

# Conversations in English

Instructor Handbook

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## Course Description

According to the Center for American Progress, “more than one out of four of all children in the United States are from immigrant families, and in most cases these children speak a language other than English at home.”

To better serve this growing population of ELL immigrant children (and their parents), we’ve added a new intermediate-level course to our spread of English materials. The Conversations in English course is the logical next step to use upon completion of the English Essentials course (also available in Transparent Language Online) but can be completed on its own depending on your student’s proficiency level.

With 27 units at your fingertips (that’s 25+ hours of learning!); this course focuses on fun and practical spoken exchanges between characters about themed subjects. Each conversation is supported with suggested vocabulary lessons in this handbook and online grammar lessons which simultaneously summarize the conversation and tie in with the grammar and vocabulary focus for the unit. Each unit can take up to an hour to complete, with an added two hours of supplementary vocabulary practice.

For example, in the “Going Downtown” unit, the student will be introduced to the English question words in the grammar section. This includes a written passage about how to form and ask questions and two learning activities to reinforce the material.

The screenshot shows a web application interface for "English • Grammar Topic". The top navigation bar includes a "MENU" icon, the title "English • Grammar Topic", a progress indicator "0 % Complete", a "REFERENCE" dropdown, a speaker icon, and a settings gear icon. A "SHORTCUTS (CTRL+H)" button is also visible. The main content area is titled "Interrogative-Word Questions" and explains that these questions begin with interrogative words (pronouns and adverbs). It specifically focuses on "Interrogative Adverbs" and provides a table with examples of sentence structures.

Interrogative Adverb	Auxiliary	Subject	Rest of Predicate
<b>Why</b>	are	they	late?
<b>Where</b>	did	he	get that idea?
<b>When</b>	has	the train	been arriving lately?
<b>Where</b>	was	it	published?

Below the table, a note states: "Note: The interrogative adverb **how** combines with an adjective or adverb:" followed by two examples: "**How long** does it take to walk there?" and "**How tall** is she?". The section is titled "Interrogative Pronouns" at the bottom. A green "DONE" button with a checkmark is located in the bottom right corner.

**English • Multiple Choice** 0 % Complete REFERENCE

\_\_\_\_\_ cleaned my bedroom?

Choose the correct answer


Which Who


When Where


As the students move on in the unit (which, in “Going Downtown”, follows a son asking his mother to borrow her car so he can go out), they will listen to the conversation, once again stepping through activities that help them internalize the material. The exercises include a role-playing activity where they will practice their pronunciation while pretending to be one of the characters.

**English • Conversation Preview** 0 % Complete REFERENCE

Laura asks her son Cameron to help out with running some errands in exchange for borrowing the family car.

 Hey Mom? Can I borrow the truck for the day?

 Why do you need it?

 I'm meeting Emily at the park this afternoon.

Listen to the entire conversation

< PLAY ALL >

In the end, the students will have been exposed to topically appropriate words and phrases throughout each grammar, vocabulary, and conversation activity and can go on to have a “Conversation in English” of their own.

## Classroom Implementation

### **What if my students all have a different native language?**

We recognize the difficulty in teaching a class where there isn’t a common spoken language. It is for this reason that we’ve provided the Conversations in English course contents in this handbook, including suggested vocabulary, conversation, and What Would You Say? activity.

You are free to print out the vocabulary and conversations to hand out to your students for use during class and after class study. Students can be encouraged to use dictionaries and translation tools to customize this learning material for themselves and their own native language needs.

In class, you can spend time helping students with the new vocabulary and covering the grammatical and cultural teaching points that are provided in each vocabulary list.

### **How can students use Transparent Language Online to improve in-class performance?**

First, think about your schedule. Are you on a 2-day a week class schedule of approximately 45 minutes? Each Conversations in English unit has three parts: Vocabulary, Grammar, and Conversation. Vocabulary and Grammar can “front loaded” before class to boost student performance in class. You can use your classroom time to identify students’ specific problems with the vocabulary and grammar. Students can then work independently on the grammar and conversation material in Transparent Language Online to get the extra practice and drills that they need on their own time.

Here is an example of a 4-week curriculum map that combines the course and application activities for classes. You can modify the map for alternate schedules as needed.

## Sample Curriculum Map: Greetings 1, Greetings 2, and Greetings 3

<b>WEEK 1</b>	<b>IN CLASS</b>  Hand out <b>Greetings 1</b> Suggested Vocabulary	<b>HOMEWORK</b>  Student self-study vocabulary	<b>IN CLASS</b>  Introduction to Grammar Topic (present tense verbs + personal pronouns) Suggested Classroom Activity for <b>Greetings 1</b>	<b>HOMEWORK</b>  <b>Greetings 1</b> in Transparent Language Online (Grammar + Conversation lessons)  Unit Project or Presentation
<b>WEEK 2</b>	<b>IN CLASS</b>  Review <b>Greetings 1</b> unit project or presentation  Hand out <b>Greetings 2</b> Suggested Vocabulary	<b>HOMEWORK</b>  Student self-study vocabulary	<b>IN CLASS</b>  Introduction to Grammar Topic (more present tense verbs) Suggested Classroom Activity for <b>Greetings 2</b>	<b>HOMEWORK</b>  <b>Greetings 2</b> in Transparent Language Online (Grammar + Conversation lessons)  Unit Project or Presentation
<b>WEEK 3</b>	<b>IN CLASS</b>  Review <b>Greetings 2</b> unit project or presentation  Hand out <b>Greetings 3</b> Suggested Vocabulary	<b>HOMEWORK</b>  Student self-study vocabulary	<b>IN CLASS</b>  Introduction to Grammar Topic (yes/no questions) Suggested Classroom Activity for <b>Greetings 3</b>	<b>HOMEWORK</b>  <b>Greetings 3</b> in Transparent Language Online (Grammar + Conversation lessons)  Unit Project or Presentation
<b>WEEK 4</b>	<b>Topic Project:</b> Greetings and Introductions			

# Greetings 1

## Conversation: Meeting Someone New

In this conversation, Maria and Aaron meet on the train and get to know each other.

## Objectives

### Grammar Lesson Objectives:

- Use the personal pronouns “I, you, he, she, we, they”.
- Form the present simple tense with familiar verbs.
- Use the preposition “from”.

### Conversation Lesson Objectives:

- Introduce yourself.
- Ask people questions about themselves.
- Talk about where you and others are from.

## Vocabulary to Learn

### Greetings 1, Lesson 1: Vocabulary

Is this seat taken? →

*You may also hear the more formal expression “Is this seat occupied?”*

Please have a seat. →

*This means “Please sit down.”*

Nice to meet you.

on the train

on the bus

at this time of day →

*This refers to an action repeated on a regular basis at a specific time of the day.*

I see you on the train at this time of day.

to be from

She is from Miami.

Are you from around here?

to visit →

*The adverb “often” can also appear before the verb without changing the meaning of the sentence: “I often visit my family.”*

family

often

I visit my family often.

wonderful

## Greetings 1, Lesson 2: Vocabulary

never →

We never visit our family.

sister

You must be very busy. →

to work

What do you do for work?

nurse

I work as a nurse.

teacher

school

kid →

tough →

It's tough work.

to have something in common

We have that in common.

*You can also use the word “to see” to refer to a visit, as in “We never see our family.”*

*Here “must” is not used for obligation. It expresses certainty, as in “You are certainly very busy.”*

*You can also say “child”.*

*describing a physically or emotionally demanding activity*



## Greetings 1, Lesson 2: Conversation

Maria	Hello! Is this seat taken?
Aaron	No, please have a seat.
Maria	I see you on the train often at this time of day, but we've never met. I'm Maria.
Aaron	Hello, Maria. My name is Aaron. It's nice to meet you.
Maria	It's a pleasure to meet you, Aaron. Where are you from?
Aaron	I'm from Chicago, but now I live in Boston. Are you from around here?
Maria	No, I am from Miami. My family still lives there, but I moved here a while ago.
Aaron	Miami is a very nice city. The weather is always beautiful
Maria	Yes, I visit as often as I can. Both for the weather and to see my family.
Aaron	That's wonderful. I never get to see my sister, and she only lives in New York.
Maria	You must be very busy, then. What do you do for work?
Aaron	I work at a high school in the city. I'm a history teacher. It's tough work, but I love the kids.
Maria	History was always my favorite subject! I was always bad at math.
Aaron	Yeah, me too. Do you also work in Boston?
Maria	Yes, I am a nurse at Mass General Hospital. It is also difficult but fun work.
Aaron	Well, we have that in common!

*In this context, "to get to see" has a similar meaning as "to visit".*

*Here, "Mass" is short for "Massachusetts". Massachusetts is a state located in the northeastern part of the United States. Boston is the largest city in Massachusetts."*

## Greetings 1, Lesson 2: What Would You Say?

### Two strangers chat on a train.

Excuse me, is this seat taken?		
	No, it is still there.	
	No, please have a seat.	X
	Yes, please have a seat.	
	No, you can took that seat.	

### A man and a woman meet on a train.

I don't think we've met. Hi, I'm Alice.		
	You are correct, I have never met you.	
	I don't know anyone named Alice.	
	My name is Jeff. Nice to meet you.	X
	My name is also Jennifer!	

### Jeff and Alice continue their conversation on the train.

Do you live around here?		
	No, I'm just visiting from California.	X
	Yes, I am not from around here.	
	Where do you live?	
	Here is not where I live.	

## Greetings 1: Suggested Classroom Activities and Projects

<p>1. Introductions: Have students ask questions to get to know each other. You can provide examples and start the exercise by asking a few students questions like "Where do you work?" and "What is your home country?" Remind them to use the personal pronouns "I", "you", "he", "she", "we", and "they" in their answers.</p>	<p>2. Introducing Others: Ask students to introduce themselves one by one while the class listens. When everyone has spoken, go around again, but this time, students must introduce the person next to them, trying to remember the pertinent information from the previous introduction. Continue until everyone has introduced another person in the class.</p>	<p>3. Traveling Abroad: Ask students to fill out a form stating where they are from and what kind of job they have. Then, have them pick a destination abroad. In pairs, they can then exchange information.</p>
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## Greetings 2

### Conversation Event: Introducing Your Friends

In this conversation, Maria introduces Aaron to her friend Claire at the train station.

### Objectives

#### Grammar Lesson Objectives:

- Continue using personal pronouns “I, you, he, she, we, they”.
- Practice using the present simple tense with “to go” and “to like”.

#### Conversation Lesson Objectives:

- Introduce yourself.
- Ask people questions about themselves.
- Talk about where you and others are from.

### Vocabulary to Learn

#### Greetings 2, Lesson 1: Vocabulary

to live

down the street

We live down the street.

nearby

house

They live in a house.

friend

to make a friend

man

Introduce me to him.

How's it going? →

*This is a less formal way of asking “How are you?”  
You can also ask “What’s going on with you?”*

hospital

mother

to speak highly of someone

He speaks highly of you.

children

## Greetings 2, Lesson 2: Vocabulary

college →

My friend and I go way back. →

best friend

father

after all

to offend

No offense.

to tease

I always tease my friend.

nerd

party

to get a coffee →

Do you want to get a coffee with me?

cold

It's cold outside.

Let's go!

*"College" often refers to undergraduate level education, even if it is at a university. For example, you can say "I go to college at the University of Illinois."*

*This means "to have known someone for a long time".*

*You can also say "to get coffee".*

## Greetings 2, Lesson 2: Conversation

Aaron	This is my stop. Are you getting off, too?
Maria	Yes, I live down the street from here. Hey, I think I see my friend Claire! Let's go say hello.
Aaron	Sure, I'd love to meet her.
Maria	Hi, Claire! How's it going?
Claire	Hey, Maria. I'm well. What's going on with you?
Maria	I made a new friend today. Would you like to meet him?
Claire	Of course! Introduce me to him.
Maria	Claire, this is Aaron. Aaron, Claire. She's been my best friend since college.
Aaron	Nice to meet you. Maria speaks very highly of you.
Claire	She's so sweet. We go way back.
Aaron	So, did you girls go to school together?
Claire	Yeah, we both went to Boston University. I'm going to graduate school there now.
Maria	Claire actually enjoys school. I was the one who went to parties while she read her books.
Aaron	Hey, I like school too. I work in one, after all.
Maria	Oh, no offense. I just like to tease her for being a nerd.
Aaron	It's cold out here. Do you ladies want to go get a coffee?
Maria	I like that idea. I know a good place nearby. Let's go!

***“No offense.” is used to indicate that you do not intend to insult anyone with what you are saying.***

## Greetings 2, Lesson 2: What Would You Say?

Jeff and Alice just met. They are talking on the train. Jeff is from California and Alice is from Boston.		
What brings you to Boston?		
	I am taking a train into Boston.	
	Boston is in New England.	
	I usually take a taxi.	
	My sister lives in the city.	X

Alice and Jeff continue to learn about one another.		
What does your sister do for work?		
	My sister roller skates for fun.	
	I am still a student.	
	He does not work.	
	She's a doctor at the hospital.	X

Alice and Jeff talk about their family members and where they work. Jeff's sister works at a hospital in Boston.		
My brother John works there too!		
	I don't have a brother.	
	I am studying to be a teacher.	
	Oh, maybe they know each other.	X
	My best friend is also named John.	

Alice is getting off the train and says goodbye to Jeff.		
This is my stop. I guess this is goodbye		
	Actually, I'm getting off here too.	X
	It was nice to say goodbye.	
	Yes, this is where you get off.	
	You can ride the train until it comes to its last stop.	

## Greetings 2: Suggested Classroom Activities and Projects

<p>1. Your Likes: Ask students to practice using the simple present tense of “to like” by talking about the things they like and/or would like to do. You can provide a list of example questions and prompts, such as “What do you like to drink?” or “Do you like pizza?” First, have students write the answers to the questions, then have them pair up and take turns asking and answering.</p>	<p>2. Grammar: Have students work with the future tense using the word “will”. Ask them to imagine what they will be like in the future. Students can ask each other questions and answer them based on their future selves. You can also ask students to fill in a grid or form with their information and present it to the class at the end.</p>	<p>3. Pretend: Ask students to choose a fictional character, then write a short essay in the present tense saying what the character likes, does etc. Students can then be divided into small groups, in which each student should introduce one member to the others, as the fictional character.</p>
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## Greetings 3

### Conversation Event: Getting to Know Someone

In this conversation, Maria, Claire, and Aaron discuss their families and where they're from at a cafe.

### Objectives

#### Grammar Lesson Objectives:

- Practice using the simple present tense with new verbs.
- Ask and answer yes/no questions.

#### Conversation Lesson Objectives:

- Introduce yourself.
- Ask people questions about themselves.
- Talk about where you are from.

### Vocabulary to Learn

#### Greetings 3, Lesson 1: Vocabulary

I live just outside Boston.

I grew up in...

suburbs

neighborhood

still →

*adverb referring to time*

parents

He still lives with his parents.

There's nothing wrong with that. →

*This expression is used to say "It is fine." or "It is OK."*

to make money

My father makes all the money.

engineer

to drive

Do you drive to the city?

subway

to take the subway →

*In English, you can use the verb "to take" with transportation.*

every day



### Greetings 3, Lesson 2: Vocabulary

to enjoy

snow →

*noun*

I enjoy the snow.

as long as...

As long as you are happy.

siblings →

*brothers or sisters*

Do you have any siblings?

brothers

to drive someone crazy

My brothers drive me crazy.

beach

on the coast

They live on the coast.

Miami is the place to go. →

*You can use “the place to go” to mean “the best place for doing something”.*

It's hot outside.

plenty of...

to ski

## Greetings 3, Lesson 2: Conversation

Aaron	So, where are you from, Claire?
Claire	I am from just outside Boston. I grew up in the suburbs.
Maria	She still lives with her parents.
Aaron	There's nothing wrong with that.
Aaron	Do you drive to the city every day?
Claire	No, I don't have a car. I take the subway.
Maria	Plus, she gets to enjoy her mother's cooking. She makes the most amazing lasagna.
Aaron	That sounds delicious. Does your mother work?
Claire	No, she stays at home. My father is an engineer, so he makes all the money.
Aaron	As long as she's happy. Do you have any siblings?
Claire	Unfortunately, yes. I have three younger brothers. They drive me crazy.
Claire	But enough about me. Are you from around here, Aaron?
Aaron	I'm from Chicago originally, but I moved here five years ago.
Claire	I love Chicago! I like going to the beach, though.
Claire	I think I will always live on the coast.
Maria	There are no nice beaches around Boston. Miami is the place to go.
Claire	Miami is too hot for me. I'm a New England girl. I like the snow as much as the sun.
Aaron	Well, there's plenty of snow here in Boston. Do you like to ski?
Claire	No, I snowboard. What about you?
Aaron	I've never gone skiing. Maybe you can teach me sometime?
Claire	That sounds like a great idea!

*Here, "just outside" means "a small distance outside".*

*The phrase "enough about me" is used as a transition when the speaker wants to ask the other person a question or change topics.*

## Family and Friends 1, Lesson 2: What Would You Say?

### A boy asks his grandmother questions about her life.

Grandma, what did you used to do for work?		
	A restaurant is a great place to work	
	I always used to work on weekends.	
	I worked at a restaurant in Chicago.	X
	I had a job in Chicago.	

### Timmy asks his grandmother questions about her old work.

Did you like working at a restaurant?		
	I never liked washing dishes.	
	I enjoyed it very much. It was a lot of fun.	X
	All the women in our family like to cook.	
	I worked to have money for school.	

### Timmy asks his grandmother questions about her old work.

What did you like about working at the restaurant?		
	Your grandpa and I are happy that we met.	
	Grandpa come in for pie, and I baked it.	
	Grandpa and I got married and have a big family.	
	One day he came in and asked if I'd join him for a coffee.	X

### Timmy asks his grandma for more information about how his grandparents met.

So you and Grandpa were together after that?		
	No, he lived far away so we didn't see each other very often.	X
	Me and Grandpa are together and happy.	
	Yes, we are together now.	
	No, the restaurant closed.	

### Greeting 3: Suggested Classroom Activities and Projects

<p>1. Presentation: Divide the class into groups of three. Ask each group to prepare a short presentation on their backgrounds, their families, and their ancestors.</p>	<p>2. Reading Comprehension: Provide a text similar to the one in the lesson, in which characters discuss personal things about themselves such as where they live, likes and dislikes, etc. Give the students time to read the text, then prompts them with yes/no questions that test their comprehension. (“Does Lisa live in the suburbs?” “No, she lives in the city.” / “Does John like ice cream?” “Yes, John likes ice cream.” etc.) Have students practice responding to the questions.</p>	<p>3. My Family: Writing Exercise: Describe your family, then ask students to write down basic information about their own families. They can describe the number of family members, their names, their ages, and so on. Afterwards, they can present the information to the class and other students can ask questions in to learn more.</p>
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# Family and Friends 1

## Conversation Event: Talking about Family

In this conversation, new friends Claire and Aaron continue talking about their families and where they're from.

## Objectives

### Grammar Lesson Objectives:

- Learn to form the simple past of regular verbs.

### Conversation Lesson Objectives:

- Tell someone about your family.
- Talk about where your family members live.
- Say what you do for work.

## Vocabulary to Learn

### Family and Friends 1, Lesson 1: Vocabulary

to move →

*to change one's residence*

What brought you to...? →

*This sentence means "Why did you come to...?"*

What brought you to Boston?

to take

job

I took a job at a school.

at a bank

to decide

That makes sense.

last year

to retire

My father retired last year.

uncle

Good for you! →

*This expression is used as encouragement or praise for something someone has done well.*

too many to count

cousin →

*either a male or female*

## Family and Friends 1, Lesson 2: Vocabulary

husband

My sister has a son.

nephew

What's his name?

to show

picture

She showed me a picture.

to have to →

to get going

We have to get going now. →

You'll have to come visit.

to write down

I will write down my phone number for you.

text message

to send →

He sent her a text message.

*You can also use "must" when referring to an obligation.*

*While "to have to" expresses obligation, it can also be used to make a suggestion or indicate that you want something to happen. For example, "You'll have to show me a picture".*

*Notice that the verb "to send" is irregular in the past tense: "sent".*

## Family and Friends 1, Lesson 2: Conversation

Claire	So you're from Chicago, Aaron? What brings you to Boston?
Aaron	I moved for work. A great school offered me a job here when I graduated, so I took it.
Claire	Why did you decide to become a teacher?
Aaron	Well, I loved history so that's what I studied. My father was a teacher, too.
Claire	That makes sense, then. Does he still teach?
Aaron	No, he retired last year. My mother works at a bank, though.
Claire	Good for her. Do they still live in Chicago?
Aaron	Yes, they have always lived there. All of my uncles and aunts live there too.
Claire	Do you have a lot of cousins?
Aaron	Yes, too many to count. My grandparents had a lot of children; my father has five brothers.
Claire	Wow, That's a big family! Do you have any siblings?
Aaron	Yes, I have one sister. She lives in New York with her husband and her son.
Claire	So you're an uncle! What's your nephew's name?
Aaron	His name is Henry. He's a very sweet child.
Claire	You'll have to show me a picture sometime.
Claire	I have to get going now, though. Can I get your phone number?
Aaron	Absolutely. I'll write it down for you.
Claire	Great, I'll send you a text message.
Claire	It was great to meet you!
Aaron	Nice to meet you, too! Take care.

## Greetings 1, Lesson 2: What Would You Say?

### Timmy asks his grandmother about his grandfather. His grandmother and grandfather lived in different cities.

Where did Grandpa live?		
	Your Grandpa is still alive.	
	He lived in Philadelphia. I lived here in Chicago.	X
	Philadelphia is where we live.	
	Grandpa lived with his brother, your father's uncle.	

### Timmy asks his grandmother about his grandfather. His grandmother and grandfather lived in different cities.

When did you and Grandpa get to see each other, then?		
	He visited Chicago often. His mother lived here.	X
	Then we both got glasses to see better.	
	Grandpa could not see without his glasses.	
	Tonight, at 8:00 p.m.	

### Timmy asks his grandmother about her marriage to his grandfather.

So, when did you get married to Grandpa?		
	We got married in Chicago.	
	After two years, I moved to Philadelphia and we got married.	X
	We will be married for 40 years in September.	
	Oh, I always hoped to marry your Grandpa.	



## Family and Friends 1: Suggested Classroom Activities and Projects

<p>1. Interviews: Have students work in pairs and interview each other by asking questions about their families, likes and dislikes. For example, they might ask what brought them to the U.S. or whatever country they now live in. Afterwards, have students tell the class what they learned about the people they interviewed.</p>	<p>2. Family Skits: Provide students with pictures related to family (father, mother, siblings, cousin, etc.) and review the relevant vocabulary. Then provide students with a skit relating to families, so that students can take turns playing the roles of each character/family member.</p>	<p>3. Historical Families: Give students a little time to research the family history of a famous individual (such as Queen Elisabeth, Barack Obama, or Einstein) online. Ask them to take notes, then present the history to the class using the simple past tense. If needed, students can work in pairs and write short essays to read in front of everybody.</p>
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## Family and Friends 2

### Conversation Event: How Was Your Day?

In this conversation, Claire comes home and talks to her mother about her week and the new friend she met.

### Objectives

#### Grammar Lesson Objectives:

- Practice negating the simple present and past tense of familiar verbs.
- Start using possessive pronouns.

#### Conversation Lesson Objective:

- Talk about your family, friends, and job.

### Vocabulary to Learn

#### Family and Friends 2, Lesson 1: Vocabulary

I'm home.

crowded

The bus was not crowded.

You didn't eat, did you?

to run into someone →

*"To run into" is used when you see someone you know unexpectedly. For example, you see a friend while shopping in a store.*

I ran into my friend on the train.

to starve →

*In English "to starve" is often used to exaggerate hunger. In that case, it means "to be very hungry".*

grandmother

recipe

to take credit for something

I can't take all the credit.

to make dinner →

*Notice that the verb "to make" is irregular in the past tense: "made".*

She made dinner.

to get paid →

*referring to salary*

enough

Teachers don't get paid enough.

## Family and Friends 2, Lesson 2: Vocabulary

lasagna →

conversation

to seem

He seems to enjoy cooking.

honest

average

to picture →

I am trying to picture how he looks.

handsome →

That's not the point.

date →

I asked her on a date.

boyfriend

to waste time

You don't waste any time. →

*This is a baked Italian dish consisting of layers of pasta, tomato sauce, vegetables, ricotta cheese, and sometimes meat.*

*an idea or understanding*

*describes a man*

*a romantic social engagement*

*This expression refers to someone who is being direct and not waiting to do something.*

## Family and Friends 2, Lesson 2: Conversation

Claire	Hi, Mom. I'm home.
Laura	Hello Claire. You're home late. Was the train crowded?
Claire	I'm not late Mom, it's only 6:00.
Claire	I ran into Maria and we had coffee with her new friend.
Laura	That's nice. You didn't have dinner, did you?
Claire	No, we didn't eat anything and I'm starving.
Claire	Are you making lasagna tonight?
Laura	Your father is making pizza. We can't have lasagna every night, Claire.
Claire	Well, if you didn't make it taste so good, I wouldn't want it all the time!
Laura	I can't take all the credit. It's your grandmother's recipe.
Claire	Her lasagna is not as good as yours.
Laura	Thank you, my dear.
Claire	You would like Maria's friend. He's a really nice guy.
Laura	Oh, it was a boy? Does he work at the hospital with Maria?
Claire	No, he doesn't. He's a history teacher. We had a very nice conversation.
Laura	Teaching isn't easy and teachers don't get paid enough.
Claire	I agree, but he seems to enjoy it. He was kind and he had honest eyes.
Laura	How tall is he?
Claire	I don't know, Mom. Average height, I think.
Laura	I'm just trying to picture him. Tell me more about him.
Claire	His name is Aaron. He's handsome, but that's not the point.
Claire	I think I'm going to ask him on a date.
Laura	Well, you don't waste any time, do you?

*Use "I'm home" when arriving, to let others know you have returned.*

## Family and Friends 2, Lesson 2: What Would You Say?

### Timmy has more questions for his grandma about her past.

How long did you wait after you got married to have kids?		
	40 years is a long time, but it is always fun!	
	I cannot wait to get married and have children!	
	After a while, I wanted children.	
	We waited a year, then we had your Uncle Bob.	X

### Timmy is confused about his aunt and uncle's ages. He asks his grandma to explain.

I didn't know Uncle Bob was the oldest. I thought Aunt Sue was.		
	No, Bob is three years older than Sue.	X
	Uncle Bob is old.	
	Grandpa is old, Aunt Sue is older, Bob is oldest.	
	Yes, Bob's your uncle!	

### Timmy tells Grandma how much he misses his Aunt Sue.

I miss Aunt Sue. She never visits anymore.		
	No, Sue missed her train.	
	I miss her too. I haven't seen her in months.	X
	Aunt Sue is a visitor, not a stranger.	
	Aunt Sue is very tall, you cannot miss her.	

### Timmy asks about Grandma's travel plans to see her daughter, Sue.

Aren't you going to visit her next week?		
	Yes, I'll make sure to tell her how much you miss her.	X
	I visit Sue on the weekend.	
	No, I will visit Aunt Sue next week.	
	You should miss her on the weekend.	

### Timmy asks about Grandma's travel plans.

Are you going to see my cousins, too?		
	I don't think so. They both moved out to go to college.	X
	I am going to see my daughter.	
	Your cousins are my grandchildren.	
	Yes, I can't see how that will happen.	

### Timmy asks Grandma about his cousin.

Didn't Jenny already graduate?		
	No, she should stay in school.	
	Jenny is older than you, but you should stay in school.	
	Yes, you're right. She finished school last year.	X
	Yes, Jenny is still a student.	

### Timmy asks his grandmother about her travel plans.

Are you going to go to the beach when you visit?		
	Yes, I am planning to beach on my visit.	
	No, I don't like swimming as much as you do.	X
	No, the beach is my favorite place.	
	I can't go to visit when I am on the beach, but I will try.	

### Timmy has a request for his grandmother.

Don't be gone too long!		
	Don't worry, I won't. I'm only visiting for a week.	X
	I promise to only be gone as long as I am visiting.	
	I don't be gone too long.	
	I can't leave unless I take the train.	

## Family and Friends 1: Suggested Classroom Activities and Projects

1. Negatives: Practice expressing negation using the words 'not' and 'no'. Have each student make two sentences with a negation.	2. My Family: Ask students to write a conversation between them and a member of their family (this can be an interview or a made up exchange) based on the What Would You Say? conversation.	3. Reverse Story: For this reading-writing exercise, assign each student a very short story such as a fable to read. Ask them to reverse every positive verb by making it negative, and every negative verb by making it positive.
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# At Home 1

## Conversation Event: Helping Around the Apartment

In this conversation, Claire helps her best friend, Maria, clean up her apartment for a party.

### Objectives

#### Grammar Lesson Objectives:

- Use the present continuous forms of familiar verbs.
- Practice the prepositions “in” and “to”.
- Continue using possessive pronouns.

#### Conversation Lesson Objective:

- Talk about rooms, objects, and actions related to the house and home.

### Vocabulary to Learn

#### At Home 1, Lesson 1: Vocabulary

filthy

to invite someone over

I’m inviting some friends over.

to clean up →

apartment

She cleaned up the apartment.

I’m not touching... →

living room

Please take care of the living room. →

to fall apart

couch

Your couch is falling apart.

table

to judge

Why are you judging me? →

to be allowed

*You can also say “to clean”.*

*This expression means you are refusing to do something.*

*Here, “to take care of” refers to addressing an issue. In this case, cleaning the living room.*

*passive voice*



## At Home 1, Lesson 2: Vocabulary

to annoy

to throw →

closet

I am going to throw this in the closet.

this thing

guest bedroom

sheets

dresser

The sheets are in the dresser.

mess

By the way...

ready

snack

cash

any minute now →

He is expecting his friend any minute now.

*to put in a place quickly*

*“Any minute now” means “very soon”.*

## At Home 1, Lesson 2: Conversation

Claire	Maria, your apartment is filthy. Your guests are coming in two hours!
Maria	Well, that's why I invited you over.
Maria	You are going to help me clean up.
Claire	Fine, but I am not touching the kitchen. That room is a disaster.
Maria	OK, deal. Just take care of the living room and the dining room for me.
Claire	You should really buy a new couch. This one is falling apart.
Maria	It's a very comfortable couch. Are you here to help me clean or judge me?
Claire	If I'm working for free, I am allowed to annoy you.
Claire	Where is the remote for the TV?
Maria	You're looking in the wrong place. Clean the table and you'll find it.
Claire	I'm just going to throw all this stuff in the closet.
Claire	The kitchen looks much better already.
Maria	It wasn't that bad, just some dirty dishes.
Maria	Are you staying in the guest bedroom tonight?
Claire	I'm planning on it. Is it a mess in there too?
Maria	It's not too messy. The bed needs new sheets. They're in the dresser.
Claire	Found them. By the way, you're cleaning the bathroom. I'm not going in there.
Maria	You are being dramatic. I just need to clean the bathtub.
Claire	OK, while you're doing that, I'm going to the store to buy snacks.
Maria	Great, here is some cash.
Maria	Don't take too long, I'm expecting the first guests any minute now.

*When you say "deal" it means you are agreeing to a suggested arrangement.*

*Use "by the way" to introduce a new topic in the conversation.*

## At Home 1, Lesson 2: What Would You Say?

**Jenny is cleaning up around the house. She asks her husband Evan to help clean, but he wants to rest.**

Evan! Are you going to sit on the couch all day or help me clean?		
	The couch is clean.	
	I will help you sit on the couch.	
	I can't help, I'm watching TV right now.	X
	You are cleaning the kitchen and the couch is in the living room.	

**Evan is ready to help his wife Jenny clean the kitchen.**

OK, I'm ready to help. What are you doing right now?		
	I am cleaning in the kitchen. Come help me.	X
	Right now is a good time to clean.	
	Right now is good time to ready.	
	I am doing the kitchen right now, and when it is ready it can go in the dining room.	

**Evan can't find what he's looking for.**

Honey, I can't find the broom. Do you know where it is?		
	The broom is in the TV.	
	Yes, I am sweeping the floor with it.	X
	I would not put the broom where you can find it.	
	Yes, I am looking for it.	

**Jenny is cleaning the kitchen and the dining room table breaks.**

Evan, this table is falling apart.		
	I know, the table is not in the apartment.	
	The table is dirty, and needs to be cleaned.	
	Yes, we need to move the table to the living room.	
	I'm planning on fixing it this afternoon.	X

**Jenny invited her friends over to the house. Evan wants to know when they will arrive.**

What time are your friends coming?		
	I did not make plans for the morning.	
	At 3:00, everybody is coming to the closet.	
	Your friends are already here.	
	They are coming over at 8:30.	X

**Evan is getting hungry. He asks his wife about dinner.**

What time are we eating dinner?		
	In an hour. I'm making dinner now.	X
	We are eating dinner tonight on the table.	
	We ate dinner later.	
	We will eat dinner, but not now.	

**Evan wants to know what Jenny is making for dinner.**

I'm starving! What are you making for dinner?		
	We are making the bed.	
	The dinner is making me hungry.	
	We are having pizza, your favorite.	X
	We are making the dinner in the kitchen.	

**At dinner time, Jenny cannot find Evan.**

Evan, dinner's ready. Where are you?		
	I'm taking a shower in the bedroom.	
	I'm cleaning in the bathroom! The bathtub and toilet are both clean now.	X
	I am not where you think I am.	
	I was downstairs.	

## At Home 1: Suggested Classroom Activities and Projects

<p>1. Locations: Have handouts of a picture of bedroom, living room, and kitchen. Ask students to describe the which objects are in each room. For example, they might say “The sofa is in the living room.” or “The cup is on the table.” and so on.</p>	<p>2. What Are You Doing: Provide students with pictures of people in action performing daily activities. Students should then take turns stating what is happening in each picture, using the present continuous tense. They can then take turns asking each other yes/no questions, still using the present continuous tense. (“Am I walking now?” “No, you are sitting.” / “Is Lisa teaching Spanish now?” “No, she is teaching English.”)</p>	<p>3. House Furnishing Competition: Give each student a blank apartment/ house map. Assign them a budget and invite them to make some Internet search for furniture. They should list the furniture they would like for their house or apartment, keeping in mind their budget. Afterwards, students will present their plans to the others. The most liked and best budget compliant plans win.</p>
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# At Home 2

## Conversation Event: The Guests Are Coming!

In this conversation, Maria and Claire go through their to-do list before the party begins and check off the chores they finished.

### Objectives

#### Grammar Lesson Objectives:

- Practice using the present continuous form of new and familiar verbs.
- Continue using the simple past tense of irregular verbs.

#### Conversation Lesson Objective:

- Talk about rooms, objects, and actions related to the house and home.

### Vocabulary to Learn

#### At Home 2, Lesson 1: Vocabulary

I need to make sure that... →

everything

to be ready

to change sheets

How does the kitchen look? →

tidy

to clean off

She cleaned off the table.

to sweep

I swept the floor yesterday. →

to put something away →

Stop being silly.

instead

ugly

gross

*You can also say “to confirm”.*

*“How does it look?” asks for an opinion rather than a description. For example, you could answer “It looks good.” or “It doesn’t look great.”*

*Notice that the verb “to sweep” is irregular in the past tense: “swept”.*

*“To put something out” is the opposite of “to put something away”.*

## At Home 2, Lesson 2: Vocabulary

to put something out →

Put the snacks out on the table.

Whose...?

Whose book is that?

punctual

Whoever they are, they are very punctual.

to panic

trouble

Did you have trouble....? →

wrong

I found... →

eventually

I found the address eventually.

Make yourself at home. →

I have no comment.

*"To put something out" is the opposite of "to put something away".*

*This phrase should be followed with a verb in the gerund form, like "Did you have trouble finding our house?"*

*Notice that the verb "to find" is irregular in the past tense: "found".*

*Hosts use this expression to make guests feel comfortable. It is an invitation to be less formal.*

## At Home 2, Lesson 2: Conversation

Maria	OK, let's make sure we're ready for the party. How does the living room look?
Claire	I cleaned off the table, swept the floor, and put all of your things away in the closet.
Claire	Your couch is still ugly, though.
Maria	You are sleeping on that couch if you don't stop being silly.
Maria	What about the bedroom?
Claire	I changed the sheets and made it look tidy.
Claire	What were you doing while I was at the store?
Maria	I washed the bathtub and cleaned the toilet. You were right, the bathroom was gross.
Maria	Do you have the snacks?
Claire	Well, I went to the store but they didn't have the right chips. I got these instead.
Maria	That's fine. Put them out on the table for me and we should be ready.
Claire	I think your first guests are arriving. Whose car is that?
Maria	I'm not sure. I invited a lot of people. They're very punctual, whoever they are.
Claire	Is that Aaron? You invited him? Why didn't you tell me?
Maria	I like seeing your face when you're panicking.
Aaron	Hello, ladies. Am I the first one here?
Maria	Hi, Aaron. Yes, you are! Nobody ever arrives to parties on time.
Maria	Did you have trouble finding my address?
Aaron	A little bit. I went down the wrong street, but I found it eventually.
Maria	Come inside and make yourself at home.
Aaron	Thanks. Wow, your couch is so comfortable!
Maria	I'm glad you think so. Claire was just saying how much she loves it. Right, Claire?
Claire	I have no comment.

*Public figures sometimes say “no comment” to journalists in order to express that they do not wish to answer questions.*



## At Home 2, Lesson 2: What Would You Say?

### Jenny's friends arrive at her house. Jenny asks her husband Evan to let her friends in.

Evan, the girls are arriving! Can you greet them at the door?		
	Sure, I'll be right there.	X
	Yes, I will use the remote.	
	Of course. I will use the door in the basement.	
	I will be happy to door them.	

### Evan greets Jenny's friends.

Hey ladies, come on in. Did you have trouble finding our house?		
	Yes, your house is not there anymore.	
	We got a little lost, but it wasn't too hard to find.	X
	Yes, we were looking for an apartment.	
	No, we find the house using our GPS.	

### Jenny starts a conversation with her friends.

It's been a while! How are you guys doing?		
	We are women.	
	We're good. Can't complain.	X
	We aren't doing anything.	
	We are sorry that we haven't seen you in a while.	

### Jenny's friend compliments her new place.

I love your new house! Are you planning on putting any work into it?		
	Yes, actually. We are painting the living room this weekend.	X
	We can't fix the house while we are at work.	
	Yes, the bathroom needs to go in the kitchen.	
	Thank you, it is a nice place.	

### Jenny and her friends chat about her new house.

Is anyone living in the extra bedroom?		
	The extra bedroom needs curtains.	
	No one living is in the extra bedroom.	
	Evan is in the extra living room.	
	No, it's just a guest bedroom for now.	X

### One of Jenny's friends is curious about Jenny and Evan's new house.

You moved out of your apartment into a big house. Is there something you're not telling us?		
	We are going to need more storage space.	
	Evan can't keep a secret.	
	Yes, that's why I invited you over. I'm keeping a secret.	X
	Yes, I told you what I do not know.	

### Jenny tells her friends the big news.

We're going to have a baby!		
	That's great news! Let's celebrate!	X
	Wonderful! Let's take a shower!	
	Congratulations on the big baby!	
	Let's watch TV!	

## At Home 2: Suggested Classroom Activities and Projects

<p>1. Invent a Holiday: Have a class create its own special holiday by brainstorming their favorite symbols, dress, color, foods, and traditions. Ask students to decide what they would like to call their invented holiday and what traditions they will observe.</p>	<p>2. What's Happening Now: Ask students look around room and describe what's happening right now, using the present continuous tense. Then, ask them to describe what happened yesterday using the past tense and what usually happens using present tense.</p> <p>Example: I am reading a book. I read a book yesterday. I (don't) read a book every day.</p>	<p>3. Buy Mine: Show students a couple of YouTube videos about cleaning products, then ask them to describe the actions performed in the videos using the present continuous tense. Then divide the class into small groups and ask them to produce their own "cleaning product" video ad. Project each group's video and then ask the rest of the class to describe what happened using the past continuous tense. Have the class as a whole decides which video was the most effective.</p>
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# Going Downtown 1

## Conversation Event: Can I have the Car?

In this conversation, Laura asks her son Cameron to help out with running some errands in exchange for borrowing the family car.

## Objectives

### Grammar Lesson Objectives:

- Start using “wh-” question words.
- Continue to work with the present progressive tense.
- Continue using possessive pronouns “their”, “his”, “her”, and “our”.

### Conversation Lesson Objectives:

- Talk about some things you see in the city.
- Make plans with friends.
- Find your way around town.

## Vocabulary to Learn

### Going Downtown 1, Lesson 1: Vocabulary

to borrow

truck

Can I borrow your truck?

to go shopping

mall

We are going shopping at the mall.

movie theater →

to pick someone up →

usually

He usually picks me up.

errand

brand

whichever

ingredient

favorite

dog food

*You may also hear “movies” or “cinema”.*

*This expression literally means to go somewhere to collect someone, usually in a car.*

## Going Downtown 1, Lesson 2: Vocabulary

mechanic →

*referring to the profession`*

to fill up →

*putting gasoline in a vehicle*

car

You need to fill the car up.

Who drove the car last?

He drove the truck. →

*Notice that the verb “to drive” is irregular in the past tense: “drove”.*

to complain

Quit complaining.

gas station

street

cheap

purse

to grab

Drive safe! →

*We normally say this before someone gets in a car to go somewhere.*

## Going Downtown 1, Lesson 2: Conversation

Cameron	Hey Mom? Can I borrow the truck for the day?
Laura	Why do you need it?
Cameron	I'm meeting Emily at the park this afternoon.
Cameron	We're going to go shopping at the mall and maybe to the movies.
Laura	What is wrong with Emily's car? She usually picks you up.
Cameron	Her dad is using it today. His car is at the mechanic's.
Laura	Well, OK, but I need your help with some errands.
Laura	While you're out, can you go to the grocery store and get some dog food for Buster?
Cameron	Yeah, I can do that. Which brand should I get?
Laura	Whichever has chicken as the main ingredient. That's his favorite.
Laura	Oh! You also need to fill the truck up with gas. It's almost empty.
Cameron	Who drove it last? They should have to fill it up.
Laura	I did. Quit complaining, I'll give you some money for it.
Laura	Make sure you go to the gas station on Broadway. It has the cheapest gas.
Cameron	OK, where are the keys?
Laura	The keys are in my purse in the closet. Grab \$50 for the gas.
Cameron	OK, thanks Mom. I'm leaving now. See you tonight.
Laura	Don't be home too late! Drive safe!

*Here "mechanic's" refers to a car repair shop.*

## Going Downtown 1, Lesson 2: What Would You Say?

### Jess needs to borrow a car for the day.

Hey Dad, I'm going to run some errands. Which car can I borrow?		
	The keys are on the table.	
	You can use my truck. I don't need it today.	X
	Do you need to borrow the car?	
	You can borrow the bike.	

### Jess' dad wants to know why she needs to borrow his car.

Where are you going today, Jess?		
	I'm meeting some friends at the library to study.	X
	I am going to borrow the car.	
	I am going to park in a parking lot.	
	Julie is going to pick me up.	

### Dad is curious about his daughter's friends.

Who are you studying with? Are they friends that I know?		
	I don't know, you know?	
	Yes, I'm meeting up with Sarah and Julie.	X
	Yes, but I never studied with Sammie or Julie.	
	Yes, I have the best friends to study with.	

### Dad can't remember his daughter's friend.

Which one is Julie? I don't remember meeting her.		
	You have not studied with Julie.	
	Julie has a better memory. You have met her.	
	Julie is not my friend, but I do know her.	
	You know Julie. Her dad owns the gas station.	X

Dad remembers Julie now.		
Is she the one whose mouth never stops moving?		
	Yes, Julie has a mouth.	
	Yes, Julie is moving downtown next month.	
	Oh, yes! Julie stopped by the house last month.	
	Yeah, she's very talkative.	X

Dad wants to know more about his daughter's plans for the day.		
What time are you coming home?		
	I will be home in time to return the truck.	
	Don't worry, we will eat dinner later.	
	I'm not sure. Whenever we finish studying.	X
	Later, I will plan to come back home.	

Dad needs a favor from Jess while she's out.		
When you're driving home, can you stop at the grocery store?		
	Sure, what do you need me to pick up?	X
	Yes, the truck will stop at the store.	
	That is why they call it a pick-up truck.	
	Yes, the store is across town from the library.	

Dad asks his daughter Jess to pick some things up for the house.		
I'm making dinner and need a few things. I'll write you a list.		
	Julie eats dinner later at her house.	
	That's OK, I will write you a list.	
	OK, no problem, Dad.	X
	Thanks! I will drive to the restaurant with Julie.	

Jess heads out for the day.		
OK, I'm leaving! See you later, Dad.		
	Have a nice walk!	
	By tomorrow, I'll see you later today!	
	Oh, are you going to see a movie?	
	Bye, Jess. Have fun studying.	X



## Going Downtown 1: Suggested Classroom Activities and Projects

1. Food Chain: Ask the students to choose one food chain from a food web to draw an energy pyramid. An energy pyramid shows how energy flows through the food chain.	2. Where are you going: Show students a video of people going places and doing things. The video can be stopped or played back a few times for comprehension, if needed. Then ask your students a series of WH- questions about the people on the video. (For example, “Where was the first lady going?”, “What was she carrying?”, “What time of day do you think that was?”, etc.)	3. A World of Questions: Divide the class into small groups and assign each group a game board that shows the shape of a country, surrounded by questions about that location. Have students answer the questions and talk about the habits and traditions in that country. (For example, “What is the national meal?” “What people do during the weekends?” “What are the main holidays?” etc.)
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## Going Downtown 2

### Conversation Event: What Are We Doing Tonight?

In this conversation, Cameron and his girlfriend Emily are walking around the park and talking about their plans.

### Objectives

#### Grammar Lesson Objective:

- Practice using conjunctions “and”, “while”, and “or” to link clauses.

#### Conversation Lesson Objective:

- Talk about some things you see in the city, making plans, and finding your way around.

### Vocabulary to Learn

#### Going Downtown 2, Lesson 1: Vocabulary

to go out

Do you want to go out?

If you feel like it.

to stay in →

*referring to your house*

She asked me to...

errand

She asked me to run errands. →

*You may also hear “to do errands”.*

grocery store

I hope you don’t mind. →

*This expression literally means “I hope it is OK with you”.*

Of course not!

to stop by

library

to close

The library closes soon.

to return books

across the street from...

## Going Downtown 2, Lesson 2: Vocabulary

to park

fire truck

parking lot

police officer →

*man*

to block

on time

shortcut

We are going to be late.

I know a shortcut.

I'll call the theater while you drive.

Great idea!

Let me know...

afterwards

It's only fair.

## Going Downtown 2, Lesson 2: Conversation

Emily	What a beautiful day!
Emily	Do you want to go out tonight or stay in and watch TV?
Cameron	Which do you want to do?
Cameron	I have the car, so we can go to the mall or the movie theater if you feel like it.
Emily	Can we do both?
Cameron	I don't think we'll have time to do both, because my mom asked me to do some errands while we're out.
Emily	What did she ask you to do?
Cameron	I need to go to the grocery store and the gas station.
Cameron	I hope you don't mind.
Emily	Of course not. If we go to the movies, do we have time to stop by the library?
Emily	I have to return some books.
Cameron	There is a movie that starts at 3:00. When does the library close?
Emily	The library closes soon, but it's across the street from the movie theater.
Cameron	That means we can park at the movie theater and just walk there.
Emily	Perfect! Oh no, are those police officers blocking the road?
Emily	Was there an accident?
Cameron	It looks like it. There are a lot of police cars and fire trucks.
Emily	I hope everyone is OK. Let's get going now or we are going to be late.
Cameron	I hope so too. I know a shortcut through the parking lot, so we should be on time.
Emily	Just to be sure, I'll buy the tickets on my phone while you drive.
Cameron	Great idea. Let me know how much they are and I'll give you cash.
Emily	I'm paying this time. You are buying me dinner afterwards, so it's only fair.

## Going Downtown 2, Lesson 2: What Would You Say?

### Roxanne asks her friend Emily how she wants to spend the day.

Do you want to go the mall or to the movies?		
	I do not need to go today, but maybe tomorrow.	
	Let's go to the movies.	X
	We can get popcorn at the mall.	
	It's a nice day, so let's walk!	

### Roxanne does not remember where the movie theater is.

I forget how to get there from here. Can you look up directions on your phone while I drive?		
	If we drive down this street, we may not get lost.	
	My phone is dead. Let me borrow yours.	X
	I will call the police for help.	
	I love GPS!	

### Emily is looking up directions to the movies for Roxanne.

Did you find it?		
	Yes, it's not far but there's traffic.	X
	Not yet, but I have heard a lot about the movie.	
	The movie theater is not lost, we are!	
	Yes. We can drive there.	

### The girls need to decide on what film they are seeing.

Which movie do you want to see?		
	I can't see it from here. Let's go around the corner.	
	I want the popcorn!	
	I do not want to wait to watch it on TV.	
	I can't decide between the comedy or the action movie.	X

**Roxanne has a plan to save some time while she's in line for the movies.**

Can you buy the tickets while I get some popcorn?		
	That way we will save money!	
	The police will give me a ticket.	
	I will save some time.	
	Sure, that sounds fair.	X

**The girls exit the movies, but still have plenty of time to hang out.**

What a great film! What do you want to do now?		
	I don't plan to see the movie now.	
	If we leave now, we could see another movie tomorrow.	
	It's a beautiful day. Let's go to the park and take a walk.	X
	We should go, but only for an hour.	

**Roxanne has a better idea of how they can enjoy the beautiful weather.**

Do you want to grab our bicycles and go for a bike ride instead?		
	It really is a great day to grab!	
	My father won't let me bicycle at the mall.	
	Sure. I know a nice path.	X
	Sure! I'll call a taxi!	

**Roxanne tells Emily to be careful when biking in traffic.**

Whoa, slow down! You need to look both ways when you cross the road.		
	OK. When we get to the road, I will go down the street to the avenue.	
	There are no cars coming, it's safe. Let's go.	X
	My mother taught me to look down when I slow up.	
	We will be safer if we ride to the Police Station.	

### Emily needs to take a break from the bike ride.

Can we stop and take a break soon? My legs are getting tired.		
	There's a playground on the path in another mile. We can stop there.	X
	You could break a leg if you don't stop!	
	It is not too far if we stop here.	
	Yes! I need a ride, too!	

### Emily thanks Roxanne for inviting her out of the house on such a lovely day.

I am glad you called and invited me to hang out, it was a great day.		
	Yes, my phone is still dead.	
	Your house is always so pretty.	
	I spent all day with you, too!	
	I'm glad you came! Let's do it again sometime.	X

## Going Downtown 2: Suggested Classroom Activities and Projects

1. Activity Pictures: Show pictures of three places that you can go to have fun, such as a movie theater, an amusement park, and a zoo. Have students tell the class where they would choose to go and why they picked that activity, along with what they would enjoy doing there.	2. What Do You See: Have students watch a short video. Afterwards, have them complete Fill in the Blank worksheets with the dialogues from the video. When everyone is finished, have a class discussion about the results and any other things students observed in the video.	3. Travel Itinerary Writing Exercise: Tell students to make a plan for someone who is coming to visit town for a day. Ask them to use city-related vocabulary and mention at several points of interest. Students will then read their papers to the class.
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# Food and Groceries 1

## Conversation Event: At the Grocery Store

In this conversation, Claire helps her mom Laura buy groceries at the store.

### Objectives

#### Grammar Lesson Objectives:

- Learn about descriptive adjective placement.
- Begin using demonstrative adjectives “this” and “that”.

#### Conversation Lesson Objectives:

- Talk about finding the necessary food items on your grocery list.
- Follow directions in the kitchen.

### Vocabulary to Learn

#### Food and Groceries 1, Lesson 1: Vocabulary

No problem.

to pick something up →

toiletries

What do you need?

produce aisle →

fresh →

ripe

Was there anything else? →

to go bad →

dairy

deli

bag lunch

deli counter

roasted turkey

to slice

thin-sliced →

to wait

The line is long.

*“To pick something up” can be used literally, as in to grab something off of the ground, but it can also be used figuratively as in to buy something from the store.*

*describing fruit and vegetables*

*describing fruit and vegetables*

*You can also ask this in the present: “Is there anything else?”*

*referring to food*

*adjective, describing meat*



## Food and Groceries 1, Lesson 2: Vocabulary

to pick out

healthy

baked

name brand →

double

a good deal →

label

to wonder

broke →

on sale →

to save money

It's always about saving money with you.

coupons

insatiable

register →

*"Name brand" refers to a product made by a widely known and highly regarded company. Stores also offer their own less expensive versions of products, known as the "store brand".*

*This expression literally means to pay a low price for something, as opposed to "to get a bad deal".*

*It is an informal expression meaning "has no money".*

*It means that the price is reduced.*

*You may also hear "cash register".*

## Food and Groceries 1, Lesson 2: Conversation

Laura	Thanks for coming with me to the grocery store.
Claire	No problem. I need to pick up some toiletries anyway.
Claire	What do you need me to get?
Laura	Let's start in the produce aisle. We need fresh fruit and vegetables.
Laura	Make sure the bananas are ripe.
Claire	OK, I grabbed bananas, apples, red onions, and green peppers. Was there anything else?
Laura	Those onions look like they're going bad. Go get some different ones, please.
Laura	We need romaine lettuce, also.
Claire	This grocery store doesn't have the freshest produce. Here, these onions look better.
Laura	Yes, those will be fine. I need to go to the dairy aisle.
Laura	Can you go to the deli? The boys need sandwich meats for their bag lunches.
Claire	Alright, what do you need from the deli? The roasted turkey looks delicious...
Laura	They like ham and chicken breast. Make sure they are thin-sliced.
Claire	It looks like the line is long at the deli counter. Why don't I get the dairy while you wait?
Laura	That's fine. Get milk and ricotta cheese.
Laura	You can pick out some healthy snacks too. I'll be waiting here.
Claire	OK, got the dairy and the snacks. Anything else?
Laura	Claire, don't get the name brand milk. It's the exact same product as the store brand but almost double the price.
Laura	Didn't I ever teach you how to get a good deal?
Claire	I just chose the one with the prettiest label. Look how friendly these cows look!

## Food and Groceries 1, Lesson 2: Conversation

Laura	And you always wonder why you're so broke. I also have these coupons for the store brand milk, so we'll save even more!
Claire	It's always about saving money with you.
Claire	What are we having for dinner tonight, anyway?
Laura	I'm making baked fish and brown rice. Maybe tuna if it's on sale.
Claire	It's not on sale, Mom. Why don't we make lasagna instead?
Laura	You are insatiable. Fine, we can have lasagna, but you're going to help me make it. Go grab some pasta.
Claire	Woohoo! Deal! I'll meet you at the register.

## Food and Groceries 1, Lesson 2: What Would You Say?

### Roxanne asks her friend Emily how she wants to spend the day.

This is my favorite grocery store. They always have fresh produce.		
	I always say, "If the fish isn't fresh, don't buy it!"	
	Good, I need to pick up some vegetables for dinner.	X
	Great! I need some frozen peas for dinner tonight.	
	I know! I love the smell of fresh baked bread.	

### Jess and Julie are at the grocery store. Jess is impressed by the size of the fruit.

Look how big these apples are! I'm getting one.		
	Grab me one too!	X
	How do you like them apples?	
	They aren't only big they are also huge!	
	I could eat a big piece of apple pie!	

### Jess and Julie are at the grocery store. Jess needs help finding some things on her list.

There's a lot of things on this list. Will you help me find a few things?		
	It's a good thing we're at the grocery store!	
	Let me check my phone for directions.	
	Sure! Do you want paper, or plastic?	
	Sure, just tell me what you need.	X

### Jess and Julie are at the grocery store. Jess needs Julie's help finding certain things.

Which aisle are the bagels in?		
	They're in that one, by the bakery.	X
	I'll help you.	
	Bagels come in all flavors, so look everywhere.	
	You will find it on your list.	

**Jess and Julie are at the bakery in the grocery store. Jess can't resist the smell of fresh-baked cookies.**

Mmm, those cookies smell delicious. I wish they weren't so unhealthy!		
	They smell unhealthy because they were baked yesterday.	
	Don't worry, you can have them with milk.	
	Just one won't hurt. I'll buy one for you.	X
	You can afford them if you have a coupon.	

**Jess and Julie are at the grocery store. Julie wants to know what else they need to buy.**

Is there anything left on the list?		
	Yes, I need red beans and rice.	X
	Yes! I want everything!	
	Yes. The more I buy, the more I save.	
	Yes. Anything else is too expensive.	

**Jess and Julie are at the grocery store. Jess is annoyed that all the registers are full, but Julie sees something different.**

All the registers have such long lines!		
	We can go down the dairy aisle. Nobody is there.	
	That one is full, let's go there.	
	That one is empty. Let's head there.	X
	Look! That's the door to the parking lot!	

**Jess is checking out at the grocery store. The cashier asks how she's going to pay.**

That's \$47.50. How are you paying today?		
	I'm fine, how are you?	
	No, that will be all, thank you.	
	I will pay for everything on sale.	
	I'll pay with cash.	X

**Jess and Julie have left the grocery store. Jess needs help eating the cookie Julie bought.**

Julie, this cookie is huge! I can't eat it by myself.		
	You bought some milk to go with it, remember?	
	Good, I want some too. Let's share it.	X
	Oatmeal cookies are sometimes bigger than cake.	
	I told you to buy some cheese!	

**Food and Groceries 1: Suggested Classroom Activities and Projects**

<p>1. Grocery Lists: Have students create their own grocery list consisting of at least five items. Also, have each student make two sentences using the words 'this' and 'that'.</p>	<p>2. Eating Well: Show students a set of pictures relating to the food vocabulary in this chapter. After going over the vocabulary, show students the MyPlate food guide picture from <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a> . Also provide a leveled text related to the food guide, such as <a href="http://www.choosemyplate.gov/MyPlate">http://www.choosemyplate.gov/MyPlate</a> , as an example of the guidelines for healthy eating. After that, students should make a list of items that fall in each section of the "MyPlate" picture and have a class discussion on what items are considered "healthy" and "unhealthy". Ask students to bring a favorite recipe to share next class.</p>	<p>3. A Nice Dinner: Have student work in pairs or small groups to search a recipe website and pick out a couple recipes for a nice dinner. Then ask them to prepare a short dialogue based on buying the food they need for those recipes at the supermarket. The dialogue can be written and/or enacted in front of class.</p>
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## Food and Groceries 2

### Conversation Event: Making Lasagna

In this conversation, Laura teaches her daughter Claire to make her favorite dish, lasagna.

### Objectives

#### Grammar Lesson Objective:

- Learn about using the imperative mood to form commands, requests, or instructions.

#### Conversation Lesson Objectives:

- Talk about finding the necessary food items on your grocery list.
- Follow directions in the kitchen.

### Vocabulary to Learn

#### Food and Groceries 2, Lesson 1: Vocabulary

downstairs

to be sick of something

I'm sick of studying. →

*You can also say "I'm tired of studying."  
You can also say "to chop".*

to chop up

Let's chop up the vegetables.

ground beef

to pass →

*It means to give something to someone.*

olive oil

sesame

to mix in something

garlic

to boil

Boil the water.

to add

Go ahead.

It smells good!

## Food and Groceries 2, Lesson 2: Vocabulary

to stir

Keep stirring the pasta. →

onion

completely

pretty much

to pour →

baking dish

layer

bottom

Be sure to...

to spread evenly

Once you're done...

oven

I can't wait! →

*"Keep" is often used with the imperative mood to say "don't stop doing something".*

*referring to liquids*

*Use this expression when you are excited or eager for something to happen.*



## Food and Groceries 2, Lesson 2: Conversation

Laura	Claire, come on downstairs! Let's start making dinner.
Claire	Great, I'm sick of studying. Just tell me what you need me to do.
Laura	Well first, we need to chop up the vegetables. Why don't you start with that?
Claire	I hate chopping vegetables. I'll just start cooking the ground beef. Pass me the sesame oil.
Laura	Here, use olive oil instead. When it's nice and brown, mix in the garlic and spices.
Claire	We need to boil water for the pasta too, right?
Laura	Yes, let's start boiling the water now. Add some salt to the water before you boil it.
Claire	The beef is almost ready. Go ahead and add the vegetables when you're done chopping.
Laura	Great. Keep stirring until everything is cooked all the way through.
Laura	Oh! The water is boiling, let's cook the pasta now, too.
Claire	It looks like everything is pretty much ready. Shouldn't we prepare the baking dish?
Laura	Sure, let's do that. First, put a layer of sauce on the bottom of the dish.
Claire	Done. OK, I'll add the pasta now.
Laura	Don't just pour the pasta in! We need enough for a few layers.
Laura	Spread the sauce and the meat evenly on top of the pasta. Be sure not to use too much.
Claire	It smells so good! Then the cheese goes on top, right?
Laura	That's right. Just keep adding layers in that order, sauce, pasta, meat, cheese.
Laura	Once you're done, just throw it in the oven for 40 minutes.
Claire	I can't wait to eat! That was so easy to make.
Claire	Why haven't you ever taught me to make this before?
Laura	You never asked!

Here, “to throw” means “to put” the dish in the oven.

## Food and Groceries 2, Lesson 2: What Would You Say?

**Jenny is going to be late and doesn't have a lunch packed for work. She asks her husband Evan for some help.**

Evan, I'm running late for work. Will you please make me something for lunch?		
	Of course! Would you like to be beef, chicken, or ham?	
	Sure, I'll make you a sandwich.	X
	Yes. Eggs are in the refrigerator.	
	We bought frozen meals for a quick bag lunch.	

**Evan is making a sandwich for Jenny. Jenny only likes certain ingredients. Jenny does not like mayonnaise, but she does like mustard.**

Don't put any mayonnaise on it.		
	Ok, I'll use mustard instead.	X
	Would you like deodorant?	
	Mayonnaise is a condiment.	
	Don't worry. It's just a snack.	

**Evan is making a sandwich for Jenny, but isn't sure what kind of meat to use.**

What kind of meat do you want in your sandwich?		
	Pickles, please.	
	Use the rest of the ham.	X
	Just a little yogurt would be nice.	
	Something frozen would be nice. You choose.	

**Evan made lunch for Jenny and sends her off on her day.**

I packed you a bag lunch. Enjoy!		
	I wish that I had something for you.	
	I hope that you enjoy it, too!	
	Thanks sweetie, have a good day!	X
	Thanks! This is a nice plastic bag.	

**Jenny arrives at work a bit late. Her boss is not happy.**

You're late, Jenny. Make sure you're here by 9:00 a.m.		
	Yes, I will be happy to.	
	I was early yesterday.	
	Sorry! It won't happen again.	X
	Tomorrow is Saturday, so I won't be late.	

**Jenny is invited to eat lunch with her co-worker Rachel.**

I brought a salad for lunch. Let's eat together.		
	Is it a fruit salad?	
	Okay. Would you like to eat lunch?	
	I don't eat salad very often.	
	Sounds like a plan!	X

**Jenny is eating lunch with her co-worker Rachel. She notices that Evan didn't pack her any fruit.**

Oh no! I forgot to pack a piece of fruit.		
	Here, take a banana. I have an extra.	X
	You could have lobster.	
	Did you pack some apple juice?	
	You can have half of my turkey sandwich.	

**Jenny and Rachel are eating lunch together. Rachel reminds Jenny not to forget to eat her fruit.**

Remember to eat your fruits and vegetables.		
	That's why I always bring cheese for lunch.	
	I try to have an apple every day.	X
	I eat cereal for breakfast.	
	Good advice! I'll have a hamburger.	

## Food and Groceries 2: Suggested Classroom Activities and Projects

1. Simon Says: Have students practice the imperative mood in class by playing Simon Says. One student can get in front of the class and be “Simon”. Everyone else must do as he or she says or they’re “out”. If “Simon” doesn’t include “Simon says...” before an order, then they are “out” and another student becomes “Simon”.	2. Ingredients: Since Claire and her mother were preparing lasagna in unit 11, students should share a recipe they brought from home or found online. Then, students should prepare a grocery list of the ingredients listed and explain to classmates how the dish is prepared.	3. Cooking Show: Show a brief video of MasterChef (or a similar culinary competition). Ask students to use a favorite recipe to enact a short, funny skit inspired by the TV show. Give the students time to write down a short dialogue and review the recipe. Each student will then use the imperative form to give orders to a partner about how to prepare the recipe.
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# At the Mall 1

## Conversation Event: Going Shopping

In this conversation, best friends Maria and Claire go dress shopping at the mall.

## Objectives

### Grammar Lesson Objectives:

- Form a “positive degree” comparison using “as”.
- Practice using the irregular comparative adjectives “good/better/best” and “little/less/least”.

### Conversation Lesson Objectives:

- Talk about shopping for clothing and accessories in a mall.
- Decide what you want to buy by comparing and contrasting items.

## Vocabulary to Learn

### At the Mall 1, Lesson 1: Vocabulary

slow

Hurry up!

window shopping →

*noun*

Relax.

Check this out!

as good as...

wedding

to come back later

better →

*The adjective “better” is an irregular comparative of “good”.*

finally

warehouse

Where on earth...? →

*This phrase is used to emphasize “where” when the speaker cannot find what he or she is looking for.*

huge

sales associate

Can I help you?

to look for... →

*This is another way to say “to search for...” when in a shopping situation.*

direction

Can you point me in the right direction?

## At the Mall 1, Lesson 2: Vocabulary

women's section

on your right

Go past the jewelry counter.

clearance

All blouses are on clearance.

Thanks for your help!

frugal



*You may also hear “cheap” when referring to someone who is overly frugal. It is considered impolite to refer to someone as “cheap”.*

Listen...

I moved out of my parents' house.



*Note that when a noun ends in “-s” like “parents” (parents), you can make the possessive by adding an apostrophe after the “-s”.*

to try on



*referring to clothes*

to try a shirt on

elegant

petite



*a size in women's clothing*

to browse

clearance rack

to get lost

fitting room

## At the Mall 1, Lesson 2: Conversation

Maria	Hurry up, Claire! You're as slow as a turtle.
Claire	Relax, I'm window shopping...
Claire	Whoa, check out those boots! Maria, I need to have them. I would look so good in them.
Maria	Not as good as I'm going to look at this wedding in my new dress.
Maria	Come on, I only have an hour. We'll come back for the boots if we have time.
Claire	No, it's better we don't. My wallet will thank me later. Goodbye, beautiful boots.
Maria	Alright, finally here. Wow, this store is as big as a warehouse.
Maria	Where on earth is the women's clothing section?
Claire	Yeah, this place is huge. I'll ask the sales associate. Excuse me!
Sales Associate	Can I help you?
Claire	Yes, we're looking for a new dress. Can you point us in the right direction?
Sales Associate	It's on the second floor. You'll see the women's section on your right.
Sales Associate	The dresses are just past the jewelry and perfume counter.
Claire	Great! Are there any sales going on today?
Sales Associate	There sure are! All jeans and khaki pants are on clearance.
Sales Associate	We also have some lovely blouses on sale near the dresses.
Claire	Great! Thanks for your help. Let's go, Maria!
Maria	You and your sales. You're as frugal as your mom.
Claire	Listen, when you're in graduate school and trying to save money to move out of your parents' house, you'd be cheap too.

*"My wallet will thank me later." means that you'll be glad you did not make a purchase.*

*You can use "excuse me" to attract someone's attention.*

*Here "floor" refers to the level of a building.*

*Here "going on" means "happening".*

Claire	Now let's try on some dresses.
Maria	What do you think of this green dress? It's pretty and elegant, just like me.
Claire	It's alright, but if you're going to go green, I like this one a lot better.
Maria	That's an extra small. There's no way I can fit into that. I'm not nearly as petite as you.
Claire	OK, well, while you pick some dresses, I'm going to browse the clearance rack.
Maria	Just try not to get lost. I'll meet you at the fitting room.



## At the Mall 1, Lesson 2: What Would You Say?

**Two friends, Heather and Kristen, are shopping at the mall. Heather asks Kristen her opinion on some pants.**

I like these jeans better than the khakis. What do you think, Kristen?		
	No, I prefer the jeans.	
	You should buy the pants.	
	I prefer the khakis, personally.	X
	I think you should try on another pair of shoes.	

**Heather and Kristen are shopping for clothes. Heather likes the price of the jeans.**

The jeans are less expensive, though.		
	That's a good idea!	
	Buy them later when they are smaller.	
	Then go with the jeans.	X
	No, the khakis are the most expensive.	

**Heather and Kristen are shopping at the mall and trying on clothes. Heather doesn't fit in the jeans she chose.**

Ugh, they don't fit! They're as tight as an extra small.		
	I'll go find you a bigger size.	X
	You're right. You aren't tall enough for this size.	
	Maybe you need to go in the fitting room.	
	Don't worry. Maybe there is a smaller size.	

**Heather and Kristen are shopping at the mall. Kristen asks Heather what she thinks about some new boots.**

How good do I look in these boots?		
	I think that you would look very good in them.	
	If you don't look good, you can always return them.	
	They would look better with a belt. Try this one!	
	You look amazing!	X

**Heather and Kristen are shopping at the mall. Kristen tries on a blouse and asks Heather her opinion.**

Do you like this yellow blouse?		
	Yes, the blue one is on sale.	
	No, you're as yellow as a banana.	X
	Yes, it matches your perfume.	
	No, I think it fits.	

**Heather and Kristen are shopping at the mall. Kristen asks Heather which shirt she should get.**

Which of these shirts do you like best?		
	The blue shirt is my favorite.	X
	The blue shirt is best, but the pink one is the most.	
	You should buy the better one, not the best one.	
	I like them very much.	

**Heather and Kristen are shopping at the mall. Heather thinks Kristen looks great and gives her a compliment.**

That's perfect! You look as cute as a button.		
	Thanks, I do need to button these pants.	
	Thanks, you're too sweet.	X
	No, I am petite!	
	I wish you could look this good!	

## At the Mall 1: Suggested Classroom Activities and Projects

<p>1. Silly Similes: Give students the formula for a positive degree comparison (“As ___ as a ___.” or using “like”) and ask them to come up with the silliest comparison. You may want to provide some funny examples like, “He was as tall as a 6 3 tree...”, or “The ballerina extended one slender leg behind her, like a dog at a fire hydrant.”</p>	<p>2. New Dialogue: Have students work in pairs to develop a new dialogue using the text in lesson as an inspiration. Ask them to include irregular comparative adjectives such as “good/better/best” and “little/less/least”. After their dialogue is ready, have them share it with classmates and/or role-play it in front of the class.</p>	<p>3. Guessing Game: Assign an imaginary item (clothing, shoes, makeup, luggage etc.) to each student. Each student must then answer yes/no questions while the rest of the class tries to guess that student’s item. The students should use comparative sentences when asking questions. (For example, “Is it bigger than a _____?”) The student who is answering the question can only say “Yes” or “No” in response.</p>
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# At the Mall 2

## Conversation Event: Finding the Right Dress

In this conversation, Maria has narrowed her choices down to two dresses. Claire tries to help by listing the pros and cons of each.

### Objectives

#### Grammar Lesson Objective:

- Form comparative and superlative adjectives using “-er”/”-est” and “more”/ “most”.

#### Conversation Lesson Objectives:

- Talk about shopping for clothing and accessories in a mall.
- Decide what you want to buy by comparing and contrasting items.

### Vocabulary to Learn

#### At the Mall 2, Lesson 1: Vocabulary

How long...? →  
How long does it take...? →  
to put on →  
Hold on a second! →  
tight →  
What do you think? →  
best →  
size →  
loose →  
to breathe  
high heels  
These high heels go great with that dress.  
wedding  
to fit  
It fits perfectly.  
fancy

*referring to time*

*This phrase should be followed with an infinitive verb like “How long does it take to eat lunch?” It can be used to ask the actual duration of an event, but is also an expression used to mock someone for doing something too slowly.*

*referring to clothing*

*You might also hear “hold on”.*

*referring to an opinion*

*adjective*

## At the Mall 2, Lesson 2: Vocabulary

pretty

to make something difficult

I'd rather...

comfortable



*You may also hear the informal "comfy" for short."*

I'd rather be comfortable.

simple

If you say so.

to be sure

Are you sure?

no matter what

to wear

boots

to exchange

It's getting late.

to make a quick stop

the whole time

## At the Mall 2, Lesson 2: Conversation

Claire	How long does it take to put on a dress? Hurry up, I want to see!
Maria	Hold on a second! This is the tightest dress I've ever put on.
Maria	Alright, I'm coming out. What do you think?
Claire	Wow! Maria, you are the most beautiful girl in this entire fitting room right now.
Maria	No, seriously, what do you think?
Maria	Should I go with that red one? This one is definitely shorter.
Claire	The red one is great, but I like this one the best.
Claire	You look so much prettier in green. Do you need a bigger size?
Maria	Yes, I need something looser if I want to be able to breathe.
Claire	That red dress would go really great with your high heels, though. And it fits you perfectly.
Maria	You're right, a dress for a wedding needs to be classier than this.
Claire	Very true. The red one is a little too fancy, though.
Claire	The green one is much simpler and more elegant.
Maria	Ugh, stop making this so difficult! Just tell me which one I look better in!
Claire	Let's see if they have the green in a bigger size. If they don't, then the red one is still lovely.
Maria	You know what, I'm just going to go with the red dress. I'd rather be more comfortable.
Claire	If you say so. I'll go return the green dress then.
Claire	Are you sure you don't want me to see if they have your size?
Maria	No, I'm not sure. You really think I look better in the green?

Here "go with" means "choose" or "decide on".

Claire	I think you're going to look great no matter what you wear.
Claire	But yes, get the green dress. It looks the best on you.
Maria	Fine, let's go exchange it for a medium. Then we need to head to the register. It's getting late.
Claire	Right, let's get going. I need to make a quick stop before we leave, though.
Claire	I've been dreaming about those boots this whole time.

*Here “dreaming” means thinking about something you really want to have happen.*

## At the Mall 2, Lesson 2: What Would You Say?

**Friends Heather and Kristen are shopping at the mall. Kristen asks Heather if the dress she's trying on fits.**

How does that dress fit?		
	It would look better if you had pants on.	
	It's a perfect color!	
	I need something looser.	X
	This dress does not come with a matching purse.	

**Heather and Kristen are shopping at the mall. Kristen asks if Heather needs a different dress.**

Do you need a bigger size?		
	Yes, it is by far the best.	
	Yes, this is way too tight for me.	X
	No, I need a larger size.	
	Yes, it is too big by far!	

**Heather and Kristen are shopping at the mall. Kristen asks if Heather's new dress fits better.**

Is that one more comfortable for you?		
	Yes, I can breathe again!	X
	No, it is the only one on sale.	
	I don't know. I can't see it in the mirror.	
	Yes, it is very uncomfortable.	

**Heather and Kristen are admiring the jewelry counter at the mall. Kristen asks Heather which she likes best.**

Look at all that jewelry. Which do you think is prettiest?		
	I love the red wallet!	
	That necklace is the most beautiful thing I've ever seen.	X
	I never like to wear bracelets.	
	The earrings are the largest!	



**Kristen is trying to find a new purse with Heather at the mall.**

I like this purse, but I need something simpler. This is too fancy for everyday use.		
	You need something that fits!	
	The simple one is better, but the fancy one is best.	
	Yes, you should have the least simple purse.	
	Here, I found one that is perfect for you.	X

**Kristen and Heather are getting ready to pay at the mall. Kristen realizes she picked out more clothes than she can afford.**

This is all more expensive than I thought. I can't afford everything!		
	I can exchange some things for you.	X
	You can always return what you don't buy.	
	Ask the sales associate to buy it for you.	
	You can afford everything if you exchange all the clothes.	

**Kristen and Heather are paying for their new clothes. Kristen wants to know if there are any cheaper boots similar to the ones she picked out.**

I wish those boots were more affordable. Are there any cheaper ones like them?		
	Yes, the most affordable boots are the cheaper ones!	
	Yes! The ones you like are the most expensive.	
	Yes, the most expensive pair is just like them!	
	Here, these are the cheapest ones I found.	X

**Heather finds a cheaper pair of boots for Kristen. Kristen is jealous that Heather is so much better at finding good deals.**

Those are perfect. How are you so much better than me at finding a good deal?		
	You are the cheapest person I know.	
	I was always taught to look for the highest prices.	
	I was taught always to keep an eye out for the lowest prices.	X
	I was always taught to return everything.	

## At the Mall 2: Suggested Classroom Activities and Projects

<p>1. Clothing Comparisons: With clothing in mind, have students make at least two sentences using comparative and superlative adjective. You can lead by giving them an example sentence first.</p>	<p>2. Descriptive Dialogues: Show students a video of people describing outfits. The video can be stopped or played back as necessary for improved comprehension. Afterwards, ask students questions about what the people in the video are wearing. Use comparative and superlative adjectives in your questions and encourage students to use them in their answers. (For example, “Who is wearing the longest jacket?” “Who is the oldest person in the room?”)</p>	<p>3. Fashion Show: Ask students to choose an event, a season, and an outfit. Each student must then describe their outfit as though they were in a runway fashion show.</p>
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# At the Party 1

## Conversation Event: Making Party Plans

In this conversation, Claire tells Aaron about her plan to throw a surprise birthday party for Maria.

## Objectives

### Grammar Lesson Objective:

- Form the simple future tense with “will” and “to be going to”.

### Conversation Lesson Objective:

- Talk about some vacation and party plans you are looking forward to.

## Vocabulary to Learn

### At the Mall 2, Lesson 1: Vocabulary

At the Party 1, Lesson 1: Vocabulary

birthday

to throw a party

She will throw a party this weekend.

surprise party

dress code

black tie affair

to show up

to show up to a party

casual

tuxedo

a secret

condo



*“Condo” is short for “condominium”.  
referring to a plane*

to land

delicious

## At the Party 1, Lesson 2: Vocabulary

He has no idea...

to decorate

balloon

Just bring yourself.

to celebrate

invitation

to send out invitations

We are going to send out invitations.

to RSVP

Should I bring...?

gift

potluck dinner

to share

world famous

to blow someone's mind

amazing

*This abbreviation comes from the French phrase "Répondez s'il vous plaît." (Please respond.)*

*This is an exaggeration to say that something is very well received. It is not actually famous.*

*This phrase is considered slang.*

## At the Party 1, Lesson 2: Conversation

Claire	So, Maria's birthday is next Friday.
Claire	She has no clue we are throwing her a surprise party. Please tell me you will be able to come.
Aaron	Of course I'll come!
Aaron	What's the dress code? Will this be some sort of black tie affair?
Claire	No way, it will be totally casual. Please don't show up in a tuxedo.
Aaron	OK, good, I like casual. How are you going to keep it a secret?
Claire	While she's at work, I'm going to get her brother and sister from the airport and let them into her apartment to decorate.
Claire	They will land in Boston around noon. She has no idea they're coming.
Aaron	She will be so excited to see them! Do they need help? I can pick up some balloons.
Claire	No need, just bring yourself. They're going to be decorating all day.
Aaron	Will there be a lot of people at the party?
Claire	I sent out invitations a few weeks ago, and about 15 people RSVP'd. It's going to be a pretty big party.
Aaron	That's awesome! Should I bring a gift?
Claire	Only if you want to. It's going to be a potluck-style dinner party, so everyone is going to make something to share.
Aaron	What a great idea. I will make my world-famous potato salad. What are you going to make?
Claire	I'm going to make the most amazing lasagna.
Claire	Just you wait, it will blow your mind.
Aaron	That sounds delicious! This party will be amazing!
Aaron	That sounds delicious! This party will be amazing!

*Here "has no clue" means "does not know".*

*Here "get from the airport" means "pick up from the airport".*

*"No need" is short for "there is no need to do something".*

## At the Party 1, Lesson 2: What Would You Say?

### Jeff asks his friends Jenny and Evan what their plan is for Halloween costumes.

What are you guys going to dress up as for Halloween this year?		
	We are going to be scary.	
	We are going to dress as much as possible	
	We're going to be police officers.	X
	I will wear a Halloween costume.	

### Jenny and Evan invite Jeff to a Halloween party.

We're going to host a Halloween party. Will you come?		
	Sure, Jenny and I would love to go!	
	That sounds awesome, I will be there.	X
	Yes, you can have it at my apartment.	
	I don't know what to wear.	

### Jenny and Evan invite Jeff to a Halloween party and make a special request.

Will you please bring something to eat? It's a potluck party.		
	Ok, I'll bring my famous three-bean dip.	X
	Oh, great! I like pork!	
	Sure! I'll dress as a farmer and bring a pitchfork.	
	Yes, I'll be hungry.	

### Jenny and Evan invite Jeff to their Halloween party.

Perfect. Are you going to bring any friends with you?		
	That would be nice!	
	No, I will bring dessert.	
	Maybe, I'll ask around and see who is interested in coming.	X
	I will have to borrow a car.	

**Jeff wants to know how big Jenny and Evan's party will be.**

Will there be a lot of people there?		
	Maybe, but only a few people are really tall.	
	We expect to see friends and some strangers.	
	We think it will last until around midnight.	
	Yeah, it's going to be a huge party.	X

**Jeff is curious what Jenny and Evan will do at their party if children come to trick-or-treat.**

What will you do if there are trick-or-treaters?		
	We're going to leave out a big bowl of candy.	X
	We don't have any children.	
	There will be lots of music!	
	We're planning to be home all night.	

**Jeff offers to help Jenny and Evan set up for their Halloween party.**

If you're going to need help decorating, I can come early.		
	We don't want you to do that.	
	I think we will be OK. Thanks for the offer.	X
	Good idea! We will be hungry!	
	Excellent! Stay as late as you want!	

**Jeff is excited for Jenny and Evan's Halloween party.**

This will be a great party. I can't wait.		
	Halloween is always October 31.	
	Neither can we!	X
	We can, too!	
	Yes, but not until Friday!	

## At the Party 1: Suggested Classroom Activities and Projects

1. Class Reading: Choose a brief text about a national holiday. Read it in class and ask students to take notes. Follow up with a series of written questions related to the reading.	2. What Will Happen: Write the first line of a new dialogue about what will happen at Maria's party, then ask students to take turns adding one sentence at a time until the story is as long as you want. Read the finished dialogue aloud and hold a discussion about it.	3. Plan a Party: Ask students to come up with ideas for a party and write their plans on the board. Each student must give at least one idea as to what food and drinks will be served, what games will be played, how many people should be invited, where will the party be, and so on.
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# At the Party 2

## Conversation Event: Vacation Plans

In this conversation, Maria's brother Ramón convinces Claire and Aaron to take a trip to Miami.

## Objectives

### Grammar Lesson Objectives:

- Practice using demonstrative pronouns “this” and “that”.
- Continue practicing the simple future tense.

### Conversation Lesson Objective:

- Talk about some vacation and party plans you are looking forward to.

## Vocabulary to Learn

### At the Party 2, Lesson 1: Vocabulary

a cook

to trust

Trust me.

lazy

a compliment

Give my compliments to the chef. —————→

*referring to an expression*

glad

to make plans

It's no big deal.

guys —————→

*This is a very informal expression that can be used when referring to a group of males and females.*

except for...

terrible

sunshine

someday

pesky

to crowd

## At the Party 2, Lesson 2: Vocabulary

to assure

I can assure you...

to stay with

You are welcome to stay with us.

spring break

coincidence

fate

to have a blast

spontaneous

to hang out

jealous

practically

to skip school

vacation

*noun*

tourist

traveling companions

## At the Party 2 Lesson 2: Conversation

Claire	Ramón, these sandwiches are delicious. I didn't know you were such a good cook.
Ramón	Trust me, I'm not. Yolanda made those.
Ramón	I'm lazy, so I bought these snacks from the store.
Claire	Give my compliments to your sister then. Hey, have you met my friend Aaron?
Ramón	Ah, so this is the famous Aaron! Claire, you didn't tell me he was so handsome!
Aaron	You must be Ramón. Maria was so happy to see you and your sister.
Ramón	Yes, we are so glad we made it. This is only our third time visiting her in Boston.
Ramón	We have Claire to thank for making these plans.
Claire	It's no big deal. You guys need to visit more often! Why don't you?
Ramón	Well, except for the summer, the weather is always terrible here. We're Cuban, we need sunshine!
Aaron	Miami sounds beautiful. I want to visit someday.
Ramón	Why "someday"? This month is the perfect time to visit!
Ramón	Those pesky tourists don't crowd the beaches for another few months.
Claire	Actually, I have a weeklong vacation this month. I'll check and see if there are any cheap plane tickets.
Ramón	I just bought some, so I can assure you that there are.
Ramón	You are welcome to stay with my sister and me. Are you coming too, Aaron?
Aaron	My school has spring break this month, too. It's from the 18th to the 25th. When is yours, Claire?
Claire	Mine is the same week! That is a crazy coincidence.

*In this context "to make it" means "to be able to come". Notice that "made" is an irregular past participle of "to make".*

*"Someday" means some unspecified time in the future. "Some day" refers to a specific day in the future.*

*Here "weeklong" means something with a week duration.*

Ramón	It is fate. You are going to come visit Yolanda and me. We're going to have a blast.
Aaron	OK, this is a very spontaneous decision, but let's do it!
Aaron	What are we going to do down there?
Ramón	Anything you want! We will go to the beach all day and dance all night, or we can just hang out at the house. It's your vacation!
Claire	Maria will be so jealous. Are you sure it's OK to stay with you and Yolanda? Doesn't she have school?
Ramón	You're practically family, Claire. You are always welcome. Yolanda will be excited to skip school and go shopping with you.
Claire	That sounds like so much fun. We're going to be traveling companions, Aaron!
Aaron	I can't think of anyone else I'd rather travel with. This will be a great vacation.

## At the Party 2, Lesson 2: What Would You Say?

### Nancy asks her friend Raul about his travel plans.

Are you going anywhere on vacation this summer?		
	I can't. I have to go away.	
	Yes, I will be going to work.	
	That would be fun!	
	Yes, Mitch and I are going to travel around Italy.	X

### Nancy asks Raul about his plan to travel around Italy this summer.

Won't it be crowded at that time of year?		
	Probably, but it's the only time we can go.	X
	That's why we are going away!	
	No worries! They don't know we're coming!	
	Yes, but we couldn't travel in the summer.	

### Nancy asks Raul about his plan to travel around Italy this summer.

What will you do while you're there?		
	We are going to travel around Italy.	
	We're going to visit all the big cities.	X
	We're going to take a long vacation!	
	We're going to have a plan before we leave.	

### Nancy comments on Raul's plan to visit the cities of Italy this summer.

Those cities are beautiful. You're going to love it.		
	The countryside is pretty, too.	
	That's what we've heard. We're so excited.	X
	That should be nice.	
	You are so excited!	

**Nancy tells Raul how she wishes she could go on a trip too.**

I can't travel when I have all these kids to take care of.		
	Too bad the kids can't take a trip!	
	Take them with you!	X
	My mother loves to travel.	
	You and the kids should stay home! They'd love it!	

**Raul tells Nancy to take her kids with her on vacation, but she doesn't like that plan.**

That doesn't sound like a good idea. They're too young to travel.		
	That's not a problem if you plan to stay home.	
	Ah, that's too bad.	X
	They're fun at that age.	
	Well, they will learn to drive soon!	

**Raul has an idea for Nancy so she can travel without her children.**

Why don't you get a babysitter? I'm sure your parents will watch them.		
	Right! The babysitter can take short day trips!	
	My mother hates to travel.	
	Of course! My parents can take the train.	
	That's a great idea.	X

**Nancy is going to follow up on Raul's plan to leave the kids at home so she can go on a trip this summer.**

I'm going to call my parents and ask them tonight. Maybe I'll be able to come with you!		
	Don't forget to call the babysitter, too!	
	I still call my parents Mom and Dad.	
	I hope they say yes.	X
	You can call your parents, but we do not leave tonight.	

## At the Party 2: Suggested Classroom Activities and Projects

<p>1. Vacation Plans: Pass out pictures of various vacation spots, such as a Caribbean beach, a ski slope, the Eiffel Tower, the Statue of Liberty, and so on. Have each student select a place for an imaginary vacation, then practice using the simple future tense by telling the class where they will be going.</p>	<p>2. Writing Exercise: Ask students to imagine that they will be hosting a friend who is visiting for the holidays. Have them write emails to that friend describing what they plan to do during the visit.</p>	<p>3. Travel Guide: Have students watch a travel guide video of a specific city, then write down a plan for a four day vacation in that location. They should specify which places they will be visiting each day, using the simple future tense.</p>
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# Dining Out 1

## Conversation Event: Where Should We Eat?

In this conversation, Aaron finally asks Claire out to dinner. Aaron and Claire then try to decide what to eat and where.

## Objectives

### Grammar Lesson Objective:

- Review verbs with an irregular past simple tense.

### Conversation Lesson Objective:

- Talk about ordering a meal and eating at a restaurant.

## Vocabulary to Learn

### Dining Out 1, Lesson 1: Vocabulary

to ask out

a date →

*a social or romantic appointment*

You should ask her out on a date.

shy

to make a move

hint

I heard...

a review

I heard it had bad reviews.

online

to be worth

It's not worth the price.

to stink

Never mind.

What about...?

to get sick

to swear →

*referring to a promise*



## Dining Out 1, Lesson 2: Vocabulary

Why don't I...?

option

to have something in mind

corner

around the corner

hopefully

weeknight



*This refers to evenings Monday through Friday, not Saturday or Sunday.*

line

I'm happy to...

to take a look

We took a look at the menu.

wine list

thirsty

at the bar

to order



*referring to food*

## Dining Out 1, Lesson 2: Conversation

Claire	Hey Aaron! Thanks for picking me up. I wondered when you were going to ask me out.
Aaron	Yeah, sorry about that. I'm a shy guy.
Aaron	I knew that I had to make my move now that we're traveling to Miami together.
Claire	Well, I gave you plenty of hints that I was interested. I'm just glad we're finally going on a date.
Claire	So where are you taking me? I heard there was a new Italian restaurant opening in Somerville.
Aaron	I took a look at the reviews online. It seems like customers had some bad experiences there.
Claire	Maria ate lunch there last week and said it wasn't bad. What did the reviews say?
Aaron	One woman wrote that the service was terrible and the food wasn't worth the price.
Aaron	Another got cold risotto that stank of fish. It doesn't sound great for dinner.
Claire	OK, never mind then. What about the Mexican place on Park Ave? I forgot the name...
Aaron	Casa Bonita? I went once and got really sick. I swore I'd never go back.
Aaron	Why don't I give you some options? Do you like Asian or French food?
Claire	I love Chinese food! Do you have a place in mind?
Aaron	Yes, one of my favorite restaurants is a little Chinese place on Elm Street. It's just around the corner.
Claire	Great, let's go check it out! Hopefully it's not too busy on a weeknight.
Aaron	Hmm, looks like there's a line. Do you want to find another place to eat?
Claire	No, I'm happy to wait. I wore my comfy shoes.
Aaron	Here, let's take a look at the menu while we wait. Everything looks so good!
Claire	I'm more interested in the wine list. I'm getting thirsty.
Aaron	You know, I saw a few seats open at the bar. Why don't we just go sit there? I'm sure we can order food.
Claire	Perfect. Let's do it.

*Here "to make a move" refers to making an advance to show romantic interest.*

*"Risotto" is an Italian dish made by cooking rice in broth. It can also contain cheese, wine, and onion.*

## Dining Out 1, Lesson 2: What Would You Say?

### Alice gets a call from an old friend.

Hey Alice, it's Jeff. I just flew into Boston yesterday.		
	You must be tired.	
	Wow! That's great! I love Boston!	
	Hi, this is Alice.	
	Hey, good to hear from you!	X

### Jeff is in town and invites Alice out for a brunch date.

I heard there's a great diner in the city. Do you want to get brunch with me?		
	I'd love to have dinner!	
	I can't, I've got a lot of work to do today.	X
	How long are you in town?	
	I'll need to see a menu first.	

### Alice has lots of excuses for Jeff about why she can't meet for brunch.

Besides, I just woke up.		
	That's perfect!	
	Wow, you sleep pretty late!	X
	It's late for breakfast.	
	You're funny!	

### Alice tries to make plans with Jeff to meet for dinner.

I forgot to set my alarm. Let's do dinner, I'll be ready by then.		
	That works for me.	X
	Wow! It sure takes you a long time to get ready for brunch!	
	OK. Don't forget to shut your alarm off.	
	OK. I'll plan to set my alarm for dinner.	

### Jeff asks Alice where they should go for dinner.

Do you have any restaurants in mind?		
	We could go to a restaurant, or we could go to a diner.	
	Let's go to the restaurant in the city!	
	Yes, but I can't think of any.	
	I ate at this Italian place once. It was delicious.	X

### Jeff wants to know the name of the Italian restaurant Alice recommended.

Oh? What was it called?		
	I don't remember, but when we go there I will remember.	
	Antonio's, I think.	X
	I don't know, I've never been there.	
	They called it a restaurant.	

### Jeff wants to know more about Antonio's, the Italian restaurant Alice recommended.

What did you like about it?		
	It had everything I ordered.	
	It came highly recommended.	
	I drank some wonderful wine there.	X
	I ate there for lunch.	

### Jeff is surprised to hear that Alice drinks wine, not beer.

Oh, I mistook you for a beer drinker.		
	That's because I'm stout!	
	Well, I only drink when I'm thirsty.	
	If I wait much longer, I will have the wine.	
	No, I always prefer wine over beer.	X

### Jeff lets Alice know the plan for their date tonight.

<b>OK, I made a reservation for 7:00. I'll pick you up at 6:30.</b>		
	Great! I will save you a table.	
	Perfect, see you tonight!	X
	That's OK, I will set my alarm.	
	<b>I will plan on eating at 6:30, then.</b>	

## Dining Out 1: Suggested Classroom Activities and Projects

<p>1. Favorite Foods: Ask students to take turns in front of the class describing their favorite types of food and why they like them. If there's enough time, you can also ask comprehension questions to see if other students understood the information.</p>	<p>2. Restaurants You Like: Working in pairs, have students interview each other about their restaurants, then report to the rest of the class. Interview questions might include "What kind of restaurant do you like?", "Do you prefer eating out or at home?", "What fast food restaurants do you like?", "What's your favorite restaurant?", "What dishes do you normally order there?" and so on.</p>	<p>3. Online Reviews: Show students some online restaurant reviews, then ask them to write a review for their favorite eating spot. Ask them to express opinions on various types of international cuisine and to compare their restaurant of choice with another.</p>
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## Dining Out 2

### Conversation Event: Reading the Menu

In this conversation, Aaron and Claire have a seat at their table at the restaurant and meet their waitress Lily, who takes their order.

### Objectives

#### Grammar Lesson Objective:

- Practice contractions with “will” like “I’ll, you’ll, he’ll, and “she’ll”.

#### Conversation Lesson Objective:

- Talk about ordering a meal and eating at a restaurant.

### Vocabulary to Learn

#### Dining Out 2, Lesson 1: Vocabulary

bartender

liquor

diet soda

May I have...? →

*This is a very common expression to use when ordering in a restaurant.*

a glass of red wine

whisky →

*You may also hear “scotch”.*

on the rocks →

*This expression literally means “with ice”.*

I’ll be right back.

to take it easy

to handle

Can I take your order? →

*This is a common phrase in a restaurant meaning “Are you ready to order?”.*

appetizer

You’ll love our appetizers.

fried dumpling

egg roll →

*referring to Chinese-American cuisine*

## Dining Out 2, Lesson 2: Vocabulary

Chinese food

chef

We'll need a few more minutes. →

*You can use this expression if you need more time to think about what you want to order.*

entree

to put in an order →

*referring to a restaurant*

broccoli

heavy →

*referring to food*

to save room for dessert

noodles

We're ready to order.

What can I get for you?

You got it!

all set

to pick up the bill

gentleman

## Dining Out 2, Lesson 2: Conversation

Lily	Good evening, I'm Lily and I'll be both your bartender and server tonight.
Lily	What are we drinking? Beer, wine, liquor?
Aaron	May I have a diet soda?
Claire	I'll have a glass of red wine, please. And he'll have some whisky on the rocks.
Lily	All right, I'll be back with those. Here are some menus.
Aaron	How did you know I like whisky? I'm taking it easy since I'm driving.
Claire	You drank scotch at Maria's party the other day. You can handle one drink, we're going to be here awhile.
Lily	Here are your drinks. Can I take your orders?
Lily	If you'd like to start with an appetizer, you'll love our fried dumplings. They're my favorite thing we serve.
Claire	That sounds great. We'll have the dumplings and some egg rolls.
Claire	We're going to need a few more minutes to decide on our entrees, though.
Lily	OK, I'll put that order in for you. They'll be out in a minute.
Aaron	What are you going to order? The chef makes an amazing beef and broccoli dish.
Claire	I don't want anything too heavy, I like to save room for dessert.
Claire	I'll just have some noodles. I'm going to need another drink, though.
Aaron	Well alright then. Lily, we're ready to order.
Lily	Sure! What can I get for you?
Claire	I'd just like a plate of your pork lo mein.
Aaron	I'd like to have the beef and broccoli. Extra broccoli, please.
Aaron	And she'll have another glass of wine.
Claire	I won't have any more wine, actually. I'll take a vodka and tonic.

*Here “another” means “one more” or “one additional”.*

*“Lo mein” is a Chinese dish with pan-fried noodles, vegetables, and often meat or tofu.*

*“Tonic” is a bitter soda that is often served with alcohol.*



Lily	You got it. Here are your dumplings as well. Anything else I can get you right now?
Aaron	I think we're all set! Thanks.
Claire	Man, she makes a great drink. I'll make sure to give her a good tip.
Aaron	Don't worry about it. I'll pick up the bill.
Claire	What a gentleman!

*Here "I'll pick up the bill." means paying for something yourself. You can say "We'll split the bill." to mean you and the person you are dining with will pay equal parts of the bill.*

## Dining Out 2, Lesson 2: What Would You Say?

**Jeff arrives to pick up his date, Alice, for dinner. Alice is still in her apartment, getting ready.**

Hey Alice, I'm outside!		
	Great, let's have cocktails!	
	Wait outside while I call a cab.	
	I'll wait outside in the car.	
	OK, I'll be right out.	X

**Alice asks Jeff what he thinks of Antonio's.**

So, what do you think of this place?		
	It's very classy.	X
	I don't know, I've never been here before.	
	I don't think we should tip the waiter.	
	The cab was expensive.	

**The server at Antonio's takes drink orders for Jeff and Alice.**

Would you like anything to drink?		
	Yes. Do you have tap on beer?	
	I'll have anything that isn't bad.	
	That sounds delicious, thanks!	
	We'll have a bottle of your best red wine.	X

**Alice is growing impatient for the wine and wonders where the waiter has been.**

Excuse me! We're still waiting on that wine.		
	That's OK, I am your waiter.	
	Oh, I'm so sorry! I'll be right back with that.	X
	I'm sorry. It has to dry. I'll be right back.	
	Yes, the wine is what you ordered. Right away!	

**Jeff calls the waiter over and reminds him about the wine.**

Excuse me! We're still waiting on that wine.		
	That's OK, I am your waiter.	
	Oh, I'm so sorry! I'll be right back with that.	X
	I'm sorry. It has to dry. I'll be right back.	
	Yes, the wine is what you ordered. Right away!	

**The waiter at Antonio's returns to take Jeff and Alice's order.**

Are you ready to order?		
	Yes, I'll have the lobster.	X
	Yes, we are waiting.	
	No. We will have dinner now.	
	Yes. Could we please see the bill?	

**Alice tells Jeff how unhappy she is with the service at Antonio's.**

This waiter is so slow. We shouldn't give him a good tip.		
	He will expect a treat, but we will only have one dessert.	
	We need a fancy waiter, not a rude one.	
	He was better tomorrow.	
	It's a busy night. He has to take care of a lot of other people.	X

**Alice asks Jeff how his meal is.**

How's your lobster?		
	It is rose, but not too well done.	
	I like it for brunch, not for dinner.	
	It's delicious. Here, try some.	X
	It is Asian, not Italian.	

**Jeff lets the waiter know they're ready for the check.**

Excuse me, we'll have the check when you're ready.		
	Sure, I'll be right back with that.	X
	Thanks. Could I also have some coffee?	
	I will need a few more minutes.	
	No problem, sir, I will call you a cab.	

**Jeff tries to pay for the meal, but Alice doesn't think it's necessary.**

Oh, you don't have to pay for me.		
	I am paying for the lobster.	
	Please, it's my treat!	x
	That's okay. We were busy.	
	In that case, I will have another wine.	

## Dining Out 2: Suggested Classroom Activities and Projects

<p>1. Placing an Order: Bring in a copy of a menu from a local restaurant. Have students practice role-playing in pairs, with one person as the waiter and the other as the customer. The customer will order items from the menu and ask questions. The waiter will accept the order and answer any questions about the menu.</p>	<p>2. Wrong Order: Role-play a dialogue that takes place in a restaurant where the waiter brings the wrong food to the table. Students must point out the mistake and ask for the correct item.</p>	<p>3. Menu Planning: For this activity, students may work alone or in pairs to develop a restaurant-style menu containing at least ten food and drink items. (They may look online for menu samples if needed. They should also include the price for each item, the restaurant's business hours, and the forms of payment accepted.</p>
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## In Trouble

### Conversation Event: I Was Up Half the Night!

In this conversation, Cameron gets home late and his mom Laura asks a lot of questions about the events of that night.

### Objectives

#### Grammar Lesson Objective:

- Use the past progressive tense when describing conditions and circumstances.

#### Conversation Lesson Objective:

- Describe the circumstances and conditions of an event that took place in the past.

### Vocabulary to Learn

#### In Trouble, Lesson 1: Vocabulary

Look what the cat dragged in.

to scare

all night

I was up all night worrying.

I forgot.

Where were you all night?

to lose track of time

to miss

basketball

video games

to pull a fast one

Don't try to pull a fast one on me!

to be up to no good

Those guys are always up to no good.

## In Trouble, Lesson 2: Vocabulary

breath

in trouble

dumb

drunk driver

news

I saw it on the news.

grounded



*a child's punishment*

chores

to reimburse

a lack of sleep

to set an alarm

to mow the lawn

He was mowing the lawn.

rest

Get some rest.

## In Trouble, Lesson 2: Conversation

Laura	Well, well, well. Look what the cat dragged in.
Cameron	Oh! Hi, Mom. You scared me.
Laura	You scared me. It's three o'clock in the morning. Were you planning on calling me to tell me you were going to be home late?
Cameron	I was going to but I... forgot.
Laura	You forgot? You know very well that you need to let us know if you're going to be late. I was up all night worrying about you.
Cameron	Sorry, Mom. I was hanging out with friends and just lost track of time.
Laura	And what were you doing with those friends? You didn't even tell me you were going to miss dinner. Where were you all night?
Cameron	Well, I was playing basketball after school with Jimmy and Shane, and then we went to go play video games at Shane's, and some other friends came over, and...
Laura	And you were partying at Shane's all night? Don't try and pull a fast one on me, Cam. Those kids are always up to no good.
Cameron	We weren't drinking or anything like that! Here, smell my breath. I was just hanging out with the guys.
Laura	Hmm, your breath smells like pizza, but not alcohol. OK, fine, but you're still in trouble.
Cameron	I know. I was being dumb. I'll make sure I call next time.
Laura	I was up all night watching TV and saw three different accidents involving drunk drivers on the news. All I was thinking was, what if one of them was you?
Cameron	I said I'm sorry! We weren't partying, I swear. Am I grounded?

*“Well, well, well...” is an interjection that indicates sarcasm or surprise.*

*Here “drinking” refers to drinking alcohol.*



Laura	I was planning on grounding you for a month, but since you weren't drinking, I think just a weekend of chores will reimburse me for my lack of sleep.
Cameron	OK, that's fair. Sorry again, Mom. I'm going to bed.
Laura	Set your alarm for eight o'clock, Buster needs to be walked. You need to mow the lawn, too. The grass was looking a little long this morning. Get your rest, because you're going to have a busy weekend.
Cameron	Ugh, fine. Goodnight Mom.

*Here "Buster" is the name of the family dog.*

## In Trouble, Lesson 2: What Would You Say?

**Julie and her friend Emily are hanging out after school. Julie wonders where Emily was last weekend.**

What were you doing last weekend?		
	I was just hanging out after school.	
	I was camping with some friends.	X
	I am camping with some friends.	
	No, I went camping with some friends.	

**Julie is unhappy that Emily didn't invite her to go camping with friends.**

I was wondering where you went. Why didn't you invite me?		
	I'm sorry. You didn't get invited.	
	I wondered if we should invite you.	
	We didn't have any more room in the car.	X
	That would have been nice!	

**Julie is unhappy that Emily didn't invite her to go camping with friends.**

That's too bad. I was looking for something to do.		
	Now you are feeling unhappy, aren't you?	
	I'm sorry, I didn't mean to make you feel bad.	X
	That's ok. We had fun, anyway.	
	Too bad that I didn't know that.	

**Emily feels bad that she didn't invite Julie to go camping. She tries to be nice by inviting her on the next trip.**

We were planning on going again next weekend. You're welcome to join us.		
	I can't, I have a date on Saturday.	X
	That's ok. I don't like camping, anyway.	
	I didn't know you had plans. I'm sorry.	
	It's nice to feel welcome.	

**Emily is shocked that she didn't know Julie had a boyfriend.**

Why haven't you told me that you were dating somebody?		
	I am not dating somebody, I have a boyfriend.	
	We won't be dating until Saturday.	
	It's not very serious yet. It's no big deal.	X
	Sorry, I forgot that I told you.	

**Emily lets Julie know about other boys who are interested in her.**

Bobby is going to be jealous. He was asking me if you were still single.		
	Bobby annoys me anyway.	X
	Bobby is interesting when he's jealous.	
	I am interested in why Bobby asked you.	
	That's ok, Bobby is just one boy.	

**Emily complains to Julie about the boys who came on the camping trip.**

Yeah, I don't like them anymore. They were drinking the whole camping trip.		
	I didn't like them anymore, either.	
	I forgot that Bobby and Brian went camping.	
	That sounds like a good time.	
	They're just asking to get in trouble.	X

**Emily complains to Julie about the boys who came on the camping trip.**

They were being very stupid. They aren't invited next time.		
	Good, they took my spot in the car anyway.	X
	You probably shouldn't invite them camping, either.	
	They will be stupid on the weekend.	
	Brian and Bobby will be looking for something to do in their spare time.	

**Now that the boys aren't invited to the next camping trip, Emily offers Julie the extra space in the car.**

Well, now there are two spots open. Maybe you can invite your mystery boyfriend.		
	I am now expecting to be invited!	
	I plan to be dating him when you go camping next time.	
	I would love to go asking him!	
	I was hoping you'd say that!	X

**Emily wants to know who Julie's boyfriend is before he comes on their camping trip.**

So were you going to tell me who this guy is? We need to know if he's coming camping with us.		
	I was going to tell him that you asked me.	
	It's your cousin, Vincent.	X
	I was going to tell you, but I forgot. Sorry.	
	It will be your cousin, Vincent.	

## In Trouble: Suggested Classroom Activities and Projects

1. Last Weekend: Ask the class what they did last weekend. Students must reply in the past tense.	2. Round Robin: Have the students listen to the unit dialogue again, then work together to create a story about what happened at the party before Cameron came home. Provide a starting sentence, then have each student contribute a sentence until the story is complete. Read the completed story out loud at the end.	3. What were they doing? Play a video for your students, pausing several times in the middle. At each pause, ask students what the person in the video was doing, using the Past Continuous/ Progressive tense. After the whole video has been played, ask them questions about things that were happening in the background or to minor characters. If necessary, show the video a second time to help them answer.
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# Health and Physical Fitness

## Conversation Event: The Soccer Game

In this conversation, Claire and her brother Cameron discuss his soccer game that happened over the weekend.

## Objectives

### Grammar Lesson Objectives:

- Learn to use object pronouns “me”, “you”, “him”, “her”, “it”, and “them”.
- Practice forming the negative past progressive tense.

### Conversation Lesson Objective:

- Talk about concepts related to health and physical fitness.

## Vocabulary to Learn

### Health and Physical Fitness, Lesson 1: Vocabulary

gym

to work out

weight training

cardio

sore

to look good

brat

to lose weight

fat →

*It is impolite to call anyone “fat”.*

soccer

How did it go?

referee

against →

*referring to opposition*

yellow card →

*a sports term*

to trip

barely

to eject →

*a sports term*

to deserve

## Health and Physical Fitness, Lesson 2: Vocabulary

to play →

*referring to a sport*

We weren't playing our best.

That's too bad! →

*This expression is used as a reaction to some bad news. It shows sympathy.*

our coach

to scold

frustrated

mean

to do something wrong

team

to pass the ball

to win

to score a goal

to beat →

*referring to an opponent*

Great job!

proud

## Health and Physical Fitness, Lesson 2: Conversation

Cameron	Hey, Claire. Are you just getting home?
Claire	Yeah, I started working out at the gym with Maria after class. My body hates her right now.
Claire	She's been making me weight train and do super intense cardio. Ugh, I am so sore.
Cameron	This must be about your vacation. Trying to look good for your new boyfriend?
Claire	He's not my boyfriend yet, you brat. I just need to lose a little weight for the beach. All that lasagna was making me fat. I could eat it every night.
Cameron	Yes, we know. You try to make us eat it almost every night.
Claire	By the way, sorry I missed your soccer game last weekend. How'd it go?
Cameron	Mom didn't tell you? It was a crazy game.
Claire	I've barely been home. She didn't tell me anything about it. So how did you all do?
Cameron	The referees were against us. They gave me a yellow card for tripping when I barely touched the kid. Bobby got a red card and was ejected!
Claire	Bobby is kind of a jerk, so I'm not surprised. He probably deserved it.
Cameron	He wasn't doing anything that bad. Just a few bad words. Anyway, we weren't playing our best during the first half. We were down 0-3.
Claire	Oh man, that's too bad. I hope your coach didn't scold you too much.
Cameron	He was frustrated but he wasn't mean to us. He really motivated us for the second half.
Claire	Oh? What did he tell you?
Cameron	He explained to us that we weren't really doing anything wrong, we just need to play better as a team and pass the ball around more.
Claire	So what happened? Did you win in the end?

*Here "tripping" refers to intentionally causing someone to fall.*

*Here "we were down" refers to the score in a soccer game. Their team was losing or "down".*



Cameron	No, we lost the game. They scored in the last minute and beat us 4-3. I got a goal, though!
Claire	Great job, Cam. I'm sure Mom was very proud of you.
Cameron	We play them again next month. We'll beat them then for sure.
Claire	Way to stay positive. I'm going to take a shower. See you at dinner, little bro.

***“Cam” is a shortened version of the name “Cameron”.***

***“Bro” is short for “brother”.***

## Health and Physical Fitness, Lesson 2: Vocabulary

### Jeff complains to his friends Jenny and Evan about being out of shape.

I'm putting on too much weight. How can I lose it?		
	You should take it off.	
	Eat better and work out.	X
	Find a shape and stick to it.	
	We will help you finish your lasagna.	

### Jeff asks Jenny and Evan for help getting into shape.

You and Jenny are always in such good shape. Can you train me?		
	Sure! We never gain weight!	
	Of course, you can always come back to us tomorrow.	
	You will need to lose weight first.	
	Sure, come with us to the gym tomorrow.	X

### Jeff needs a ride from Evan and Jenny to the gym.

Will you give me a ride?		
	Sure. You can take the train.	
	You should ride your bike.	
	OK, we'll pick you up at 8:00.	X
	OK, we'll meet you there!	

### Evan is helping Jeff work out at the gym. Jeff can't handle the workout.

These weights are too heavy. I can't lift them.		
	Let's start you off with something lighter.	X
	That's just because they don't have a handle on them. Try these!	
	Not all weights work. Try these, instead.	
	It will help if you take deep breaths.	

### Evan needs to take a break from helping Jeff work out.

Jenny, I need to use the bathroom. Will you watch him for a bit?		
	Sure, I'll go with you!	
	I won't let him break anything.	
	No problem.	X
	OK, we'll work out while you dehydrate.	

### Jenny motivates Jeff while lifting weights at the gym.

Come on, push harder! You can do it!		
	I need more protein.	
	I'm trying!	X
	If I push, you should pull.	
	This cardio is going way too fast!	

### Jenny tries to motivate Jeff at the gym.

You're not trying hard enough!		
	Stop yelling at me!	X
	I am not fat, I'm just short for my width.	
	I don't want to join your team.	
	This is the hardest yoga ever!	

### Evan returns from the bathroom at the gym. He takes over from Jenny helping Jeff work out.

OK, I'm back. I'll help him now, Jenny.		
	I don't think Jeff will ever be skinny.	
	Great! Let's all get some ice cream.	
	Jeff needs to work out more before he goes home.	
	Alright boys, have fun!	X

**Jeff pleads with Evan not to leave him alone with Jenny at the gym.**

Please don't leave me with her again. She's terrifying.		
	Yes, Jenny plays a mean game of racquetball.	
	You need to cool down before we start up again.	
	Yeah, she scares me too.	X
	Someone needs to be with you when you lift weights.	

**Jeff complains to Evan and Jenny about their workout at the gym.**

You guys beat me up. I'm so sore!		
	Gaining muscle is easier when you carbohydrate together.	
	A slow train gets nowhere fast.	
	No pain, no gain!	X
	At least you're not tired now.	

## Health and Physical Fitness: Suggested Classroom Activities and Projects

1. Health & Fitness: Have students make a paragraph about their favorite athletes, using the pronouns “me”, “you”, “him”, “her”, “it”, and “them” appropriately.	2. Let’s Exercise: Provide a short text about health and fitness for students to read. Afterwards, lead the class in true/false questions to test their comprehension. At the end, ask students to provide their opinion about the text as well about health and fitness as a whole.	3. Listening and Writing: Show a brief video on an exercise workout or an extract from a sports game. Ask students to take notes. After, have students fill out a sheet about what they liked and didn’t like about the video. When they are through, break them into pairs and have them discuss their opinions using appropriate pronouns and vocabulary.
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# At the Hospital 1

## Conversation Event: The Injury

In this conversation, a patient describes to nurse Maria why he has to come to the hospital.

## Objectives

### Grammar Lesson Objective:

- Practice using the past continuous tense along with the simple past.

### Conversation Lesson Objective:

- Talk about going to a hospital or the doctor's office and explaining your symptoms.

## Vocabulary to Learn

### At the Hospital 1, Lesson 1: Vocabulary

symptom

When did you start feeling...? →

dizzy

nauseous

headache

What happened next?

to be honest

to realize

bruise

a hard fall

sprain

the rest of the day

to remember

I didn't remember the rest of the game.

*This is a very common expression you may be asked at the doctor's.*

## At the Hospital 1, Lesson 2: Vocabulary

to recover

Ever since... →

injured

a concussion

emergency room

We were waiting in the emergency room.

tough →

treatment

right away

severe

specialist →

Will I be able to...? →

to risk

*This phrase can be used to indicate something happening often from a past time until now: Ever since I [verb in simple past], I [verb in present perfect progressive]. For example, "Ever since I stopped playing soccer, I have been gaining weight."*

*describing a person's characteristic*

*a type of doctor*

*This is a common phrase you can use to ask the doctor what you can or cannot do due to your injury or illness.*

## At the Hospital 1, Lesson 2: Conversation

Maria	Hello, Oliver. I'm Maria and I'll be your nurse. Tell me what your symptoms are.
Oliver	I have a terrible headache and I feel dizzy and nauseous. I was feeling better this morning, but then I vomited.
Maria	When did you start feeling this way?
Oliver	Well, I think it happened during my soccer game last Saturday. I was running after the ball when I tripped and hit my head.
Maria	What happened next?
Oliver	To be honest, I don't remember much. I was already sitting on the bench when I realized where I was.
Maria	So you don't remember anything after you tripped?
Oliver	Not really, no. I also found all these bruises while I was taking a shower, so it must have been a hard fall.
Maria	What about the rest of the game? Do you remember what happened while you were watching?
Oliver	We were winning when I fell. We almost lost but we scored in the last minute.
Maria	Were you feeling tired while you recovered?
Oliver	Yeah, I've felt really tired ever since. I just figured I was getting sick.
Maria	It sounds to me like you suffered a concussion. I'm surprised your coach didn't notice you were seriously injured.
Oliver	I was trying to be tough while the team was playing, so I didn't say anything.
Maria	You needed treatment right away. If you're vomiting, it must be quite a severe concussion. We need to get you to a specialist.
Oliver	Will I be able to play in our game this weekend?
Maria	No, the best treatment for a concussion is rest. We can't risk it getting worse. The doctor will decide how much time off you need.



## At the Hospital 1, Lesson 2: What Would You Say?

### Alexandra is feeling sick. Her friend Annie has come over to check up on her.

Hey Alex, how were you feeling when you woke up this morning?		
	I was already tired when I went to bed.	
	I felt like I needed a checkup.	
	I was feeling like it should be Saturday.	
	I felt very nauseous.	X

### Alex is feeling sick. Annie wants some details about her illness.

When did you first vomit?		
	When I was three.	
	While I was making breakfast.	X
	I might wait until the weekend.	
	In the bathroom.	

### Alex is feeling sick. She has decided not to go to work today.

I called out of work when it happened.		
	My boss is sick, too.	
	Good, you don't want to get anyone else sick.	X
	Fortunately, the doctor's office is near where you work.	
	You can go to work tomorrow after surgery.	

### Alex is feeling sick. She describes her illness to her friend Annie.

While I was lying down, I came down with a bad fever.		
	It sounds like you have the flu.	X
	Everybody feels down when they get sick.	
	It sounds like you need a shot.	
	You need a good night's sleep and an examination.	

**Alex is feeling sick. Her friend Annie asks if she's made an appointment with the doctor yet.**

Did you call the doctor?		
	I was going to when I got out of bed.	X
	No, my doctor is not a specialist.	
	Yes, I have a dentist appointment at 4:00 on Thursday.	
	Yes, but he could not hear me because of the ambulance.	

**Alex is feeling sick. Annie does her a favor.**

I'll call the doctor's office while you are resting.		
	I can sleep on the operating table.	
	Thank you, this is a bad concussion.	
	Thanks. I need a prescription to help me sleep.	
	Good, I'm very sleepy.	X

**Alex is feeling sick. Annie has called the doctor's office for her.**

The doctor was eating lunch when I called, but I made an appointment for you.		
	Thanks! Exams are always better on a full stomach.	
	Thanks, Annie. Please make the appointment for 3:30.	
	Thanks Annie, I appreciate it.	X
	Thanks, I'm sure his nurse will see me in the emergency room.	

## At the Hospital 1: Suggested Classroom Activities and Projects

<p>1. Fill in the Blanks: Give students a short story with missing words and the sentences out of order. First: ask student to fill in the blanks with verbs in the present, past, and past continuous tenses, then ask them to put the story into a logical order.</p>	<p>2. Role-play: Have one student role-play a doctor while another role-plays a patient. The doctor should ask the patient questions about their symptoms, which the patient should describe.</p>	<p>3. Yesterday's Emergency: Provide a slideshow or a worksheet with pictures of different emergency situations in which someone might or might not need to go to emergency room. (Be sure to include some pictures that would not be considered emergencies.) After a vocabulary discussion, students should then develop new dialogues, describing each of the situations in the first person as if they were talking to a doctor about them. Encourage students to use both the past continuous tense and the simple past.</p>
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# At the Hospital 2

## Conversation Event: Getting a Prescription

In this conversation, Laura feels ill and gets a diagnosis from her doctor. Laura and her doctor discuss her symptoms and treatment.

### Objectives

#### Grammar Lesson Objectives:

- Learn to form the present perfect continuous tense.
- Continue using the simple past and past continuous tenses.

#### Conversation Lesson Objective:

- Talk about going to a hospital or the doctor’s office and explaining your symptoms.

### Vocabulary to Learn

#### At the Hospital 2, Lesson 1: Vocabulary

to feel sick

He has been feeling sick for a while.

sore throat

to turn into →

*This is another way to say “to become”.*

painful

pharmacy

cough syrup

Have you been experiencing...? →

*This is a common question a doctor may ask you to understand your symptoms.*

fever

chest pain

to take medication

antibiotics

to do research

x-ray

pneumonia

## At the Hospital 2, Lesson 2: Vocabulary

prescription

allergic reaction

I am allergic to peanuts.

penicillin

exotic

to prescribe

pill

I wish! →

*You can use this expression to say you would like something to be true.*

to smoke

a smell

I have never been a fan of the smell. →

*You can use this expression for emphasis, it means that you have never liked something.*

sensitive

fluid →

*This is a common phrase you can use to ask the  
This is another way to say "liquid".*

Drink lots of fluids.

Take care!

## At the Hospital 2, Lesson 2: Conversation

Dr. Ramsey	So, how long have you been having these symptoms, Laura?
Laura	I've been feeling sick for about two weeks. First it was just a sore throat, then it turned into a really painful cough and a fever.
Dr. Ramsey	Have you been taking any medication?
Laura	Yes. I thought it was just a cold, so I picked up some cough syrup from the pharmacy.
Laura	I've been trying that for about a week, but it has only been getting worse.
Dr. Ramsey	Have you been experiencing any chest pain?
Laura	Yes, for the last few days it feels like a very fat man has been sitting on my chest.
Laura	I've been doing some research on the internet and all my symptoms pointed to pneumonia.
Dr. Ramsey	Well, you thought right, Mrs. Brady. After looking at your x-ray and hearing your symptoms, it's clear that you have a bad case of pneumonia.
Dr. Ramsey	I'm going to write you a prescription for some antibiotics and hopefully you'll feel better soon. I just need to ask you a few questions first.
Laura	OK, go ahead.
Dr. Ramsey	Have you ever had an allergic reaction to any medications?
Laura	No, never. I am allergic to peanuts, though.
Dr. Ramsey	Don't worry, I won't prescribe you any peanuts. Have you traveled to any exotic countries in the past year?
Laura	I wish! Not unless you count California as an exotic country. I have not left the States in years.
Dr. Ramsey	Alright, that's a no, then... have you ever smoked cigarettes?
Laura	No, I have never been a fan of the smell. I have a very sensitive nose.

*Here “to count” means “to consider” or “to include”. California is a large state in the western part of the United States*

*“To be a fan of something” means “to like something”.*

Dr. Ramsey	OK, you've answered all my questions. Here is your prescription.
Dr. Ramsey	You need to take two pills a day after breakfast. If you aren't feeling better in a week, come back and see me.
Laura	Thank you, Dr. Ramsey. Hopefully I don't have to see you again soon!
Dr. Ramsey	Make sure you drink plenty of fluids and get lots of rest. Take care, Mrs. Brady.

## At the Hospital 2, Lesson 2: What Would You Say?

**Timmy's grandmother is in the hospital. Timmy is growing impatient while he and his mother wait to see Grandma.**

We've been waiting for hours! When can we see Grandma?		
	We will make an appointment and come back later.	
	Grandma can wait, she is a patient.	
	We need to wait until the ambulance arrives.	
	The nurse will let us know soon.	X

**Timmy and his mother are waiting at the hospital. The nurse finally comes out to speak with them.**

Hello, I'm your nurse, Maria. I've been taking care of your grandma.		
	At last! Can you give us a pill?	
	Finally! We were starting to get worried.	X
	I hope you are feeling better.	
	Great! Can you prescribe a treatment?	

**Nurse Maria apologizes to Timmy and his mother for the long wait.**

Yes, sorry for the wait. She has been resting.		
	We're just glad she's OK.	X
	She can sleep on the way home.	
	Well, at least she hasn't died.	
	That's OK. Timmy has a magazine.	

**Maria talks to Timmy's mother about what's going to happen to Grandma.**

I've been speaking with the doctor. He thinks she needs surgery.		
	We're sure that it could be worse.	
	Oh no! Can we see her first?	X
	I will get her some bandages from home.	
	Is the doctor a specialist?	



**Maria tells Timmy and his mother they can finally go see Grandma.**

Yes, she's been asking to see you too. Come right this way.		
	We will be waiting for her right here.	
	That's OK, she can stay.	
	If she asks, I will bring her some medication.	
	OK, let's go, Timmy.	X

**Timmy visits Grandma in the hospital.**

Hey Grandma, how have you been feeling?		
	The last time I was in the hospital I broke my toe.	
	I feel like I need to recover.	
	I've been better!	X
	I was feeling fine.	

**Timmy speaks with Grandma while she's in the hospital.**

Are you in pain?		
	No, I can hear you perfectly.	
	Yes, but the doctor's office is nearby.	
	No, they've been giving me some medication.	X
	No, the nurse is very friendly.	

**Timmy's mother is relieved that Grandma isn't feeling any pain.**

Well, we're glad you've been staying positive.		
	That's because if I have another heart attack, I'll die.	
	Yes, I'm positive that it's cancer.	
	I'll get the best treatment, and won't be cured.	
	Don't worry, I'll feel better in no time.	X

## At the Hospital 2: Suggested Classroom Activities and Projects

1. Describing Injuries: Show pictures of patients with different illnesses or injuries, such as a headache, a broken arm, a stomachache, and so on. Have students describe each the illness or injury.	2. What Has Been Happening: Have students look around the room and describe what has been happening in the present perfect continuous tense.	3. Medical Chart: Have students fill in a medical chart for an imaginary patient, listing the patient's problems, symptoms, pain level, and medications. Collect the sheets and redistribute them in class. Pair students and have them use the charts to role-play doctors and patients.
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# At Work 1

## Conversation Event: The Interview

In this conversation, Thomas hires a new employee and answers questions about the job.

## Objectives

### Grammar Lesson Objective:

- Review important verb tenses, including simple present, present continuous, imperative, and simple future.

### Conversation Lesson Objectives:

- Use words and phrases related to working in an office.
- Get familiar with the types of questions and answers you may hear during a job interview.

## Vocabulary to Learn

### At Work 1, Lesson 1: Vocabulary

to review

résumé

qualified

to accept an offer

If you don't mind...

Ask away. →

*This expression invites someone to ask any questions they might have for the speaker.*

day-to-day schedule

Can you give me some more details on...?

full-time position

shift

to arrive on time

Be in the office at 9:00 sharp.

strict

to take time off

benefits

a break →

*referring to a period of rest*

## At Work 1, Lesson 2: Vocabulary

sick day

personal day

honeymoon

to start a family

maternity leave

salary

employee

contract

to appreciate

smile

to email

engineer

career

When will I start?

Welcome aboard! →

*referring to a company*

## At Work 1, Lesson 2: Conversation

Thomas	After reviewing your résumé, you seem very qualified for this position. The job is yours if you decide to accept our offer.
Alexandra	Wonderful! I am very interested in the position, but I have a few questions, if you don't mind.
Thomas	Of course, I'm happy to answer any questions. Ask away.
Alexandra	I'm wondering what the day-to-day schedule looks like. Can you give me some more details on what the hours are?
Thomas	Sure. This is a full-time position, so you will be expected to work 40 hours per week in 8-hour shifts.
Thomas	<b>Be sure to arrive on time at 8:00 a.m. sharp;</b> we are quite strict about that. The workday ends at five o'clock.
Alexandra	Will I get any breaks during the day? And what about time off?
Thomas	You'll have an hour for lunch each day. And our paid time off benefits are great here.
Thomas	You get three weeks of paid vacation time as well as a week of paid sick days or personal days each year.
Alexandra	That's good to know. I am getting married this year, so I will need to take some time off for our honeymoon.
Thomas	Congratulations! We are a very family-oriented company. If you decide to start a family, you'll receive three months of paid maternity leave as well.
Alexandra	That's excellent news. Will I receive a salary or is this an hourly pay position?
Thomas	No, we don't pay our full-time employees hourly. My supervisor is putting together a contract for you with those details. I think you will like our offer when you see it.

Alexandra	Well, I must say the benefits sound great. I also really appreciate how friendly everyone in the office seems.
Thomas	Well, when you like your job, smiles are contagious around the office. It looks like my boss just emailed me the contract. Here, take a look.
Alexandra	Wow! I absolutely accept. I can't wait to start my engineering career with your team. When will I start?
Thomas	You'll start next Monday. Welcome aboard, Alexandra!

## At Work 1, Lesson 2: What Would You Say?

### Rachel checks up on her friend and co-worker Jenny.

Hey Jenny, how is work going?		
	I will be going to work in the morning.	
	Please leave a message and I'll get back to you.	
	Not good. I have too much to do.	X
	I'm happy to do that, it's my job.	

### Rachel tells her co-worker Jenny that she needs to take a break.

You're working too hard. Let's take a break together.		
	It's too early in the day for lunch.	
	It's true, I could use a vacation.	
	OK, I'll step away for a few minutes.	X
	I have coffee here.	

### The receptionist lets Jenny know about a phone call for her.

Jenny, you have a customer calling.		
	Please ask her some questions.	
	Take a message for me.	X
	Please tell the customer to take a personal day.	
	That's great! Say "Hi" for me.	

### The receptionist asks Jenny what to do about the phone call.

What time should I tell them that you'll be back in the office?		
	I'll be back in half an hour.	X
	I am not leaving the office, I am only taking a break.	
	My work hours are 8:00 AM to 5:00 PM Monday through Friday.	
	That would be perfect, thank you.	

**Jenny complains to Rachel about the amount of work she has to do.**

If I don't finish all my reports today, I'm going to have to work overtime.		
	Oh, no! Then you will have a lot of work to do overtime.	
	Maybe you should just take all your work home with you.	
	You should report to your supervisor.	
	Don't worry, you'll get it done.	X

**Jenny feels bad for complaining so much to Rachel.**

Sorry I'm complaining so much. I'm just feeling very stressed.		
	You look very tired.	
	The stress is what you're getting paid for.	
	Your boss works hard, too.	
	No need to apologize.	X

**Rachel asks her co-worker Jenny when she's going on maternity leave.**

When are you taking your maternity leave?		
	I'm leaving in two weeks.	X
	I'm going to be spending it at home.	
	I get three months, but I may not be out that long.	
	I wish I had taken it 9 months ago.	

**A pregnant Jenny is hungry. She tells Rachel that it's the baby's fault.**

The baby is getting hungry again. I need a second lunch.		
	You can take a break at 3:00 PM.	
	Have a second cup of coffee to help keep you awake.	
	You can have half of my sandwich.	X
	I never eat snacks, which is how I keep my figure.	



**Jenny is very impressed with Rachel's sandwich making skills.**

Mmm, your sandwiches are so much better than the ones Evan makes.		
	I know. I ate that one yesterday.	
	Thanks! I am very family friendly that way.	
	The deli next to the bank makes great bagels, too!	
	I'll be sure to tell him that the next time I see him.	X

**At Work 1: Suggested Classroom Activities and Projects**

1. Job Interview: Pretend to be an employer and interview students as potential employees for an imaginary position. If you prefer, you can create a few different fake resumes and hand them out for students to use. Ask each student questions about work experience, schooling, skills, and so on.	2. Want Ads: Divide the class into small groups and have them pretend to be a small start-up company that is looking for employees. Students should write a want ad for the job. Each group will then present their ads and the class as a whole will discuss which ones are most appealing.	3. Resumes: Have students write down their personal work and education experience, then organize their notes into a formal resume.
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## At Work 2

### Conversation Event: What a Day!

In this conversation, Thomas comes home from work and discusses his day at work with his wife, Laura.

### Objectives

#### Grammar Lesson Objective:

- Review important verb tenses, including simple present, simple past, past continuous, and present perfect continuous.

#### Conversation Lesson Objectives:

- Tell someone about your day at work.

### Vocabulary to Learn

#### At Work 2, Lesson 1: Vocabulary

honey →

You're just in time...

grilled

to take something seriously

She's been taking this diet very seriously.

Let's just say... →

actually

to fire →

grumpy

to take a nap

lounge →

conference call

to find out

*We use this expression as a term of affection for a loved one.*

*This is a very common expression used to point something out without wanting to talk about it in detail.*

*You might also hear "to let go".*

*a room for relaxation*

## **At Work 2, Lesson 2: Vocabulary**

to take time

a replacement

She's the perfect fit for my team.

respectful

to graduate with honors

intelligent

attitude

to hire

application

to cause trouble

a food fight

to plant flowers

to volunteer

to misbehave

## At Work 2, Lesson 2: Conversation

Thomas	Hello honey, I'm home!
Laura	Hi, Tommy. You're just in time for dinner. Claire is making us grilled chicken and rice. Can you believe how healthily she's been eating?
Thomas	Wow, she's been taking this diet very seriously. I have to say, I'm starting to miss your lasagna.
Laura	Well, let's just say it's already on the menu for when Claire leaves for vacation next week. So how was work today? Did anything interesting happen?
Thomas	Yes, actually. Remember when I fired that guy a few weeks ago?
Laura	Hmm, I don't remember. Was he the one who was caught taking naps in the lounge?
Thomas	No, Bob took care of him. I'm talking about the one who I found out was playing video games during our conference calls. I let him go last month.
Laura	Oh yes, I remember now. He called you a grumpy old jerk when he left, right?
Thomas	Yeah, that's the one. Anyway, I've been taking my time finding a replacement. I wanted to make sure I found the perfect fit for my team.
Laura	So, who did you find? He better have a bit more respect.
Thomas	She was very respectful. Her name is Alexandra.
Thomas	She just graduated with honors and was president of the Robotics Club. She's very intelligent and has a great attitude as well.
Laura	How wonderful! I was hoping you'd hire some more women in that office.
Thomas	Times have changed. We've been receiving way more applications from female engineers these past few years.

*"I have to say" is used to emphasize an opinion.*

*We use "Right?" at the end of a sentence to ask for confirmation.*

Laura	That's good to hear. By the way, I received a call from school today. Your boys have been causing trouble.
Thomas	Oh no, not again. Which one is it this time?
Laura	Your two youngest, of course. They were throwing food at each other during lunch. They were trying to start a food fight!
Thomas	A food fight? That sounds like my sons, alright. Where have they been, anyway? The house is way too quiet.
Laura	They've been working in the garden since they got home. I was planning to clean it up and plant flowers tomorrow, but they "volunteered" when they got home.
Thomas	With all these misbehaving kids, we'll never have to do chores again. I'll go call them in for dinner.

## At Work 2, Lesson 2: What Would You Say?

### Evan greets his wife Jenny as she returns home from work.

Hi sweetheart, how was work today?		
	It's what I get paid to do.	
	Long and stressful.	X
	I have really nice co-workers.	
	Today I worked overtime.	

### Jenny just got home from work. Evan has been home for an hour already and he started dinner.

I've been making dinner for when you arrived. It's almost ready.		
	Great, I'm starving.	X
	I can't have wine because I'm pregnant.	
	How long does it take to prepare dinner?	
	I am not ready to go back to work.	

### Jenny just got home from work. Evan wants to know how her day went.

So, did anything exciting happen at work today?		
	This was the best day at work I've had all day.	
	Not really. I was just trying to finish all of my reports.	X
	Yes, I heard all about it on the radio.	
	No, I just like my job.	

### Jenny tells Evan about her day at the office.

I took a nice break with Rachel too. She said hello.		
	Rachel is always friendly, even at work.	
	Jenny, you need to take fewer breaks.	
	I wish that I worked for Rachel.	
	I miss Rachel! I haven't seen her in a while.	X

**Evan hasn't seen Jenny's co-worker Rachel in a while. He suggests to Jenny that they get together soon.**

I was thinking we should invite her over for dinner this weekend.		
	Good idea! I'll ask her to make sandwiches!	
	We shouldn't ask Jenny to cook.	
	Jenny could pick up some Thai food at her favorite place.	
	I already asked. She's coming on Friday night.	X

**Evan knows Jenny's boss can be mean. He wants to know how he's been to her lately.**

How has your boss been treating you?		
	He's been less grumpy than usual.	X
	He works directly for his supervisor.	
	I saw him today in the break room, which was very unusual.	
	He is very strict about getting to work on time.	

**Jenny complains to Evan about the amount of work her boss has been giving her.**

He's been giving me a ton of work to do before I go on maternity leave, though.		
	Maybe you should take a vacation.	
	He won't mind if you punch out early, then.	
	Well, that's his problem if you don't finish.	X
	Luckily, your company has a waiting room.	

**Jenny is unsatisfied with her current job and tells Evan she's been thinking about a career switch.**

I've been thinking about finding a new job after the baby.		
	I'll support whatever you decide to do.	X
	Tell your boss to get a new job.	
	Well, you don't want to get fired.	
	If you don't like your current job, you can always ask for a raise.	

**Jenny and Evan have been talking for a while. Jenny wonders what happened to the dinner Evan said he was cooking.**

By the way, weren't you making dinner?		
	Yes, I suppose I am.	
	Oh no! I burned it.	X
	Yes! I'm starved!	
	No. It's almost ready.	

**Jenny is not happy that Evan burned dinner. She wants to know what he's going to do to make up for it.**

Ugh, Evan! I was wondering what that smell was. What are we going to do for dinner now?		
	I'll leave you a 20% tip.	
	I'll make you something from the deli that won't make you sick.	
	We'll go out to eat tomorrow night.	
	I can order a pizza. It's my treat.	X

## At Work 2: Suggested Classroom Activities and Projects

1. Job Descriptions: Have students describe their current or past job to the class. They can describe the responsibilities involved as well as what they liked and didn't like about it.	2. Compare/Contrast: Have students compare and contrast the positive and negative aspects of different jobs.	3. Leaving a Job: Have students read a text describing a negative job environment, then hold a class discussion about the quality of information found and what they believe are good reasons to leave a job.
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# At School 1

## Conversation Event: A Teacher's Responsibilities

In this conversation, Aaron has a conversation with the principal at his high school. He gets asked a big favor.

## Objectives

### Grammar Lesson Objective:

- Learn to use modals like “may/might”, “can/could”, and “will/would” to make polite requests.

### Conversation Lesson Objective:

- Talk about a typical school day and talk about the rules in a classroom.

## Vocabulary to Learn

### At School 1, Lesson 1: Vocabulary

principal →

*referring to a position in a school*

high school

for a moment

What can I do for you? →

*This is a polite expression you can use to ask if someone needs your help.  
You may also hear “to have a chat”.*

to chat

fast

Take a seat.

Would you like...?

May I...?

to grow up

before you know it

to graduate

kindergarten

in any case

U.S. History →

*Referring to a high school subject. “U.S.” stands for “United States”.*

## At School 1, Lesson 2: Vocabulary

daily

Could you tell me...?



*referring to a high school subject*

drama

willing

responsibility

to take on

workload

well-compensated

to refuse

to fail

algebra



*referring to a high school subject*

to give someone trouble

Please do.

textbook

Would you please...?



*Add a verb in the base form, like “do, make, help” in the ... to make a polite request to someone.*

## At School 1, Lesson 2: Conversation

Principal Forte	Hi, Aaron. Would you please come into my office for a moment?
Aaron	Of course, Principal Forte. What can I do for you?
Principal Forte	I just wanted to have a quick chat. Take a seat, please. Would you like some coffee?
Aaron	Sure, I'd love a cup. Hey, is that a picture of your kids? May I take a look?
Principal Forte	Sure, go ahead. Can you believe Tommy is in the fifth grade now? And that's Annie, she just started kindergarten.
Aaron	Wow, they grow up so fast. They'll be graduating before you know it.
Principal Forte	Not too fast, hopefully. In any case, I had a question for you. Could you tell me your daily schedule?
Aaron	Sure. I teach two history classes in the morning and one after lunch. I also help Miss Hansen with the drama program after school.
Principal Forte	That must keep you pretty busy, but would you be willing to take on a few additional hours?
Aaron	I might be willing, it depends. What is it you need help with?
Principal Forte	Well, Mrs. Palmer usually teaches U.S. History next semester, but she's going on maternity leave.
Principal Forte	We couldn't find anyone else to cover the class. You can refuse if it's too much of a headache for you.
Aaron	That is a lot of responsibility. Isn't Bobby Patterson going to be in that class? He's always been such a pain.
Principal Forte	You would be well-compensated for the increased workload. As for Bobby, he just needs someone to be strict with him. He is failing science and language arts this year already.

***"To cover" here means "to substitute". In this case, acting as a replacement during the an absence of a coworker.***

***Calling someone "a pain" is an informal way to say that he or she is bothering you or causing you trouble.***

Aaron	I have no problem being strict. I may send him to you if he gives me trouble.
Principal Forte	Please do. He doesn't want to see me any more than I want to see him.
Aaron	OK, I can teach the class. Will you please send me the textbook for the class?
Principal Forte	I'll contact Mrs. Palmer and make sure you have everything you need. Thank you so much, Aaron.

## At School 1, Lesson 2: What Would You Say?

**Oliver is a student in Mrs. Lang's Language Arts class. She wants to meet with him later to discuss his grades.**

Oliver, could you please see me after school today?		
	Sure, I'll come straight from art class.	X
	No, but I don't want to.	
	I will meet with you later.	
	Yes, but I could see you now.	

**Oliver goes to Mrs. Lang's classroom after school for their scheduled meeting.**

Hi Mrs. Lang. Can we speak now or are you busy?		
	I asked to see you after school.	
	Yes, I am busy.	
	Now is fine. Please come in.	X
	I would prefer to speak with you today.	

**Mrs. Lang has invited her student Oliver to a meeting after school. She makes it clear that this won't be a pleasant conversation.**

You may not like what I have to say.		
	Don't worry, I am always pleasant.	
	Oh no, that's not good.	X
	My mother says that I like everything.	
	Well, then, don't say it.	

**Mrs. Lang wants to ask Oliver about his lack of effort in her class.**

Can you explain how you haven't turned any homework in for the past two weeks?		
	I don't know how, but I can tell you why.	
	My homework assignments turned into a nightmare.	
	I passed in my homework two weeks ago.	
	I've been really busy with soccer lately.	X

**Mrs. Lang does not accept Oliver's reason for missing his homework assignments.  
She does not think soccer is a good reason to do poorly in school.**

That's not an excuse. If you don't do very well on this next exam, you might not pass the class.		
	It's not an excuse, it's a reason.	
	I did not expect that you couldn't accept it.	
	I'll study really hard for it.	X
	I expect the class to be hard to pass.	

**Mrs. Lang gives Oliver advice about his priorities in school.**

You could get into a really great university if you focused on your classes and not your soccer.		
	I would rather go to college than to a university.	
	Soccer is more difficult than your class.	
	True, but soccer could also get me into a good college.	X
	I always need help prioritizing.	

**Mrs. Lang tries to reason with Oliver about putting his schoolwork before soccer.  
Oliver says he can get a soccer scholarship if he keeps practicing soccer after school.**

Not if you don't graduate. You may not be able to if you don't pass language arts.		
	I promise to be more reasonable in the future.	
	When I graduate, I will take more language courses in college.	
	I plan to take the class again.	
	Alright, alright. I'll focus more on my grades.	X

**Oliver realizes he needs to bring his grade up in Mrs. Lang's class and asks if there's anything else he can do.**

Can I do any extra assignments to bring my grade up?		
	Yes, I can give you some work for extra credit.	X
	You can take a class in detention.	
	You don't need to take more classes.	
	Well, you can get your grade up, but you might not be able to.	

**Mrs. Lang offers to help Oliver prepare for his upcoming exam.**

Would you like to meet with me after school next week to study for the exam?		
	No, but I could use some help with that after soccer.	
	That would be very helpful. Thanks, Mrs. Lang.	X
	That's OK, I can always study in the library.	
	What do you need to study for?	

**At School 1: Suggested Classroom Activities and Projects**

1. Coming to Conclusions: Present students with an open situation, such as "I went to the beach and when I came back I found all the windows open." Ask them to speculate about what happened, what could have been done to avoid it, and what you are ought to have been done instead	2. Personal Experience: Ask students to remember a time when someone asked them for permission to do something. When was it? Was it at school, at work, or at home? What did the person ask for? How did they ask? Did they use modal verbs "can", "could", "may", "might"?	3. May I? Have students write a list of six questions in a notebook. Each question should start with a different modal, such as "can/could", "will/would", "or "may/might". These questions can be practical or silly. Then, have the students pair up. The first student asks his/her modal question and the second student responds with a full sentence. ex. "Can I borrow \$100 dollars from you?", "No, you cannot."
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## At School 2

### Conversation Event: The First Day of Class

In this conversation, it's Aaron's first day of teaching a new class at the high school. Aaron wants to talk about the dos and don'ts in class, but certain students are already giving him trouble.

### Objectives

#### Grammar Lesson Objective:

- Use modal verbs “will/would”, “can/could”, and “must/mustn’t (shouldn’t)” to make requests.

#### Conversation Lesson Objective:

- Talk about a typical school day and talk about the rules in a classroom.

### Vocabulary to Learn

#### At School 2, Lesson 1: Vocabulary

As you know...

to raise your hand

test

to pass a test

unit

quiz

folder

to shout

to call on someone



*referring to a classroom*

to go over the rules

custodian

to interrupt

Could I borrow a pencil?

extra



## At School 2, Lesson 2: Vocabulary

to catch

to poke an eye out

detention

warning

backpack

binder

in addition to...

locker

exception

in between

complaint

to kick

to lie →

*referring to dishonesty*

empty

at the front of...

chapter

## At School 2, Lesson 2: Conversation

Aaron	Welcome to U.S. History, class. As most of you know, my name is Mr. Green. Please, take a seat so we can begin.
Bobby	Mr. Green, I have a question. Will we have a lot of tests in this class?
Aaron	Please raise your hand when you have a question, Bobby.
Aaron	You will have one test for every unit in your textbook. There will also be weekly quizzes and a final exam.
Bobby	Ugh, I don't feel so good. Can I go see the nurse?
Aaron	Again, never shout out without being called on. And no, you may not. I'm going to go over some class rules.
Bobby	OK, but if I get sick, the custodian isn't going to be very happy with you.
Aaron	Nor will Principal Forte be happy with you if you keep interrupting me. Class, please take out a pencil and paper.
Julie	Mr. Green, I don't have a pencil. Can I use a pen?
Aaron	No, pen is not allowed. You must remember to bring a pencil to class. Who has an extra pencil that Julie could borrow for today?
Bobby	I do! Catch, Julie!
Aaron	Excuse me! You cannot throw anything in my classroom. You could poke an eye out. Bobby, you are on your way to a detention. This is your last warning.
Bobby	Sorry, Mr. Green. I'll be good.
Aaron	In addition to a pencil and paper, you should always come to class prepared with a folder and binder.
Aaron	You shouldn't ever need your backpacks, so please leave them in your lockers.

Julie	Mr. Green, I don't have time in my schedule to go to my locker. My math books are too heavy. I have to bring my backpack.
Aaron	Sorry, no exceptions. You must find time to go to your locker. You have a full 15 minutes in between classes. Are there any more complaints before we begin?
Julie	Yes, Bobby keeps kicking my chair. Can you please make him stop?
Bobby	I did not! She's lying!
Aaron	Bobby, move to the empty seat at the front of the class. You can sit there during your detention today as well.
Aaron	Now class, please open up your textbooks to Chapter 1...

## At School 2, Lesson 2: What Would You Say?

**Bobby is a regular troublemaker at his high school. His teacher sent him to see Principal Forte. Principal Forte is not happy to see him in his office again and Bobby comes up with an excuse.**

Bobby, can't you try and go one day without getting sent to my office?		
	I could try, but I may not always succeed.	
	Sorry, Principal Forte, teachers just don't like me.	X
	I am always happy to see you, Principal Forte.	
	I am not here every day, Principal Forte, but I try to be here on a regular basis.	

**Principal Forte wants Bobby to tell the truth about what happened in gym class. Bobby's said it was the teacher's fault, but Principal Forte doesn't believe him.**

Will you explain how the teacher not liking you made you push another student into a garbage can?		
	I had nothing to do with that!	X
	I'm sorry, but I do not know how to explain garbage cans.	
	The teacher did not like to think that I was a bully, and I'm sorry about that.	
	I did not see the teacher do that.	

**Principal Forte wants Bobby to admit that he pushed another student but Bobby does not want to get in trouble.**

Bobby, you must not lie to me. You're already in a lot of trouble.		
	I am not laying, I know that it is more polite to sit.	
	I'm not lying, I swear!	X
	I could not feel worse about the trouble I am in, sir.	
	But I can't explain it without lying.	

**Principal Forte makes it clear that other students saw Bobby's bullying.**

Your entire gym class saw you do it. Could you explain to me how they are all mistaken?		
	Yes, I could be mistaken.	
	I can't find it, so it must have been taken.	
	That's not true, I like gym.	
	They're all making it up because they don't like me.	X

**Principal Forte is still trying to get Bobby to admit to his bullying. He presents the facts: Bobby is a troublemaker, the other students saw Bobby push Liam, and Liam needed a change of clothes.**

Then why would a student named Liam Cook show up at the nurse's office needing a change of clothes?		
	He can find some in the supply closet.	
	It is not like Liam to lie.	
	Because he's a smelly kid and his clothes were stinky.	X
	The nurse would help him.	

**Bobby continues to lie about the incident. Principal Forte asks his assistant to send someone in who might be able to help Bobby change his bad behavior.**

Diane, could you please send in the social worker?		
	He's on his way, Principal Forte.	X
	The custodian will be in later, Principal Forte.	
	Yes, perhaps she can help Bobby lie down.	
	That will be fine, Principal Forte.	

**Principal Forte introduces Bobby to the social worker. Bobby does not want to meet with the social worker.**

Bobby, this is Mr. Lee. You must meet with him every day after school to discuss your behavior.		
	Will he be here for vacation?	
	There is nothing to discuss.	
	I can't be here on Sunday, sir.	
	That sounds boring. I don't want to.	X

**Principal Forte makes clear the consequences if Bobby does not change his behavior.**

Would you like to get kicked out of high school, Bobby?		
	No, not really.	X
	Yes, I would like to kick my soccer ball after school.	
	I would not like to get in more trouble, sir.	
	No, I would like to go home and rest.	

**Principal Forte tells Bobby the things that must change in order to for him to stay in school.**

If your behavior and grades do not improve, you cannot be a student here any longer. I suggest you meet with Mr. Lee and listen to what he has to say.		
	We can talk about it.	
	Nothing improves on its own, Principal Forte. You have to work at it.	
	Fine, I'll meet with him. I won't like it though.	X
	I will change my schedule, if that will improve things, Principal Forte.	

## At School 2: Suggested Classroom Activities and Projects

<p>1. School Rules: Have students tell the class what school was like in their native country. They must describe some of the school rules, using “may/might”, “can/could”, and “will/would” in their descriptions.</p>	<p>2. Classroom Dos and Don’ts: Break the class into small groups of 2-3 people. Give each group several small pieces of paper describing different actions. Have the students work together to come up with a list of school rules describing whether you may or may not perform that action during class. (For example, “You must listen to the teacher during class.”, “You may not play video games during class.”, and so on.) The rules can be silly or serious, as you choose. Have each group read their rules to the others.</p>	<p>3. Poster: Have students create a poster or brochure outlining the expected behavior in class. The finished poster can be displayed in the room.</p>
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# Travel 1

## Conversation Event: In the Airport

In this conversation, Claire and Aaron navigate the airport on their way to their gate.

## Objectives

### Grammar Lesson Objective:

- Learn about verbs that take either gerund or infinitive forms of verbs.

### Conversation Lesson Objective:

- Talk about getting through an airport, taking a flight, and getting ready for a trip.

## Vocabulary to Learn

### On a Trip 1, Lesson 1: Vocabulary

check-in counter →

*referring to an airport*

to wait in line

to gather →

*referring to a group of people*

crowded

sign

to stress

I decided to check-in online.

carry-on luggage →

*You may also hear “hand luggage”.*

to print

to look up something →

*You may also hear “to look something up”.*

kiosk

security

What time does the flight leave? →

*referring to an airport*

gate

to keep something handy

I’m terrible at planning trips.

to prefer



## On a Trip 1, Lesson 2: Vocabulary

efficiently

to appreciate

to regret

common →

*referring to frequency*

terminal →

*referring to an airport*

to grab something to eat

to spare

to avoid

to be stuck in line

We avoided being stuck in line.

off to a great start

baggage check

to advise →

*The verb “to advise” is typically followed by the gerund, or “-ing” form of a verb. For example, “I advise arriving early”.*

Do you mind...?

on the plane

See you in a bit!

## On a Trip 1, Lesson 2: Conversation

Aaron	Alright, now our vacation begins. Miami, here we come! Let's try to find our check-in counter.
Claire	I think I see the sign over there where all those people are gathered. Oh no, are they all here to check-in?
Claire	I didn't expect it to be this crowded. Waiting in line is the worst!
Aaron	Nah, don't stress. I hate it too. That's why I decided to check-in online.
Aaron	Since we only brought carry-on luggage, we just need to look up our reservation at one of these kiosks.
Claire	OK, let's print these tickets and hurry through security. I'm starting to worry about being late. What time does our flight leave?
Aaron	At 10:30, so we have about an hour to get to our gate. Here are our tickets.
Aaron	Let's keep them handy along with our passports. It looks like the line for security is moving quickly.
Claire	Nice! They must have heard me complaining. Thanks for organizing all this, Aaron. I'm terrible at planning trips.
Aaron	Oh, no problem at all. I prefer to do the planning, actually. Not that I don't trust you, I just enjoy traveling efficiently.
Claire	Well, I appreciate it. I love dating someone so organized. My last boyfriend was a mess.
Aaron	OK, I'm going to go through this baggage check. See you on the other side!
Claire	That could have gone better. I don't remember having to take my shoes off. I regret not wearing any socks.
Aaron	Do you fly very often? It's pretty common in America. In any case, we need to find gate A7.
Claire	Look, there's the sign for terminal A. Let's hurry, I want to grab something to eat before the flight.

*Here “to organize” means “to coordinate”, referring to making arrangements or preparations for the trip.*

Aaron	It looks like we arrived with 45 minutes to spare and we avoided being stuck in any lines. I'd say our vacation is off to a pretty great start.
Claire	Yeah, and it's only going to get better. OK, I'm going to get some sandwiches. Do you mind watching my bags?
Aaron	Of course not. I'd advise using the restroom now, too. Personally, I hate going on the plane.
Claire	Good idea, I'll be right back. You stay here and keep looking handsome.
Aaron	That's not something I can stop doing. See you in a bit!

## On a Trip 1, Lesson 2: What Would You Say?

**Raul and Mitch are friends taking a trip together. Mitch asks Raul if they can discuss some of the details.**

Can we start planning our trip?		
	Sure, I will plan everything today.	
	I don't know. Let's discuss it.	
	I would rather work out the details first.	
	Yes, let's make this vacation happen!	X

**Raul and Mitch are flying to Rome. Raul has been to Italy before, so Mitch asks his advice about what to bring in his suitcase.**

What do you recommend packing?		
	Wherever you like, it's your suitcase.	
	You should pack for warm weather.	X
	Bring lots of liquids and sharp objects.	
	Rome is always nice.	

**Mitch wants to pick up some souvenirs while on vacation with Raul.**

I need to buy some souvenirs while we're there.		
	Make sure to leave some extra room in your luggage.	X
	Tuscan wines can be heavy to carry.	
	You can buy more luggage there.	
	Bring money, so that you can pay for them.	

**Raul and Mitch's flight to Rome leaves at 6:00 PM. Mitch knows that they will be hungry during their flight.**

Should I bring some sandwiches to eat on the plane?		
	There will be peanuts on the plane, if you ask the attendant.	
	I would prefer a cocktail.	
	We can grab a bite to eat at the airport before we take off.	X
	Rome has wonderful restaurants.	

**Raul and Mitch are at the airport to fly to their vacation in Rome. Raul is starting to get tired of waiting.**

This airport is huge! Waiting in line to check in is exhausting.		
	Well, waiting is better than missing our flight.	X
	We should have come early, then we would be sure to miss our flight.	
	I never get tired of Rome.	
	The line will be shorter by the time we have to board our flight.	

**Mitch and Raul have to go through airport security before their flight to Italy. Airport security gives Mitch instructions.**

Please take off your shoes and take your laptop out of your bag.		
	But I am not wearing socks!	
	This is fun!	
	Do I have to take off my belt, too?	X
	I am feeling more secure already.	

**Raul and Mitch are going through airport security. An agent asks Mitch to open his carry-on luggage.**

Sir, this bottle of shampoo is too big. You can't take it in your carry-on luggage.		
	But it was a buy one, get one free deal!	
	You can throw it away then. I'll have to buy a new one when we get to Italy.	X
	Can I put it in my pocket?	
	That's OK, you can have it.	

**Mitch is very excited for the trip he is taking with Raul.**

I can't wait for this trip! I love traveling.		
	It is exciting to be going home after a trip, too.	
	I like the feeling when my ears pop after take off!	
	We're going to have a great vacation.	X
	Traveling is nice, but I don't like driving.	

## Travel 1: Suggested Classroom Activities and Projects

<p>1. Airport Travel: Have a class discussion about things that happen at an airport. Students can call out suggestions using full sentences, such as “We have to go check our bags.” Write all the sentences on the board. If necessary, you can start the discussion by giving an example sentence.</p>	<p>2. Getting through Security: Have students brainstorm airport vocabulary, then watch a video of an airport security check. After dividing them into groups, have students pretend they are a travel agency facilitating travelers with a series of instructions about going through airport security. Students should also pick a name for the agency and decide on a destination for their tourist group.</p>	<p>3. Create a Video: Have students create a video for new travelers in which they explain the procedures at an airport.</p>
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## Travel 2

### Conversation Event: Vacation!

In this conversation, Claire and Aaron land in Miami, where they are greeted by their friend Ramón. They discuss their plans for the trip

### Objectives

#### Grammar Lesson Objective:

- Continue learning about when to use a gerund and when to use an infinitive in a sentence.

#### Conversation Lesson Objective:

- Talk about getting through an airport, taking a flight, and getting ready for a trip.

### Vocabulary to Learn

#### On a Trip 2, Lesson 1: Vocabulary

Can you believe...?

to make something happen

to soak up the sun

sunscreen

Let's hit the beach!

to surf

ocean

public transportation

Not that I'm complaining...

to greet

Hop in! →

*This is a very informal way of saying "get in", usually used when talking about a car.*

How was your flight?

to go smoothly

to discuss

## On a Trip 2, Lesson 2: Vocabulary

to succeed →

window seat →

well-rested

jet lag

to drop something off

We have to drop off your luggage at home.

to devour →

seafood

Italian food →

to dine →

royalty

internet connection

to host friends

It's my pleasure.

Make yourselves at home!

*This phrase is followed by either “at” or “in” + gerund. You can “succeed in” a specific situation, or you can “succeed at” a general activity.*

*referring to an airplane*

*This is used for exaggeration; it means to eat quickly and with pleasure.*

*referring to cuisine*

*This is a fancy way to say “to eat”.*



## On a Trip 2, Lesson 2: Conversation

Claire	Wow, the weather is perfect! Can you believe it's going to snow in Boston this week?
Aaron	I am so glad we decided to make this trip happen. Soaking up the sun here sounds much more fun than digging my car out of the snow.
Claire	Yeah, I can't wait to hit the beach. I can smell the ocean from here! Come on, grab your bags and let's start looking for a bus to take us to Ramón's place.
Aaron	Oh, I avoid taking public transportation. I asked Ramón to pick us up.
Claire	You just can't help planning every little detail, can you? Not that I'm complaining.
Ramón	Hey guys, over here! Hop in!
Claire	Hey Ramón! We made it! Thanks for picking us up.
Ramón	You're very welcome. I would not allow you to come all this way to visit without greeting you personally. How was your flight?
Aaron	It went very smoothly. Getting through the airport was quick and there were no problems on the flight. Claire did succeed in stealing my window seat, though.
Claire	Hey, I like looking out the window! You were planning on sleeping the whole time anyway.
Aaron	You're right, and I'm very well-rested for our first day of adventures. So Ramón, where are you planning on taking us today?
Ramón	First we have to drop off your bags at home. Yolanda is waiting for us there.
Ramón	Then, I promised Maria to take you to our favorite seafood restaurant for lunch. I hope you're hungry!
Claire	I'm starving! Now that we're here, I can finally stop eating such healthy food. I'm going to devour whatever you put in front of us, Ramón.

*In this context, "place" referring informally to someone's home.*

Ramón	Good! Plan on dining like royalty this week. Once we've finished eating, we can get changed and spend the day relaxing on the beach.
Aaron	This is just what I needed. Thanks again, Ramón. I appreciate you taking care of us.
Ramón	Quit thanking me! It's my pleasure. We love to host friends. Please, make yourselves at home this week.

## On a Trip 2, Lesson 2: What Would You Say?

### Raul and Mitch are on vacation in Italy. Raul can be grumpy in the mornings.

Ugh, shut that alarm off! I hate waking up so early.		
	Tomorrow we will be setting the alarm a minute later.	
	If we hadn't gone to bed, we wouldn't have to worry about getting up.	
	We have to get up later, but then it will be too late.	
	Nope, it's time to get up!	X

### Raul and Mitch are getting ready for their first day in Rome. Mitch can't find where they put the map, however.

I can't find the map. Do you remember putting it somewhere last night?		
	If it isn't where it was, then it is someplace else.	
	I left it where we would be sure to find it.	
	Check my coat pocket.	X
	I don't remember. Maybe we should look on a map.	

### Raul and Mitch are getting ready for their first day in Rome. Mitch still can't find the map.

I can't find it. Can you ask the front desk to give us directions?		
	That's OK. We'll probably get lost, anyway.	
	Directions are for police officers and truck drivers.	
	No problem! I can always find the front desk!	
	OK, I'll speak with them on our way out.	X

**Raul and Mitch are on vacation in Rome. Mitch did not realize how hot it can be in the summer.**

Wow, I did not expect it to be so hot outside!		
	Yes, we need to drink plenty of water.	X
	That is why the snow banks are so high!	
	It is only hot because we walk so much while on vacation.	
	Morocco is hot, too!	

**Mitch and Raul are touring the Colosseum in Rome. Mitch doesn't speak any Italian, so he feels overwhelmed in Italy, but Raul is from the Dominican Republic and grew up speaking Spanish. Raul seems more comfortable reading and speaking in Italian.**

How are you able to read that sign? It's in Italian!		
	I can't read Italian, but I can speak Spanish.	
	Ever since I got these new glasses, my reading has improved.	
	Italian is pretty similar to Spanish.	X
	I like Italian opera, but I can't sing.	

**Raul and Mitch are on vacation in Rome. They ask another tourist if he can take their picture in front of the Colosseum.**

Excuse me, could you take a picture of us?		
	Where would you like to go?	
	I don't want to use my phone.	
	I'd be happy to. Smile!	X
	Yes, of course, but not here.	

**Raul and Mitch are on vacation in Rome. Mitch is starting to fall in love with the Italian language.**

Italian is such a beautiful language. Let's learn to speak it.		
	It is probably easier to learn than Hindi.	
	Well, this is the best place to practice!	X
	Oh, but there are too many dialects to learn!	
	Let's learn to read it better, first.	

**Raul and Mitch are on vacation in Rome. Mitch finds he is already learning some Italian.**

I'm already beginning to understand a few words.		
	You'll be speaking Italian in no time!	X
	You always were a quick reader.	
	I prefer Italian dining.	
	Great! Soon you'll be able to drive!	

**Travel 2: Suggested Classroom Activities and Projects**

1. Dream Vacation: Ask students to write down their favorite activities when on vacation and how they prepare for them. Then pass out a sheet with a series of “search sentences”, such as “Find someone who likes to go to restaurants.”, “Find someone who likes the beach.”, or “Find someone who downloads travel apps.” Ask students to talk to each other and see how many of the searches they can complete.	2. Vacation Description: Have students tell the class about their last vacations. They must include details like where they stayed, how got around, and what activities they enjoyed.	3. Weather Report: Have students imagine that they have just arrived in different cities in the United States. Each student should present a weather report for that location, including the date, time, weather, and suggested activities.
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