

NOVEL SCENES

***Holding
the Bag***

**TEACHER'S GUIDE
HIGH BEGINNING**

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Teacher's Guide
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Overview

Novel Scenes is a series of four readers that provide continuing stories and activities. Each of the 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.

Holding the Bag, the high-beginning level of *Novel Scenes*, features Negasi, an Ethiopian immigrant who struggles to support his growing family while working arduously as a taxi driver. Set against the backdrop of Washington, D.C., *Holding the Bag* is an engaging story with a sometimes suspenseful plot that unfolds 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, 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 chapter.

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 *Holding the Bag*, the high-beginning 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 *Holding the Bag*

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 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.

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 high-beginning 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.

Comprehension Activities

At this level of the series, 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, to use it in new sentences, or to 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 match key vocabulary with its definition or its opposite. Matching words and pictures exercises also help reinforce students' understanding of key vocabulary in the story.

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.

Checklists and Check the Good Ideas/Reasons.

Students will find checklists that ask them to consider their own financial responsibilities and things the characters in the story should use their money for. In the exercises entitled Check the Good Ideas/Reasons, students do problem-solving activities that call for them to use critical thinking to determine things that are good or not good to say or do in a given situation—like ways to respond to someone when you understand only a little English, or reasons the main character may not want to go to the police after a frightening experience. These activities also spark discussion in asking for additional ideas from students in how to best deal with various predicaments and can be done individually, in pairs, in small groups, or with the whole class.

Realia

In *Holding the Bag* , students read some general information about well-known landmarks in Washington, D.C.: the Jefferson Memorial, the Bureau of Engraving and Printing, and the Lincoln Memorial. Students can glean information from each reading to answer the follow-up comprehension questions pertaining to each location.

Write New Sentences.

Students read the example and follow the written model to create new sentences in the past tense. 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.

Listening Exercises

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

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. Ask 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 events in each chapter of the 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., "Cornelio has lived in the United States for ten years." "Ming knows that Thomas Jefferson was the third U.S. President." "Akbar sometimes misses work because he has a doctor's appointment.").

Topics for Discussion or Writing

This extension activity encourages students to talk or write about key points in each chapter 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.

Teaching Notes

Chapter 1 (pp. 4–9)

Preview

Details in Chapter 1 (*Negasi*) offer the opportunity to teach or review vocabulary for personal identification, occupations, financial responsibilities, and money.

Introduce Negasi, the main character in the story. Explain that *Negasi is from Ethiopia, but he has lived in the United States for twelve years*. Using the same model, encourage students to state similar information about themselves (e.g., “I’m from Peru, but I have lived in the United States for three years.”). If possible, point out Ethiopia on a map and provide, or ask students to provide, facts about Ethiopia’s history, politics, religions, ethnic groups, geography, climate, economy, exports, food, languages, etc.

Explain that Negasi lives and works in *Washington, D.C.*, the capital of the United States. If possible, identify Washington, D.C., on a map of the U.S. Mention that Washington, D.C., has the largest Ethiopian population outside of Ethiopia. Ask students which countries large numbers of immigrants are from in your community (e.g., Mexico, Vietnam, Russia, the Philippines, China, El Salvador, Thailand, Kenya, the Dominican Republic, India).

Say that *Negasi is a taxi driver who picks up and drops off passengers for ten hours a day, seven days a week*. Encourage employed students to share information about their occupations, the duties they perform at work, and the number of hours and days they work (e.g., “I’m a maintenance worker. I repair many things in an office building. I work eight hours a day, five days a week.”).

Teach or review the vocabulary for the *financial responsibilities* that Negasi worries a lot about (e.g., *rent, food, household expenses*). Ask students whether or not they sometimes worry about the same things. Also, discuss the other issues that concern Negasi: *He and his wife, Ayana, are expecting another baby this summer. His five-year-old son, Dawit, needs a new winter coat. His eight-year-old daughter, Desta, broke her glasses and needs another pair*. Ask students about specific things they may need *extra* money for (e.g., college tuition, medical bills, travel).

Mention Negasi’s *relatives in Ethiopia* who need help, too. Ask students if they help relatives in other countries and, if so, who they help and where they send assistance (e.g., “I help my aunt and uncle in

Vietnam.” “I help my cousins in India.” “I help my nieces and nephews in Guatemala.”). Elicit responses about ways to help people in need (e.g., send money, send clothes, send medicine, sponsor people who wish to come to the U.S., donate money to charitable or relief organizations).

If necessary, teach or review dollar and coin amounts, especially the ones referred to in the first chapter (e.g., \$5,000; 5¢; \$4,999.95). Encourage students to identify various U.S. coins (e.g., penny, nickel, dime, quarter, half dollar) and to give their values.

Introduce or review other key vocabulary as needed (e.g., Ethiopia, has lived, United States, twelve, years, taxi driver, Washington, D.C., picks up, drops off, passengers, ten hours a day, seven days a week, life, isn’t, easy, somehow, manages, support, family, fares, tips, worries, a lot, financial, responsibilities, of course, needs, money, rent, food, other, household expenses, pay for, expecting, another, baby, summer, five-year-old, son, new, winter coat, eight-year-old, daughter, broke, glasses, pair, relatives, help, tries, send, just can’t, right now, is standing, kitchen, staring, coffee cup, walks into, could really use, extra, Let’s look on the bright side, maybe, get, very big, tip, today, picks up, nickel, table, things, better, already).

Exercises

Talking in the Kitchen Encourage students to vary the amounts of money referred to in the dialog (e.g., “We could really use an extra \$1,000 right now.” “Look! Things are better already! Here is 25¢. Now we could really use an extra \$999.75.”).

Checklist If possible, ask students to calculate approximately what they spend for some of these items (e.g., “I spend about \$500 a month for food.” “My cable bill is about \$95 a month.” “My gas and electric bill is about \$120 a month.”).

Topics for Discussion or Writing In number 3, ask students about jobs where workers typically receive tips that supplement their incomes (e.g., taxi driver, hairdresser, food server, bellhop, manicurist, parking attendant).

Chapter 2 (pp. 10–15)

Preview

Details in Chapter 2 (*A Ride to the Hospital*) offer the opportunity to teach or review vocabulary for time,

flagging down a taxi driver, illnesses that may require emergency treatment, and negotiating a taxi fare.

If necessary, teach or review how to state the time in English. Explain that *it's just before 6:00 A.M., and Negasi is driving around downtown. He looks to the left and sees a man flagging him down on the street corner.* Encourage students to use gestures to show how to flag down a taxi. Ask if they use different signals in their native countries and, if so, which ones.

Explain that *Negasi pulls over and stops the taxi. The man opens the back door, gets in the taxi, and says, "I need to go to the hospital on 23rd Street."* Ask students about the locations of hospitals in your community. Encourage them to practice asking a taxi driver to take them to those hospitals (e.g., "I need to go to the hospital on Palm Avenue." "I need to go to the hospital on Main Street." "I need to go to the hospital on 41st Street."). Ask students to guess what the taxi fare would be from their homes to these locations.

Discuss how Negasi's passenger *is leaning forward in the backseat.* Discuss what the man says: "*Ugh! My stomach!*" Ask students what they would think if they were driving a taxi with this man inside (e.g., *concerned, anxious, worried, indifferent, scared*). Have students brainstorm a list of ailments that this man could be suffering from (e.g., *appendicitis, heart problems, food poisoning, stomach flu, gallstones*).

Talk about the dilemma the man has as he explains that he has *only \$14 to spend for a taxi.* Explain how Negasi agrees to take the man to the hospital for a reduced rate, or *discount.* Stress that this is very unusual because most taxi drivers generally charge standard rates. Explain that Negasi agrees to accepting less money because he *feels bad for this man.* Ask students whether or not people can bargain with taxi drivers in their native countries. Ask students about other businesses or vendors with whom they can sometimes negotiate prices, either in the U.S. or in their native countries.

Introduce or review other key vocabulary as needed (e.g., *just before, is driving around, downtown, looks, left, sees, flagging him down, street corner, pulls over, stops, opens, gets in, says, needs, go, hospital, thinks, almost, twenty-dollar, fare, plus, tip, a few, minutes, looks in, rearview mirror, leaning, forward, backseat, Ugh, stomach, very concerned, I'm going as fast as I can, wallet, only, spend, feels bad, after all, appendicitis, something, serious, sighs, don't worry, can take, finally, pulls up, in front, suddenly, sits up, asks, Do you have change for a 20-dollar bill?, surprise, why, asking, discount, you see, work, hurts, hungry, breakfast*).

Exercises

Talking on the Way to the Hospital Ask students to vary the amount that the passenger has to spend for a taxi (e.g., \$8, \$12, \$15) and the change he expects from a 20-dollar bill. Have students give additional reasons why the man may need money (e.g., "I need \$12 to take a taxi home." "I need \$8 for lunch." "I need \$5 to repay a co-worker.").

Matching Encourage students to brainstorm other things people do after they get in a taxi (e.g., sit down, close the door, put on a seatbelt, talk to the driver, look out the window).

Topics for Discussion or Writing In number 2, have students list serious illnesses or conditions that often require going to a hospital (e.g., appendicitis, serious allergic reaction, broken bone). Also, remind students that they can call 911 when faced with a real medical emergency.

Chapter 3 (pp. 16–21)

Preview

Details in Chapter 3 (*The Japanese Tourists*) offer the opportunity to teach or review vocabulary for handling a dishonest customer, tourist attractions in Washington, D.C., things a taxi driver may do to deliver good service, and ways to express one's limited proficiency in English.

Explain how *Negasi doesn't want to argue in front of a hospital at 6:00 A.M. So Negasi takes the \$20 and gives the man \$3 back.* Ask students whether or not they think Negasi handles the situation well or, if not, what he should do (e.g., argue with the man, call the police, report the man to his employer, keep all of the money, give the man \$6).

Say that *Negasi gets a call to pick up some tourists in front of the Madison Hotel. Many tourists come to Washington, D.C. They want to visit the monuments, museums, and other well-known places.* Ask students about some well-known places they have seen or heard about in Washington, D.C. (e.g., Washington Monument, Supreme Court, Vietnam Veterans Memorial, Pentagon, Smithsonian Institution). Ask students about popular places that tourists visit in their native countries or in their current communities.

Explain that *Negasi often picks up tourists and they seem to like it—and give bigger tips—when he talks about the places they're visiting.* Elicit responses about things that people in service occupations can do to receive bigger tips (e.g., smile, be on time, be polite, do a good job, answer questions). Ask students about

other things that people can do to be good workers (e.g., arrive on time, get along with co-workers, be dependable, work hard, be honest).

Teach or review the information that Negasi gives to his passengers about two popular tourist destinations in Washington, D.C.: *The Lincoln Memorial honors the sixteenth President of the United States. . . . The National Air and Space Museum has the world's largest collection of aircraft and spacecraft.* If access to the Internet is possible, encourage students to find out more information about these places.

Introduce the *elderly Japanese couple* who gets into Negasi's taxi in front of the Madison Hotel. Explain how *the man hands Negasi a piece of paper with an address: 1600 Pennsylvania Avenue.* Ask students if they recognize that address as *the White House, the home and workplace of the United States President.*

Highlight the phrases the man says to indicate that his English isn't very good: "*Little English. . . . Speak slowly, please.*" Ask students about other things that people can say to convey that idea (e.g., "I don't speak English very well. Can you please speak very slowly?" "My English isn't very good. Will you please say that again?").

Introduce or review other key vocabulary as needed (e.g., doesn't want to, argue, in front, hospital, takes, gives the man \$3 back, next time, bus, work, kids, need, eat, breakfast, angrily, drives away, later, morning, gets, call, pick up, tourists, hotel, visit, monuments, museums, well-known, places, often, seem, like, give, bigger, tips, talks about, visiting, Lincoln Memorial, honors, 16th President, United States, National Air and Space Museum, world's, largest, collection, aircraft, spacecraft, stops, elderly, Japanese, couple, gets into, hands, piece, paper, address, 1600 Pennsylvania Avenue, White House, smiles, nods, head, let me, tell, home, workplace, was built, between, little, English, speak, slowly, please, slow, voice, white).

Exercises

Talking in a Taxi If access to the Internet is possible, encourage students to learn another fact about the White House for Negasi to share (e.g., "It is modeled after the late-Georgian style." "It has six stories." "Slaves, free African-American laborers, and immigrants did much of the construction.").

Check the good ideas. Ask students to explain why a particular option is a good or bad idea (e.g., "It's a good idea to smile and nod your head. You want to show that you're friendly and appreciative." "It's a bad idea to smile and nod your head. It means that you understand someone when you really don't.").

Topics for Discussion or Writing In number 3, encourage students to bring in pictures and supply facts about where the leaders in their native countries live.

Chapter 4 (pp. 22–27)

Preview

Details in Chapter 4 (*Remembering*) offer the opportunity to teach or review vocabulary for the steps and missteps Negasi took in the process of learning English, for tipping discrepancies, and for information about Thomas Jefferson.

Discuss how *Negasi remembers when he spoke very little English.* Explain that *it was difficult when he first came to the United States.* Mention the things Negasi did to improve his English: *He went to an adult school for three years. He studied hard and improved a lot.* Ask students to share their own experiences in learning English. Ask them to talk about things that people can do to improve their language skills (e.g., read, watch TV, listen to the radio, engage in conversations with native speakers).

Point out the embarrassing mistake Negasi made in his taxi: *Once, a passenger in his taxi asked to go to the National Gallery of Art. But Negasi took her to the National Zoo.* If possible, ask students to share some funny mistakes they've made in either speaking or understanding English. Ask students whether or not, like Negasi, *they can laugh about that now, but at the time it wasn't so funny.*

Highlight the generous *\$8 tip* given to Negasi by the elderly Japanese couple. Explain that afterward, *three young people flag down Negasi. They look like college students.* Ask students whether or not they think this group of passengers will be equally generous to Negasi. For students who predict they won't, encourage them to explain why not (e.g., "They don't have a lot of extra money." "They are inconsiderate." "They're stingy.").

Using the second illustration, point out the place where Negasi is taking the three young people. Explain that it's the *Jefferson Memorial* in Washington, D.C. Explain that the memorial *honors our third President.* Encourage students to share any additional information about Thomas Jefferson that they already know. Highlight the famous phrase—*all men are created equal*—that Thomas Jefferson first used in the Declaration of Independence. Ask students whether or not they agree with Jefferson's opinion, and why or why not.

Introduce or review other key vocabulary as needed (e.g., remembers, when, spoke, little, English,

difficult, first, came, United States, went, adult school, three, years, studied, hard, improved, a lot, still, made, mistakes, once, passenger, taxi, asked, National Gallery of Art, took, National Zoo, something, can laugh, time, wasn't, funny, pulls up, near, White House, helps, Japanese, couple, out, back, white, laughing, Thank you, pays, fare, gives, \$8 tip, young, people, flag down, look like, college, students, want to go, Jefferson Memorial, get into, honors, third President, bronze, statue, 19 feet tall, aren't listening, stops, talking, finally, monument, get out, don't give, at all, wrote, *all men are created equal*, maybe, don't tip, the same).

Exercises

Talking Near the Jefferson Memorial Encourage students to vary the taxi fare and the possibly sarcastic reaction Negasi has to the lack of a tip (e.g., “Hooray.” “Great. I’m on a diet anyway.” “You’re too kind.”).

Thomas Jefferson Memorial Ask students about monuments or statues that honor famous leaders in their native countries. Encourage them to provide brief facts and pictures similar to the ones that appear in this activity.

Topics for Discussion or Writing In number 3, have students learn more facts about Thomas Jefferson (e.g., credited as the principal author of the Declaration of Independence, favored states’ rights and a limited federal government, supported the separation of church and state).

Chapter 5 (pp. 28–33)

Preview

Details in Chapter 5 (*Shredded Money*) offer the opportunity to teach or review vocabulary for what happens at the Bureau of Engraving and Printing and for items that can be purchased in a gift shop.

Explain that *Negasi sees a woman and a little boy walking on 14th Street. The woman stops and flags him down. The little boy is carrying a bag from the Bureau of Engraving and Printing, or BEP.* Ask students whether or not they know what happens at the BEP. Then state what Negasi knows: *They print money there.*

Discuss how *Negasi, Ayana, and the children went to the BEP last year.* Say that *it was very interesting.* Explain that the tour begins with large, blank sheets of paper, and ends with the bills you put in your wallet. Ask students whether or not any of them have toured the BEP and, if so, to share their experiences. If access to the Internet is possible, encourage students to visit the web site for the BEP.

Ask students about places that sometimes have a *gift shop* (e.g., museums, theme parks, historic buildings, zoos, stadiums) where people can buy *souvenirs*. Elicit responses about the kinds of things people sometimes buy for souvenirs (e.g., postcards, keychains, hats, stuffed animals, T-shirts). Explain that there is a gift shop at the BEP. Mention Ayana’s remark after watching them print millions of dollars: “*Maybe they can give us just one million as a souvenir.*”

Teach or review the word *shredded*. Explain that it means that something is cut into very small pieces. Say how the government shreds old or damaged money to remove it from circulation. Point out that the little boy in Negasi’s taxi *has a few small plastic bags of shredded money* from the gift shop. Say that each bag *has \$150 in it*. Elicit responses about whether or not it’s possible *to put it back together*.

Introduce or review other key vocabulary as needed (e.g., later, sees, woman, little, boy, walking, stops, flags him down, carrying, bag, Bureau of Engraving and Printing, BEP, knows all about, place, print, money, there, children, went, last year, interesting, million, dollars, a day, maybe, can give, us, just, one million, souvenir, now, get into, taxi, want, go back, hotel, has, a few, small, plastic, shredded, look, bought, these, gift shop, holds up, first, put it back together, laughs, in front, get out, fifteen minutes, picks up, another, passenger, something, seat, gives, think, tip, smiling, big).

Exercises

Talking About Some Money Encourage students to vary the location where the passenger wishes to go. Ask them to change it to either another well-known place in Washington, D.C., (e.g., Pentagon, World War II Memorial, Capitol Hill) or one in your community.

Bureau of Engraving and Printing If access to the Internet is possible, ask students to find out about the days and times visitors can tour the BEP. Also, ask students about where money is printed in their countries. Encourage students to share samples of money from their native countries.

Topics for Discussion or Writing In number 1, elicit responses about things that people sometimes shred at home or at work (e.g., personal files, documents, letters, bank statements, receipts).

Chapter 6 (pp. 34–39)

Preview

Details in Chapter 6 (*One More Fare*) offer the opportunity to teach or review vocabulary for working

long hours, taking care of financial responsibilities, and considering the dangerous aspects of some jobs.

Say that *it's after 4:00 P.M.* Explain that Negasi *has already been driving for over ten hours*. Ask students if they ever work ten or more hours in one day, and how they feel at the end of a long shift (e.g., *tired, exhausted, worn out*). Mention that *Negasi pulls over on Wisconsin Avenue and parks. He locks his doors for a moment and counts his fares and tips. Then he thinks about the bills, the new baby, Dawit's winter coat, and Desta's new glasses*. Encourage students to predict what they think Negasi will do (e.g., *go home, pick up more passengers, look for another job*).

Say that *at that moment, a man runs up to Negasi's taxi. He tries to open the back door, but it's locked. Negasi quickly puts his money away*. Ask students why they think Negasi needs to do that (e.g., *"He doesn't want anyone to see his money." "Someone can take his money." "It isn't safe to show a lot of cash."*). Add that *then he unlocks the back door and lets the man inside*.

Describe the new passenger as *nervous*. Say that Negasi suspects that *maybe he is running from someone*. Point to the illustration of the character and ask students who they think this man is (e.g., *thief, criminal, robber, shoplifter, mugger*). If necessary, review the vocabulary for giving directions. Explain the way the man *just gives out orders: "Turn left here! Turn right there!"* Mention how *Negasi stops at a red light*. Teach or review the ways to obey yellow lights, green lights, and other traffic signals.

Discuss how Negasi *knows that driving a taxi is sometimes a dangerous job*. Elicit responses from students about the ways driving a taxi can be dangerous (e.g., *"Someone can rob you." "Someone can tell you to drive them to a bad area." "Someone can hurt you."*). Say how the man *opens his jacket and shows a gun to Negasi*. Elicit responses from students about the names of other weapons that people sometimes have or carry (e.g., *knife, razor, automatic weapon*). Ask students whether or not many people have or carry weapons in their native countries.

Introduce or review other key vocabulary as needed (e.g., *looks at, watch, after 4:00 P.M., already, been driving, over, ten, hours, pulls over, Wisconsin Avenue, parks, locks, door, a moment, counts, fares, tips, thinks about, bills, new, baby, winter coat, glasses, sighs, really, tired, maybe, pick up, one, more, runs up to, taxi, tries, open, back door, locked, quickly, puts his money away, unlocks, lets, inside, Where to?, Out of here!, breathing, hard, starts, car, drive, straight ahead, passenger, nervous, running, someone, a few, blocks, where, want, go, never, answers, gives out, orders, turn left, turn right, feels, knows, driving, sometimes,*

dangerous, job, take, stops, red light, get out, opens, jacket, shows, gun, Keep driving).

Exercises

Talking to a Nervous Passenger Encourage students who play the part of the man in the backseat to give additional orders to Negasi (e.g., *"Make a U-turn at the next light." "Go down that alley." "Get on the freeway."*).

Check the good ideas. Encourage students to explain why each option is a good or bad idea (e.g., *"I think it's a good idea to stop the taxi and run. I want to get away from this bad man." "I think it's a bad idea to stop the taxi and run. I think it's safer to do what the man tells me to do."*).

Topics for Discussion or Writing In number 2, elicit responses about other jobs that can be dangerous and why (e.g., *"Painting houses can be a dangerous job. Painters can fall off ladders and get hurt." "Cooking in a restaurant can be dangerous. Cooks can get cuts and burns." "Working in a factory can be dangerous. Factory workers can be exposed to toxic chemicals."*).

Chapter 7 (pp. 40–45)

Preview

Details in Chapter 7 (*A Horrible Thought*) offer the opportunity to teach or review vocabulary for the ordeal Negasi goes through in his taxi, and the relief he feels after he is released unharmed.

Explain that *Negasi feels very frightened*. Elicit responses from students about other words that can describe how Negasi probably feels (e.g., *scared, terrified, alarmed, panicky, upset*). Mention that *a horrible thought goes through his mind: This man is going to take his money and shoot him. Then Negasi will die and leave his wife and children all alone*. Get opinions from students about whether or not they think Negasi's fear is reasonable.

Say that *Negasi hears sirens*. Elicit responses from students about what hearing sirens can mean (e.g., *"The police are chasing someone." "There is a fire." "There is a medical emergency."*). Mention that *it's a very cold evening, but this man is sweating*. Ask students about other physical symptoms people sometimes have when they are nervous or upset (e.g., *dry mouth, shaky hands, upset stomach, headache, racing heart*).

Explain that *in his rearview mirror, Negasi sees the gun and three or four black bags. Negasi imagines there is money inside. He thinks this man committed a robbery*. Elicit responses from students about other crimes people sometimes commit (e.g., *acts of*

terrorism, auto theft, assault, murder, drug trafficking, vandalism, hate crimes).

Teach or review the names of various parts of the car, particularly the ones mentioned in the story (e.g., rearview mirror, *gas gauge*, *steering wheel*). Elicit responses about the functions of these items (e.g., “The rearview mirror helps the driver see behind.” “The gas gauge tells how much fuel a car has.” “The steering wheel is what the driver turns to control direction.”). Draw attention to the typical markings on a gas gauge. Explain that the tank is full when the needle points to “F,” and an “E” indicates the tank is empty.

Mention that there is a reference to a *Metro station* in the story. Tell students that in Washington, D.C., the subway is called the Metro. Ask if there is a subway system in or near your community and, if so, what that system is called. Elicit responses from students about other cities in the world that have subway systems (e.g., London, Cairo, New York, Barcelona, Sao Paolo, Toronto, Moscow, Tokyo, Paris, Berlin).

Introduce or review other key vocabulary as needed (e.g., feels, frightened, horrible, thought, goes through, mind, is going to take, money, shoot, will die, leave, wife, children, all alone, hears, sirens, knows, cold, evening, is sweating, unzips, jacket, rearview mirror, sees, gun, three, four, black, bags, imagines, inside, thinks, committed, robbery, cell phone, is ringing, sure, probably, worried, always, calls, late, tells, not to answer, getting dark, drive around, another, forty-five, minutes, almost out, gas, looks at, gas gauge, true, can't go, much, farther, looks out, window, Metro station, subway, Washington, D.C., stop, here, people, going down, escalator, without, another, word, zips up, gets out, disappears, crowd, puts, head, steering wheel, sighs, relief, fare, tip, not even, plastic bag, shredded, I'm alive).

Exercises

Talking About the Gas Gauge Ask students to consider replacing the Metro station with another location that might appeal to someone who is trying to get away (e.g., “Is that a bus station?” “Is that a train station?” “Is that an airport?”).

Matching Have students brainstorm other parts of an automobile, particularly ones near the driver (e.g., oil gauge, speedometer, dashboard, radio, glove compartment, horn, ignition, gearshift, brake pedal, accelerator, emergency brake, windshield wiper, turn signal). Then encourage students to discuss why and how drivers use these items.

Topics for Discussion or Writing In number 1, ask students about businesses where people sometimes commit robberies (e.g., banks, convenience stores,

jewelry stores, fast-food restaurants, gas stations). Also, ask students why they think some of these businesses are targeted.

Chapter 8 (pp. 46–51)

Preview

Details in Chapter 8 (*Going Home*) offer the opportunity to teach or review vocabulary for frightening experiences in life, the issue of reporting crimes to the police, and the discovery of a mysterious item in Negasi's taxi.

Explain that Negasi is finally left alone in his taxi, but that he *can't drive until his hands stop shaking*. Discuss what he thinks about while *he sits for a few more minutes in his taxi*. Say that *Negasi knows about fear. There were times in Ethiopia when he was very afraid. He lived through a terrible war. He saw many people die*. Ask students to name other countries that have been involved in wars, now or in the recent past (e.g., Afghanistan, Vietnam, Iran, U.S., Sudan, Russia, Iraq, Argentina, Israel, Cambodia). Ask students whether or not wars in their native countries influenced their decisions to come to the U.S.

Mention that *Negasi drives to the nearest gas station and fills up his tank. Then he calls Ayana on his cell phone*. Remind students that Negasi was unable to answer his phone in the last chapter. Ask students if they sometimes call someone when they are late in coming home and, if so, who (e.g., husband, mother, friend, roommate, brother).

Ask students their opinions regarding whether or not Negasi should report his ordeal to the police. Have students share their opinions about why it is or isn't a good idea. Say that *Negasi doesn't really want to do that*. Ask students to consider Negasi's rationale: *He doesn't have time to go to the police. He doesn't want to fill out a report and answer questions. Besides, the police will never find that man*. Elicit responses from students about whether or not they think it's likely the police will find him. Encourage students to share a firsthand experience in reporting a crime to the police. Also, provide students with the address and telephone number of the police station in your community.

Talk about the way Negasi feels *thankful* because *he can see Ayana and the children again*. Ask students about various things they feel thankful for (e.g., “I feel thankful for the family that sponsored me to come to the U.S.” “I feel thankful for my daughter's opportunity to go to college.” “I feel thankful for the health insurance I receive at my job.”).

Tell students that Negasi finds an item on the backseat of his taxi. Encourage students to guess what the item could possibly be (e.g., a *black bag*, a gun, a cell phone, some jewelry, more shredded money). Then elicit responses from students about the things Negasi should do with each item.

Introduce or review other key vocabulary as needed (e.g., can't drive, until, hands, stop, shaking, sits, a few, more, minutes, taxi, knows about, fear, times, Ethiopia, very afraid, lived through, terrible, war, saw, many, people, die, has never felt, United States, now, drives, nearest, gas station, fills up, tank, calls, cell phone, Hello, Sorry to worry you, Yes, I'll be home soon, doesn't want, say, more, right now, talk about, later, after, children, asleep, on his way home, thinks about, going, police, really, had, gun, didn't pay, fare, okay, doesn't have time, go, fill out, report, answer, questions, besides, will never find, man, streetlight, on, in front, apartment building, sees, another, light, shining through, third-floor, window, usual, thankful, puts, key, door, lock, notices, something, backseat, Hmm, thinks, looks like, black, bag).

Exercises

Talking on the Cell Phone Ask students to expand this dialog by having Ayana press for additional details (e.g., "Please tell me now. I'm really worried."). Encourage students who play the part of Negasi to remain vague (e.g., "I had a bad experience. But I'm fine now. I'll tell you the whole story when I get home.").

Check the reasons. Ask students to explain why they agree or disagree with Negasi regarding the reasons they checked (e.g., "Negasi doesn't have time to go to the police. He needs to work and support his family." "Negasi needs to take the time to go to the police. That man probably committed a serious crime.").

Topics for Discussion or Writing In number 1, ask students to brainstorm a list of reasons that people sometimes go to the police (e.g., report stolen property, witness a crime, experience an assault).

Chapter 9 (pp. 52–57)

Preview

Details in Chapter 9 (*Inside the Black Bag*) offer the opportunity to teach or review vocabulary for discovering a large amount of cash, interacting with one's family after work, and revealing the contents of the black bag.

Explain that *Negasi unlocks the door of his taxi again. He reaches across the backseat and picks up the black bag. Negasi opens it and stands under the*

streetlight. Encourage students to guess about the contents of the bag (e.g., *cash*, checks, jewelry, illegal drugs, nothing). Reveal that *there is a lot of cash inside* and say what Negasi thinks: "*This is unbelievable.*" Elicit responses from students about how the bag appeared in Negasi's taxi (e.g., "The man *left* it there." "The bad person forgot it." "The man dropped it on his way out of Negasi's taxi.").

Highlight the conversation that Negasi has with his daughter, Desta. Teach or review what Desta says: "*My new glasses are ready! We can pick them up tomorrow.*" Talk about Negasi's response: "*That's nice. But this time, you need to take better care of them.*" Encourage students to list other things that parents sometimes remind their children to take better care of (e.g., toys, clothing, bicycle). Discuss Desta's comment: "*It wasn't my fault.*" Use gestures to show the way she claims that *Dawit stepped on them.*

Mention that Ayana tells the children to *brush* their *teeth*. Ask students about other activities that people often do before going to bed (e.g., wash their faces, put on their pajamas, set their alarm clocks). Encourage students who are the parents of young children to talk about other ways they help their *children get ready for bed* (e.g., give them a bath, find them a special toy to sleep with, read them a story).

Talk about how *Negasi eats a few bites of food, but he isn't very hungry.* Elicit responses from students about why they think Negasi isn't interested in eating (e.g., "He's still upset." "He is thinking about the money in the black bag." "He's very tired."). Ask students what they think would make Negasi feel better (e.g., talking about it to Ayana, going to sleep, calling the police).

Introduce or review other key vocabulary as needed (e.g., unlocks, door, taxi, again, reaches, across, backseat, picks up, black, bag, opens, stands, under, streetlight, a lot of, cash, inside, unbelievable, thinks, left, puts, under, coat, walks up, stairs, apartment, children, happy, see, Hi, Dad, new, glasses, ready, pick them up, tomorrow, That's nice, But this time, you need to take better care of them, wasn't, fault, stepped on, Leave your father alone, tired, let, eat, brush your teeth, chair, next to, sits, table, while, helps, get ready, bed, a few, bites, isn't, very hungry, after, minutes, sits down, really worried, Did you have a hard day?, spills, large, pile, onto, passenger, gave, very big, tip).

Exercises

Talking After a Hard Day Encourage students to add appropriate reactions from Ayana (e.g., "Where did you get that?" "Who gave you that money?" "I can't believe this!").

Matching Consider using gestures to demonstrate other verbs in this chapter (e.g., open, walk up, brush teeth, eat, pick up, open, spill). Then ask students to say the word that describes each action.

Topics for Discussion or Writing In number 1, encourage students to imagine objects that are frequently left in taxis (e.g., purses, umbrellas, cell phones, wallets, jackets, shopping bags).

Chapter 10 (pp. 58–63)

Preview

Details in Chapter 10 (*A Lot of Money*) offer the opportunity to teach or review vocabulary for the account of Negasi’s terrifying ordeal, and the ensuing debate about what to do with the money.

Explain that *Ayana looks at the money with her mouth wide open. She feels completely shocked.* Ask students about other words that may describe her emotions (e.g., surprised, astonished, amazed, stunned, astounded). Say that *Negasi tells Ayana the whole story.* Encourage students to tell about Negasi’s experience as they remember it, starting with *the nervous passenger he picked up on Wisconsin Avenue.* If possible, have students recount the story in the past tense.

Ask students to make predictions about what they think Ayana and Negasi will do with the money (e.g., count it, keep it, return it, spend it, hide it). Share that *Negasi and Ayana agree that they can’t keep this money.* Explain that they think *it’s dishonest to keep money that isn’t theirs.* Ask students about other activities that they think are dishonest (e.g., telling a lie, cheating on an exam, writing false information on a job application).

Elicit responses from students about whether or not they agree with Negasi and Ayana’s conclusion (e.g., “I agree with them. It’s dishonest to keep the money.” “I disagree with them. Negasi found the money, so it’s his now.”). Have students consider Ayana’s interest in counting the money. Ask students whether or not they would be *curious* to know how much money was left behind in the black bag. Ask students if they sometimes *count out* large amounts of cash and, if so, where (e.g., at home, at work, at the bank).

Encourage students to guess how much money is in the black bag. Have students learn through reading or scanning the chapter, that the amount is \$5,000. Have students recall what Negasi said in Chapter 1: “*We could really use an extra \$5,000 right now.*” Ask students whether or not they still think Negasi should go to the police station and return it. Ask them to predict what Negasi and Ayana will do.

Introduce or review other key vocabulary as needed (e.g., looks at, money, mouth, wide open, feels, completely, shocked, Where did you get all this?, asks, tells, whole, story, nervous, passenger, picked up, Wisconsin Avenue, ordering, drive around and around, grabs, heart, when, gun, under, jacket, knows, very frightened, so happy, okay, all, want, count, I don’t think so, What’s the point?, isn’t, our, agree, can’t keep, dishonest, theirs, probably, stole, someone, morning, will go, police station, return, There is no question about it, aren’t, curious, after, a few, minutes, count out, exactly, don’t believe, laughing, picks up, nickel, still, sitting, table, But let’s look on the bright side, still, ours).

Exercises

Talking About the Money Encourage students to expand this dialog by adding Negasi’s response at the end (e.g., “Yes, I guess so. Let’s count it.” “Okay. I am a little curious.” “Not really. I don’t even want to know.”).

Check the good ideas. Encourage students who have found money to talk about how much they found, where they found it, and what they did with it (e.g., “I found a quarter on the street. I put it in my pocket.” “I found \$60 in a wallet on the sidewalk. I called the owner and returned it.”).

Topics for Discussion or Writing In number 3, encourage students to discuss amounts of money they need and why they need it (e.g., “I need \$300,000 to buy a house.” “I need \$2,500 to travel to my native country.” “I need \$50 to pay my telephone bill.”).

Chapter 11 (pp. 64–69)

Preview

Details in Chapter 11 (*A Sleepless Night*) offer the opportunity to teach or review vocabulary for Negasi’s moral dilemma, his pressing needs for money, and the temptation that he momentarily gives way to.

Discuss how *Negasi doesn’t sleep well at all. He spends most of the night thinking about what happened the day before. And he remembers how much he could use an extra \$5,000 right now.* Ask students whether or not they, too, would have difficulty sleeping under these circumstances. Encourage them to express the conflicting thoughts that probably go through Negasi’s mind that night (e.g., “I really need that money.” “That money isn’t mine. It isn’t right to keep it.”).

Explain that *Negasi gets up early and puts the money back into the black bag. Then he hides the bag deep in the closet.* Ask about other places that people

sometimes hide things around their homes (e.g., in a drawer, in a cabinet, under a bed). Mention that *the children get up* and Dawit asks: “*Are you sick today, Dad? Why aren’t you driving your taxi?*” Explain that Negasi tells them he has *another thing to do this morning*. Ask employed students whether or not they sometimes miss work when they are not sick and, if so, for what reasons (e.g., doctor’s appointment, conference at child’s school, religious holiday).

Encourage students to recall the things that Negasi needs money for at the moment (e.g., *Desta’s new glasses, Dawit’s new coat*). Mention the *food from the supermarket* that Ayana talks about. Elicit responses from students about how much money they think Negasi needs to cover those expenses.

Say that *Negasi looks in his wallet. He counts his fares and tips from yesterday. But he doesn’t have enough money for new glasses, a coat, and some food*. Ask students to offer solutions for Negasi’s problem (e.g., borrow the money from a friend or family member, use a credit card, wait until he has the money to pay for those things, pawn his watch or other jewelry, use the money in the black bag). Encourage students to talk about what they would do if they were in Negasi’s position. Ask students to predict what they think Negasi will do.

Introduce or review other key vocabulary as needed (e.g., doesn’t sleep, well, at all, spends, most, night, thinking about, what happened, day, before, remembers, how much, could use, extra \$5,000, right now, there it is, just sitting, kitchen table, gets up, early, puts the money back, into, black bag, hides, deep, closet, soon, children, sick, today, Dad, Why aren’t you driving your taxi?, I’m fine, another, thing, do, morning, helping, get ready, school, need, some, pick up, new, glasses, says, bedroom, going shopping, coat, food, supermarket, okay, have, looks in, wallet, counts, fares, tips, yesterday, doesn’t have, enough, slowly, walks over, reaches in, hand, counts out, walks into, living room, cash, quietly, Sure, closing, tightly, around, right here).

Exercises

Talking in the Morning Ask students to expand this dialog by adding other things Ayana may need money for (e.g., “The rent is due tomorrow.” “I need to pay for Desta’s school trip.” “Dawit needs a new pair of boots.”).

Matching If access to class money is available, encourage students to practice counting out money aloud. Or consider drawing several rectangles on the board. Label them with different dollar amounts and have students count out and total the amounts represented (e.g., \$1, \$5, \$10, \$20, \$50, \$100 = \$186).

Topics for Discussion or Writing In number 3, ask students to talk about things they need to go shopping for (e.g., “I need to go shopping for shoes.” “I need to go shopping for a table.” “I need to go shopping for dishes.”).

Chapter 12 (pp. 70–75)

Preview

Details in Chapter 12 (*At the Police Station*) offer the opportunity to teach or review vocabulary for Negasi’s decision to return the money and his interaction with police officers at the station.

Using the illustration, ask students whether or not Negasi gives Ayana the money from the black bag. Mention what he says regarding giving her the cash: “*Oh, never mind.*” Discuss the reasons why he advises Ayana to *just use the credit card*: “*I need to change the oil in the taxi. And I need to buy a few things, too.*” Ask students if they have things they need to buy today and, if so, how they plan to pay for those things (e.g., cash, check, credit card, debit card, money order).

Elicit responses from students about the advantages of using a credit card to pay for things (e.g., “You can buy things if you don’t have money.” “You can buy things on the Internet.” “You can sometimes get free airline tickets.”). Then elicit responses about the disadvantages (e.g., “You can pay a lot of *interest*.” “You can accumulate too much debt.” “You can buy things that you don’t really need.”). Ask students for the names of some credit card companies (e.g., Visa, MasterCard, American Express). Elicit responses about the *interest rates* that credit card companies sometimes charge (e.g., 11%, 18%, 22%).

Say that *Negasi opens his hand and puts the \$300 back into the bag. He doesn’t want to think about this money anymore*. Elicit responses from students about whether or not they think Negasi makes the right decision and why (e.g., “Negasi makes the right decision. It isn’t his money.” “Negasi makes the wrong decision. He should use that money to help his family.”).

Explain that *at 9:00 A.M., Negasi arrives at the police station. He tells his story to a police officer. Then other police officers come, too. They spend a long time with Negasi, asking questions and filling out papers*. Ask students whether or not they have been to a police station either to report a crime or for some other reason. Encourage students who have been to the police station to share their firsthand experiences in dealing with the police.

Mention that *one police officer tells Negasi about a robbery yesterday on Wisconsin Avenue. It was a jewelry store. The store had a video camera.* Ask students about other businesses that sometimes have video cameras (e.g., banks, supermarkets, electronics stores, convenience stores, clothing stores). Get opinions from students about why these stores often have cameras (e.g., “They want to catch shoplifters.” “They want to photograph a criminal in case of a robbery.” “They want to watch their employees.”).

Introduce or review other key vocabulary as needed (e.g., Oh, never mind, loud, voice, need, change, oil, taxi, buy, a few, things, just, use, credit card, doesn’t like, interest rate, high, sometimes, has to use, Good luck, police, today, see you, tonight, thanks, hope, doesn’t take, too long, minutes, children, leave, school, after, opens, hand, puts the \$300 back, bag, doesn’t want, think, money, anymore, bring, right away, arrives, police station, tells, story, police officer, other, come, spend, a long time, asking, questions, filling out, papers, one, about, robbery, yesterday, Wisconsin Avenue, jewelry store, had, video camera, this morning, arrested, suspect, shows, picture, That’s him, I’m sure of it, found, all, except for, have, all of it).

Exercises

Talking at the Police Station Encourage students to vary the street name, the type of store where the robbery occurred, and the amount of money that wasn’t recovered. Also, ask students to adjust the dialog for a female suspect.

Negasi’s Story Have students refer to Chapters 7–12 to help Negasi give the police additional information. Encourage students to use the past tense (e.g., “The man saw a Metro station.” “He got out and disappeared into the crowd.” “I drove to the nearest gas station and filled up my tank.” “I called my wife on my cell phone.” “Later, I noticed something on the backseat.” “I reached across the backseat and picked up the black bag.” “Later, we counted out exactly \$5,000.”).

Topics for Discussion or Writing In number 1, have students list some basic things that drivers do to take care of their cars (e.g., fill up the tank with gas, change the oil, put air in the tires, wash it, take it to a mechanic).

Chapter 13 (pp. 76–81)

Preview

Details in Chapter 13 (*An Interview for the Newspaper*) offer the opportunity to teach or review

vocabulary for a newspaper interview and Negasi’s heartfelt concerns for his family.

Explain that *Negasi stays at the police station for over three hours.* Say that *a reporter from the newspaper* is there. Teach or review the meaning of the question the police officer asks Negasi: “*Can she please interview you for a few minutes?*” Ask students about other types of media that reporters sometimes interview people for (e.g., television, radio, magazine).

Ask students whether or not they agree with the reporter that *people love stories like this.* Encourage students to discuss why this is often true (e.g., “People like good news.” “People like stories about an honest person.” “People like stories with a happy ending.”). Elicit responses from students about other things people sometimes read in newspapers (e.g., international news, local news, sports, weather, comics).

Talk about how Negasi’s daughter, Desta, *likes to share news stories in her class. He thinks that this story will make her feel very proud.* Ask students to give reasons why Desta will most likely feel this way (e.g., “Her father is a hero.” “Her father performs a good deed.” “Her father receives a lot of attention.”).

Mention that the reporter interviews Negasi for the next half hour. Highlight the questions she asks in the story: “*Did you think about spending the money? And what could you do with \$5,000?*” If possible, encourage students to answer these questions as they think Negasi would. Elicit responses about other questions that a newspaper reporter would be likely to ask (e.g., “Where are you from?” “How long have you lived in the U.S.?” “Where did you find the money?”).

Explain how, *with tears in his eyes, Negasi also talks about his relatives in Ethiopia who need help.* Ask students to consider the things that Negasi’s relatives may need (e.g., money, food, education, clothing, medical care). Mention some organizations that offer assistance to people around the world (e.g., United Way, Red Cross, UNICEF). Discuss other charitable or relief organizations and how people can support them.

Introduce or review other key vocabulary as needed (e.g., stays, police station, over, three, hours, reporter, newspaper, here, police officer, smiling, will make, very interesting, story, please, interview, a few minutes, looks at, watch, Uh, I don’t think so, need, go back, work, won’t take, long, approaching, people, love, like this, remembers, share, class, thinks, feel proud, so, agrees, next, half hour, Did you think about spending the money?, And what could you do with \$5,000?, yes, thought about, answers, truthfully, talks about, job, ten, hours, a day, seven, days, a week, taxi driver, tells, her, like, many, worries about, financial, responsibilities,

two, children, another, baby, coming, this summer, with, tears, eyes, also, relatives, Ethiopia, who, need help, of course, can really use, extra, but, belongs, owner, jewelry store, wasn't mine, spend).

Exercises

Talking to a Newspaper Reporter Encourage students to expand this dialog by adding more exchanges between the newspaper reporter and Negasi (e.g., “Did you think that the money was stolen?” “Yes. I thought that the man probably committed a robbery.”).

Matching This may be a good opportunity to mention other occupations, particularly ones related to those in the activity (e.g., newspaper editor, retail salesperson, police detective).

Topics for Discussion or Writing In number 1, have students cut out or print a recent news article. Ask each student to read the article and then prepare a brief summary to give orally to the class. After each presentation, encourage the other students to ask questions or make comments.

Chapter 14 (pp. 82–87)

Preview

Details in Chapter 14 (*More Interviews*) offer the opportunity to teach or review vocabulary for the media attention that Negasi receives and the positive response from his community.

Explain how *the next day*, *Negasi's story appears in the newspaper*. Then it appears in other newspapers and on the Internet. Two television reporters interview Negasi. Three local radio stations call him. Ask students about real-life news stories that people are talking about today. Ask students why they think some of these news stories are particularly interesting. Mention that *Negasi is a little embarrassed by the attention*. But he feels proud, too. Ask students whether or not they would feel the same way in Negasi's position.

Discuss how *the following week is very exciting for Negasi and his family*. Mention the acknowledgments that Negasi receives from *the owner of the jewelry store*, *the optometrist*, *the landlord*, and *people from all over the country*. Encourage students to predict how these people recognize Negasi in this chapter. Identify some of the things that Negasi receives from these people: *\$500 reward*, *beautiful gold necklace*, *very nice letters*, *gift cards for stores*, *free glasses*, *a bigger apartment* without a rental increase. Ask students which

of these rewards they would appreciate the most and why (e.g., “I would appreciate the bigger apartment because I need more space, too.”).

Find out what students may already know about *Abraham Lincoln*, the sixteenth President of the United States. Mention that Abraham Lincoln's *nickname* was *Honest Abe*. Explain that honesty was a quality often attributed to Lincoln throughout his personal, professional, and political life. Cite the well-known example of a customer overpaying in a store where Lincoln worked when he was very young. Recount the story of Lincoln walking a long distance in order to return just a few cents to that customer. Ask students whether or not some of them have nicknames and, if so, what they are, and how and why those nicknames were given.

Introduce or review other key vocabulary as needed (e.g., next day, story, appears, newspaper, Internet, television, reporters, interview, three, local, radio stations, call, everybody, is talking, about, taxi driver, who, returned, police, a little, embarrassed, attention, feels, proud, too, following, week, very exciting, family, owner, jewelry store, invites, insists, accept, \$500 reward, beautiful, gold, necklace, people, all over, country, send, very nice, letters, include, gift cards, optometrist, leaves, message, their, answering machine, new, glasses, free, reversing, charge, credit card, even, landlord, bigger, apartment, for rent, building, can have, won't raise, rent, really value, tenant, is driving, tourists, father, young, daughter, the Lincoln Memorial, listens to, conversation, Did you know, asks, Abraham Lincoln's, nickname, Honest Abe, I know, little, girl, need, build, another, monument, on the news).

Exercises

Talking to the Landlord Encourage students to expand this dialog by adding more exchanges between the landlord and Negasi (e.g., “Well, in that case, I'd like to take it.” “It's yours. You can move in next month.”).

The Lincoln Memorial If access to the Internet is possible, ask students to find out more information about the Lincoln Memorial in Washington, D.C. (e.g., has the name of the states carved on the exterior attic walls, is influenced in style by the Temple of Zeus in Greece, is depicted on the reverse of the penny and the back of the five-dollar bill).

Topics for Discussion or Writing In number 1, elicit responses from students about reasons that some people give rewards (e.g., finding a lost pet, giving information about a crime, returning a lost wallet).

Chapter 15 (pp. 88–93)

Preview

Details in Chapter 15 (*A Very Special Letter*) offer the opportunity to teach or review vocabulary for topics that people often discuss, the very special letter that Negasi receives, and the reaction that he and Ayana have to it.

Say that *soon life is normal again for Negasi. People in Washington, D.C., are talking about other things: the election, the economy, and the weather.* If possible, encourage your students to share their thoughts on the election, the economy, and the weather. Ask students about newsworthy topics that people are talking about in your community.

Discuss how *Negasi gets back into his routine, working for ten hours a day, seven days a week.* Elicit responses from students about their work or school routines (e.g., “I work eight hours a day, five days a week.” “I go to school three hours a night, four nights a week.”). Ask students to discuss other activities that are part of their routines (e.g., “I eat breakfast at 7:00 A.M.” “I walk my children to school.” “I take the Number 5 bus to work.”).

Mention that *a month later, the newspaper office forwards another letter to Negasi.* Discuss the contents of this letter, written by another *immigrant to this country: I understand how hard it is to work and support your family. I know that your life isn’t easy. It took many years before I was successful here.* Encourage students to share stories that they may know about immigrants who have become very successful in the U.S. Elicit responses about some well-known immigrants (e.g., Albert Einstein, Madeleine Albright, Joseph Pulitzer, Celia Cruz, Arnold Schwarzenegger). Encourage students to learn more about their backgrounds.

Talk about the *enclosed check for \$5,000.* Mention that the writer asks Negasi to *use it to help your wife and children, and your relatives in Ethiopia.* Encourage students to predict how they think Negasi will use the money (e.g., “He’ll send \$1,000 to his relatives in Ethiopia.” “He’ll spend \$500 on things for the baby.” “He’ll pay off his \$2,000 credit card debt.”).

Teach or review what Negasi and Ayana say to express their happiness: *“I can’t believe this! How very fortunate we are!”* Encourage students to share moments in their lives when they have felt very happy. Ask students whether or not they think something like this could happen in real life. Elicit responses from students about other acts of kindness they have either performed or benefited from in their lives.

Introduce or review other key vocabulary as needed (e.g., soon, life, normal, again, people, Washington, D.C., talking about, other, things, election, economy, weather, gets back into, routine, working, ten hours a day, seven days a week, month, later, newspaper office, forwards, another, letter, opens, after, work, one evening, reads, over, shoulder, Dear, read, newspaper, a few weeks ago, story, touched, heart, like you, was, immigrant, country, understand, how, hard, support, family, know, isn’t easy, took, many, years, before, was successful, here, also, worried, relatives, faraway, country, enclosed, check, please, use, help, wife, children, relatives, Ethiopia, Sincerely, puts the letter back into, envelope, cannot, hold back, tears, can’t believe, fortunate, Mom, Dad, yells, bedroom, bad news, right now, What’s the problem?, stepped on, glasses, broken).

Exercises

Talking About a Special Letter Encourage students to vary what Negasi and Ayana say to express their happiness (e.g., “This can’t be true!” “Is this a dream?” “This is unbelievable!”).

Checklist Ask students to explain why using the money in a particular way is or isn’t a good idea (e.g., “It’s a good idea to have a big party. They need to celebrate their good luck.” “It’s a bad idea to have a big party. They need to spend that money on things their family really needs.”).

Topics for Discussion or Writing In number 3, ask students who want to be successful in the U.S. to explain how they can accomplish that (e.g., continue their educations, work hard, send their children to college, buy a home, start their own businesses).

Answer Key

Chapter 1

Answer the questions. (p. 5)

1. Negasi is from Ethiopia. He has lived in the United States for twelve years.
2. Negasi is a taxi driver in Washington, D.C.
3. He picks up and drops off passengers for ten hours a day, seven days a week.
4. Negasi manages to support his family on his fares and tips.
5. Negasi worries a lot about his financial responsibilities. He needs money for rent, food, and other household expenses.
6. Negasi and his wife, Ayana, are expecting another baby this summer.
7. Dawit is five years old, and Desta is eight years old. Dawit needs a new winter coat. Desta broke her glasses and needs another pair.
8. Negasi tries to send them money when he can, but most of the time he just can't.
9. Negasi says they could really use an extra \$5,000 right now.
10. Ayana picks up a nickel from the table.

Complete the sentences. (p. 6)

- | | |
|---------------------|--------------|
| 1. responsibilities | 5. coat |
| 2. expenses | 6. glasses |
| 3. things | 7. relatives |
| 4. baby | 8. money |

Matching: Definitions (p. 6)

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

Listening (p. 8)

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

Pronunciation and Writing (p. 8)

- | | |
|------------------------------|------------------------|
| 1. <u>passengers</u> 3 | 9. <u>daughter</u> 2 |
| 2. <u>relatives</u> 3 | 10. <u>Ethiopia</u> 5 |
| 3. <u>driver</u> 2 | 11. <u>expenses</u> 3 |
| 4. <u>responsibilities</u> 6 | 12. <u>household</u> 2 |
| 5. <u>summer</u> 2 | 13. <u>glasses</u> 2 |
| 6. <u>manages</u> 3 | 14. <u>expecting</u> 3 |
| 7. <u>already</u> 3 | 15. <u>staring</u> 2 |
| 8. <u>financial</u> 3 | |

What about you? (p. 9)

2. Do you worry a lot about your financial responsibilities?
3. Do you need money for rent, food, and other household expenses?
4. Do you try to send money to your relatives in another country?
5. Do you always look on the bright side?

Chapter 2

Answer the questions. (p. 11)

1. Negasi is driving around downtown just before 6:00 A.M.
2. He sees a man flagging him down on the street corner.
3. He says, "I need to go to the hospital on 23rd Street."
4. Negasi thinks this will be almost a twenty-dollar fare, plus tip.
5. The man is leaning forward in the backseat.
6. Negasi is very concerned.
7. He has only \$14 to spend for a taxi.
8. Negasi feels bad for this man because he needs to go to the hospital.
9. He asks, "Do you have change for a 20-dollar bill?"
10. He needs \$6 for breakfast.

Complete the sentences. (p. 12)

- | | |
|------------------------|---------------|
| 1. is driving | 5. thinks |
| 2. flagging (him) down | 6. looks in |
| 3. gets in | 7. is leaning |
| 4. need to go | 8. says |

Matching: Definitions (p. 12)

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

Matching (p. 13)

- | | | |
|--------------|--------------|-----------|
| 1. flag down | 2. pull over | 3. get in |
|--------------|--------------|-----------|

Listening (p. 14)

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

Pronunciation and Writing (p. 14)

- | | |
|-----------------------|---------------------------|
| 1. <u>mirror</u> 2 | 9. <u>corner</u> 2 |
| 2. <u>hungry</u> 2 | 10. <u>stomach</u> 2 |
| 3. <u>backseat</u> 2 | 11. <u>rearview</u> 2 |
| 4. <u>suddenly</u> 3 | 12. <u>hospital</u> 3 |
| 5. <u>leaning</u> 2 | 13. <u>discount</u> 2 |
| 6. <u>breakfast</u> 2 | 14. <u>concerned</u> 2 |
| 7. <u>forward</u> 2 | 15. <u>appendicitis</u> 5 |
| 8. <u>serious</u> 3 | |

What about you? (p. 15)

2. Do you sometimes need to go to the hospital?
3. Do you sometimes ask for a discount when you pay for something?
4. Do you sometimes ask for change when you pay for something?
5. Do you sometimes buy breakfast?

Chapter 3

Answer the questions. (p. 17)

1. Negasi doesn't want to argue in front of a hospital at 6:00 A.M.
2. Negasi takes the \$20 and gives the man \$3 back.

- Negasi gets a call to pick up some tourists in front of the Madison Hotel.
- Many tourists come to Washington, D.C. They want to visit the monuments, museums, and other well-known places.
- They seem to like it—and give bigger tips—when he talks about the places they’re visiting.
- The Lincoln Memorial honors the sixteenth President of the United States.
- The National Air and Space Museum has the world’s largest collection of aircraft and spacecraft.
- The address is 1600 Pennsylvania Avenue.
- The White House is the home and workplace of the United States President.
- It was built between 1792 and 1800.

Complete the sentences. (p. 18)

- | | |
|----------------|--------------|
| 1. hotel | 5. head |
| 2. couple | 6. President |
| 3. address | 7. English |
| 4. White House | 8. voice |

Matching: Definitions (p. 18)

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

Listening (p. 20)

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

Pronunciation and Writing (p. 20)

- | | |
|------------------------|-------------------------|
| 1. <u>couple</u> 2 | 9. <u>monuments</u> 3 |
| 2. <u>angrily</u> 3 | 10. <u>argue</u> 2 |
| 3. <u>Japanese</u> 3 | 11. <u>Washington</u> 3 |
| 4. <u>spacecraft</u> 2 | 12. <u>memorial</u> 4 |
| 5. <u>museums</u> 3 | 13. <u>tourists</u> 2 |
| 6. <u>national</u> 3 | 14. <u>workplace</u> 2 |
| 7. <u>President</u> 3 | 15. <u>elderly</u> 3 |
| 8. <u>visiting</u> 3 | |

What about you? (p. 21)

- Do you want to visit Washington, D.C.?
- Do you know about the Lincoln Memorial?
- Do you know about the National Air and Space Museum?
- Do you know about the White House?

Chapter 4

Answer the questions. (p. 23)

- Negasi remembers when he spoke very *little English*.
- It was difficult when he first came to the United States.
- Negasi went to an adult school for three years. He studied hard and improved a lot.
- A passenger in his taxi asked to go to the National Gallery of Art. But Negasi took her to the National Zoo.
- He gives Negasi an \$8 tip.
- Three young people flag down Negasi.
- They look like college students. They want to go to the Jefferson Memorial.

- Negasi says, “The Thomas Jefferson Memorial honors our third President. The bronze statue is 19 feet tall. . . .”
- They don’t give him a tip at all.
- Negasi knows that Thomas Jefferson wrote that *all men are created equal*.

Complete the sentences. (p. 24)

- | | | | |
|----------|------------|----------|---------|
| 1. spoke | 3. went | 5. made | 7. took |
| 2. came | 4. studied | 6. asked | 8. was |

Matching (p. 24)

- National Gallery
- White House
- Jefferson Memorial

Thomas Jefferson Memorial (p. 25)

- The Thomas Jefferson Memorial honors the third President of the United States.
- It is in Washington, D.C., located on the shore of the Tidal Basin of the Potomac River.
- It is modeled after the Pantheon of Rome.
- It was dedicated on April 13, 1943—the 200th anniversary of Jefferson’s birthday.
- The bronze statue of Jefferson is 19 feet tall and weighs 5 tons.
- The interior walls are engraved with Jefferson’s writings, including *all men are created equal* from the Declaration of Independence.

Listening (p. 26)

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

Pronunciation and Writing (p. 26)

- | | |
|-----------------------|------------------------|
| 1. <u>statue</u> 2 | 9. <u>English</u> 2 |
| 2. <u>created</u> 3 | 10. <u>national</u> 3 |
| 3. <u>gallery</u> 3 | 11. <u>college</u> 2 |
| 4. <u>listening</u> 3 | 12. <u>difficult</u> 3 |
| 5. <u>mistakes</u> 2 | 13. <u>people</u> 2 |
| 6. <u>equal</u> 2 | 14. <u>adult</u> 2 |
| 7. <u>remembers</u> 3 | 15. <u>improved</u> 2 |
| 8. <u>honors</u> 2 | |

What about you? (p. 27)

- Do you go to an adult school?
- Do you study hard?
- Do you sometimes give a taxi driver an \$8 tip?
- Do you think that all people are created equal?

Chapter 5

Answer the questions. (p. 29)

- Negasi sees a woman and a little boy walking on 14th Street.
- The little boy is carrying a bag from the Bureau of Engraving and Printing, or BEP.
- They print money there.
- Negasi, Ayana, and the children went to the BEP last year.

- They print about \$750 million a day.
- They want to go back to their hotel.
- The little boy has a few small plastic bags of shredded money. They bought them at the gift shop.
- It has \$150 in it.
- Negasi picks up another passenger.
- He gives Negasi a small plastic bag of shredded money.

Complete the sentences. (p. 30)

- | | | | |
|-------------|-------------|-------------|--------------|
| 1. Printing | 3. money | 5. million | 7. taxi |
| 2. place | 4. children | 6. souvenir | 8. gift shop |

Matching: Definitions (p. 30)

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

Bureau of Engraving and Printing (p. 31)

- People can see how money is printed.
- It begins with large, blank sheets of paper, and ends with the bills you put in your wallet.
- The BEP also produces portions of U.S. passports, materials for Homeland Security, military identification cards, Immigration and Naturalization Certificates, White House invitations, and other official items.
- The BEP is located at 14th and C Street, S.W. Washington, D.C. 20228.

Listening (p. 32)

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

Pronunciation and Writing (p. 32)

- | | |
|-----------------------|--------------------------|
| 1. <u>another</u> 3 | 9. <u>children</u> 2 |
| 2. <u>million</u> 2 | 10. <u>walking</u> 2 |
| 3. <u>souvenir</u> 3 | 11. <u>fifteen</u> 2 |
| 4. <u>together</u> 3 | 12. <u>plastic</u> 2 |
| 5. <u>bureau</u> 2 | 13. <u>shredded</u> 2 |
| 6. <u>carrying</u> 3 | 14. <u>interesting</u> 4 |
| 7. <u>something</u> 2 | 15. <u>printing</u> 2 |
| 8. <u>engraving</u> 3 | |

What about you? (p. 33)

- Do you think the BEP is very interesting?
- Do you sometimes buy souvenirs in gift shops?
- Do you sometimes leave things in taxis?
- Do you sometimes give a taxi driver a big tip?

Chapter 6

Answer the questions. (p. 35)

- Negasi has already been driving for over ten hours.
- He pulls over and parks on Wisconsin Avenue.
- He locks his doors for a moment and counts his fares and tips.
- He thinks about the bills, the new baby, Dawit's winter coat, and Desta's new glasses.

- He thinks maybe he'll pick up one more fare.
- A man runs up to Negasi's taxi.
- He tries to open the back door, but it's locked.
- Negasi quickly puts his money away. Then he unlocks the back door and lets the man inside.
- Negasi starts the car and drives straight ahead. This passenger is very nervous.
- Now Negasi feels nervous. He knows that driving a taxi is sometimes a dangerous job.

Complete the sentences. (p. 36)

- | | |
|-----------------|--------------------------|
| 1. parks | 5. tries to open |
| 2. counts | 6. puts (his money) away |
| 3. thinks about | 7. unlocks |
| 4. runs up to | 8. starts |

Matching: Definitions (p. 36)

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

Listening (p. 38)

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

Pronunciation and Writing (p. 38)

- | | |
|-----------------------|------------------------|
| 1. <u>avenue</u> 3 | 9. <u>winter</u> 2 |
| 2. <u>inside</u> 2 | 10. <u>baby</u> 2 |
| 3. <u>orders</u> 2 | 11. <u>jacket</u> 2 |
| 4. <u>maybe</u> 2 | 12. <u>breathing</u> 2 |
| 5. <u>someone</u> 2 | 13. <u>Wisconsin</u> 3 |
| 6. <u>nervous</u> 2 | 14. <u>running</u> 2 |
| 7. <u>dangerous</u> 3 | 15. <u>unlocks</u> 2 |
| 8. <u>quickly</u> 2 | |

What about you? (p. 39)

- Do you sometimes count your money?
- Do you sometimes think about your bills?
- Do you sometimes feel nervous at work?
- Do you always stop at a red light?

Chapter 7

Answer the questions. (p. 41)

- Negasi feels very frightened.
- This man is going to take his money and shoot him.
- Negasi hears sirens. He knows the man hears them, too.
- Negasi sees the gun and three or four black bags.
- He thinks this man committed a robbery.
- Negasi's cell phone is ringing. Negasi is sure it's Ayana.
- Negasi drives around for another forty-five minutes.
- He's almost out of gas.
- The man looks out the window and sees a Metro station.
- The man zips up his jacket, gets out of the taxi, and disappears into the crowd.

Complete the sentences. (p. 42)

- | | |
|-----------------|--------------|
| 1. goes through | 5. unzips |
| 2. shoot | 6. sees |
| 3. hears | 7. imagines |
| 4. is sweating | 8. committed |

Matching: Definitions (p. 42)

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

Matching (p. 43)

- rearview mirror
- gas gauge
- steering wheel

Listening (p. 44)

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

Pronunciation and Writing (p. 44)

- | | |
|------------------------|-------------------------|
| 1. <u>frightened</u> 2 | 9. <u>escalator</u> 4 |
| 2. <u>robbery</u> 3 | 10. <u>farther</u> 2 |
| 3. <u>steering</u> 2 | 11. <u>disappears</u> 3 |
| 4. <u>committed</u> 3 | 12. <u>sirens</u> 2 |
| 5. <u>relief</u> 2 | 13. <u>Metro</u> 2 |
| 6. <u>probably</u> 3 | 14. <u>horrible</u> 3 |
| 7. <u>sweating</u> 2 | 15. <u>imagines</u> 3 |
| 8. <u>alive</u> 2 | |

What about you? (p. 45)

- Do you sometimes hear sirens?
- Do you sometimes see a gun?
- Do you always call someone when you are late?
- Do you sometimes sigh with relief?

Chapter 8**Answer the questions. (p. 47)**

- Negasi can't drive until his hands stop shaking.
- He sits for a few more minutes in his taxi.
- There were times in Ethiopia when he was very afraid.
- He lived through a terrible war. He saw many people die.
- Negasi drives to the nearest gas station and fills up his tank.
- He calls Ayana on his cell phone.
- Negasi thinks about going to the police on his way home.
- He doesn't want to fill out a report and answer questions.
- The streetlight is on in front of Negasi's apartment building. And he sees another light shining through his third-floor window.
- He is thankful that he can see Ayana and the children again.

Complete the sentences. (p. 48)

- | | |
|-------------|------------------|
| 1. hands | 5. war |
| 2. minutes | 6. United States |
| 3. fear | 7. gas station |
| 4. Ethiopia | 8. cell phone |

Matching: Definitions (p. 48)

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

Listening (p. 50)

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

Pronunciation and Writing (p. 50)

- | | |
|-----------------------|--------------------------|
| 1. <u>shining</u> 2 | 9. <u>thankful</u> 2 |
| 2. <u>report</u> 2 | 10. <u>besides</u> 2 |
| 3. <u>notices</u> 3 | 11. <u>usual</u> 3 |
| 4. <u>until</u> 2 | 12. <u>shaking</u> 2 |
| 5. <u>questions</u> 2 | 13. <u>asleep</u> 2 |
| 6. <u>police</u> 2 | 14. <u>streetlight</u> 2 |
| 7. <u>nearest</u> 2 | 15. <u>afraid</u> 2 |
| 8. <u>apartment</u> 3 | |

What about you? (p. 51)

- Do you sometimes feel afraid in the United States?
- Do you sometimes fill up your tank at the gas station?
- Do you sometimes go to the police?
- Do you have a streetlight in front of your home?

Chapter 9**Answer the questions. (p. 53)**

- He reaches across the backseat and picks up the black bag.
- There is a lot of cash inside. "This is unbelievable," thinks Negasi.
- Negasi puts the bag under his coat.
- Ayana and the children are happy to see him.
- Desta says, "My new glasses are ready! We can pick them up tomorrow."
- Dawit stepped on them.
- Ayana says, "Leave your father alone. Please let him eat. You two need to brush your teeth."
- Negasi puts the black bag on the chair next to him.
- Ayana helps the children get ready for bed.
- Negasi eats a few bites of food, but he isn't very hungry.

Complete the sentences. (p. 54)

- | | |
|--------------|---------------------|
| 1. puts | 5. have |
| 2. get ready | 6. picks up, spills |
| 3. eats | 7. gave |
| 4. sits down | |

Matching: Definitions (p. 54)

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

Matching (p. 55)

- | | | |
|-----------|----------|------------|
| 1. unlock | 2. reach | 3. step on |
|-----------|----------|------------|

Listening (p. 56)

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

Pronunciation and Writing (p. 56)

- | | |
|----------------------------|-----------------------|
| 1. <u>o</u> nto 2 | 9. <u>r</u> eady 2 |
| 2. to <u>m</u> orrow 3 | 10. <u>u</u> nder 2 |
| 3. <u>ch</u> ildren 2 | 11. <u>r</u> eaches 2 |
| 4. <u>t</u> able 2 | 12. <u>a</u> gain 2 |
| 5. <u>f</u> ather 2 | 13. <u>mi</u> nutes 2 |
| 6. <u>isn</u> 't 2 | 14. <u>i</u> nside 2 |
| 7. <u>h</u> ungry 2 | 15. <u>wasn</u> 't 2 |
| 8. unbel <u>ie</u> vable 5 | |

What about you? (p. 57)

- Do you sometimes put bags under your coat?
- Do you always take care of your things?
- Do you want people to leave you alone while you eat?
- Do you sometimes help children get ready for bed?

Chapter 10

Answer the questions. (p. 59)

- Ayana looks at the money with her mouth wide open.
- She feels completely shocked.
- Negasi tells Ayana the whole story.
- Ayana grabs her heart when Negasi tells her about the gun under the man's jacket.
- Negasi and Ayana agree that they can't keep this money.
- It's dishonest to keep money that isn't theirs.
- Negasi will go to the police station and return it.
- They count out exactly \$5,000.
- Ayana says, "I don't believe it! That's exactly what we need!"
- She picks up the nickel that is still sitting on the table.

Complete the sentences. (p. 60)

- | | |
|-----------|------------------|
| 1. agree | 5. aren't |
| 2. keep | 6. count out |
| 3. stole | 7. don't believe |
| 4. return | 8. need |

Matching: Definitions (p. 60)

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

Listening (p. 62)

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

Pronunciation and Writing (p. 62)

- | | |
|-----------------------|---------------------------------------|
| 1. <u>so</u> meone 2 | 9. <u>ex</u> actly 3 |
| 2. <u>ag</u> ree 2 | 10. <u>dis</u> honest 3 |
| 3. <u>prob</u> ably 3 | 11. <u>com</u> pletely 3 |
| 4. <u>ar</u> ound 2 | 12. <u>ret</u> urn 2 |
| 5. <u>cu</u> rious 3 | 13. <u>ord</u> ering 3 |
| 6. <u>st</u> ory 2 | 14. <u>sit</u> ting 2 |
| 7. <u>st</u> ation 2 | 15. <u>f</u> righ t ened 2 |
| 8. <u>qu</u> estion 2 | |

What about you? (p. 63)

- Do you sometimes drive around and around?

- Do you think it's dishonest to keep money that isn't yours?
- Do you sometimes go to the police station in your community?
- Do you sometimes count out a lot of money?

Chapter 11

Answer the questions. (p. 65)

- Negasi spends most of the night thinking about what happened the day before.
- He remembers how much he could use an extra \$5,000 right now.
- Negasi gets up early and puts the money back into the black bag.
- He hides the bag deep in the closet.
- Ayana is helping the children get ready for school.
- Negasi looks in his wallet.
- He counts his fares and tips from yesterday.
- He doesn't have enough money for new glasses, a coat, and some food.
- Negasi slowly walks over to the closet and picks up the black bag.
- He counts out \$300.

Complete the sentences. (p. 66)

- | | |
|-------------------|-----------------|
| 1. is helping | 5. looks in |
| 2. pick up | 6. counts |
| 3. going shopping | 7. doesn't have |
| 4. need | 8. walks over |

Matching: Opposites (p. 66)

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

Matching (p. 67)

- | | | |
|-----------|------------|--------------|
| 1. get up | 2. pick up | 3. count out |
|-----------|------------|--------------|

Listening (p. 68)

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

Pronunciation and Writing (p. 68)

- | | |
|------------------------|------------------------|
| 1. <u>sl</u> owly 2 | 9. <u>sh</u> opping 2 |
| 2. <u>th</u> inking 2 | 10. <u>ear</u> ly 2 |
| 3. <u>do</u> esn't 2 | 11. <u>en</u> ough 2 |
| 4. <u>tigh</u> tly 2 | 12. <u>happ</u> ened 2 |
| 5. <u>y</u> esterday 3 | 13. <u>bed</u> room 2 |
| 6. <u>rem</u> embers 3 | 14. <u>clo</u> sing 2 |
| 7. <u>qui</u> etly 3 | 15. <u>mo</u> ney 2 |
| 8. <u>w</u> allet 2 | |

What about you? (p. 69)

- Do you sometimes hide things in your closet?
- Do you need new glasses?
- Do you need a new coat?
- Do you need some food from the supermarket?

Chapter 12

Answer the questions. (p. 71)

1. He says he needs to change the oil in the taxi.
2. She doesn't like to use the credit card because the interest rate is very high.
3. Negasi opens his hand and puts the \$300 back into the bag.
4. He doesn't want to think about this money anymore.
5. He arrives at the police station at 9:00 A.M.
6. They spend a long time with Negasi, asking questions and filling out papers.
7. There was a robbery yesterday on Wisconsin Avenue.
8. It was a jewelry store.
9. They arrested the suspect this morning.
10. The officer shows Negasi a picture.

Complete the sentences. (p. 72)

- | | |
|--------------------------|------------|
| 1. leave | 5. arrives |
| 2. puts (the \$300) back | 6. tells |
| 3. doesn't want | 7. come |
| 4. bring | 8. spend |

Matching: Definitions (p. 72)

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

Negasi's Story (p. 73)

2. "I unlocked the door and let the man inside."
3. "I started the car and drove straight ahead."
4. "The man just gave out orders."
5. "I saw a gun and some black bags."
6. "I drove around until I was almost out of gas."

Listening (p. 74)

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

Pronunciation and Writing (p. 74)

- | | |
|-----------------------|------------------------|
| 1. <u>any</u> more 3 | 9. <u>sus</u> pect 2 |
| 2. <u>jew</u> elry 3 | 10. <u>ton</u> ight 2 |
| 3. <u>ar</u> rested 3 | 11. <u>pa</u> pers 2 |
| 4. <u>cred</u> it 2 | 12. <u>ab</u> out 2 |
| 5. <u>pic</u> ture 2 | 13. <u>int</u> erest 3 |
| 6. <u>vide</u> o 3 | 14. <u>off</u> icers 3 |
| 7. <u>rob</u> bery 3 | 15. <u>cam</u> era 3 |
| 8. <u>nev</u> er 2 | |

What about you? (p. 75)

2. Do you sometimes use a credit card to pay for things?
3. Do you sometimes hear about robberies in your community?
4. Do you sometimes see a video camera in a business?
5. Do you sometimes see pictures of criminals?

Chapter 13

Answer the questions. (p. 77)

1. Negasi stays at the police station for over three hours.
2. There is a reporter from the newspaper.
3. This will make a very interesting story.
4. Negasi remembers that Desta likes to share news stories in her class.
5. He thinks that this story will make her feel very proud.
6. The reporter interviews Negasi for the next half hour.
7. Negasi talks about his job—ten hours a day, seven days a week—as a taxi driver.
8. He tells her that, like many people, he worries about his financial responsibilities.
9. Negasi talks about his relatives in Ethiopia who need help.
10. He says that the money belongs to the owner of the jewelry store.

Complete the sentences. (p. 78)

- | | |
|--------------|----------------|
| 1. stays | 5. looks at |
| 2. says | 6. go back |
| 3. make | 7. approaching |
| 4. interview | 8. love |

Matching: Definitions (p. 78)

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

Matching (p. 79)

1. police officer
2. reporter
3. owner

Listening (p. 80)

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

Pronunciation and Writing (p. 80)

- | | |
|--------------------------|--------------------------------|
| 1. <u>int</u> erview 3 | 9. <u>rep</u> orter 3 |
| 2. <u>fin</u> ancial 3 | 10. <u>sm</u> iling 2 |
| 3. <u>rel</u> atives 3 | 11. <u>sp</u> ending 2 |
| 4. <u>tru</u> thfully 3 | 12. <u>app</u> roaching 3 |
| 5. <u>ow</u> ner 2 | 13. <u>com</u> ing 2 |
| 6. <u>int</u> eresting 4 | 14. <u>new</u> spaper 3 |
| 7. <u>bel</u> ongs 2 | 15. <u>resp</u> onsibilities 6 |
| 8. <u>stor</u> ies 2 | |

What about you? (p. 81)

2. Do you like to share news stories in your class?
3. Do you sometimes feel very proud of people in your family?
4. Do you work seven days a week?
5. Do you have relatives in another country who need help?

Chapter 14

Answer the questions. (p. 83)

1. Negasi's story appears in the newspaper the next day.
2. Then it appears in other newspapers and on the Internet.
3. Two television reporters interview Negasi.
4. Three local radio stations call him.
5. Everybody is talking about the taxi driver who returned \$5,000 to the police.
6. The owner of the jewelry store invites Negasi to her store and shakes his hand.
7. She insists that Negasi accept a \$500 reward and a beautiful gold necklace for Ayana.
8. People all over the country send very nice letters to Negasi.
9. He says, "Desta's new glasses are free. I'm reversing the charge on your credit card."
10. She says, "There's a bigger apartment for rent in this building. You can have it. And I won't raise your rent. I really value you as a tenant."

Complete the sentences. (p. 84)

- | | | | |
|------------|------------|--------------|----------|
| 1. invites | 3. send | 5. leaves | 7. calls |
| 2. accept | 4. include | 6. reversing | 8. raise |

Matching: Definitions (p. 84)

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

The Lincoln Memorial (p. 85)

1. It honors Abraham Lincoln, the sixteenth President of the United States.
2. It was designed by Henry Bacon. It was modeled after ancient Greek temples.
3. The marble sculpture of Lincoln is 19 feet high.
4. It weighs 175 tons.
5. It also contains inscriptions of Lincoln's famous speeches, including his Gettysburg Address.
6. Martin Luther King, Jr., delivered his famous "I Have a Dream" speech in 1963.

Listening (p. 86)

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

Pronunciation and Writing (p. 86)

- | | |
|---------------------------|---------------------------|
| 1. <u>land</u> lord 2 | 9. <u>appears</u> 2 |
| 2. <u>nick</u> name 2 | 10. <u>ten</u> ant 2 |
| 3. <u>Inter</u> net 3 | 11. <u>cou</u> try 2 |
| 4. <u>con</u> versation 4 | 12. <u>emb</u> arrassed 3 |
| 5. <u>opto</u> metrist 4 | 13. <u>beau</u> tiful 3 |
| 6. <u>re</u> versing 3 | 14. <u>neck</u> lace 2 |
| 7. <u>fol</u> lowing 3 | 15. <u>te</u> levision 4 |
| 8. <u>in</u> clude 2 | |

What about you? (p. 87)

2. Do you sometimes include gift cards in letters or cards?
3. Do you sometimes leave messages on answering machines?
4. Do you sometimes get things for free?
5. Do you have a nickname?

Chapter 15

Answer the questions. (p. 89)

1. Life is normal again.
2. People in Washington, D.C., are talking about other things: the election, the economy, and the weather.
3. Negasi gets back into his routine—working for ten hours a day, seven days a week.
4. About a month later, the newspaper office forwards another letter to Negasi.
5. Negasi opens it after work one evening.
6. He says he understands how hard it is to work and support your family.
7. It took many years before he was successful here.
8. He enclosed a check for \$5,000.
9. Negasi and Ayana cannot hold back their tears.
10. Dawit stepped on her glasses again. And they're broken.

Complete the sentences. (p. 90)

- | | | | |
|--------------|--------------|----------|------------|
| 1. newspaper | 3. immigrant | 5. life | 7. country |
| 2. heart | 4. family | 6. years | 8. check |

Matching: Definitions (p. 90)

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

Listening (p. 92)

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

Pronunciation and Writing (p. 92)

- | | |
|------------------------|--------------------------|
| 1. <u>fort</u> nate 3 | 9. <u>nor</u> mal 2 |
| 2. <u>imm</u> igrant 3 | 10. <u>shou</u> lder 2 |
| 3. <u>enc</u> losed 2 | 11. <u>succ</u> essful 3 |
| 4. <u>lett</u> er 2 | 12. <u>elec</u> tion 3 |
| 5. <u>econ</u> omy 4 | 13. <u>cou</u> try 2 |
| 6. <u>weath</u> er 2 | 14. <u>rout</u> ine 2 |
| 7. <u>en</u> velope 3 | 15. <u>bro</u> ken 2 |
| 8. <u>far</u> away 3 | |

What about you? (p. 93)

2. Do you sometimes talk about the economy?
3. Do you sometimes talk about the weather?
4. Do you understand how hard it is to work and support a family?
5. Do you sometimes feel very fortunate?