That’s Life
Day to-Day Stories and Language Activities

HIGH BEGINNING
TEACHER’S GUIDE

Ann Gianola
Instructor, San Diego Community College District
Instructor, University of San Diego English Language Academy
San Diego, California

New Readers Press
Contents

Overview ................................................................. 4

Lesson 1: The Same Routine
Theme: People ......................................................... 6

Lesson 2: The Anniversary Party
Theme: Family ........................................................... 6

Lesson 3: The Traffic Jam
Theme: Transportation .............................................. 7

Lesson 4: A Secret Recipe
Theme: Food ............................................................. 8

Lesson 5: Reading Glasses
Theme: Health .......................................................... 8

Lesson 6: Expensive Cappuccinos
Theme: Work ........................................................... 9

Lesson 7: Buying Generic
Theme: Shopping ...................................................... 9

Lesson 8: Looking for ATMs
Theme: Money .......................................................... 10

Lesson 9: Going to the Public Library
Theme: Community .................................................. 11

Lesson 10: Apartment Problems
Theme: Housing ...................................................... 11

Lesson 11: Things in the Mail
Theme: Communication ............................................ 12

Lesson 12: A Japanese Tutor
Theme: School ........................................................ 13

Lesson 13: Fishing Regulations
Theme: Recreation .................................................. 13

Lesson 14: A Digital Camera
Theme: Technology .................................................. 14

Lesson 15: Voting in an Election
Theme: Civics ........................................................ 15

Answer Key ............................................................ 16
Overview

That’s Life is a series of four student books that provide stories and activities—each specifically designed for introductory, low-beginning, high-beginning, or low-intermediate English language learners. The primary goal is to provide entertaining and relevant reading material that corresponds to key thematic units often studied by ESL students:

1. People
2. Family
3. Transportation
4. Food
5. Health
6. Work
7. Shopping
8. Money
9. Community
10. Housing
11. Communication
12. School
13. Recreation
14. Technology
15. Civics

The topics in That’s Life incorporate a wide variety of everyday situations, motivating students to read and develop fluency. The fifteen stories in each book portray diverse characters in interesting, often familiar, and sometimes amusing situations. In the High-Beginning Level of That’s Life, students read about such characters as Ruben, who is always buying generic items at the supermarket, sometimes to his wife’s dismay; Hakim, who is gladly shown an apartment in very poor condition; Giselle, who is floundering in a high-school language class until her father takes a proactive step to help her; and Fatima, who struggles to make an informed decision before voting for the first time. The lessons are not designed to be sequential, so they can be taught in any order.

Although the main purpose of these books is to help students develop reading skills, they also include focused practice in reading comprehension, vocabulary reinforcement, speaking, writing, comprehending realia, problem solving, listening, pronunciation, self- and partner-assessment tasks, and extension activities encouraging students to talk or write about key points in each lesson.

The accompanying audio CD also provides a reading of each story, the dialog for each lesson, and prompts for the listening activities.

This Teacher’s Guide contains notes for using the High-Beginning Level of That’s Life. The notes for each lesson have two sections, Preview and Exercises. Preview lists the main themes of each story. It also lets students draw on prior experiences and share ideas or knowledge about issues in the story. In addition, Preview suggests warm-up activities, focusing on key concepts and vocabulary.

The Exercises section suggests ways to prepare for, carry out, and expand on exercises that follow the stories. The exercises are very easy to follow; these suggestions are provided to spark additional ideas.

Using That’s Life, High-Beginning Level
Preview Activities

The illustrations that accompany each story are useful prompts for warm-up or preview activities. They can help create interest in the story, provide a starting point for discussion, and help introduce new vocabulary. They also help students reflect on personal experiences. Have students look at the illustrations, particularly the one that precedes the story. Encourage students to describe what they see, or prompt them with questions (e.g., “What do you see? Where is this person? What do you think is the problem? Why do you think that?”). If possible, have students use the illustration to guess what the story is about and make predictions about what will happen. Keep in mind that at this low level, students’ responses may be only phrases or single words. For these learners, using words to identify objects in pictures is an important first step in vocabulary building.

As you introduce or review vocabulary, write the words on the board and explain them through pictures (including the story illustration) or, when possible, real items. Encourage students to explain words they already know.

Stories

To present the stories, you can have students first listen to the audio CD one or more times to get a sense of the story line. Or you may prefer to have students initially follow the written text while listening to the recording. Pose a general comprehension question to focus students’ listening and reading. On repetitions of the story, you may want to add other, more specific questions.

A primary goal at this level is to give students repeated exposure to key words and sentence patterns. Sentences from the stories are recycled consistently in follow-up exercises. The word-for-word repetition
of vocabulary and phrasing is intentional, providing invaluable practice for students.

**Comprehension Activities**

At this level of *That’s Life*, there are information questions following the story. Encourage students to answer these questions in complete sentences. These activities can be done either orally or in writing.

**Vocabulary Exercises**

These word-based or picture-based exercises help students reinforce their understanding of words from the story and expand their vocabulary with related words. Encourage students to discuss the vocabulary in their own words, use it in new sentences, or comment on the sentences. Word-based vocabulary exercises are generally organized in the grammatical categories of verbs and nouns. Other exercises require students to correctly place words in specific categories or to match key vocabulary with its definition.

**Dialogs**

Each lesson contains a dialog based on the story. These dialogs, which can also be heard on the audio CD, model key interactions from the story. Have the students listen before reading the dialog. Play the audio CD several times if necessary. Check comprehension and discuss the content. Then play the audio again one or more times. You can also read the dialog from the student book; stop after each line and have students repeat what was said. This activity prepares students to act out the dialog and provides useful pronunciation practice. Students can then practice with partners, using their books if necessary. If possible, encourage students to improvise their own conversations based on the dialog and to create new conversations on related topics. For additional practice, write these new conversations on the board for students to copy and say. Dialogs can also create opportunities for role-play activities.

**What does (the character) say/think?**

Students read the example and follow the written model to create new sentences that express what the highlighted character thinks or says. This activity can also be done orally and in writing. Encourage students to expand this activity by imagining other scenarios relating to the theme of the story and ways for the character to respond.

**Check the good ideas.**

This problem-solving activity calls for students to use critical thinking to determine things that are good or not good to do or say in a given situation. It also sparks discussion in asking for additional ideas from students in how to best deal with various predicaments. This activity can be done individually, in pairs, in small groups, or as a whole-class activity.

**Realia**

In this level, students encounter a liquid-measure conversion table and a Japanese tutor’s business card. Students can glean information from these items to answer a series of follow-up comprehension questions relevant to the respective lessons.

**Listening Exercises**

In the word-based listening exercises, students choose one of two options that check understanding of the listening prompt or, in some cases, require students to make inferences. Other listening exercises have students transcribe liquid measurements, dollar amounts, and numbers of inches. The prompts for these exercises are on the audio CD. They are also printed at the end of the student book so that you can read them if the audio is not available or have students prompt each other. The printed prompts also let students check their answers.

**Pronunciation and Writing**

Pronunciation exercises at this level require students to write the number of syllables in each word and then to underline the stressed syllable. After the words are completed, have students practice pronunciation. Encourage students to find exactly where a particular word appears in the story and then to practice the pronunciation of the sentence that includes it. Encourage students to use these words in new sentences either orally or in writing.

**What about you?**

This activity allows students to personalize various events in each story and reflect on their own experience with a specific subject. The exercise offers practice in four language areas: reading, writing, speaking, and listening. Students read the statement, write the corresponding question, ask a partner the question, and listen to the partner’s response. After the interactive part of the exercise, encourage students to report back about their partner (e.g., “Efren rides a motorcycle to work.” “Olga goes to a coffee house every morning.” “Xun pays a service charge when he uses an ATM.”).

**Topics for Discussion or Writing**

This extension activity encourages students to talk or write about key points in each lesson and gives students an opportunity to share additional thoughts and information on a topic. Encourage development of writing skills by having students respond to each question in complete sentences. For students at higher levels, these writing exercises can provide an opportunity to practice paragraph-building and composition structure.
Lesson Notes

Lesson 1
The Same Routine (pp. 4–9)
Theme: People

Preview
Details in this story offer the opportunity to teach or review vocabulary for daily routines and the usual order in which various activities are performed.

Teach or review the word *routine*. Then review vocabulary for daily routines or activities. If possible, use pictures or gestures to help clarify their meanings. Elicit responses from students about a few things they do every morning (e.g., “I eat breakfast.” “I take a shower.” “I get dressed.”). Teach or review the conjunctions *before* and *after* and encourage students to use them in expressing when these activities take place (e.g., “I eat breakfast before I take a shower. I get dressed after I take a shower.”).

Discuss how Bruno, the character in the story, does things the same way every morning (e.g., Bruno gets up and eats cereal and milk for breakfast. He takes a shower, shaves, brushes his teeth, and gets dressed. Then he takes the number 7 bus downtown.). Ask students about details of their own morning routines and whether or not they are often the same (e.g., “I eat toast for breakfast.” “I take the number 21 bus to work.”). Ask students if they are ever tired of the same routine. Ask about things they can do to change their routine and perhaps make their life more exciting (e.g., “I can go out for breakfast.” “I can ride my bicycle to work.”). Ask about ways to make life a lot more exciting (e.g., “I can take a vacation.” “I can move to another city.”).

Ask students if they use their clock radios ever wake them up in the morning. Brainstorm a list of local radio stations that students sometimes listen to. Ask what students hear on these stations (e.g., music, news, sports, weather, commercials). Discuss commercials played on the radio and whether or not students pay attention to them. Ask about advertisements that sometimes promote different vacation spots (e.g., Mexico, Hawaii, Jamaica, Italy).

Introduce or review other key vocabulary as needed (e.g., radio, commercial, same, tired of, routine, Mexico, true, gets up, eats breakfast, takes a shower, shaves, brushes his teeth, gets dressed, takes the bus, crowded, in the front, change, exciting, leftover pizza, before, crowded, in the back, stomach, hurts, face, after, toothpaste, shirt, radio station).

Exercises
Talking to a Co-Worker Encourage students to substitute another kind of spot for the toothpaste on Bruno’s shirt (e.g., “It’s strawberry jam. This morning, I ate breakfast after I got dressed.”).

A Change in the Routine Encourage students to write sentences about their routine and perhaps a better way to do something (e.g., “I only drink coffee for breakfast. It’s better to eat a nutritious meal.”).

Topics for Discussion or Writing In number 2, encourage students to discuss the public transport they regularly use. Have students explain why they prefer to sit or stand in a particular location (e.g., “I like to sit in the back because it’s quieter.” “I like to stand by the door because it’s easier to get off.”).

Lesson 2
The Anniversary Party
(pp. 10–15)
Theme: Family

Preview
Details in this story offer the opportunity to teach or review vocabulary for family members and life events where they might be present.

Teach or review the words *wedding anniversary* and explain that some people may have a big celebration or party for their 25th wedding anniversary. Teach or review the expressions that the *guests* use in the story to express their best wishes at this event (e.g., *Happy Anniversary!* *Congratulations!*). Elicit responses from students about other appropriate things to say on such an occasion (e.g., “Good for you!” “I’m so happy for you!”).

Ask students to name some things people like to have at a big party (e.g., *music, food, decorations*). Elicit responses about different types of music (e.g., *rock, classical, salsa, jazz*) and food (*Chinese, Mexican, Italian, American*). Teach or review the names of colors, especially colors that make decorations festive (e.g., *red, green, yellow, silver*).

Ask students to name some things people like to have at a big party (e.g., *music, food, decorations*). Elicit responses about different types of music (e.g., *rock, classical, salsa, jazz*) and food (*Chinese, Mexican, Italian, American*). Teach or review the names of colors, especially colors that make decorations festive (e.g., *red, green, yellow, silver*).

Teach or review the names of different family members, especially the ones mentioned in the story (e.g., *children, nieces, nephews, brothers, sisters*).
cousins). Talk about other guests that people may invite to a large party (e.g., friends, neighbors, co-workers, classmates).

Introduce Irma, Sally’s 82-year-old mother. Read the way the story describes her (e.g., She is never happy. In her opinion, things aren’t quite right.). Ask students if they know people who are never happy and often complain. Discuss feelings or emotions when someone says something that is not nice or appropriate (e.g., uncomfortable, embarrassed, humiliated).

Introduce or review other key vocabulary as needed (e.g., celebration, party, wedding anniversary, rock music, decorations, outside, children, nieces, nephews, brothers, sisters, cousins, friends, neighbors, mother, never, opinion, right, classical, better, inside, enjoying, best wishes, guests, stops, quiet, wonderful, perfect, uncomfortable, starts, whispers, forget).

Exercises

Conversation at a Party Encourage students to vary the type of food the guest is eating (e.g., “Italian food is my favorite.” “Greek food is my favorite.” “Japanese food is my favorite.”).

Irma’s Opinion Encourage students to give their own opinions about the music, food, and decorations (e.g., “Country is better. Mexican is better. Blue is better.”).

Topics for Discussion or Writing In number 2, brainstorm other celebrations for life events (e.g., graduation, birthday, engagement, wedding, child’s birth, retirement) and appropriate expressions for guests at these occasions (e.g., “Congratulations!” “Many happy returns!” “I wish you many years of happiness together.”).

Lesson 3

The Traffic Jam (pp. 16–21) Theme: Transportation

Preview

Details in this story offer the opportunity to teach or review vocabulary for different modes of transportation, directions, and the frustration of being stuck in a traffic jam.

Teach or review the different means of transportation. Focus on the actions associated with each method featured in the story (e.g., driving a car, riding a motorcycle, riding a bicycle, jogging on the sidewalk, walking a dog on the sidewalk). Ask students how they get to work or school and if more than one way is possible. Encourage students to state which method is faster by using it in a sentence (e.g., “Driving a car is faster than riding a bicycle.”). Also, explain what it means for a motorist or pedestrian to pass Peter’s stopped car as several do in the story.

Ask students if they sometimes drive or are passengers in cars. Elicit responses about commuting times to work, school, or other places (e.g., “It’s a fifteen-minute drive.” “It’s a thirty-minute drive.” “It’s a one-hour drive.”). Ask students if there are alternatives to driving to these places. Elicit responses (e.g., “I can take the bus.” “I can take the subway.” “I can ride a bicycle.” “I can walk.”).

Teach or review the words traffic jam and ask students if they are ever stuck in traffic jams. Talk about streets or roads in your community that sometimes get very congested, especially at rush hour. Ask how some drivers vent their frustration at such a time (e.g., hit the steering wheel, honk the horn) versus coping with the situation more calmly (e.g., listen to music, relax).

Teach or review the driving directions mentioned in the story (e.g., go straight, turn left, turn right, make a U-turn). Use pictures or gestures to clarify the meaning of each one. Explain that Peter can’t do any of these things because of the traffic jam. Discuss how the police arrive to help clear the traffic jam.

Introduce or review other key vocabulary as needed (e.g., driving, car, traffic, rush hour, suddenly, slow down, stop completely, go straight, turn left, turn right, make a U-turn, stuck, traffic jam, motorcycle, passes, riding, faster, bicycle, jogging, sidewalk, walking, dog, angry, hits, steering wheel, ridiculous, shouts, police, clear, late, co-worker).

Exercises

Talking to a Co-Worker Encourage students to create new dialogs by changing the name of the street to one in your community. If possible, have students change the person who passes Peter (e.g., “A boy riding a skateboard passed me.” “A woman riding a scooter passed me.”).

Check the good ideas. If possible, have students explain why some options are not a good idea (e.g., “It’s not a good idea to honk the horn. You can upset the other drivers.”).

Topics for Discussion or Writing In number 2, brainstorm a list of reasons why someone can be late for work (e.g., “He lost his keys.” “He overslept.” “He had a flat tire.”). Encourage students to identify the acceptable reasons for being late.

Lesson Notes 7
Lesson 4
A Secret Recipe (pp. 22–27)
Theme: Food

Preview
Details in this story offer the opportunity to teach or review vocabulary for measurements in cooking, making conversions, and following a recipe.

Teach or review vocabulary for measurements, especially liquid measurements as they appear in the story. If possible, bring in containers showing one cup and one quart. Point out that 1 cup equals 8 fluid ounces and that 1½ cups is 12 ounces. Also, show that 1 quart is 32 fluid ounces and that 1½ quarts is 48 ounces. Encourage students to convert other common measurements (e.g., pint, half-gallon, gallon) to fluid ounces.

Bring in a casserole dish or show a picture of one so students can understand the approximate dimensions. Ask students if they sometimes make casseroles and, if so, what the ingredients are. Ask students if they look at recipes or follow specific instructions for the way to cook something. Ask students if they have a secret recipe. Ask students if they ever make mistakes in cooking by using too much of a particular ingredient (e.g., liquid, salt, oil, sugar).

If possible, bring in recipes for both chicken and rice casserole and chicken and rice soup. Compare the ingredients in each recipe. Discuss that some of the ingredients may be the same (e.g., chicken, rice, vegetables), but emphasize that the soup contains a lot more liquid.

Teach or review the meaning of overflowing by pretending to put too much liquid in a small container. Use gestures to show you’re putting the contents and the remaining fluid in a big pot. Then act out what Sophie does in the story: She stirs it for a while. Actually, it looks and smells really good.

Introduce or review other key vocabulary as needed (e.g., chicken, rice, casserole, party, recipe, ingredients, coffee, cookbook, quarts, chicken stock, converts, ounces, liquid, measures, pours, casserole dish, overflowing, pot, strange, wrong, cups, soup, stirs, smells, brings, secret).

Exercises
Talking to Sophie’s Sister Encourage students to create new dialogs with different soups that Sophie could bring to the party (e.g., “It’s beef and broccoli casserole soup.”).
Liquid Measures Using the table for reference, ask students to convert other measurements into liquid ounces. Emphasize fractions (e.g., “How many liquid ounces are in 2½ cups, 3½ cups, 4½ cups?”).

Lesson 5
Reading Glasses (pp. 28–33)
Theme: Health

Preview
Details in this story offer the opportunity to teach or review vocabulary for vision problems and visiting an optometrist’s office.

Teach or review the words vision problem and explain that it means someone is having trouble with his or her eyes. Introduce Viktor, the character in the story. Explain that lately, it’s very difficult to read. Hold a book or paper far from your face and perhaps squint at it as Viktor probably does. Emphasize what Viktor can’t do: fill out forms, read books and magazines, read numbers in the telephone book.

Teach or review the word print. Explain it as words or numbers on paper. Point out the print in the students’ books as an example. Ask students if the print is small or difficult to read. Elicit responses from students about other materials they read (e.g., forms, books, magazines, telephone book, newspaper, letters, medicine labels, advertisements) and ask which of them are sometimes difficult to read. Ask students if they need reading glasses to better see any of these items.

Find out what students may already know about eye-care professionals. Teach or review the word optometrist. Explain that you can go to an optometrist for eye exams and glasses and contact lenses. Teach or review the word ophthalmologist as a physician that can diagnose and treat eye diseases and other serious conditions.

Ask students if they have ever had an eye exam and, if so, where it occurred (e.g., optometrist’s office, doctor’s office, school nurse’s office). Ask students if they wear glasses and for what reason (e.g., reading, distance, night driving, protection from the sun). Ask students where they bought their glasses.

Introduce or review other key vocabulary as needed (e.g., vision problems, read, fill out, forms, books, magazines, numbers, telephone book, print, wife, optometrist, eye exam, reading glasses, receptionist, article, laughs, funny, examines, tries out, newspaper, reservation, find).
Exercises

Talking About a Vision Problem Ask students to create new dialogs featuring other places where small print exists (e.g., “I can’t read this letter.” “I can’t read this article.” “I can’t read this form.” “I can’t read this map.”).

Check the good ideas. Have students consider the buy inexpensive reading glasses option in the exercise. Ask students where they can find inexpensive reading glasses (e.g., drugstore, department store, discount store).

Topics for Discussion or Writing In number 3, ask students to use the telephone book or other local directory to find some optometrists’ offices in your community. Encourage students who have been to a local optometrist to share information about their experiences.

Lesson 6
Expensive Cappuccinos (pp. 34–39)
Theme: Work

Preview
Details in this story offer the opportunity to teach or review vocabulary for getting a job and someone’s understanding or misunderstanding the benefits of his or her employment.

Teach or review the words coffee house. Elicit responses from students about the names of coffee houses in your community. Ask if some of these places serve cappuccino, a drink with coffee and milk. Ask students about other menu items that may be available at a coffee house (e.g., coffee, tea, espresso, hot chocolate). Ask students if they sometimes go to coffee houses and whether or not the prices are expensive. Have students estimate the price of a menu item and calculate what it would cost if they bought it every weekday.

Ask students why caffeinated drinks can be popular among students or working people. Elicit responses about how you can feel after drinking coffee or other drinks containing caffeine (e.g., awake, attentive, alert, energetic). Ask students if they drink caffeinated drinks every day and, if so, at what time of day.

Ask students how they know when a business is looking for workers (e.g., Help Wanted sign, newspaper advertisement, word of mouth). Teach or review the steps that Fazia takes in getting a job (e.g., asks for an application, fills it out, comes in for an interview). Get advice from students about good things to do at a job interview (e.g., arrive on time, shake hands with the manager, answer questions about work experience and past jobs, give references, dress appropriately).

Ask students to give information about their work schedules, sharing specific information about the days and hours they work. Ask employees, especially restaurant workers, if they receive any other benefits (e.g., free food, half-priced meals, tips, other discounts). Teach or review the words minimum wage and specify exactly how much that is in your state.

Introduce or review other key vocabulary as needed (e.g., college student, coffee house, cappuccino, expensive, awake, Help Wanted sign, application, fills it out, manager, interview, on time, shakes hands, work experience, past jobs, references, hires, schedule, minimum wage).

Exercises

An Interview with the Manager Have students practice this dialog using some of their real-life past work experiences (e.g., “Last year, I worked at Lola’s Fish Market.” “Three years ago, I worked in a hair salon in my country.”). Also, direct students to answer when they can actually work (e.g., “No. I’m available nights and weekends only.”).

Check the good ideas. Ask students to write down three people they could use as references at a job interview. Remind students that references should not be family members, but preferably co-workers from past jobs. Encourage students to come to a job interview prepared with contact information for their references (e.g., job titles, addresses, telephone numbers, e-mail addresses).

Topics for Discussion or Writing In number 3, encourage students with jobs to share information about how they found their job and what steps they had to take before they were hired.

Lesson 7
Buying Generic (pp. 40–45)
Theme: Shopping

Preview
Details in this story offer the opportunity to teach or review vocabulary for shopping and saving money by buying generic items instead of name brands.

If possible, bring in examples of a generic item and a name brand to help students make the distinction. Describe the generic item as the plain, unadvertised store product that many supermarkets and discount stores offer. Then point to the noticeable label on the name brand and explain that it comes from a large company. Ask about other store items that often have generic options (e.g., cleaning supplies, paper goods,
medication, frozen foods). Ask students which product is typically more expensive.

Ask students about shopping for their families. Ask how often it’s necessary to do grocery shopping (e.g., every day, twice a week, every week). Introduce Ruben, who goes shopping for his family. Explain that Ruben thinks he spends less money by buying generic items. Elicit responses from students about other ways to spend less money when shopping (e.g., use coupons, buy things on sale, buy things in large quantities).

Elicit opinions from students about whether or not they think, as Ruben does, that generic items are the same as name brands, but much cheaper. Have them consider Alicia’s argument: I need to use a lot more when I wash the dishes. So it isn’t cheaper. Ask students their opinions about various generic items as opposed to name brands (e.g., “I like the generic paper towels. They work very well.” “I don’t like the generic paper towels. They run out too quickly.”).

If possible, bring in some samples of store coupons. Ask students if they ever use coupons and, if so, where they find them (e.g., in the newspaper, in the mail, in store advertisements). Ask students if they have a special place to keep coupons at home (e.g., in a drawer, in an envelope, in a box). Indicate the amount of dollars or cents the coupon can save the shopper. Point out the expiration date, write it on the board, and ask students whether or not they can give it to the cashier at checkout.

Introduce or review other key vocabulary as needed (e.g., shopping, spends, less, money, wife, generic items, supermarket, same, name brands, cheaper, complains, dishwashing soap, more, drawer, coupon, price, paper towels, cereal, butter, rice, shampoo, shopping cart, cashier, expired).

**Exercises**

**Talking to the Cashier** Encourage students to create new dialogs including coupons for other products (e.g., “I have a coupon for that shampoo.” “I have a coupon for those napkins.”). Encourage them to vary the amount of the coupon and the usual price that the item costs.

**Check the good ideas.** Ask students to compare prices for a generic item and a name brand next time they go shopping.

**Topics for Discussion or Writing** In number 2, encourage students to say what they like about a particular name brand that they buy (e.g., “I like Ultrasoft soap. It makes my skin very soft.”).

---

**Lesson 8**

**Looking for ATMs (pp. 46–51)**

**Theme: Money**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for using an ATM and the occasional disadvantage.

Teach or review the term **ATM** or **Automatic Teller Machine**. Ask students if they occasionally use ATMs. Teach or review the words withdraw cash. Explain that it means to take out money from your bank account. Discuss the process of using an ATM. If possible, show an example of a bank or ATM card. Demonstrate the process of inserting a card and entering a PIN (Personal Identification Number).

Teach or review the words service charge. Ask students who use ATMs whether or not they occasionally need to pay a service charge and, if so, how much it is. Ask about other service charges or fees that a bank may have connected to other things (e.g., checking account, overdraft, bounced check, minimum balance).

Explain that **Temporarily Out of Service** means that something is not working for a while. Ask students if that is ever the case when they need to use an ATM. Also, discuss whether or not there are sometimes long lines of people waiting to use an ATM. Ask about the location of ATMs in your community. Ask students if their banks have ATMs and if they are located inside or outside.

Introduce Soren, the main character in the story. Mention that he is taking his sister to dinner and a movie. Explain that it means that he is paying for those activities. Ask students if they ever take a family member or friend to dinner and a movie. Ask how much cash a person needs in order to do that. Teach or review the word lend and explain that it means someone can have something for a short time. Ask students if they ever lend someone money. Remind students that when you lend money to someone, that person is expected to pay you back or return the money.

Teach or review ordinal numbers and mention First Avenue, Third Avenue, and Fifth Avenue as they appear in the story. Elicit responses about other times when the use of an ordinal number is appropriate (e.g., street names, dates, floors in a building, grades in school).

Introduce or review other key vocabulary as needed (e.g., tonight, sister, dinner, movie, birthday, withdraw, cash, ATM, inserts, PIN, screen, service charge, cancels,
transaction, outside, branch, sign, temporarily out of service, sighs, promises, minute, long line, cold, lend, pay you back).

**Exercises**

**Talking About the ATM** Encourage students to create a new dialog based on another problem at the ATM (e.g., “But look at this *Temporarily Out of Service* sign.” “But this isn’t a branch of your bank. You’ll have a service charge.”).

**Matching** Ask students about other actions associated with an ATM (e.g., “Select withdraw cash.” “Cancel your transaction.” “Get your card.” “Get your receipt.”).

**Topics for Discussion or Writing** In number 3, encourage students to discuss other transactions that they can do at an ATM (e.g., deposit cash or checks, check balance, transfer money).

**Lesson 9**

**Going to the Public Library** (pp. 52–57)

**Theme: Community**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for recognizing a bad television-viewing habit and taking a proactive step in finding books and other materials at the library.

Ask students if they have a television and, if so, whether or not they watch a lot of TV. Ask students with children how much time every day their children watch TV (e.g., thirty minutes, one hour, two hours). Ask what time of day the TV is usually on in students’ homes (e.g., morning, afternoon, evening).

Ask what kinds of programs people can see on TV (e.g., news, movies, cartoons, cooking shows, soap operas, concerts, sitcoms). Elicit opinions about whether or not they think children in the United States watch too much TV. Ask students about activities that are better for children (e.g., reading, playing, drawing).

Teach or review the word habit. Explain it as something that someone does again and again. Discuss some habits that are bad (e.g., watching too much TV, smoking, overeating, drinking alcohol). Then discuss some habits that are good (e.g., eating healthy foods, exercising, reading, studying).

Talk about the public libraries in your community. Provide students with an address, a phone number, and the hours of operation for a library in your area. Ask students if they sometimes go to the public library or bring their children there. Elicit responses about books that are interesting for children and adults (e.g., *picture books, chapter books, novels, biographies, how-to books*). Ask students about topics that interest them (e.g., animals, sports, history, gardening, romance, adventure).

Discuss whether or not *videos* and *DVDs* are also available to borrow from your local public library. Ask students if they sometimes watch videos or DVDs. Ask them if they have videos or DVDs at home and, if so, which ones.

Introduce or review other key vocabulary as needed (e.g., watches, morning, afternoon, evening, hours, too much, bad habit, turns off, public library, wonderful world, children’s section, excited, shelves, chooses, take home, picture books, chapter books, animals, sports, interesting, videos, DVDs).

**Exercises**

**Talking to the Librarian** Find out for how long you can check out books at the library in your area. Substitute that time for the three weeks in the model. If your local library carries videos and DVDs, practice dialogs that include the typically different rules that may apply (e.g., “I’d like to check out these DVDs, please.” “These DVDs are due in one week.” “The fine is two dollars per day.”).

**Check the good ideas.** If students think that allowing thirty minutes a day is a good idea, discuss which kind of program would be acceptable for a young child (e.g., cartoons, nature show).

**Topics for Discussion or Writing** In number 2, ask students about what they like to read, particularly in English. Encourage students to think of other places in the community where books or other reading materials are available (e.g., bookstore, school library).

**Lesson 10**

**Apartment Problems** (pp. 58–63)

**Theme: Housing**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for renting an apartment and identifying problems that are not a tenant’s responsibility.

Teach or review the words For Rent sign. Explain that Hakim sees one in front of a building in a nice neighborhood. Ask students about other ways to know that an apartment is for rent (e.g., reading a newspaper...
advertisement, going to a rental agency, hearing about a vacancy from a friend or family member). Ask students about things that can make a neighborhood nice (e.g., quiet, safe, clean, convenient).

Brainstorm the names of people who can show rental properties to tenants (e.g., manager, superintendent, owner, property manager, landlord, real estate agent). Ask students who showed them their homes. Ask students if they also signed a rental agreement, lease, or a contract before they moved in. Ask students whether or not their homes were in excellent condition before they moved in.

Teach or review descriptions for household problems, especially the ones featured in the story (e.g., dirty walls, clogged sink and dripping faucet, non-working electricity, cockroaches, broken window). Then teach or review the names for the professionals cited to address each problem (e.g., painter, plumber, electrician, exterminator, handyman).

Ask students about their household problems and in which rooms they occur (e.g., kitchen, bedroom, living room, bathroom). Elicit responses about people who can take care of them. Identify the problems that are clearly the responsibility of the property owner.

Introduce or review other key vocabulary as needed (e.g., apartment, For Rent sign, building, nice neighborhood, manager, excellent condition, walks, dirty, no problem, painter, kitchen, sink, clogged, faucet, dripping, plumber, expensive, bedroom, electricity, doesn’t work, cockroaches, crawling, floor, exterminator, broken window, handyman, repair, rental agreement, hand, move in, pay for, tenant).

**Exercises**

**Talking to an Apartment Manager** Encourage students to have other questions for the apartment manager, especially about issues that are important to them (e.g., “Is this a quiet area?” “Is this a convenient area?” “Are there good schools in this area?” “Is there a bus stop in this area?”).

**Apartment Problems** Have students identify another household problem and the person who can assist (e.g., “The lock on the front door is broken.” “No problem. You just need a locksmith.”).

**Topics for Discussion or Writing** In number 2, encourage students to talk about a specific time they had a household problem and how they handled it (e.g., “My stove wasn’t working. I called the manager. An appliance repairperson came the next day.”).

---

**Lesson 11**

**Things in the Mail** (pp. 64–69)

**Theme: Communication**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for ways to communicate and for different types of mail.

Teach or review the word mail. Ask students about the types of mail they receive (e.g., bills, advertisements, letters, bank statements, magazines, catalogs, packages) and whether or not they typically get several things in the mail. Ask students about the kind of mail that they enjoy getting (e.g., cards, letters, checks). Elicit responses about mail that students don’t enjoy getting (e.g., bills, advertisements, credit card applications, requests for money).

Discuss the birth announcement and graduation announcement that Katya receives in the story. Explain that some people send written announcements to let someone know about an important event in their lives (e.g., birth of a child, graduation, wedding). Ask students if they sometimes receive announcements like this and, if so, whether or not they respond by sending a gift. Then ask students about appropriate gifts for these different occasions. Ask students if they think it’s necessary to send a gift even when they don’t know someone very well.

Also, teach or review the term donation form. Explain to students that this is an optional request for money that can help an individual or an organization. In the story, Katya’s great-niece is trying to raise money for a school trip. Elicit responses about places that try to raise money through donations (e.g., schools, hospitals, religious organizations, universities). Mention some well-known organizations that rely on donations (e.g., Salvation Army, United Way, Red Cross).

Teach or review the expression keep in touch. Explain it as a way people stay in contact with one another. Ask students how they keep in touch with friends and relatives (e.g., phone calls, cards, letters, visitors). Ask students if they keep in touch with an elderly person and, if so, who that person is (e.g., mother, aunt, grandmother, neighbor, friend, classmate). Ask about good ways to keep in touch with an elderly person.

Introduce or review other key vocabulary as needed (e.g., mailbox, afternoon, mail, phone calls, visitors, keeps in touch, cards, letters, several, pink envelope, building, birth announcement, baby girl, gift, graduation announcement, grandson, envelope, great-niece, raise.
money, school trip, donation form, enclosed, bills, doctor, gas and electric, expensive).

Exercises
Talking to the Mail Carrier Encourage students to vary the number of bills in this exchange (e.g., “Sorry, but I think there is one bill in there.” “Oh, well. I don’t have to open it today.” “Sorry, but I think there are a few bills in there.”).

Check the good ideas. Ask students if they send cards and, if so, for what occasions (e.g., birthday, wedding, death, graduation, religious event, holiday). Consider a class project where students make cards and write appropriate messages for specific events.

Topics for Discussion or Writing In number 1, ask students to discuss or write about some mail that they enjoyed getting (e.g., “I got a postcard from my sister. She was in Hawaii. There was a picture of a beautiful beach.”).

Lesson 12
A Japanese Tutor (pp. 70–75)
Theme: School
Preview
Details in this story offer the opportunity to teach or review vocabulary for high school requirements and supporting a student with a difficult school subject.

Teach or review the usual grade levels of high school (e.g., ninth, tenth, eleventh, twelfth) and the word for the student in each grade (e.g., freshman, sophomore, junior, and senior). Mention that students commonly have language requirements in high school and typically spend two or more years studying a foreign language. Ask students about language classes that may be offered at high schools in the U.S. (e.g., Spanish, French, German, Japanese). Explain that Giselle, the character in the story, is studying Japanese. Get opinions from students about whether or not they think Japanese is a difficult, or hard, language to learn.

Explain that the school year is often divided into two semesters and that Giselle needs to complete four semesters of Japanese. Discuss how she is not doing well and wants to drop, or leave, the class. Ask students what they would do as a parent in this situation. Ask about people on the school staff (e.g., teacher, counselor, principal) that might recommend something useful to a worried parent in this situation (e.g., tutor). Explain that Giselle’s father hires a tutor in the story. Ask students if they have ever gotten help in any subject from a tutor.

Teach or review the words classwork and homework. Talk about other things that students must do in order to learn another language (e.g., understand, speak, read, and write). Ask students about their own difficulties with English. Ask which area is the most challenging in class (e.g., “It’s very difficult for me to speak.” “It’s very difficult for me to write.”).

Discuss the grading system that usually exists in American high schools (e.g., A: Excellent, B: Good, C: Average, D: Poor, and F: Failure). Explain that grades are usually disclosed in a report card. Ask students if they receive grades and how often they get report cards.

Introduce or review other key vocabulary as needed (e.g., junior, high school, Japanese, language requirement, students, difficult, semester, hard, drop, worried, grade, teacher, counselor, stay, recommend, tutor, experienced, hires, reviews, classwork, homework, exercises, understand, speak, read, write, clearer, final, report card, finished, forget, love, next year).

Exercises
Talking to a High School Counselor Encourage students to substitute another relationship and a different school subject for the ones used in the dialog (e.g., “My son wants to drop his biology class.” “My granddaughter wants to drop her history class.”).

Mr. Sato’s Business Card Get opinions from students about the most important information on Mr. Sato’s business card (e.g., years of experience, hourly rate, references). Ask students how they would go about finding a tutor for English if they needed one (e.g., school, advertisements, word of mouth) and the factors that would influence hiring that person.

Topics for Discussion or Writing In number 3, encourage students to discuss activities they do outside of class to strengthen their English skills and how those things help (e.g., “I read the newspaper in English. I learn new words.” “I speak English with my neighbor. It’s good practice with listening and speaking.”).

Lesson 13
Fishing Regulations (pp. 76–81)
Theme: Recreation
Preview
Details in this story offer the opportunity to teach or review vocabulary for fishing, regulations that may apply to fishing, and the consequences of not following the rules.
Teach or review the word *fishing*. Explain that fishing can be a job, a sport, or something you do occasionally for fun or relaxation. Ask students whether or not they sometimes go fishing and, if so, where. Encourage students who fish to name local areas where people can fish. Ask if there is a *pier* next to any of those areas where people can stand and fish. Draw a picture of a father and son on a *pier next to the water* as Feng and Zhu are in the story. Use gestures to show how Zhu feels a *pull on his fishing line and reels in a small fish*.

Ask students what they know about *fishing regulations* or *rules* that apply to fishing. In particular, focus on rules about size. Teach or review the word *ruler*. If possible, show a classroom ruler and point out the demarcations for *inches*. Explain how Feng measures the fish. *It is 8 inches long.* Then he checks a *paper* with the fishing regulations. *This fish needs to be at least 12 inches long.* Gesture how Feng’s son Zhu throws the fish back into the water.

Teach or review the word *citation*. Explain that there are DFG (Department of Fish and Game) wardens or other authorities who issue them. Explain that there are *fines* that can be hundreds of dollars for violating the fishing regulations.

Ask students if they sometimes eat fish for dinner. Ask students what kinds of fish they like to eat. Ask if they *catch* or buy their fish. For students who catch fish, ask them where they fish and what kinds of fish they catch. For students who buy fish, ask them where they buy it and how much it costs. Ask about other things students like to eat for dinner.

Introduce or review other key vocabulary as needed (e.g., fishing, pier, water, pull, reels in, fish, dinner, measures, ruler, inches, paper, regulations, at least, keep, disappointed, throws, explains, rules, size, citation, too small, pay, fine, excited, catch, hamburgers).

**Exercises**

**Talking About Fishing Regulations** Encourage students to vary the lengths of the fish and what it says in the regulations (e.g., “Okay, it’s 21 inches long.” “Sorry, but this fish needs to be at least 24 inches long.”).

**Matching** Use gestures or drawings to illustrate other actions associated with fishing (e.g., put the bait on the hook, cast the line, wait for a bite).

**Topics for Discussion or Writing** In number 3, have students consider other ways to get a citation for fishing (e.g., no license, fishing in a protected area, fishing for something out of season) as well as other non-fishing violations (e.g., parking in a red zone, jaywalking, littering).

---

**Lesson 14**

**A Digital Camera (pp. 82–87)**

**Theme: Technology**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for taking pictures and using a digital camera.

Discuss the way Leona traditionally takes Delia’s picture as explained in the story: *buys a roll of film, inserts it into her camera, takes twenty-four pictures, gets the film developed at the photo store.* Use gestures to show Delia going through a stack of prints. Make unhappy facial expressions to show that she is clearly dissatisfied with the pictures. Explain that she returns to the store to buy more film. Ask students if they are sometimes unhappy with the way they look in a picture.

Teach or review the words *digital camera*. If possible, bring in a digital camera or one on a camera phone. Ask students if they have digital cameras and, if so, what they like about them (e.g., convenient, fast). Discuss the features that Leona particularly likes and what she says about them: “I can take a lot of pictures of you. We don’t need to print the pictures you don’t like. We can save time and money.” Talk about what Leona does after she takes about fifty pictures of her daughter: *Then Leona connects her camera to the computer and downloads the pictures. They can see all of the pictures on the screen.* If access to a digital camera and a classroom computer is possible, demonstrate this process.

Teach or review the words *smiles* and *poses*, as Delia does in the pictures. Teach or review the rooms inside the home mentioned in the story (*living room, dining room, kitchen*). Teach or review the word *backyard* and explain that it refers to the outside area behind their home. Ask students where they like to have their pictures taken.

Ask students if they sometimes send pictures to their families and friends in their native countries. Ask how they send these pictures (e.g., photograph or attachment in an e-mail). Ask students who or what they take pictures of to send to their family and friends. Ask students if they had a *best friend in high school* or at another stage in school and whether or not they still communicate with that person.

Introduce or review other key vocabulary as needed (e.g., send, picture, best friend, high school, roll of film, inserts, camera, film, developed, photo store, surprise, digital camera, better, print, time, money, smiles, poses, digital camera, digital camera).
living room, dining room, kitchen, fifty, connects, computer, downloads, screen, backyard).

**Exercises**

**Talking About a Digital Camera** Encourage students to give other reasons why the digital camera is better than the old camera (e.g., “You don’t need to develop the bad pictures.” “I can delete the bad pictures.” “We don’t need to buy film again and again.”).

**Matching** Use gestures or drawings to illustrate some other actions associated with taking a picture (e.g., put the picture on your computer desktop, put it on a CD, e-mail the photo).

**Topics for Discussion or Writing** In number 3, if possible, compare various newspaper advertisements for digital cameras. Discuss features of various cameras and the prices. Ask students where they think is a good place to buy a digital camera.

---

**Lesson 15**

**Voting in an Election**

**(pp. 88–93)**

**Theme: Civics**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for voting in an election and considering the different factors that can influence a person’s vote.

Teach or review the term *U.S. citizen* and explain that it means, among other things, that a person can legally vote in this country. Introduce Fatima and discuss that she is about to vote for the first time in the local election. Explain that the local election means that she is voting for people trying to win a public office in her city (e.g., *mayor*, city council member, school board member). Also, mention that there are state and national elections, too. Discuss how often and when these elections usually take place (e.g., “There is an election for U.S. president every four years in November.”).

Teach or review the term *sample ballot*. If possible, show an actual sample ballot. Point out that it contains information that helps a person decide how to vote, including pictures of the candidates, their political parties, their political views, and plans once they are in office. Explain that a sample ballot also contains a copy of the ballot the voter will use at voting time.

Teach or review the words *political advertisements*. Discuss the forms of different political advertisements as they appear in the story (e.g., *radio and TV advertisements*, *advertisements in the mail*, *signs*, *telephone calls*). Ask students their opinions on what type of political advertising they typically notice.

Teach or review the word *debate* and explain that it is a public discussion between political candidates. Mention that the candidates come together and are asked many different questions. Explain that it can be a clearer picture of the actual candidate than how he or she is portrayed through political advertising.

Talk about other rights that a U.S. citizen can have (e.g., obtain federal government jobs, travel with U.S. passport, petition for close relatives to come to the U.S. to live). Ask students about rights that people have with citizenship in their native countries.

Introduce or review other key vocabulary as needed (e.g., *U.S. citizen*, *right to vote*, *local election*, *mayor*, running against, candidates, *sample ballot*, pictures, information, *political parties*, *plans*, *decides*, notices, *political advertisements*, *TV*, *radio*, *mail*, *signs*, telephone calls, wrong, confused, election, debate, understands).

**Exercises**

**Talking About the Election** Encourage students to substitute real names for people who may be running for actual public offices (e.g., “I like _____ for president.” “I like _____ for senator.” “I like _____ for governor.”).

**Check the good ideas.** If possible, get profiles from actual candidates running for political offices. Use sample ballots or other sources. Compare their political parties; opinions; and plans to help the city, state, or country. Ask students about candidates they like.

**Topics for Discussion or Writing** In number 1, encourage students to express the concerns they have about their city. Give students information about how they can contact your local mayor’s office (e.g., phone number, e-mail address, mailing address).
Answer Key

Lesson 1

Answer the questions. (p. 5)
1. The radio wakes Bruno up every morning.
2. He eats cereal and milk for breakfast. He takes a shower, shaves, brushes his teeth, and gets dressed.
3. He takes the number 7 bus downtown. Bruno sits in the front.
4. He thinks he needs to change his routine.
5. Bruno eats some leftover pizza for breakfast.
6. He shaves before he takes a shower. He gets dressed before he brushes his teeth.
7. He takes the number 9 bus downtown.
8. He has to stand in the back.
9. It’s better to shave after you take a shower.
10. Bruno sees some toothpaste on his shirt.

Complete the sentences. (p. 6)
1. doesn’t want 5. takes
2. eats 6. is
3. shaves 7. hurts
4. brushes 8. thinks

Matching: Definitions (p. 6)
1. d 3. a 5. b
2. c 4. f 6. e

A Change in the Routine (p. 7)
2. It’s better to shave after you take a shower.
3. It’s better to get dressed after you brush your teeth.
4. It’s better to take the number 7 bus downtown.
5. It’s better to listen to a new radio station.

Listening (p. 8)
1. b 3. b 5. a 7. a
2. a 4. b 6. a 8. b

Pronunciation and Writing (p. 8)
2. exciting 3
3. routine 2
4. leftover 3
5. crowded 2
6. station 2
7. stomach 2
8. commercial 3
9. downtown 2
10. brushes 2
11. cereal 3
12. breakfast 2
13. shower 2
14. pizza 2
15. radio 3

What about you? (p. 9)
2. Do you need to change your routine?
3. Do you sometimes eat cereal and milk for breakfast?
4. Do you sometimes eat leftover pizza for breakfast?
5. Do you get dressed after you brush your teeth?

Lesson 2

Answer the questions. (p. 11)
1. They are having a party for their 25th wedding anniversary.
2. There is delicious Chinese food. The decorations are red.
3. Edward and Sally’s children, nieces, nephews, brothers, sisters, and cousins are all there. Their good friends and neighbors also come.
4. Irma is Sally’s 82-year-old mother. She is never happy.
5. She says, “Mexican is better.” She says, “Green is better.”
6. They listen to the best wishes of their other guests.
7. Gary says, “Happy Anniversary!”
8. Donna says, “Congratulations!”
9. She says, “Howard, you are a wonderful man. You are perfect for my daughter.”
10. Everyone looks uncomfortable.

What is the category? (p. 12)

Family Members
1. nephews
2. nieces
3. cousins
4. brothers

Things at a Party
1. music
2. food
3. decorations
4. guests

Things to Say at a Party
1. “Best wishes!”
2. “Good for you!”
3. “Congratulations!”
4. “Happy Anniversary!”
Matching: Definitions (p. 12)
1. e 3. f 5. d
2. c 4. a 6. b

Irma’s Opinion (p. 13)
2. Mexican is better.
3. Green is better.
4. Inside is better.
5. Howard is better.

Listening (p. 14)
1. a 3. b 5. b 7. a
2. a 4. b 6. a 8. b

Pronunciation and Writing (p. 14)
1. beautiful 3
2. uncomfortable 5
3. congratulations 5
4. inside 2
5. delicious 3
6. whispers 2
7. nieces 2
8. anniversary 5
9. classical 3
10. celebration 4
11. wonderful 3
12. quiet 2
13. opinion 3
14. decorations 4
15. outside 2

What about you? (p. 15)
2. Do you invite family, friends, and neighbors to parties?
3. Do you like rock music?
4. Do you like Chinese food?
5. Do you know someone who is never happy?

Lesson 3
Answer the questions. (p. 17)
1. Peter is driving his car to work.
2. It’s only a ten-minute drive.
3. Peter turns right on Highland Avenue.
4. He is stuck in a terrible traffic jam.
5. A man on a motorcycle passes Peter’s car.
6. A woman on a bicycle passes Peter’s car.
7. He thinks, “Jogging is faster than driving.”
8. She is walking her dog.
9. The police arrive to help clear the traffic jam.
10. He is thirty minutes late for work.

Complete the sentences. (p. 18)
1. car 5. bicycle
2. rush hour 6. sidewalk
3. traffic jam 7. dog
4. motorcycle 8. steering wheel

Matching (p. 18)
1. turn left
2. go straight
3. make a U-turn
4. turn right

Listening (p. 20)
1. b 3. b 5. a 7. a
2. a 4. a 6. b 8. b

Pronunciation and Writing (p. 20)
1. traffic 2
2. suddenly 3
3. police 2
4. walking 2
5. terrible 3
6. motorcycle 4
7. driving 2
8. sidewalk 2
9. ridiculous 4
10. angry 2
11. faster 2
12. passes 2
13. completely 3
14. jogging 2
15. bicycle 3

What about you? (p. 21)
2. Do you drive a car to work?
3. Do you ride a motorcycle to work?
4. Do you ride a bicycle to work?
5. Do you sometimes get stuck in a terrible traffic jam?

Lesson 4
Answer the questions. (p. 23)
1. Sophie is making a chicken and rice casserole for a party tonight at her sister’s home.
2. She is looking at the recipe while she is cutting up the ingredients.
3. There are 48 ounces in 1½ quarts of chicken stock.
4. The casserole dish is overflowing.
5. She moves everything into a big pot.
6. This chicken and rice casserole looks very strange.
7. There are 12 ounces in 1½ cups of chicken stock.
8. It looks and smells really good.
9. Sophie brings chicken and rice casserole soup.
10. She says, “It’s a secret.”

Complete the sentences. (p. 24)
1. casserole
2. ingredients
3. quarts
4. ounces
5. pot
6. recipe
7. cups
8. soup

Matching: Definitions (p. 24)
1. d
2. e
3. f
4. a
5. b

Liquid Measures (p. 25)
1. 8
2. 2
3. 474
4. 4
5. 1
6. 3.784

Listening (p. 26)
2. 16
3. ¼
4. 12
5. ½
6. ¾
7. 1¼

Pronunciation and Writing (p. 26)
1. ingredients
2. liquid
3. ounces
4. everything
5. measures
6. casserole
7. chicken
8. overflowing
9. party
10. recipe
11. delicious
12. evening
13. cookbook
14. converts
15. actually

What about you? (p. 27)
2. Do you look at recipes while you cook?
3. Do you always measure ingredients?
4. Do you sometimes convert cups to ounces or milliliters?
5. Do you have a recipe that is a secret?

Lesson 5

Answer the questions. (p. 29)
1. Viktor is having vision problems.
2. It is very difficult to read.
3. He can’t fill out forms.
4. The print is too small.
5. Anya wants Viktor to see an optometrist.
6. Anya helps Viktor fill out the form.
7. Anya reads the article to Viktor.
8. He needs reading glasses.
9. They decide to go out for dinner.
10. The number for the restaurant is in the telephone book.

Complete the sentences. (p. 30)
1. forms
2. magazines
3. numbers
4. wife
5. optometrist
6. exam
7. glasses
8. newspaper

Matching: Definitions (p. 30)
1. d
2. f
3. b
4. e
5. a

Listening (p. 32)
2. can’t
3. read
4. numbers
5. examines

Pronunciation and Writing (p. 32)
1. magazines or magazines
2. glasses
3. optometrist
4. examiner
5. vision
6. telephone
7. reading
8. newspaper
9. reservation
10. exam
11. receptionist
12. difficult
13. article
14. funny
15. restaurant

What about you? (p. 33)
2. Do you sometimes see an optometrist or an ophthalmologist?
3. Do you need glasses?
4. Do you sometimes need help to fill out forms?
5. Do you think the print is too small in some books and magazines?
Lesson 6

Answer the questions. (p. 35)
1. She goes to a coffee house every morning.
2. It costs $3.50.
3. It helps her stay awake in class.
4. She notices a Help Wanted sign.
5. Susan, the manager of the coffee house, calls Fazia later.
6. Susan asks Fazia about her work experience.
7. Fazia gives her three references.
8. Fazia will work mornings, Monday through Friday, from 6:00 to 9:30.
9. The job only pays minimum wage.
10. Free cappuccinos will save her $17.50 a week.

Complete the sentences. (p. 36)
1. sign
2. application
3. manager
4. interview
5. experience
6. references
7. minimum wage
8. cappuccinos

Matching: Definitions (p. 36)
1. sign
2. application
3. manager
4. interview
5. experience
6. references
7. minimum wage
8. cappuccinos

Listening (p. 38)
1. $1.25
2. $1.45
3. $1.70
4. $2.60
5. $2.70
6. $1.40
7. $3.75

Pronunciation and Writing (p. 38)
1. interview
2. schedule
3. minimum
4. college
5. manager
6. morning
7. application
8. cappuccino
9. different
10. tomorrow
11. understands
12. experience
13. awake
14. references
15. coffee

Lesson 7

Answer the questions. (p. 41)
1. He goes shopping for his family every week.
2. He always buys some generic items.
3. He thinks generic items are the same as name brands, but much cheaper.
4. She doesn’t like the generic dishwashing soap.
5. She finds a coupon for Happy Dishes dishwashing soap.
6. It is the same price as the generic one.
7. He finds generic paper towels, cereal, butter, rice, and shampoo.
8. It is three dollars.
9. It is for seventy-five cents off.
10. It expired last week.

Complete the sentences. (p. 42)
1. buys
2. thinks
3. complains
4. doesn’t like
5. finds
6. goes
7. puts
8. says

Matching: Definitions (p. 42)
1. f
2. c
3. b
4. e
5. d

Listening (p. 44)
1. shopping
2. money
3. generic
4. cheaper
5. coupon
6. price
7. cashier
8. expired

Pronunciation and Writing (p. 44)
1. supermarket
2. complains
3. cereal
4. expired
5. shampoo
6. coupon
7. items
8. generic
9. family
10. cheaper

Answer Key
Lesson 8

Answer the questions. (p. 47)
1. Soren is out with his sister, Mina.
2. He is taking her to dinner and a movie.
3. He needs to withdraw some cash.
4. He enters his PIN (Personal Identification Number).
5. There is a $3 service charge.
6. He cancels his transaction.
7. It says, “Temporarily Out of Service.”
8. There is a long line of people waiting to use it.
9. She says she can lend Soren the money.
10. He can pay her back tomorrow.

Complete the sentences. (p. 48)
1. ATM  5. sign
2. PIN  6. line
3. service charge  7. money
4. transaction  8. birthday

Matching: Definitions (p. 48)
1. f  3. a  5. b
2. d  4. e  6. c

Matching (p. 49)
1. insert your card
2. enter your PIN
3. get cash

Listening (p. 50)
1. a  3. a  5. b  7. b
2. b  4. b  6. a  8. b

Pronunciation and Writing (p. 50)
1. withdraw  2
2. service  2
3. transaction  3
4. machine  2
5. teller  2
6. automatic  4
7. money  2

Lesson 9

Answer the questions. (p. 53)
1. Dario is seven years old.
2. He watches TV in the morning before school. He watches TV in the afternoon after school. He watches more TV in the evening after dinner.
3. Dario probably watches four hours of TV every day.
4. Marina turns off the TV.
5. She says they can go to the public library.
6. They go to the children’s section.
7. Marina feels excited.
8. She picks up some picture books and two chapter books.
9. He picks up a book about animals and a book about sports.
10. Another shelf has videos and DVDs.

Complete the sentences. (p. 54)
1. watches  5. says
2. isn’t  6. looks through
3. decides  7. picks up
4. turns off  8. runs

Matching: Definitions (p. 54)
1. f  3. a  5. c
2. e  4. b  6. d

Listening (p. 56)
1. library  5. chapter
2. section  6. animals
3. books  7. children’s
4. picture  8. videos
Pronunciation and Writing (p. 56)
1. cartoons 2
2. wonderful 3
3. chooses 2
4. habit 2
5. reading 2
6. library 3
7. animals 3
8. chapter 2
9. videos 3
10. picture 2
11. children’s 2
12. public 2

What about you? (p. 57)
2. Do you think watching a lot of TV is a bad habit?
3. Do you watch TV in the evening after dinner?
4. Do you sometimes go to the public library?
5. Do you need to start reading more?

Lesson 10
Answer the questions. (p. 59)
1. He is looking for a new apartment.
2. He sees a For Rent sign in front of a building in a nice neighborhood.
3. He finds the manager.
4. The walls are very dirty.
5. The sink is clogged, and the faucet is dripping.
6. The electricity doesn’t work.
7. He notices cockroaches crawling across the floor.
8. He says the broken window is easy to repair.
9. He has a rental agreement in his hand.
10. He doesn’t want to pay for a painter, a plumber, an electrician, an exterminator, and a handyman.

Complete the sentences. (p. 60)
1. apartment 5. cockroaches
2. walls 6. window
3. faucet 7. agreement
4. electricity 8. problems

Matching: Definitions (p. 60)
1. f 3. e 5. b
2. d 4. a 6. c

Apartment Problems (p. 61)
5. No problem. You just need a handyman.

Listening (p. 62)
1. b 3. a 5. a 7. a
2. a 4. b 6. b 8. b

Pronunciation and Writing (p. 62)
1. apartment 3
2. plumber 2
3. neighborhood 3
4. handyman 3
5. exterminator 5
6. tenant 2
7. electricity 5
8. manager 3
9. repair 2
10. painter 2
11. condition 3
12. electrician 4
13. agreement 3
14. dripping 2
15. cockroaches 3

What about you? (p. 63)
2. Do you need a plumber?
3. Do you need an electrician?
4. Do you need an exterminator?
5. Do you need a handyman?

Lesson 11
Answer the questions. (p. 65)
1. Katya is 86 years old.
2. She enjoys getting mail.
3. She keeps in touch with people through cards and letters.
4. It is a birth announcement for their new baby girl, Isabelle.
5. She thinks she needs to buy a baby gift and send it to them.
6. It is from her friend’s grandson, Tony.
7. She thinks she needs to send him a card and some money.
8. She is trying to raise money for a school trip.
9. A donation form is enclosed.
10. She finds bills from her doctor and the gas and electric company.

What is the category? (p. 66)
Ways to Keep in Touch
1. letters
2. phone calls

Answer Key 21
3. visitors
4. cards

**Things in Katya’s Mail**
1. donation form
2. bills
3. graduation announcement
4. birth announcement

**Places that Send Bills**
1. phone company
2. cable company
3. doctor’s office
4. gas and electric company

**Matching: Definitions (p. 66)**
1. e 3. a 5. d
2. c 4. f 6. b

**Listening (p. 68)**
1. letters 5. announcement
2. mail 6. money
3. envelope 7. donation
4. birth 8. bills

**Pronunciation and Writing (p. 68)**
1. company 3
2. several 2
3. enclosed 2
4. visitors 3
5. grandson 2
6. graduation 4
7. baby 2
8. announcement 3
9. envelope 3
10. donation 3
11. letters 2
12. mailbox 2

**What about you? (p. 69)**
2. Do you keep in touch with people through cards and letters?
3. Do you sometimes receive birth announcements?
4. Do you sometimes receive graduation announcements?
5. Do you sometimes receive donation forms?

**Lesson 12**

**Answer the questions. (p. 71)**
1. She is taking Japanese.
2. She is not doing well.
3. She wants to drop the class.
4. He talks with her Japanese teacher and her high school counselor.
5. They recommend getting a tutor for Giselle.
6. He finds Mr. Sato, an experienced Japanese tutor.
7. Mr. Sato comes to their home two evenings a week.
8. He reviews Giselle’s classwork and checks her homework.
9. Giselle has an A in Japanese on her final report card.
10. She wants to take it again next year.

**What is the category? (p. 72)**

**People Who Help Students**
1. parent
2. teacher
3. tutor
4. counselor

**What Giselle Needs to Do**
1. understand
2. speak
3. read
4. write

**High School Requirements**
1. language
2. mathematics
3. science
4. history

**Matching: Definitions (p. 72)**
1. b 3. d 5. a
2. f 4. e 6. c

**Mr. Sato’s Business Card (p. 73)**
1. His first name is Kenji.
2. He has over 12 years of experience.
3. He charges $25 per hour.
4. His area code is 415. His phone number is 555-9176.
5. It is kenjisato@earthnet.com

**Listening (p. 74)**
1. b 3. a 5. a 7. a
2. b 4. a 6. b 8. b

**Pronunciation and Writing (p. 74)**
1. language 2
2. counselor 3
3. experienced 4
4. reviews 2
5. semester 3
6. junior 2
7. recommend 3
8. report 2
9. understand 3
10. clearer 2
11. Japanese 3
12. requirement 3
13. worried 2
14. tutor 2
15. congratulations 5

What about you? (p. 75)
2. Do you think English is a difficult language?
3. Do you sometimes feel worried about grades in school?
4. Do you do exercises that help you understand, speak, read, and write English?
5. Do you sometimes get help from an English tutor?

Lesson 13

Answer the questions. (p. 77)
1. He is fishing with his seven-year-old son, Zhu.
2. They are on a pier next to the water.
3. He feels a pull on his fishing line.
4. He reels in a small fish.
5. Feng measures the fish with a ruler. Then he checks a paper with the fishing regulations.
6. It is 8 inches long. It needs to be at least 12 inches long.
7. He throws the fish back into the water.
8. They can get a citation.
9. It is 21 inches long. It needs to be at least 24 inches long.
10. They fish all afternoon.

Complete the sentences. (p. 78)
1. pier 5. regulations
2. fishing line 6. fish
3. dinner 7. size
4. inches 8. citation

Matching: Definitions (p. 78)
1. e 3. a 5. f
2. b 4. c 6. d

Matching (p. 79)
1. reel in a fish
2. measure the fish
3. check the regulations

Listening (p. 80)
1. 12 3. 9 5. 21 7. 28
2. 26 4. 17 6. 11 8. 14

Pronunciation and Writing (p. 80)
1. fishing 2
2. dinner 2
3. measures 2
4. regulations 4
5. afternoon 3
6. everything 3
7. ruler 2
8. water 2
9. citation 3
10. hamburgers 3
11. tonight 2
12. inches 2
13. excited 3
14. disappointed 4
15. explains 2

What about you? (p. 81)
2. Do you know where there is a pier next to the water?
3. Do you like fish for dinner?
4. Do you know about fishing regulations?
5. Do you know about fishing citations?

Lesson 14

Answer the questions. (p. 83)
1. She likes to send her picture to Cindy, her best friend from high school.
2. Delia buys a roll of film and inserts it into her camera.
3. Her mother takes twenty-four pictures of her.
4. They get the film developed later at the photo store.
5. She has a digital camera.
6. She takes Delia’s picture in the living room, dining room, and kitchen.
7. She takes about fifty pictures.
8. She downloads the pictures.
9. They can see all of the pictures on the screen.
10. She thinks she looks better in the backyard.

Complete the sentences. (p. 84)
1. likes 5. has
2. takes 6. explains
3. looks at 7. poses
4. buys 8. downloads

Answer Key 23
Matching: Definitions (p. 84)
1. b 3. d 5. c
2. e 4. a

Matching (p. 85)
1. take pictures
2. connect your camera to the computer
3. download the pictures

Listening (p. 86)
1. picture 5. print
2. film 6. living
3. photo 7. computer
4. camera 8. screen

Pronunciation and Writing (p. 86)
1. picture 2
2. inserts 2
3. camera 3
4. developed 3
5. surprise 2
6. digital 3
7. poses 2
8. connects 2
9. computer 3
10. downloads 2
11. backyard 2
12. photo 2

What about you? (p. 87)
2. Do you have an old camera?
3. Do you sometimes get film developed at a photo store?
4. Do you have a digital camera?
5. Do you like to send pictures to your family and friends?

Lesson 15

Answer the questions. (p. 89)
1. She became a U.S. citizen last year.
2. She has the right to vote for the first time in the local election.
3. He is running against Melissa Chang.
4. She reads about the candidates in her sample ballot.
5. She decides to vote for Melissa Chang.
6. There are many advertisements for the candidates on TV and on the radio.
7. Melissa Chang seems like the wrong candidate for mayor.
8. Fatima watches a debate on TV three days before the election.
9. They talk for one hour.
10. Fatima decides to vote for Melissa Chang.

Complete the sentences. (p. 90)
1. citizen 5. parties
2. election 6. city
3. mayor 7. advertisements
4. candidates 8. debate

Matching: Definitions (p. 90)
1. e 3. c 5. f
2. a 4. d 6. b

Listening (p. 92)
1. election 5. advertisements
2. mayor 6. confused
3. ballot 7. debate
4. vote 8. candidates

Pronunciation and Writing (p. 92)
1. political 4
2. running 2
3. ballot 2
4. information 4
5. parties 2
6. apartment 3
7. citizen 3
8. telephone 3
9. advertisements 4
10. radio 3
11. election 3
12. candidates 3
13. mayor 2
14. confused 2
15. understands 3

What about you? (p. 93)
2. Do you know two candidates who are running against each other?
3. Do you notice political advertisements?
4. Do you like to watch debates on TV?
5. Do you get telephone calls asking you to vote for someone?