Chapter 1

Activity 1

Answers will vary. An example follows:
1. Who are you? Tell some important things about yourself.
   I have a husband and a son. I have lived here for two years.

Activity 2

1. shy (adjective): does not like to meet new people
2. embarrassed (adjective): feeling bad because other people might have a bad opinion of you
3. enjoys himself (verb) has fun
4. serious (adjective) not laughing, not joking

Activity 3

Answers will vary. An example follows.

My best friend is a shy person. He hates parties, and he has only a few old friends like me. I’m different from him because I’m much friendlier. I enjoy meeting new people.

Activity 4

Para. 2 Sebastiano’s uncle and his personality
Para. 3 Sebastiano’s shy personality
Para. 4 Differences between personalities of Sebastiano and his father

Activity 5

Answers will vary. An example follows:
1. She is very shy.
   She feels nervous when she meets new people.

Activity 7

Answers will vary. An example follows:

1. I live in West Philadelphia.

Activity 8

My brother is very different from me. In general, he is a happy person. He talks to people all the time, and he always smiles. He seems like he is very relaxed. He never
worries. He likes to go out with his friends. He works very hard, but he likes to have a good time also.

My parents are more like me. They are very serious. Of course, they are nice people, but they prefers to stay home. They do not laugh or make jokes a lot. They are generous and kind with their children, but they worry too much about us. They loves my brother, but they think he is not very mature.

Activity 10
1. The two friends were always unhappy when they spent a long time apart.
2. His strange behavior showed that he was tired and upset.
3. He took a lot of risks when he was young, but he never got hurt.
4. He seems to worry about small problems as well as big problems.

Activity 11
1. The psychologists were studying personality and behavior.
2. The brothers were similar, but they were not identical.
3. The environment in the city is usually noisy and crowded.
4. His early childhood affects his personality as an adult.

Activity 12
Answers will vary. Here is an example:
What personality traits do you see in yourself or other people that come from genes?
I like to be alone, like my father. My friend is very honest because his parents always taught him to tell the truth.

Activity 13
1. In paragraph 1, the reading gives information about “personality.” What information do we get about personality? Personality is the way that people are different from each other in their feelings and actions.

2. In paragraph 1, the reading also gives information about psychologists. What information do we get about psychologists? Psychologists study about different personalities.

3. In paragraph 2 there are examples of personality traits. What are examples of these traits? One personality trait is liking to take risks; the opposite trait is staying away from risks. Another personality trait is worrying a lot; its opposite is not worrying about many things. Some people have a religious personality trait, but others are not religious. Some people have the personality trait of shyness, while others like to meet new people.

4. Paragraph 3 is about one thing that affects personality. What is the topic of this paragraph? People’s genes, or chemical instructions, from their parents can affect their personality traits.
5. Paragraph 5 is about a second thing that affects personality. What is the topic of this paragraph? **Part of your personality comes from experiences in your early childhood with your family and other people around you. Your personality can change from those experiences.**

**Activity 14.** Answers will vary depending on the answers of the class partner.
1. Where do you live?
   She lives on Northern Road.

**Activity 15**
Your paper might begin like this:

   Her name is Olga. She lives outside the city in a big house... **Answers will vary.**

**Here is a sample composition:** She is a medical doctor, and she is married to another doctor. They have three children, but they don’t have much time to spend with their family. The children have a babysitter a lot of the time when the parents are at the hospital.

   Olga worries all the time about the children. She is afraid they are lonely and angry at their parents because they are not at home. Her husband’s personality is completely different; he is usually calm. He tells Olga, “Don’t worry; we have an excellent babysitter, and the children are probably having fun with her at home.”

**Activity 16**
The following are the subjects and verbs of the present tense verb phrases in Reading 2:

- psychologists are
- they describe
- people are
- traits describe
- people like
- others avoid
- these are
- traits describe
- a person worries
- they have
- a person is
- someone enjoys
- these are
- psychologists ask
- personalities come from
- they learn
- personality comes from
- genes are
- instructions (that) come from
Activity 17.

Dr. Martin Young is a psychologist. He studies human behavior at a university. Dr. Young describes the ways in which people are similar or different from each other in their actions or their emotions. Dr. Young is interested in risk-taking. He believes that some people naturally like to take risks. This is an example of a personality trait. Dr. Young thinks that risk-taking comes partly from a person’s genes. He studies

Chapter 2

Activity 1
Answers will vary. Examples follow:
1. Do you know anyone who married a person from a different country? Is the married couple happy together? How do their families feel about this situation?

I know a woman from India who married a man from England. They seem very happy. Both their families are glad they got married because they know their children are happy together.

2. Do you think it is possible for people who marry a person from another culture to be happy in their marriages? Why? Yes, I think it is possible because I know this couple from India and England. They are both interested in their partner’s country.

Activity 2 When I was a little girl, I was very afraid of a big white dog in my neighborhood. The dog made an angry noise every time I walked past his house. One day he came out of his yard into the street near me, and I screamed and ran home. My mother was very worried about me because I could not stop screaming. She called the dog’s owner and said, “I do not approve of people letting their dogs run around outside!” Our neighbor told her, “I feel guilty because your daughter is upset, but don’t worry. My dog won’t hurt her--his bark is much worse than his bite. He loves children!”

Activity 3
a. Turkey is a **traditional** food for Thanksgiving in the United States.
b. If you go into business with a **partner**, you should know that person very well.
c. Sometimes it is hard to understand another **culture** because its people have different ways of thinking about life.

**Activity 4**  Answers will vary. Some sample answers are below.

1. Should Binh tell her parents about her boyfriend? Why?
   Yes, she should, because she should not keep important secrets from her parents.
2. Should she stop seeing him if her parents don't like him? Why?
   No, she shouldn't stop, because she is in the United States now. Young people here have the right to choose their own partners.
3. Should she look for a Vietnamese husband? Why?
   It’s probably better for her to marry a Vietnamese man because they will understand each other better.

**Activity 5**

Paragraph 3:

Topic sentence: Binh is afraid to tell her family about her American boyfriend because her parents do not allow dating.

Details or examples: Traditional Vietnamese parents usually choose a partner for their children; then the children can accept or not. Binh is worried her family will be angry.

Paragraph 4:

Topic sentence: Even worse, she is afraid that her family will never accept her marriage to a non-Vietnamese man.

Details or examples: Her parents want her to marry a Vietnamese man because they don’t have a good opinion of young Americans.

Paragraph 5:

Topic sentence: Binh’s feelings about her boyfriend are confused.

Details or examples: She feels guilty about lying to her parents, but she feels terrible about not seeing her American boyfriend anymore.
Who is Binh’s boyfriend? He is an American man she met at work. Why does she not want to tell her parents about her boyfriend? Because they don’t like most young Americans, and they want her to marry a Vietnamese man. Why does Binh feel guilty about her boyfriend? Because she is lying to her parents and telling them she’s at school when she is secretly meeting him.

Activity 8
Answers will vary. Examples are below:

1. Write a sentence about something you should do.  
   **I should hand in my papers on time.**

2. Write about something your teacher should do.  
   **My teacher should put the assignments on her website.**

3. Write a sentence about something your teacher should not do.  
   **My teacher should not laugh at the students when they make mistakes.**

4. Write about something a good leader should not do.  
   **A good leader should not put people in prison if they disagree with him**

5. Write about an activity that everyone should do for good health.  
   **Everyone should eat vegetables and fruit.**

Activity 9

I think Binh should tell her parents about her boyfriend. She should not lie to them. Her parents know what is the best for her, and she should trust them. She should explain how much she loves him. Her parents will understand her, and they will help her. If her boyfriend is really a good man, they will accept him.

Activity 11

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. attraction</td>
<td>1. combine</td>
</tr>
<tr>
<td>2. confident</td>
<td>2. habit</td>
</tr>
<tr>
<td>3. disapproval</td>
<td>3. practical</td>
</tr>
<tr>
<td>4. prejudice</td>
<td>4. advise</td>
</tr>
</tbody>
</table>

Activity 12

1. I’m flexible about restaurants; **g**
2. Children should have cell phones for **security** **c**
3. I like the **contrasting** tastes ____ h ____
4. The daughter made a **commitment** to her mother ____ b ____
5. What are your **goals** for studying English: ____ i ____
6. A famous designer wants to **create** ____ d ____
7. The young woman’s **motives** for marrying the rich old man ____ j ____
8. The saleswoman had a bad **attitude** with customers, ____ f ____
9. Because Dr. Brown is an **expert** on flowers, ____ e ____
10. Two **similar** names in English are ____ a ____

**Activity 13**

**Answers will vary. Example answers follow:**

1. Are cross-cultural marriages always unhappier than marriages within the same culture? Why? **No, cross-cultural marriages can succeed although they may require more effort than marriages within the same culture.**

2. What do psychologists study? **They study human personality and behavior.**

3. What methods that sociologists use to study groups are different from the methods of anthropologists? **Sociologists ask questions to large groups of people in modern societies, and then count the answers. They study different roles within a group like “the leader.”**

4. Name at least three personal qualities that this article says are necessary in a cross-cultural marriage. Explain why each quality is important.
   - **Self-confidence is necessary because it helps people to remember that cultural differences are not personal attacks.** Commitment to their marriage is important because there may be many outside pressures against their cross-cultural marriage. **Flexibility is important because both partners will need to change some of their customs and habits.** Adventurousness is helpful because adventurous people like new and different experiences. A sense of humor is necessary to avoid taking cultural misunderstandings too seriously.

5. What example does the reading give of possible problems in a marriage between two cultures that are near each other on the map? **China and Japan are not far from each other on the map, but there are a lot of different customs in the 2 countries. These cultural differences can make a cross-cultural marriage between them difficult.**

6. How can prejudice affect an intercultural marriage?
   - **The family of one or both of the partners in an intercultural marriage may have a prejudice against the culture of their son- or daughter-in-law.** This prejudice may stop the family from accepting the marriage and even the children of an intercultural marriage. **One of the partners may miss the family very much and decide to leave the marriage.**
Activity 14
Write the topic of the introduction in the lines below. This is the answer to the question “What is this composition about?”

**Cross-cultural marriages**

Write the sentence that tells the main point of the composition on the lines below.

*These marriages can succeed even though they may need more effort than marriages within the same group.*

Activity 15
What are Jack’s feelings about his situation? **He is happy about their decision to get married, but he is confused about Binh’s fear of losing her family’s love. He wants them both to talk to a counselor for advice about their difficult situation.**

What are Binh’s feelings about her family situation? **She is sad and worried that she will lose her family’s love and support if she and Jack get married.**

Is it possible for this couple to have a happy marriage or not? **Answers will vary. “No, they are going to have too many problems with her family, and she will be unhappy,” or “Yes, they love each other enough that they can be happy even if her family cuts them off. Maybe her parents will change their minds when they see that their daughter is happy with Jack.”**

Activity 17
Young people in the United States usually choose (young people’s) **their own** careers. (Young people) **They think that (young people) they can decide on the best career for themselves.** (The career) **It should be very interesting for (the young people) them**. The parents sometimes want (the parents’) **their children to do a career that is boring or too difficult for (their children) them**. The father may want (the father’s) **his son to follow the same job (the father) he does, but maybe the son doesn’t have any interest in (the same job) it**. His son often does not **follow (the father) him** in a career. Usually the mother hopes (the mother’s) **her children will find a job near home, but (the mother) she can’t stop (the children) them from moving far away for a good job.** They may miss (their mother) **her**, but (the children’s) **their choice of career is more important. Parents in the United States do not usually try to choose a career for (the parents’) their children.**

Activity 18
Earlier today I spoke to a young man named Jack. **He** plans to marry a woman named Binh, who is Vietnamese. **He** is worried that **his** future wife is not sure about **their** marriage. I asked Jack about the couple’s relationship and I gave **him** some advice. Binh is discussing **their** plans for marriage with **her** parents. **They** seem to be very traditional and **they** want to approve of **their** daughter’s marriage partner. **They** are against the idea of marriage to a man outside their group.

I told Jack that **he** and Binh need to work on **their** relationship. He needs to understand that Binh is very close to **her** family, and **their** advice is important. Also, Binh needs to decide if **she** is ready to make **her** own decision.

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Chapter 3
The Power of Murals

**Activity 1.**
Answers will vary. See sample answers below:

1. Describe the photograph above. What is happening in the picture? What do you feel or think about when you look at it? **A family of people who look Latin American are sitting at a table together and waiting to eat their food together. A woman is carrying a basket of bananas on her head like women do in my country. Some strong men are building a high-rise in a city. The mural gives me both a sad and happy feeling because it makes me remember some fruits from home and the hard workers there, but it makes me want to go back.**

2. Tell about a local person who is popular and important to the residents in your neighborhood. This person should be a leader in your community, someone who helps the residents to make it a better place to live and gives them hope for their future. **Joy is a wonderful person in my neighborhood. She knows everyone there, and she helps anyone who gets sick. She brings them food or babysits for them. She calls the city government to get repairs for our street.**

**Activity 2**

A farmer decided to surprise his wife by cooking some fresh vegetables for their dinner. He opened the door in the **fence** around his garden and went in. He felt a lot of **pride** in his garden. There was a **border** of flowers around the vegetables. He cut some **beans** and a **bunch** of carrots, and he put them in a **basket**. Then he took them to the kitchen and cooked them in a pot for his next meal. He put some salt in the **bottom** of the pot. Finally, he served them in a **bowl** on the dinner table. The farmer’s wife said, “These vegetables are delicious. You’re a good gardener, and a good cook, too!”

**Activity 3**
1. **Immigrants** are people who move from one country to another one.

2. A **positive** influence is good for people.

3. “**Similar**” means “almost the same.”

4. A **community** is a group of people who are the same in some way.

5. A **panel** is a long piece of material.

6. You can be very active if you have a lot of **energy**.

7. A **section** is a part of something.

8. If people give money or time to others, they **contribute** a lot.

9. Your **style** is the way that you do things (especially the clothes you wear or the decoration of your house).

10. A job can also be called an **occupation**.

**Activity 4**

Answers will vary. Sample answers are below.

1. Are any good changes happening in your neighborhood now? **Yes, the city gave us money for a community garden in an empty place where a house burned down.**

2. What changes are still necessary to make it a better place to live? **We need more police to come past our block at night.**

**Activity 5**

   d. middle to outside

**Activity 6**

Some answers about opinions will vary.

What is the name of the mural? **Its name is “The History of Chinatown.”**

Where is this mural? **It is in Philadelphia.**

What is the general subject or topic of the images in the mural? **It’s about the work of Chinese people in the United States.**

At the top of the mural, who is the largest person? **The largest person at the top is a Chinese man who is holding a cloth in his big hands.**

What is he doing? What are the other people doing? **He is squeezing water out of the cloth into a river. A woman (probably a mother) and some children are waving goodbye from a farm to several young men on the other side of the river. The men are turning and waving goodbye to the mother and children (probably their family). They are walking toward the railroad. Just below them, a woman is ironing with an old-style iron. Her hands are also very big.**
Why did the artists put this action into the mural? **Maybe he wanted to show the sadness of leaving your family and country to immigrate to the United States.** Also, he probably wanted to show the hard work of Chinese immigrants who worked with their hands in laundries and on railroads when they first came to the U.S.

What is the curve at the top of the mural? What does the curve change into in this section? **At the top, the curve is a river, but as it curves to the right it becomes an ironing board and a dirt road.**

What does the curve change into as it moves to the right side of the mural? **It changes into a railroad line.**

Who are the people in this part? **They may be people from the U.S. because their clothes are western-style, not Chinese clothes.**

Where are they? **They are probably in a Chinese restaurant.**

What are different people doing? **They are probably drinking tea and eating soup.** They are also eating dim sum, which is different types of food, from the tall container.

What other important things are in this scene? There are city buildings below them, and a little to the left, a Chinese-style gate. **The sky is not blue anymore, but gold color. Maybe that means the gold (money) that the Chinese immigrants are hoping to find in the U.S., or maybe it means the money they are making from their hard work.**

What other form does the curve change into in this bottom section? **The curve become a paved street in the city with some city buildings next to it.**

What is the meaning of the large hand and the bull-dozer in this part? **The large hand looks like it is stopping the bulldozers.** If you look closely at the sign that the people behind the hand are holding, it says, “Homes, Not Highways.” Maybe the people in Chinatown don’t want a highway in their neighborhood. (At one time in Philadelphia, the city government was planning to build a big highway through the middle of Chinatown. They wanted to knock down a lot of the houses and other buildings there. The Chinese-American residents protested in the street, and the city stopped the project.)

What are the man and boy doing? **The boy is studying, and the man behind him (either his teacher or his father) is paying attention to the boy’s schoolwork.** He is probably getting a good education.

Where are the children at the end of the curve? **The children are in a place to play, with some trees.** There are some nice-looking, Chinese-style buildings in the
background, maybe their homes in Chinatown. Now the sky is blue again, not gold like before.

What are these children doing? The boy is flying a kite. The girl is wearing a bookbag on her back---maybe she is going to school.

What story does the mural tell about the history of Chinese immigrants to the U.S. as you follow the curve? It shows how Chinese immigrants to the U.S. started here as low-level workers, but little by little they got more education and power.

What feelings do you get from the different parts of this mural? Example: I admire the hard work and success of the Chinese people here. They started out doing difficult jobs, but little by little they got more education and time to relax. They got the power to stop the local government from taking away/knocking down their neighborhood.

What do the Chinese immigrants’ experiences make you feel about your own experiences here? Example: Their experiences give me some hope that someday I will get a better job because I’m getting an education now.

What ideas do you think the designers of this mural want people to get from it? Example: I think the designers want people to feel appreciation for the history of the Chinese-American people they meet today. They worked hard for what they have now. They got money and power through education and helping each other.

Activity 7
Answers will vary. Possible answers are below.
1. The interested students are copying the notes on the board.
2. The bored students are looking out the window.
3. My teacher is telling us about U.S. customs.
4. The leader (president or principal) of my school is going to a meeting.
5. The secretaries in their offices are typing reports on their computers.

Activity 8
Answers will vary. Sample sentences are below.

1. The leader of my country is not flying to the United States.
2. The students in this class are not learning about math.
3. My best friend and I are not talking on our cell phones now.
4. I am not playing baseball now.
5. You are not listening to the radio now.

Activity 11
1. Nobody likes to be in an unhappy situation.
2. In a family photograph, the parents are usually behind their children in the background.
3. The government of the United States is in Washington, D.C.
4. A good way to improve your spelling is to read a lot.
5. Grandparents are usually very excited about their first grandchild.
6. Most children like to go to a local school where they can see their friends from the neighborhood.
7. The number of people in the world with AIDS is increasing very fast.
8. Many cities in the U.S. have a program to help old people with shopping and meals.
9. People express their opinions when they vote.
10. It is especially hard to speak another language when you are tired.

Activity 12

1. ___g___ abandoned
2. ___f___ appreciate
3. ___e___ be aware of
4. ___a___ area
5. ___b___ create
6. ___i___ participate
7. ___h___ professional
8. ___c___ process
9. ___d___ resident

Activity 13

Answers will vary. Sample discussion answers are below.

1. What information do you think people from other cultures in the U.S. should know about your country of birth? **People from other countries should know about the music and food of my country.**
2. Are there many new immigrants to the United States now from your country? Why or why not? **There are many new immigrants from my country to the U.S. because our government gives people no freedom.**
3. How do you express your feelings and ideas---by making art, by making or listening to music, by writing, or in some other way? **I write in my journal every night about my experiences in the U.S.**
4. Do you know some of your neighbors? Why or why not? **No, I don’t know most of my neighbors because they’re usually in a hurry to get to work, and they don’t have time to talk.**

Activity 14

2. Expresses a wish about this idea.
Activity 18

It is very important to think positively about learning another language. You will probably learn a lot faster if you avoid thoughts like, “I cannot learn this grammar---it’s too confusing?” If you think to yourself, “The spelling in this language is crazy---I can’t remember all the rules,” you may not learn to spell very quickly. Your progress may not be fast because you are stopping your own learning. Instead, tell yourself, “These rules can’t stop me from learning the language! I will succeed!”

Chapter 4
New Life in the Cities

Activity 1
Answers will vary. Possible answers are below:

1. I live in a neighborhood with mostly old buildings, but there are a few new apartment buildings. Most of the houses have 3 floors, and the apartment buildings have about 6 floors. Most of the houses are made of brick. There are a lot of people from Southeast Asia in my neighborhood---Vietnamese, Cambodians. We have all different ages of people. Most of the residents work in factories or stores.

2. From looking at the big houses, I think it was a rich neighborhood a long time ago. I heard it was like a suburb of the city until about 100 years ago.

3. I like my neighborhood all right, but the houses don’t have big enough yards for a garden. Most of the neighbors are friendly, but there are some gangs that come through there. It’s always busy and noisy there, even at night.

Activity 2
1. No one lived in the house. It was empty.
2. The pipe carried the rain water into the river.
3. The bank will only give people a loan if they can pay back the money.
4. The rain came into the house through a hole in the roof.
5. They needed to pay for the repair to the broken door.
6. The family needs some money, but they will have to pay it back. They need to borrow the money.

Activity 3
1. The income of people with college degrees is usually higher than people who just finished high school.
2. In the early 1900’s, there were many immigrants who moved from Europe to the
United States.
3. People who come from the same country often live near each other in the same community.

Activity 4
Answers will vary. See possible answers below.

1. What do you think will happen next to the Patels? They will get the loan from the bank the second time they ask for it, but for only $50,000.

2. What will the Patels say in the letter to the bank? They will say that Mr. Patel is due for a raise next year at his job. They will point out that a house on the next block just sold for $60,000.

3. Do you think the bank should loan money to the Patels? Why or why not? I think the bank should loan them the money because they do not owe any money already, like most Americans. Also, they seem to know how to do a lot of home repairs themselves.

Activity 5
a. The bank’s letter to the Patels about the loan; Paragraph 5
b. The family’s discussion about the letter from the bank; Paragraph 9
c. How Greenwood started to die; Paragraph 1
d. The problem with the family’s income; Paragraph 8
e. The Patels’ plans for a new house; Paragraph 3
f. How Greenwood started to live again; Paragraph 2

Activity 6

<table>
<thead>
<tr>
<th>The bank says:</th>
<th>You say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The house will not be worth $70,000 even after the repairs are finished.</td>
<td>The neighborhood is getting much better, and the price of houses is going up.</td>
</tr>
<tr>
<td>The bank does not know if the family will pay the loan on time.</td>
<td>This family never borrowed any money from a bank, so they are good at saving money.</td>
</tr>
<tr>
<td>The income of the family is too low to pay the loan.</td>
<td>Maybe one of the adult family members could get a job, at least part-time, to</td>
</tr>
</tbody>
</table>
raise their income.
Activity 8
Answers will vary. A sample answer is below.

What time did you get up today?
I got up at 6:30 a.m.

Activity 9

A few months ago the Patels asked the bank for a loan. They asked to borrow $70,000 from the bank. Last week a loan officer from the bank wrote a letter to the Patels. He said that the bank would not give a loan to the family to buy 662 Division St. He gave three reasons for the decision. They were unhappy about his letter, but they decided to ask him again for the loan.

Activity 11

1. The newer homes were on the edge of the city, where there was more land.
2. Higher salaries could pay for bigger homes.
3. People used leather to make furniture and shoes.
4. The government made new laws about immigrants.

Activity 12

1. When the depression was over, more people found jobs.
2. Workers from China created ethnic neighborhoods in many big cities.
3. Language is one of the important parts of culture.
4. Immigrants often do the work that other people in the country do not want to do.

Activity 13

1. The reading says that many immigrants who came to the U.S. in the 1880s came to the big cities. Which paragraph says this? According to the reading, why did immigrants come to the cities?

Paragraph 2. They came to the big cities (and still do—see Paragraph 1) for jobs and a place to live.

In the early 1900s, immigrants usually did not live in streetcar neighborhoods. Which paragraph explains the reason for this? What was the reason?
Paragraph 4 (and part of paragraph 3). Immigrants needed to be near each other in the city’s center because they could help each other. They did not have enough money to live in the streetcar neighborhoods, where people had big houses and paid for transportation.

3. Why did people buy their food in the street in the 1920s? Which paragraph gives this information?

Paragraph 6. People in poor neighborhoods had to shop on the street from vendors every day because they did not have refrigerators to keep their food cold.

4. Many black families moved to eastern cities in the 1920s. Which paragraph explains this? Why did this happen?

Paragraph 8. Black people from the south felt that that had more opportunities in northern cities.

5. In the 1930s the cities were in a depression. How did the depression affect the life in neighborhoods?

Paragraph 11. People lost their jobs, but they tried to help each other with organizations for food or money. Unions formed to get higher pay.

6. In the 1950s many cities came back to life after the depression. What things changed in the cities? What things stayed the same?

Paragraph 14. Children and grandchildren of immigrants came home from World War II, and left the city’s center to build new, bigger homes on the edge of the city. They often moved with other people from the same ethnic group. However, they still didn’t work far from home.

7. Of course, some things in cities are different from things one hundred years ago, but some things are the same. What things are different and what things are the same?

Paragraphs 18-20. A big change was that many U.S.-born people moved outside the city to the suburbs in the 1950’s to get jobs with industries and other businesses there. However, in the 21st century more and more people are moving back to the city for the convenience of nearness to work, and also for the excitement of new restaurants and stores. There are still ethnic neighborhoods in many Eastern cities where people from the same group live, but the groups are changing as new types of
immigrants come. Black and white neighborhoods are often still separate from each other.

Activity 14
Answers will vary depending on individual situations. A sample answer for 1. is below.

Who lives in your neighborhood?

1. What is the nationality of your neighbors? Most of my neighbors are white Americans, but there are a few African-American families on our block.

Activity 16
2. Your classmates: Most of my classmates have part-time jobs.
3. People who live in your neighborhood:
   There are more people from West Africa who live in my neighborhood than before.
4. The buildings in the neighborhood where you live:
   Some of the buildings in my neighborhood are empty.
5. Immigrants to the U.S.: Many immigrants to the U.S. have skills that Americans don’t have.

Activity 17
1. Most of the shapes are squares.
2. Some of the shapes are circles.
3. Some of the circles are white.
4. Most of the circles are black.
5. Most of the shapes are white.

Chapter 5
A Sense of Place

Activity 1
Answers will vary. Sample answers are below.
1. What does it look like? It’s an old house in the country. It has three floors, and it’s made of stone.
2. What special features does it have? It has big windows that look over a lake. It has a porch on three sides of the house.

Activity 2
1. This city needs more affordable housing for poor people.
2. The teacher was annoyed when the students didn’t do their homework.
3. A dirty house for sale does not look attractive to buyers.
4. Eating turkey at Thanksgiving is a custom in the United States.
5. You should ask guests in your home if they want to eat or drink something.
6. Many years ago travelers could take a train to most cities in the U.S., but now there are not many railroads.
7. I need to repair the broken heater in my car.
8. There is a hole in the roof of my house, so my bedroom gets wet in the rain.
9. Most children love to go up in the air on the swings on the playground.
10. We keep our dog outside in the yard when we leave the house.

Activity 3
a. A young child cannot go to sleep unless he or she feels secure.
   b. The Southwest of the United States is an area with a lot of Spanish influence.
   c. She saved her money for many years. Finally, she was able to get a new house.
   d. One feature of a house in the suburbs is usually a big yard.

Activity 4
1. What does Miriam like about her new home? What does she not like?
   She likes the small rooms because they’re easy to keep clean, and she doesn’t need to buy new furniture for them. She likes the good condition of the new house, with no repairs necessary on the roof and the heater. She also likes the big yard in back with swings for her children. The neighborhood is safe and quiet, which was the main reason they moved. The neighbors are friendly to them.
   However, she doesn’t like the small bathroom and closets. The yard in the back doesn’t have enough space for her children to play there. She also dislikes the train that goes right past their back yard. She misses people and food from her country.

2. What do you like about your present home? What do you not like?
   Answers will vary---for example: I like my house because it’s near the bus stop. However, I don’t like the noise and smell of the traffic nearby.

3. Do you think it is it better for recent immigrants to live near people from their own country, so they feel comfortable? Or should they live among Americans to learn more about the language and customs? Answers will vary---for example: I want to live near other people from my country so when I come home from work, I can relax and speak my own language with my neighbors. American neighbors are not very friendly.

Activity 5
1. What is the topic of the first paragraph; that is, what is it mostly about?
   Her news about moving to a new house
2. The topic of the 2nd paragraph? Things she likes about her new house
Activity 6.
Answers will vary depending on individual situations. A sample answer for 1. follows:

1. Do you live in a house or an apartment?
   I live in an apartment.

Activity 9
My apartment is near the center of the city. There is a nice park near my building. There are a lot of young people who live nearby, so there are a lot of kids in the area.

Inside, my apartment is small. There are not many rooms. There is a living room, two bedrooms, and a kitchen.

Activity 11
1. The road got higher very quickly. It was on a steep hill.
2. The elevator was broken, so they had to climb the stairs.
3. I almost forgot to go to class. My friend reminded me that it was time to go.
4. Moving to the suburbs was a solution to the problems of living in the city.
5. The house was very nice, but they did not think they could afford it.
6. The work on plantations was done by slaves.
7. They planned to stay in their house for a long time. It was a permanent place to live.
8. She recommended that they look for a house in a safer neighborhood.
9. He was shocked when he found out the high price of the house.
10. Brick is a strong material for building houses.

Activity 12
a. The south was a good environment for growing warm-weather plants.
   b. The furniture was made in an old style.
   c. The cabin did not last for a long time. It was supposed to be a temporary home.
   d. The design of the houses allowed people to stay cool in the hot summer.

Activity 14
<table>
<thead>
<tr>
<th>People</th>
<th>Area of U.S.</th>
<th>Time</th>
<th>Features of houses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pueblo Indians</td>
<td>Southwest</td>
<td>1400’s</td>
<td>Built on top of each other on cliffs out of ‘adobe’; warm in winter, cool in summer</td>
</tr>
<tr>
<td>Spanish</td>
<td>Florida</td>
<td>Late 1500’s</td>
<td>Looked like houses in Spain, with light walls, iron balconies, and heavy wood doors</td>
</tr>
<tr>
<td>Spanish religious leaders from Mexico</td>
<td>California</td>
<td>1700’s</td>
<td>Spanish style---tile floors and roofs, patios inside the house. Used adobe to build</td>
</tr>
<tr>
<td>English</td>
<td>Virginia and Massachusetts</td>
<td>17th century (1600’s)</td>
<td>1st built houses of long wood pieces or smaller shingles; later built permanent brick houses. English-style brick designs, steep roofs, and windows</td>
</tr>
<tr>
<td>William Penn &amp; Quakers</td>
<td>Pennsylvania</td>
<td>Late 17th century</td>
<td>London-style townhouses: brick houses in a row with 3 rooms &amp; corner fireplaces</td>
</tr>
<tr>
<td>Wealthy farmers from mostly English backgrounds</td>
<td>Maryland, Virginia, North and South Carolina</td>
<td>18th &amp; 19th centuries</td>
<td>Large brick homes on plantations for farming; had big porches front &amp; back for air</td>
</tr>
<tr>
<td>French</td>
<td>Louisiana</td>
<td>18th &amp; 19th centuries</td>
<td>French style, with iron balconies around wide porches on 2nd floor</td>
</tr>
<tr>
<td>People from the eastern U.S.</td>
<td>California</td>
<td>Early 20th century</td>
<td>Bungalows: cheap single houses with back yards. 1-story with low roofs and front porches</td>
</tr>
<tr>
<td>People from the U.S. cities</td>
<td>Suburbs</td>
<td>Mid-20th century</td>
<td>Looked like ranch houses of the Southwest: one floor with no stairs. Patios or decks made of wood. Housing developments with all similar houses.</td>
</tr>
<tr>
<td>People from the suburbs</td>
<td>Cities</td>
<td>Mid to end 20th century</td>
<td>Fixed up old houses in centers of cities. Prices went up.</td>
</tr>
</tbody>
</table>
Activity 18

2. Middle-class people lived outside the city, but workers lived in smaller houses in the city.
Or:
Although middle-class people lived outside the city, workers lived in smaller houses in the city.

3. Even though in the East Coast cities, people still lived in high-rise apartment buildings, California had more space for houses with back yards.
Or:
In the East Coast cities, people still lived in high-rise apartment buildings, but California had more space for houses with back yards.

4. Although people often expect that homes in the U.S. are beautiful, there are many old houses in the cities that need repairs.
Or:
People often expect that homes in the U.S. are beautiful, but there are many old houses in the cities that need repairs.

5. The United States is younger than many countries in the world, but Europeans have been living in North America for about 400 years.
Or:
Even though the United States is younger than many countries in the world, Europeans have been living in North America for about 400 years.

6. Although houses in the eastern cities usually have several floors, many houses in the West have only one floor.
Or:
Houses in the eastern cities usually have several floors, but many houses in the West only have one floor.

Chapter 6
Living without fear

Activity 1
Answers will vary. Examples follow:

1. Do you feel safe where you live? Why or why not?
   Yes, I feel safe. My neighbors are friendly. There is not much crime.
2. What are the reasons that people commit crimes?
They commit crimes because they don’t want to work. They don’t have a good education.

Activity 2

1. He was unhappy, and he was talking loud. He seemed angry.
2. They are talking about a problem. They are explaining why they are unhappy. They are complaining.
3. He was not fair. He did not want to work hard. He tried to cheat.
4. He always talks very loud. He shouts.
5. They sell six pieces of chewing gum together. The gum comes in a pack.

Activity 3 Academic Words

a. She was there when the accident happened. She was a witness.
b. He says he will hurt me if I did not do what he wants. He is trying to threaten me.
c. I am afraid of him. I don’t feel safe when he is around. He frightens me.
d. His behavior made me think he was sick. He was coughing, and he asked to sit down.

Activity 4

Answers will vary. Examples follow:

1. Which of the stories do you believe the most? What really happened the night Mr. Williams was shot?
   I believe the daughter the most. I think Mr. Williams was angry, but I don’t think he tried to shoot Mr. Le. I think it was an accident.

2. Did Paul Williams do anything wrong? If yes, what did he do wrong? Did the store owner, Minh Le, do anything wrong? If yes, what did he do wrong?
   Mr. Williams was wrong because he got angry and shouted. Mr. Le was also wrong. He should not shoot someone unless he needs to protect his life.

Activity 5

The neighborhood woman’s story:

- Topic:
  What she and Mr. Williams were doing that night
  Why Mr. Williams got angry
  How Mr. Williams got shot
  How she feels about the shooting
Minh Le’s daughter’s story:

Paragraph 10: How the argument started
Paragraph 11: How Mr. Williams got shot
Paragraph 12: How she feels about the shooting

Activity 8
Answers will vary. Examples follow:

1. Did Mr. Williams try to rob the store?
   No, he did not try to rob the store.

2. Did Mr. Williams shout at Mr. Le?
   Yes, he shouted at Mr. Le.

3. Did Mr. Le think Mr. Williams was happy?
   No, he did not think he was happy.

4. Did Mr. Williams ask for cigarettes?
   Yes, Mr. Williams asked for cigarettes.

5. Did Mr. Le shoot Mr. Williams?
   Yes, he shot him.

6. Did Mr. Williams say, “Empty the cash register”?
   No, he did not say that.

7. Did Mr. Williams have a gun?
   No, he did not have a gun.

8. Did Mr. Williams threaten Mr. Le?
   No, he did not threaten him.

Activity 9

Last night there was an accident. Mr. Le owns a store in the city. He shot Mr. Williams while Mr. Williams was in his store. Mr. Le did not want to hurt anyone. Mr. Le thought that Mr. Williams was a robber. Mr. Williams was angry about the price of cigarettes, but he did not want to rob Mr. Le. When Mr. Williams shouted, Mr. Le got scared. He shot Mr. Williams. Luckily, Mr. Williams did not die.

Activity 11
1. A knife is a tool that people use for cutting.
2. The police took him away. They arrested him.
3. The law says that people cannot steal. Stealing is a crime.
4. The government makes the laws, and also makes sure that people follow them.
5. The act of killing another person is murder.
6. A thing that people use to fight or kill is a weapon.
7. When a person has committed a crime, they may be put in prison.
8. If something becomes bad, and then it continues to become bad, it is worse.
9. A person who tells the truth and does not steal is honest.
10. The rules that people follow when they belong to a group or a culture are customs.
11. Hunting is the act of killing wild animals.
12. Violence is an action that causes harm or injury to another person.
13. A way to improve something or to help with a problem is a solution.

Activity 12
a. When a community works together to stop crime, people feel safer.
b. Some rights, like freedom of speech, are shared by all people in a society. These are civil rights.
c. When a person kills, and they know they are doing something wrong, they commit the crime of murder.
d. When we do something to a person to teach them not to do things that are wrong, we punish that person.

Activity 13
Answers will vary. An example follows:
1. What is a crime? Agree on a definition as a class.
   A crime is an action that is against the law. It is something serious, not something small.

Activity 14
Answers will vary. Examples follows:
Para. 4. We have crime because our history is violent.
Para. 5. Other countries have a violent history, but they do not have much crime.
Para. 6. We have crime because we have too many guns.
Para 8. Poverty causes crime.
Para 9. Inequality causes crime.
Para 10. We do not punish criminals enough.
Para 11. Most criminals do not go to jail.
Para 12. Strong punishment does not solve crime.
Para 13. We do not punish our children enough.
Para 14. We punish our children enough, and we still have crime.
Para 15. Prison makes crime worse.
Para 16. Prison is a good punishment.

Activity 15
Answers will vary. Examples follows:

1. Is violence “natural” for Americans?
   I do not think that violence is natural for Americans.
2. Are there too many guns in the United States?
   I agree that there are too many guns.

Activity 17
Answers will vary. Examples follow:

<table>
<thead>
<tr>
<th></th>
<th>Is this true?</th>
<th>Does this cause crime in the United States?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. American customs and history are full of violence.</td>
<td>Yes</td>
<td>America’s history does not cause crime.</td>
</tr>
<tr>
<td>2. There are too many guns in the United States.</td>
<td>Yes</td>
<td>I think this causes crime.</td>
</tr>
<tr>
<td>3. There is poverty and inequality.</td>
<td>Yes</td>
<td>I don’t think that poverty causes crime</td>
</tr>
</tbody>
</table>

Chapter 7
Paved with Gold?

Activity 1
Answers will vary. An example follows:

1. Is the United States a good place to work and make money?
   Yes. You can get a good job and earn money. But you need a good education to get a good job. Also, you need a lot of money in this country because things are expensive.

Activity 2
1. Her pay was low. She did not earn enough money to pay her rent.
2. Our neighborhood is safe. People do not lock their doors at night.
3. I said today is Tuesday, although it is really Monday. I made a **mistake**.
4. They got very angry while they were talking. They had an **argument**.
5. Some people say that breakfast in the most important **meal**, since it gives a good beginning to the day.
6. Their house is at the **corner** of two big streets.

**Activity 3**
1. When he got to California, he was surprised how different it seemed from his **image** of the state.
2. They were not sure the new idea would work. They decided to take a **risk**.
3. He **asked permission** to leave work a little early.

**Activity 4**
**Answers will vary. An example follows:**

1. What are the good things Pierre sees in America? Do you agree with him?
   He sees that people can make their own decisions, and that there are good places to live. I agree that people here can make their own decisions. But it’s hard to find a good place to live. You can’t do anything in this country without money.

**Activity 5**
Paragraph 2  **good things about Pierre’s life**
Paragraph 3  **problems that Pierre has in his new life**
Paragraph 7  **Pierre’s feeling about freedom in his life**
Paragraph 8  **Pierre’s feeling about fear in his life**
Paragraph 16  **Pierre’s feeling about freedom in his life**
Paragraph 17  **Pierre’s feeling about fear in his life**

**Activity 6**

Pierre’s experience and ideas about freedom in the U.S.

1*st* letter:
*You will be able to say your true opinions and make your own decisions; you do not need to ask permission to do something new; if you feel something is right, you can do it; there is no pressure to follow traditions.*

2*nd* letter:
*You will be alone, even if you live with other people; you have to solve your own problems; no one here cares about their friends or family.*
Pierre’s experience and ideas about finding a good, safe place to live in the U.S.

1st letter:
The country is full of good places to live; his house is much better than his house at home, he owns his own house.

2nd letter:
People are afraid to leave the house at night; he does not know his neighbors.

Pierre’s experience and ideas about earning money in the U.S.

1st letter:
He has a job. America is a good place if you are ready to work hard and make money.

2nd letter:
He has a job, but his work helps his boss, not him

Activity 8
Answers will vary. Examples follow:

My mother is older than my father.
My friend is not as smart as my sister.

Activity 9

I am happy about the place where I live right now. My house is better than where I used to live. First of all, my new house is bigger than my new house. It is newer and it is in a nicer neighborhood. Also, the rooms are bigger and in better condition.

On the other hand, there were some things about the old house that I liked better. The neighborhood was not as safe, but it was more active. My life at home is comfortable now, but it is not as interesting.

Activity 11

1. We thought we were going to find a good job with a high salary. When we did not find it, we were disappointed.
2. The boss understands how to help people work better. She knows how to lead the employees. She is a good manager.
3. That building stood for a hundred years. It was there for a century.
4. My salary is more than two thousand dollars a month. I earn about $25,000 a year.
5. There is a big difference between the salaries of immigrants and non-immigrants. Economists study this gap in income.
Activity 12
a) The family is earning more money this year than last year. This is an **economic** improvement.
b) They became citizens last year, but they were not born here. They are **immigrants**.
c) I have to do more to increase the money I earn. I need a higher **income**.

Activity 13
Answers will vary. An example follows:

1. Are you surprised about the different salaries that native-born and foreign-born workers make? What do you think are the reasons for this difference?
   I’m not surprised. **Foreign-born workers have problems with English, and they are new to the customs of this country.**
### Activity 14

<table>
<thead>
<tr>
<th>Income:</th>
<th>Negative:</th>
<th>Paragraph:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive:</td>
<td>Negative:</td>
<td>Paragraph:</td>
</tr>
<tr>
<td>income in the U.S. is</td>
<td>foreign-born workers earn less; non-</td>
<td>3</td>
</tr>
<tr>
<td>higher than other</td>
<td>citizens earn less</td>
<td></td>
</tr>
<tr>
<td>countries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wages of immigrants</td>
<td>foreign-born people work in</td>
<td>4</td>
</tr>
<tr>
<td>go up quickly</td>
<td>lower-paying jobs</td>
<td></td>
</tr>
<tr>
<td>children of foreign-</td>
<td>foreign-born people work in</td>
<td>6</td>
</tr>
<tr>
<td>born people earn more</td>
<td>lower-paying jobs</td>
<td></td>
</tr>
<tr>
<td>than their parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>foreign-born people</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>work in lower-paying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jobs</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

| Homeownership:         |                                            |            |
| foreign-born citizens  | foreign-born citizens usually own their    | 10         |
| usually own their own  | own home                                   |            |
| home                    |                                            |            |
| non-citizens usually    | non-citizens usually do not own their      | 11         |
| do not own their own    | own homes                                  |            |
| homes                   |                                            |            |

### Activity 15

**Answers will vary. Examples follow:**

Jobs and income: Are good jobs available for immigrants?  
**Yes. The jobs are better than in other countries.**

Places to live: Is it possible for them to own a home?  
**When people live here for a long time, or when they become citizens, they can usually own a home.**

### Activity 17

**An example follows:**

Many immigrants who are citizens own their own homes. However, not many non-citizens are homeowners.

Many immigrants who are citizens own their own homes. On the other hand, not many non-citizens are homeowners.
Many immigrants who are citizens own their own homes, but not many non-citizens are homeowners.

Many immigrants who are citizens own their own homes, although not many non-citizens are homeowners.

Activity 18
1. I live in a safe neighborhood. On the other hand, some of my friends do not.
2. She has lived here for a long time, although she cannot afford a house.
3. He earns more than he earned last year, but he still would like to earn more.
4. They have a big family. However, it seems that everyone is too busy to help.

Chapter 8
A Better World Through Sports?

Activity 1.
Answers will vary. An example is given below.
1. Do you watch sports, in person or on TV? Do you have positive or negative feelings about sports?
I don’t watch sports. I don’t have time. I have to work!

Activity 2
1. The people calmed down when they understood the problem.
2. They cheered so loudly that no one could hear what was happening.
3. I did not know anything about it, but I was curious to find out more.
4. They got excited when they heard that we had won.

Activity 3
1. She is an expert on American history. She has written several books on the subject.
2. She studied hard all semester. As a result, her grade improved.
3. He wants to improve his speaking ability. That is his goal for the semester.

Discussion
Activity 4
1. Do you think it was a good idea for Luis to join the soccer team? Why or why not?
I think it was a good idea. It is important for him to make friends, and to have something he can succeed in.

Activity 5
8 Dolores’ and Carlos’ personalities
Activity 6
Answers will vary. An example is given below.

1. Will the friendship between Dolores’ family and Barb and Joe’s family continue?
I don’t know. I don’t think they have much in common except for the soccer team. It will be hard for them to stay friends.

Activity 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomorrow</td>
<td>Tomorrow I will go to work in the morning.</td>
</tr>
<tr>
<td>next week</td>
<td>Next week I will take a test.</td>
</tr>
<tr>
<td>next summer</td>
<td>Next summer I will take a long vacation.</td>
</tr>
<tr>
<td>next year</td>
<td>Next year I will graduate.</td>
</tr>
<tr>
<td>in ten years</td>
<td>In ten years I will own a house.</td>
</tr>
</tbody>
</table>

Activity 9
I think Dolores’ friendship with Barb and Joe will continue. They like each other, and they both have nice families. The friendship will not end. I think Dolores also will change her feelings about Americans. If she spends more time in this country, she will not feel that Americans are so cold. I also think that Luis will improve in school. He is smart, and he has a good family. He will do well.

Activity 11   You probably already know the words below. To check your understanding of these words, choose one of the words to fit in each sentence. After you are done, review your answers with your class.

1. They practiced hard and improved their **skills**.
2. She paid **attention** to all of her children.
3. They **pray** during the religious holiday.
4. The purpose of the program was to **solve** social problems.
5. I had to put **aside** my unhappiness and remember the good things.
6. The game was part of an **international** tour through Europe.
7. They visited ten countries when they **toured** Africa.
8. They saw a connection between fair play in sports and in society.

Activity 12
1. When I heard the noise, I automatically jumped.
2. English speakers are a majority in the United States.
3. People bring some of their culture and traditions when they immigrate to a new country.
4. The new test discriminated against people who had a bad education.
5. Ethnic clubs always have members of the same nationality.
6. She is a professional photographer. Her photos have appeared in many magazines.
7. Italian speakers are a minority in the United States.
8. Psychologists believe that people can succeed together when they have the same goal.
9. The research showed that sports can help people to learn tolerance.
10. The role of a teacher is to help students find their best ways to learn.

Activity 13
Answers will vary. An example is given below.
3. According to the reading, people who work together do not need to like each other in order to succeed. In your experience, is this true?
   Yes, this is true. Many people at my job do not like each other. However, we don’t think about that when we work. We do a good job.

Activity 14

Paragraph 3
Main idea: Sports teach values that can bring people together.

Example: Ideas about “fair play” in a game can translate into ideas about fairness for minority groups.

Paragraph 4
Main idea: Sports can teach important social skills.
Example: American football team in Illinois has several Muslim students. The coaches make special efforts to allow the Muslim students to eat at sundown after their fast. They believe that the other players learn to understand and respect the Muslim students when they see how difficult it is to follow their traditions.

Paragraph 5
Main idea: A close social connection is not necessary for teams to succeed.
Example: The Chicago Bulls were the most successful team in the country in the 1990s, and yet they did not speak to each other away from practices and games.
Main idea: The sport of soccer has a special role in bringing people together. Example: Now that soccer is more popular in the United States, people often look to immigrants as the best players and teachers.

Activity 15
Answers will vary. Examples are given below.

What group do you belong to that has a purpose or activity that is shared by the group: An academic class? A club? A school? A workplace? A country?
My English class has a purpose that is shared by the students: to improve our English and pass the course.

What situations or behavior by the group made it hard to join them?
People did not know each other at first. People stayed with students from their own country.

What experiences were helpful in becoming part of the group?
People started to help each other when they had a question or a problem.

Activity 17
Answers for Reading 1 follow. Note that the activity asks students to indicate simple present, past and future tense, and that there are a few examples of other tenses. For example, some students may mark the was or were of past continuous tenses as past.

A Door Into a New Life

1 I remember when we first came to Boston from Santo Domingo. My husband Carlos and I were really excited about our new lives here, but we were a little nervous, too. It seems so long ago now. We bought the house, and that seemed great, but we felt separated from other people. We did not talk to our neighbors very much, except to say hello.

2 Our son Luis was going to high school. I think he felt kind of lost. He was always a good student, but of course he was having a hard time with English at first. He studied English in our country, but it was so different for him here. He...
always felt like he was behind the other students. Sometimes we wondered if all of this change was really fair to him.

3 Luis came home one day and said he had joined the soccer team at school. He wanted us to sign a form. Carlos and I were not sure it was a good idea. Luis was having a hard time with his grades, and we thought he needed the time to study. However, he really wanted to do it, so we said it was OK if his grades did not go down.

4 Luis didn’t talk about the team much at first. Then one day he asked us to watch him play. The game was on a Saturday morning. We were free and we were also kind of curious about what he was doing, so we decided to go.

5 I don’t remember a lot about the game that day, but one thing really stayed with me. That was the day we met Barb and Joe. I was not really trying to meet people, or make friends. I remember during the game one of the players on our team put the ball in the net. All the parents on our side started to cheer, but then the referee said it was not a goal. I said to myself, in Spanish, “Afuera.” I was really talking to myself. The other parents were kind of going crazy. They wanted to know why the goal was no good. I remember my English was really terrible. I did not know him, but Joe turned to me and asked me what I said. I tried to explain: “It’s no good! He was too early. He was alone when he got the ball.” I didn’t know the English name for the rule about “offside.”

6 After everyone calmed down, Joe and Barb came to talk to me, and to Carlos. Joe said, “From now on, I’m going to stand next to you during the games. I want to know what’s going on!” We did come to another game, and we
talked to Barb and Joe again. I am not an expert on soccer at all, but I know a little bit. They didn’t know anything! They stayed close to Carlos and me so they could ask questions. We started to come to all the games, and we became “soccer friends” with the other parents, especially Barb and Joe. It was a little bit hard for us, since we were the only foreigners, and the only Spanish speakers. We were friendly during the games and we discussed the kids a little bit, but when the games were over, we said, “See you next week,” and that was it.

I admit that I had an idea about Americans at that time, an idea that was not very good. I thought they were all very unfriendly. It seemed to me that the other parents thought they were a little bit better than us. They didn’t do anything bad, but they seemed so cold.

This coldness bothered me a lot, because I am a very open and friendly person. I like to talk. I don’t like to say only “hello” and “goodbye” to people. I enjoy getting to know them more. Of course, Carlos is completely different. He is very quiet, and he does not care if people want to talk to him. This problem of feeling separated from people was really my problem, not his.

At the end of the season, we felt kind of shy when we said goodbye to the other families. I thought we would not see each other anymore, at least until next fall. I wrote our phone number on a piece of paper and I gave it to Barb.

Activity 18
When I first started this class a few months ago, I was very nervous. I thought that I did not know as much about English or writing as the other students. I was away from school for many years.
The other students were nice, but they were not really friendly. Most of them were not from my country, and we did not have very much to talk about. I was older than most of the students, so I thought they did not want to talk to me.

Over time, the feeling in the class changed. The teacher was very friendly, and this helped us to relax. We worked together in class every day, and we started to become closer.

I am not friendly with all of the students in the class. However, we still work together very well. We can study together even if we are not friends. This is because we all want the same thing: we want to improve our English.

When the class is over, I think I will feel sad about it. I will miss the other students and the good feeling we had together as a class.