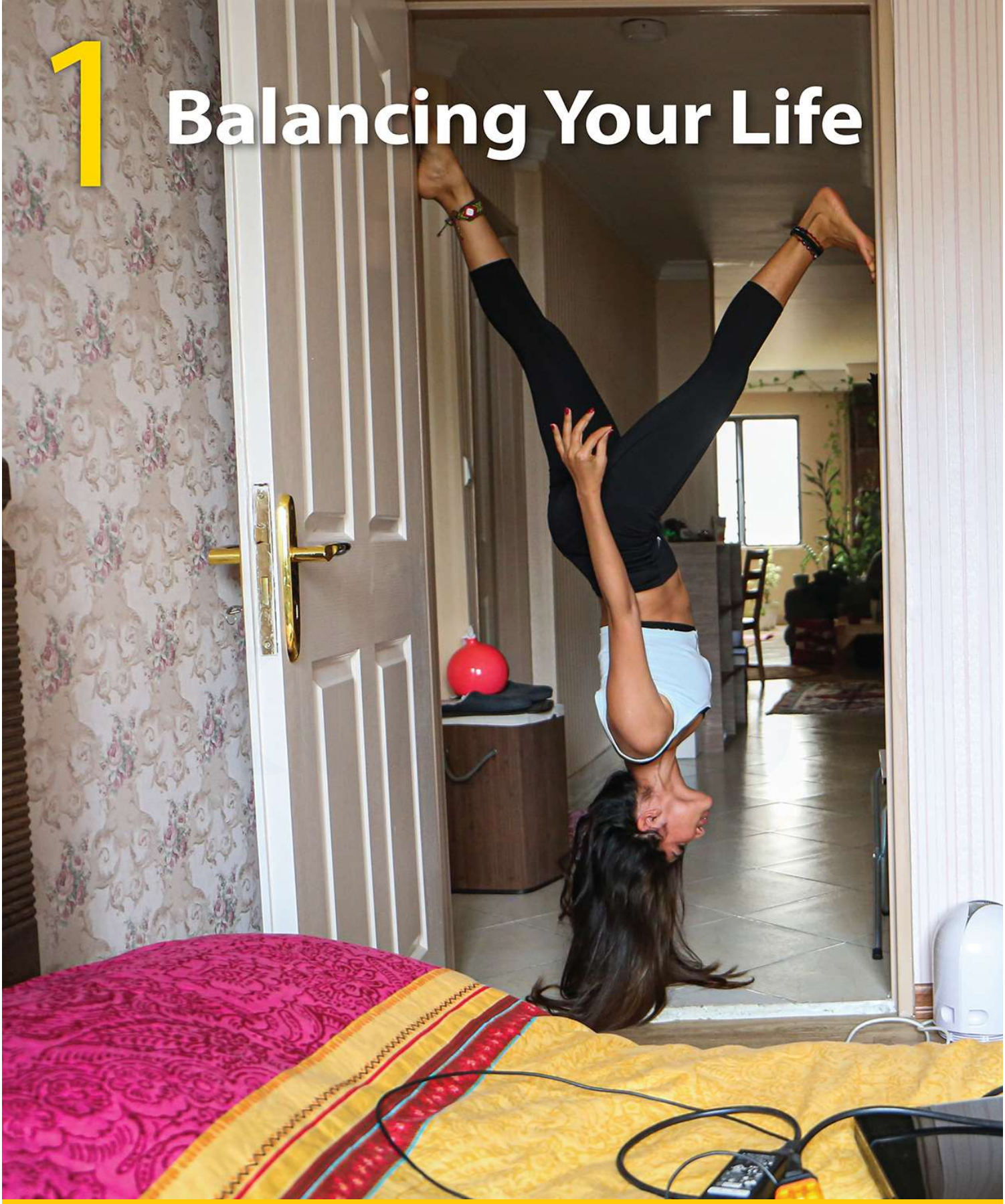
1 Balancing Your Life





UNIT OUTCOMES

- Analyze and create schedules
- Identify goals and obstacles, and suggest solutions
- Write about a personal goal
- Analyze study habits
- Manage time
- Learn about character traits important for work

Answer the questions.

A young woman practiced yoga at home because yoga centers where closed during the COVID outbreak.

1. What do you do in your free time?
2. What activities do you do every day?
3. How do you balance your free time and activities you do every day?
4. Describe what you see in this photo.
5. Do you think the yoga pose this young woman is doing is difficult? Why?
6. How is this woman balancing her life?

Afaq-lc.com

LESSON 1

Everyday Life

GOAL ▸ Analyze and create schedules

A *routine* is something you regularly do. For example: Luisa runs four mornings a week. Luisa watches a movie every Saturday at 7 p.m.

A ANALYZE Look at Luisa's schedule. What are her routines?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 a.m. – 7 a.m.	5:45 Run		5:45 Run		5:45 Run	6:00 Yoga	5:45 Run
7 a.m. – 9 a.m.	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog 8:00 Breakfast with co-workers	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog 8:00 Work	7:00 Walk the dog
9 a.m. – 11 a.m.	9:00 Work	9:00 Grocery shopping	9:00 Work	9:00 Run errands	9:00 Work	10:00 Shopping	
11 a.m. – 1 p.m.							
1 p.m. – 3 p.m.		1:00 Work		1:00 Work		2:00 Meet friends	1:00 Meet friends
3 p.m. – 5 p.m.							
5 p.m. – 7 p.m.							5:00 Family dinner
7 p.m. – 9 p.m.	7:00 ESL class	8:00 Computer class	7:00 ESL class	8:00 Computer class		7:00 Watch a movie	

B Ask questions about Luisa's schedule. Use the conversation below as a model.

Student A: What time does Luisa start work?

Student B: She starts work at 9:00 a.m. on Mondays, Wednesdays, and Fridays.

Student A: When does she have ESL class?

Student B: She has ESL class on Mondays and Wednesdays at 7:00 p.m.

Life ONLINE There are apps that people use to keep track of their schedule. Do you use a calendar app? What do you use it for? Share.

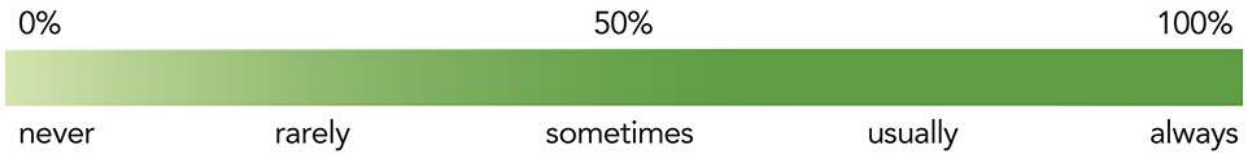
Afaq-lc.com

C **INTERPRET** **Ask questions about Luisa's schedule again. This time, use *How often . . . ?* Answer the questions using the frequency expressions from the box.**

every morning	every weekday	every Sunday	three times a week
every other day	every Saturday	once a week	twice a week

EXAMPLE: **Student A:** How often does Luisa have dinner with her family?
Student B: Luisa has dinner with her family every Sunday.
Or Luisa has dinner with her family once a week.

D **Where do frequency adverbs go in a sentence? Study the charts below.**



Placement Rules for Frequency Adverbs	Examples
Before the main verb	Luisa *always / usually / often* **goes** running. She *sometimes / rarely / never* does yoga.
After the main verb *be*	She is *usually* busy on the weekends.
Sometimes / usually / often can come at the beginning or at the end of a sentence	*Usually / Sometimes,* Luisa starts work in the morning. Luisa starts work in the morning *sometimes / often*.
Between the subject and the verb in short answers	Yes, she *always* does. / No, she *usually* isn't.
Rarely and *never* are negative words. Do not use them with *not*.	Correct: She *never* plays tennis. Incorrect: She ~~doesn't~~ *never* plays tennis.

E **Write the frequency adverb in parentheses in the correct place. Remember, sometimes the adverb can go in more than one place.**

1. Roberto rarely finishes his homework before class. (rarely)
2. Jerry comes to class on time. (always)
3. Sue eats lunch with her husband. (sometimes)
4. Our teacher sits at her desk while she is teaching. (never)
5. Elia goes running in the morning before school. (often)
6. Hugo works at night. (usually)

Stress

In a phrase or sentence, certain words get the most stress.

Luisa OFTEN goes RUNNING.

She is NEVER HOME on the weekends.

SOMETIMES, I go to the MOVIES.

He RARELY studies in the MORNING.

Afaq-lc.com

F **Use frequency adverbs to write sentences about Luisa. Look back at her schedule in A.**

1. Luisa usually starts work in the morning.
2. _____
3. _____
4. _____

G **Practice reading the sentences you wrote in F. Which words are the most important in each sentence?**

H **CREATE** **Make a schedule of everything you do in one week. Tell a partner about your schedule.**

EXAMPLE: I NEVER cook on my day off because I'm a cook in a restaurant!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 a.m. – 7 a.m.							
7 a.m. – 9 a.m.							
9 a.m. – 11 a.m.							
11 a.m. – 1 p.m.							
1 p.m. – 3 p.m.							
3 p.m. – 5 p.m.							
5 p.m. – 7 p.m.							
7 p.m. – 9 p.m.							

afaq Language Center

Afaq-lc.com

LESSON 2

Goals, Obstacles, and Solutions

GOAL ▶ Identify goals and obstacles, and suggest solutions

A **Look at the picture. Bolin is worried about the future. What is he thinking about?**



B **Read about Bolin.**

Bolin's life is going to change very soon. His wife, Daiyu, is going to have twins in July. His parents are going to come from China to live in the United States. He's happy, but his apartment will to be too small for everyone. He needs a better job, but his boss *won't* promote him because he doesn't have a college degree.

Bolin has three goals. When his parents come to the United States, he will buy a house large enough for two families. His father will work and help pay for the house. His mother will help take care of the children. Then Bolin plans to go to night school and get his bachelor's degree. When he graduates, he will apply for a new position at work. He will work hard to achieve his goals.

*won't = will not

C **A *goal* is something you would like to achieve in the future. What are Bolin's three goals?**

1. _____

2. _____

3. _____

Afaq-lc.com

D **An *obstacle* is a problem; something that gets in the way of your goal. Bolin has two obstacles. What are they?**

1. _____

2. _____

E **Review vocabulary and write about Bolin's solutions.**

1. What is a goal? _____

2. What is an obstacle? _____

3. What is a solution? A solution is a way to solve a problem.

4. Bolin's apartment is too small. What is his solution?

   _____

5. Bolin needs a better job. What is his solution? _____

   _____

F **IDENTIFY** **Listen to Tuba and Lam. Identify their goals, obstacles, and solutions and write them in the spaces.**

1. **Goal:** Tuba wants to get a job to help her husband.



Obstacle: Her obstacle is _____.

Solutions:

a. She can _____.

b. Her mother can _____.

2. **Goal:** Lam wants to _____.



Obstacle: His obstacle is _____.

Solutions:

a. His grandchildren can _____.

b. His grandchildren can _____.

G **Read how to use *when* to talk about goals.**

1. *When* Bolin *graduates*, he *will* apply for a new position at work.

   This sentence means: *First*, he will graduate. *Then* he will apply for a new position at work.

2. *When* his parents *come* to the United States, he *will* buy a house.

   This sentence means: *First*, his parents will come to the United States. *Then* he will buy a house.

Afaq-lc.com

H **Study the chart.**

Future Time Clauses with *When*			
***When* + Subject**	**Verb (present)**	**Subject + *Will***	**Base Verb**
When Bolin	graduates,	he will	**apply** for a new position at work.*
When his parents	come to the United States,	he will	**buy** a house.
*Note: Place a comma after the *when* clause when it begins the sentence. The order of the clauses does not matter. You can also say, *Bolin will apply for a new position at work when he graduates.*			

I **Complete the sentences below with your own ideas.**

1. When Bolin's parents come to the United States, his house will be too small.
2. When _____, they will buy a bigger house.
3. When Bolin's mother comes to stay, _____.
4. When _____, his boss will promote him.
5. When Bolin gets a better job, _____.

J **CLASSIFY** **Bolin has a *personal* goal (buy a new home), an *educational* goal (graduate from college), and a *professional* goal (get a new position at work). What are your goals? Write them in the table below.**

Personal	Educational	Professional
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

K **In groups, discuss your goals for the future.**

EXAMPLE: When I graduate, I will get a new job.

L **APPLY** **Write your goals on a separate piece of paper. Hang it up in a place where you can read your goals each day.**

Afaq-lc.com

LESSON 3

The Future

GOAL ▸ Write about a personal goal

A **Complete the paragraph below with *obstacles and solutions*.**

In the previous lesson, you wrote about your goals. Goals are things you want to achieve. Sometimes, we can have problems achieving them. These problems are called _____. When we figure out how to solve these problems, we have _____.

B **ANALYZE** **Choose one of the goals you wrote in the table in Lesson 2. Think of one obstacle to reaching your goal and two possible solutions.**

Goal: _____

Obstacle: _____

Solutions:

1. _____

_____

_____

2. _____

_____

_____

C **Share your ideas with a partner. Can your partner suggest other solutions?**

D **What is a paragraph? Discuss the following terms with your teacher.**

- A *paragraph* is a group of sentences about the same topic.
- A *topic sentence* is usually the first sentence in a paragraph. It introduces the topic or *main idea*.
- *Support sentences* are the sentences that follow the topic sentence. They give *details* about the topic.
- A *conclusion sentence* is the final sentence of the paragraph. It gives a *summary* of the paragraph.

Afaq-lc.com

E **Read the paragraph Tuba wrote about her goal.**

My Goal

title

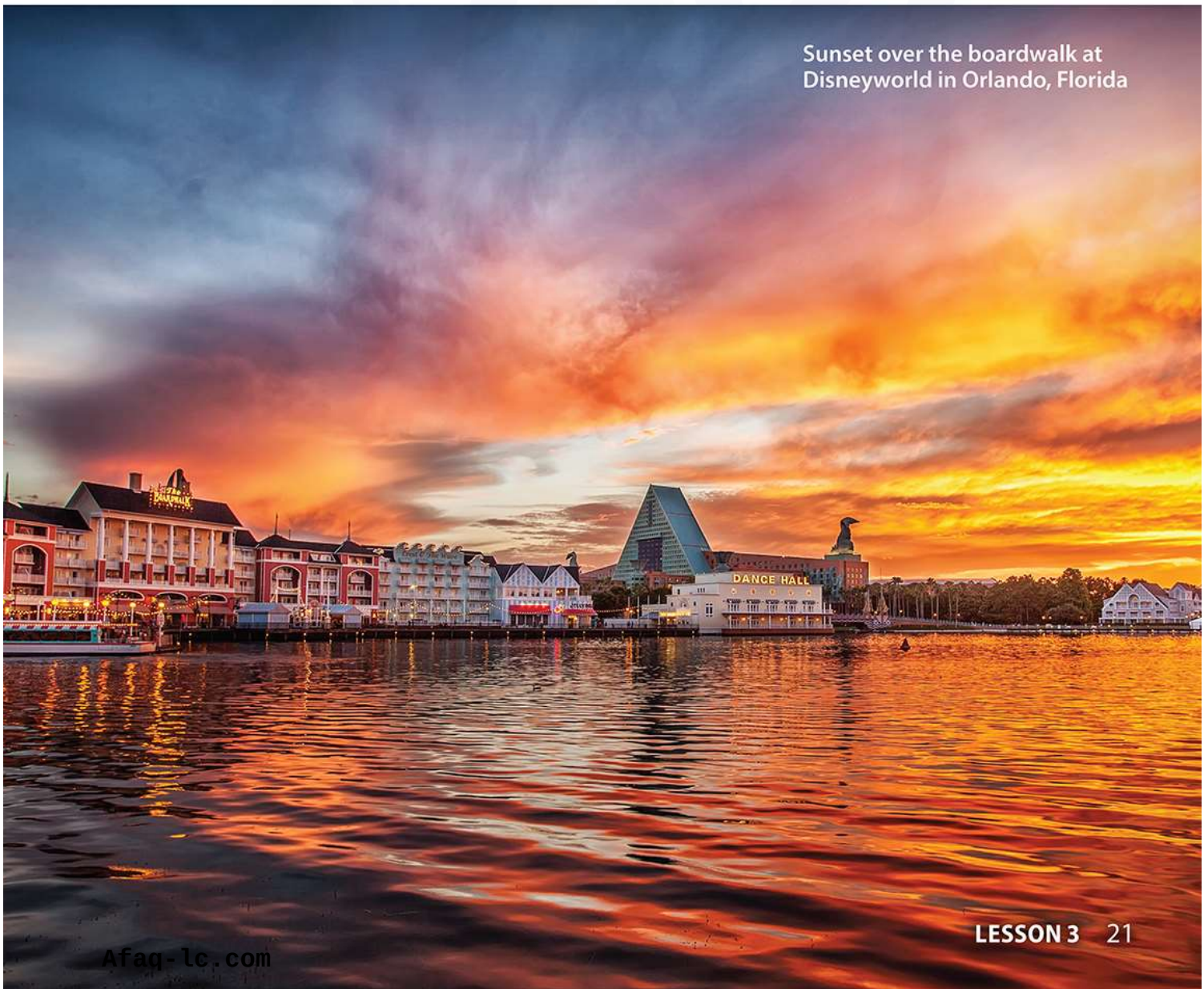
topic sentence

indent

My goal is to get a job to help my husband with money. I have an obstacle—time. It will be difficult to work because I have to take care of the children and the house. One solution is to work part-time while my children are in school. Another solution is to have my mother help take care of the children. If we all work together, we will achieve our goals.

support sentences

conclusion sentence



Sunset over the boardwalk at Disneyworld in Orlando, Florida

Afaq-lc.com

F **ANALYZE** **Look again at Tuba's paragraph in E and answer the questions. Then write ideas for your own paragraph about the goal you chose in B.**

1. What is Tuba's topic sentence?

2. Tuba's support sentences are about her obstacle and her two possible solutions. What are her support sentences?

3. What is Tuba's conclusion sentence?

1. Write your topic sentence.

2. Write your three support sentences.

   a.

   b.

   c.

3. Write your conclusion sentence.

G **On a separate piece of paper, write a paragraph about your goal using correct paragraph formatting.**

Afaq-lc.com

LESSON 4

Study Habits

GOAL ▶ Analyze study habits

A **Answer the following questions. Then compare answers with a partner.**

1. Where do you like to study?

2. When do you usually study?

3. How long do you study for?

4. Do you listen to music when you study? Why or why not?

B **COMPARE** **Look at the first picture. What is Luisa doing? Do you think she is learning anything? Why or why not? Look at the second picture. What is Michel doing? Is he learning anything? Discuss your ideas with a partner.**





C **Listen to the information about study habits and take notes. What are good and bad study habits?**

Afaq-lc.com

D **Read about study habits below.**

Good study habits can be very *beneficial* to you and your education. On the other hand, bad study habits can be *harmful* to your educational goals. First, let's talk about bad study habits.

Many people have very busy schedules, and it is difficult for them to find time to study. One bad study habit is not studying before class. Another bad study habit is studying with *distractions* around, such as television, people talking, or loud music. A third bad habit is copying a friend's homework. These are just a few bad study habits, but you can easily change them into good study habits.

There are many ways that you can *improve* your study habits. First, try to study at the same time every day. Do not make appointments at this time. This is your special study time. Second, find a good place to study, a place that is quiet and comfortable, so you can *concentrate*. Finally, do your homework on your own. Afterwards, you can find a friend to help you *go over* your work and check your answers.

E **INTERPRET** **According to the reading, what are some bad study habits? Add one more idea.**

not studying before class

F **INTERPRET** **According to the reading, what are some good study habits? Add one more idea.**

studying at the same time every day

Afaq-lc.com

G **Match each word or phrase with its correct definition. Write the letter.**

1. _____ beneficial	a. bad for you
2. _____ harmful	b. get better
3. _____ distractions	c. review or check again
4. b improve	d. good for you
5. _____ concentrate	e. think hard about something
6. _____ go over	f. things that disturb your studying

H **Fill in the blanks with a word or phrase from G.**

1. My English will _____ if I practice every day.
2. Please be quiet. I can't _____ on my homework.
3. Studying with a friend can be _____ because you can help each other.
4. When you finish taking a test, _____ your answers again.
5. It's hard to study when there are _____. Turn off the TV!
6. Bad study habits can be _____ to your educational goals.

I **Choose three words or phrases from G and write sentences about your study habits on a separate piece of paper. Share your sentences with a partner.**

J **Think about your study habits. Fill in the table below.**

Good Study Habits	Bad Study Habits
1.	1.
2.	2.
3.	3.

K **COMPARE** **Share your answers with a partner. Which study habits are the same? Which study habits are different? Do you agree with these opinions?**

Afaq-lc.com

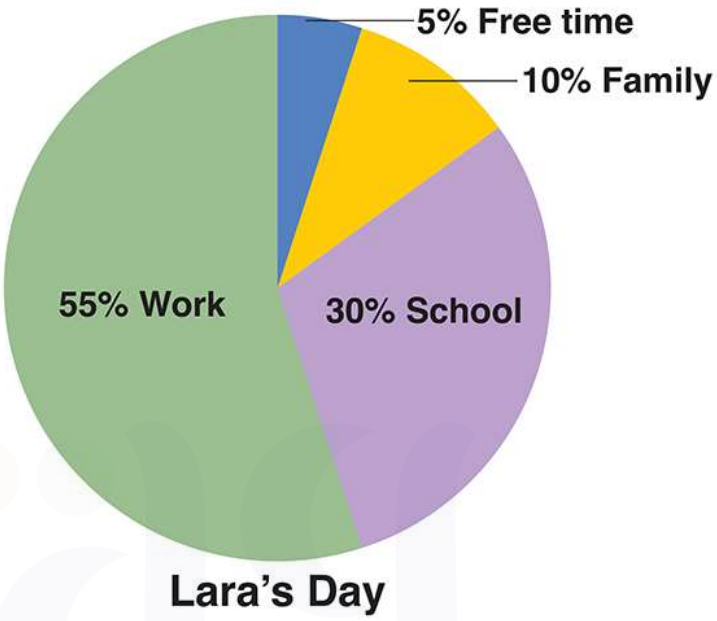
LESSON 5

Time Management

GOAL ▸ Manage time

A **Read about Lara's problem.**

Lara doesn't spend enough time with her family. The pie chart shows how Lara spends her time. She rarely has any free time to relax. Lara wants to find a way to balance her time, so she has decided to attend a lecture at school to learn better time-management strategies.



B **Answer the questions about Lara.**

1. What is Lara's goal?

_____

2. What is her obstacle?

_____

3. What is her solution?

_____

C **Listen to the lecture about time management. Listen for the main ideas. Do you agree?**



Commuters deal with traffic while crossing 42nd Street in New York City.

Afaq-lc.com

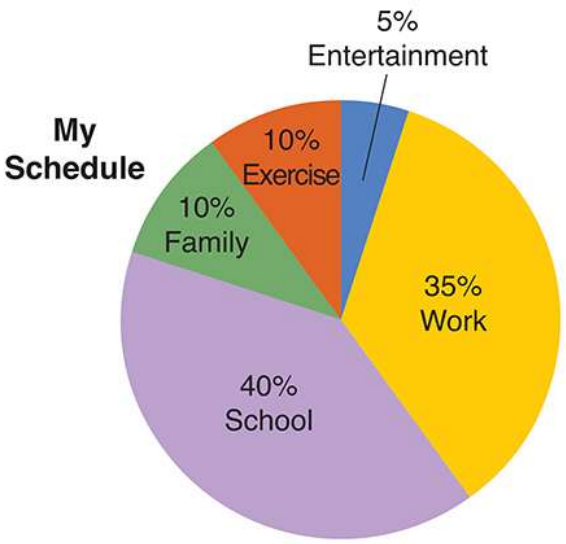
D **DISCUSS** **When you listen to a lecture, you can use an outline to help record important information. Look at the outline below and discuss it with your teacher.**

1. Why is time management important?
   a. You stay organized.
   b. You accomplish everything that needs to get done.
   c. You _____.
2. How do you keep a schedule?
   a. Write down everything you need to do in a week.
   b. Put each task in a time slot.
   c. _____.
   d. Check off things that have been completed.
3. How can you add more time to your day?
   a. You can wake up earlier.
   b. You can ask _____.
   c. You can try doing _____ tasks at once.
4. What are other important things to consider about time management?
   a. Remember the important people in your life.
   b. _____.
   c. You are the boss of your schedule.
5. What are the benefits of managing your time?
   a. You will have more time.
   b. You will feel less _____.
   c. You will have time to _____.
   d. You will feel better about yourself.

E **Listen to the lecture on time management again and complete the outline in D.**

Afaq-lc.com

F **A pie chart is a circle that is divided up into parts that equal 100%. Look at the pie chart, fill in the percentages below, and add them up. Do they equal 100%?**



Work: _____%
School: _____%
Family: _____%
Exercise: _____%
Entertainment: _____%

TOTAL _____%

G **On a separate piece of paper, create a pie chart to show how you spend your time. Make sure your chart equals 100%!**

H **REFLECT** **Answer the following questions about your own time-management strategies.**

1. What problems do you have with time?

I work ten hours a day, and I don't have time to study.

2. How could you add more time to your day? (Think about what you learned from the lecture.)

3. What are some time-management skills you learned that you would like to use in your life?

Afaq-lc.com

LESSON 6

Explore the Workforce

GOAL ▶ Learn about character traits important for work

A **Discuss the following in a small group.**

1. Do you work? If so, what is your job?
2. Do you work full-time or part-time?
3. Are you happy with your job or would you like a different job?
4. What is the difference between a job and a career?

JOB:
when a person performs tasks in exchange for payment

CAREER:
a choice which results in a person learning skills and getting experience in a particular industry to earn money

B **INTERPRET** **There are sixteen career clusters recognized in the US. Here is a graphic showing six main fields and the corresponding career clusters. Read the infographic. What field do you think jobs 1–4 belong in?**

1. architect
   a. government and public administration
   b. finance
   c. industrial and engineering technology
2. nurse
   a. human services
   b. health services
   c. education and training
3. farmer
   a. natural resources and agriculture
   b. finance
   c. manufacturing
4. musician
   a. marketing
   b. arts and communication
   c. human services



Afaq-lc.com

C **As a class, discuss the career clusters and jobs listed below. Write the job next to the career cluster.**

~~food server~~	airplane mechanic	computer programmer	film editor
cable TV installer	appliance repair person	park ranger	artist
technical support representative		hotel housekeeper	

Career Cluster	Example Jobs
Hospitality and Tourism	*Food server*
Manufacturing	
Arts, A/V Technology and Communications	
Information Technology	

D **Add one or two more jobs to each career cluster.**

E **REFLECT** **Circle the character traits that describe you.**

ambitious	detail-oriented	honest	organized	reserved
calm	friendly	independent	outgoing	responsible
creative	hard-working	motivated	reliable	tech-savvy

F **Think about what character traits are needed to do different jobs. For example, if you are a food server, you might be good with people, outgoing, organized, compassionate. Can you think of other character traits that a food server might have?**

CHARACTER TRAITS: words that describe the qualities that make you who you are

Choose two of the jobs from above and write down the character traits needed to perform them.

Job	Character Traits Needed

Afaq-lc.com

G **SKIM** **Read the job advertisement quickly. Then answer the questions.**

Penelope's Garden is looking for an individual to join our team. Our ideal candidate is self-driven, motivated, trustworthy, punctual, and reliable.

Responsibilities

- Welcome and greet customers as they enter the store.
- Offer help and provide direct assistance to customers.
- Answer customer questions and concerns.
- Process purchases, returns, and exchanges.
- Handle customer complaints in a calm and professional manner.
- Report anything unusual or any major incidents to management.
- Organize and replenish front stock and help merchandise store.
- Maintain a clean and tidy work and retail space.
- Be enthusiastic and informative about all products.
- Take direction from and report to assigned supervisor.

Qualifications

- Friendly and outgoing personality
- Excellent verbal skills
- Experience in a florist shop or specialty sales experience; Computer skills
- Able to problem solve as issues arise

Available shifts and compensation: We have available shifts all days of the week. Compensation is $15.00 - $18.00/hour.

1. What do you think Penelope's Garden is? _____
2. What does this job pay? _____
3. Do you have to use a computer? _____
4. If you are organized, is this a good job for you? _____
5. If you like to work by yourself, is this a good job for you? _____

H **REFLECT** **Would this job be a good fit for you? Why or why not?**

I **Go online and find a job that fits your character traits.**

Afaq-lc.com

Review

A **Exchange books with a partner. Have your partner complete the schedule.**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

B **Write sentences about your partner's schedule using the frequency adverbs.**

1. (always) _____
2. (usually) _____
3. (often) _____
4. (sometimes) _____
5. (rarely) _____
6. (never) _____

C **Now share your sentences with your partner and see if he or she agrees. Use the conversation below as a model.**

Student A: You always work in the evenings.

Student B: Yes, I do.

D **Complete the sentences with the correct verb form.**

1. When Jason _____ (get) a better job, he _____ (buy) a new house.
2. Lilia _____ (join) her sister at college when she _____ (finish) her ESL class.
3. We _____ (run) a marathon when we _____ (complete) our training program.
4. When Maria _____ (get) her bachelor's degree, she _____ (ask) her boss for a raise.

Learner Log

I can analyze and create schedules.

☐ Yes ☐ No ☐ Maybe

Afaq-lc.com

E **What are your goals for the future? Write sentences about your future goals using *when*.**

1. When I finish this course, I will take the GED exam.
2. _____
3. _____
4. _____
5. _____

F **Think of one obstacle and one solution for each goal you wrote in E. Complete the chart.**

	Goal	Obstacle	Solution
2.			
3.			
4.			
5.			

G **Match each word or phrase to its correct meaning. Draw a line.**

_____ 1. paragraph	a. introduces your topic, or main idea
_____ 2. topic sentence	b. give details about your topic
_____ 3. support sentences	c. gives a summary of everything you wrote
_____ 4. conclusion sentence	d. a group of sentences about the same topic

Learner Log

I can identify goals and obstacles and suggest solutions. ☐ Yes ☐ No ☐ Maybe

I can write about a personal goal. ☐ Yes ☐ No ☐ Maybe

Afaq-lc.com

Review

H **Read the following sentences that make up a paragraph. Label each as a *topic* sentence (T), a *support* sentence (S), or a *conclusion* sentence (C). Remember, there can only be one topic sentence and one conclusion sentence.**

1. I will buy books to study with and I will study very hard. _____
2. Within the next two years, I hope to have my license. _____
3. When I'm ready, I will register for the test. _____
4. My goal for the future is to get my real estate license. _____
5. When I am close to taking the test, I will ask my friend to help me. _____

I **On a separate piece of paper, rewrite the sentences above in the correct order using correct paragraph formatting. Write a title for the paragraph.**

J **Write two good study habits.**

1. _____
2. _____

K **Write two good time-management strategies.**

1. _____
2. _____

L **Write the correct word or phrase from the box for each definition.**

beneficial	concentrate	distractions	go over
goal	harmful	improve	obstacle

1. bad for you _____
2. get better at something _____
3. good for you _____
4. think hard about something _____
5. something you want to achieve _____
6. a problem _____
7. review something or check it again _____
8. things that bother you when you are studying _____

Learner Log

I can analyze study habits. ☐ Yes ☐ No ☐ Maybe

I can manage time. ☐ Yes ☐ No ☐ Maybe

Afaq-lc.com

Make a Schedule

SOFT SKILL ▶ Collaboration

With a team, you will design a weekly schedule that includes your class and study time. You will identify good study habits and time-management strategies.

1. Form a team of four or five students. Choose a position for each member of your team.

Position	Job Description	Student Name
Student 1: Leader	Check that everyone speaks English and participates.	
Student 2: Secretary	Take notes on study habits and time-management strategies.	
Student 3: Designer	Design a weekly schedule.	
Students 4/5: Assistants	Help the secretary and the designer with their work.	

2. Design a weekly schedule. On your schedule, write in the days and times you have English class.

3. Decide on a goal that is related to learning English. Then think of one obstacle to your goal and two solutions.

COLLABORATION:
Sharing Ideas

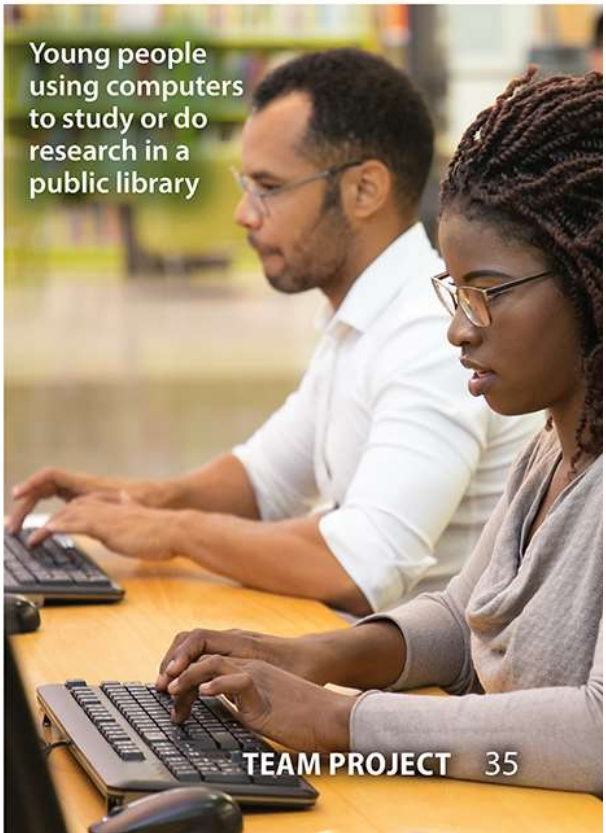
As a team, you need to decide on a goal. Think of ways to let everyone express their ideas so that everyone is heard.

1. Go around in a circle and have each person say their idea. Then discuss and vote.
2. Have each person write their idea on a piece of paper. Have one person read the papers aloud and then vote.

4. Make a list of good study habits and a list of time-management strategies you would like to use.

5. Make a poster with all of the information from above: weekly schedule, goal, obstacle, solutions, good study habits, and time-management strategies.

6. Present your poster to the class.



Young people using computers to study or do research in a public library

Afaq-lc.com

Reading Challenge

A **PREDICT** **Answer the questions before you read.**

1. What is a "Dreamer"?
2. What do you think Areli's profession is?
3. What are illustrations?
4. Have you heard of the Dream Act or DACA? If so, what do you know?

B **Read about Areli Morales.**

C **ANALYZE** **Find the correct answer.**

1. What line talks about Areli's obstacle?

   a. line 3 b. line 7–8 c. line 12 d. line 18

2. In what line do we learn about the solution to her obstacle?

   a. line 3 b. line 9 c. line 12 d. line 18

3. Where do we see that she realized her goal?

   a. line 3 b. line 9 c. line 12 d. line 15–16

D **Look at the photo of the monarch butterflies. What do you think they symbolize?**

E **Monarch butterflies migrate every year, travel long distances, and face many obstacles. What are some of the obstacles that migrants face?**

F **REFLECT** **Think about your life so far. Do you have a story similar to Areli's? Write it in your notebook and share it with a partner.**

Afaq-lc.com

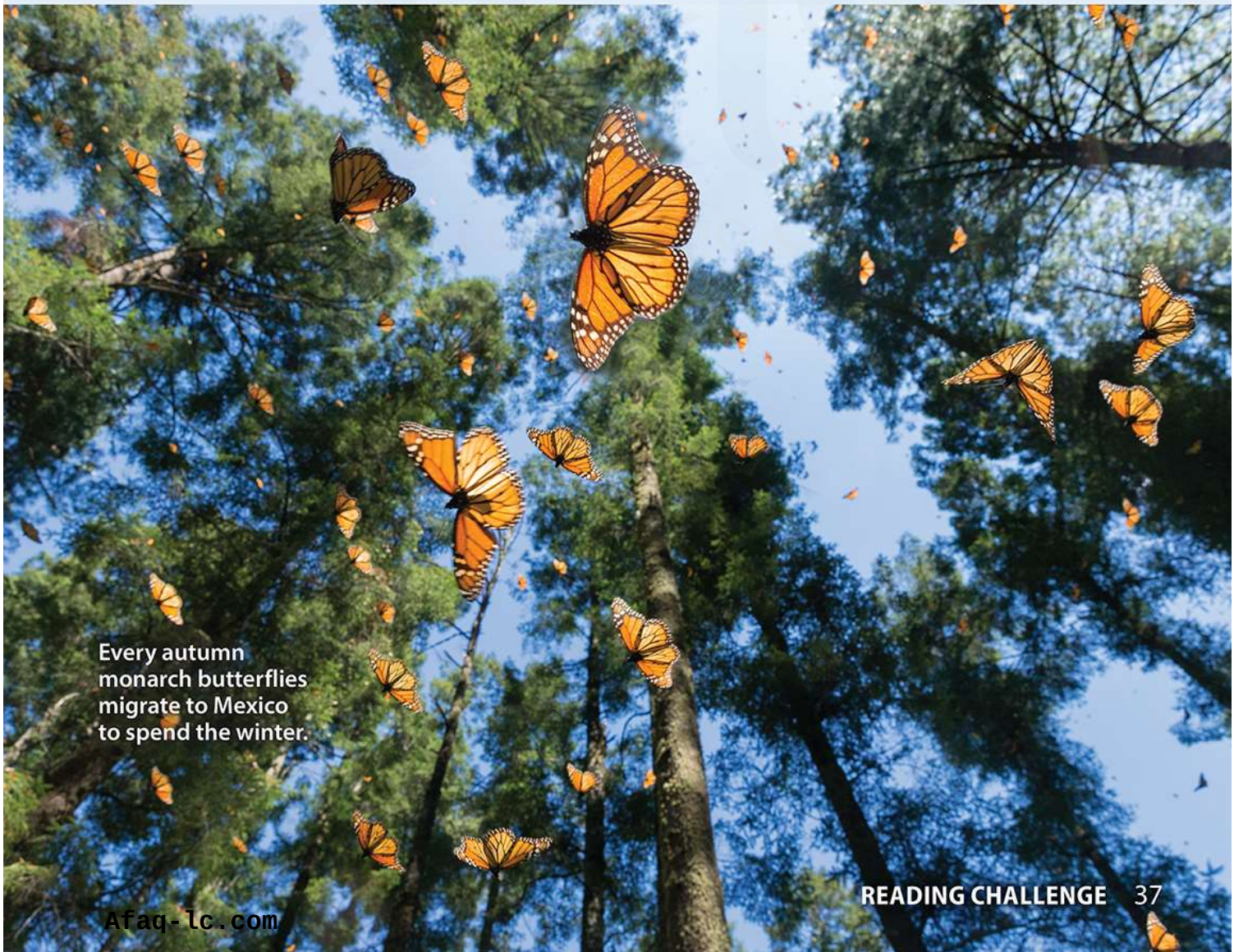
A Dreamer

Areli is a Dreamer. She was born in Puebla, Mexico. She lived there with her grandmother and cousins because her parents had moved to the United States to get better jobs and provide for their family. Areli was confused. She didn't want to leave her grandmother's house and move away from everything she knew. But she hated being away from her parents.

Eventually, Areli's parents were able to bring her to live with them in New York. At first, she didn't like New York. It was loud and busy and fast. She couldn't speak English and the kids at school teased her. They called her illegal because she wasn't a US citizen. She was worried that she could be sent back to Mexico.

But finally, the US began to feel like home to Areli. She realized that America is the land of opportunity. On June 15, 2012, President Barack Obama announced a temporary program called DACA, allowing Dreamers to come forward, pass a background check, and apply for work permits. Areli's DACA was approved and she finally felt like she could pursue her dreams.

She attended and graduated from CUNY Brooklyn College with a bachelor's degree in childhood bilingual education and is currently a substitute elementary school teacher. She wanted to tell her story to other immigrant children and in 2021, she published a children's book called *Areli is a Dreamer*. She hopes that her book will help children understand what people like her go through to realize their American dream.



Every autumn monarch butterflies migrate to Mexico to spend the winter.

Afaq-lc.com