Crossroads Café
SAMPLER

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Crossroads Café

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

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

Underlying Principles

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

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

**Self-instructional** Designed for independent learners who might not have access to ESL classes, the print materials were developed to be user-friendly. Technical language is avoided. Learners are encouraged to work with someone, units end with a self-check, and answer keys are provided.
Communicative  Because the exercises emphasize meaning, grammatical structures are presented within the context of language functions. In this way, learners focus first on the purpose for communicating and then on the forms used to communicate that purpose. Activities encourage learners to use the language and to share it with others.

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

The Photo Stories

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

**The Photo Story Framework**

- Retelling
- Searching
- Build Your Vocabulary
- Answer Keys
- Dictionary
- Opener
- Who's Who
- Photo
- Summary
- Descriptive text
- Frames
- Speech Bubbles
- Self Checks
- Glossary
- Photos/Art
- The Story
As linguistic research has proven, reading material that combines text and pictures fosters reading comprehension, vocabulary acquisition, and language development, especially for those learning to read later in life. Pictures provide the extra linguistic clues necessary for the lower-level learner’s reading comprehension—a prerequisite for language acquisition. Moreover, reading material that incorporates pictures leads not to a dependence on picture reading, but to an inclination to read more complex materials. Whether students are completing the Crossroads Café course through classroom-based instruction or through a distance learning program, the Photo Stories provide a solid foundation for further language development.

The Worktexts

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

At all levels, the Worktext activities have three purposes:

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

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

The Teacher’s Resource Books

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

The Tutor Materials

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

Special Questions about Crossroads Café

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

What if I can’t understand everything in the television or video episodes? Don’t worry if you can’t understand some language in the episodes. Even if you don’t understand a lot of language, you can still learn from watching. You will often be able to guess what is happening in the story. This is because people often use actions that help the viewer understand the meanings of the words. Also, characters often look happy, surprised, or even angry when they speak. These facial expressions help viewers guess what they are saying. Learn to watch for these clues. They will help you better understand the story. Good language learners know how to use these clues to help themselves. Using Crossroads Café, you will acquire successful language-learning habits.
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What if I can’t understand the way some of the characters speak? In *Crossroads Café*, several important characters were born in the U.S. They speak English without accents:

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

But some characters are from other parts of the world:

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

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

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

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

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

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

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

Ways to Learn

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

Observe Others

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

Who do you watch at home to learn English?
- a neighbor
- family members
- does not apply

Who do you watch at work to learn English?
- my supervisor
- a coworker
- does not apply

Who do you watch at school to learn English?
- my teacher
- a classmate
- does not apply

Who do you watch in the community to learn English?
- a waitress
- a store clerk
- a bus driver

What do you watch on T.V. to learn English?
- news
- educational programs
- stories

On Your Own

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

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
Before You Watch

Look at the pictures. What do you see?
What do you see in each picture? Write the number of the picture next to the word.

1. waiter
2. handyman
3. manager
4. cook
5. delivery person
6. busboy

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

1. Rosa is taking money from a customer at the cash register.
2. Jamal is delivering the take-out orders.
3. Henry is waiting on tables.
4. Mr. Brashov is fixing something.
5. Katherine is cooking lunch in the kitchen.
6. Jamal is pushing a cart.

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

1. Why is Henry waiting on tables?
2. 
3. 
4. 
5. 
6. 

Focus For Watching Read the questions. Then watch.

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

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

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

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

In Today's Show . . .

1. Who is cooking?

2. Who is delivering the food?

3. Who is giving the customers change?

4. Who is serving the food?

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

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

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

2. Who says that Mr. Brashov thinks he is the only one that can manage the café?
Read the sentences and check (✓) Yes or No. If the answer is No, write the correct job.

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

Put the sentences in order. Number 1 to 5.

1. Everyone has a new job. Katherine is cooking; Rosa is giving the customers change; Jamal is delivering take-out orders; and Henry is serving food.

2. Mr. Brashov plans an experiment to have his employees change jobs for a day.

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

4. It's lunchtime and the regular customers arrive for their meals. There are too many customers.

5. Customers are yelling for their food and waiting for their change. Take-out orders are late. The experiment is not working.

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

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

The employees at Crossroads Café are arguing about whose job is the most important.
Your New Language: Talking about Ability

Rosa, you’re not the only one who knows how to cook. I’m a mother. I can cook.

And I fix things around my apartment all the time. That doesn’t mean I can do Jamal’s job.

To express ability or inability to do something, you can say:
- I can cook.
- I can’t cook.
- I know how to cook.
- I don’t know how to cook.

* Complete the conversations. Use these words.

<table>
<thead>
<tr>
<th>manage</th>
<th>afford</th>
<th>repair</th>
<th>make</th>
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</thead>
<tbody>
<tr>
<td>1. What can you cook?</td>
<td>I can make spaghetti and tuna sandwiches.</td>
<td>2. Who will fix things around here?</td>
<td>I’ll give it a try. I can ________ things around here.</td>
</tr>
<tr>
<td>3. We only eat out on Saturday. We can’t afford to eat out more than once a week.</td>
<td>We can ________ a few extras, like going out to dinner.</td>
<td>4. How can I possibly take a vacation?</td>
<td>He doesn’t think we can ________ the café.</td>
</tr>
</tbody>
</table>
Match.
1. The stove isn’t working.
2. Do you know how to speak Spanish?
3. I know how to learn English quickly.
4. She doesn’t know how to play tennis.
5. Do you know how to cook?

What do you know how to do?


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

JESS: We _____ can’t _____ afford to eat out more than one night a week.

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

JESS: And, I’m telling you that we _____ Look at these bills.

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

JESS: You _____ do that!

CAROL: Yes, I do, Jess. I _____ add and substract just like you.
Put the conversation in order. Number 1 to 4.

1. KATHERINE: No, I can’t, but I can learn.
2. KATHERINE: Sure. I can make spaghetti with meat sauce.
3. ROSA: Well, can you cook Mexican food?
4. ROSA: Can you cook Italian food?

Put the conversation in order. Number 1 to 4.

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

Put the conversation in order. Number 1 to 5.

1. MR. BRASHOV: I don’t know. But, Katherine can do that.
2. JESS: I don’t know. Does she know how to work the cash register?
3. MR. BRASHOV: I think so. But if she doesn’t know how to do that, I can teach her.
4. JESS: Can she place the order for the supplies?
5. MR. BRASHOV: Do you think Rosa can manage the café?
In Your Community: Help Wanted Ads

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

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

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

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

Your Questions:

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

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

Find a help wanted ad in the classified section of your newspaper. How is your help wanted ad the same or different from the help wanted ads above?
Read and Write:  Spotlight on Jess

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

🌟 What does Jess write about?
- a. a gift for his wife
- b. a gift from his wife

🌟🌟 How does Jess feel about his marriage?
- a. angry
- b. lucky
- c. sad

🌟🌟🌟 What is the tone or feeling of this letter?
- a. apologetic
- b. angry
- c. cheerful

Read the note again carefully.

Dear Carol,

I'm sorry about the watch. It's a great gift and I really like it. I am very lucky to have someone as special as you. I want you to know that I am going to stop feeling sorry for myself and start enjoying life a little more. So, how about going to that new restaurant tonight, even though it's not Saturday?

Love, Jess

P.S. You pay. You can afford it!

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

🌟 Gift:
- a. a watch
- b. a sweater
- c. both of these

🌟🌟 to afford something:
- a. to have enough
- b. to throw it away
- c. to sell it money to buy it

🌟🌟🌟 to feel sorry for oneself:
- a. to be sad
- b. to smile
- c. to laugh
Now you write a note to someone. Tell about something you did that you are sorry about. In your note answer the following questions:

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

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

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

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

1. Anyone could manage the café without me. Everyone here is of equal importance.

2. Without my cooking, the café would not do so well.

3. The customer is the most important person.

4. This cooking job isn't so tough.

5. Being a waiter is not such a difficult job.

Answer the questions. Then read your answers to someone.

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

2. Do you think that the customer is the most important person? Tell why or why not.
Culture Clips: The Roles Couples Choose

Match.
1. Peter Chu is the cook in the family.
   a. 
2. Irene Cruz is ironing.
   b. 
3. Mrs. Estelle is teaching.
   c. 

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

responsibilities  roles  rules  couple
determine  wrong  marriage  right
patterns

Husband and wives play many different roles during their marriage. Some follow the patterns of their parents. Some don't.

There are no rules. Each couple must determine their own rules.

There is no wrong or right way for couples to share responsibilities.

Think.

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

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

* Write the correct word under each picture.
  waiter
  cook
  handyman
  delivery person
  busboy
  manager

1.  

2.  

3.  

4.  

5.  

6.  

* Make a sentence or question from each group of words.
  1. a cook Rosa meal can delicious
     Rosa can cook a delicious meal.
  2. quickly can Katherine take orders

3. speak Rosa how Spanish to knows

4. know you how English to speak do

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

The employees at Crossroads Café are arguing about whose job is the most important. To show his employees that all jobs are equally important, Mr. Brashov tries an experiment. He has his employees jobs for a day. For a little while the experiment works. Katherine is . Rosa is bossing around. Jamal is take-out orders and Henry is food. However, when the crowd arrives, things change quickly. are yelling for their food and waiting impatiently for their change. The experiment is not working.
Change is everywhere. The workers at Crossroads Café change jobs. Carol and Jess change roles.

What do they learn from the changes?
Who's in This Story?

Jess Washington
retired, a regular customer

Carol Washington
Jess's wife, who works

Rosa
the cook

Henry
the delivery person

Jamal
the handyman

Mr. Victor Brashov
the café owner

Katherine
the waitress
It is closing time at Crossroads Café.

Mr. Brashov is having something to eat.

I asked for a hamburger and french fries.

But fish and fresh vegetables are better for you.

That is a big fish.

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

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

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

1. What does Mr. Brashov want to do on his vacation?
   a. see his family
   b. fish and camp

2. Why can’t Mr. Brashov take a vacation?
   a. He has too much work to do.
   b. He is too sick to take a trip.
I have a surprise for you.

It's not my birthday.

We can't afford it.

Don't you like your watch?

Early the next morning at the café . . .

Last night I was thinking . . .

With my job, we can afford some extras.

Maybe we should start dinner.

I'm not hungry now.

Everyone's job is important. We need to learn one another's jobs. One of us may get sick.

Tomorrow, you will all trade jobs for one day.

Who will do what job?
Rosa, you will do my job. Katherine will cook. Henry will be the waiter. Jamal will make the deliveries.

Check Yourself

3. Why isn’t Jess happy about the watch?
   a. He says they can’t afford it.
   b. He says he doesn’t need it.

4. Why does Mr. Brashov want the workers to trade jobs?
   a. because someone may get sick
   b. because someone may quit

It is night at Jess and Carol’s house.

How was work?

Crazy. I hope you didn’t start dinner. I want to try a new restaurant.

But it’s not Saturday. We only eat out on Saturday.

Now that I’m working, we can afford to eat out more often.

No, we can’t. Look at these bills.

I know. I paid some of them last night.

You what? Why did you do that?
Jess, it's no big deal. I can add and subtract just like you can.

I pay the bills.

In other words, do it your way.

But it's less confusing if one person pays the bills.

Now that you work, we argue all the time.

Where are you going?

We don't argue because I work. We argue because you have to control everything.

Out.

Stop feeling sorry for yourself.

All of a sudden you're the boss and I'm Mr. Nothing.

Later the same night at Crossroads Café . . .

Jess?
The next day at Crossroads Café...

How did things go with Carol last night?

She was asleep when I got home.

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

Katherine cooks.

Henry waits tables.

Rosa manages the café.

Jamal makes deliveries.
Victor, your experiment is working.

We will know soon. The lunch crowd will be here soon.

Five, four, three, two, one...

The lunch crowd arrives.

Katherine and Henry look worried.

Katherine works as fast as she can.

Rosa gives a customer the wrong change.
Check Yourself

7. When do the workers begin to have trouble with their new jobs?
   a. in the morning, when they begin their new job
   b. at lunch time, when a crowd comes

8. What does Jess think will happen to Mr. Brashov’s business?
   a. He will lose business.
   b. He will get more business.

Something is different about this place.

Trading places is more difficult than they thought.

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

Sounds like us. Our roles aren’t the same as they used to be.
You mean because you're working and I'm not?

More than that, it's about change, and change is not easy.

The watch is very handsome. I'm glad you didn't return it.

There is no need to yell, Mrs. Johnson.

Mr. Brashov? Katherine, call 911!

**Check Yourself**

9. How are Carol and Jess's roles different?
   a. He works and buys her things now, but he didn't used to.
   b. She works and buys him things now, but she didn't used to.

10. What does Carol say about change?
    a. It is easy.
    b. It is not easy.
Tell the Story

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

Jess and Carol's Story

1. Carol gives Jess a present.

2. Carol and Jess have a fight.

3. Jess tells Mr. Brashov about the fight with Carol.

The Workers' Story

1. The workers have trouble in their new jobs.

2. At first the experiment works.

3. Mr. Brashov decides to try an experiment.
Look at the picture. Read the sentence. Circle Yes or No.

1. Look at Picture 2
   Rosa says fish and vegetables are better for Mr. Brashov than hamburger and french fries.

2. Look at Picture 13
   Carol bought Jess a gift because it's Jess's birthday.

3. Look at Picture 39
   Katherine is usually the waitress. Today, she is the cook.

4. Look at Picture 40
   Henry is usually the delivery person. Today, he is the manager.

5. Look at Picture 42
   Jamal likes to make deliveries.

6. Look at Picture 59
   Mr. Brashov is a sick man.
Build Your Vocabulary

Jess and Carol’s Living Room

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

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

Complete the sentences. Use the words from the picture.

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

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

1. \(2 + 2 = 4\)
   - add
   - my language

2. camp
   -

3. drop
   -

4. fish
   -

5. gift
   -

6. \(10 - 2 = 8\)
   - subtract

7. watch
   -

Glossary

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

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

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

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

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

switch: change or exchange; trade. Sisters often like to switch clothes.
Teacher's Notes

Video Highlights, Key Scenes, and Suggested Techniques

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>02:36-03:45</td>
<td>Culture Clip: Changing roles of men and women</td>
<td></td>
</tr>
<tr>
<td>06:00-06:60</td>
<td>Word Play: Can/can’t; know how to/don’t know how to</td>
<td>Prediction</td>
</tr>
<tr>
<td>03:50-04:10</td>
<td>Mr. Brashov announces his idea for trading places</td>
<td>Watchers &amp; Listeners</td>
</tr>
<tr>
<td>06:65-08:00</td>
<td>The day for trading places arrives</td>
<td>Thinking &amp; Feeling</td>
</tr>
<tr>
<td>08:95-09:37</td>
<td>Mr. Brashov becomes ill and collapses</td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Notes at a Glance

<table>
<thead>
<tr>
<th>Activities</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your New Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- discussion</td>
<td>blackboard</td>
<td>10-20 minutes</td>
</tr>
<tr>
<td>- 4 corners</td>
<td>Handout 13-A</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>- Johari Window</td>
<td></td>
<td>20-30 minutes</td>
</tr>
<tr>
<td>In Your Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- reading want ads</td>
<td>classified sections of several newspapers, markers, paper, scissors, tape</td>
<td>30-45 minutes</td>
</tr>
<tr>
<td>Read and Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- replay video scenes</td>
<td>TV/VCR</td>
<td>3-4 minutes</td>
</tr>
<tr>
<td>- share apology cards</td>
<td>overhead transparencies of commercial cards</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>- survey &amp; discussion (Ext. Act. #1)</td>
<td>situation cards</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>- roleplay (Ext. Act. #2)</td>
<td></td>
<td>15-20 minutes</td>
</tr>
<tr>
<td>What Do You Think?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- discussion (Ext. Act. #3)</td>
<td>Handout 13-B</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>- 3-step interview</td>
<td>Handout 13-C</td>
<td>10-20 minutes</td>
</tr>
<tr>
<td>- discussion</td>
<td></td>
<td>15-20 minutes</td>
</tr>
<tr>
<td>- match-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture Clips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- replay video</td>
<td>TV/VCR</td>
<td>1 minute</td>
</tr>
<tr>
<td>- discussion</td>
<td>Handout 13-D</td>
<td>20-30 minutes</td>
</tr>
</tbody>
</table>

Your New Language

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

To introduce the language function:

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

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

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

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

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

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

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

Read And Write

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

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

<table>
<thead>
<tr>
<th>Counter Times</th>
<th>Scenes</th>
</tr>
</thead>
<tbody>
<tr>
<td>01:65–02:29</td>
<td>Carol gives Jess a watch.</td>
</tr>
<tr>
<td>04:15–05:08</td>
<td>Jess and Carol argue about going out for dinner.</td>
</tr>
<tr>
<td>08:05–08:60</td>
<td>Carol comes to the café to talk to Jess.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

What Do You Think?

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

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

*Stand up if you have a job.*
*Sit down if you know how to do only one job at your work.*
*Sit down if you don’t get paid more money for knowing how to do more jobs.*

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

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

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

**Culture Clips**

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

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

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**Unit 13—Trading Places**

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

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

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

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

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

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

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

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

Mr. Brashov continues to watch everyone in the café. He is laughing. Then he holds his chest and falls to the ground. Katherine calls 911. Mr. Brashov had a heart attack.
Handout 13-A

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

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

<table>
<thead>
<tr>
<th>Both A and B</th>
<th>Only A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Only B</th>
<th>Neither A nor B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Handout 13-B

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

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

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>You</th>
<th>Mother</th>
<th>Father</th>
<th>Sister</th>
<th>Brother</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fix the car</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shop for food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacuum/sweep the floors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk to children's teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay the bills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bring children to school or pick them up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash and iron clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Handout 13-C

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

Example:  Q: *What do you do?*  A: *I___________________________.*

*Q: *Do you ____________________?  *Yes, I do.*
*No, I don’t.*

<table>
<thead>
<tr>
<th>Busperson</th>
<th>Cleans tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waitress</td>
<td>Brings food to customers</td>
</tr>
<tr>
<td>Chef/Cook</td>
<td>Prepares food</td>
</tr>
<tr>
<td>Manager</td>
<td>Tells everyone what to do</td>
</tr>
<tr>
<td>Paramedic</td>
<td>Gives first aid</td>
</tr>
<tr>
<td>Customer</td>
<td>Eats in a restaurant</td>
</tr>
<tr>
<td>Handyman</td>
<td>Fixes things</td>
</tr>
<tr>
<td>Delivery Person</td>
<td>Brings products to people</td>
</tr>
<tr>
<td>Cashier</td>
<td>Takes money from people</td>
</tr>
<tr>
<td>Actor</td>
<td>Pretends to be a different person</td>
</tr>
<tr>
<td>Professor</td>
<td>Teaches</td>
</tr>
<tr>
<td>Homemaker</td>
<td>Takes care of house and family</td>
</tr>
</tbody>
</table>
Think about jobs in the United States and your country.

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

<table>
<thead>
<tr>
<th>Job</th>
<th>In My Country</th>
<th>In the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housekeeper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Server</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawyer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td></td>
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<tr>
<td>Police Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank Teller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk in Store</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>