

Community Service English As A Second Language Program

Lesson Plans for *Crossroads Café* Video Series

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CROSSROADS CAFÉ

Crossroads Café is both a video and print instructional series. Print materials must be purchased separately from the publisher, Heinle & Heinle Publishers/Thomson Publishing, 25 Thomson Place, Boston, MA, 02210 (800) 237-0053.

To purchase a set of the Crossroads Café VHS videotapes, write, fax or e-mail your request to:

INTELECOM
Plaza Center
150 East Colorado Blvd., Suite 300
Pasadena, CA 91105-1937
(626) 796-7300
Fax: (626) 577-4282

I. Materials

The Video

Crossroads Café is divided into 26 lessons, each lasting about 30 minutes. Each program deals with the story of the café and the six characters. The story of the café is interrupted by a Culture Clip section, which looks at an aspect of American culture, and a Word Play section, which reviews the new language focus.

Books

The Crossroads Café materials consist of 26 lessons, which are further divided into series A (lessons 1-13) and B (lessons 14 - 26).

There are separate books for series A and series B. These books consist of:

1. **A Teacher's Resource Book** - this includes suggestions for how to use the materials and photocopiable handouts, which provide extra speaking and vocabulary practice for each lesson.
2. **A Worktext Book** for the students - this can help the students to understand the story on the video, provide controlled exercises to practice the new language presented in the video, comprehension and vocabulary exercises for the Culture Clip section, reading and writing practice, a What Do You Think? section for speaking practice, and finally a Check your English section which tests the students on what they have learned. Answers to all exercises are at the back of the Worktext book, so students can correct their answers.

The activities in the Worktext are graded according to the level of your students.
(*high beginners, ** low intermediate, *** high intermediate.)

3. **Photostories Book** - this is particularly useful for low level students to help them understand the story before they watch, learn vocabulary relevant to the lesson, or review the story.
4. **Assessment Book, Cassette and Video** - enables teachers and/or students to assess their performance either informally or formally. An audio cassette and video is necessary to complete the tests.
5. **A Partner Guide Book** - designed for students without a professional instructor, but are learning with someone who is more proficient in English than themselves.

II. Comments on Materials

Crossroads Café - 3 out of the 6 characters are foreign, so strong foreign accents increase the difficulty of listening for students. The episodes are full of idiomatic language, which could be pre-taught, or highlighted and discussed as it comes up. There are also many examples of sarcasm and humor which could also be highlighted. Additionally, there are opportunities to look at body language and its meaning or significance.

Culture Clip - these are often authentic interviews and slices of American life often with rapid speech.

Word Play - these clips are very short and highlight the form of the structure and when it is used.

III. Crossroads Café Lesson Plans

This course of lesson plans, based on 26 half hour video episodes, allows students to hear English in a content-based environment while following a story full of real life situations, characters and human emotions they can identify with.

The general purpose of these lesson plans is to give intermediate or higher ESL students practice in listening, speaking, reading and writing and some grammar, to build comprehension, fluency and accuracy in these areas.

They are to be used with the Work Text books and the Teachers Resource books A and B and the Crossroads Café Video. Occasional reference is made to the Photostories books, but they are not essential.

The lesson plans include activities and exercises that follow the various sections of the video chronologically. It is necessary to view the lesson beforehand to see how the episode is divided up and where to pause the video in order for students to complete the activities.

Each lesson plan starts by reviewing the previous episode and provides different lead-in activities for the coming episode. A variety of listening and speaking activities are used with the video clips, some of which utilize the photocopiable handouts in the Teacher's Resource book. The video clips are interspersed with other speaking, reading or writing exercises from the Worktext, so that the lessons do not become too video-centred.

Not all the exercises in the Worktext book are used in the lesson plan, for example, some In Your Community activities have not been included. If you think they are relevant to your SS, you can include them. Also, if you think the Culture Clip scenes are too difficult or not that interesting for your students, you can skip them.

The timing for activities given in the first lesson are only approximate. The length of time of activities will depend on group size, level and how communicative the individual students are.

The following abbreviations are included in the lesson plans:

BB - Black/White board
SS - Student(s)
WT- Worktext book
HO - Handout

IV. COURSE OBJECTIVES

Students who successfully complete the course will be able to:

1. Understand some spoken English and develop skills for filling in the gaps of imperfect comprehension.
2. Participate in conversations expressing functions such as, introductions, describing people, making invitations, giving advice, agreeing and disagreeing, etc.
3. Participate effectively in group discussions.
4. Gain some experience in reading written material for the native-speaking reader, including stating the main idea, answering specific and inferential questions, restating ideas in their own words of a given text.
5. Write informal and formal letters and develop ideas through freewriting
6. Learn a great deal about aspects of American culture as well as tips for immigration.

Lesson 1- Opening Day

1. Language Focus - Introductions (appropriate for a new class)

(Approx. 45 mins.)

Ask SS¹ what questions we usually ask when we meet someone for the first time.

What's your name? (How do you spell it?) Where are you from?

Model the questions for the SS and ask them which words are stressed. Drill briefly.

If possible take in a large world map and some small post-it stickers.

Ask SS to work in pairs to ask each other the above questions and write them on a post-it.

Then invite SS to introduce their partner to the rest of the class and put the post-its on the world map.

Ask SS what other questions we usually ask when we meet someone for the first time. EG. Where do you live? How long have you been here? If the SS suggest questions that are too direct, ask them if it's OK to ask such questions in the US. Tell SS what to say if asked an impolite question, EG. I'd rather not say.

Use **HO 1B²**.

Divide the SS into small groups. Tell the SS they must organize the questions into 2 groups: polite and impolite. SS take turns to ask each other the questions.

Feedback

If appropriate for the class level, ask SS to complete the New Language Focus in WT, Pages 6 and 7.

2. Prevideo Activity -WT³ Page 4

(Approx. 15-20 mins.)

Ask the SS to work in pairs, look at the Crossroads Café characters and guess who does which job, giving reasons for their choices. Feedback briefly.

WT Page 2/3. In pairs SS look at the pictures and describe what they see. Highlight and write up vocabulary on the BB⁴ when you feedback. (Depending on the level of your SS, do Page 3 in WT.) Get SS to predict what they think the story is about.

3. Video

(Approx. 20 mins.)

Play until when the chef leaves. Stop tape. Ask SS what happens to the chef (he quits). Ask SS what 3 problems Mr Brashov has (no cook, no waitress, no name for the café). Replay the

¹ Abbreviation for students

² Abbreviation for handout No. 1B

³ Abbreviation for Worktext

⁴ Abbreviation for black/white board

clip if necessary. Tell the SS what the chef says, that the café won't be open in a month. Ask the SS what they think.

Show the next section of the tape which show Mr Brashov interviewing for a waiter/waitress. Stop tape. Ask SS for what job Mr Brashov is interviewing. This section is quite fast.

Play the clip again, asking SS to write 1-7 on a piece of paper. Get SS to write + or - to indicate whether each person would be a good waiter/waitress. Freeze the video between people to allow SS to discuss their decision with a partner. This should generate discussion on what kinds of impressions these people make.

Show the rest of the clip and stop at Culture Clip. Stop tape. Before viewing, put the following questions on the BB.

- What job do Katherine and Rosa want?
- Where is Rosa from?
- What happens in the kitchen?
- Does Mr Brashov like Rosa's cooking?
- Does Katherine get the job?

Allow SS to discuss their answers and replay if necessary to confirm.

4. **Speaking Activity - Jobs.**

(Approx. 15 mins.)

Tell SS they are going to play a game. Divide SS into groups of 4. Write the jobs below on small cards and distribute to the groups. One SS has a job, and the other SS must ask yes/no questions to work out what the job is. EG. Do you work outside? Do you use your hands? Is it usually a woman's job?

Computer engineer	Chef	Painter	
Secretary	Dental assistant	Pharmacist	
Baker	Teacher	Hairstylist	
Computer repairer	Optician	Nurse	

Extension Activity

(Approx. 15-20 mins.)

When SS have finished, get them to discuss which job interests them most and why? Which job is considered a good job in their country? Which one has the highest salary?

Give SS **HO 1C** and working in pairs, ask each other questions to find out the missing information.

5. **Culture Clip - Previewing Activity.**

(Approx. 5 mins.)

Ask SS the different ways to find a job (employment agency, classified ads, phoning companies, help from a friend/relative). Either as a class or in groups, SS brainstorm the Do's and Don'ts of a good interview and list them on the BB.

If appropriate, SS could complete this section of the WT Page 13.

Video - Culture Clip

(Approx. 15 mins.)

Play the Culture Clip section and ask SS to see which of the things on the BB are mentioned in the video. Are any new things mentioned? Replay the clip, pausing it to confirm SS answers, highlighting useful vocabulary.

Role-play - a job interview

(Approx. 20-30 mins.)

Choose an advert. from **HO 1D** or the newspaper that you think would interest your SS. Put it on an OHT and let the SS read it.

Divide the class into group A and group B. A's are employers interviewing; B's are candidates looking for a job.

Divide group A SS into pairs and ask them to think of suitable questions they would ask a candidate. Divide group B SS into pairs and ask them to think of qualities and experience needed for the job and questions to ask at the interview.

Allow SS time to prepare and go round and help. Then repair the SS so that A interviews B.

Allow 5-10 minutes for the interview.

Then the SS move on and interview another candidate. Afterwards feedback, asking A's which candidate they would choose and why.

8. Video

(Approx. 10 mins.)

Before viewing, recap on the story so far. Ask if Mr B has a name for the café yet. Ask SS to listen to the names suggested and who suggests them, which name they prefer and why. Replay as necessary.

9. Read and Write WT Page 10

(Approx. 20-30 mins.)

Ask the SS the difference between a diary (private) and a journal (shared). Ask SS if any of them have written a journal in English in class, did they like it, why, why not.

SS read Katherine's diary and answer the questions.

Either get SS to complete the diary entry on Page 11 or ask them to write a journal describing their first impression of Crossroads Café; what happened, and/or any of the characters they particularly liked or disliked.

Lesson 2 - Growing Pains

1. Review Previous Episode

Write the following prompts on the BB and SS work in pairs telling each other what they remember about the last episode.

- the café is not ready to open
- Mr B interviews for a waitress
- Rosa makes a dessert in the kitchen
- Katherine is looking for a job
- The café finally has a name

2. Prevideo Activity WT Page 16

SS work in pairs. Ask them to describe the pictures to each other. Supply vocabulary as needed. Then SS write one question about each picture. EG. What is the woman in the blue suit doing?

3. Video

Play the clip until Henry starts hiding from his uncle. Stop tape.

Ask SS: Who is the woman? What is she doing at the café?

Play the clip again. Highlight the difference between Miss, Mrs and Ms if you like. Get the SS to note down words to describe Ms Reilly. Get them to think about: age, height, appearance, character.

After SS have discussed Ms Reilly, ask them to predict what she will find wrong at the café.

4. Video - Arrange the Dialogue

Play the next section until Rosa says, 'Either you are... or I am'. Stop tape. Before SS watch, put the following questions on the BB.

- who is in the scene?
- what are they doing?
- what does Henry tell Rosa?
- what does Rosa tell Henry?

HO 2B. Cut up the conversation and give out to SS in small groups. SS guess at the order of the conversation, then watch the clip again to put it in the correct order.

Video and Role-play

Continue playing the clip and stop just after Henry asks Mr Brashov if he can speak to him. Stop tape. SS work in pairs and discuss what they think Henry will say to Mr Brashov. SS write the dialogue between them. Encourage SS to be creative, as there is no 'right' scenario. When SS are ready, get some of the pairs to role-play their situations.

Play the rest of the video until Culture Clip to confirm what Henry says.

6. Speaking

Ask the SS if they think Henry's lie is serious or not; what do we call lies that are not serious? (white lies). Divide the SS into groups and give out **HO 2C**. SS discuss whether the lies are black or white, giving their reasons.

7. Video

Skip Culture Clip and play the next section of the video until Word Play. Stop tape. Before showing the video write the following questions on the BB.

- Is Henry expecting his parents?
- What do his parents think of the café?
- What do Henry's parents say to Mr Brashov?
- Who tells Mr and Mrs Chang about the work permit form?

8. Language Focus - Introducing Other People

Ask SS if they can remember what the characters said when they introduced each other. Replay the clip if necessary. Elicit ways of introducing someone else and how to respond and write them on the BB. Discuss which ones are more formal/informal, whether shaking hands, kissing, hugging are appropriate in their cultures.

Divide the SS into groups of 3 and get them to practice introducing each other in the following situations:

- shopping with a friend and you meet a classmate
- introducing a new employee to a colleague
- introducing a relative to your teacher
- introducing yourself to parents of your child's friend.

If appropriate, SS could complete this section of the WT.

9. Read and Write WT Page 24/25

10. Lesson Wrap Up

Write the title of the lesson on the BB 'Growing Pains'. Ask SS why the story is called this?

On an OHT put:

In your country/ In the USA, at what age can you....?

- drive a car
- get married
- have a baby
- go to prison
- leave school
- retire
- get a job
- drink alcohol
- smoke

In small groups students discuss. Feedback, asking each group what was the most surprising thing they found out.

Lesson 3 - Worlds Apart

1. In Your Community

Show SS a telephone directory. Ask SS what it is, when you use it, how you use it, if anyone has used it before.

Bring telephone directories to class to practice finding information. Divide SS into groups of 4 or 5. Assign SS letters and places per person: A- florist, B - taxi cab, C - airline, D - school, E - bank.

In the groups, SS take turns finding a name, address and telephone number of the place assigned them and dictating it to the other SS.

If you are unable to take in telephone directories, SS can work through the activities in WT Page 7.

2. Prevideo Activity.

Photocopy and cut out the pictures from WT Page 30. SS work in groups and decide on the order of the pictures and guess what happens. Highlight vocabulary as necessary.

3. Video

Play the first part of the video until Culture Clip. Stop tape.

Ask SS: Why isn't Rosa at the café? Who is Miguel? What does Miguel ask Rosa?

Play the clip again, and ask the SS what they think of Miguel's proposal. Look at the body language - does it seem realistic? How would a marriage proposal be different in your country?

4. Video - Culture Clip - Immigration

Ask SS: Why did you come to the USA? Was it easy to come? Elicit - Immigration and Immigrant.

Tell SS they are going to watch a clip about immigration in the past and now. Ask SS to note down the different reasons people give for coming to the USA. Play the clip again as necessary. If appropriate, SS could complete this section of the WT.

5. Discussion

Use **HO 3D** SS work in small groups, discussing the differences between their own countries and the US.

6. Video

Recap the story so far. Ask SS if they think Rosa will accept Miguel's proposal. Play the video until Word Play. Stop tape. Ask the SS what Rosa shows Miguel. Play the clip again, and ask SS what her plans are, what the SS think of her plans.

7. Discussion

Use **HO 3C**. SS interview each other about restaurants in their own countries. Feedback, asking SS what the most interesting difference was.

8. Language Focus - Expressing Wants

Play the Word Play section. Point out the difference between want something (noun) and want to do something.(verb).

To practice, write 'today, tomorrow, next month, next year', on the BB.

Ask SS to think about something they want and want to do at those times and to tell their partners.

If appropriate to your SS level, complete **WT Page 34/35**

9. Video and Writing a Dialogue and Role-play

Continue playing the clip until Miguel visits Rosa at her apartment. Stop tape. As SS watch, pause the video and ask them general comprehension questions:

- Why does Katherine leave? (daughter hurt at school)
- Is it a busy lunch-time at the café? (Yes)
- Who organizes the café? (Rosa)

Tell the SS this is when Rosa gives Miguel an answer about his marriage proposal and they are going to watch it with no sound. Ask them to look at their facial expressions to show how they are feeling. Tell the SS to work in pairs and to write the dialogue between Rosa and Miguel. Play the clip silently again if necessary. Allow SS time to complete the dialogue, and then ask some of them to role-play what happens. Encourage SS to be creative and amusing.

9. Read and Write WT Page 38/39

Ask SS to read the letter and ask them what it is about. In pairs SS discuss whether they think:

- it is a good letter
- it is written in an interesting way
- it sounds natural/like a native speaker
- the sentences are too long or too short
- how they would change it, make it more interesting,

In pairs, SS rewrite the letter. Encourage them to use linking devices and to add details to make it more interesting. Encourage SS to be creative and humorous.

Feedback by asking some pairs to read out their letters. Correct orally if you like.

10. **Lesson Wrap Up**

Show the final part of the video.

Lesson 4 - Who's the Boss

Before this lesson, ask SS to bring in adverts from local newspapers, magazines or fliers for restaurants in the area.

1. Language Focus - Apologizing

Ask SS what you say if you forget to meet someone. 'I'm sorry', sometimes followed by an excuse, 'I completely forgot/ thought we were meeting tomorrow'. Ask SS about other situations when you say 'Sorry'. List them on the BB.

EG. - making a mistake: 'I'm sorry, that's my mistake'.

- interrupting someone: 'I'm sorry, but could I say something ...'
- asking someone to repeat something: 'I'm sorry, I didn't hear what you said'
- when you've hurt someone's feelings: 'I'm sorry, I didn't mean it'
- turning down an invitation: 'I'm sorry, but I'm going to the theater on Monday'
- when someone recently died/ bad news: 'I'm sorry to hear that'

Ask SS if they say sorry in the same situations in their country.

Practice: Use **HO 4A**. SS work in pairs and role-play the situations on the cards.

Feedback by asking some pairs to role-play different situations in front of the class.

If appropriate, SS could complete this section of the WT.

2. Review Previous Episode .

SS work in pairs trying to recall what happened. Feedback asking a pair to start retelling the story and then other pairs continue. Ask others to add details or correct the story too.

3. Prevideo Activity WT Page 44/45

SS look at the pictures and describe what they see. Highlight vocabulary as necessary. SS guess what the episode is about.

If appropriate to the level of your class, SS can complete WT Page 48/49.

4. Video

Before playing the first part, write the following statements on the BB:

- Jamal is fixing the burglar alarm.
- Jamal wants to be an engineer.
- Mr Brashov is waiting for a call from the Restaurant News.
- Jess can hear well.
- Jamal and his wife go to a party.
- Jamal lies to his friends about his job.

Ask SS to watch the video and decide if the statements are True or False. Play the video until Culture Clip. Stop tape.

SS discuss their answers. Replay video if necessary to confirm their answers.

5. **Video - Intensive Listening**

Replay the section where Mr Brashov is waiting for a call from the Restaurant News. Stop tape. Use **HO 4B**. Cut up the dialogue and in groups SS predict the order of the conversation, then listen/watch the video and correct the order.

Get SS to practice the dialogue if you like, paying attention to appropriate intonation.

6. **Read and Write WT Page 52/53**

SS read the review of Crossroads Café and answer the questions. Then they write their own review of a restaurant they know or of the college/school cafeteria!

7. **Culture Clip**

Preteach the following vocabulary: to get laid off, to be fired, to be unemployed, to be promoted, to retrain.

Tell the SS they are going to watch two people like Jamal, who can't get a job in their professions. Write the names of the two men on the BB: John Waco and Victor Valinsky. As SS watch the video, ask them to write 3-5 fact about each person. SS compare facts they heard in pairs. Then feedback the information on the BB. Replay the video to check, pausing at the facts mentioned.

If appropriate, SS could complete this section of the WT.

8. **In your Community**

Ask SS to bring in adverts for restaurants in the area from a newspaper, magazine or fliers. In groups, SS take turns to ask each other questions about the ads. EG: the name, address, telephone number, kind of food it serves, expensive or not, formal or informal.

Or, alternatively, SS could complete the reading in **WT Page 51**.

Then SS complete the information gap activity using **HO 4C**. Divide the class into two groups A and B. SS in group A should work with another SS in A to work out the questions they need to ask B. SS in group B do the same. When all the SS are ready, repair an A SS with a B SS to ask their questions and find out the missing information.

9. **Lesson Wrap Up**

Play the final section of the episode. Ask SS to think about whether or not their situation (everybody at the café trying to help Jamal by pretending he is the boss) would happen their

countries. SS discuss this in groups and then one person from each group tells another group what was discussed.

Lesson 5 - Lost and Found

1. Language Focus - Imperatives

Pretend that you have lost your voice. Using gestures get one student to: stand up, walk over to the table, pick up the book, give you the book, sit down. Ask SS what instructions you would have given in words. Tell SS this is the imperative and is often used to give instructions.

As a class, play a round of Simon Says.

If appropriate, ask SS to complete the **WT Pages 62/63**.

2. Review Previous Episode.

Tell SS you are going to read a brief summary of the last episode (see Teacher's guide Page 50 and change 5 details), but there are 5 mistakes in it. Ask SS to stop you when they hear a mistake and to correct it.

3. Prevideo Activity - Vocabulary

As a class, brainstorm types of crime on the BB, clarify meaning as you go along.

Activate vocabulary by using **HO 5D**. SS interview each other on their experiences.

Feedback on interesting experiences.

4. Video

Play the clip until the end of the burglary scene. Stop tape. Before playing the clip, write the following questions on the BB:

- What has Katherine lost?
- What happened at Jess's house?
- Who does Jess want to call?

Photocopy and cut out **HO 5A** and give out to SS in pairs or small groups. Get them to predict the order of the conversation. Then play the video and SS correct the order as necessary.

5. In your Community - WT Page 65

Tell SS they are going to read the security pamphlet the police officer gave Jess and Carol. SS then answer the questions.

Extension Activity - Writing

Tell SS to work in pairs and to imagine they are having a vacation and are writing instructions for themselves on what to do before they leave. Write the following on the BB:

windows, doors, mail, newspaper, stove, lights, curtains, neighbor

SS work in pairs writing instructions for themselves.

6. **Video - Role-play and Problem Discussion**

Continue playing the video until Katherine says that one of the boys is her son, 'I'm afraid so'. Stop tape.

Ask SS to imagine what Katherine says to David after his loud behavior in the café. Play the next part without the sound, so that SS can imagine the tone and content. Ask SS to work in pairs and to write the dialogue between Katherine and David. Then get some of the SS to role-play their situations.

At the end, ask SS if this kind of problem would happen in their own country.

SS work in groups and discuss the problems from **HO 5C**. Feedback on the SS's solutions.

7. **Culture Clip(neighborhood watch)**

Write 'neighborhood watch' on the BB and ask SS what they think it is. How does it help to prevent crime?

Play the clip just asking SS to watch only, as it is rather fast. Stop tape.

As they watch, put the following statements on the BB.

- The man is a police officer.
- Graffiti was not a big problem in his town.
- To help prevent burglary, you should close all windows at night.
- If you are mugged you should not hand over your money and valuables.
- Crime has not dropped in his town.

Tell SS to decide whether the above statements are true or false when they watch the clip again.

Allow SS to discuss their answers in pairs, before feeding back as a class.

If appropriate, SS could complete this section of the WT.

8. **Lesson Wrap-up - WT Page 68**

Ask SS to look at the What do you Think questions appropriate to the level of the class and allow them five minutes to prepare their answers. SS then share their opinions in small groups.

9. Either as HWK or in class time, ask SS to write about their opinions of crime in their own country in their journals.

Lesson 6 - Time is Money

1. Language Focus - Making Suggestions

Invent a problem (You need to raise \$10,000 in 2 weeks) and tell your SS about it and ask SS for suggestions. Help SS form suggestions by writing the following phrases on the BB:

- How about (+ ing)...?
- Why don't you (+base form verb)...?
- May be you should (+base form verb)....
- Have you thought of (+ ing) ...?

Ask SS when we usually use these phrases (to make suggestions).

Practice: **HO 6A.** SS work in pairs and write problems for the first person on the handout. Encourage them to write amusing problems.

Eg. Husband: I've crashed the car!

When SS are ready, get them to exchange papers with another pair. They read the problems and write their suggestions to them.

When they have finished, they give the papers back. Feedback, by asking SS to read the most interesting ones.

If appropriate, SS could complete this section of the WT.

2. Review Previous Episode

Write the following key words on the BB. In pairs SS use them to help them recall the previous episode:

Burglary 3 noisy boys Security salesman David - homework -
café Conversation with Jess Carol and neighborhood watch broken airplane is fixed

3. Prevideo Activity

Ask SS: How would you know if your business was successful or not? What helps to make a business successful? After some ideas, ask SS to work in small groups to think of how Mr Brashov could make his business more successful. Feedback from groups onto BB.

4. Video

Stop the video when Rosa leaves the café. Stop tape. Write the following questions on the BB for SS to think about while they are watching:

- What is Mr Brashov doing? Does he like it?
- What does Jess suggest?
- Where is Rosa going?

Continue playing the video until Rosa finishes her class. Stop tape. Ask the SS:

- How is Rosa's approach to the problem different from the other student's?
- Which is the best approach? Why?

In the next section, a man called Emery suggests how to improve Crossroads Café. Tell SS to make notes on the suggestions Emery makes. Play clip and stop tape. At the end of the clip SS discuss what they heard in pairs. Feedback on the BB. Watch the clip again and confirm their answers and highlight any others they didn't hear.

5. **What Do You think? WT Page 82**

SS work in small groups to discuss these questions.

6. **Culture Clip - Prediction, Interview, Discussion**

First play the clip with no sound and ask SS to make a note of the different images they see. (Clocks, a watch, traffic jam, city life). Stop tape. Then ask them what they think the clip is about. Play the clip again and ask SS to think about these questions as they watch:

- What does time control?
- What problems does time cause?

As a follow up activity, photocopy the chart in the **Teacher's Guide Page 54**, add more questions if you like, and let the SS mingle with each other to find out about time in their countries.

Write the following proverbs on the BB:

Time is money

Time flies when you are having fun

The early bird catches the worm.

In pairs/small groups, SS discuss what they think the proverbs mean. Do they think they are true? Do they have similar proverbs about time in their own countries.

If appropriate, SS could complete this section of the WT.

7. **Video**

Play the clip. Stop the tape before Emery reports on the progress of the café. Stop tape. Ask the SS to think about how the café has changed as they watch the clip. Feedback on their observations. Ask SS why the staff at the café are working so hard (best employee contest). Who do they think will win? Replay the clip if necessary.

If you have a copy of the **Photostories A**, photocopy pictures 47 - 58. Blank out most of the dialogue in bubbles, leaving a few clues, EG. 'And now the winner of the contest ...' (picture 48), 'Thank you. But ... (leave the rest blank) (picture 50), 'But the person who should get the

prize is...'(leave the name blank). SS work in pairs and write the dialogue for each picture. Encourage SS to be creative. When they are ready, let some pairs act out their dialogues.

Then play the final clip.

Ask SS what they think about Rosa's decision not to accept the prize. Do they think Mr Brashov's decision to run the café as it was before is a good one or not?

8. Read and Write WT Page 80/81

SS read the letter and answer the questions on it. Then SS write a letter.

Lesson 7 - Fish Out of Water

Before this lesson, ask SS to bring in a simple recipe for a traditional dish from their country.

1. Review Previous Episode

Ask SS to discuss what they remember about the last episode.

2. New Language Focus - Present Perfect (things in past that continue in present)

Get SS to ask you some questions about the people at the café. Put prompts on the BB if necessary. Write the answers on the BB too.

EG. Jamal fix things?

Q: Can Jamal fix things?

A: Yes, he has fixed many things.

Q: Does Henry deliver food?

A: Yes, he has delivered a lot of meals.

Q: Is the café busy?

A: Yes, it has been busy every day.

Ask the SS what tense this is? How is it formed? (Have/has + past participle)

Ask SS: Did Jamal fix things in the past? Does he still fix them?

Did Henry deliver food in the past? Does he still deliver them?

Was the café busy in the past? Is it still busy?

Ask SS when we use this tense (when something happened in the past and still happens now).

If appropriate, SS could complete this section of the WT.

3. Prevideo Activity

Write the title 'Fish out of Water' on the BB. Ask SS what they think it means? Ask them if they have a similar expression in their own language.

4. Video

Play the clip until Nickolae says he'll manage the restaurant while his brother is ill. Stop tape. Before playing the video, write the following statements on the BB. As SS watch, they must decide whether they are True or False. Let SS discuss their answers in pairs first before feeding back.

- Mr Brashov's father comes to the USA. (F)
- Nikolae has come for a holiday.(F)
- Nikolae learns about the business. (T)

- Mr Brashov is sick. (T)

- Nickolae runs the restaurant while Mr B is ill. (T)

Then get SS to predict what changes they think Nikolae will make to the restaurant.

Play the video until just before Mr Brashov comes in. Stop tape. In pairs, SS discuss the changes he made. Do they think they were good or bad changes? Will Mr Brashov like them? Why? Why not?

5. **In your Community - WT Page 93**

Review vocabulary on food by taking in some pictures. Get SS to identify the food in small groups.

Ask SS what they think of American food. What is typical American food? Do they like it? Is it similar or different to their own food?

In pairs, get SS to share the recipes they brought in.

Then ask them if they know what Romanian food is like?

Use **HO 7B**. SS work in pairs and ask each other questions to find out how to make Romanian 'Chorba'.

6. **Video**

Play the next section without sound. Stop when Nikolae's dream begins. Stop tape. Ask SS to focus on Mr Brashov's reaction and to imagine what he says to his brother. Get SS to work in pairs and write the dialogue between them. Then get some of them to role-play the conversations. (This would be a good opportunity to focus on intonation of emotions, expressing anger etc).

Then play the clip showing Mr Brahov's unfavorable reaction and conversation with Nikolae. Stop tape.

Tell the SS that Nikolae has a nightmare about the USA.

Use **HO 7C**. SS work in pairs to put the events in the correct order.

7. **Culture Clip**

Start this section with a discussion:

Ask SS if they remember the first day they arrived in the USA. If you've worked in a foreign country tell them about your experiences. What were their first impressions, thoughts and feelings? Did/do they feel homesick at times? Do they feel comfortable in this country? Get them to talk in pairs.

Tell the SS they are going to listen to foreigners talking about their changing feelings about America - how they felt at the beginning of their stay, a little later and then later still. Watch the clip and ask SS to say how their feelings change.
(If the clip is too hard, ask your SS to complete the vocabulary and discussion in the WT Page 97 first.)

8. Video

Remind SS of Nikolae's nightmare about being in America. Ask SS what they think he will do now. Watch the end of the clip. Did he make the right decision?

9. Lesson Wrap Up - Discussion and Writing WT Page 96

In small groups, SS discuss the three questions in the What do you think? section in the WT, giving their reasons. Ask them to choose one to write about in their journals.

Lesson 8 - Family Matters

1. Review Previous Episode

Write the following words on the BB. In pairs, SS discuss how they are connected in the last episode.

A nightmare, flu, wallet, Romanian restaurant, airport

2. Prevideo Activity

Write the following sentences about what happens in this lesson on the BB or an OHT. In pairs, SS guess the order of events. Get them to predict what they think happens.

- Katherine's children argue about TV. (5)
- Katherine asks Jamal about computers. (3)
- Sara comes to the café to meet everyone. (6)
- Rosa asks Katherine to go out, but she refuses. (7)
- Henry asks Jamal about dancing. (4)
- Henry talks about his date with Sara. (1)
- Katherine is very tired. (2)

3. Video

SS watch the video until Culture Clip. Stop tape. SS put the events above in the correct order. Pause/replay the clip as necessary.

At the end, ask SS: Why do you think Katherine looks so tired?

Why do you think Katherine asks Jamal about computers?

Why do you think Katherine refuses Rosa's invitation?

4. Culture Clip - Single parents

Ask SS if Katherine is married? Elicit 'Single parent'.

Ask them to discuss in small groups:

- Do you know any single parents?
- What problems do you think they have?
- What is it like for children?

Tell the SS they are going to watch a short extract on single parents. Pre-teach the following vocabulary: SS work in groups of 3. Assign each SS a letter, A, B and C.

A - exhausting

B - Poverty

C - Struggle

- challenge
stretched)

- responsibility

- stretched (parents are

Each SS looks up his/her words in a dictionary to check the meaning. When they are ready, they share the meanings.

Tell the SS to just watch the clip the first time. Before you play it again, put the following questions on the BB:

- How many parents are single?
- What difficulties do parents talk about?
- What did you learn about Maria's experience as a single parent?

Follow up with a discussion of single parent problems using **HO 8D**

If appropriate, SS could complete this section of the WT.

5. Language Focus - Making Offers

Ask SS what they would say if they saw someone carrying very heavy bags. Elicit different ways of offering to help:

- I'll help you.
- Would you like me to help you?
- Let me help.
- I'd be glad to help you.

Teach suitable responses to offers too:

- Thanks!
- I really appreciate it.
- That's nice of you.

Practice: SS work in small groups. Write the following on individual cards:

I'm thirsty

I can't dance

I'm late

This homework is so hard

My bags are heavy

We don't have any milk left

I'm so busy

I'm hungry

I need a baby sitter

I don't know how to cook

SS turn over a card, read it and the others make offers to help.

If appropriate, SS could complete this section of the WT.

6. Video

Continue playing the video until just after Rosa shows Henry how to dance and just before Sara's entry. Stop tape. Get SS to predict what will happen next (Do they fall in love?!, does Henry step on her foot and injure her?, does someone come in? who?) and what Rosa and Henry say to each other. SS write the dialogues in pairs and role-play them. Then show the rest of the clip when Sara comes in.

Continue playing the clip to Word Play. Stop tape. Afterwards, ask SS:

Do you think Suzanne should be alone at home?

Do you think Katherine is a good mother?

Tell them many people have different attitudes about children and they are going to discuss their own.

Use **HO 8C**.

7. Read and Write WT Page 108.

8. Lesson Wrap-up - Debate - What do you think? WT Page 110.

SS look at the three statements. SS choose the one that interests them most. Divide the class into those that agree with the statement and those that disagree. Allow SS time to prepare their reasons and examples to support their opinions. Then, either conduct a debate as a whole class, or regroup the SS into smaller groups where they can present their different viewpoints.

Lesson 9 - Rush to Judgement

1. Language Focus - Describing People

Write the following words on the BB:

Hair (style and color) , Height, Build, Eyes (color and shape), Skin.

Divide SS into groups to brainstorm vocabulary for each category. Offer a few examples to get them started. Set a time limit. Feedback on to the BB. Check pronunciation of vocabulary.

Practice: Take in pictures of people and hand them out. Tell them not to show their partner the picture.

Working in pairs, one SS describes the person to their partner, who draws him/her. (Assure SS that artistic talent isn't necessary). Then SS compare their drawing with the picture!

For writing practice, get SS to describe a character from Crossroads Café.

If appropriate, SS could complete this section of the WT.

2. Review the Previous Episode

Write the central characters from the last episode on the BB. In pairs, SS try to recall what happened to each one.

Katherine, David, Sara, Henry, Rosa

3. Prevideo Activity - WT Page 114

SS describe the pictures to each other in pairs and guess the story. Help with vocabulary as necessary. Feedback SS ideas.

4. Video

Play the video until Culture Clip. Stop tape. Ask the SS general comprehension questions.

- Who are the 2 men Mr Brashov talks to?
- Who are the 2 people Henry brings to the café?
- What happens to Jamal? Why do they think he's arrested?
- How do the police treat Jamal? Are they friendly?

5. Culture Clip

Start off by asking SS: What makes a good police officer? Think about age, gender, physical condition, character, skills, education. Let SS work in pairs or small groups. Feedback.

Tell SS they are going to watch Tony Garcia, a police officer. Ask them to see if Tony is different from the policemen who arrest Jamal? How? Play clip.

SS watch the clip again and write 3 things Tony likes about his job.

You could follow up by asking SS to do the Vocabulary and Think exercise in the **WT Page 125**.

Discussion: Use **HO 9D**. SS interview a partner on their experiences with the police.

6. **Video**

Continue the video until Word Play. Stop tape. Ask the SS to make notes on the following questions:

- How is Jamal treated at the police station?
- What happens to Henry's grandparents?
- Who helps Henry look for his grandparents?

SS discuss their answers in pairs. Feedback, replaying the clip if necessary.

After Word Play, show the clip of Jess, Rosa and Katherine trying to help Henry find his grandparents. Stop tape.

Use **HO 9B**. SS try and put the dialogue in order. Replay the video to confirm the order.

In the next clip, Mr Brashov is in the interrogation room at the police station. He provides Jamal with an alibi and the police let him go. Before watching, write the following questions on the BB:

Where are the people in the scene?

How does Mr Brashov help Jamal?

Who apologizes and why?

Play clip. SS discuss their answers in pairs first before feeding back. Replay the clip as necessary.

Follow up with a role-play. Use **HO 9C**

Write the title of the episode on the BB. Ask SS: Who rushed to judgement? Why?

7. **Read and Write WT Page 122-3**

Ask SS if they have ever written a letter in English requesting information. What kind of information? Did they get a reply? Did anyone help them with the letter?

Ask SS to tell you what kinds of things can you request. Eg. travel information, application forms, brochures etc.

SS read Jamal's letter and answer the questions. Point out the form of the letter to SS by asking them: - - Where does the address of the person you are writing to go?

- How do you start/end the letter?
- What do you usually say in the first paragraph? (your reason for writing)
- What do you usually say in the last paragraph?
- Where should the date go?

Then SS write a letter of request, asking for information on one of the areas listed above. You could get some SS to read out their letters, or put them up for the SS to read.

Lesson 10 - Let the Buyer Beware

1. Language Focus - Giving Compliments

Write a few compliments on the BB. Eg. I like your hair, that's a really nice suit, that color really suits you. Elicit that these are compliments.

In pairs, SS find out how they feel about compliments.

- Do you feel (un)comfortable when you get a compliment?
- Do you believe them?
- What can you say in response?

Feedback on possible responses (Thank you, Thanks, yours is too, Thanks, I bought it....)

Give each person a card with a topic to give compliments on. Eg. hair, clothes, character, handwriting, glasses, language ability, jewellery.

SS stand up and mingle, giving each other compliments and responding appropriately.

If appropriate, SS could complete this section of the WT.

2. Prevideo Activity

Take the first few paragraphs of the summary in the **Teacher's guide Page 100**.

Made two copies. Delete a few key words from one, and different key words from the other. Mark them A and B. Divide the SS into group A and group B. Handout the summaries to the appropriate groups. A SS work out what questions they need to ask SS B to find out the information missing, and SS B the same for SS A. Repair the SS, A and B and let them ask questions to find the answers.

3. Video

Play the video and stop just after Rosa says that women in Mexico don't ask men out on a date. Stop tape.

Use **HO 10C** and SS interview each other on their first date experiences.

Tell the SS that Mr Brashov and Barbara are having dinner at a restaurant called Palmettos.

Play the clip until Word Play with no sound. Stop tape. Ask the SS to guess what they are saying. In pairs, SS write the dialogue between Mr Brashov and Barbara. Encourage them to be creative and humorous. Ask some students to act out their conversations.

Replay the clip. Ask SS what their impression of Barbara is. Is she really in love with Mr Brashov?

Before playing the next clip, put the following quote on the BB.

‘You have to spend money to make money’. Clarify meaning and ask SS if they agree or disagree with this statement and why. Ask if Barbara would agree or disagree.

For the next section of the video, SS work in pairs, A and B. A is going to watch the clip, B must turn away and be ready to write with pen and paper. Play the clip until Culture Clip without sound. Stop tape. SS A describe what is happening to SS B who take notes. At the end of the clip, SS B recount the story from their notes to A, who adds more detail and corrects them if necessary.

Replay the clip for all SS. Highlight Rosa’s words ‘Con artist’ - clarify meaning.

4. **In your Community - WT Page 135**

SS complete this section in their books.

Take in ads from newspapers and magazines similar to those in the WT. Put the ads on a piece of paper and number them. Make enough copies for small group work. SS read the ads and decide if any are scams. Feedback from SS. Encourage other SS to agree or disagree.

Alternatively, get SS to find ‘scam’ ads and bring them to the next lesson to share.

5. **Culture Clip**

Ask SS: What makes a good salesman? Do you like salesmen/women? What do you do if one approaches you in a shop?

Play the clip. Stop tape. Ask SS: What is each person selling? If this is too difficult for your SS, play the clip and get them to complete the first exercise in the **WT Page 139**. Replay the clip and ask them: What advice is given to customers?

Find out if anyone has had experiences with these kinds of salesmen and how they deal with them.

Use **HO 10 D**. SS role-play situations with salesmen.

6. **Video**

Play the rest of the video. Stop tape. Ask SS to find out how Mr Brashov gets his money back.

7. **Read and Write WT Page 136-7**

Lesson 11- No Vacancy

1. Review Previous Episode

Write the following prompts on the BB. In pairs SS use them to recall what happened in the last episode.

- Rosa tired
- 'apartment for rent'
- phone call from Mrs Walsh
- Katherine talks to Mrs Walsh
- A plan with a video
- A complaint against Mrs Walsh

2. Prevideo Activity

Take in some unusual places to live, eg. a lighthouse, castle, houseboat. Find out where SS would like to live most and why.

Write a list of factors important when choosing a place to live on an OHT. Eg.

City, countryside, light, spacious, modern kitchen, fireplace, garden, near stores, garage etc. SS rank the 5 most important factors for them and compare with a partner, giving their reasons.

Get the SS to look at the pictures in the **WT Page 142** and to write 3 questions on what they want to find out.

3. Video

Play the video until Culture Clip. Stop tape. Ask general comprehension questions afterwards:

Who is looking for an apartment?

Who is the apartment manager?

Do you think she wants Rosa to have the apartment? Why? Why not? (discrimination)

Replay the part where Rosa is looking at the new apartment. Ask SS to look for signs that Mrs Walsh doesn't want her to rent it.

4. Culture Clip - Prejudice/Discrimination

Tell the SS they are going to see examples of discrimination in an interview. Play the clip. Stop tape. Ask SS to say why the 2 candidates don't get the job. Ask them if it is illegal to discriminate against people in the workplace in the USA. Is discrimination the same in their own countries?

Use **HO 11D**. In groups, SS read discrimination problems and discuss what to do.

If appropriate, SS could complete this section of the WT.

5. **Video**

Play the next video clip until Word Play. Stop tape. Ask SS what the characters are discussing. What do they think will happen next?

6. **Language Focus - Clarifying**

Say something fast and complicated to one of your SS. Encourage them to ask you to repeat it. Ask SS for other expressions used to clarify something.

- Could you repeat that?
- Sorry, I didn't catch what you said.
- What do you mean?
- (repeating the word)?

Practice: Use **HO 11A**

Play the word play. Stop tape.

If appropriate, SS could complete this section of the WT.

7. **Video**

Play the last part of the video. Stop tape.

Before playing it again, write the names of the characters on the BB:

Henry, Jamal, Rosa, Katherine, Mr Brashov, Mrs Walsh, Patty and Dean Peterson.

Assign a character to different pairs. SS must decide on the most important thing the character said and note it down.

Feedback.

In pairs, SS imagine they are one of the characters telling a friend what happened.

8. **Read and Write WT Page 150-1**

Lesson 12 - Turning Points

1. Language Focus - Expressing Possibility (Might)

Get SS to ask you about your plans for the evening or weekend. Express your uncertainty:

If it's....., I might....., but if it's, I might instead.

Ask SS how you expressed the idea of possibility (might). Highlight the form of this structure: might + base form of verb.

Practice: **HO 12A** SS work in small groups looking at situations and discussing what might happen.

If appropriate, SS could complete this section of the WT.

2. Review Previous Episode

Use **HO 11C**. SS work out the sentences and put them in the correct order.

3. Video

Play the very first part where there is a shadow outside the door and the broken glass. Stop tape. Ask SS what they think has happened and what they might see inside. Continue playing the clip and stop at the end of the café scene. Ask SS what has happened. Replay the clip and elicit vocabulary (graffiti, vandalism, damage, mess, gangs, spray paint, fingerprints, overturned, shattered).

Play the next clip which is at Henry's home with his brother Edward. Stop tape at Word Play.

Write the following questions on the BB:

- How does Edward feel about school? His parents? His brother?
- What is Edward's reaction when he sees the knife?
- What are the signs that Edward has a big problem?
- Why doesn't Henry just ask his brother about the knife?
- Why did Edward vandalize the café?
- What do you think Henry should do?

SS discuss their answers in pairs. Replay the video several times if necessary.

Play the next short clip where Mr Brashov has a plan to stop the gang. Stop tape. Ask the SS what they think will happen next. Use **HO 12 C** to encourage SS to discuss in pairs or small groups.

4. Culture Clip - Gangs

Before playing the clip ask SS to discuss these questions in pairs or small groups.

Who should pay for the damages to the café?

Who is to blame when a kid joins a gang?
How can gangs be eliminated?
Is there anything positive about being a gang member?

Play the clip. Stop tape. Ask SS to note down the reasons why kids join gangs.

Extension: Vocabulary game. Use **HO 12 D**. Cut up the cards. SS work in small groups of 3. They take turns to pick up a card. They describe the word and the other SS guess what it is.

5. **Video**

Play the last part of the episode. Stop tape. Ask general comprehension questions:
What do the gang want from the café?
What is Edward's punishment? Do you think it's enough?
SS then retell the story from the beginning to each other.

Follow up with a discussion from What do you Think? **WT Page 166**

6. **Read and Write WT Page 165**

SS read the article and answer the questions. Get SS to work in pairs to plan and write an article about a crime. Put the articles up on the wall and let SS go round and read them.

Lesson 13 - Trading Places

1. Review Previous Episode

Cut out some key pictures from lesson 12 out of the Picture Story book. Photocopy them onto an OHT. In pairs SS try and recall what happened.

2. Prevideo Activity

SS look at the pictures in the **WT Page 170**. Ask SS what is unusual about the pictures. (The employees have all changed jobs). SS write 2 questions about the story.

3. Video

Play the first two scenes at the Café and the argument between Jess and his wife Carol. Stop tape.

Play the next clip until Culture Clip. Stop tape.

Write the following statements on the BB.

- Mr Brashov is going on holiday. (F)
- Mr Brashov is too busy to go on holiday. (T)
- Carol gives Jess a present because it is his birthday. (F)
- Jess doesn't like the watch. (T)

SS decide whether the statements are True or False. Allow them to discuss their choice in pairs first.

Replay the clip if necessary to confirm their answers. Then ask SS why they think Jess doesn't seem to like the watch.

4. Video - Culture Clip - Roles of Husbands and Wives.

Start by asking SS what is the traditional role of husband and wife in their countries. Then use **HO 13B** where SS interview each other on who does the chores at home.

Tell the SS they are going to watch 3 couples being interviewed on the different roles husband and wife play. Write the following prompts on the BB which SS copy down:

Couple 1 (Mexican): Wife:
Husband:

Couple 2 (American): Wife:
Husband:

Couple 3 (Taiwanese): Wife:
Husband:

As SS watch, they make a note of the different responsibilities of each husband and wife. If this is too much for your students, assign different pairs one couple to listen to. SS then share what they heard about the 3 couples. Play clip. Stop tape. Replay the clip as necessary to confirm answers.

If you like, SS could complete this section in the WT.

5. **What Do You Think? WT Page 180**

Before continuing the next clip, ask SS in pairs to discuss who they think has the most important job and why. Feedback asking pairs for their opinions. Allow other SS to disagree and say why.

In pairs or small groups SS then look at the sentences in the WT and decide which one they agree or disagree with and give reasons for their choice.

6. **Video**

Mr Brashov announces an idea for trading places. Before showing the clip, put the following questions on the BB:

- What is Mr Brashov's idea?
- Why did he think of it?
- Do you think it will work?

Play clip. Stop tape. SS discuss their answers in pairs before feeding back. Replay clip as necessary.

Extension: Have a class discussion about cross-training, training employees to do more than one job. Say to SS:

Stand up if you have a job.

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

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

If some remain 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 SS 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. Ask SS to give reasons.

This could be followed by a discussion of what jobs are typically done by men and women. Use **HO 13D**.

7. **Video**

Play the clip until Word Play. Stop tape. Ask SS:

What does Carol suggest for the evening?

How does Jess respond?

Why doesn't Jess like Carol paying the bills?

What advice does Mr Brashov give Jess?

Language Focus - Expressing Ability - Word Play

Play the Word Play clip. Stop tape. This can be followed by a fun activity where SS mingle to find out how many students can or can't do things, for example:

- say the English alphabet in 15 seconds.
- say the months of the year backwards in English without making a mistake.
- spell their own name backwards.
- remember five things they did last Sunday.
- close their eyes and describe what the person next to them is wearing.
- write down five English verbs beginning with 'S' in 10 seconds.
- count to 20 in English in 10 seconds.

If appropriate, SS could complete this section in the WT.

9. Video

Draw a chart like the one in the **Teacher's Guide Page 125** of the BB and have learners copy it down.

As SS watch the clip, ask them to rate how well the employees are at their new jobs. Pairs share their choices with other pairs. Play clip. Stop tape. Finally, ask SS:
Overall, how successful do you think Mr Brashov's idea was?

Before playing the next clip, ask SS to recall the problems Jess and Carol have been having (problems about their changing roles at home).

Play this part of the video where Carol comes to the café to talk to Jess without sound. Stop tape. Ask SS to watch. Ask them:

Why do they think Carol has come?

What do you think she says?

How do you think they are feeling?

Let SS watch it again without sound and working in pairs, write a brief dialogue of the conversation between them. Get some of them to role-play their conversations. Then play the clip with sound, and continue until the end. SS could then predict what will happen next. Who will run the café? Will Mr Brashov die?

Lesson 14 - Life Goes on

1. Review Previous Episode

Review the episode 13 by photocopying frame 59 from **Photostories A** onto an OHT. SS discuss what they remember about the story and what happened at the end (Mr Brashov is last seen clutching his chest, falls down and is taken to the hospital by paramedics).

2. Video

Play until Culture Clip. Stop tape. Give SS a letter A, B or C. Put the following questions on the BB and ask SS to listen again for the answers to their letter. Afterwards, in groups of 3, SS exchange their answers. Feedback as a class, asking different groups for their answers.

- A. What are Katherine, Henry and Jamal waiting for?
- B. Who calls?
- C. What does the caller say?
- A. How does Mr Brashov feel?
- B. When can Mr Brashov have visitors?
- C. Why does Mr Brashov want to go home?
- A. Why does Mr Brashov's neighbor say he is lucky?
- B. What do you think 'old ticker' means?
- C. What does Rosa tell Mr Brashov when she leaves?

3. New Language Focus - Use of 'very' and 'too'

Write the names of two of the characters on the BB and ask SS to describe him/her physically. Write the words under the character. Ask them what kind of word it is (adjective). Ask when do you use adjectives (to describe something). Show the SS how you can modify adjectives:

Eg. I'm sick, I'm very sick and I'm too sick to

SS complete the exercises in the **WT Page 6**.

To practice the structures, photocopy **HO 14 A** onto an OHT. In pairs, SS write as many sentences as they can using 'very' and 'too'. Set a time limit. Then feedback some sentences from the pairs. Ask them what rules they have discovered about adjectives.

For oral practice, use **HO 14B**.

Culture Clip

Start by writing 'A hospital is like a small city' on the BB and ask SS to think in what ways this is true.

Write their ideas on the BB.

Then play the clip and ask them which ideas on the BB were mentioned in the clip.

Follow up with a discussion of hospitals in the USA and in the SS own countries. Put the SS into small groups and use **HO 14D** for the discussion.

5. Video

Remind the SS that Mr Brashov is still in hospital. Ask them to discuss in pairs or small groups who they think would make the best boss out of Henry, Katherine, Rosa, Jamal and Jess, giving their reasons why. Feedback as a class.

Play the next clip until Jamal visits Mr Brashov in hospital. Stop tape. Find out if the SS are surprised that Jess is chosen. Do they think he will make a good boss/manager?

Before playing the next section of the video, where Jamal visits Mr Brashov in hospital, write the following quotes on the BB:

(Vocab: restricted)

1. Nurse, meet Jamal, one of my most important employees at Crossroads Café. (Mr Brashov)
2. Chicken and rice. Mmmmmm... that sounds wonderful. And it smells delicious. (Mr Brashov)
3. You're on a restricted diet. (Nurse)
4. No, the café is doing fine.(Jamal)
5. Jess has made sure that I keep everything in good working order. (Jamal)

Play the clip until Word Play. Stop tape. Ask SS to note the name of the character who says the above quotes.

6. In your Community

Start this section with an open class discussion on taking medicine. Ask SS:

What's the difference between prescription medicine, over-the-counter medicine and a home remedy? Elicit or give an example of each.

How do you feel about taking medicine?

Do you try not to take it, or take it whenever you feel ill?

What kind of medicine/home remedies do you take for:

a sore throat
a headache
an upset stomach
a sore muscle
a fever
vomiting

Ask SS: Do you read the labels on medicine you take? Has anyone had a bad experience because they couldn't read the label?

Complete the exercises in the **WT Page 9**.

7. **Video**

Play the next video clip with no sound until Jess says goodbye. Stop tape. Tell the SS to watch the clip and as they watch to think about the following questions:

Who do you think the woman is?
What do you think she says to Jess?
What do you think the gift is? Who is it for?

In pairs, SS guess at the above questions. Replay the clip with sound and the SS answer the questions again.

8. **Video**

Play the final section. Stop tape. Ask the SS:

What happened to Mr Jenkins?
How does Mr Brashov feel now?
What does Mr Brashov find out?

9. Read and Write **WT Page 10/11**

Ask SS: Is it customary to send get well cards in your country?
What are typical gifts you give to sick people?
Introduce the SS to Jess's get well letter and complete the exercises.

SS work in pairs. Hand them a card with the name of a SS in the class and an illness/injury, Eg. Carlos - broken leg, Valerie - fever etc.

In pairs, SS write get well cards to the SS on their card, using the guideline on Page 11 in the WT.

SS send the get well cards to the 'ill' SS.

Lesson 15 - Breaking Away

1. Review Previous Episode

Write the following on the BB.

Mr Brashov is in hospital.

Crossroads Café finds a new manager.

Anna goes to the café.

Mr Brashov finds out something new about his family.

In pairs, SS recall what happened in the last episode.

2. Prevideo Activity

Start this lesson with a discussion on the main theme of this episode, intercultural relationships.

Write the following words on the BB:

Education	Appearance
Nationality	Religion
Family background	Financial prospects

Ask SS to consider which factors would influence them in choosing a marriage partner. Get them to rank the factors from most important (1) to least important (6). When SS are ready, tell them to compare with a partner and to give their reasons why.

Then ask them to discuss:

Which factors would be most important to your parents?

How important is your parents' approval of your boyfriend/girlfriend?

What do you think about arranged marriages?

Feedback.

Tell the SS that this episode is mainly about Henry and Sara. SS look at the pictures in the **WT Page 16** and encourage them to guess what the story might be about.

3. Video

(Vocab: disappointment)

Before playing the clip, write these statements on the BB:

Crossroads café has a new neighbor.(True)

Sara and Henry tell everyone at Crossroads Café that they are getting married. (False)

Sara invites Henry to dinner to tell her parents their news.(True)

Mr and Mrs Chang would like Henry to marry a Chinese girl. (True)
Mrs Chang thinks Sara's parents will approve of Henry. (False)

Play the clip until Culture Clip. Stop tape. SS say whether the statements above are True or False. Let them compare their answers in pairs before feeding back. Replay the clip as necessary to confirm their answers.

4. Culture Clip

On the BB write: INTERRACIAL MARRIAGES

ADVANTAGES

DISADVANTAGES

Divide the class into two groups A and B. Get A SS to brainstorm the advantages of interracial marriages. Get B SS to brainstorm the disadvantages. Set a time limit. Then feed back their ideas onto the BB.

Check SS understand the meaning of **chaperone** and **courtship** before you play the clip. Tell the SS they are going to listen to two couples talk about the difficulties and advantages of their interracial marriages.

Ask SS to take notes on:

- the problems Richard and Irma had
- the problems David and Cari had
- the advantages of their interracial marriages

Play the clip. Stop tape. SS check their answers in pairs before feeding back. Replay the clip as necessary.

5. Video

Introduce the clip by asking SS what Mrs Chang predicted would happen when Henry and Sara announced their relationship.

Play the clip until Henry walks out. Stop tape. Ask SS to discuss these questions in small groups.

Were her predictions accurate?

Do you think Sara's parents are prejudiced against Henry?

Did Henry handle the situation well? What should he have said?

Have you ever experienced prejudice?

Do you think prejudice is a result of not knowing enough about other cultures?

Feedback.

Extension

Take in short articles about prejudice from the newspaper or magazines. Get SS to read them and discuss what they read.

6. Read and Write WT Page 24/25

7. Video

(Vocab: to hang up (phone), to be pushy, this is the last straw).

Play the clip until Word Play. Stop tape. Ask SS:

What does Rosa suggest to help Henry?

Do you think it's a good idea? Why? Why not?

Before playing the final clip, write **FACTS** and **INFERENCES** on the BB. Clarify the difference between the two. Give an example if necessary.

Play the clip twice. Stop tape. The first time, SS write 3-5 facts they hear. The second time, SS write 3-5 inferences. SS compare their facts and inferences. Feedback asking each pair to choose one fact and one inference to share with the class.

Use **HO 15C**, which is a sorting activity providing further practice in distinguishing between facts and inferences..

8. What Do You Think? WT Page 26

9. To review the episode, use **HO 15D**. Assign different role-play situations to each pair. Get the SS to write a dialogue and to practice it. Then ask them to role-play the dialogues in front of the class.

10. Writing

If you like, ask SS to design a poster/advertisement for Crossroads Café which Linda can put up in the laundromat next door.

Lesson 16 - The Bottom Line

1. Review Previous Episode

Write the following characters on the BB:

Sara Henry Sara's parents Henry's parents Linda

In pairs SS try and recall what happens to each character. Feedback from different pairs, asking the other SS to add more details or correct the story if necessary.

2. Prevideo Activity WT Page 30

SS look at the pictures, describe them and write one question for each picture on what they would like to find out.

Feedback briefly on a few of their questions.

3. Video

(Vocab: a loan, a flyer, profit, debit, credit)

Play the clip until Culture Clip. Stop tape. Write the following Who questions on the BB:

Who has joined a senior citizens club?

Who wants a new stove?

Who needs money?

Who gives bank loans?

Who suggest making flyers to attract more customers?

SS discuss their answers in pairs first before feeding back.

Replay the section where Mr Brashov meets Mr Littleton. Stop tape. Draw the chart in the **Teacher's book on Page 25** on the BB. Ask SS to copy it down. SS take notes on what each character is thinking and feeling while they are watching the clip. Replay the clip as necessary, pausing at relevant moments. SS compare their notes before feeding back as a class.

4. New Language Focus - Reported Speech

Ask SS to ask each other:

What did you do yesterday? Who did you talk to? What did you talk about?

Feedback their answers onto the BB, Eg.

X said he went to work.

Y told me he talked to....

Z told me they talked about

Highlight the difference between **said (no object)** and **told (object)**

Complete the exercises in the **WT Page 34/35/36** according to the level of your class.

Practice: Use **HO 16A**. SS write interesting questions they would like to ask each other. Give an example. Eg. What does your ideal girlfriend/boyfriend look like? What's your favourite food?

SS then mingle with each other and ask as many people their question as possible. Set a time limit. In pairs, SS then write down what each person said. Eg. John told me about his first girlfriend. She had big, blue eyes...'

5. Culture Clip

This section is about age and getting old. Use **HO 16D** to start with a discussion on this subject. SS interview a partner.

Tell the SS they are going to see 2 senior citizens Amelia and Petra. Play clip. Stop tape. SS take notes on the following questions as they watch:

What do they do?

What do they like about their work?

What do they recommend senior citizens to do?

End with a debate about issues related to senior citizens. Use these questions to discuss.

Seniors have better lives in the USA than in my native country.

Seniors are not as respected in the USA as they are in my native country.

Seniors have more money to spend than younger people.

Seniors think about their health too much.

People over the age of 75 shouldn't be allowed to drive cars.

People over the age of 72 shouldn't be allowed to work, because they take jobs away from younger people.

If you like divide the class into two groups A and B. A's agree with the statements and prepare reasons why. B's disagree with the statements and prepare their reasons. Then hold a debate, asking one side to present their reasons and encourage the other side to argue against them.

6. In your Community

Before completing the exercises in the **WT Page 37**, ask SS:

What is a loan? Where can you get one from? What are loans usually for?

7. Video

(Vocab: to be laid off, to be fired)

Play the final section of the episode. Stop tape. Ask the SS:

What are the staff at Crossroads Café worried about?

Who would you lay off?

What are the seniors doing when Mr Littleton arrives again?

What does he say?

8. Read and Write WT Page 38/39

9. What Do You Think? WT Page 40.

Lesson 17 - United We Stand

1. Review Previous Episode

Divide the class into three teams, and tell them you are going to quiz them on the last episode of Crossroads Café. Ask each team a question and allow them to discuss the answer first before giving it. If it's not correct, offer it to the next team to answer. Award points for correct answers. The team with the most points wins. Offer a small prize if you like.

Quiz questions:

Who joined a senior citizens group?

What important piece of equipment is broken at Crossroads Café?

Why does Mr Brashov want a loan?

Who brings the Café more customers?

Who doesn't come to work for two days?

Why doesn't Mr Brashov need a loan after all?

2. New Language Focus - Making Complaints

Ask SS different kinds of accommodation they know of, Eg. an apartment, town house, condominium, brick house.

In pairs, SS interview each other to find out:

What kind of house they live in.

If they own or rent it and/or share it.

If they have ever had any problems with their accommodation.

If they complained about the problem. Who to? What happened?

Feedback from some of the pairs, writing their problems on the BB. Elicit others too.

Eg. The elevator is broken, the faucet drips, the drapes are torn, the walls are damp, the roof is leaking, the tiles are cracked, the carpet is stained, the washing machine leaks, the stove doesn't work.

SS then complete the exercises in the **WT Pages 48/49/50**

Have SS act out the dialogues in the book.

For further practice of making complaints, use **HO 17A** which matches complaints with solutions.

3. Prevideo Activity

Photocopy the pictures in the **WT Page 44** and cut them up. SS work in small groups and guess the correct order of the pictures and predict what the story is about.

4. **Video**

(Vocab: basic services)

Play the clip until Culture Clip. Stop tape. Ask SS:

Why is Rosa late?

What other things are wrong with Rosa's apartment?

Replay the clip as necessary.

5. **Culture Clip**

Preteach the following vocabulary:

upkeep plumbing arbitration to maintain something
damage

If the clip is too hard for your SS, let them complete the vocabulary exercise in the **WT Page 55**.

Play the clip and freeze frame the scenes that show problems and SS describe what they see.

Extension - HO 17B

Ask SS if they were looking for a place to live, where would they look? Elicit classified advertisements in the newspaper. Photocopy an advert onto an OHT. Make sure it contains plenty of abbreviations. Show the SS and ask them if they understand it all. Clarify the meaning of abbreviation. See if SS can guess some of them.

Tell them they are going to find out what the abbreviations mean. Use **HO 17B**, which is an information gap activity.

6. **Video**

(Vocab: to put the pressure on).

Before playing the next clip, write the following statements on the BB:

Rosa is typing a letter of complaint .

Katherine thinks her letter is good.

Henry is making a documentary about work.

A man from Rosa's apartment is interested in her problems.

They plan to hold a meeting with all the tenants from Rosa's apartment at the café.

Play the clip until just before the meeting. Stop tape. In pairs, SS say whether the statements are True or False. Feedback. Replay the clip if necessary.

Follow up with a discussion. Write the following questions on an OHT or BB.

Do tenants have meetings to solve problems in your country?

Are they usually successful? Why? Why not?

Have you ever attended a tenants' rights meeting? What happened?

Would your co-workers in your country encourage you to organize a tenants' meeting?

Is it usual in the USA or in your country for your boss to let you have a tenants' meeting at your workplace? Why? Why not?

7. What Do You Think? WT Page54

SS discuss the questions/statements in small groups, giving their reasons why.

Feedback as a class, encouraging SS to offer other opinions.

8. Video

Play the clip until Word Play. Stop tape. SS list all the things the tenants decide to do. SS compare their lists. Play again as necessary.

9. Read and Write - Letters of Complaint WT Page 52/52

Start with a general discussion on making complaints. Ask SS:

Have you ever complained about something you bought?

Have you ever complained about a meal in a restaurant or about a mistake on the bill?

How did you complain? In person, by telephone, in a letter? What happened?

SS then read Rosa's letter and answer the comprehension questions.

Focus SS on the form of the letter - one paragraph. Ask if this is usual for a letter? How would they divide it up into paragraphs. Point out the usual form of a letter of complaint.

Para 1. Say why you are writing.

Para2. What your complaint is

Para 3 What you want the person to do.

Either ask the SS to rewrite the letter dividing it into paragraphs, connecting the sentences and adding more details, or ask them to write a letter of complaint about a problem they have had.

10. **Episode Wrap Up**

Play the final clip. Put the title on the BB: United we stand. Ask them:
What does united mean? Who was united in this episode?

Lesson 18 - Opportunity Knocks

1. Review Previous Episode

Cut out some of the key pictures from the previous episode in Photostories B. Photocopy them onto an OHT. In pairs, SS recall as much as they can of the story.

2. Prevideo Activity

Write the following words on the BB and check the SS know what they mean.

Construction Company	Jamal	Interview
Juke Box	A Bribe	to quit a job

SS use the prompts to ask you questions about the story. Eg. Does Jamal quit his job?

3. Video

Play the clip until 'I don't know who's in a worse mood - Mr Brashov or Jamal' with NO sound. Stop tape. Ask the SS to work in groups of 4 and write what they think Jess, Mr Brahov, Rosa and Jamal are saying. Play the clip several times and allow SS time to prepare their dialogues. Go round and help. Ask some of the SS to act out their dialogues. Then play the clip with sound so that SS can hear what was actually said.

4. Video

Play the clip until Jamal goes for an interview. Stop tape. Ask SS:

Why is Rick Marshall interested in Jamal?

Play the clip again and ask SS to stop you when they see the reasons why.

5. New Language Focus - Comparatives

Write on the BB: HANDYMAN	ENGINEER
manual work	well paid
knowledge of machines	college degree needed
good with tools	a very responsible job
etc	etc

Divide the SS into 2 groups and assign them one of the above jobs. SS brainstorm as much as they know about the job as possible. Feedback onto the BB.

Use the information to make comparisons about the two jobs.

Eg. An engineer's salary is higher than a handyman's.

An engineer's job is more responsible ...

Elicit the rules of comparatives and more examples.
Words of 1 syllable or 2 ending in Y = adjective + er
Words of 2 or 3 syllables = more + adjective

SS complete the exercises in the **WT Pages 62/63/64**

For speaking practice, use **HO 18A**.

6. **Video**

Play the clip showing Jamal's interview at the construction company until Word Play. Stop tape.
Ask SS:

What do you think Jamal will do now?
Do you think this is the end of Jamal?
Do you think he will leave the café forever? Why? Why not?

7. **In Your Community - WT Page 65**

Before completing this section in the WT, ask SS to interview each other on business cards, using the following questions:

Do people often give you business cards?
What do you usually do with them? (throw them away, store them)
Are business cards popular in your country?
Who uses them?
Have you got one? How many languages are on it?

SS complete exercises in the **WT Page 65**.

Extension

Take in some pieces of card. In pairs, SS design a business card for Crossroads Café. Display them and vote on the best one.

8. **Video**

Play the clip until Word Play. Stop tape Ask SS:
Where is Jamal? What happens? What do you think happens next?

9. Culture Clip

Tell the SS this clip is about safety at work.

Play the clip once and ask them to make a list of all the special clothing and safety equipment they see. (Goggles, hard hats, special shoes, gloves, overalls, ear protectors, a ground strap).

Stop tape.

Play the clip again and ask them to list the employment benefits for workers. (compensation, insurance).

Follow up with a general discussion on SS experiences at work. Ask SS:

Have any of you worn protective clothing at work?

What are the dangerous aspects of your job?

Have you ever had an accident at work? What happened?

10. Read and Write WT Pages 66/67 - A Letter of Application

Elicit the different stages of finding a job - looking at adverts., sending a letter of application and a resume, going for an interview, being offered the job and accepting it.

SS complete the exercises in the **WT Page 66**. Then take in some job adverts from the newspaper. Photocopy them onto an OHT. SS choose a job they are interested in and write a letter of application.

Lesson 19 - The People's Choice

1. Review Previous Episode

Photocopy the picture in the **WT Page 57** onto an OHT and ask SS in pairs to recall what happened to Jamal in the previous episode. Write the following questions to help the SS if necessary:

How did Jamal find his new job? What was the job? What did he find out? What did his boss give him and why? What happens in the end?

2. Prevideo Activity

In pairs, SS look at the pictures in the **WT Page 72** and describe what they see. Supply relevant vocabulary as necessary. SS write one question for each picture on what they would like to find out.

3. Video

(Vocab: to know something like the back of your hand, to not be cut out to do something...).

Play the clip until the end of the scene at Jess's home. Stop tape.

Write the following questions on an OHT or the BB. In pairs SS answer the questions orally. Replay the clip if necessary.

What's happening outside the café? (construction work)

Who is Hassein? (Jamal's cousin)

What does Jess bring in to the café? (water bill) What's wrong with it? (he's been overcharged)

What suggestion do the staff make? (Jess to run for city council)

Does Carol support the idea? (yes)

Use **HO 19C**, and let SS in pairs guess the order of the conversation. Then replay the clip where Jess comes in with his water bill . Stop tape. SS rearrange/confirm the order.

Play the final part of the clip until Culture Clip. Stop tape.

At the scene where the staff are filling envelopes, pause the tape and ask SS what they think the staff are doing.

Continue the tape of Jess giving a speech. Ask SS:

How do you think Jess feels? What's he thinking?

What do you think of his speech?

What does the customer say you need most in an election campaign? (money) Do you agree?

Why? Why not?

4. **In Your Community - WT Page 79**

Students complete the exercises in the WT on reading bills.

Follow up with a survey on SS satisfaction with the services in his/her community. Use **HO 19B**.

5. **Read and Write WT Page 80/81**

Before completing this section in the book, start with a class discussion on bills:

Has anyone ever had problems with bills? What was it? What did you do? Was it corrected?
Is the system of paying bills the same or different in this country?

SS could either rewrite Jess's letter using more connecting words, or write a letter about a problem they had with a bill.

6. **Culture Clip**

Find out SS opinions on politicians and politics in general. Ask SS:
Would you like to be a politician in your country? Why? Why not?
How effective do you think governments are?

SS then interview each other to find out the kind of government in each others' countries. Group SS so that they are working with someone from a different culture. They ask each other:

What kind of government is in your country?

How is it organized?

Do you have government representatives on a local level? What do they do?

Do you have a mayor in your city? What kind of things does he/she do?

Play the clip. Stop tape. Write the following statements on the BB:

The city council makes laws for the city.

The mayor represents the government at a local level.

The judge and courts enforce the laws.

The city manager takes care of the local services.

Replay the clip and SS decide if the statements are True or False. They are all true.

If your SS are still interested in this topic, follow up with a discussion on American politics using **HO 19D**.

7. **Video**

(Vocab: to turn your back on something, to spruce up your image)

Play the clip until Word Play. Stop tape. Ask SS:

What are Mr Miller and Mr Comstock going to do?(help Jess become a city council representative)

How has Jess changed? (new suit, toupee/wig)

Does Carol agree with the political things Jess is promoting? (No)

She calls him a 'political puppet'. What do you think she means?

Let them compare their answers in pairs before feeding back.

Continue the video after Word Play until Hasein proposes to Rosa. Play this section with no sound. Stop tape. SS watch and take notes on what they think they are saying. In pairs, SS write the dialogue. Get some pairs to act them out. Then play the clip again with sound.

Lesson 20 - Outside Looking In

1. Review Previous Episode

Read a short summary of the last lesson and include 5 mistakes. Tell SS to stop you when they hear a mistake. Let them correct you.

2. Prevideo Activity.

Photocopy half the summary from the **TB Page 72** (stop at the end of paragraph 6, ending ‘...he offers to help Stuart). SS read the summary and ask them in pairs to speculate on what happens next. Use the following questions to guide their predictions:

- What do you think happens when Bill returns from Chicago?
- How do you think Mr Brashov will help Stuart?
- What do you think will happen at the meeting?
- Why do you think Rosa is nervous when talking to her guest teacher?
- Do you think the landlord will raise the rent?

3. Video

(Vocab: to get oneself into a bind, sophisticated).

Show the video until just after Rosa’s meeting with her guest teacher. Stop tape. Replay the section and ask SS to look for signs that she is nervous. (She tries to hide, talks about the menu, hesitant, her body language).

Alternatively, you could play the section when Rosa talks with her teacher with no sound. Get SS to guess what they talk about and to write a dialogue. SS then role-play their conversations. Finally, play the section with sound to hear what was actually said.

Continue with the video. Play the clip until Word Play. Stop tape. Write the following questions on the BB:

- What is your impression of Andrew’s house?
- What kind of things is Andrew interested in?
- What is your impression of Livvy Sanders?
- How does she treat Rosa?
- What do you think the other people think about Rosa’s comment on the picture?
- Why is Rosa studying art in the café?
- What is your impression of Stuart?

Replay the clip as necessary. SS compare their answers in pairs before feeding back as a class.

4. **New Language Focus - Giving Advice**

Tell the SS to imagine that you are going to their country. You can't speak the language. Ask them what you should do to learn the language as quickly as possible. Also, is there anything special you should take with you?

As SS give you advice, encourage SS to use language for giving advice:

You should + base form of verb

You had better + base form of verb

If appropriate to the level of your class, complete the exercises in the **WT Page 90/91**.

For more spoken practice, write a few simple problems on cards. In small groups, SS turn over a problem, read it out while the other SS offer advice.

5. **Video.**

Play the clip where Rosa is at Andrew's house at another meeting until Culture Clip. Stop tape. Ask SS:

To watch and say how Rosa is different this time. (Her appearance, how she treats the maid, what she says about the wine and the picture, her manner).

What is Stuart like?

What do you think Jamal and Henry do with Stuart? What would you do with him?

End with a general discussion on the theme.

Do you think people should pretend to be someone/something they are not?

Do you think people (like Rosa) can really change who they are?

6. **Culture Clip - Raising Children**

Start with **HO 20D**, which is a survey looking at how children are raised in different countries.

Another question you could write on the survey is:

Do you think children are raised differently in the USA from your country? In what way?

Tell the SS they are going to watch people from different countries speak about raising children.

Assign SS a letter, A, B or C and then countries for each letter. Eg.

A: South Africa

B: Mexico

C: Columbia

Taiwan

Iran

Ireland

SS listen and take notes on what is said about raising children in the 2 countries given to them. Play the clip twice if necessary. SS work in groups of 3, exchanging what they heard.

Follow up with a problem solving activity. Use **HO 20C**.

7. **Video**

(Vocab: a jerk).

Play the final section of the clip.

SS work in groups and discuss their opinions on the following questions:

Do you think Andrew Collins is a jerk? Did he lead Rosa on?

Do you think Rosa will do anymore translating jobs?

Do you think Henry and Jamal really changed Stuart?

Do you think Mr Shuster will give Mr Brashov a break on the rent?

Do you think Bill's proposal was romantic?

Do you think Katherine should marry Bill?

Do you think Katherine's children will be happy about Bill?

How did your parents/spouse propose?

Lesson 21 - Walls and Bridges

1. Review Previous Episode

Write the key characters from the last episode on the BB and ask SS in pairs to recall what happened to each one.

2. Pre-video Activity

If you have **Photostories B**, photocopy and cut out the following frames from Lesson 21: Frame 2, 4, 15, 32, 45, 68. Arrange them randomly on a piece of papers. In pairs, SS predict the order of the events and what the story is about.

3. Video

Before showing the clip, write the following statements on the BB:

Mr Brashov is studying for an English exam. (F)

Cesar Hernandez has two jobs. (T)

Marie has been missing school and her teacher is worried about her. (T)

Maria doesn't like school. (F)

SS watch the clip and in pairs decide if the statements are True or False. Stop tape. Replay the clip to confirm their answers.

4. New Language Focus - Asking and Offering Help

Ask SS to brainstorm different ways of Asking for help and Offering help. Write their suggestions on the BB. Eg. Please,for me.

Would you for me.

Would you mind + ing ...

I'd be glad to.....

Can I.....?

Let me.....

If appropriate to the level of your SS, complete the exercises in the **WT Page 104/105**

For further practice, use **HO 21A**.

Video

Before showing the next clip, write these comprehension questions on the BB:

- Who went to talk to Mr Hernandez?
- What did they talk about?
- How did Mr Hernandez react?
- Why did Mr Hernandez pretend not to speak English?
- How di Maria react?
- What do you think will happen next?

Play the clip. Stop tape. SS discuss their answers in pairs. Play the clip again as necessary.

Use **HO 21B**, where SS role-play problems.

Find out how SS felt when their teachers talked to their parents about their report cards, or other school-related problems.

6. Culture Clip

Ask the SS if any of them are intending to become or have become US citizens. How do you become one? What do you have to do?

Use **HO 21D**. SS work in pairs to unscramble the sentences and put them in the right order. They describe the process of becoming a US citizen.

Tell the SS they are going to listen to a woman's decision to become a US citizen. Tell them to listen for the reasons she gives.

Play the clip. Stop tape. SS compare what they heard, before feeding back.

7. Video

(Vocab: doom and gloom).

Use **HO 21C**. SS predict the order of the dialogue. Then play the final clip. Stop tape. SS rearrange the order according to what they hear. Check the correct order all together.

Finally, ask SS:

Why did Cesar change his mind about Maria? Collect their reasons and write them on the BB, Eg.

Cesar is worried he would become estranged from his daughter as Victor did.
Mr Brashov reminded Cesar why he came to the USA.

Cesar realized he was treating Maria differently than a son.
Maria tells Cesar she is not ashamed that he is a tailor.

SS vote for the reason that best explains why, giving their reasons.

8. **Read and Write - WT Page 108**

SS complete the reading section. Then ask them which other characters could write thank you notes, for what and to whom. In pairs, SS choose a character and write a thank you note. You could get SS to read out their letters.

9. **Lesson Wrap up**

Write the title of the episode on the BB. Ask SS:

What are walls?

What were walls for Mr Brashov, Mrs Scanlon, Mr Hernandez and Maria?

What are bridges?

What were bridges for the above characters?

Lesson 22 - Helping Hands

1. Review Previous Episode

Write the key events on the BB and in pairs, SS recall as many details as possible about them.

Mr Brashov takes an exam.

The café staff stay up all night.

Maria is not going to school.

Rosa and Maria's teacher visit Maria's family.

Maria goes back to school.

2. Prevideo Activity

Photocopy the picture in the WT Page 113 onto an OHT. In pairs SS describe what they see and guess what this episode is about.

3. Video

Play the clip. Freeze frame on the man outside the café. SS describe him and what he's doing. (Looks cold, scruffy clothes, unhappy, unshaven, in trouble, reading a newspaper). Get them to speculate why he is there. (Homeless, unemployed).

Play the rest of the clip until Culture Clip. Stop tape. Write the following comprehension questions on the BB:

Where is Jamal going on vacation?

What does the man want?

Why is everyone so afraid of him?

What was Frank's job? Is he employed now?

4. Culture Clip

(Vocab: dumpster diving, poverty, wealth)

Start off with a discussion on homelessness and unemployment in the SS countries. SS can discuss the following questions in pairs or small groups:

Are there many homeless people in your country?

Why are they homeless?

Is there much unemployment in your country?

What help do unemployed or homeless people get in your country?

Use **HO 22D**, where SS match organizations to their descriptions. Find out if SS have such organizations in their own countries.

Play the clip. Stop tape. Ask SS to take notes on the following:

The difficulties the man talks about. (No food, sell everything they had, dreams went down the drain).

How poverty affects children. (They grow up quickly, parents aren't around, illness).

If you like, SS can complete the exercises in the **WT Page 125**.

To end, write this quotation from the video clip on the BB:

'Great wealth is not essential for a meaningful life'. Do you agree? What do you think makes life meaningful?

SS discuss this in small groups. Ask one person from each group to summarize their opinions.

5. New Language Focus - Asking for Permission

Elicit the target language from the SS by asking them what they would say if they wanted to borrow a pen, or if they wanted to leave the class early. Write their suggestion on the BB under the heading 'Asking for Permission'. Eg.

Can I...? May I...? Do you mind if I....? Would you mind if I....?

Elicit positive and negative responses and write them up too.

Sure. Go ahead.

I'm sorry but,.....

Yes, of course.

No, I don't think so...

No, I don't mind.

I'm afraid I do mind.

Not at all.

SS are often confused by the negative 'No, I don't mind' for a positive response and 'I do mind' for a negative response.

If appropriate to the level of your SS, complete the exercises in the **WT Pages 118/119/120**

For further practice, use **HO 22A**.

Video

Play the clip of Jamal in the hotel room with no sound. Stop tape. In pairs, SS tell each other what happened, and what they think Jamal and Jihan were feeling and saying at various points. Use the following questions to guide the SS.

- What was Jamal thinking when he entered the empty hotel room?
- How did Jamal feel when he talked to the airline about his lost luggage?
- How did Jamal feel when he was trying to talk on the phone and Azza was crying?
- How did Jamal feel when he saw Jihan?
- What was Jamal thinking when Jihan said she couldn't have breakfast with him?
- How did Jihan feel when she couldn't have breakfast with him?

Ask different pairs for their responses.

7. Read and Write WT Page 122/123 - A Letter of Complaint

8. Video

Play the clip until Word Play. Stop tape. Ask SS why Frank can't find a job. (Not good at interviews).

After Word Play, show the clip until the café scene. Stop tape. Ask SS the following questions:

- Why is Jamal angry with Jihan?
- Do you think Jihan puts her job before her family?
- Do you think she should quit her job and stay at home?
- Who is right? Jamal or Jihan?

HO 22C enables SS to talk about their opinions of the characters in this episode.

Continue with the video until the end of the episode. Stop tape. Use **HO 22B**. SS work in pairs to put the events in order. Replay as necessary to confirm the correct order.

9. Lesson Wrap Up

Discuss the title 'Helping Hands'. Write the names of the characters on the BB. SS say how each person was a helping hand.

Lesson 23 - The Gift

1. Review Previous Episode

SS work in pairs and try and recall what happened in the previous episode. Allow 5 minutes. Feedback, asking one pair to start and then ask other pairs to continue. Let other SS add more details.

2. Prevideo Activity

Start by finding out how SS celebrate their birthdays. In pairs, SS interview each other on the following questions:

How do you feel about your birthday? Do you feel it is a special day, or just another day? Why?

What was the best birthday you ever had? What did you do?

Have you ever been to a surprise birthday party? Was the person surprised?

Have you ever given a surprise birthday party for anyone? Who for? What did you do? How did they react?

3. Video

Before playing the clip, write the following questions on the BB or OHT.

Whose birthday is it?

Why do the staff pretend they have forgotten his birthday?

Why is Joe the answer to Katherine's problem?

What did Joe give Mr Brashov?

What problem do the staff have?

How does Jess help?

What is the letter about?

SS watch the clip. Stop tape. SS take notes and then compare their answers. Replay as necessary to confirm their answers.

4. Culture Clip

Write on the BB:

'There's only two things people have to do - die and pay taxes'.

Ask SS what they think this quote means. Those SS who agree with it should sit together, and those who disagree should sit together. They discuss their reasons why. Feedback as a class.

SS then interview each other on their opinions on taxes using **HO 23D**. You could add a couple more questions, or ask the class as a whole:

Do you think you pay too much tax?

Where do the taxes you pay go to? What are they used for?

Play the clip. Stop tape. Then ask them to listen again and list the 3 types of taxes people pay in the US. (Income tax, property tax, sales tax).

To end, write a quote from the clip on the BB and ask SS if they agree/disagree with it.

‘Taxes are the price we charge ourselves for maintaining the quality of life in this country’.

5. **New Language Focus - Making, accepting, declining Invitations**

Start by asking the SS:

When was the last time you received an invitation? Who was it from? What was the invitation for? Did you go or not?

Elicit the target language:

Inviting - I'd like to invite you to.....

How about going?

Would you like to come?

Accepting - That sounds nice/great/good.

Thank you. I'd like to.

OK, sure.

Declining - I'm afraid I can't.

I'm sorry, but....

Thank you, but I have to.....

If appropriate to the level of your students, complete the exercises in the **WT Page 132/133**

For further practice, use **HO 23A** to role-play making, accepting and declining invitations.

6. **Video**

Play the next section until Word Play. Stop tape. Ask SS:

Who does Mr Brashov speak to on the phone? (His brother Nikolae)

Why do you think Mr Brashov phones the airport?

Where do you think he goes?

How do you think Mr Brashov will spend the rest of his birthday?

In Your Community - WT Page 135

Before completing this section find out if SS have ever used a travel brochure to take a vacation. Where did they get the brochure ? Did they phone for it or get it from a travel agent?

SS then read the travel brochure Page 135 and complete the exercises.

Extension

Take in lots of travel brochures. In pairs, SS select a destination. SS then present their choice giving their reasons why to another pair. They should say:

Where the resort is, what you can do there, where you can stay and the kind of accommodation available, and if children can go.

8. Video

Play the clip until the birthday celebration in the café. Stop tape. Play the clip again and get SS to tell you how Mr Brashov and Anna feel.

How does Anna feel when she sees her father?

What is she thinking when she asks her father how he found her?

How does Mr Brashov feel when Anna says, 'Happy Birthday'?

What is Anna thinking when her father says 'I want my daughter back'?

Follow up with a problem solving discussion using **HO 23C**.

Then play the final clip. Stop tape.

9. What Do You Think - WT Page 138.

SS discuss the statements/questions in groups. Ask each group to present their opinions.

Lesson 24 - All's Well That Ends Well

1. Review Previous Episode

Write the names of the central characters in the last episode on the BB. In pairs, SS recall what happened to each one.

2. Prevideo Activity

Photocopy the pictures from the **WT Page 142** and cut them up. SS work in small groups describing what they see and predicting what happens in the story.

3. Video

(Vocab: to synchronize).

Play the clip until Rosa says 'Here you go'. Stop tape.

Use **HO 24A**. SS try to put the conversation in order from memory.

Replay the clip to confirm the order.

Continue playing the clip until Culture Clip. As SS watch, ask them to list the things that have gone wrong for Katherine's wedding. (Her dress is too big, the ring is lost, the photographer is ill, it's snowing which means there will be delays and cancellations at the airport).

4. Culture Clip - Wedding Customs

Write the following vocabulary on the BB:

bride, bridegroom, best man, bouquet, reception, ceremony, confetti, ring bearer, bridesmaid, vows, registry office, honeymoon.

Ask SS what this vocabulary is about (marriage).

In pairs, SS tell each other what the words mean and look up words they don't know in a dictionary.

Encourage SS to ask questions about weddings in America.

SS interview each other on wedding customs in their countries, using **HO 24D**. Encourage them to ask other questions too. Eg. Who usually pays for the wedding? How much does the average wedding cost?

Feedback, asking SS to report the most interesting thing they found out.

Play the clip. Stop tape. As SS watch, tell them to list all the wedding customs that are the same in many cultures.

In Your Community - WT Page 149

SS complete the reading in the WT.

As a follow up, use **HO 24C**, where SS discuss gift giving for special occasions through a matching exercise. Emphasize to SS that there are no right or wrong answers and the purpose is to discuss the matches.

You could get SS of similar cultures to do the matching activity and then compare with SS of different cultures.

6. Video

Play the video clip where Bill's family mistakes Rosa for Katherine. Stop tape. Write the following questions on the BB:

Who is the first person to mistake Rosa for Katherine?

Why doesn't Rosa tell anyone she is not Katherine?

Why don't Mr Brashov, Jess and Jamal say anything?

What does Bill's family say about Rosa?

What starts playing music?

What do they do when they hear the music?

SS watch the clip and take notes. Then SS compare their answers together. Feedback and replay the clip as necessary.

Continue the video of Henry at the airport until Word Play. Stop tape.

Write the questions on the BB:

Why did Henry think the man was Katherine's grandfather?

How did Henry realize his mistake?

Why did the man go with Henry?

Would this happen in your native country? Why? Why not?

Have you ever mistaken someone for another person?

SS compare their answers before feeding back. Replay the clip as necessary.

7. Read and Write - WT Page 150/151

Start with a general discussion on thank you notes:

Do you ever write thank you notes? When?

Do you like writing them?

How do you feel when you receive a thank you note?
Is it customary to write them in your country?

SS complete the exercises in the WT.

8. **Video**

Play the final part of the clip.

Write the title of the episode on the BB. SS brainstorm what went wrong in the episode and how the problems were resolved.

9. **Journal Writing**

Ask SS to write about something that started badly and ended well.

Lesson 25 - Comings and Goings

1. Review Previous Episode

Photocopy the picture in the WT Page 141 onto an OHT. In pairs, SS recall the main events in the last episode.

2. Prevideo Activity

Write the main characters and some of the things that happen to them on the BB randomly. SS must guess which event happens to which character.

Henry, Katherine, Jess, Jamal

A leaving party, a rock concert, a new job, death.

3. Video

(Vocab: Who knows what life has in store for us, to step into your/someone else's shoes, am I missing something?, to be in a jam).

Play the clip until Culture Clip. Stop tape.

Write the three characters Katherine, Henry and Jamal on the BB. In pairs SS tell each other what happened to each one in the clip. Feedback as a class.

Play the last section again, where Abdullah offers Jamal a job. Freeze frame when:

The baby cries and Jamal and Jihan exchange looks. (Ask, SS what does this look mean?)

Abdullah offers Jamal a job. (Ask, what is Jamal's reaction?)

Jamal tells Jihan to sit down. (Ask, why do Jamal and Abdullah look at each other?)

Jamal and Jihan are eating breakfast the next morning. (Ask, what's wrong between them?)

Jamal tells Jihan, 'I can't do this anymore.' (Ask, how does Jamal feel?)

4. Culture Clip

Ask SS: Have you ever wanted to return to your countries? Or do you want to stay in America? Find out their reasons why in either case?

HO 25D enables SS to discuss reasons for staying or returning home.

Before showing the clip, put the SS in pairs and assign each person in the pair a letter A or B. Tell them they are going to listen to 4 immigrants talk about returning home. SS A, should take notes on the people from Iran and Mexico. SS B, should take notes on the people from Vietnam and Columbia.

Play the clip as many times as necessary. When SS are ready, they share the information they heard with their partner.

5. Video

Play the video until Word Play. Stop tape.

Use **HO 25C**. SS discuss what they think will happen to the characters in Crossroads Café.

6. Video

Play the clip where Henry visits Danny's office after the concert with NO sound. Stop tape.

Working in pairs, SS guess what the conversation is about. Highlight body language that shows Henry is upset. Play it a couple of times if necessary. SS write the dialogue between Henry and Danny. Go round and help. Get some SS to act out their conversation. Then play the clip with sound.

7. Read and Write - WT Page 164/165

8. Video

For the final section, SS work in pairs, A and B. A is going to watch the clip, B must turn away and be ready with pen and paper. Play the clip until the end without sound. SS A describe what is happening to SS B who take notes. At the end of the clip, SS B recount the story from their notes to A, who adds more detail and corrects them if necessary.

Replay the clip for all SS with sound.

9. Lesson Wrap Up

In pairs, SS share their feelings about the ending of the episode. Were they surprised? Put the title on the BB. Who came and who went?

10. Journal Writing

Ask SS to write about someone in their lives who came and went.

Lesson 26 - Winds of Change

1. Review Previous Episode

Write the following key words from the previous episode on the BB. SS use the prompts to recall as much of the story as they can.

Henry the rock star.

Katherine the interviewer.

Jamal's job offer.

The last game of chess.

2. Prevideo Activity

SS look at the pictures in the **WT Page 170** and in pairs write one question for each picture. Briefly feedback on some of the questions the SS have.

3. New Language Focus - Must and Have to.

4. Video

Before playing the clip, assign SS letters A, B and C and tell them that each letter is going to watch two characters.

A - Jihan and Jamal

B - Henry and Marie

C - Carol and Mr Brashov

They must take notes on what happens between the two characters.

Play the clip to the end of the scene at Carol's house. Stop tape. SS then sit in groups of 3 and summarize what happened to their characters.

Play the rest of the clip until Culture Clip. Stop tape. Write the following questions on the BB:

What happened to Henry?

Who helped him?

Who is a nurse?

What education does Henry need to work at Crossroads Café?

Why does Henry talk to Jamal about career goals?

SS discuss their answers in pairs. Then feedback SS opinions. Don't say whether they are correct or not yet. Replay the video to confirm their answers.

In Your Community - WT Page 177

This section is about map reading. Ask SS:

Do you ever use maps? When?

Are you good at using maps?

Have you ever got lost? Where? What happened?

SS complete the exercises in the WT.

For speaking practice of giving directions, use **HO 26B** which is an information gap activity.

Before completing the activity, revise the following prepositions of place by drawing stick men in different positions on the BB:

next to, in front of, near, opposite, beside, on the left, on the right, in the middle.

Also review compass directions: North, south, east, west.

6. Culture Clip

Tell the SS they are going to watch a man called Edgar Nillamarin talk about his life in the US.

Tell them to listen and list 5-7 things Edgar has done since he came to the US. Stop tape.

SS compare their lists. Replay the clip as necessary.

End with a quotation from the clip:

‘The American dream - if you want to be what you truly want, you can be it’.

SS discuss if they think this is true in America and in their own countries. Why? Why not?

HO 26D enables SS to talk about their lives in the US.

7. Video

In this section, Carol gives Mr Brashov tickets for a cruise to the Greek Islands.

Use **HO 26C**. SS try and predict the order of the conversation before watching. Play the clip until Word Play. Stop tape. SS watch and put the sentences in order. Feedback.

Ask SS:

Should Mr Brashov offer to pay for tickets?

Do you think Mr Brashov will enjoy the cruise?

Who do you think he will invite to go with him?

Read and Write - WT Page 178/179

SS read Mr Brashov's goodbye letter and complete the exercises.

In pairs, SS write a goodbye letter either from Mr Brashov to Jess, or from Jamal to Mr Brashov, or a postcard to the staff from Mr Brashov on his cruise.

9. Video

In this clip, Mr Brashov decides not to sell Crossroads Café. Stop the video after the following lines and ask:

What is Mr Brashov thinking?

What is Rosa feeling?

How do you know?

- a) Mr Brashov: As it turns out Rosa, he won't be buying Crossroads Café after all.
- b) Mr Brashov: I know a manager who can run a restaurant for me.
- c) Mr Brashov: If you're going to manage Crossroads Café, you should be able to open the door.
- d) Mr Brashov: And whatever we haven't covered, we can discuss when I return.

10. Lesson Wrap up

To end, write the title of the episode on the BB. Ask SS what changed?

