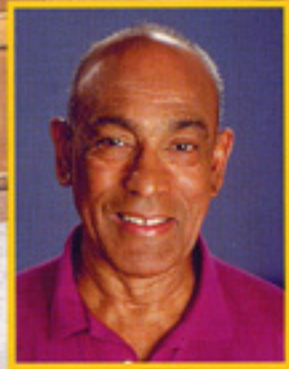
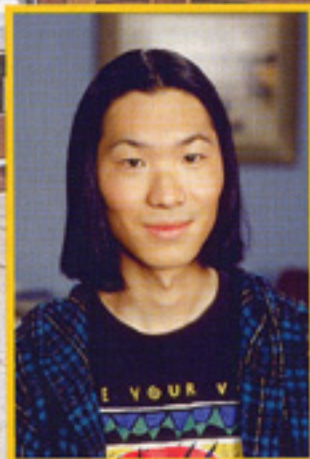


Crossroads Café

SAMPLER

Crossroads Café



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Crossroads Café

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Collaboration among the Institute for Social Research at the University of Michigan, Interwest Applied Research in Portland, Oregon, and the National Center for Adult Literacy at the University of Pennsylvania provided evaluation data that guided modification of student materials and development of teacher/tutor materials. Guiding and directing the evaluations were Dr. Jerome Johnston, Dr. Dan Wagner, Dr. Regie Stites, and Dr. Evelyn Brzezinski. Participating pilot sites included the following: Alhambra School District, California; The Brooklyn Adult Learning Center, New York City Board of Education; Dade County Public Schools, Florida; Mt. Hood Community College, Gresham, Oregon; Jewish Family Services, San Diego, California; Polish Welfare Association, Chicago, Illinois; One-Stop Immigration Center, Los Angeles, California; Even Start Program, Northside Independent School District, San Antonio, Texas; Margarita R. Huantes Learning and Leadership Development Center, San Antonio, Texas; San Diego Community College District, California.

Unit 13

About the *Crossroads Café English Learning Program*

Worktext Unit 13

Photo Story Episode 13

Teacher's Resource Book Unit 13

About Crossroads Café

The *Crossroads Café English Learning Program* consists of a quality television series, available on videocassettes, closely correlated with print materials. The series is designed to teach English to adult learners working independently, with a tutor, in a distance-learning program with or without a classroom component or in a traditional classroom setting. The lively 26-episode series provides education through entertainment. It is a blend of drama and comedy that tells the story of six engaging, determined characters whose lives intersect at *Crossroads Café*, a neighborhood restaurant. Some of these characters are newcomers to the U.S., while others have families that have been here for one or many generations. During the course of the episodes, the viewer learns of the successes and the failures, joys and sadness, and the learning experiences of the owner of the café and the people who work in it. Viewers also learn about the customers, families, friends, acquaintances, and others with whom they interact, both at work and beyond the environment of the café. In addition, each half-hour episode features two brief interrupting segments that teach language and culture in a more direct mode. The *Culture Clips* are documentary-style segments that focus on issue-oriented cultural themes portrayed in the episode, such as the changing roles of marriage partners. The *Word Play* segments focus on language functions, demonstrating how to use appropriate language when communicating specific types of information.

Underlying Principles

A Flexible Multi-level Approach The *Crossroads Café* print materials are designed with activities at several graduated levels. The program meets the needs of learners at low-beginning through high-intermediate levels of English. In this way, learners can *grow* with the program by using the same texts and video series over and over as they work through the levels and gradually gain proficiency.

Context-based Language that is important to learners is determined by the situations in which they will use the language. In producing this series, the developers first identified situations in which adult learners might need English, and from these they produced the video story lines. They then wrote worktext activities to develop language skills relevant to those situations.

Self-instructional Designed for independent learners who might not have access to ESL classes, the print materials were developed to be user-friendly. Technical language is avoided. Learners are encouraged to work with someone, units end with a self-check, and answer keys are provided.

Communicative Because the exercises emphasize meaning, grammatical structures are presented within the context of language functions. In this way, learners focus first on the purpose for communicating and then on the forms used to communicate that purpose. Activities encourage learners to use the language and to share it with others.

Appeal to Different Kinds of Learners Some activities appeal to learners who want clear right-and-wrong answers. The fill-in-the-blank, matching, and sentence-sequencing activities in the *Your New Language* section and the questions about the readings in the *In Your Community* section are examples of these types of activities. Others appeal to learners who like to learn inductively: the Find the Word exercise in *Read and Write*. Some—such as *What Do You Think?* and the writing in *Read and Write*—encourage self-expression and the development of fluency. Finally, the *Ways to Learn* encourages the development of metacognitive skills by presenting learning strategies and activities that require learners to think about their own learning.

The Photo Stories

The *Photo Stories* are a condensed pictorial tour of each episode. They use simple speech bubbles and full-color photographs to tell the story. The low-stress, high-success activities are particularly beneficial to low beginners, but the format also makes the *Photo Stories* an excellent previewing and reviewing ancillary tool for students at the higher levels of the program who are using the *Worktexts*. The following graphic illustrates the unique instructional design of this component:

The Photo Story Framework



As linguistic research has proven, reading material that combines text and pictures fosters reading comprehension, vocabulary acquisition, and language development, especially for those learning to read later in life. Pictures provide the extra linguistic clues necessary for the lower-level learner's reading comprehension—a prerequisite for language acquisition. Moreover, reading material that incorporates pictures leads not to a dependence on picture reading, but to an inclination to read more complex materials. Whether students are completing the *Crossroads Café* course through classroom-based instruction or through a distance learning program, the *Photo Stories* provide a solid foundation for further language development.

The *Worktexts*

The two *Crossroads Café* multi-level *Worktexts* provide independent, distant, and classroom learners with three levels of language activities: beginning high, intermediate low, and intermediate high (or SPL 4, 5, and 6). The different activities in each section of the books are marked with colored stars—one, two, or three stars for these three different levels of learners.

At all levels, the *Worktext* activities have three purposes:

- They help students understand the story on the video.
- They provide practice with the language.
- They ask learners to think, talk, and write about their own ideas.

The table of contents for the two *Worktexts*, which appear on pages vi and vii, demonstrate the emphasis these materials place on teaching functional English structures, life skills, culture through a problem-posing approach, and writing skills through the use of models. These goals, coupled with a strong emphasis on strategies for meaning-making and higher-level thinking, make the *Worktext* units the ideal companion pieces to the video or television episodes.

The *Teacher's Resource Books*

Crossroads Café provides teachers with a wealth of tips on how to maximize the benefits of the program. Each of the two *Teacher Resource Books* includes general instructions to the teacher for internalizing a method to use throughout the program, as well as episode-specific instructions with suggestions for optional enrichment activities. The third part of each *Teacher's Resource Book* contains 52 reproducible masters that provide interactive opportunities for learners in a distance-education program with a classroom component.

The Tutor Materials

Learners can use *Crossroads Café* without a professional instructor. Because the tutor can be a certified, experienced teacher or simply a more English-proficient friend or family member, the brief and easy-to-read guide is designed for trained and untrained tutors. In addition to the guide, the reproducible masters are also available separately for tutors who may be working with more than one learner or for those tutors who want to work through the activities on the masters with the learner in order to provide a more interactive experience.

Special Questions about *Crossroads Café*

Learners of English and their teachers and tutors sometimes ask these questions about *Crossroads Café*:

What if I can't understand everything in the television or video episodes? Don't worry if you can't understand some language in the episodes. Even if you don't understand a lot of language, you can still learn from watching. You will often be able to guess what is happening in the story. This is because people often use actions that help the viewer understand the meanings of the words. Also, characters often look happy, surprised, or even angry when they speak. These facial expressions help viewers guess what they are saying. Learn to watch for these clues. They will help you better understand the story. Good language learners know how to use these clues to help themselves. Using *Crossroads Café*, you will acquire successful language-learning habits.

Table of Contents

Worktext A

Title	Ways to Learn	Function/Structure	In the Community (Life-skills reading)	Read and Write	Culture Clip
1 Opening Day	Know Your Strengths	Giving and Getting Personal Information: <i>My name is . . . ; I am from . . .</i>	Job Application	Diary Entry	Finding and Interviewing for a Job
2 Growing Pains	Identify Your Needs	Making Introductions: <i>I am . . . ; This is . . .</i>	Work/Study Permit	Newspaper Article	Immigrant Families in a New Culture
3 Worlds Apart	Set a Goal	Talking about Wants: <i>Want it . . . ; want to . . . ; don't want to . . .</i>	Yellow Pages of Telephone Directory	Thank-you Letter	The U.S.—a Land of Immigrants
4 Who's the Boss?	Make a Plan	Making Apologies: <i>I'm sorry that . . . ; I'm sorry for . . .</i>	Newspaper Display Ads	Letter to Newspaper	Strategies for Job Change
5 Lost and Found	Use Resources	Telling Someone To Do Something: <i>Do this . . . ; Please do this . . .</i>	Crimes-Prevention Pamphlet	Friendly Letter	Neighbors Working to Prevent Crime
6 Time Is Money	Organize	Making Suggestions: <i>Why don't you . . . ; Maybe you should . . . ; How about . . . ?</i>	Class Schedules	Friendly Letter	Time Is Money
7 Fish out of Water	Listen for Meaning	Using Present Perfect Tense: <i>Have learned . . . ; has done . . .</i>	Recipes	Postcard	Adjusting to a New Culture
8 Family Matters	Correct Your Own Mistakes	Making Offers: <i>I'll . . . ; Would you like me to . . . ?</i>	Ads for Products	Diary Entry	Single Parenting
9 Rush to Judgment	Guess	Describing People: <i>Is short . . . ; has long hair . . .</i>	Wanted Posters	Letter to Legal Rights	The Role of Police
10 Let the Buyer Beware	Think about Learning	Giving Compliments: <i>You are charming . . . ; This food is delicious . . .</i>	Classified Ads: Being Careful about Products and People	Newspaper Article	Consumer Scams
11 No Vacancy	Ask for Help	Asking for Meaning: <i>What does that mean? What do you mean?</i>	Rental Applications	Diary Entry	Discrimination
12 Turning Points	Be Active	Talking about Possibilities: <i>Might want . . . ; might fear . . .</i>	Police Crime Log	Newspaper Article	Gangs: Problem and Solutions
13 Trading Places	Observe Others	Talking about Ability: <i>Can . . . and know how to . . .</i>	Help Wanted Ads	Note of Apology	Couples and the Roles They Choose

Table of Contents

Worktext B

Title	Ways to Learn	Function/Structure	In the Community (life-skills reading)	Read and Write	Culture Clip
14 Life Goes On	Make a List	Describing Things: <i>Bad . . . ; very bad . . . ; too bad to call . . .</i>	Medicine Labels	Friendly Letter	The Hospital Environment
15 Henry and Sara	Make Inferences	Talking about Likes and Dislikes: <i>Like . . . ; don't like . . .</i>	Poster Advertisements	Essay	
16 The Bottom Line	Try and Try Again	Reporting Information: <i>Told me to . . . ; told me about . . . ; says . . . ; said . . .</i>	Loan Applications	Friendly Letter	Aging in the U.S.
17 United We Stand	Read for Meaning	Making Complaints: <i>Doesn't work . . . ; is loading . . .</i>	Rental Leases	Letter of Complaint	Tenant Landlord Rights & Responsibilities
18 Opportunity Knocks	Be Open to Learning	Comparing Things: <i>More food than . . . ; better than . . .</i>	Business Cards	Resumes	Worker Protection and Benefits
19 The People's Choice	Take a Risk	Making Promises: <i>Promise that . . . ; promise to . . .</i>	Utility Bills	Letter to Utility Company	Elections and the Government
20 Outside Looking In	Take Notes	Giving Advice: <i>Should . . . ; had better . . .</i>	Movie Guides	Friendly Letter	
21 Walls and Bridges	Teach Others	Asking for and Offering Help: <i>Please fix it for me; Would you fix it for me?; I'd be glad to fix it for you.</i>	Report Cards	Thank-you Letter	Citizenship
22 Helping Hands	Practice Often	Ask for and Give Permission: <i>May . . . ; Can . . . ; Would your mind if . . .</i>	Resumes	Letter of Complaint	
23 The Gift	Know Your Learning Style	Making Invitations: <i>I'd like you to come . . . ; how about coming . . .</i>	Travel Brochures	Birthdays Cards	Taxes
24 All's Well That Ends Well	Look for Humor	Talking about the Future: <i>Will . . . ; going to . . .</i>	Party Invitations	Thank-you Letter	
25 Comings and Goings	Compliment Yourself	Talking about Future Plans and Possibilities: <i>Going to . . . ; might . . .</i>	School Application Forms	Thank-you Note	
26 Winds of Change	Evaluate Your Learning	Talking about Necessity: <i>Have to . . . ; must . . .</i>	School Catalogues	Farewell Letter	

What if I can't understand the way some of the characters speak? In *Crossroads Café*, several important characters were born in the U.S. They speak English without accents:

- Katherine is from the Midwest.
- Jess is from the South.
- Henry was born in China, but he grew up in the U.S.

But some characters are from other parts of the world:

- Mr. Brashov is from Eastern Europe.
- Rosa was born in the U.S., but she grew up in Latin America.
- Jamal is from the Middle East.

These characters are still improving their English pronunciations, although they always use correct grammar. It will help you to hear different pronunciations of English. In the United States, and in the world in general, people speak English in many different ways. And in schools, at work, and in the streets, people need to understand these variations to communicate successfully. Becoming accustomed to speakers from different cultures and different ethnic groups is a skill English speakers need to succeed in our modern world.

What if the English goes too fast for me? In *Crossroads Café*, the characters speak naturally—their speech is not artificially slow. In the real world, very few people talk slowly to help learners of English, so in *Crossroads Café* you will hear English spoken at a natural pace. Here are several ways you can use the program to get this help:

- You can preview and review the story by using the *Photo Stories*, the *Worktext*, or both.
- If you meet with your teacher and your class, your teacher may use the video again to show some important pieces of the episode.
- Your teacher may also show some pieces of a video episode before you see the complete episode at home on television.
- You can record complete episodes of *Crossroads Café* with a VCR, and then play them back for yourself again and again. Or you may want to buy the video episodes by calling 1-800-ESL-BY-TV (1-800-375-2988).

Why should I have a study partner? Learning a language means learning to communicate with other people. Using video and television to learn a language has many advantages, but seeing the programs and doing the reading, writing, and thinking activities in the worktext is not enough by itself. Having a study partner gives the learner the chance to practice language skills with another person. That person can be another *Crossroads Café* English learner. It can be a wonderful shared experience to do the lessons and watch the videos with a partner who is also learning English. But your partner can also be someone who knows more English than you do. It can be someone who is not studying with the *Crossroads Café* materials—someone like a relative who knows English and can help you—perhaps a son or a daughter, a husband or a wife, or any other family member. Or the partner can be a neighbor, a person who works with you, a friend, or any person who knows more English than you do. And, finally, the partner can be a formal or informal tutor—a librarian, a high-school student, or someone who used to be a teacher. Any of these people can help make the time spent learning English more productive. If your partner knows more English than you do, he or she can use the *Crossroads Café Tutor Guide*. The *Tutor Guide* is small and easy to use, but it has many ideas for helping learners of English.

We, the authors and the publisher, are pleased to present you with this *Crossroads Café* sampler. Please feel free to experiment with Unit 13 of the *Worktext* and *Photo Stories* which are included as part of this sampler.

13 Trading Places

In this unit you will:

- tell someone about the things you can do
- read and understand a help wanted ad
- write a note of apology
- describe the roles couples choose



Ways to Learn

At Crossroads Café, the employees try to *observe* and learn from each other so they can work better together. They *watch* and learn. One way to learn English is to *observe others*.

Observe Others

Circle who or what you *watch* or *observe* to learn English.

Who do you *watch at home* to learn English?

- a neighbor
- family members
- does not apply

Who do you *watch at work* to learn English?

- my supervisor
- a coworker
- does not apply

Who do you *watch at school* to learn English?

- my teacher
- a classmate
- does not apply

Who do you *watch in the community* to learn English?

- a waitress
- a store clerk
- a bus driver

What do you *watch on T.V.* to learn English?

- news
- educational programs
- stories

On Your Own

List the people you *watched* last week. What did you *observe*?

Who	What
_____	_____
_____	_____
_____	_____

Before You Watch Look at the pictures. What do you see?

1.



2.



3.



4.



5.



6.



- ★ What do you see in each picture? Write the number of the picture next to the word.

 1 waiter

___ cook

___ handyman

___ delivery person

___ manager

___ busboy

- ★★ What is happening? Write the number of the picture next to the sentence.

___ Rosa is taking money from a customer at the cash register.

___ Jamal is delivering the take-out orders.

 1 Henry is waiting on tables.

___ Mr. Brashov is fixing something.

___ Katherine is cooking lunch in the kitchen.

___ Jamal is pushing a cart.

- ★★★ Write one question you have about each picture. Then read your questions to someone.

1. *Why is Henry waiting on tables?*

2. _____

3. _____

4. _____

5. _____

6. _____

Focus For Watching

Read the questions. Then watch.

- ★
1. Who is cooking?
 2. Who is delivering the food?
 3. Who is giving the customers change?
 4. Who is serving the food?

- ★★
1. Who says the customer is the most important person in the café?
 2. Who decides that the employees will trade jobs for one day?

- ★★★
1. Who thinks that the café will lose some business because of the experiment?
 2. Who says that Mr. Brashov thinks he is the only one that can manage the café?

After You Watch

What do you remember? Match the questions with the correct picture. You may use a picture more than once.

In Today's Show . . .

★ 1. Who is cooking?

2. Who is delivering the food?

3. Who is giving the customers change?

4. Who is serving the food?

★★ 1. Who says the customer is the most important person in the café?

2. Who decides that the employees will trade jobs for one day?

★★★ 1. Who thinks that the café will lose some business because of the experiment?

2. Who says that Mr. Brashov thinks he is the only one that can manage the café?



a. Mr. Brashov



b. Rosa



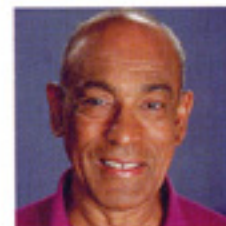
c. Henry



d. Katherine



e. Jamal



f. Jess

- ★ Read the sentences and check (✓) Yes or No. If the answer is No, write the correct job.

In Today's Show . . .	Yes	No	Correct Job
1. Katherine is the customer.		✓	<i>cook</i>
2. Rosa is the boss/manager.			
3. Mr. Brashov is the handyman.			
4. Jess is the customer.			
5. Henry is the handyman.			
6. Jamal is the delivery man and busboy.			

- ★★ Put the sentences in order. Number 1 to 5.

- Everyone has a new job. Katherine is cooking; Rosa is giving the customers change; Jamal is delivering take-out orders; and Henry is serving food.
- Mr. Brashov plans an experiment to have his employees change jobs for a day.
- 1 The employees at Crossroads Café are arguing about whose job is the most important.
- It's lunchtime and the regular customers arrive for their meals. There are too many customers.
- Customers are yelling for their food and waiting for their change. Take-out orders are late. The experiment is not working.

- ★★★ Write the story. Use the five sentences above. Add these three sentences. Then close the book and tell the story to someone.

- Each employee thinks his or her job is the most important.
- Everyone thinks that the new jobs they are doing are very easy.
- The customers are very unhappy.

The employees at Crossroads Café are arguing about whose job is the most important.

Your New Language: Talking about Ability



To express ability or inability to do something, you can say:

- I can cook.
- I can't cook.
- I know how to cook.
- I don't know how to cook.

★ Complete the conversations. Use these words.

manage

afford

repair

make

1.



2.



3.



4.



☆☆ Match.

- | | |
|---|---|
| 1. The stove isn't working. | a. No, I don't, but I'm studying. |
| 2. Do you know how to speak Spanish? | b. Yes, I do. Italian cooking is my speciality. |
| 3. I know how to learn English quickly. | c. Let's teach her. |
| 4. She doesn't know how to play tennis. | d. So do I. Watch Crossroads Café. |
| 5. Do you know how to cook? | e. I know how to fix that. It's electric, isn't it? |

What do you know how to do? _____

☆☆☆ Complete the conversation. Write **can**, **can't**, **know how to**, or **don't know how to** in each blank.

JESS: We can't (1) afford to eat out more than one night a week.

CAROL: Yes, we can, Jess. There are some things that we _____ (2) afford to do now that I'm working.

JESS: And, I'm telling you that we _____ (3). Look at these bills.

CAROL: I saw those bills. I paid some of them last night.

JESS: You _____ (4) do that!

CAROL: Yes, I do, Jess. I _____ (5) add and subtract just like you.

★ Put the conversation in order. Number 1 to 4.

- ___ KATHERINE: No, I can't, but I can learn.
- ___ KATHERINE: Sure. I can make spaghetti with meat sauce.
- ___ ROSA: Well, can you cook Mexican food?
- 1 ROSA: Can you cook Italian food?

★★ Put the conversation in order. Number 1 to 4.

- ___ JAMAL: Thanks. I'll let you know.
- ___ JAMAL: Yes, but I may need some help. I can't do it by myself.
- ___ MR. BRASHOV: I can help. Let me know when I can help you.
- ___ MR. BRASHOV: There's a leak in the water pipe in the utility room. Do you know how to repair it?

★★★ Put the conversation in order. Number 1 to 5.

- ___ MR. BRASHOV: I don't know. But, Katherine can do that.
- ___ JESS: I don't know. Does she know how to work the cash register?
- ___ MR. BRASHOV: I think so. But if she doesn't know how to do that, I can teach her.
- ___ JESS: Can she place the order for the supplies?
- ___ MR. BRASHOV: Do you think Rosa can manage the café?

In Your Community: Help Wanted Ads

- ★ Read the help wanted ad for Katherine's job. Check (✓) Yes or No.

	Yes	No
<p>Food Server Waitress or Waiter Friendly, fast, helpful person with family restaurant experience needed. Full-time (FT) day position M-F. Call Crossroads Café for appt. (909) 545-2345. Ask for Mr. Brashov.</p>	1. You need to go to the restaurant and talk to Mr. Brashov about the job.	✓
	2. A food server is a waiter or waitress.	
	3. The job is at night.	
	4. Experience is necessary.	
	5. The job is 25 hours per week.	

- ★★ Read the help wanted ad for Henry's job. Check (✓) Yes, No, or Don't Know. If you check Don't Know, write questions you would ask to get the information.

	Yes	No	Don't Know
<p>Bus/Delivery Person Part time, energetic, dependable, flexible person w/own transportation to work in restaurant. Will train. Call btw 2-4 pm (909) 777-3434.</p>	1. This job pays minimum wage.		✓
	2. The job pays mileage.		
	3. The hours for this job are between 2-4 P.M.		
	4. Experience is required.		
	5. This person can work 10-15 hours per week.		
	6. This person must have a car or bicycle.		

Your Questions: _____

- ★★★ Read the following help wanted ad for Jamal's job. Check (✓) Yes or No. If Yes, circle and number the information in the ad that supports your answer.

	Yes	No
<p>Handyman Looking for honest, dependable, quality-minded individual to take care of restaurant repair needs. Exp in carpentry, plumbing, electrical. Some painting needed. Apply in person. Crossroads Café. 235 Tenth Street.</p>	1. This person must come to work regularly.	✓
	2. The individual must know how to build tables, fix leaky faucets, and repair wires.	
	3. The repair work must be done well.	
	4. Only men should apply.	

Find a help wanted ad in the classified section of your newspaper. How is your help wanted ad the same or different from the help wanted ads above?

Read and Write: Spotlight on Jess

Read the questions. Read Jess's note to his wife very quickly to find the answers. Circle the answers.



- ★ What does Jess write about?
 - a. a gift for his wife
 - b. a gift from his wife
- ★★ How does Jess feel about his marriage?
 - a. angry
 - b. lucky
 - c. sad
- ★★★ What is the tone or feeling of this letter?
 - a. apologetic
 - b. angry
 - c. cheerful

Read the note again carefully.

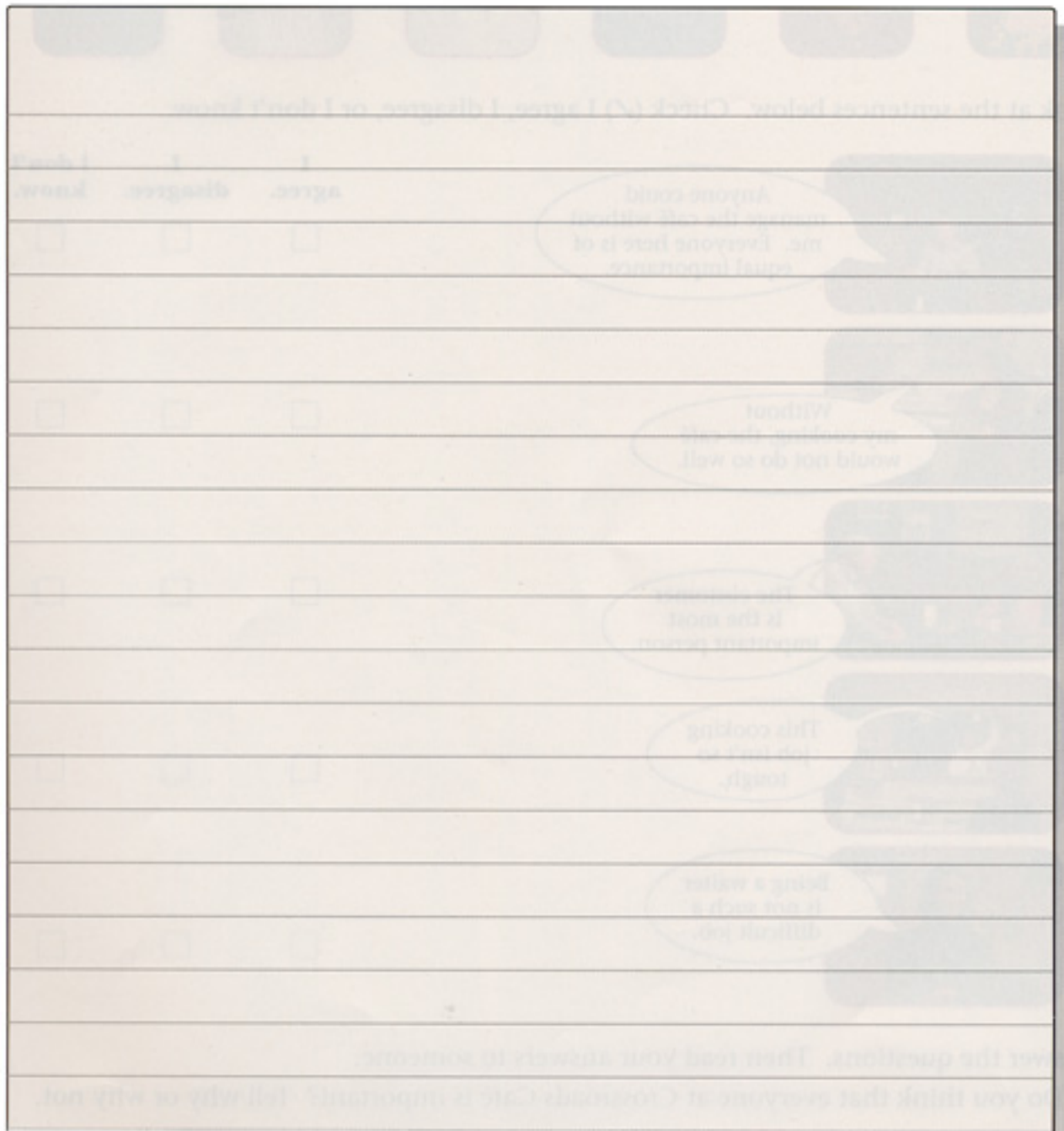
<i>Dear Carol,</i>
<i>I'm sorry about the watch. It's a great gift and I really like it. I am very lucky to have someone as special as you. I want you to know that I am going to stop feeling sorry for myself and start enjoying life a little more. So, how about going to that new restaurant tonight, even though it's not Saturday?</i>
<i>Love, Jess</i>
<i>P.S. You pay. You can afford it!</i>

Find the words in the reading. What do they mean? Circle the answer.

- ★ Gift:
 - a. a watch
 - b. a sweater
 - c. both of these
- ★★ to afford something:
 - a. to have enough money to buy it
 - b. to throw it away
 - c. to sell it
- ★★★ to feel sorry for oneself:
 - a. to be sad
 - b. to smile
 - c. to laugh

Now you write a note to someone. Tell about something you did that you are sorry about. In your note answer the following questions:

- ★ 1. What did you do?
- 2. How do you feel?
- ★★ Why did you do it?
- ★★★ What you are going to do to make things better?



Read your note to someone. Then ask: Did you understand? Do you have questions?

What Do You Think?

- ★ Which person do you think has the most important job at Crossroads Café? Circle the picture of the person. Why do you think so?



- ★★ Look at the sentences below. Check (✓) I agree, I disagree, or I don't know.

		I agree.	I disagree.	I don't know.
1.	 <p>Anyone could manage the café without me. Everyone here is of equal importance.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	 <p>Without my cooking, the café would not do so well.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	 <p>The customer is the most important person.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	 <p>This cooking job isn't so tough.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	 <p>Being a waiter is not such a difficult job.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ★★★ Answer the questions. Then read your answers to someone.

1. Do you think that everyone at Crossroads Café is important? Tell why or why not.

2. Do you think that the customer is the most important person? Tell why or why not.

Culture Clips: The Roles Couples Choose

★ Match.

1. Peter Chu is the cook in the family.

a.



2. Irene Cruz is ironing.

b.



3. Mrs. Estelle is teaching.

c.



★★ Complete the sentences. Write one word in each blank. Use these words.

responsibilities
determine
patterns

roles
wrong

rules
marriage

couple
right

Husband and wives play many different roles (1) during their (2) _____. Some follow the (3) _____ of their parents. Some don't. There are no (4) _____. Each (5) _____ must (6) _____ their own rules. There is no (7) _____ or (8) _____ way for couples to share (9) _____.

★★★ Think.



"There is no right or wrong way for couples to share family responsibilities. They must choose roles that work for them."

Do you agree with this statement? Why or why not? Write your ideas. Then tell your ideas to someone.

Check Your English

- ★ Write the correct word under each picture.

waiter

cook

handyman

delivery person

busboy

manager



waiter



- ★★ Make a sentence or question from each group of words.

1. a cook Rosa meal can delicious

Rosa can cook a delicious meal.

2. quickly can Katherine take orders

3. speak Rosa how Spanish to knows

4. know you how English to speak do

- ★★★ Finish the Story. Use the words in the box. Write one word in each blank.

The employees at Crossroads Café are arguing about whose job (1) is the most important (2). To show his employees that all jobs are equally important, Mr. Brashov tries an experiment (3). He has his employees change (4) jobs for a day. For a little while the experiment works. Katherine is delivering (5) lunchtime (6) around. Jamal is cooking (7) take-out orders and Henry is servicing (8) food. However, when the crowd (9) arrives, things change quickly. Customers (10) are yelling for their food and waiting impatiently for their change. The experiment is not working.

change
cooking
customers
delivering
dinner
equal
experiment
important
job
lunchtime
people
servicing

13 Trading Places



Change is everywhere. The workers at Crossroads Café change jobs. Carol and Jess change roles.

What do they learn from the changes?

Who's in This Story?



Jess Washington
retired, a regular customer



Carol Washington
Jess's wife, who works



Rosa
the cook



Henry
the delivery person



Jamal
the handyman



Mr. Victor Brashov
the café owner



Katherine
the waitress

It is closing time at Crossroads Café.



1

Mr. Brashov is having something to eat.



I asked for a hamburger and french fries.

But fish and fresh vegetables are better for you.

2

That is a big fish.



3

Not as big as the fish he'll catch on his vacation.



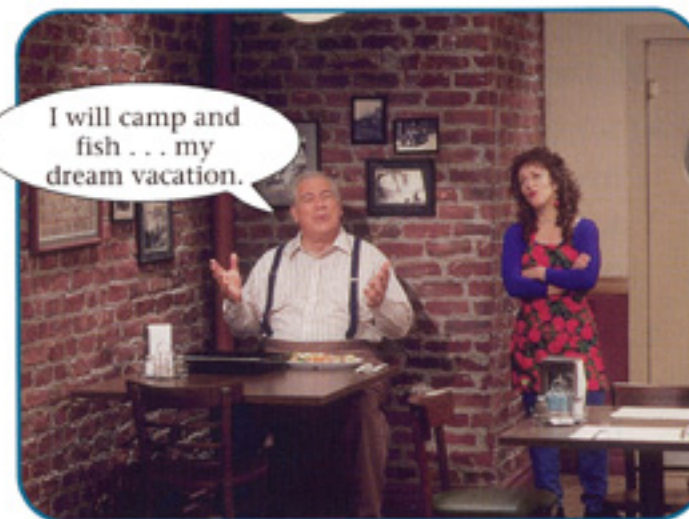
4

The fish I'm going to catch will be *this* big.



5

I will camp and fish . . . my dream vacation.



6

Jamal enters the dining area.



The pipe leaks.

Jamal, what happened?

7

A delivery man enters the restaurant.



Where's the rice?

What rice?

8

Jess, How can I take a vacation? How can Crossroads Café get along without me?



9

Mr. Brashov doesn't think we can manage the café.



10

✓ **Check Yourself**

1. What does Mr. Brashov want to do on his vacation?
 - a. see his family
 - b. fish and camp
2. Why can't Mr. Brashov take a vacation?
 - a. He has too much work to do.
 - b. He is too sick to take a trip.

11

It is night at Jess and Carol's house.



Hi, honey.

12



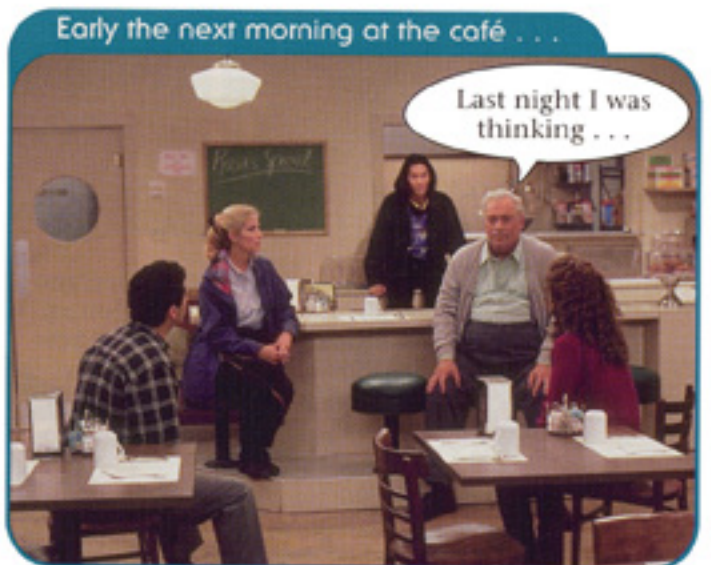
13



14



15



16



17



18



19

✓ **Check Yourself**

3. Why isn't Jess happy about the watch?
 - a. He says they can't afford it.
 - b. He says he doesn't need it.
4. Why does Mr. Brashov want the workers to trade jobs?
 - a. because someone may get sick
 - b. because someone may quit

20



21



22



23



24



25



26



27



28



29



30

The next day at Crossroads Café . . .



How did things go with Carol last night?

She was asleep when I got home.

37

As Victor and Jess play chess, the workers start their new jobs.



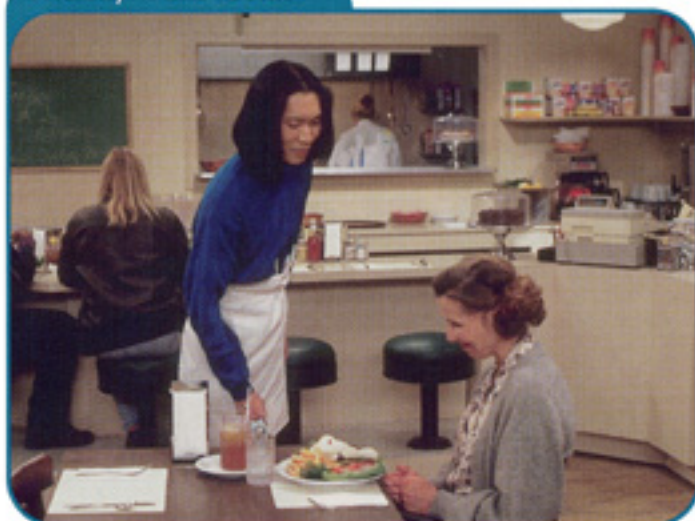
38

Katherine cooks.



39

Henry waits tables.



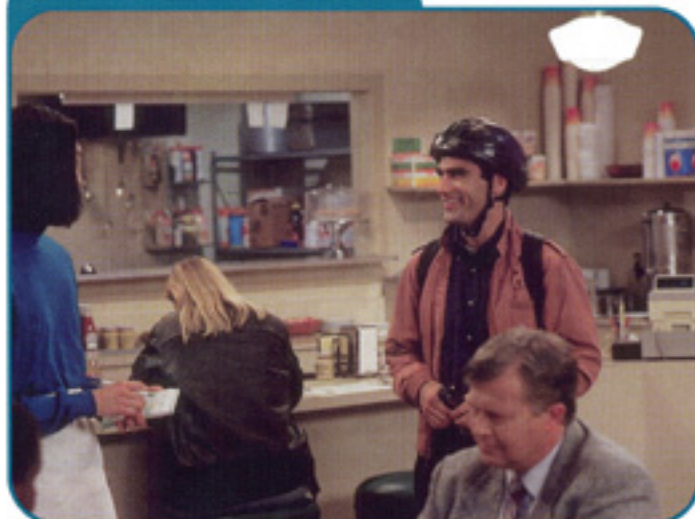
40

Rosa manages the café.



41

Jamal makes deliveries.



42



43



44

The lunch crowd arrives.



45

Katherine and Henry look worried.



46

Katherine works as fast as she can.



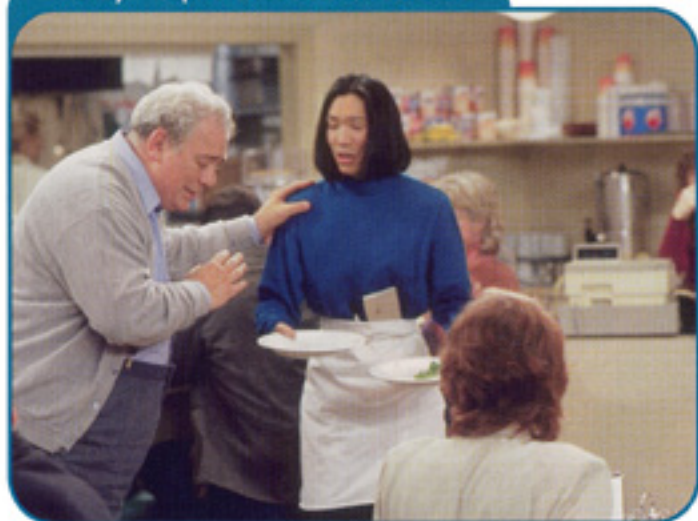
47

Rosa gives a customer the wrong change.



48

Henry drops a customer's food.



49



You're going to lose business because of all this.

I will apologize later. They will come back.

50

✓ **Check Yourself**

7. When do the workers begin to have trouble with their new jobs?
 - a. in the morning, when they begin their new job
 - b. at lunch time, when a crowd comes
8. What does Jess think will happen to Mr. Brashov's business?
 - a. He will lose business.
 - b. He will get more business.

51



Why aren't you at work?

I'm on my lunch break. I wanted to see how you were doing.

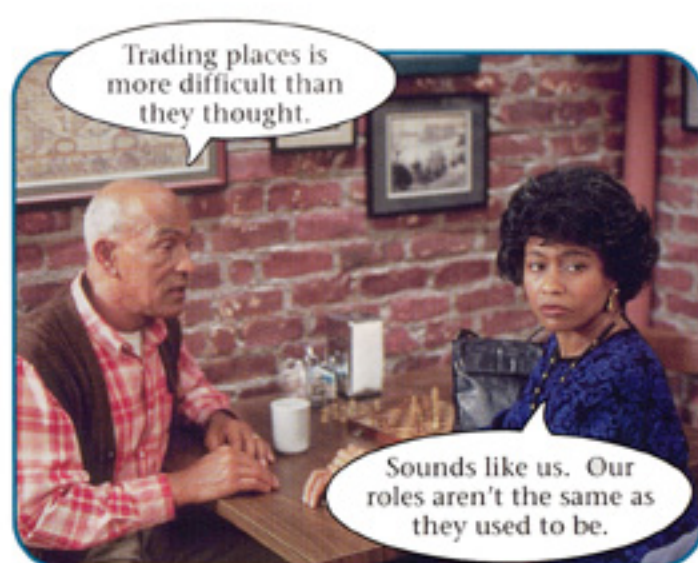
52



Something is different about this place.

It's Victor's experiment. He wanted everyone to switch jobs for a day.

53



Trading places is more difficult than they thought.

Sounds like us. Our roles aren't the same as they used to be.

54



55



56



57



58



59

✓ **Check Yourself**

9. How are Carol and Jess's roles different?

- He works and buys her things now, but he didn't used to.
- She works and buys him things now, but she didn't used to.

10. What does Carol say about change?

- It is easy.
- It is not easy.

60

Tell the Story

Put the pictures and sentences in order. For each story, number 1 to 3. Then tell each story to someone.

Jess and Carol's Story



Carol and Jess have a fight.



Carol gives Jess a present.



Jess tells Mr. Brashov about the fight with Carol.

The Workers' Story



At first the experiment works.



The workers have trouble in their new jobs.



Mr. Brashov decides to try an experiment.

Answer Key: ✓ Check Yourself: 1b, 2a, 3a, 4a, 5b, 6a, 7b, 8a, 9b, 10b.
Tell the Story: Jess and Carol's Story: a2, b1, c3. The Workers' Story: a2, b3, c1.

Search

Look at the picture. Read the sentence. Circle Yes or No.

1. Look at Picture 2

Rosa says fish and vegetables are better for Mr. Brashov than hamburger and french fries.



YES

NO

2. Look at Picture 13

Carol bought Jess a gift because it's Jess's birthday.



YES

NO

3. Look at Picture 39

Katherine is usually the waitress. Today, she is the cook.



YES

NO

4. Look at Picture 40

Henry is usually the delivery person. Today, he is the manager.



YES

NO

5. Look at Picture 42

Jamal likes to make deliveries.



YES

NO

6. Look at Picture 59

Mr. Brashov is a sick man.



YES

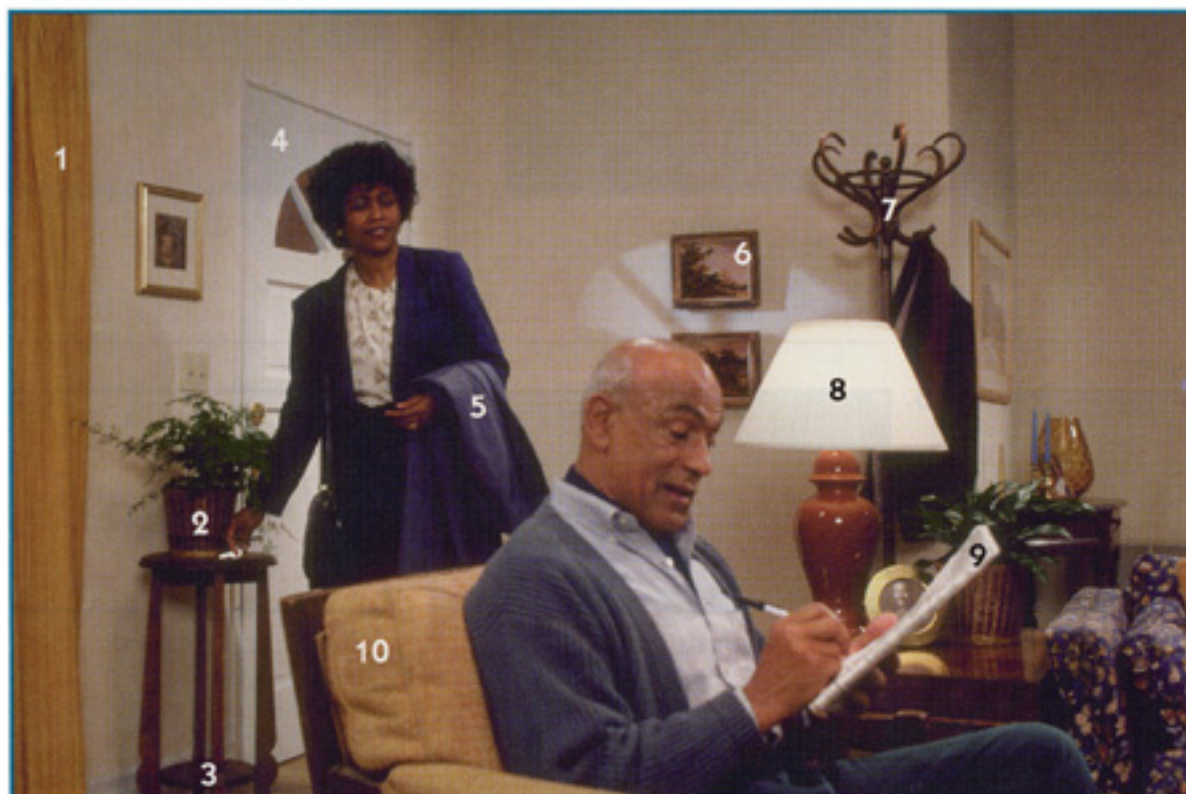
NO

Answer Key: Search: 1. yes; 2. no, it's not Jess's birthday; 3. yes; 4. no, today Henry is the waitress; 5. yes; 6. yes.

Build Your Vocabulary

Jess and Carol's Living Room

Read the words in the list. Find the numbers in the picture.



1. curtain
2. plant
3. plant stand
4. door
5. coat
6. picture
7. coat rack
8. table lamp
9. newspaper
10. easy chair

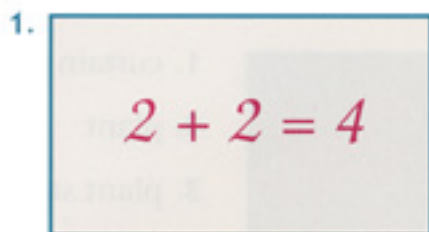
Complete the sentences. Use the words from the picture.

1. Carol is standing in front of the door (4).
2. She is carrying her _____.
3. Her right hand is resting on a _____.
4. On top of the plant stand there is a _____.
5. Above the plant stand there is a _____.
6. Carol's husband Jess is sitting in an _____.
7. He is holding a _____.
8. It is dark, but he can see because the _____ is on.
9. Behind the table lamp there is a _____.
10. It is night, so the _____ over the window is closed.

Answer Key: Build Your Vocabulary: 1. door (4); 2. coat (5); 3. plant stand (3); 4. plant (2); 5. picture (6); 6. easy chair (10); 7. newspaper (9); 8. table lamp (8); 9. coat rack (7); 10. curtain (1).

Picture Dictionary

Study the picture and the English word. Copy the word. Then you may write the word in your language.



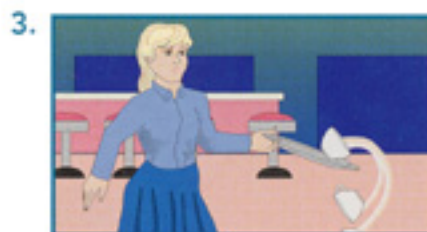
add

a d d

my language



camp



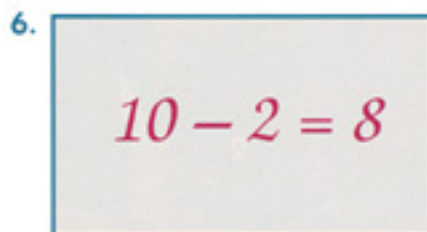
drop



fish



gift



subtract



watch

Glossary

afford: to have the money to buy something or to do something. *Henry can afford to rent a tuxedo.*

argue: to fight. *Brothers and sisters often argue about toys.*

crowd: many people. *There is always a crowd when a store has a sale.*

experiment: trying something new. *Rosa's special is often an experiment.*

leak: lose water. *The glass leaks, so the table is wet.*

switch: change or exchange; trade. *Sisters often like to switch clothes.*

Teacher's Notes

Video Highlights, Key Scenes, and Suggested Techniques

02:36–03:45	Culture Clip: Changing roles of men and women	
06:00–06:60	Word Play: Can/can't; know how to/don't know how to	
03:50–04:10	Mr. Brashov announces his idea for trading places	Prediction
06:65–08:00	The day for trading places arrives	Watchers & Listeners
08:95–09:37	Mr. Brashov becomes ill and collapses	Thinking & Feeling

Teacher's Notes at a Glance

	Activities	Materials	Time	
Your New Language	<ul style="list-style-type: none"> discussion 4 corners Johari Window 	blackboard	10–20 minutes	
		Handout 13-A	5–10 minutes 20–30 minutes	
In Your Community	<ul style="list-style-type: none"> reading want ads 	classified sections of several newspapers, markers, paper, scissors, tape	30–45 minutes	
Read and Write	<ul style="list-style-type: none"> replay video scenes share apology cards 	TV/VCR overhead transparencies of commercial cards	3–4 minutes 5–10 minutes	
		<ul style="list-style-type: none"> survey & discussion (Ext. Act. #1) roleplay (Ext. Act. #2) 	situation cards	10–15 minutes 15–20 minutes
What Do You Think?	<ul style="list-style-type: none"> discussion (Ext. Act. #3) 3-step interview discussion match-up 	Handout 13-B	5–10 minutes	
		Handout 13-C	15–20 minutes	
			10–20 minutes	
			15–20 minutes	
Culture Clips	<ul style="list-style-type: none"> replay video discussion 	TV/VCR	1 minute	
		Handout 13-D	20–30 minutes	

Your New Language

Replay *Word Play* (06:00–06:60) before learners begin this section in the worktext.

To introduce the language function:

- Make a list of things some learners can do/know how to (play a musical instrument, drive a car, use a computer, type, cook, paint, sew, and so on).
- Make another list of things some learners can't do/don't know how to do (ski, scuba dive, bowl, play golf, drive a truck, fly a plane, knit, and so on).
- Ask learners to stand up. Tell them to go to the front of the room if they can *play an instrument* and the back of the room if they can't. First use *can/can't* for 3–4 items. Then use *know how to/don't know how to* for 3–4 items. Then alternate 2–3 more times.

Getting up and moving around makes this activity fun for learners. They will also enjoy learning about the talents of their classmates.

A variation of this activity is to use four corners of the room. One corner is for *can*, another for *can't*, a third for *can do well*, and a fourth for *can do very well* (expert).

Handout 13-A provides additional practice in expressing ability (or the lack of it). Learners first do the activity with a partner; then they switch partners and do it again.

If there is time, have learners share with the class something they were surprised to learn about their partners.

In Your Community

Bring to class the help wanted ads from a variety of newspapers for additional practice in reading such ads. Review them first to make sure there are ads for food servers (waiters/waitresses), bus/delivery persons, and handymen. Then do the following:

- Divide learners into mixed ability groups and distribute at least one newspaper to each group. Give each group a felt tip marker, plain white paper, scissors, and tape or glue.
- Assign each group a job classification. Ask the groups to look through their newspapers and circle all the help wanted ads for their job classification.
- Have groups compare the ads they circled to the one (for their category) in the worktext.
- Have learners cut out the ad that is most like the one in their worktexts, label it, and mount it on the plain paper.
- Have learners cut out the ads that appeal to them most, label them, and mount them on the plain paper.
- Have learners underline, with the marker, all the similarities to the worktext help wanted ad. Each group should then select one person to report to the class.

Read And Write

Visit a card shop. See how many different kinds of *I'm sorry* cards there are. Bring a few cards to class to share with the learners. Pass the cards around or make overhead transparencies before learners write the note in the worktext. Also remind learners they do not have to share anything too personal. If they cannot think of a note of apology, they can make up something.

If possible, replay the video scenes below that feature Jess and Carol before learners complete the writing activities in the worktext.

Counter Times	Scenes
01:65–02:29	Carol gives Jess a watch.
04:15–05:08	Jess and Carol argue about going out for dinner.
08:05–08:60	Carol comes to the café to talk to Jess.

Extension Activity #1 is a large group discussion about making apologies.

- Talk about Jess and Carol's arguments in the video—the watch and going out to dinner. Talk about Jess's note to Carol.
- Ask learners what they do when they are sorry or want to apologize for something. Tell them:
Raise your hand if you ever say you're sorry.
Raise your hand if you ever write a note to say you're sorry.
Raise your hand if you ever send flowers to say you're sorry.
- Ask learners about other things they do when they apologize. Write them down for everyone to see. If you observe any gender or cultural patterns, point them out and ask the learners to comment.

Extension Activity #2 is a roleplay. Prepare situation cards such as the ones below. Here are some suggestions:

- You're late to class (student/teacher).
- You forgot to meet your friend for lunch (friend/friend).
- You forgot to tell your spouse you'd be home late (wife/husband).
- You forgot your friend's birthday (friend/friend).
- You were playing music too loud (neighbor/neighbor).

A variation is to have learners think of situations with a partner and write them on blank 3" × 5" cards. Collect the cards. Ask for volunteers to roleplay each situation. Each pair picks a card at random and decides which roles each will play.

What Do You Think?

The employees traded jobs and Carol and Jess traded roles. After learners complete this page in the worktext, have them do a three-step interview on the theme of the unit—Trading Places. Ask the following questions.

Who would you like to trade jobs with? Why?
Who would you like to trade roles with? Why?

Extension Activity #3 is a large group discussion about cross-training—employees who have been trained to do more than one job. In some workplaces, the more jobs employees are able to perform, the more they are paid. To begin a large group discussion of this topic, say:

Stand up if you have a job.

Sit down if you know how to do only one job at your work.

Sit down if you don't get paid more money for knowing how to do more jobs.

If anyone is still standing, have the rest of the group ask them questions about their jobs. If nobody is standing, continue the discussion by linking it to *Crossroads Café*. Ask learners if they think Mr. Brashov will pay everyone more for knowing how to do another job. Do a survey of hands and count the responses. Then ask learners to give reasons for their answers.

Handout 13-B gives learners an opportunity to discuss their jobs at home.

Handout 13-C reviews jobs mentioned in the worktext and video.

- Photocopy Handout 13-C on card stock and cut on the lines. Mix up the cards before you distribute them.
- If you have more learners than cards, distribute duplicate cards, but remember to tell learners that several of them have the same cards. If you have fewer learners than cards, give learners more than one to match.
- If this activity is too easy for your group of learners, have them memorize the information on their cards. Collect the cards before learners do the match up.

Culture Clips

Replay section 02:36–03:45 of the video before learners complete the culture page in the worktext.

Handout 13-D provides learners with an opportunity to make comparisons between jobs in the United States and their native countries.

Unit 13—Trading Places

Mr. Brashov is at *Crossroads Café*. Rosa brings him fish to eat. He is not happy. Mr. Brashov wanted a hamburger and french fries. Rosa wants Mr. Brashov to eat fish. It is better for his health.

Mr. Brashov talks about his dream vacation. First he will drive to Niagara Falls. Then he will camp and fish. But Mr. Brashov cannot take a vacation. He worries about *Crossroads Café*. If he goes on a vacation, who will manage the café? Jess tells Mr. Brashov to take his dream vacation with his daughter. But Mr. Brashov and his daughter do not get along with each other.

Jess and his wife Carol have problems, too. Carol has a job and Jess does not. He is retired. Carol buys Jess a watch, but he is not happy. He thinks it costs too much. They argue about the watch. Carol wants to return it.

That night, Mr. Brashov thinks about *Crossroads Café*. He has an idea. He thinks the employees should know each other's jobs. The next day at the café, Mr. Brashov talks about his idea. He wants everyone to change jobs for a day. Today, they will watch each other. Tomorrow, they will trade places: Rosa will manage the café; Katherine will cook; Henry will wait on the customers; Jamal will deliver the food and bus tables; and Mr. Brashov will be the handyman!

Jess and Carol have another argument. Carol wants to go out for dinner to a new restaurant. Jess says no. It's not Saturday. They can't afford to eat out more than once a week. He will cook dinner. Carol is very unhappy. She thinks Jess has problems because he is not working.

Jess goes to *Crossroads Café*. It is not open, but Mr. Brashov is still there. He is working late on paperwork. Jess and Mr. Brashov talk about their problems.

The next day everyone trades jobs at the café. At first there are no problems. But at lunchtime, there are a lot of customers and a lot of problems. Mr. Brashov and Jess are playing chess and watching the employees: Katherine is not cooking fast enough; Jamal doesn't make a food delivery because he can't find the house; Rosa gives some customers the wrong change; and Henry drops some food on the floor.

Carol comes into the café to see Jess. She wants to talk to him about their problems. She thinks they argue because of the changes in their lives. They have new roles. They are trading places, too.

Mr. Brashov continues to watch everyone in the café. He is laughing. Then he holds his chest and falls to the ground. Katherine calls 911. Mr. Brashov had a heart attack.

Handout 13-A

Work with a partner. One person is **A** and the other is **B**. Work together to complete the grid below.

1. In the *top left-hand box*, write **four** things you both can do well.
2. In the *top right-hand box*, write **four** things **A** can do but **B** can't.
3. In the *bottom left-hand box* write **four** things **B** can do but **A** can't.
4. In the *bottom right-hand box* write **four** things neither of you can do well.

Both A and B	Only A
Only B	Neither A nor B

Handout 13-B

People who live together have many responsibilities. What are your responsibilities?

- Put a check (✓) in the box next to the responsibilities you have.
- Then check the boxes for other people in your home.
- Add two more responsibilities to the list.
- Circle the responsibilities you like.
- Share your list with a small group. Are your lists the same or different?

Responsibility	You	Mother	Father	Sister	Brother	Other
Cook						
Fix the car						
Shop for food						
Vacuum/sweep the floors						
Wash clothes						
Talk to children's teachers						
Pay the bills						
Bring children to school or pick them up						
Wash and iron clothes						

Handout 13-C

Walk around the room and ask your classmates questions to match the jobs and the responsibilities. When you make a match, sit down.

Example: Q: *What do you do?* A: *I _____.*

Q: *Do you _____?* Yes, I do.
No, I don't.

Busperson	Cleans tables
Waitress	Brings food to customers
Chef/Cook	Prepares food
Manager	Tells everyone what to do
Paramedic	Gives first aid
Customer	Eats in a restaurant
Handyman	Fixes things
Delivery Person	Brings products to people
Cashier	Takes money from people
Actor	Pretends to be a different person
Professor	Teaches
Homemaker	Takes care of house and family

Handout 13-D

Think about jobs in the United States and your country.

- Look at the jobs in the chart below. In your country, who usually has these jobs? Who usually has these jobs in the United States?
- Check the boxes for each job. Are your answers for the two countries the same or different?
- Share your answers with a partner or a small group.

Job	In My Country		In the United States	
	Men	Women	Men	Women
Elementary School Teacher				
Housekeeper				
Doctor				
Food Server				
Lawyer				
Secretary				
Nurse				
Police Officer				
Mechanic				
Engineer				
Bank Teller				
Clerk in Store				
Librarian				