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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 Low-Intermediate Level of That’s Life, students read about Jarone and Kendra, who exchange a strange wedding gift for a more practical one; Lata, who is shocked by the collection of valuables and important documents that her mother keeps under a bed; Carlos, who eagerly obtains information about college requirements, while his father expresses pragmatic financial concerns; and Vladimir, who draws attention to some knowledge that is necessary for the U.S. citizenship exam. 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, past-tense writing, comprehending realia, 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 all listening activities.

This Teacher’s Guide contains notes for using the Low-Intermediate 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, Low-Intermediate 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.

Students at the low-intermediate level may be capable of providing a lot of information about a particular illustration. Encourage students to supply as many details as possible regarding the physical descriptions of the characters, the setting, the activities they are engaged in, their emotions, their positions in relation to other people or objects in the picture, and their predicaments in cases where they clearly exist.

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 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 valuable 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 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 or to use it in new sentences. After students fill in the missing words, ask them to expand the reading passage with additional details from the story. Word-based vocabulary exercises are generally organized in the grammatical areas of past-tense verbs, nouns, and adjectives. Other exercises require students to select the meanings of specific words or to match key vocabulary with its definition or opposite.

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.

Past-Tense Verbs
At the Low-Intermediate Level, students have several opportunities to provide both present-tense and negative forms of past-tense verbs. In other exercises, students either write complete sentences in the negative past tense or choose the correct usage of was and were. Encourage students to create new negative past-tense sentences using other regular or irregular verbs.

Realia
Students encounter several realia activities that feature items such as USDA information, first aid for fainting, safe-deposit box regulations, a personal check, and facts about a citizenship preparation class. Students can glean information from these items to answer a series of follow-up comprehension questions relevant to the respective issue. Encourage students to answer these questions either orally—in pairs or in small groups—or in writing; consider assigning these questions either as classwork or for homework, having students write their answers on their own paper.

Listening Exercises
In the word-based listening exercises, students listen to the sentences on the audio and then write the missing word or words in each sentence. The prompts for these exercises are on the audio CDs. 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. With more proficient students, consider using the Listening section as a dictation, with students transcribing the entire sentences on their own paper.

Pronunciation
Pronunciation exercises at this level require students to mark d, t, or id, to show the pronunciation of the final sound in lists of past-tense verbs. Another pronunciation activity asks students to select the s, z, or iz to show the correct pronunciation of the final sound in a list of plural nouns. Ask students to find where the words appear in the story or dialog, and then to practice the pronunciation of the sentence or line 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., “Tomas wants to live and work in the U.S.” “Juana knows how to help someone when he or she faints.” “Hideyo knows what the supreme law of the land is.”).

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
Getting a Green Card (pp. 4–9)
Theme: People

Preview
Details in this story offer the opportunity to teach or review vocabulary for the steps that some people take in getting a Green Card.

Teach or review the term Green Card, or Permanent Resident Card. Explain it as an identification card for lawful permanent residents of the United States who are not U.S. citizens. Explain that the main purpose of getting a Green Card is having permission to live and work in the United States.

Introduce Yasuo and Allison, the characters in the story. Explain that Yasuo is from Japan. Discuss how he and Allison met when they were college students in New York City. They fell in love and, soon after graduation, got married. Ask students who are married to raise their hands. Elicit responses from those students about where they met their husband or wife (e.g., “We met at work.” “We met at a party.” “We met at school.”). Mention that getting married to a U.S. citizen is one way to facilitate the process of getting a Green Card. Clarify that getting married to a U.S. citizen strictly for the purpose of getting a Green Card is illegal, which is why the process can be extremely challenging.

Teach or review some common steps that people take in getting a Green Card (e.g., file many forms, sign an Affidavit of Support, pay fees, get advice from a lawyer). Encourage students who have been through this process to share their personal experiences with the class (e.g., what they had to do, how long it took, what they needed to pay for). Ask those students whether or not they sometimes felt exhausted by the process as the characters do in the story.

Teach or review the government agency USCIS (U.S. Citizenship and Immigration Services). Mention the items that Yasuo and Allison bring to their interview with a representative of the USCIS: birth certificates, bank statements, apartment lease, tax returns, wedding pictures, and other personal photos. Get opinions from students about why showing documents and personal possessions may be necessary (e.g., proof that the two people are actually living together as a married couple).

Elicit responses from students about the pros and cons of living in the U.S. (e.g., “I can earn more money in the United States, but I can’t see my family very often.”). Ask students where they would prefer to live and why. In particular, ask about crime and if there is more or less in students’ native countries. Ask students if they ever watch the news and hear information about criminals. Teach or review the expression armed and dangerous. Ask students whether or not crime influences personal choices about where they live.

Introduce or review other key vocabulary as needed (e.g., college students, fell in love, graduation, got married, Japan, Green Card, complicated process, file, forms, USCIS, Affidavit of Support, earned, fees, advice, lawyer, representative, interviewed, items, birth certificates, bank statements, apartment lease, tax returns, wedding pictures, personal photos, interview, news, exhausted, continued, police, criminal, newscaster, announced, armed and dangerous, frowned, crime).

Exercises
An Interview with a USCIS Representative
Encourage students to come up with new questions that could be asked at an interview by a USCIS representative. Remind students that these questions can be very personal (e.g., “Where did you go on your honeymoon?” “What did your parents think about your engagement?”).

Past-Tense Verbs In Part B, ask students to write a question for each sentence (e.g., “Did he get his Green Card?” “Did you bring your bank statements?”).

Topics for Discussion or Writing In number 1, brainstorm additional ways that people can get a Green Card (e.g., immigration through a family member, Family Equity Act, employment, investment, diversity lottery). Encourage students to visit the U.S. Citizenship and Immigration Service web site for further information.

Lesson 2
Two Families on 12th Street (pp. 10–15)
Theme: Family

Preview
Details in this story offer the opportunity to teach or review vocabulary for family members and different living arrangements.
Teach or review vocabulary for the family, especially the extended family. Elicit responses from students about family members they presently live with and lived with in the past (e.g., “I live with my wife and daughter. When I was growing up, I lived with my mother, father, brothers, sisters, and grandparents.”).

Ask students whether or not there is any interaction between themselves and their neighbors. Ask students who have relationships with their neighbors who they are and what kind of contact they have with them (e.g., “My neighbor is Mrs. Rodriguez. She picks up my mail when I go out of town.” “My neighbors are the Liu family. Our children play together.”).

Ask students if they observe neighborhood children playing in their communities. Ask students if they sometimes played with neighborhood children when they were growing up and if they were ever invited to play in another child’s home as mentioned in the story. Ask students with children about their children’s playmates and how they know each other (e.g., school friends, relatives, neighbors).

Encourage students to share first-hand experience of a birth of a second child or to recall a memory of when a younger sibling was born. Discuss how older siblings can sometimes want extra attention at this time. Elicit responses from students about emotions that older children may feel (e.g., excited, jealous, bored, disappointed, angry, possessive). Also, discuss the kind of care new babies require (e.g., feeding, changing, holding, bathing). Encourage students to brainstorm a list of adjectives that describe an infant (e.g., cute, helpless, noisy, sleepy, soft, red, wrinkly) as well as things babies do (e.g., eat, sleep, cry, rest).

Teach or review the expression used in the story: “What’s one more person?” Explain that it can be used to mean that it doesn’t matter whether or not an extra person joins an already large group. Encourage students to consider instances when one more person causes no great inconvenience (e.g., “Twenty people are coming to Thanksgiving dinner, and a guest asks permission to attend. Is that a great inconvenience?” “No, there are only thirteen students in the class, and a new student walks in the door.”).

Introduce or review other key vocabulary as needed (e.g., next door, family, several, people, aunts, grandmother, grandfather, friendly, invited, children, okay, welcome, changed, sister, baby, hospital, interesting, red, wrinkly, cried, attention, feeding, rest, a while).

**Exercises**

**A Conversation Between Neighbors** Encourage students to personalize the dialog, perhaps about their own child and another friend. Also, ask students to create a new dialog where Aaron’s mother politely declines the invitation (e.g., “I’m sorry. Aaron can’t play today. He isn’t feeling well.”).

**Past-Tense Verbs** In Part A, ask students to use these past-tense forms in creating their own sentences.

**Topics for Discussion or Writing** In number 1, encourage students to be specific about who is welcome or not welcome in their homes and to give reasons why (e.g., “Angela is welcome in my home. She has good manners.” “Johnny is not welcome. He’s always starting arguments.”).

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**Lesson 3**

**Security at the Airport**

(pp. 16–21)

**Theme: Transportation**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for current security measures regarding air travel and items that are allowed and not allowed in a carry-on bag.

Elicit responses from students about personal items that people sometimes bring when they travel (e.g., toothpaste, shampoo, deodorant, eye drops, makeup, hairstyling gel). Distinguish items that usually go in a suitcase that is checked at an airline counter versus items that may be placed in a carry-on bag.

Teach or review the current rules regarding carry-on bags. Remind students that the maximum container size of all liquids, gels, and aerosols is 3 ounces (85 grams). Explain that larger containers that are half-full or toothpaste tubes rolled up are not allowed. If possible, show the quart-sized, zip-top, clear plastic bag that is now required to contain these items. Explain that a screener will have to take either items that are not allowed, such as Henry’s 8-ounce (226 grams) tube of toothpaste, or items that are not enclosed in a plastic bag.

Raise the issue of terrorist attacks and the resulting heightened airport security. Encourage students to discuss other measures that help ensure airport or airline security (e.g., metal detectors, x-ray machines, removal of shoes). Ask students if they have ever been prohibited from bringing something on an airplane and, if so, what it was.

Ask students about some items that are available in travel-sized containers (e.g., soap, shampoo, medicine, mouthwash, hand lotion). Ask students about places to purchase travel-sized items (e.g., Internet, department store, airport shop, hotel gift shop).
Encourage students to share a first-hand experience of when they forgot something on a trip (e.g., “I went to the lake. I forgot my sandals.” “I went to my sister’s house. I forgot my comb.”).

Introduce or review other key vocabulary as needed (e.g., Miami, business trip, forgot, toothpaste, grabbed, suitcase, plastic bag, carry-on bag, checked, airline counter, security area, screener, noticed, ounce, grams, tube, reminded, maximum container size, embarrassed, rules, landed, directly, hotel, gift shop, travel-sized, fly, less than).

**Exercises**

**A Conversation with an Airport Screener** Encourage students to substitute other items for the toothpaste (e.g., “Sorry. I have to take your contact-lens solution.” “Sorry. I have to take your shampoo.”).

**Past-Tense Verbs** In Part B, ask students to write a question for each sentence (e.g., “Did he feel embarrassed?” “Did she forget her toothpaste?”).

**Topics for Discussion or Writing** In number 1, brainstorm a list of items that passengers are never allowed to carry on a plane (e.g., guns and firearms, knives, box-cutters, razor-type blades, some sporting goods, chemicals, explosives, lighters). Ask students to give their opinions about why these items could be dangerous on an airplane.

Lesson 4

Too Many Servings (pp. 22–27)

**Theme: Food**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for information from the current USDA Food Pyramid and the way serving sizes are actually measured.

Teach or review information from the **USDA Food Pyramid** or, if access to a computer is possible, encourage students to visit the web site at: www.mypyramid.gov. Point out the way the colors indicate the different food groups: orange for grains (especially whole grains), green for vegetables, red for fruits, yellow for oils, blue for milk, and purple for beans and meat. Call attention to the varying widths of the bands of color. Explain that it shows the proportions recommended for each group, meaning that you need to eat more foods from the grains, vegetables, fruits, and milk groups, and fewer foods from the beans and meat group. And you need only a very small amount from the oils group. Encourage students to brainstorm a list of foods and put them into the various food-group categories.

If necessary, teach or review the meanings of cups and ounces. If possible, show a measuring cup with demarcations for the respective units. In the story, Maribel states that **foods are now measured in cups and ounces and not serving sizes as before**. Ask students to show, using one hand or two, what they believe is approximately one serving size. Then clarify that **one serving is only about one cupped handful**. Get opinions about typical serving sizes in the U.S. and whether or not students believe they are often very large. Elicit responses about foods and drinks that are often served in very large amounts (e.g., hamburgers, French fries, soft drinks).

Ask students if they ever make **spaghetti**. If so, ask how they make it and if they ever use **whole-grain pasta**. Explain how Dominic, a character in the story, serves himself a **mountain of pasta**. Ask students if they think it’s more difficult to eat the right proportions from each group or to adhere to reasonable serving sizes.

If access to a computer is possible, visit the web site again and click on the link that says **Mypyramid Plan**. Ask students to enter personal information regarding age, sex, weight, height, and physical activity. Have them examine the quantities from each food group that they should eat daily. Ask students about what they think they’re doing right or wrong based on these amounts (e.g., “I need to eat more from the vegetables group.” “I need to eat less from the beans and meat group.”).

Introduce or review other key vocabulary as needed (e.g., serving, spaghetti, bowl, healthy, whole-grain pasta, healthier, USDA Pyramid, represented, food groups, orange for grains, green for vegetables, red for fruits, yellow for oils, blue for milk, purple for beans and meat, proportions, fewer, amount, losing weight, serving sizes, measured, cups, ounces, mountain of pasta, one cupped handful).

**Exercises**

**A Conversation at Dinner** Encourage students to create new dialogs by substituting another dinner item for spaghetti (e.g., “This salad looks delicious!”). Have the second speaker point out what the first speaker is doing wrong (e.g., “Look at all that salad dressing!”).

**USDA Recommendations** If access to a computer is possible, have students report back with USDA recommendations about themselves. If not, provide students with some statistics for Maribel and have students answer the same questions about her.
Topics for Discussion or Writing In number 3, ask students about other adjustments they make to cook healthier (e.g., “I make pizza with whole-grain pizza dough, low-fat cheese, and a lot of vegetables.”).

Lesson 5
Fainting in an Elevator
(pp. 28–33)
Theme: Health

Preview
Details in this story offer the opportunity to teach or review common symptoms preceding a fainting episode and first aid for when one occurs.

Teach or review the meaning of faint. Explain that fainting causes someone to temporarily lose consciousness, usually for a short time, due to an insufficient blood supply to the brain. Ask students whether or not they have ever fainted. Discuss the symptoms that Hasan feels in the story (e.g., sweating, breathing quickly, weak, lightheaded). Elicit responses from students about other signs or symptoms that can precede fainting (e.g., shaking, blurred vision, seeing spots, paleness, dilated pupils, low pulse).

Find out what students already know about first aid for fainting. Ask them how they would react if they heard someone say, “I think I’m going to faint!” Describe the actions the characters took in the story: Two men on each side of Hasan tried to catch him. Other people moved to the sides of the elevator to give him more room. A woman put her coat under Hasan’s feet to keep his legs above his head. A man loosened Hasan’s tie and belt. Ask students what they do if they feel faint (e.g., lie down or sit down with their head between their knees).

Exercises
A Conversation in an Elevator
Ask students to substitute another item for the coat under Hasan’s feet (e.g., “It’s a jacket.” “It’s a suitcase.” “It’s a shopping bag.” “It’s a box.”).

First Aid for Fainting
This may be a good opportunity to teach or review how to perform CPR. Consider having a guest speaker come to the classroom to demonstrate what to do when someone loses consciousness and is not breathing.

Topics for Discussion or Writing In number 3, talk about common places that can be crowded or stressful where students have witnessed people fainting (e.g., elevator, stadium, hospital, religious service, school performance).

Lesson 6
Almost Always Late
(pp. 34–39)
Theme: Work

Preview
Details in this story offer the opportunity to teach or review vocabulary for good and bad qualities in an employee and the importance of arriving at work on time.

Teach or review the words hire and fire from the story. Explain that hire means to give someone a job, whereas fire means to make someone leave a job. Encourage students to give reasons why someone could be fired (e.g., being late, stealing, having a bad attitude, arguing with customers or other employees, being lazy, making a lot of mistakes at work). Also, elicit responses from students about valuable qualities in an employee (e.g., good worker, polite to customers, punctual, positive attitude, competent).
Discuss whether or not it is important to be **on time** for work. Ask students who are employed whether or not they need to be **ready to work** when their **shifts** begin and to arrive at a scheduled time **on the dot**. Ask if the **manager** gets **angry** if they or any other employees are a few minutes late. Ask if there are consequences to being late and, if so, what they are (e.g., “You get fired.” “You get a written warning.”).

Discuss how Joey, the main character in the story, **made excuses** for being late (e.g., “My bicycle had a **flat tire**.” “My shoelace broke, and I had to find a new one.”). Ask students whether or not these excuses are acceptable. Ask students if they have ever had to make an excuse for being late and, if so, what the excuse was. Discuss other commitments that are unacceptable to be late for (e.g., doctor’s appointment, school, carpool, job interview). Ask students if they sometimes wear a **watch** to help them stay on time.

Ask students who are employed to raise their hands. Elicit responses from those students about their work schedules. Ask about which days they work, what times they work, how many hours they work a week, and which days they have off. Ask about whether or not they get along with their managers or supervisors and what some of their best qualities at work are (e.g., “I am always on time.” “I keep busy.” “I am organized.” “I am polite.” “I dress appropriately.” “I follow directions.” “I am skilled.” “I have a good attitude.”).

Ask students to reflect on their job experiences and various places they have worked. Ask students about the kinds of jobs that high school students typically get during the summer (e.g., restaurant work, babysitting, housekeeping, retail employment).

Introduce or review other key vocabulary as needed (e.g., **manager**, **ice cream store**, summer, hired, high school student, worker, polite, customers, quickly, busy, late, excuses, bicycle, flat tire, shoelace, hear, on time, be ready, shift, counters, fire, happen, calmed down, jacket, toward, tomorrow, on the dot, slow).

**Exercises**

*A Conversation with the Manager* Encourage students to vary the number of minutes the first speaker says the second speaker is late (e.g., “You’re twenty minutes late!”). Also, ask the student acting as the second speaker to provide a creative excuse (e.g., “The bus driver forgot to stop at my bus stop.” “My mother’s car ran out of gas.”).

**Joey’s Schedule** Have students write down their actual work schedule or imagine one. Then encourage them to answer the same follow-up questions about themselves (e.g., “I begin work at 8:00 A.M. on Thursday.”).

**Topics for Discussion or Writing** In number 1, have students brainstorm a list of excuses for being late to work. Encourage students to share as many as possible with the whole class. Then ask students to identify which are acceptable and unacceptable excuses for being late.

**Lesson 7**

**A Strange Wedding Gift** *(pp. 40–45)*

**Theme: Shopping**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for giving gifts and returning something that you don’t like or need to a store.

Ask students if it is customary to give **wedding gifts** when people get married in their native countries. Ask who generally gives gifts (e.g., family, friends, neighbors, co-workers) and what the gifts are (e.g., money, appliances, towels, furniture, dishes).

Ask students if they have ever been given a gift that they didn’t really like. Ask what they did after they received it (e.g., kept it, gave it to someone else, returned it, exchanged it). Mention that Jarone and Kendra got a hot-dog cooker as a wedding present. Explain that it was a **very large appliance** that only cooked hot dogs. Show students the illustration in the story to give them an idea of what it looked like.

Ask students if they ever eat hot dogs at home. If so, ask students how they prepare them (e.g., boiled, barbecued, microwaved, roasted). Ask students whether or not they would like to have a very large appliance that only cooked hot dogs. Get opinions from students about an appliance they may have at home that has a single function (e.g., bread maker, popcorn popper, pasta cooker, lemon juicer).

Ask students if it is common for them to write thank-you notes after receiving gifts. Ask them about common things people write in a thank-you note. Elicit responses from students about appropriate things to write in a thank-you note (e.g., “Thank you very much for the lovely vase. I am sure I will use it a lot. I appreciate your thoughtful gift so much.”).

Discuss how Jarone and Kendra decided not to keep the hot-dog cooker, and instead exchanged it at the department store for something more useful. Mention the gift **receipt** that Kendra had to give the salesclerk in order to exchange the hot-dog cooker for **towels** that were **almost the same price**. Elicit information.
from students about items they have exchanged for something else (e.g., “My mother gave me a large sweater for my birthday. I exchanged it for a medium.” “My friend gave me a blender for a wedding present. I already had one, so I exchanged it for some salad bowls.”).

Ask students about things from a department store that they would find very useful (e.g., pots and pans, flatware, linens, dishes). Ask if it is customary in their native countries to request specific gifts as some couples do in the U.S. Ask students if they have ever had a gift that the giver later asked about or even asked to see.

Introduce or review other key vocabulary as needed (e.g., got married, wedding gifts, hot-dog cooker, thank-you note, appreciated, exchange, useful, gift receipt, strange thing, agree, store clerk, towels, price, hung, coming to town, get together, hot dogs).

### Exercises

**A Conversation at a Department Store** Ask students to substitute another item for the hot-dog cooker in the dialog and a reason for exchanging it (e.g., “Hello. I’d like to exchange these king-sized sheets. They don’t fit my full-sized bed.”).

**Past-Tense Verbs** In Part B, ask students to write a question for each sentence (e.g., “Did they get married two months ago?” “Did she hang the towels in the bathroom?”).

**Topics for Discussion or Writing** In number 3, encourage students to discuss other reasons to exchange something (e.g., “It’s defective.” “It’s the wrong color.” “It’s the wrong size.” “I can’t use it.” “It’s broken.”). If possible, have students discuss or write about an instance when they exchanged an item, giving information about what it was and exactly why they didn’t want it.

### Lesson 8

**A Safe-Deposit Box (pp. 46–51)**

**Theme: Money**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for important documents, valuable possessions, and the sensible decision to secure them in a safe-deposit box.

Elicit responses from students about documents that are important (e.g., birth certificate, marriage license, will, social security card, passport, pink slip on an automobile, property deed, immunization records). Ask students about safe places to keep these items (e.g., safe-deposit box, fireproof box, safe). Ask students to name other papers that can also be valuable (e.g., savings bonds, stock certificates).

Teach or review the words for the valuable jewelry mentioned in the story (e.g., valuable necklaces, pair of gold earrings, antique pocket watch, diamond ring). Ask students to brainstorm a list of other valuable jewelry (e.g., jade necklace, silver bracelet, ruby ring). Ask students if they have any special jewelry that was given to them by a particular family member (e.g., “My mother gave me a pearl necklace.” “My uncle gave me a gold watch.”).

Discuss how Surina, the mother in the story, keeps a large roll of cash along with important documents and valuable jewelry in a cardboard box under her bed. Ask students about the risk some people take in keeping these possessions at home (e.g., fire, theft, water damage). Ask about other unsafe places to keep important or valuable belongings (e.g., in an unlocked drawer, under the mattress).

Remind students that a safe-deposit box can be acquired at a bank. Elicit responses from students about particular banks in your community that may offer the service of providing safe-deposit boxes, usually for a reasonable rental fee. Read what Lata tells her mother about a safe-deposit box: You can open it whenever you need to. It’s safe at the bank. Ask students if they have a safe-deposit box. Ask about the process of getting and using one (e.g., fill out a form, get keys, sign in when you need to open it, go to a private viewing area). Ask students who have safe-deposit boxes how often they need to open them.

Introduce or review other key vocabulary as needed (e.g., forms, college, birth certificate, pulled out, cardboard box, under her bed, lid, important papers, marriage license, will, social security card, passport, valuable necklaces, gold earrings, antique pocket watch, large roll of cash, convenient, safe, fire, breaks into, steals, safe-deposit box, bank, right, whenever, diamond ring).

**Exercises**

**A Conversation at the Bank** Ask students to vary the relationship of the person they would like to share access to the safe-deposit box with (e.g., “I’d also like my husband to be able to open it.” “I’d also like my sister to be able to open it.”).

**Safe-Deposit Box Keys** Encourage students to create new dialogs where they notify a bank employee that they lost one or both of the keys. Have the bank employee explain the consequences outlined in the reading.
Topics for Discussion or Writing In number 2, encourage students to discuss other hiding places at home that may be less obvious than Surina’s (e.g., in a hollowed-out book, in a pot under a decorative plant, buried underground, inside furniture panels, sewn into curtains, in an airtight container in a large fish tank, in a toy in a child’s bedroom).

Lesson 9
A Stolen Purse (pp. 52–57)
Theme: Community

Preview
Details in this story offer the opportunity to teach or review vocabulary for reporting a stolen purse and the prevention of identity theft.

Introduce Shura, the main character in the story. Explain the chain of events that led to her stolen purse: She walked into the restroom. At the sink, she put her two large shopping bags and her purse on the floor. Shura washed and dried her hands, picked up the bags, and walked out of the restroom. A minute later, she remembered her purse. “Oh, no!” thought Shura. “I forgot my purse!” She ran back to the restroom, but her purse was gone. Ask students if they have ever forgotten something somewhere and to recount the story of what happened (e.g., “I forgot my bank card at an ATM. I went back for it, but it was gone.”).

Encourage students to offer advice in this difficult situation (e.g., look all around the restroom, ask other people in the restroom if they have seen it, go to the Lost and Found area in the store, notify a security guard at the store). Explain that Shura then ran to the police station, talked to an officer, and filled out a report. Ask students if they have ever filled out a report for the police and, if so, have them give the reason for the report.

Ask for some suggestions that a police officer would most likely give Shura. Then cite the specific advice the officer gave her in the story: contact her credit card company and bank. He explained how to put a fraud alert on her name and social security number. The officer also advised Shura to change the locks in her apartment since her keys were in her purse.

Teach or review the term identity theft. Explain that identity theft is a crime in which a person illegally uses the victim’s personal information to get money, credit, merchandise, services, and other things. Encourage students to specify the type of personal information a thief could use to commit these crimes (e.g., name, address, social security number, date of birth, bank account number, credit card numbers). Elicit responses from students about the possible impact these crimes have on people (e.g., charges made to their credit cards, withdrawals made from their bank accounts, illegal activities performed in their names that can give them a criminal record).

Ask students about items a person typically carries in a purse or wallet. Elicit responses from students about items some people carry all the time, but perhaps shouldn’t (e.g., passport, credit card, social security card, personal identification number). Ask students if they ever had a purse or wallet stolen, and what they did in response. Have students brainstorm a list of places where people should never leave a purse or wallet (e.g., in a shopping cart, on the back of a chair in a restaurant, on the floor of a public area).

Introduce or review other key vocabulary as needed (e.g., department store, restroom, sink, shopping bags, purse, floor, washed, dried, picked up, walked out, remembered, forgot, ran back, gone, upset, security guard, file a police report, police station, stolen, officer, filled out, report, advised, contact, credit card company, explained, fraud alert, social security number, identity theft, thief, commit, crimes, change the locks, keys).

Exercises
A Conversation at the Police Station Ask students to create new dialogs that have interactions between Shura and representatives from her bank or credit card company. Also, encourage students to write and practice dialogs where Shura calls a locksmith and arranges for her locks to be changed.

Purses and Wallets Ask a student volunteer to demonstrate a safe way to carry a purse or a wallet. Remind men that the safest place to carry a wallet is in the front pocket of their pants.

Topics for Discussion or Writing In number 2, have students list occasions when filling out a report at a police station is appropriate (e.g., “My bicycle was stolen.” “My car was broken into.” “Someone grabbed my purse on the street.”).

Lesson 10
An Expensive Roommate (pp. 58–63)
Theme: Housing

Preview
Details in this story offer the opportunity to teach or review vocabulary for household expenses and the costly habits of an irresponsible roommate.
Elicit responses from students about the kinds of expenses they have every month (e.g., rent, food, transportation, clothing, entertainment). Ask about specific bills they pay every month (e.g., gas and electric, telephone, cable, water, credit card, cell phone). Explain that Nicole, the main character in the story, has money problems and that every month was difficult for Nicole.

Mention how Nicole decided to get a roommate, who could pay for half of everything. Ask students how a person may go about getting a roommate (e.g., advertise in the newspaper, ask a family member or a friend, put a notice on a bulletin board). Ask about qualities that are important in a roommate (e.g., responsible, clean, considerate, reliable, trustworthy, friendly). Ask students if they have ever had a roommate and what the advantages are (e.g., share expenses, enjoy companionship, feel more secure).

Explain how Gabriela was not a good roommate. Read the description of her in the story: Gabriela was irresponsible. When she was cold, she turned on the heat. When she was hot, she turned on the air conditioner. She made a lot of long-distance calls. She ordered special movies from the cable company. She took long showers. She ate all of Nicole's food. Encourage students to share a bad experience of living with a roommate (e.g., “My roommate never washed the dishes.” “My roommate had too many guests.” “My roommate always needed to borrow money.”). Ask students how they handled a bad-roommate situation (e.g., “I asked her to move out.” “I moved out.” “I didn’t say anything.”).

Ask students for suggestions for someone trying to reduce their expenses (e.g., look for inexpensive housing, live near your work, don’t pay interest on credit cards). Then ask for ways to lower their bills (e.g., turn off lights when you’re not using them, don’t run heaters and air conditioners frequently, take short showers, don’t make long-distance calls, don’t have cable TV).

Introduce or review other key vocabulary as needed (e.g., money problems, rent, gas and electric, telephone, cable, water, bills, high, decided, roommate, half, ad, newspaper, responsible, female, several, chose, seemed, promised, excellent, moved in, realized, irresponsible, turned on, heat, air conditioner, long-distance calls, special movies, expenses increased, lost, due, fair, solution).

**Exercises**

**A Conversation with a Roommate** Encourage students to substitute another bill for the gas and electric bill and a reason for why it’s very high (e.g., “This cable bill is very high.” “There were a lot of good movies on last month. I really wanted to see them.”).

**Past-Tense Verbs** In Part B, ask students to write a question for each sentence (e.g., “Did she choose Gabriela?” “Did you put an ad in the newspaper?”).

**Topics for Discussion or Writing** In number 3, encourage students to brainstorm additional ways to save money (e.g., don’t eat out, don’t own a car, buy clothing and other items at secondhand stores).

**Lesson 11**

**Always on Her Cell Phone** (pp. 64–69)

**Theme: Communication**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for breaking the rules of etiquette that apply to using a cell phone.

Elicit responses from students about whether or not they have cell phones. Discuss some of the advantages of having a cell phone (e.g., you can reach someone immediately in an emergency, you don’t need to wait at home when expecting a call). Ask students with cell phones if their phone is always turned on, and whether or not they always answer it when it rings.

Ask students who use cell phones where they generally talk outside of their homes (e.g., at a bus stop, on the street, at a shopping mall). Ask students where they think receiving cell-phone calls is unacceptable (e.g., in a classroom, in a doctor’s office, in a library, in a restaurant, at a movie, at a concert). Ask students why these particular places are inappropriate (e.g., “It’s inconsiderate of other people studying in the library.” “It’s inconsiderate of other patients waiting to see the doctor.”). Get opinions from students about whether or not they think talking on a cell phone in a clothing store is impolite. Encourage students to share a story of someone talking on a cell phone in public (e.g., “I was standing in line inside the bank. A woman was gossiping about someone else. I didn’t want to hear it. It was very embarrassing.”).

Introduce Jenna, who thought talking on a cell phone in public was extremely rude. Then ask students if they know someone like Megan, who is always on her cell phone. Ask students if they think it’s rude for someone to be on a cell phone when they are supposedly spending time with another person. Talk about other people’s reactions to someone on a cell phone and having a loud conversation as people
often do. Ask what they sometimes do to express their annoyance (e.g., stare, give disapproving looks, roll their eyes, ask the person to go outside). Ask about emotions that someone might feel while the person they’re with talks nonstop on a cell phone, oblivious to him or her and others around them (e.g., angry, embarrassed, annoyed, irritated).

Ask students how often they actually receive very important calls that they have to take. Elicit responses from students about whose calls they take anytime (e.g., a doctor, a babysitter, a child, a boss, a parent, a spouse, a pharmacist). Also, teach or review the expression “I don’t have to take this.” Explain that it means someone is refusing to tolerate a bad situation any longer.

Introduce or review other key vocabulary as needed (e.g., old friend, get together, cell phone, in public, extremely rude, promise, agreed, meet, clothing store, rang, “I have to take this,” ridiculous conversation, disapproving looks, café, immediately, drank, embarrassed, stared, hung up, reached, stood up, “See you later”).

**Exercises**

**A Conversation with a Friend** Encourage students to change the location of where the second speaker should go (e.g., “I think you should go upstairs.” “I think you should go into your car.” “I think you should go into the hallway.”). Make sure the second speaker remarks why he or she is inconvenienced (e.g., “But it’s hot upstairs.” “But my car is down the street.” “But it’s dark in the hallway.”).

**Past-Tense Verbs** In Part B, ask students to write a question for each sentence (e.g., “Did her cell phone ring again?” “Did they sit down?”).

**Topics for Discussion or Writing** In number 2, ask students about rude things people sometimes do in public (e.g., spit, swear, make obscene gestures, put their feet on a table).

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**Lesson 12**

**Requirements for College**

**(pp. 70–75)**

**Theme: School**

**Preview**

Details in this story offer the opportunity to teach or review vocabulary for learning about colleges and the requirements for admittance.

Discuss educational options for students who study beyond high school (e.g., college, university, vocational training). Ask students whether or not they attended a school after high school either in the U.S. or in their native countries and, if so, where. Ask students if they plan to go to college in the future. Introduce Carlos, a high school junior, or eleventh-grade student. Explain that Carlos plans to attend college after graduation, or the completion of his twelfth-grade year of high school.

Find out what students may already know about the process of applying for colleges and universities. Ask if some students have either been through the process or have assisted someone else in applying. Ask when the application process for college usually takes place (e.g., fall of the senior year, a year before enrollment, a semester before enrollment).

Ask about good sources for information regarding going to college (e.g., representatives from different colleges and universities, high school counselors, adult school counselors, Internet, college catalogs). Discuss College Night at Carlos’s high school where Carlos and his father picked up a lot of information and talked to many representatives from different colleges and universities. Find out if your local high school holds a similar event.

Ask students to name the colleges and universities that exist in your community or in your state. Ask students whether or not it’s difficult to get into these schools. Elicit responses from students about requirements, or things that are needed to gain admittance to college (e.g., G-P-A: Grade Point Average and S-A-T: Scholastic Assessment Test score, TOEFL score, extracurricular activities, community service, participation in a particular sport). If possible, provide students with information about attending your local community college, state college, and university.

Talk about some of the obvious financial concerns that parents and/or students may feel about attending college. If possible, find out tuition costs at your area colleges and universities. Elicit responses about financial aid options that can help offset the costs of attending college (e.g., scholarships, grants, loans, work-study programs, off-campus jobs). Remind students that colleges have people who can be very helpful in explaining this. Encourage a student or a parent of a student to discuss a first-hand experience of going through the process of getting financial aid.

Introduce or review other key vocabulary as needed (e.g., junior year, high school, student, college, graduation, apply, fall, College Night, crowded, auditorium, representatives, universities, shook hands,
requirements, admittance, minimum, G-P-A, S-A-T score, stepped away, whispered, scholarships, financial aid, grants, loans, manage).

**Exercises**

**A Conversation with a College Representative**
Encourage students to create new dialogs with the parent talking to the representative. Elicit responses from students about typical questions that a parent would ask (e.g., “How much is the tuition?” “Do you provide student housing?” “How can I apply for financial aid?”).

**College Night** Find out what your local high school offers as an equivalent to College Night. Ask a representative of your local community college, state college, or university to speak to your students about going to college.

**Topics for Discussion or Writing** In number 3, if access to a computer is possible, ask students to find out the requirements for admission to different colleges. In particular, compare different requirements for TOEFL scores.

**Lesson 13**

**An Evening at the Nightclub** (pp. 76–81)

**Theme: Recreation**

**Preview**
Details in this story offer the opportunity to teach or review vocabulary for celebrating a twenty-first birthday at a nightclub.

Ask students whether or not they have ever been to a nightclub. Ask about local nightclubs in your area that can be considered trendy or popular. Ask students if they have ever been to one or more of these places. Encourage students to supply information about whether or not there was a long line. Ask if there was a cover charge, and if so, how much it was. Calculate other costs that may be included in going to a nightclub (e.g., clothing, cover charge, drinks, transportation). Ask students why some people find nightclubs exciting and what kinds of things are appealing (e.g., music, dancing, drinking, socializing, dressing up, spending time with friends).

Discuss the environment of The Blue Dolphin, the nightclub in the story. Explain that, for Heather, it was dark and the music was deafening. Then read what happened to Heather: Soon, someone spilled a drink on the back of Heather’s new dress. Heather went into the restroom to dry off her dress, and then stepped in something disgusting on the floor. Elicit responses from students about other things that may be disagreeable about a nightclub (e.g., excessive drinking, unwanted attention, theft, vandalism, violence). Ask students for a negative first-hand experience that occurred at a nightclub (e.g., “Someone threw up on the floor.” “Someone stole my purse.” “Someone threatened me.” “Someone harassed me.”).

Read what happened to Heather once she went out on the dance floor: A self-assured young man dancing near Heather yelled, “Do you believe in love at first sight?” Elicit responses from students about other ridiculous pick-up lines that are sometimes used to start conversations (e.g., “Do you come here often?” “What’s your sign?” “I lost my phone number. Could I borrow yours?”). Get opinions from students about whether or not they think a nightclub is a good place to meet people.

Remind students that twenty-one is the legal drinking age in the U.S. Explain that nightclubs that serve alcohol must also enforce this rule and deny admittance to anyone under twenty-one. Ask what kinds of identification, or IDs, people usually show as a proof of their age (e.g., driver’s license, passport, state identification card). Ask students about laws regarding alcohol in their countries.

Ask students if they looked forward or still look forward to their twenty-first birthday and, if so, why (e.g., “I could go out with my friends.” “I had a big party.”). Ask students about other significant birthdays they looked forward to and why (e.g., “I looked forward to my sixteenth birthday because I got my driver’s license.”).

Introduce or review other key vocabulary as needed (e.g., months, looked forward to, twenty-first birthday, nightclubs, music, dancing, exciting, good friend, trendy, line, long, shivered, finally reached, IDs, cover charge, dark, deafening, spilled, new dress, restroom, dry off, stepped in, disgusting, floor, starting off, dance floor, self-assured, yelled, love at first sight, thought, twenty-second birthday).

**Exercises**

**A Conversation at the Nightclub Door** Encourage students to create a new dialog where the person at the door refuses to admit the person (e.g., “Sorry. You’re not twenty-one yet.” “Sorry. The person in this photo is not you.”). Remind students that they can get a citation and even jail time for using a fake ID.
Heather’s Diary Have students write a diary entry about something they did for the first time in the U.S.

Topics for Discussion or Writing In number 1, ask students if they ever looked forward to something and then were disappointed (e.g., “I looked forward to coming to the United States. But then I felt frustrated when I couldn’t get a good job.”).

Lesson 14 Paying Bills Online (pp. 82–87) Theme: Technology

Preview Details in this story offer the opportunity to teach or review vocabulary for the common method of paying bills by check through the mail versus the more modern approach of paying bills online.

Elicit responses from students about whether or not they pay their bills through the mail. If so, ask how they pay (e.g., check, debit card, credit card, money order). Ask about other ways to pay bills (e.g., online, over the telephone, in person, with cash or through other payment methods). Remind students never to send cash through the mail.

Introduce Lien, who wrote checks for all the household bills twice a month. Draw a rough version of a blank check on the board. Point out the areas on a check that Lien completed and what she did with each check afterward: She wrote the date and filled in the Pay to the order of line on each check. She wrote the number and the words for the amount of the payment. She wrote the account number on the Memo line. Then she signed the check and put it into an envelope. Finally, she put a stamp on each envelope, gathered up the paid bills, and walked to the mailbox.

Ask students whether or not they have the Internet at home or access to it elsewhere. Ask how many students pay bills online and if some students consider paying bills by check or other methods to be very old-fashioned. Ask about the advantages of paying bills online (e.g., fast, no postage costs, secure). Encourage students to explain the process of paying bills online. Then read what Cham discovered in the story: You needed a log-in ID, a password, and your account number. Then you paid through a check or credit card number.

Ask students who use the Internet if they like learning things on the Internet the way Cham does in the story. Elicit responses from students about specific things they like learning about or subjects that interest them (e.g., news, music, politics, health, sports, English). Explain what Cham liked to learn about on the Internet: he learned about his favorite basketball team. He learned about building a bookcase. He learned about taking care of a tree in the front yard. This may also be a good time to highlight some useful ESL web sites that can offer students additional practice in English.

Introduce or review other key vocabulary as needed (e.g., checks, household bills, twice a month, date, filled in, Pay to the order of line, amount, payment, Memo line, signed, envelope, stamp, gathered up, mailbox, thought, old-fashioned, nowadays, online, promised, Internet, learn how to, basketball team, building a bookcase, taking care of a tree, discovered, web site, log-in ID, password, account number, check or credit card number, jumped up, computer, due).

Exercises A Conversation at Home Encourage students to create new dialogs with interactions that help explain how to pay bills online (e.g., “What are you doing?” “I’m paying bills online.” “How do you do that?” “First, you need a log-in ID, a password, and your account number. Then you pay through a check or credit card number.”).

Lien’s Check Have students practice writing other checks to specific companies in your community. Check students’ work for correct completion of a check.

Topics for Discussion or Writing In number 1, ask students to name particular bills they pay each month (e.g., utility, telephone, cable, credit card). Ask students if they know approximately which day of each month their payments are due. Ask them how they pay rent or mortgage payments and when those are due.

Lesson 15 Studying for U.S. Citizenship (pp. 88–93) Theme: Civics

Preview Details in this story offer the opportunity to teach or review vocabulary for preparing for the U.S. citizenship exam and the limited knowledge many U.S. citizens have about history and government.

Ask students if anyone is a U.S. citizen and, if so, how they became one (e.g., by birth, by birth abroad to a U.S. citizen parent or parents, through naturalization). Elicit responses from non-citizens about whether or not they wish to become citizens in the future. Encourage
interested students to investigate the USCIS web site for the current requirements regarding residency, moral character, English and civics testing, and swearing an oath of allegiance to the United States.

Focus on the citizenship exam that tests knowledge of American history, government, and integrated civics. Encourage students who have been through this process to share their first-hand experiences of what the citizenship exam was like.

Remind students that study questions for this exam are also available at the USCIS web site. Consider downloading study questions or recommending other books or study materials for students who are interested in preparing for citizenship.

Discuss the questions that Vladimir asks Gilbert in the story (e.g., “What is the supreme law of the land?” “What do we call the first ten amendments to the Constitution?” “How many U.S. senators are there?” “How many voting members does the House of Representatives have?” “Who wrote the Declaration of Independence?”). Reassure students who don’t know the answers to these questions that many U.S. citizens don’t either. If students are interested, ask other practice questions (e.g., “How many justices are on the Supreme Court?” 9 “When is the last day you can send in federal income tax forms?” (April 15th) “When was the Declaration of Independence adopted?” (July 4th, 1776).

Elicit responses from students about other rights that a U.S. citizen has (e.g., to vote, to get federal government jobs, to travel with a U.S. passport, to petition for close relatives to come to the U.S.). Then discuss some of the responsibilities of citizenship (e.g., to serve on a jury, to pay taxes on income, to register with selective service).

Introduce or review other key vocabulary as needed (e.g., employee lunchroom, sandwich, turning pages, study questions, citizenship exam, American citizen, born here, answers, supreme law of the land, cleared his throat, scratched his head, Constitution, amendments, Bill of Rights, U.S. senators, voting members, House of Representatives, Thomas Jefferson, wrote, Declaration of Independence).

**Exercises**

**A Conversation About U.S. Government** Encourage students to create new dialogs where the first speaker asks three different study questions and the second speaker supplies three correct answers.

**Citizenship Preparation Class** Find out about classes that help prepare students for U.S. citizenship. If you are on a school site that offers these classes, encourage the instructor to come in and give information about the class to your ESL students. If your site does not have these classes, find out if there are other places in the community that do. Provide information for students about what these classes offer and their requirements for English proficiency.

**Topics for Discussion or Writing** In number 1, encourage each student to ask the class one practice question and to be prepared with the answer in case no one knows it. Later, assist students in increasing their knowledge of U.S. history, government, and integrated civics by introducing one new practice question in class every day.
Lesson 1

Answer the questions. (p. 5)
1. Yasuo and Allison met when they were college students in New York City.
2. They got married soon after graduation.
3. He needed a Green Card so he could live and work in the United States.
4. Getting a Green Card was a long and complicated process.
5. They had to file many forms with the USCIS.
6. She had to sign an Affidavit of Support and show that she earned enough money to take care of Yasuo.
7. They also paid fees for filing these forms and getting advice from a lawyer.
8. A representative from the USCIS interviewed them.
9. They brought birth certificates, bank statements, their apartment lease, tax returns, wedding pictures, and other personal photos.
10. Their interview went well.
11. On the news, the police were looking for a criminal.
12. She said, “There is a lot of crime here. Maybe we should live in Japan.”

Complete the story. (p. 6)
1. met  7. earned
2. fell  8. paid
3. got married 9. interviewed
4. was  10. brought
5. needed 11. went
6. had to 12. didn’t get

Meanings (p. 6)
1. a  2. a  3. b

Past-Tense Verbs (p. 7)
A.
1. bring  5. go
2. meet  6. fall
3. say  7. pay
4. have  8. get

B.
2. You didn’t bring your bank statements.
3. She didn’t pay fees for filing forms.
4. My interview didn’t go well.
5. They didn’t meet when they were students.

Lesson 2

Answer the questions. (p. 11)
1. He lived in a house on 12th Street with his mother and father.
2. They lived next door to another family called the Parks.
3. There were Mr. and Mrs. Park and their three young children. There were also the children’s two aunts, grandmother, and grandfather.
4. Mrs. Park often invited Aaron to play with her children.
5. She asked, “Are you sure it’s okay?”
6. Aaron’s life changed a lot when his sister, Olivia, was born.
7. She was red and wrinkly.
8. She cried a lot.
9. Aaron’s mother was very busy with Olivia and didn’t have much time for him.
10. He wanted his mother’s attention.
11. Aaron’s mother was feeding Olivia in the living room.
12. He wanted to leave Olivia at the Parks’ house for a while.
Complete the story. (p. 12)
1. was 7. invited
2. lived 8. changed
3. had 9. brought
4. liked 10. didn’t find
5. were 11. cried
6. thought 12. didn’t want

Matching: Opposites (p. 12)
1. b 4. c
2. f 5. a
3. e 6. d

Past-Tense Verbs (p. 13)
A.
1. didn’t invite 5. didn’t think
2. didn’t want 6. didn’t like
3. didn’t find 7. didn’t change
4. didn’t live 8. didn’t bring

B.
1. was 4. were, was
2. were 5. was
3. were 6. was

Listening (p. 14)
1. family 6. friendly
2. people 7. play
3. children 8. welcome
4. grandmother 9. sister
5. next door 10. invited

Pronunciation (p. 14)
1. d 6. id
2. id 7. t
3. id 8. d
4. d 9. t
5. d 10. d

What about you? (p. 15)
2. Do you live with your aunt, grandmother, or grandfather?
3. Do you have several people in your home?
4. Do you live next door to another family?
5. Do you like to visit your neighbors?
6. Do you think your neighbors are very friendly?
7. Do your think your neighbors’ children are very nice?

Lesson 3
Answer the questions. (p. 17)
1. Henry was going to Miami for a business meeting.
2. He thought, “Oh, no! I forgot my toothpaste.”
3. He put the toothpaste in a plastic bag and dropped it into his carry-on bag.
4. He checked his suitcase at the airline counter.
5. The screener noticed Henry’s toothpaste.
6. It was in an 8-ounce (226 grams) tube.
7. The maximum container size was 3 ounces (85 grams).
8. Henry felt a little embarrassed, but he understood the rules.
9. Henry picked up a travel-sized tube of toothpaste.
10. It was a 1.5-ounce (42 grams) tube.
11. The screener noticed Henry’s small toothpaste in his carry-on bag.
12. Henry didn’t put it in a plastic bag.

Complete the story. (p. 18)
1. checked 7. understood
2. walked 8. landed
3. noticed 9. checked in
4. was 10. picked up
5. reminded 11. went back
6. felt 12. didn’t put

Meanings (p. 18)
1. b 2. b 3. b

Past-Tense Verbs (p. 19)
A.
1. go 5. understand
2. think 6. take
3. feel 7. say
4. put 8. forget

B.
2. She didn’t forget her toothpaste.
3. I didn’t put it in a plastic bag.
4. They didn’t understand the rules.
5. The screener didn’t take my toothpaste.
6. We didn’t go to Miami last month.

Listening (p. 20)
1. airline 6. rules
2. security 7. tube
3. screener 8. airport
4. size 9. small
5. take 10. plastic

Pronunciation (p. 20)
1. d 6. d
2. t 7. t
Answer Key

3. t  8. id
4. id  9. t
5. t  10. t

What about you? (p. 21)
2. Do you sometimes travel by plane?
3. Do you sometimes check your suitcase at the airline counter?
4. Do you have a carry-on bag?
5. Do you sometimes buy large tubes of toothpaste?
6. Do you sometimes buy travel-sized tubes of toothpaste?
7. Do you understand the rules about airport security?

Lesson 4
Answer the questions. (p. 23)
1. They were serving themselves spaghetti from a large bowl at the table.
2. She used whole-grain pasta.
3. She was trying to cook healthier.
4. She just looked at the latest USDA Pyramid.
5. The colors represented the different food groups.
6. Green was for vegetables.
7. Purple was for beans and meat.
8. You need to eat more foods from the grains, vegetables, fruits, and milk groups.
9. You need to eat fewer foods from the beans and meat group.
10. You need only a very small amount from the oils group.
11. His serving sizes were too big.
12. She said, “Foods are now measured in cups and ounces and not serving sizes as before.”

Complete the story. (p. 24)
1. Pyramid  7. vegetables
2. food groups 8. meat
3. grains 9. oils
4. fruits 10. weight
5. milk 11. serving sizes
6. proportions 12. ounces

Matching: Definitions (p. 24)
1. c  5. b
2. g  6. f
3. e  7. d
4. a

USDA Recommendations (p. 25)
1. He weighs 190 pounds.
2. He needs 30 minutes of moderate exercise.
3. He needs 9 ounces.
4. He needs 2 cups.
5. He needs 7 teaspoons.

Listening (p. 26)
1. healthier  6. beans
2. Pyramid  7. oils
3. food groups 8. weight
4. proportions 9. serving sizes
5. vegetables 10. ounces

Pronunciation (p. 26)
1. t  6. t
2. id  7. d
3. d  8. id
4. d  9. id
5. d  10. d

What about you? (p. 27)
2. Do you know about the USDA Pyramid?
3. Do you eat more foods from the grains, vegetables, fruits, and milk groups?
4. Do you eat fewer foods from the beans and meat group?
5. Do you eat only a very small amount from the oils group?
6. Do you pay attention to proportions?
7. Do you think your serving sizes are sometimes too big?

Lesson 5
Answer the questions. (p. 29)
1. Hasan was standing in a crowded elevator.
2. It stopped moving between the 24th and 23rd floors.
3. A man pushed the alarm button and a bell rang.
4. It was getting hot in the elevator.
5. Hasan was sweating and breathing quickly. He felt weak and lightheaded.
6. He said, “I think I’m going to faint!”
7. They tried to catch him.
8. A woman put her coat under Hasan’s feet to keep his legs above his head.
9. A man loosened Hasan’s tie and belt.
10. He tried to stand up.
11. Two men helped Hasan to his feet.
12. The door opened again on the fifth floor.

Complete the story. (p. 30)
1. felt  7. loosened
2. said  8. regained
3. started 9. helped
4. tried 10. buckled  
5. moved 11. straightened  
6. put 12. opened  

**Meanings (p. 30)**  
1. b 2. a 3. a 4. b  

**First Aid for Fainting (p. 31)**  
1. Catch the person before he or she falls.  
2. Raise the person’s legs 8–12 inches above the heart.  
3. Begin CPR if the person is not breathing.  
4. Raise the person’s legs above the level of the head.  
5. Loosen ties, belts, or other tight clothing.  
6. Call 911 if the person doesn’t regain consciousness within one minute.  

**Listening (p. 32)**  
1. elevator 6. faint  
2. stopped 7. above  
3. alarm 8. belt  
4. stuck 9. floor  
5. weak 10. stairs  

**Pronunciation (p. 32)**  
1. d 6. d  
2. d 7. d  
3. t 8. id  
4. t 9. d  
5. d 10. d  

**What about you? (p. 33)**  
2. Do you sometimes get stuck in an elevator?  
3. Do you sometimes feel worried on elevators?  
4. Do you sometimes feel weak and lightheaded?  
5. Do you sometimes faint?  
6. Do you know how to help someone when he or she faints?  
7. Do you like to take the stairs in a building?  

**Lesson 6**  

**Answer the questions. (p. 35)**  
1. Irene was the manager of an ice cream store.  
2. She hired Joey early in the summer.  
3. Joey worked four afternoons a week and all day on Saturday.  
4. He was polite to customers.  
5. He was almost always late for work.  
6. “My bicycle had a flat tire,” he said, or “My shoelace broke, and I had to find a new one.”  
7. She only wanted Joey to arrive on time and be ready to work when his shift began.  
8. Joey arrived eight minutes late.  
9. Irene said, “Joey, you were late again today. Please don’t give me another excuse. If you’re late again, I’ll have to fire you.”  
10. “It won’t happen again,” said Joey. “I’m so sorry.”  
11. He picked up his jacket and walked toward the door at the end of his shift.  
12. She said, “I need you here at 2:00 on the dot!”  

**Complete the story. (p. 36)**  
1. manager 7. problem  
2. store 8. minutes  
3. summer 9. excuse  
4. afternoons 10. shift  
5. worker 11. tomorrow  
6. customers 12. watch  

**Meanings (p. 36)**  
1. a 2. b 3. a  

**Joey’s Schedule (p. 37)**  
1. Joey begins work at 2:00 p.m. on Thursday.  
2. Joey works from 1:00 to 5:00 on Wednesday and Friday.  
3. He works four hours each day Tuesday through Friday.  
4. He works from 11:00 a.m. to 7:00 p.m. on Saturday.  
5. Joey has Monday and Sunday off.  
6. He works 24 hours every week.  

**Listening (p. 38)**  
1. manager 6. minutes  
2. hired 7. store  
3. customers 8. excuses  
4. late 9. fire  
5. shift 10. sorry  

**Pronunciation (p. 38)**  
1. t 6. d  
2. d 7. t  
3. id 8. d  
4. d 9. d  
5. d 10. t  

**What about you? (p. 39)**  
2. Do you work all day on Saturdays?  
3. Do you think you’re a good worker?  
4. Do you arrive on time?  
5. Do you think it’s bad to be late for work?  
6. Do you sometimes make excuses if you’re late for work?  
7. Do you sometimes get fired?
Lesson 7

Answer the questions. (p. 41)
1. Jarone and Kendra got married two months ago.
2. They received wedding gifts from their family and friends.
3. It was the hot-dog cooker from Aunt Latrice.
4. They wrote Aunt Latrice a thank-you note.
5. They decided to exchange it for something more useful.
6. Kendra went to Nelson’s Department Store.
7. She gave the hot-dog cooker and the gift receipt to the store clerk.
8. She found some beautiful blue towels.
9. They were almost the same price.
10. She hung the new towels in the bathroom.
11. It was Aunt Latrice. She said, “I’m coming to town next week.”
12. She wanted to bring some hot dogs.

Complete the story. (p. 42)
1. received 7. gave
2. didn’t like 8. looked around
3. wrote 9. found
4. appreciated 10. exchanged
5. decided 11. hung
6. went 12. rang

Meanings (p. 42)
1. b 2. b 3. a

Past-Tense Verbs (p. 43)
A.
1. find 5. get married
2. make 6. go
3. hang 7. give
4. write 8. ring

B.
2. She didn’t hang the towels in the bathroom.
3. The telephone didn’t ring.
4. I didn’t write a thank-you note.
5. He didn’t give the receipt to the store clerk.

Listening (p. 44)
1. got married 6. exchange
2. wedding gifts 7. receipt
3. gift 8. towels
4. appliance 9. price
5. thank-you note 10. bathroom

Pronunciation (p. 44)
1. d 6. id
2. id 7. t
3. t 8. t
4. d 9. id
5. d 10. d

What about you? (p. 45)
2. Do you enclose a gift receipt when you give a gift to someone?
3. Do you sometimes receive strange gifts?
4. Do you have a hot-dog cooker?
5. Do you think it’s easy to cook a hot dog?
6. Do you write a thank-you note when you receive a gift?
7. Do you sometimes exchange a gift for something more useful?

Lesson 8

Answer the questions. (p. 47)
1. Lata was filling out forms for college.
2. She asked her mother for her birth certificate.
3. Surina pulled out a cardboard box from under her bed.
4. Surina sorted through her marriage license, will, social security card, and passport.
5. There were two very valuable necklaces, a pair of gold earrings, and an antique pocket watch.
6. She had a large roll of cash.
7. Surina said, “I know where it is and it’s convenient.”
8. Lata said Surina needed to put all of this in a safe-deposit box at the bank.
9. She can open it whenever she needs to.
10. She said she would go to the bank tomorrow.
11. Lata wanted to put the diamond ring Grandma gave her in the safe-deposit box.
12. It was in a cardboard box under Lata’s bed.

Complete the story. (p. 48)
1. cardboard 7. antique
2. important 8. large
3. marriage 9. birth
4. social security 10. safe
5. valuable 11. safe-deposit
6. gold 12. diamond

Matching: Definitions (p. 48)
1. b 2. a 3. c 4. d
Safe-Deposit Box Keys (p. 49)
1. You will receive two identical keys.
2. Your keys and the bank guard’s key open your safe-deposit box.
3. You must pay for a bonded locksmith to drill open the box.
4. You must notify the bank so you can move to another box.
5. Bank employees cannot keep the keys for you.
6. You must turn in both keys.

Listening (p. 50)
1. birth certificate  6. antique
2. cardboard  7. cash
3. important  8. bank
4. passport  9. open
5. valuable  10. diamond

Pronunciation (p. 50)
1. id  6. d
2. id  7. d
3. d  8. t
4. t  9. d
5. d  10. d

What about you? (p. 51)
2. Do you have some important papers in a cardboard box?
3. Do you think putting valuable things under the bed is a good idea?
4. Do you have a safe-deposit box?
5. Do you have a birth certificate?
6. Do you have a passport?
7. Do you know how to get a safe-deposit box if you need one?

Lesson 9
Answer the questions. (p. 53)
1. Shura was at a department store downtown.
2. She put her two large shopping bags and her purse on the floor.
3. She remembered her purse.
4. Her purse was gone.
5. A security guard in the store told Shura to file a police report.
6. Shura ran to the police station a few blocks away.
7. She talked to an officer and filled out a report.
8. The officer advised Shura to contact her credit card company and bank.
9. She needed to put a fraud alert on her name and social security number.
10. He said identity theft was a serious problem.
11. A thief can use your name, address, social security number, date of birth, and bank account number to commit crimes.
12. He advised Shura to change the locks in her apartment.

Complete the story. (p. 54)
1. police station  7. Identity theft
2. purse  8. thief
3. officer  9. date of birth
4. report  10. crimes
5. credit card company  11. locks
6. fraud alert  12. shopping bags

Meanings (p. 54)
1. b  2. a 3. b  4. a

Purses and Wallets (p. 55)
1. It is dangerous to carry a birth certificate, social security card, passport, or other identification when it isn’t necessary.
2. You should leave credit cards at home when you don’t need them.
3. Never keep Debit/ATM card PINs (Personal Identification Numbers) in your purse or wallet.
4. Remove receipts and other personal information often.
5. Put one arm across it or have the strap cross your body. Wear the strap under your jacket or sweater.
6. Never leave a purse or a wallet in a shopping cart, in a dressing room, on a work desk, on the back of a chair in a restaurant, or on the floor of a public area.

Listening (p. 56)
1. restroom  6. stolen
2. purse  7. filled out
3. ran  8. bank
4. security guard  9. Identity theft
5. police station  10. locks

Pronunciation (p. 56)
1. d  6. t
2. d  7. d
3. d  8. t
Lesson 10
Answer the questions. (p. 59)
1. She paid a lot of money for rent.
2. Her gas and electric, telephone, cable, and water bills were all very high.
3. Nicole decided she needed a roommate.
4. She asked for a responsible female roommate.
5. She chose Gabriela.
6. She soon realized Gabriela was not a good roommate.
7. She turned on the heat.
8. She turned on the air conditioner.
9. She made a lot of long-distance calls.
10. She ordered special movies from the cable company.
11. Gabriela lost her job.
12. Gabriela didn’t have her half of the money when the rent and other bills were due.

Complete the story. (p. 60)
1. put
2. asked for
3. chose
4. seemed
5. promised
6. realized
7. turned on
8. made
9. ordered
10. took
11. ate
12. increased

Meanings (p. 60)
1. a  2. b  3. b  4. a

Past-Tense Verbs (p. 61)
A.
1. choose
2. put
3. lose
4. have
5. eat
6. take
7. make
8. pay

B.
1. didn’t put an ad in the newspaper.

Lesson 11
Answer the questions. (p. 65)
1. Megan called her old friend Jenna.
2. She said, “Let’s get together!”
3. Jenna wasn’t sure because Megan was always on her cell phone.
4. Jenna thought talking on a cell phone in public was extremely rude.
5. Megan’s cell phone rang.
6. She said, “Sorry. I have to take this.”
7. Megan began a ridiculous conversation with another friend.
8. Jenna was angry. Other people in the store were giving Megan disapproving looks.
9. No one appreciated hearing her loud voice.
10. They went to a café for lunch.
11. Megan’s cell phone rang. Megan began another loud conversation.
12. Jenna reached for her purse and stood up.

Complete the story. (p. 66)
1. minutes
2. voice
Lesson 12

Answer the questions. (p. 71)
1. Carlos was in his junior year of high school.
2. He planned to go to college after graduation.
3. He needed to apply to colleges next fall.
4. They decided to attend College Night at Carlos’s high school.
5. They walked around the crowded high school auditorium.
6. They picked up a lot of information and talked to many representatives from different colleges and universities.
7. Carlos shook hands with the representative.
8. He said, “I really want to go to your university!”
9. The representative discussed the requirements for admittance.
10. He whispered, “And let’s not forget about the money for all of this.”
11. He said, “There are a lot of scholarships I can apply for.”
12. He will need a job to help pay for college.

Complete the story. (p. 72)
1. College  7. G-P-A
2. high school  8. S-A-T
3. auditorium  9. money
4. representatives  10. scholarships
5. universities  11. financial aid
6. requirements  12. J-O-B

Matching: Definitions (p. 72)
1. f  5. b
2. d  6. c
3. g  7. e
4. a

College Night (p. 73)
1. It is at the Hanover High School Auditorium.
2. It is on Thursday, May 17th from 6:30 to 8:30 P.M.
3. You can talk to representatives from 20 colleges and universities.
4. You can learn about the minimum GPA and SAT score.
5. You can learn more about grants, loans, and work-study programs.
6. It is 555-8310.

Listening (p. 74)
1. junior year  6. requirements
2. graduation 7. score
3. College Night 8. money
4. auditorium 9. scholarships
5. representatives 10. financial aid

Pronunciation (p. 74)
1. t 6. t
2. t 7. d
3. d 8. t
4. t 9. t
5. d 10. id

What about you? (p. 75)
2. Do you sometimes talk to representatives of a college or university?
3. Do you understand what G-P-A, or Grade Point Average, means?
4. Do you understand what S-A-T scores are?
5. Do you know how to apply for scholarships?
6. Do you know about grants for students?
7. Do you know about loans for students?

Lesson 13
Answer the questions. (p. 77)
1. Heather looked forward to her twenty-first birthday.
2. She really wanted to go to a nightclub.
3. She loved music and dancing.
4. They decided to go to The Blue Dolphin, a trendy nightclub downtown.
5. They waited outside and shivered in the cold for over an hour.
6. They showed their IDs and each paid a $20 cover charge.
7. It was dark, and the music was deafening.
8. Someone spilled a drink on the back of Heather’s new dress.
9. She stepped in something disgusting on the floor.
10. He yelled, “Do you believe in love at first sight?”
11. Heather thought that maybe nightclubs seemed more exciting than they really were.
12. They decided to leave The Blue Dolphin.

Complete the story. (p. 78)
1. line 7. drink
2. cold 8. restroom
3. IDs 9. dance floor
4. cover charge 10. love
5. nightclub 11. sight
6. music 12. moment

Meanings (p. 78)
1. b 2. b 3. a

Heather’s Diary (p. 79)
1. She had a horrible twenty-first birthday.
2. It was 40 degrees outside.
3. She needs to spend $15 to dry clean her new dress.
4. She wasted $40.
5. She wrote, “Maybe I do believe in love at first sight, but I probably won’t find love at a nightclub.”
6. They left before midnight.

Listening (p. 80)
1. birthday 6. dress
2. nightclub 7. disgusting
3. trendy 8. dance floor
4. cover charge 9. love
5. music 10. leave

Pronunciation (p. 80)
1. d 6. id
2. id 7. t
3. d 8. t
4. d 9. d
5. d 10. t

What about you? (p. 81)
2. Do you think nightclubs are very exciting?
3. Do you like to stand in long lines and wait outside?
4. Do you sometimes show your ID?
5. Do you think a $20 cover charge is very expensive?
6. Do you sometimes step in something disgusting?
7. Do you believe in love at first sight?

Lesson 14
Answer the questions. (p. 83)
1. Lien wrote checks for all the household bills twice a month.
2. She wrote the date and filled in the Pay to the order of line on each check.
3. She wrote the account number on the Memo line.
4. She put it into an envelope.
5. She put a stamp on each envelope.
6. Cham thought this way of paying bills was very old-fashioned.
7. He promised to go on the Internet and learn how to pay bills online.
8. He learned about his favorite basketball team. He learned about building a bookcase. He learned about taking care of a tree in the front yard.
9. Cham learned how to pay bills online after two weeks.
10. He discovered that you could go directly to each company’s web site.
11. You needed a log-in ID, a password, and your account number.
12. You paid through a check or credit card number.

Complete the story. (p. 84)
1. checks 7. bills
2. online 8. web site
3. Internet 9. password
4. basketball team 10. credit card
5. bookcase 11. computer
6. tree 12. payments

Meanings (p. 84)
1. a 2. b 3. b

Listening (p. 86)
1. checks 6. Internet
2. envelopes 7. learned
3. mailbox 8. web site
4. old-fashioned 9. password
5. online 10. payments

Pronunciation (p. 86)
1. t 6. d
2. d 7. t

What about you? (p. 87)
2. Do you gather up paid bills and walk to the mailbox?
3. Do you think paying bills by check is very old-fashioned?
4. Do you know how to pay bills online?
5. Do you like learning things on the Internet?
6. Do you have a log-in ID and a password?
7. Do you know when payments are due for your bills?

Lesson 15

Answer the questions. (p. 89)
1. Gilbert and Vladimir were sitting in the employee lunchroom at work.
2. Vladimir was reading some study questions.
3. He is taking his citizenship exam soon.
4. Gilbert wanted Vladimir to ask him some of those questions.
5. He said he should know the answers, too.
6. The supreme law of the land is the Constitution.
7. The first ten amendments to the Constitution are called the Bill of Rights.
8. There are 100 U.S. senators.
9. The House of Representatives has 435 voting members.
10. Thomas Jefferson wrote the Declaration of Independence.
11. Gilbert knew only eleven answers in more than one hundred study questions.
12. Vladimir wants to be a citizen who knows the answers to these questions.

Answer Key
Complete the story. (p. 90)
1. supreme law 7. Bill of Rights
2. throat 8. senators
3. head 9. Representatives
5. answer 11. study questions
6. amendments 12. citizen

Matching: Study Questions and Answers (p. 90)
1. c 4. e
2. a 5. d
3. b

Citizenship Preparation Class (p. 91)
1. This class prepares students for the oral and written parts of the USCIS Citizenship Test.
3. They practice the listening and speaking necessary for the interview and improve their reading, writing, and test-taking skills.
4. Students learn how to fill out the Citizenship Application (N-400).
5. Students may be at a low-beginning level.
6. The class is free.

Listening (p. 92)
1. pages 6. amendments
2. study questions 7. senators
3. exam 8. members
4. supreme law 9. answers
5. Constitution 10. citizen

Pronunciation (p. 92)
1. z 6. z
2. iz 7. z
3. z 8. z
4. s 9. iz
5. s 10. z

What about you? (p. 93)
2. Do you want to be an American citizen?
3. Do you know a lot about U.S. history and government?
4. Do you know what the supreme law of the land is?
5. Do you know what the first ten amendments to the Constitution are called?
6. Do you know how many U.S. senators there are?