbs that describe the things they commonly do at work or at home (e.g., cook, lift, take care of, write, drive, clean, build, help).

**Talking to a Cashier** If necessary, teach or review numbers. Ask students to substitute other prices for the ones in the dialog. Consider the sales tax in your state and how it compares to the total in the dialog.

**About You** In number 2, elicit responses from students about other places where it may be important to read labels (e.g., on medicine, on food, on clothing).

## Chapter 12 (pp. 70–75)

### Preview

Details in Chapter 12 (*The Air Mattress*) offer the opportunity to teach or review vocabulary for reading instructions and for observations about an item that is clearly defective.

Remind students that Joe now has an air mattress. Model Joe's expression of happiness: "*I can sleep tonight!*" Use gestures to show exactly how *Joe opens the box* and *takes out the air mattress*. If possible, bring in an example of printed instructions to show how *Joe reads the instructions inside*. Explain that instructions show, through words and pictures, how to put something together or make something work. As a whole class, brainstorm a list of items that sometimes come with instructions (e.g., appliances, toys, sporting equipment, electronics, furniture).

Use the illustration to show how *Joe inflates the air mattress with the electric pump*. Ask students about other things that people inflate (e.g., tires, balloons,

air cushions, some swimming accessories). Point out how Joe is using the electric pump. Ask students if they sometimes use an electric pump and, if so, for what. Teach or review the verb *deflate* or the adjective *deflated* to explain the condition of these objects once the air goes out of them. Emphasize how an object then *looks very different*.

Talk about the way Joe *lies down on the air mattress*. Explain that *it feels very comfortable*. Ask students whether or not they sometimes lie down on an air mattress. Elicit opinions about whether or not they think air mattresses are comfortable. Teach or review the words *sheets* and *a blanket*. If possible, bring in the real items to clarify the meaning. Discuss how *Joe makes his bed*. Elicit responses from students about the order in which these items go (e.g., "First, he puts on the sheets. Then he puts on the blanket.>").

Mention how Joe and Max *go out for dinner*. Explain that Joe and Max *eat pizza at the Italian restaurant*. Ask students about foods they eat when they go out and where they eat them (e.g., "I eat a chicken curry at the Indian restaurant." "I eat spring rolls at the Vietnamese restaurant." "I eat a hamburger at the fast-food restaurant.>"). Teach or review the word *dessert*. Say how it is something sweet some people eat after a meal. Elicit responses from students about things they may enjoy eating for dessert (e.g., cookies, cake, pie, flan, ice cream, fruit).

Introduce or review other key vocabulary as needed (e.g., gets home, work, unlocks, door, apartment, box, asks, have, air mattress, can sleep, tonight, opens, takes out, reads, instructions, inside, inflates, electric pump, lies down, feels comfortable, gives, sheets, blanket, makes his bed, looks, go out, dinner, okay, pizza, Italian restaurant, come back, different, deflated, maybe, can't sleep, dessert).

## Exercises

**Things Joe Needs** Ask students to name other items people sometimes put on their beds (e.g., mattress pad, pillow, comforter, bedspread, afghan, quilt).

**Talking About an Air Mattress** Ask students to replace *Oh, good*. with other encouraging expressions (e.g., "Fantastic!" "Great!" "Wonderful!" "Good for you!").

**About You** In number 1, ask students to offer suggestions to people who can't read instructions (e.g., "Ask a friend to help you." "Look at the pictures that come with the instructions." "Call the company and ask for help.>").

## Chapter 13 (pp. 76–81)

### Preview

Details in Chapter 13 (*A Terrible Night*) offer the opportunity to teach or review vocabulary for dealing with a defective piece of merchandise and interacting at a Customer Service counter.

Teach or review the distinction between *inflates* and *deflates* as they appear in the story. Ask students about whether or not they have had a similar experience in dealing with something that didn't work properly and, if so, what that item was (e.g., electric shaver, DVD player, toaster, child's toy).

Explain how *in the morning, Joe's back really hurts*. Use the illustration or gestures to show the way Joe *folds up the air mattress* and *puts it back in the box*. Explain how *he walks into Hanson's Department Store* and *finds the Customer Service counter*. Get opinions from students as to what they think Joe can do (e.g., *exchange it, return it and get a refund, try a new brand of air mattress*). Talk about the things you may need when you return something (e.g., the *receipt*, the original package, a bag from the store, the defective item).

Teach or review the specific problem with the air mattress: *It has a hole in it*. Encourage students to name other reasons that people return things that don't work properly. Encourage students to provide responses to the question "*May I ask why?*" (e.g., "It's broken." "A piece is missing." "It's torn." "It has a short circuit." "It doesn't have instructions.").

Teach or review the meaning of a *last day* at work. Elicit responses from students about reasons why people sometimes leave their jobs (e.g., have another job, return to school, get laid off, get fired).

Introduce or review other key vocabulary as needed (e.g., *inflates, air mattress, again, lies down, a while, slowly, deflates, gets up, inflates, tries, sleep, impossible, terrible, night, morning, back, really, hurts, folds up, puts it back, box, picks up, carries, work, walks into, finds, Customer Service counter, is working, Hi, need, exchange, May I ask why?, hole, receipt, today, last day, here, co-worker, anymore, go out, sometime*).

### Exercises

**The Air Mattress** If possible, encourage students to recount the details of what Joe does after he folds up the mattress (e.g., puts it back in the box, picks up the box, carries it to work, walks into Hanson's Department Store, finds the Customer Service counter).

**Talking at the Customer Service Counter** Encourage students to replace the "hole in it" explanation for another reason an air mattress is unsatisfactory

(e.g., "The electric pump doesn't work." "The valve doesn't close properly." "It's the wrong size.").

**About You** In number 3, ask students about other reasons people sometimes go to a Customer Service counter (e.g., gift wrapping, shipping, complaint about service).

## Chapter 14 (pp. 82–87)

### Preview

Details in Chapter 14 (*A Date with Maria*) offer the opportunity to teach or review vocabulary for introductions, methods of transportation, national monuments, and the issue of freedom.

Mention how *finally, Joe has a day off* from Hanson's Department Store. Ask students if they sometimes have days off and, if so, which ones. Explain that Joe *has a date with Maria*. Say that he *takes the bus to Maria's apartment* and *a man answers the door*. Tell students that he is *Carlo Leoni, Maria's father*. If necessary, teach or review the words Joe and Carlo exchange as they meet for the first time. Gesture the way Joe and Carlo *shake hands* when they meet.

Teach or review the meaning of Carlo's question: "*Where are you going?*" Explain that he wants to know where Joe is taking his daughter. If possible, elicit responses from students about why Carlo asks this question (e.g., "He is worried about his daughter." "He wants to follow them." "He is curious."). Ask students to suggest some activities in New York City that Joe and Maria can do (e.g., "They can go to the Central Park Zoo." "They can go to the Museum of Modern Art." "They can go to the Empire State Building.").

Explain that Joe and Maria are planning to visit the *Statue of Liberty*. Show a picture of the Statue of Liberty or use the illustration in the story. Ask students whether or not they recognize this national monument. Elicit responses from students about other national monuments in the U.S. or well-known areas in their native countries. Ask students if they sometimes bring a *camera* when they visit an interesting place.

Ask students whether or not they have ever visited *Liberty Island* and where it is located. Explain that the Statue of Liberty is *a symbol of freedom*. If access to the Internet is possible, encourage students to provide other facts about the Statue of Liberty (e.g., was a gift from France, built by French sculptor Auguste Bartholdi, is made of copper, weighs 450,000 pounds).

Teach or review various methods of transportation, especially the ones mentioned in the story: *bus, subway, ferry*. Ask students if these transportation options exist

in your community and, if so, where they take them to (e.g., “I take the bus to work.” “I take the subway to school.” “I take the ferry to my mother’s house.”).

Introduce or review other key vocabulary as needed (e.g., finally, day off, afternoon, date, bus, apartment, man, answers, door, Hello, Hi, father, shake hands, is standing, living room, Where are you going?, Statue of Liberty, symbol, freedom, camera, okay, Have fun, subway, Battery Park, ferry, Liberty Island, interesting, there, good time, suddenly, see, What are you doing here, Dad?, love, better).

## Exercises

**Ways to Travel** Elicit responses from students about other means of transportation (e.g., car, train, plane, trolley, taxi, boat, horseback, bicycle). Ask students which forms of transportation they sometimes use.

**Talking at the Statue of Liberty** If possible, encourage students to have Maria respond to her father (e.g., “You really surprised me.” “I’m fine, Dad. Please go home.” “Okay. Please take a picture of Joe and me.”).

**About You** In number 1, ask students about the things they often do on their days off (e.g., “I do my laundry.” “I go to the bank.” “I play basketball in the park.”).

## Chapter 15 (pp. 88–93)

### Preview

Details in Chapter 15 (*A Visit Home*) offer the opportunity to teach or review vocabulary for Joe’s situation after six months in New York and returning to his hometown for the holidays.

Explain that after six months, *Joe is very happy in New York*. Discuss his circumstances as they appear in the story: *He likes his job at Hanson’s Department Store. Joe sleeps okay on his air mattress. Maria is a very nice girlfriend*. Also mention that *Carlo likes Joe and often goes out with them*. Encourage students to list some good things about their lives (e.g., “I have a good job.” “My English is getting better.” “My children are doing well in school.”).

Say that *now it’s December and Joe wants to go home for the holidays*. Ask students about holidays that are commonly observed in the U.S. at this time (e.g., Christmas, Hanukkah, Kwanza). Ask students about other holidays or special days when families and friends sometimes get together (e.g., Thanksgiving, Mother’s

Day, Easter, Independence Day, New Year’s Day). Ask students about the names and times of other holidays they observe here or in their native countries.

Indicate that Joe needs to take a *very long bus ride to his small town*. Ask students about the kinds of transportation they need to travel to their native countries (e.g., “I take a plane.” “I take a train.” “I take a ship.”). Ask students about how long these journeys take. Also, ask students what they are *so happy to do* once they get home (e.g., “I’m so happy to eat real Mexican food.” “I’m so happy to see my brother.” “I’m so happy to go to the beach.”).

Teach or review the expression that Joe’s mother uses: “*What a surprise!*” Use the illustration to help define the *hugs* and *kisses* that Joe’s mother gives him in the story. Ask students about other gestures people use when they haven’t seen a family member or a friend in a long time (e.g., bow, pat on the back, wave, handshake).

Teach or review the past-tense phrasal verb *gave away*. Explain it as something some people do when they no longer need something (e.g., “I gave away my old sofa.” “I gave away my daughter’s old clothes.” “I gave away my CDs.”).

Introduce or review other key vocabulary as needed (e.g., six months, happy, New York, likes, job, sleeps okay, air mattress, nice, girlfriend, likes, in fact, often, goes out, December, want, go home, holidays, brother, can’t go, has to, work, giving, a few days off, surprise, mother, takes, long, bus ride, small town, arrives, see, hugs, kisses, Come in!, thanks, so happy, sleep, bed, Oh, dear, gave away, old, tonight, can sleep, sofa, buy, morning).

## Exercises

**People in Joe’s Life** Ask students to name some relatives or friends they are close to in their lives (e.g., wife, son, grandmother, boyfriend, aunt, nephew, sister, neighbor).

**Talking in His Mother’s Home** If possible, ask students to vary where Joe’s mother says he can sleep (e.g., “Tonight you can sleep on the floor.” “Tonight you can sleep in your brother’s old bed.” “Tonight you can sleep in the recliner.”).

**About You** In number 2, ask students what they can do with a few days off (e.g., “I can pay my bills.” “I can clean my apartment.” “I can visit my sister out of town.”).

# Answer Key

## Chapter 1

### Complete the story. (p. 5)

- |              |             |
|--------------|-------------|
| 1. town      | 5. suitcase |
| 2. city      | 6. bed      |
| 3. brother   | 7. mattress |
| 4. apartment | 8. store    |

### Check (✓) Yes or No. (p. 6)

- |        |        |       |        |
|--------|--------|-------|--------|
| 1. Yes | 4. Yes | 7. No | 9. Yes |
| 2. No  | 5. Yes | 8. No | 10. No |
| 3. No  | 6. Yes |       |        |

### The Apartment (p. 6)

- |             |                 |
|-------------|-----------------|
| 1. door     | 4. air mattress |
| 2. wall     | 5. bed          |
| 3. suitcase |                 |

### Complete the sentences. (p. 7)

- |            |         |           |              |
|------------|---------|-----------|--------------|
| 1. lives   | 3. is   | 5. knocks | 7. says      |
| 2. invites | 4. goes | 6. opens  | 8. puts down |

### Listening (p. 8)

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

### Missing Letters (p. 9)

- |                     |                       |                         |
|---------------------|-----------------------|-------------------------|
| 1. <u>s</u> uitcase | 4. bro <u>th</u> er   | 7. <u>a</u> ir mattress |
| 2. ins <u>i</u> de  | 5. ap <u>a</u> rtment | 8. wel <u>c</u> ome     |
| 3. kn <u>o</u> cks  | 6. st <u>o</u> re     | 9. inv <u>i</u> tes     |

### Unscramble the sentences. (p. 9)

- Joe's brother, Max, lives in New York City.
- Max invites Joe to live with him.
- There is a bed next to the wall.

## Chapter 2

### Complete the story. (p. 11)

- |            |            |
|------------|------------|
| 1. back    | 5. train   |
| 2. floor   | 6. blocks  |
| 3. store   | 7. sign    |
| 4. station | 8. shelves |

### Check (✓) Yes or No. (p. 12)

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. No  | 4. Yes | 7. No  | 9. Yes |
| 2. No  | 5. No  | 8. Yes | 10. No |
| 3. Yes | 6. Yes |        |        |

### Looking for an Air Mattress (p. 12)

- shelves
- department store
- sign

### Complete the sentences. (p. 13)

- |          |             |          |
|----------|-------------|----------|
| 1. needs | 4. gets on  | 7. walks |
| 2. goes  | 5. gets off | 8. sees  |
| 3. buys  | 6. leaves   |          |

### Listening (p. 14)

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

### Missing Letters (p. 15)

- |                     |                    |                        |
|---------------------|--------------------|------------------------|
| 1. st <u>a</u> tion | 4. <u>b</u> locks  | 7. flo <u>o</u> r      |
| 2. sl <u>e</u> ep   | 5. sub <u>w</u> ay | 8. every <u>th</u> ing |
| 3. em <u>p</u> ty   | 6. bac <u>k</u>    | 9. shel <u>v</u> es    |

### Same Sound (p. 15)

- |                   |                   |
|-------------------|-------------------|
| 2. really, leaves | 4. subway, number |
| 3. store, floor   | 5. buys, sighs    |

## Chapter 3

### Complete the story. (p. 17)

- |                |               |
|----------------|---------------|
| 1. Hiring      | 5. openings   |
| 2. job         | 6. stockroom  |
| 3. Resources   | 7. salesclerk |
| 4. application | 8. computer   |

### Check (✓) Yes or No. (p. 18)

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. Yes | 4. Yes | 7. No  | 9. No  |
| 2. No  | 5. No  | 8. Yes | 10. No |
| 3. Yes | 6. Yes |        |        |

### Employees at the Department Store (p. 18)

- |                     |            |
|---------------------|------------|
| 1. office assistant | 3. cashier |
| 2. salesclerk       |            |

### Complete the sentences. (p. 19)

- |              |          |              |          |
|--------------|----------|--------------|----------|
| 1. goes      | 3. gives | 5. says      | 7. sees  |
| 2. fills out | 4. asks  | 6. goes back | 8. looks |

### Listening (p. 20)

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

### Missing Letters (p. 21)

- |                         |                                |
|-------------------------|--------------------------------|
| 1. <u>o</u> penings     | 6. stockr <u>o</u> om          |
| 2. comp <u>u</u> ter    | 7. salescl <u>e</u> r <u>k</u> |
| 3. applic <u>a</u> tion | 8. leav <u>i</u> ng            |
| 4. Resou <u>r</u> ces   | 9. coupl <u>e</u>              |
| 5. cash <u>i</u> er     |                                |

### Unscramble the sentences. (p. 21)

- Joe sees a sign next to a cashier.
- Joe goes to the Human Resources office.
- The salesclerk looks on her computer.



## Chapter 4

### Complete the story. (p. 23)

- |                 |               |
|-----------------|---------------|
| 1. disappointed | 5. woman      |
| 2. city         | 6. smiles     |
| 3. rain         | 7. applied    |
| 4. bus stop     | 8. co-workers |

### Check (✓) Yes or No. (p. 24)

- |        |        |        |         |
|--------|--------|--------|---------|
| 1. Yes | 4. No  | 7. Yes | 9. No   |
| 2. No  | 5. No  | 8. No  | 10. Yes |
| 3. Yes | 6. Yes |        |         |

### Meeting at the Bus Stop (p. 24)

- |         |           |          |
|---------|-----------|----------|
| 1. talk | 2. go out | 3. smile |
|---------|-----------|----------|

### Complete the sentences. (p. 25)

- |           |               |                |         |
|-----------|---------------|----------------|---------|
| 1. walks  | 3. get out of | 5. is standing | 7. talk |
| 2. starts | 4. runs       | 6. smiles      | 8. is   |

### Listening (p. 26)

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

### Missing Letters (p. 27)

- |               |                 |
|---------------|-----------------|
| 1. applied    | 6. disappointed |
| 2. sometime   | 7. pretty       |
| 3. co-workers | 8. rain         |
| 4. bus stop   | 9. smiles       |
| 5. standing   |                 |

### Same Sound (p. 27)

- |                    |                |
|--------------------|----------------|
| 2. sometime, young | 4. maybe, rain |
| 3. blocks, stop    | 5. there, very |

## Chapter 5

### Complete the story. (p. 29)

- |                 |                |
|-----------------|----------------|
| 1. wet          | 5. tired       |
| 2. mood         | 6. comfortable |
| 3. neighborhood | 7. telephone   |
| 4. unlocks      | 8. news        |

### Check (✓) Yes or No. (p. 30)

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. Yes | 4. No  | 7. No  | 9. Yes |
| 2. No  | 5. No  | 8. Yes | 10. No |
| 3. Yes | 6. Yes |        |        |

### Matching: Opposites (p. 30)

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

### Complete the sentences. (p. 31)

- |              |                 |
|--------------|-----------------|
| 1. finds     | 5. is           |
| 2. takes     | 6. lies down    |
| 3. unlocks   | 7. falls asleep |
| 4. takes off | 8. wakes up     |

### Listening (p. 32)

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

### Missing Letters (p. 33)

- |                 |                 |
|-----------------|-----------------|
| 1. telephone    | 6. anymore      |
| 2. jacket       | 7. comfortable  |
| 3. neighborhood | 8. falls asleep |
| 4. unlocks      | 9. raining      |
| 5. mood         |                 |

### Unscramble the sentences. (p. 33)

1. He doesn't want to look for an air mattress anymore.
2. He takes the subway back to Max's neighborhood.
3. He unlocks the door of the apartment.

## Chapter 6

### Complete the story. (p. 35)

- |                 |                |
|-----------------|----------------|
| 1. hungry       | 5. restaurants |
| 2. refrigerator | 6. Mexican     |
| 3. lettuce      | 7. waiter      |
| 4. milk         | 8. specials    |

### Check (✓) Yes or No. (p. 36)

- |        |        |       |         |
|--------|--------|-------|---------|
| 1. Yes | 4. No  | 7. No | 9. Yes  |
| 2. Yes | 5. Yes | 8. No | 10. Yes |
| 3. No  | 6. No  |       |         |

### Specials (p. 36)

- |          |          |          |
|----------|----------|----------|
| 1. pizza | 2. tacos | 3. sushi |
|----------|----------|----------|

### Complete the sentences. (p. 37)

- |                   |            |
|-------------------|------------|
| 1. gets up, feels | 5. it's    |
| 2. is             | 6. smells  |
| 3. opens          | 7. decides |
| 4. isn't          |            |

### Listening (p. 38)

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

### Missing Letters (p. 39)

- |                 |                 |
|-----------------|-----------------|
| 1. lettuce      | 6. refrigerator |
| 2. Mexican      | 7. American     |
| 3. evening      | 8. decides      |
| 4. neighborhood | 9. restaurant   |
| 5. waiter       |                 |

### Same Sound (p. 39)

- |                      |                       |
|----------------------|-----------------------|
| 2. lettuce, specials | 4. waiter, great      |
| 3. street, pizza     | 5. milk, refrigerator |

## Chapter 7

### Complete the story. (p. 41)

- |           |           |            |           |
|-----------|-----------|------------|-----------|
| 1. sound  | 3. eyes   | 5. kitchen | 7. night  |
| 2. faucet | 4. pillow | 6. work    | 8. coffee |

### Check (✓) Yes or No. (p. 42)

- |        |        |        |         |
|--------|--------|--------|---------|
| 1. Yes | 4. No  | 7. No  | 9. No   |
| 2. No  | 5. Yes | 8. Yes | 10. Yes |
| 3. Yes | 6. No  |        |         |

### The Faucet (p. 42)

- |            |         |             |
|------------|---------|-------------|
| 1. turn on | 2. drip | 3. turn off |
|------------|---------|-------------|

### Complete the sentences. (p. 43)

- |                             |                   |
|-----------------------------|-------------------|
| 1. closes                   | 5. goes           |
| 2. can't sleep, is dripping | 6. turns          |
| 3. puts                     | 7. stops dripping |
| 4. hears                    |                   |

### Listening (p. 44)

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

### Missing Letters (p. 45)

- |                     |                      |                      |
|---------------------|----------------------|----------------------|
| 1. fa <u>u</u> cet  | 4. s <u>o</u> und    | 7. terr <u>i</u> ble |
| 2. kit <u>ch</u> en | 5. t <u>u</u> rn off | 8. pill <u>o</u> w   |
| 3. h <u>e</u> ars   | 6. str <u>a</u> nge  | 9. dr <u>i</u> pping |

### Unscramble the sentences. (p. 45)

- Joe tries to turn off the faucet.
- Joe puts a pillow over his head.
- But he hears the faucet dripping and dripping.

## Chapter 8

### Complete the story. (p. 47)

- |              |               |
|--------------|---------------|
| 1. telephone | 5. dirty      |
| 2. manager   | 6. Laundromat |
| 3. interview | 7. washes     |
| 4. shirt     | 8. time       |

### Check (✓) Yes or No. (p. 48)

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. Yes | 4. No  | 7. No  | 9. Yes |
| 2. No  | 5. Yes | 8. Yes | 10. No |
| 3. Yes | 6. No  |        |        |

### What Does Joe Do? (p. 48)

- |           |          |          |
|-----------|----------|----------|
| 1. washes | 2. dries | 3. irons |
|-----------|----------|----------|

### Complete the sentences. (p. 49)

- |                  |            |
|------------------|------------|
| 1. looks at      | 5. irons   |
| 2. runs          | 6. puts on |
| 3. washes, dries | 7. are     |
| 4. runs          |            |

### Listening (p. 50)

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

### Missing Letters (p. 51)

- |                        |                        |
|------------------------|------------------------|
| 1. clo <u>th</u> es    | 6. d <u>ir</u> ty      |
| 2. kh <u>a</u> ki      | 7. man <u>a</u> ger    |
| 3. i <u>r</u> ons      | 8. polo sh <u>i</u> rt |
| 4. Lau <u>nd</u> romat | 9. e <u>x</u> cited    |
| 5. inter <u>vi</u> ew  |                        |

### Same Sound (p. 51)

- |                      |                   |
|----------------------|-------------------|
| 2. drinks, interview | 4. clothes, polo  |
| 3. excited, white    | 5. khaki, manager |

## Chapter 9

### Complete the story. (p. 53)

- |              |              |
|--------------|--------------|
| 1. shake     | 5. salary    |
| 2. questions | 6. benefits  |
| 3. past      | 7. discount  |
| 4. education | 8. stockroom |

### Check (✓) Yes or No. (p. 54)

- |        |        |        |         |
|--------|--------|--------|---------|
| 1. No  | 4. Yes | 7. No  | 9. No   |
| 2. No  | 5. No  | 8. Yes | 10. Yes |
| 3. Yes | 6. Yes |        |         |

### Who Needs to Know? (p. 54)

- |             |             |
|-------------|-------------|
| 2. Joe      | 5. Joe      |
| 3. Joe      | 6. Mr. Soto |
| 4. Mr. Soto | 7. Joe      |

### Complete the sentences. (p. 55)

- |            |         |          |               |
|------------|---------|----------|---------------|
| 1. arrives | 3. says | 5. shake | 7. asks about |
| 2. goes    | 4. meet | 6. has   | 8. wants      |

### Listening (p. 56)

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

### Missing Letters (p. 57)

- |                        |                       |
|------------------------|-----------------------|
| 1. tom <u>o</u> rwow   | 6. edu <u>a</u> tion  |
| 2. disc <u>o</u> unt   | 7. dress <u>o</u> de  |
| 3. every <u>th</u> ing | 8. sal <u>a</u> ry    |
| 4. employ <u>e</u> es  | 9. qu <u>e</u> stions |
| 5. benef <u>i</u> ts   |                       |

### Unscramble the sentences. (p. 57)

- Mr. Soto has many questions for Joe.
- He asks Joe how many hours he can work.
- Mr. Soto says Hanson's employees get a 10 percent discount.

## Chapter 10

### Complete the story. (p. 59)

- |               |              |
|---------------|--------------|
| 1. introduces | 5. dusty     |
| 2. show       | 6. headache  |
| 3. boxes      | 7. fingers   |
| 4. backache   | 8. cafeteria |

### Check (✓) Yes or No. (p. 60)

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. No  | 4. Yes | 7. No  | 9. Yes |
| 2. Yes | 5. No  | 8. Yes | 10. No |
| 3. No  | 6. Yes |        |        |

### Ed's Problems (p. 60)

- |             |                |
|-------------|----------------|
| 1. backache | 3. stomachache |
| 2. headache |                |

### Complete the sentences. (p. 61)

- |               |                 |
|---------------|-----------------|
| 1. meets      | 5. tells        |
| 2. takes      | 6. doesn't do   |
| 3. introduces | 7. doesn't lift |
| 4. show       | 8. get          |

### Listening (p. 62)

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

### Missing Letters (p. 63)

- |                       |                      |                         |
|-----------------------|----------------------|-------------------------|
| 1. sharp              | 4. head <u>a</u> che | 7. finger <u>s</u>      |
| 2. back <u>a</u> che  | 5. dust <u>y</u>     | 8. intro <u>d</u> uces  |
| 3. caf <u>e</u> teria | 6. se <u>c</u> ond   | 9. stom <u>a</u> chache |

### Same Sound (p. 63)

- |                       |                      |
|-----------------------|----------------------|
| 2. dusty, stomachache | 4. special, headache |
| 3. tools, introduces  | 5. break, backache   |

## Chapter 11

### Complete the story. (p. 65)

- |           |               |             |            |
|-----------|---------------|-------------|------------|
| 1. label  | 3. small      | 5. cash     | 7. receipt |
| 2. inside | 4. twin-sized | 6. employee | 8. forgot  |

### Check (✓) Yes or No. (p. 66)

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. No  | 4. Yes | 7. Yes | 9. Yes |
| 2. No  | 5. Yes | 8. No  | 10. No |
| 3. Yes | 6. No  |        |        |

### What Does Joe Do? (p. 66)

- |              |              |               |
|--------------|--------------|---------------|
| 1. pulls out | 2. walks out | 3. clocks out |
|--------------|--------------|---------------|

### Complete the sentences. (p. 67)

- |         |          |              |           |
|---------|----------|--------------|-----------|
| 1. open | 3. says  | 5. are       | 7. goes   |
| 2. need | 4. opens | 6. pulls out | 8. paying |

### Listening (p. 68)

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

### Missing Letters (p. 69)

- |                           |                       |
|---------------------------|-----------------------|
| 1. lab <u>e</u> l         | 6. rece <u>i</u> pt   |
| 2. w <u>a</u> llet        | 7. pu <u>l</u> ls out |
| 3. ai <u>r</u> mattresses | 8. cas <u>h</u> ier   |
| 4. clo <u>ck</u> out      | 9. fo <u>r</u> got    |
| 5. tw <u>i</u> n-sized    |                       |

### Unscramble the sentences. (p. 69)

1. Joe looks at the label on the big box.
2. Joe pulls out a twin-sized air mattress.
3. Then the cashier gives him a 10 percent discount.

## Chapter 12

### Complete the story. (p. 71)

- |                 |                |
|-----------------|----------------|
| 1. sleep        | 5. comfortable |
| 2. instructions | 6. pizza       |
| 3. pump         | 7. different   |
| 4. blanket      | 8. deflated    |

### Check (✓) Yes or No. (p. 72)

- |        |        |        |         |
|--------|--------|--------|---------|
| 1. Yes | 4. No  | 7. Yes | 9. No   |
| 2. Yes | 5. No  | 8. No  | 10. Yes |
| 3. No  | 6. Yes |        |         |

### Things Joe Needs (p. 72)

- |           |            |                  |
|-----------|------------|------------------|
| 1. sheets | 2. blanket | 3. electric pump |
|-----------|------------|------------------|

### Complete the sentences. (p. 73)

- |              |             |              |          |
|--------------|-------------|--------------|----------|
| 1. opens     | 3. reads    | 5. lies down | 7. gives |
| 2. takes out | 4. inflates | 6. feels     | 8. makes |

### Listening (p. 74)

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

### Missing Letters (p. 75)

- |                          |                         |
|--------------------------|-------------------------|
| 1. blan <u>k</u> et      | 6. com <u>f</u> ortable |
| 2. de <u>s</u> sert      | 7. lie <u>s</u> down    |
| 3. elec <u>t</u> ric     | 8. shee <u>t</u> s      |
| 4. def <u>l</u> ated     | 9. resta <u>r</u> ant   |
| 5. i <u>n</u> structions |                         |

### Same Sound (p. 75)

- |                    |                              |
|--------------------|------------------------------|
| 2. sheets, reads   | 4. takes, inflates           |
| 3. inside, tonight | 5. comfortable, instructions |

## Chapter 13

### Complete the story. (p. 77)

- |               |             |
|---------------|-------------|
| 1. impossible | 5. exchange |
| 2. hurts      | 6. hole     |
| 3. Customer   | 7. last     |
| 4. Service    | 8. anymore  |

### Check (✓) Yes or No. (p. 78)

- |        |        |       |        |
|--------|--------|-------|--------|
| 1. Yes | 4. Yes | 7. No | 9. Yes |
| 2. No  | 5. Yes | 8. No | 10. No |
| 3. No  | 6. Yes |       |        |

### The Air Mattress (p. 78)

1. folds up    2. inflates    3. deflates

### Complete the sentences. (p. 79)

- |              |             |
|--------------|-------------|
| 1. inflates  | 5. tries    |
| 2. lies down | 6. has      |
| 3. deflates  | 7. hurts    |
| 4. gets up   | 8. folds up |

### Listening (p. 80)

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

### Missing Letters (p. 81)

- |                       |                             |
|-----------------------|-----------------------------|
| 1. <u>s</u> ervice    | 6. <u>h</u> ole             |
| 2. <u>c</u> ustomer   | 7. <u>f</u> olds <u>u</u> p |
| 3. <u>e</u> xchange   | 8. <u>w</u> ork <u>i</u> ng |
| 4. <u>t</u> errible   | 9. <u>i</u> nflates         |
| 5. <u>i</u> mpossible |                             |

### Unscramble the sentences. (p. 81)

- He puts it back in the box.
- Joe picks up the box and carries it to work.
- He finds the Customer Service counter.

## Chapter 14

### Complete the story. (p. 83)

- |            |                |
|------------|----------------|
| 1. date    | 5. ferry       |
| 2. father  | 6. interesting |
| 3. Statue  | 7. Suddenly    |
| 4. freedom | 8. camera      |

### Check (✓) Yes or No. (p. 84)

- |        |        |       |        |
|--------|--------|-------|--------|
| 1. Yes | 4. Yes | 7. No | 9. Yes |
| 2. No  | 5. Yes | 8. No | 10. No |
| 3. No  | 6. Yes |       |        |

### Ways to Travel (p. 84)

1. ferry    2. subway    3. bus

### Complete the sentences. (p. 85)

- |          |            |                |         |
|----------|------------|----------------|---------|
| 1. has   | 3. answers | 5. shake       | 7. asks |
| 2. takes | 4. says    | 6. is standing | 8. see  |

### Listening (p. 86)

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

### Missing Letters (p. 87)

- |                    |                        |                     |
|--------------------|------------------------|---------------------|
| 1. Sta <u>t</u> ue | 4. Lib <u>er</u> ty    | 7. <u>ca</u> mera   |
| 2. I <u>s</u> land | 5. sub <u>u</u> way    | 8. <u>freed</u> om  |
| 3. <u>f</u> erry   | 6. <u>i</u> nteresting | 9. <u>sudden</u> ly |

### Same Sound (p. 87)

- |                    |                    |
|--------------------|--------------------|
| 2. finally, island | 4. symbol, liberty |
| 3. very, ferry     | 5. love, suddenly  |

## Chapter 15

### Complete the story. (p. 89)

- |               |             |             |           |
|---------------|-------------|-------------|-----------|
| 1. months     | 3. December | 5. surprise | 7. kisses |
| 2. girlfriend | 4. holidays | 6. ride     | 8. sofa   |

### Check (✓) Yes or No. (p. 90)

- |        |        |        |         |
|--------|--------|--------|---------|
| 1. No  | 4. No  | 7. Yes | 9. Yes  |
| 2. No  | 5. Yes | 8. No  | 10. Yes |
| 3. Yes | 6. No  |        |         |

### People in Joe's Life (p. 90)

1. girlfriend    2. brother    3. mother

### Complete the sentences. (p. 91)

- |             |              |            |           |
|-------------|--------------|------------|-----------|
| 1. wants    | 3. is giving | 5. takes   | 7. is     |
| 2. can't go | 4. surprise  | 6. arrives | 8. kisses |

### Listening (p. 92)

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

### Missing Letters (p. 93)

- |                       |                     |                         |
|-----------------------|---------------------|-------------------------|
| 1. <u>m</u> other     | 4. <u>k</u> isses   | 7. <u>a</u> ir mattress |
| 2. <u>s</u> urprise   | 5. <u>m</u> onths   | 8. <u>D</u> ecember     |
| 3. <u>g</u> irlfriend | 6. <u>h</u> olidays | 9. <u>ton</u> ight      |

### Unscramble the sentences. (p. 93)

- After six months, Joe is very happy in New York.
- Joe wants to go home for the holidays.
- He takes a very long bus ride to his small town.