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Overview

*English for Everyday Activities: A Picture Process Dictionary* is designed for high-beginning and intermediate level (or higher) ESL students. It focuses on what people do, linking objects and places to actions. Everyday processes are presented in clear, colorful pictures that give life and meaning to the captions. The vocabulary can be readily transferred to many other activities.

The captions and speech bubbles in the student book are recorded on cassette and audio CD to help students understand and learn spoken as well as written vocabulary. A workbook for reading, writing, and discussion and an activity book for listening provide extensive practice.

This teacher’s guide offers guidelines for using and extending the student book material:

- for introducing concepts, processes, and vocabulary
- for practicing processes
- for reinforcing new vocabulary and using it to describe students’ own experiences.

**Key Features of the Student Book**

Familiarize yourself with the organization and contents of the student book. You may want to read Notes to the Teacher (p. 96) first. Then turn to the title page and become familiar with the seven people pictured, who appear throughout the student book. When you introduce the book to students, ask them to make statements about the people (e.g., “They all look like teenagers or young adults,” “Tom and Jenny are probably very good friends”).

The table of contents shows the topics, organization, and scope of each section. The topics in each section are related, but each chapter can be studied independently. To the Student on page 5 explains the book’s main features and suggests how students might use it. Chapter 1 also serves as a good introduction to the student book’s approach.

At the back of the text, the Appendix on American and Metric Measurements (p. 80), the Index (pp. 81–89), the Notes on Irregular Forms (p. 90), and the photocopiable Processes—My Way templates (pp. 91–95) are important adjuncts. They are mentioned throughout this teacher’s guide where particularly useful.

Each chapter in *English for Everyday Activities* presents one or more processes, and chapters are grouped into six thematic sections. With the focus on process and action, verbs are stressed. Nouns are covered as new vocabulary. Prepositions, adverbial expressions, adjectives, and idioms are also included. The student book and this teacher’s guide offer many ways to broaden students’ vocabulary, adapt materials to students’ needs, and use students’ backgrounds and knowledge.

**Key Features of the Teacher’s Guide**

This teacher’s guide groups lesson notes by section, and by chapters within each section. An overview of each section explains why the section’s content is important and offers some useful cultural contrasts or comments. Most sections include a Grammar Focus—a comment on key grammatical forms, particularly verb tenses. Sometimes the notes suggest introductory activities or offer comments about related processes or issues.

Most chapters within each section are treated individually in the lesson notes. Some with closely related topics are grouped together for ease of presentation and practice.

The first part of the notes on each chapter may offer brief comments about U.S. culture, list useful materials, and highlight a special grammar point.

The middle part of the notes, Using the Pictures and Vocabulary, suggests ways to teach the chapter. It describes introducing students to the pictures, captions, vocabulary, and terms flagged “For Special Attention.” It also includes activities for practicing vocabulary and processes. Occasionally, a list called Related Vocabulary provides a starting point for applying the process to other situations.

The final part of the chapter notes, Expansion and Discussion, suggests a variety of communicative activities, role-plays, short oral or written activities, and topics for comparison and contrast, cultural analysis, and discussion. It often includes comments about appropriateness for age or proficiency groups.
Section 1: Starting the Day

Section Overview: The activities involved in starting the day are private and also affect one's acceptance by others. Standards of personal grooming and hygiene may vary from culture to culture, but are basic expectations within a culture.

In the U.S., everyone is expected to smell clean and to look neat in public. Americans sometimes find it necessary, though embarrassing, to tell a friend or relative, “You have catsup on your face” or “I think you need a shave.” In one’s own home, expectations may be different, and in some public settings they may not apply. For example, athletes may become sweaty during a game—but they are expected to take a shower and put on clean clothes afterward. In general, however, Americans expect others to practice good grooming and hygiene before entering public settings. Section 1 covers these issues, as well as common morning activities (eating breakfast, making one’s bed) done before leaving home.

Grammar Focus: Starting the day involves routines. This is reflected in the use of the simple present tense throughout this section. Students with the necessary language skills may also want to use other tenses to talk about changes in routines: past to describe a previous day, or future to describe plans.

Chapter 1: First Thing in the Morning (pp. 6–7)

Chapter Overview: The pictures on pages 6–7 give an overview of activities covered in greater detail in later chapters. Emphasize the activities on page 6, because they come first. You may also want to note the process of going to bed (pp. 46–47), which reverses the sequence.

Using the Pictures and Vocabulary: Ask students to name or describe early morning activities without looking at the book. Write a summary on the board. Then have students look at and listen to pages 6–7. Review unfamiliar terms and the For Special Attention vocabulary. Ask comprehension questions (or have students ask each other), first about Dan’s routine and then about students’ personal morning routines, e.g., “What time do you get up? How do you know when to get up?” (alarm, music, cat, sun, etc.) “Do you take a shower every day? How often do you shampoo your hair? Do you brush your teeth before or after breakfast?” Students may feel uncomfortable sharing this personal information. If so, limit discussion to Dan’s activities.

Related Vocabulary: yawn, stretch (see second picture), snooze, go back to sleep, get up on the wrong side of the bed (idiom)

Expansion and Discussion: Refer to the summary of morning activities generated at the start of the lesson. Have students compare Dan’s routine to the list they created. Ask about differences from or similarities to typical morning routines in their native countries.

Ask students to describe their bedrooms or bathrooms in the U.S. or in their native countries. Elicit or provide additional vocabulary as necessary (e.g., double bed, tub, sink). You could also bring in pictures of typical U.S. bedrooms or bathrooms and elicit descriptions. Discuss cultural differences in these rooms.

Chapter 2: Brushing Your Teeth/Flossing (p. 8)

Background: Dental care is part of personal hygiene and contributes to health. It may be useful to discuss the health issues as well as U.S. attitudes toward dental hygiene. Brushing and flossing, considered private actions, are generally inappropriate in public. Dental care products, however, are promoted and sold widely.

Grammar Note: This chapter offers an opportunity to practice verbs with prepositions, as well as adverbial expressions of direction.

Useful Materials: toothbrush, floss, toothpaste; ads for dental products; a card or booklet from a dentist’s office on how to brush or floss

Using the Pictures and Vocabulary: Before beginning the chapter, ask students how often they brush their teeth and how often they go to a dentist (or how often they think people should). Use their responses to decide how much attention to spend on this chapter.
Look at and listen to the captions and review the For Special Attention vocabulary. Then have students cover one or more captions and recreate them based on the pictures. To focus on prepositions, create a description of the process (e.g., on a handout) with many of the prepositions deleted, e.g., “Jenny pulls ____ a piece of floss and puts it ____ her teeth.” Have students close their books and fill in the blanks (in writing or orally).

**Expansion and Discussion:** Ask students to describe a visit to the dentist, preferably a personal experience expressed in past tense. Elicit or provide additional vocabulary as necessary, e.g., toothache, cavity, filling, drill. As appropriate, have students role-play interactions between dentist and patient, e.g., a dentist telling a patient how to brush or a patient telling a dentist she has a sore tooth.

Discuss why it is important to brush and floss one’s teeth. Students with young children can discuss the importance of caring for children’s teeth.

Examine how advertisers promote dental care products. Ask students to describe how they chose their toothpaste. Study ads or product labels to see what words and expressions (e.g., white teeth, clean and bright) are used to describe the effects of dental care products.

**Chapter 3: Taking a Shower (p. 9)**

**Background:** Some Americans take a shower or bath daily, others less frequently. Students should understand cultural expectations about being clean for work, school, and community activities. Bath and personal hygiene products (soap, lotions, shampoo, deodorant, etc.) are widely sold and heavily advertised.

**Useful Materials:** ads, labels for bath products

**Using the Pictures and Vocabulary:** After looking at and listening to the captions and reviewing the For Special Attention vocabulary, focus on key nouns (bath mat, shower head, towel, etc.). Ask students to describe or explain the use of each object. Have students cover some of the captions and describe the action. Focus attention on verb phrases with prepositions (e.g., turn on, turn off, step out). Contrast the use of selected verbs with and without prepositions (wash/wash off, rinse/ rinse off, dry/dry off). As appropriate, go back to page 7 to discuss shaving. Note that in the U.S., most men shave or groom their beard or mustache every day, and most women shave, especially underarms and legs, as needed.

**Expansion and Discussion:** Ask students to describe a bathing process, e.g., giving a baby a bath, shampooing someone’s hair, wrapping a towel around one’s head. You could also elicit a list of instructions that could be used to teach someone how to perform the action.

Discuss bathroom safety. Elicit students’ ideas of risks and possible accidents. Ask how they would make bathrooms as safe as possible (e.g., installing handrails, putting a rubber mat or treads on the bottom of the tub, keeping electrical appliances away from water).

Discuss water conservation. Have students research and share various techniques for reducing water usage while bathing (special nozzles, turning off the water now and then, taking shorter showers, etc.).

Compare products of a particular type (e.g., shampoo) and ads for those products. Help students identify the usual ingredients in the product. Ask how they decide to use a particular product.

**Chapters 4–5: Getting Dressed**

**Background:** People rarely need to explain how they get dressed, but may often advise others to adjust a piece of clothing (e.g., “You need to straighten your collar/tie”). They may also discuss how to dress for a certain event. Parents commonly teach children how to get dressed, and students from other cultures often are asked to describe traditional dress. Students are always interested in learning terms for objects or actions related to clothing.

**Grammar Note:** Talking about clothing offers an opportunity to practice high-frequency verbs with prepositions (pull up, put on, etc.) and to talk about count and noncount nouns, definite and indefinite articles, and quantifiers like some.

**Useful Materials:** items of clothing; examples of fasteners (button, snap, etc.); clothing catalogs or ads; dolls or stuffed animals that one can dress
Chapter 4: Getting Dressed—A Man (pp. 10–11)

Using the Pictures and Vocabulary: Use actual items or pictures to introduce or review nouns, then practice identifying articles of clothing. Point out and practice the use of a, the, some, and a pair of with the items. Then introduce or review the verbs, acting them out whenever possible to clarify meaning. Point out the noun/verb pairs illustrated under Fasteners on page 11. Look at and listen to the captions in this process; then have students cover captions and describe the action. Encourage students to ask about other common items of clothing that students may be wearing (e.g., a polo shirt, a V-neck sweater). Look at pictures in catalogs or ads and identify other items of men’s clothing.

Expansion and Discussion: To practice the vocabulary, pose a question about getting dressed (e.g., “How do you put on a shirt?”). Have students close their books and write a list or description. They could also create a list orally that gets written on the board. Then have a student volunteer to try to follow the instructions. Remind them that we all know how to put on clothes, but it is not always easy to explain the process.

Discuss formality of dress and social appropriateness. Ask, for example, “At what events are a suit and tie required? What is appropriate attire for the workplace? For school?” Encourage students to share information about men’s clothing in other cultures, especially for special occasions. This may lead to oral presentations, writing activities, or a day on which students wear to class traditional attire from their native cultures.

Chapter 5: Getting Dressed—A Woman (pp. 12–13)

Using the Pictures and Vocabulary: Begin with the top of page 12 and focus on typical clothing for women. You may want to review items from Chapter 4 that both women and men wear, e.g., glasses, belts, socks, buttons. Use the small summary chart on page 12 to compare work and casual attire for men and women. Use catalogs or ads to identify other similarities and differences.

Then go on to page 13. These pictures show a woman dressing for hot and for cold weather, but the vocabulary applies to men as well. Identify key items of clothing. If you are in a cold climate, stress the importance of proper outdoor dress. To check that students can name individual items, ask simple questions, e.g., “What are sandals? What is a scarf? When do you wear a heavy coat?” You can also ask them to point to items of clothing in pictures or on students. Include items of men’s clothing as well for review. Practice key adjectives, and introduce others frequently used for clothing (thin/thick, long-sleeved/short-sleeved, light/heavy) by including them in questions.

Expansion and Discussion: Ask students to describe getting dressed or getting someone else dressed for certain indoor and outdoor events. Ask questions such as “What do you wear when you go for a job interview? Go to work? Go to lunch with a friend? Play a sport outside? Ride your bicycle? How do you get a child ready to go outside on a cold day?” Students can prepare questions for each other. They can also prepare cards, each listing an activity. Then other students, individually or in teams, draw a card and describe how someone would dress for it.

Encourage students to share information about informal and formal attire for different occasions and in different cultures (see Chapter 4). Discuss dress and cultural expectations or regulations, e.g., ask if it is appropriate for students in the U.S. to wear shorts to school, for women in students’ native countries to wear short-sleeved shirts, to go barefoot in a U.S. restaurant.

Discuss fabrics. Cotton and wool are taught in the chapter, but there are many others. Use clothing labels or ads to make a list of fabrics, e.g., silk, nylon, polyester. (Note: This activity leads naturally to discussion of fabric care and can be combined with Chapter 35, Doing Laundry.)

Chapter 6: Making a Bed (p. 14)

Background: Many American parents teach their children early to make a bed. A common attitude is that having your bed made helps make a room neat and shows that you care about the appearance of your home.

Grammar Note: This is a good opportunity to distinguish make and do. You make the bed, make
coffee (see p. 15), and make a cake; but do the laundry (see p. 48) and do the dishes (see p. 39).

**Using the Pictures and Vocabulary:** Look at and listen to the captions and follow the sequence of pictures. Review the For Special Attention vocabulary. Elicit the process step by step, listing the steps on the board. Then delete or scramble steps and have students recreate the full process. Have students imagine that they need to teach someone how to make a bed or put a pillowcase on a pillow. Have them say or write the instructions in their own words.

**Expansion and Discussion:** Bedding needs and choices vary by climate and by culture. Ask students to describe their own beds and the items they use on them. Encourage them to describe different types of bedding (e.g., futons) found in other cultures. Elicit or provide other vocabulary that may be useful: types of beds, e.g., bunk bed, sofa bed; sheet/mattress sizes, e.g., twin, double, queen, king; types of pillows, e.g., feather, synthetic; types of bedcovers, e.g., quilt. Use catalogs or ads to find other bedding vocabulary.

If the class includes parents of young children, consider reading the story “Goldilocks and the Three Bears,” which includes a choice of beds.

**Chapters 7–10: Breakfast**

**Background:** Many Americans skip breakfast and eat on the run. Others feel that eating breakfast is important in starting the day and in keeping healthy. However, the skills used in preparing typical breakfast foods (toast, cereal, fruit, orange juice, eggs, etc.) can apply to other meals as well.

Before beginning these chapters, ask students to ask Americans what they have (eat and drink) for breakfast. Have students bring their lists and combine them. Remind them that the answers may vary depending on whether it is a weekday or a weekend and whether people are in a hurry or not. Also, have students make lists of what they typically have for breakfast. Students can refer to these lists as they work on individual chapters or after they finish the group of processes.

**Useful Materials:** equipment for making coffee and tea; food groups chart (e.g., the Food Guide Pyramid); sample menu from a restaurant that serves full breakfasts

**Chapter 7: Making Coffee/Making Tea** (p. 15)

**Background:** Methods for preparing coffee or tea vary between people and cultures. This chapter illustrates just one way to prepare coffee and tea. Students will enjoy describing or demonstrating techniques and, if possible, sampling the results.

**Using the Pictures and Vocabulary:** Look at and listen to the coffee and tea sequences. If possible, demonstrate the processes in class. Use questions to elicit definitions and explanations of equipment (e.g., “What is a filter? What is a strainer? When do you use a scoop?”). Use other questions to focus on the verbs (e.g., “How does the water get into the coffeepot? What does Dan do with the tea leaves? What does he do after he adds sugar and milk?”). Have students describe the process they use for making coffee or tea, based on the steps in this chapter. Prompt them with questions about individual variations (e.g., “What do you add to tea? What quantity of coffee beans or ground coffee do you use? How much water do you use?”). Introduce new vocabulary as needed (e.g., instant, tea bag, teaspoon).

**Expansion and Discussion:** This chapter provides an excellent opportunity to teach or review measurements of weight and volume (see p. 80).

Ask students, “How do people prepare tea or coffee in your culture?” Focus on culture-specific practices (e.g., Italian cappuccino, use of a Russian samovar). Students can demonstrate, if possible, or give oral or written instructions. If kitchen facilities are available, have students prepare beverages for each other.

Ask students to describe making other beverages, using vocabulary from this chapter (e.g., “How do you make hot chocolate [cocoa]? How do you make iced tea?”).

Discuss why some cultures seem to prefer coffee while others prefer tea.
Chapter 8: Preparing Cold Cereal/Making Toast
(p. 16)


Using the Pictures and Vocabulary: Look at and listen to each process in the chapter. Review the For Special Attention vocabulary, then ask students questions that use those terms and develop or personalize students’ understanding of the processes (e.g., “What does Pam sprinkle on her cereal? What else could she sprinkle on it? What does Pam peel and slice? What other fruit could she slice for her cereal? How many slices of bread does Dan use? What does he put on his toast? If you eat toast, what do you spread on it? What kind of bread do you prefer?”).

Expansion and Discussion: Have students describe typical breakfast foods in their native countries and their personal favorite breakfast dishes.

Have students research and compare ingredients in breakfast products such as cold cereals or jams. Ask them to investigate questions such as, “What is ‘all natural’ cereal? How much sugar is added to particular cereals? What is the difference between jam and jelly? How many calories are there in a serving of different cereals?”

Chapter 9: Frying an Egg (p. 17)

Background: There are many ways to prepare eggs for breakfast. This chapter presents frying, but students (or the Americans they interviewed) may prepare eggs differently. Ask how many different ways students can name, and list them on the board before beginning the chapter.

Using the Pictures and Vocabulary: Read through the steps, and have students re-express the sequence as a series of instructions. Go over the For Special Attention vocabulary and the parts of an egg. Ask questions for review (e.g., “How many burners does Dan’s stove have? What does he melt in the pan? Why does he use a spatula? What is the yolk?”). Have students choose another way of preparing eggs, either a familiar method or one they can observe (e.g., boiling, poaching, scrambling). Have them write out the steps in the preparation, individually or in small groups. Elicit or provide other vocabulary that may be needed (e.g., boil, over easy, sunny-side up).

Expansion and Discussion: Discuss some of the cultural traditions associated with eggs, such as Easter eggs in the U.S., the craft of painting eggs in eastern Europe, and eggs as symbols for special occasions in Asian cultures.

Have students research and compare opinions on the effects of eggs on health (cholesterol, etc.).

Chapter 10: Eating Breakfast (p. 18)

Background: In the U.S., the family does not always eat breakfast together. Different family members may even eat different things. Since breakfast is one of many morning activities, someone may walk the dog, run for exercise, or feed the baby while others are eating.

Note: This chapter pulls together and reviews vocabulary found in Chapters 7–9 and presents some terms related to place settings.

Using the Pictures and Vocabulary: Introduce new vocabulary items, especially those in For Special Attention. Then have students cover the captions and talk about the pictures. For example, for the first picture, one student might say that a husband and wife are going to eat breakfast before they go to work. Another student might look at the same picture and list the items on the table. Finally, have students look at and listen to the captions and describe Pam and Dan’s breakfast routine.

Expansion and Discussion: Have students talk about a typical breakfast in their house. Prompt with questions (e.g., “Who prepares the meal? What utensils are on the table? Who eats what? Does anyone read the paper during breakfast? Does anyone do some other activity before or during breakfast? What do people do after breakfast, just before leaving the house?”).

Pretend that the class is going to a restaurant for breakfast. Use a sample menu from a restaurant (if
possible, one with pictures of the food), or have students create their own menu. Discuss other breakfast items, e.g., French toast, waffles, pancakes, sausages, English muffins. Have students read through the menu and place orders for breakfast (“I’d like to have . . .” or “I’ll have . . .”) with a student acting as the waiter or waitress. Encourage students to ask questions about unfamiliar terms.

Chapter 11: Leaving the House (p. 19)

Using the Pictures and Vocabulary: Look at and listen to the steps in the process. Then focus on new vocabulary, especially For Special Attention. Elicit differences and similarities between men and women preparing to leave the house for work or school, e.g., a woman might have a purse; both men and women might have a computer case, an umbrella, or a briefcase; women rarely put keys directly in their pocket; both men and women might take a lunch to work or (especially students) have a backpack.

Expansion and Discussion: Talk about saying good-bye. Have students mention expressions they have heard or gestures they have seen and add them to the list in For Special Attention. Discuss when it is appropriate to use each expression.

Have students describe their own routines for leaving the house in the morning, including what things they take with them.

Integrating the Chapters in Section 1

Have students list the steps in certain activities, leaving out some steps for others to fill in (e.g., not putting on socks before shoes, putting a banana on cereal without peeling and slicing it first).

Have students create a time chart (in schedule or timeline form) of their own “starting the day” activities, then write it out in story form using present tense: “On a typical weekday, I . . .”

With more advanced students, try an alphabet game:

- Student 1—When I (start my day, get ready for school or work), I answer the phone.
- Student 2—I answer the phone and bake a cake.
- Student 3—I answer the phone, bake a cake, and comb my hair.

(Note: Some letters may be challenging, and a few, like X, may need to be skipped.)

Section 2: Getting Around

Section Overview: The many ways to travel between home and school, work, or other activities include public transportation (e.g., bus, train, taxi) and personal transportation (e.g., private car, bicycle, walking). Many people use several methods. Traveling involves leaving home, interacting with others, and understanding the rules of the road (laws, safety rules, and expected behavior). This section covers these issues and presents activities that help students learn to read signs, ask questions, use information such as schedules or announcements, and get around easily and safely.

Grammar Focus: The captions in Section 2 use simple past tense. Students, however, will want to transform the descriptions to simple present tense to talk about routines of getting around, e.g., “I catch the bus every day at seven.” For the activities in this section, students will also need the present tense to ask questions (e.g., “How much is the fare?”), and to give directions or information (e.g., “It’s the first building on the right.”), and the future tense to describe travel plans (e.g., “Tomorrow I’m going to ride my bike to Paul’s house”).

Preparing for Section 2: Survey students about their means of getting around. Set up a grid on the board with destinations (work, school, recreation, shopping, etc.) down the side and methods (bus, train, taxi, subway, trolley, personal car, carpool, bicycle, walking, etc.) across the top. (If students are not working, they might answer work-destination questions about a family member.) If possible, keep the information available, e.g., on a wall chart, transparency, or handout that students can refer to after they have worked on a number of chapters in the section.

Getting around requires students to be familiar with any systems of transportation they need to use. The chart of class transportation methods reflects the methods students need to understand.
Chapter 12: Taking a Bus (pp. 20–21)

Useful Materials: bus token, bus pass, fare card; bus schedules, route maps, descriptions of service

Using the Pictures and Vocabulary: Have any students who regularly ride a public bus briefly describe what they do. List what they say on the board. Then look at and listen to the captions. Elicit the steps that Jenny uses and list them, following the sequence shown in the pictures. Ask students to point out key vocabulary in the pictures, e.g., fare, passenger, aisle. Then ask students to compare the lists of steps and, if appropriate, to expand the description of what they do when riding the bus.

Ask questions that encourage students to practice using the information in the chapter and their own experiences (e.g., “How often does the bus come? How does Jenny pay the fare? How long do you usually wait for the bus? What do you do if the bus is late? Is exact change required? What do you do if an elderly man gets on and there are no seats? What did Jenny do on the bus? What do you do when you ride the bus?”). Note: Many of these questions can be used with other chapters in Section 2.

Related Vocabulary: commute, commuter, transfer (verb and noun), rush hour, reduced fares (for students, seniors, etc.), reserved for handicapped, exact change required, holiday schedule

Culture Notes:

• Courtesy: Teach students polite ways to ask about and offer a seat, e.g., “Excuse me, is this seat taken?” “Is anyone sitting here?” “Here, ma’am, why don’t you take my seat?” Have students discuss when they might want to offer someone their seat.

• Safety: Students need to safeguard their belongings when riding a bus. Depending on how many use public transit, consider mentioning pickpocketing, and demonstrate smart ways to hold things. Also be sure students understand the importance of holding on to a bar, strap (see picture on p. 21), or back of a seat if they are standing, and of standing behind the white line near the driver.

Expansion and Discussion: Have students role-play the bus driver, a seated passenger, a passenger getting on, perhaps someone bumping another person in the aisle, etc.

Elicit or introduce other terms for buses or similar transportation (e.g., trolley, cable car), depending on your community and students’ needs and interests (e.g., for travel). Point out that in many communities, routes and buses are identified with letters or numbers. Practice the system used in your community.

Discuss school buses, which are most often yellow in the U.S. If there are school-age students or parents of such children in the class, use school bus schedules as part of the practice. Remind students that school buses do not have fares.

Bring in or have students generate a list of signs found on buses. This may include destination signs outside, instructional signs inside (e.g., “This seat reserved for the handicapped or elderly,” “No Smoking”), and ads inside or outside. If many students use public buses, this can be a major activity, with teams gathering as many examples as possible of written information found in and on buses.

More advanced students may want to discuss broader issues about bus travel, e.g., why some people don’t ride the bus even if it is cheaper, faster, and more direct than driving; whether every bus seat should have a seatbelt; the extent to which bus service meets community needs.

Chapters 13–15: Driving a Car

Chapter Overview: This set of chapters assumes students are old enough to drive. If students are younger or many of them do not drive, much of the vocabulary is still useful, although you may want to focus more on passengers. The chart of transportation methods you created in preparing for Section 2 will tell you how much the students rely on cars.

Useful Materials: car ads, brochures; driver’s manual (for safety rules, even if students do not drive); local maps to show routes students regularly take

Note: Depending on the class, you may want to do all the “inside a car” terms from Chapters 13–15,
especially 13 and 14, together, then go back and focus on the process in each chapter.

Chapter 13: Starting Out (p. 22)

**Background:** Using a car involves safety, rules, and courtesy. This chapter lets you find out if students understand basic car safety in the U.S., particularly use of seatbelts or other restraints (e.g., a child car seat).

**Using the Pictures and Vocabulary:** Before turning to the chapter, have students explain briefly when and how they use a car—as a passenger, driver, owner, part of a carpool, etc. If appropriate, ask, “Where do you park your car at home? At work? At school?”

Look at and listen to the captions. Ask questions to elicit definitions and explanations, (e.g., “What is the purpose of a seatbelt? Where does the driver sit? What is the ignition? How does the driver get out of a driveway? What else can you back a car out of?”). Ask questions based on the pictures (e.g., “What did Kate adjust? How did Kate start the car? Why did she look over her shoulder?”). Review the process using other tenses and verb forms (e.g., “What is the first thing you do when you get into the driver’s seat? What is the first thing a passenger should do?”).

**Related Vocabulary:** carpool, riders, driveway; prepositional phrases of location (in the driveway, on the street, etc.); things you can adjust in a car: seatback, seat, rear-view mirror, side mirror, seatbelt, child’s car seat; key expressions: Buckle up! Buckle/Fasten your seatbelt!

**Expansion and Discussion:** Depending on class needs and interests, have students look at brochures and ads (for new or used cars) or ask people about different cars. Introduce or review terms for types of cars, e.g., sedan, coupe, four-door, sport utility vehicle (SUV), station wagon. If students are in the market for used cars, use classified ads to learn about standard terms and abbreviations (e.g., or best offer, OBO), pricing, and how to buy a used car. Students who have had experience can share that with others.

Chapter 14: Operating a Car (p. 23)

**Note:** Much of the vocabulary in this chapter deals with speed and control of a vehicle. For students of driving age, the vocabulary and the process of operating a vehicle are important.

**Using the Pictures and Vocabulary:** After looking at and listening to the captions, ask questions based on the pictures (e.g., “Why did Kate shift to second gear? Why did she step on the brake? Why did she turn on her wipers?”). Have students create similar questions to ask each other. Elicit explanations of car operation, using present tense (e.g., “When do you turn on the signal? How do you shift gears? How do you stop the car?”).

**Related Vocabulary:** automatic vs. stick-shift/manual transmission; front-wheel drive; vocabulary of safety and inspection (see driver’s manual)

**Expansion and Discussion:** Ask students to describe driving experiences, both normal and unusual. Encourage them to use the steps in the chapter.

Discuss important concepts of safety and courtesy, e.g., defensive driving, rules of the road (see driver’s manual), use of the horn, tailgating.

Depending on circumstances, you may want to have students practice the car vocabulary standing next to a car. That would provide an effective way to learn such terms as taillight, horn, bumper, or hood, as well as to review the parts introduced in this chapter.

Chapter 15: Driving Along (pp. 24–25)

**Background:** This chapter addresses the rules of the road, law enforcement, and one routine activity—getting gas. Depending on the class, more time may be spent on interacting with law enforcement officers. This chapter is useful for all students, as many of the actions (e.g., going straight, turning left, passing) apply to other forms of travel, such as riding a bicycle, and are important for pedestrians and for getting and giving directions.
Grammar Note: Help students understand and use phrasal verbs such as pull over/into/up to, go over, get on/off, get out (of). This is also a good opportunity (if appropriate for students’ level) to introduce separable vs. nonseparable phrasal verbs: e.g., get out of the car is nonseparable; get out the stain (alternate: get the stain out) is separable.

Using the Pictures and Vocabulary: Ask questions about the pictures to practice basic vocabulary and concepts (e.g., “Why did Kate stop the car? What did the police officer do? Why? What did the gas station attendant do for Kate? What else did he do?”). Have students role-play, e.g., Kate’s interactions with the police officer and the gas station attendant.

Related Vocabulary and Concepts: speed limits; different lights (red, yellow, green, blinking red, etc.); kinds of tickets; types of roads (street, highway, expressway, turnpike, etc.); gas station terms (self-service, full service, Mini-Mart, service center, unleaded gas, etc.)

Expansion and Discussion: Practice the vocabulary for Some Things Drivers Do on page 25, using past tense to recount a past trip.

Have students explain how to get to a particular destination by car. Students may find it easier first to make a list of the streets or highways, turns, etc., and then connect them in a continuous explanation. This can be written or presented orally, with a diagram or map if possible.

Ask or have students create questions that require knowledge of rules of the road (e.g., “What do you do if a light is yellow? What is the speed limit in a school zone?”). Have a student who has gotten a ticket (or been stopped by a police officer, e.g., a routine stop to check inspection stickers) to describe what happened. Any student who has taken a car for inspection can describe the process.

More advanced students (or a class with a particular need to focus on driving laws and safety) may want to discuss such topics as: Should the speed limit be raised? How does weather affect driving conditions? Should every vehicle be inspected regularly?

Chapter 16: Taking the Train (p. 26)

Background: Trains played a major role in U.S. history, but are less popular today. Trains are used in the U.S. primarily for transporting freight. Long-distance passenger travel is an option, but many Americans prefer to drive or fly. In general, fewer people travel by train in the U.S. than in many other countries. However, students who live in or near large urban areas will find that trains, subways, and metro systems are a major option for commuters.

Useful Materials: train/subway schedules and maps

Using the Pictures and Vocabulary: Go through the pictures, captions, and For Special Attention terms; then ask students to explain what specific pictures show. Have them cover the captions and describe the action in their own words. Elicit the sequence as a series of instructions (“First, you buy a ticket,” etc.). Point out similarities in vocabulary and actions to bus travel in Chapter 12 (e.g., standing and holding onto a strap).

The pictures illustrate a simple sequence. However, many people change trains to get to their destination. If students travel by train or subway, practice using route maps to determine how to go from one point to another in a city.

Expansion and Discussion: Bring in or have students generate a list of signs on trains and in or near train stations. As with the list of bus signs, this may include destinations, instructions, and ads.

Review safety issues associated with train travel (e.g., holding onto a bar, strap, or seat back when standing in a moving train; staying clear of closing doors; never walking on train tracks).

Discuss with students reasons why people do not commute by train, even when a good rail system is available.

Chapter 17: Taking a Taxi (p. 27)

Background: Within some cities, especially large urban centers, taxis are a relatively inexpensive, frequently used means of travel. In other cities,
taxis are used mainly to get to another form of transportation, e.g., to travel from home to the airport. Taxis are commonly used when one is visiting another city and does not have a car.

Using the Pictures and Vocabulary: Read the captions and review the For Special Attention vocabulary. Then ask questions about the pictures (e.g., “Where was Pam going? Why did she check the meter? How much was the fare? How much did she tip the driver?”). Have students practice giving directions to a classmate in the role of a cab driver.

Related Vocabulary: Taxis are also called taxi-cabs or cabs. Point out that the fare may also refer to the passenger when cab drivers (sometimes called cabbies) talk to each other.

Culture Notes: Customs for hailing a cab differ from city to city. If convenient, have students observe how people signal a cab. Also, have them observe the system that indicates if a cab is available (“free”) or occupied. This may be a light on top, a flag that is up or down, a sign, or a location (e.g., a taxi stand).

Expansion and Discussion: Discuss cab safety issues, including seatbelts and partitions between the front and back. Mention the importance of checking that you have all your belongings.

Discuss tipping practices in your community. Also discuss how fares are calculated, particularly for established routes, such as to and from an airport. Point out that passengers should look at the meter or ask about the fare ahead of time. Ask students how these practices compare to taking a cab in other places where they have lived.

Chapter 18: Walking Somewhere (p. 28)

Background: In many U.S. cities, relatively few people walk to work or to stores for shopping, although in some communities, children may walk to school. Nevertheless, walking short distances is very common, even if it’s just from the parking lot to the store. There are rules for being a pedestrian that everyone needs to know and practice.

Using the Pictures and Vocabulary: This set of pictures is not a sequence but a variety of walking experiences. First have students give their own examples of places to which they walk. Have them think about the walking they do in a typical day (from home to the bus stop, from a parking lot to an office building, getting across the street, etc.). Make a list on the board. Then go over the pictures and captions, explaining the actions that can be part of walking. Review the For Special Attention vocabulary.

Related Vocabulary: Pedestrian Right of Way, Pedestrian Crossing (sometimes written as PedXing or shown pictorially), pavement

Expansion and Discussion: Some occupations involve a lot of walking. Ask students to name some (e.g., mail carrier, police officer) and explain how the workers use walking.

Walking can be beneficial. Discuss with students why this is so. Ask if they do any recreational walking, and if so, where.

Ask students if Americans walk faster or slower than people in their native countries. Have them describe the differences.

Chapter 19: Riding a Bicycle (p. 29)

Background: Many people, especially those too young to drive, ride bikes to school, to a friend’s house, to a store. Other people ride bikes for exercise or recreation. Some ride a bike to work.

Useful Materials: a bicycle and helmet; bicycle manual, if available; bicycle lock or chain

Using the Pictures and Vocabulary: Ask students if any of them ride a bike, and if so, why. List the reasons on the board. If possible, use a bicycle to identify the key features. Some bicycle vocabulary is included in the pictures. Elicit or provide other terms as needed, e.g., basket, reflector light, bell, ten-speed bike. Look at and listen to the captions. Have students explain in their own words how to ride a bike (e.g., how to get on and start, how to go uphill, how to slow down).

Expansion and Discussion: Ask students, “Do you remember when you first learned to ride a bike? How did you learn? Describe your experience.”

Examine a helmet and review local regulations about helmet use. Discuss why it is important to wear a helmet when riding a bike.
If appropriate for your students, attend a bike safety clinic in your community or invite a police officer to come and discuss bicycle safety.

Some occupations involve riding a bike. Ask students to name some (e.g., bike messenger, police officer in some communities) and to explain how those workers use a bike.

**Integrating the Chapters in Section 2**

Have each student write a list of a typical travel day (or week or weekend). Ask students to be as specific as possible. For example:

- **7:15 a.m.**—Leave my house, walk to the corner of Morris St. and 5th Avenue, wait at the bus stop.
- **7:25**—Get on the bus (Morris Express Line 6), pay the fare ($1.25).
- **7:45**—Get off at Cook Avenue and 123rd St., walk 3 blocks to Cook and 126th St.; cross the street and walk half a block down 126th to the Central Bank Building, go inside; take the elevator to the 7th floor.

Have students describe their trip orally or write it as a story. Students can describe their experience as a typical day (using present tense). They may want to refer to a map if their trip is complex.

Have students do the same for a less routine trip, e.g., going to meet someone at the airport, going to the public library, visiting a friend in the hospital, going to a sports stadium, etc. Instruct them to tell or write that experience in the past tense, e.g., “I walked five blocks to the subway station, went downstairs to the subway and bought a new fare card,” etc.

Help students use the data in the chart of class travel methods to draw conclusions about their preferred modes of transportation. Talk about how representative they seem to be of the community (e.g., if 25% use public transportation, discuss whether that is typical of the community).

Compare and contrast methods of transportation. Ask questions to elicit discussion (e.g., “What methods of transportation are most cost-efficient? Why? Which are most energy-efficient? Why? What role do various forms of transportation have in traffic congestion, smog, the need to build more highways, etc.?”). Encourage students to compare use of different types of transportation (car, bus, train, bike, walking, etc.) in the U.S. (or in their community) with what they have experienced in another country (or community).

**Section 3: At Home in the Evening**

**Section Overview:** Returning home is returning to a more private, personal setting. Key activities in this section include preparing and cleaning up after a meal and relaxation. Each involves familiar processes and high-frequency vocabulary. Students need to know how to read directions, ask questions, and give instructions (e.g., to a babysitter).

**Grammar Focus:** Simple past tense is used throughout the section. However, students also need to practice these processes using other structures, especially second person (e.g., “Next, you peel the carrots”) and imperatives (e.g., “Turn up the sound, please”).

**Preparing for Section 3:** Before starting the chapters in this section, survey students about their activities after they return home. After eliciting oral responses, have each student make a list of up to 10 activities, for example:

1. Take off my coat.
2. Change clothes.
3. Feed the dog.
   
   . . .
7. Go to bed.

Tell students to keep their lists for later expansion and refining of vocabulary.

**Chapter 20: Returning Home** *(p. 30–31)*

**Using the Pictures and Vocabulary:** Have students look for and discuss differences between the apartment on page 30 and the house on page 31. Generate a list of elements that differ (e.g., mail boxes in a lobby vs. mail delivered through the front door). Then ask students to identify similarities in the processes (e.g., “How did both men get into their homes? What did Alex do after he entered his house? Which of these things did Dan probably do?”).
Ask students to describe their own return home. Encourage them to be specific, using the steps in Chapter 20 as a model. Students who are still learning basic verbs may need to look at the pictures and captions. Other students can practice with the captions covered or their books closed.

Then have students express the same information in simple present tense as a sequence of customary activities: “Every day when I get home, I look in the mailbox for mail. Then I go inside,” etc. If necessary, prompt with questions to elicit details (e.g., “How do you get your mail? How do you enter your apartment? Do you have an answering machine?”).

Expansion and Discussion: Ask students to explain security measures in their apartment, apartment building, or house. Security items that are not in the pictures but are used in many homes include, e.g., alarm system, peephole, door chain. Introduce or elicit the term deadbolt, illustrated on page 31. Elicit security steps that students take when returning home.

Chapters 21–24: Making Dinner

Background: Food preparation (equipment, menu, techniques) varies from culture to culture, family to family, but many actions (rinse, steam, etc.) apply universally. Students are often asked to describe foods and cooking techniques from their native countries. Some students might want to practice the processes, e.g., by giving cooking demonstrations or exchanging recipes.

A typical American dinner may include a salad, a main dish, a vegetable, a beverage, and dessert. Before beginning this chapter, ask students to describe a typical dinner in their family or culture.

Useful Materials: cookbooks or recipes (students may bring in their favorites)

Chapter 21: Making a Salad (p. 32)

Using the Pictures and Vocabulary: Using the pictures as needed, elicit explanations of each of the key food preparation actions (drain, grate, etc.) with wh- questions, e.g., “How do you drain something? What can you pour?” (salad dressing, water, milk, juice) “How do you slice a tomato?” What can you grate?” Use the explanations in For Special Attention to further clarify answers. Write any new vocabulary on the board.

Then have students look at the entire set of pictures for Chapter 21 and read the sequence in past tense. Point out special equipment (colander, grater). Then ask them to convert the process to directions for making a salad (orally or in writing), e.g., “First, rinse the lettuce. Then drain it,” etc.

Expansion and Discussion: A lettuce salad may be unfamiliar to some students. Ask students to suggest other possible salad ingredients (e.g., carrots, radishes, spinach) or to describe other kinds of salads.

Visiting a nearby salad bar (e.g., in a supermarket) is a good way to see a variety of ingredients and salads. Students may be able to go as a class or individually and write down information. Some supermarket salad bars label each salad or ingredient (e.g., coleslaw, tuna, baby corn, three-bean salad, Thousand Island dressing).

Have students describe or write instructions for preparing a salad typical of their native country.

Chapter 22: Preparing Vegetables (p. 33)

Using the Pictures and Vocabulary: Use the same question technique as for Chapter 21 to clarify key verbs. Again, use the explanations in For Special Attention. Then have students look at the set of pictures for Chapter 22 and read the sequence in past tense. Introduce the equipment shown (a vegetable peeler, a steamer basket). Be sure students are familiar with basic equipment (saucepan, lid, burner, etc.). As in Chapter 21, elicit this process in the form of instructions.

Expansion and Discussion: Ask students how they prepare vegetables, since different cultures use different techniques. In many cultures, all parts of a vegetable are used. Ask students, e.g., “What do you do with carrot peels? Throw them away? Eat them? Put them in a compost pile? Bury them in the garden? What do you do with the stalks of vegetables like broccoli? Throw them away? Cook them and eat them? Put them in a soup?”

Expand the process to other vegetables. Have each student choose a familiar vegetable (which
need not be familiar to you), bring it to class if possible, and explain how to prepare it. (If feasible, have students do the preparation in class.) Have students work individually or in pairs to write instructions for the preparation they have explained. Compile the recipes in a class cookbook.

As new nouns (e.g., vegetables, equipment) and verbs (e.g., mince) come up, write them down for students to read and learn as appropriate. Be careful not to overdo this. Focus on words that students are likely to use or are interested in.

**Chapter 23: Making Spaghetti (pp. 34–35)**

**Background:** This chapter illustrates one frequently made main dish (be sure students understand the term main dish), but much of the key vocabulary also applies to making other dishes. The chapter also reinforces vocabulary learned in earlier chapters.

**Using the Pictures and Vocabulary:** Many of the verbs have already been introduced and can be reviewed, but some are new (diced, ladled). The pictures and For Special Attention will help explain new food terms. Have students read the steps as written. Then have them say or write the sequence as instructions, e.g., “Dice an onion. Then fry . . .”

**Expansion and Discussion:** Ask questions to expand on the For Special Attention terms (e.g., “What other meats are ground?” [e.g., turkey, pork] “What other dishes contain ground meat?” [e.g., hamburgers] “Can you name other herbs or common spices? What other foods are fried? What other liquids might be boiled?”). Keep students’ food habits and interests in mind.

If possible, have the class watch a cook (e.g., a guest chef, a fellow student, a parent—live or on video) prepare a main dish. Have them take notes on what the cook does. Have students assemble a complete list of the steps by pooling their notes. Then have individuals or small groups write a process paragraph about preparing that dish.

Have students bring in favorite step-by-step recipes and trade, working first in pairs. After reading the partner’s recipe, students can ask clarifying questions. Then ask each to explain the other student’s recipe in present tense, e.g., “First, you dice two carrots and put them in a bowl.” (Note: If students are able to use passive voice, this is a good opportunity to practice it, e.g., “Then two tablespoons of brown sugar are mixed with the carrots.”) If possible, invite students to cook dishes in class or to bring them in for a potluck supper. Add these recipes to the class cookbook.

Remind students that in some recipes, precise measurements are important. Review the list of measurements on page 80 and add others commonly found in recipes, e.g., tablespoon, teaspoon. Remind students that some ingredients, e.g., salt and pepper, are rarely measured precisely. Instead, recipes call for “a pinch of salt,” “a dash of pepper,” or “salt to taste.”

Discuss typical main dishes in certain cultures and possible reasons for their popularity (e.g., climate, availability of certain crops).

**Chapter 24: Cooking Rice (p. 36)**

**Background:** There are many types of rice and many ways to cook it. Students may be familiar with ones that are less familiar to Americans. The process illustrated here applies to cooking other grains as well.

**Using Pictures and Vocabulary:** Introduce or review the vocabulary, paying attention to the new terms, e.g., husk, grain. Have students go through the picture sequences and read the steps. Then have them cover the words and recreate the process in their own words.

**Expansion and Discussion:** Ask each student to write down a sequence of instructions for cooking rice or another grain or grain product used in his or her culture (barley, couscous, etc.) and then explain the process, using the steps in the chapter as a model. Encourage students to use present tense or imperative form.

You may want to keep a list of new vocabulary on the board, e.g., sticky, long-grain, firm, al dente, golden brown. Some students may mention added ingredients such as raisins or pine nuts.

As appropriate, ask students to bring a small quantity of a traditionally prepared grain to share.
Ask questions about nutrition, e.g., “Is brown rice better for you than white rice? Is whole wheat bread better than white bread?” Note: Bread offers a good comparison. Have students research the difference between stone-ground wheat, whole wheat, white bread, etc. Have them look at labels or ask a baker to explain the differences. Students could also compare common products such as wheat, oat, or corn cereals.

Chapter 25: Eating Dinner (p. 37)

Background: The pictures illustrate a sit-down dinner for a family and guests. Help students understand that many American families do not eat every meal together.

Using the Pictures and Vocabulary: Start with the process of setting the table. Have students look at the picture of the table setting and explain where items are located in relation to each other. This can provide good preposition practice (e.g., “The fork is to the left of the plate”). Have students look at the rest of the pictures and describe what they see (e.g., two couples sitting across the table, serving dishes and contents, Paul taking salad or spaghetti, people talking to each other, etc.). Then look at and listen to the captions.

Expansion and Discussion: Ask students how they prepare the table for dinner. Model this by describing how you do it, e.g., “In my house, the food is on the stove and each person takes a plate and puts food on it, then takes it to the table.” As needed, help students explain their actions. Keep a list of new vocabulary.

Have students list the steps or describe the process of eating a typical meal in their house, using the picture sequence as a model (e.g., “Set the table, put dishes on the table, sit down, pass the vegetable, pass the rice, put chicken pieces on the rice,” etc. “First my sister sets the table for all six of us,” etc.). Students can ask each other questions to add details.

Discuss why some families don’t eat together. Ask students whether family members typically eat together in their native countries.

Chapter 26: Clearing the Table (p. 38)

Chapter 27: Doing Dishes (p. 39)

Background: In many U.S. households, there is a division of labor. One person may cook the meal, another (often a child) may set the table, and others may clear the table and do the dishes. Such practices vary from family to family and may be shaped by one’s cultural background. Americans generally refuse to let guests help wash the dishes, although close friends or relatives may do so.

Using the Pictures and Vocabulary: Have students read through the sequences on pages 38 and 39. Clarify key vocabulary and For Special Attention terms by asking questions (e.g., “What do you use to wipe off a table? What do you do with leftovers? What kinds of containers do you use?”). Have students create questions and ask each other.

Expansion and Discussion: Encourage students to think about other ways to do these tasks, e.g., using a dishwasher. Elicit or provide the terms for other cleaning materials, e.g., sponge, dishcloth, steel wool.

Expand on the process of putting away the dishes. Have students describe what they think Paul did with the dishes. Provide additional vocabulary as needed (e.g., shelf, drawer).

Discuss sanitation and reasons for clearing the table and washing the dishes thoroughly. Encourage students to think about health concerns, e.g., insects, disease.

Chapters 28–32: Relaxing at Home

Background: Relaxing at home can take many forms. These chapters deal with only a few possibilities. Before beginning Chapters 28–32, have students list ways they relax at home. Put new vocabulary on the board as needed, e.g., play a card game, do a puzzle, arrange a stamp collection, play a computer game, knitting. (Note that students may mention some activities that are covered in later chapters, e.g., gardening in Chapter 40 or woodworking in Chapter 45.)
Grammar Note: The captions here use simple past tense, but regular activities are often explained in present tense (e.g., “Every weekend we rent a movie”). Students may also want to describe helping someone else learn to do an activity.

Recommendation: Chapters 28–29 and 31–32 work well together; all use electronic equipment, and much of the vocabulary overlaps. Chapter 30 (reading) is distinct. You may want to do Chapter 30 first or last and work on the others as a group. These lesson notes will discuss Chapter 30 after the other four chapters.

Chapter 28: Playing a CD (p. 40)
Chapter 29: Using a Cassette Player (p. 41)
Chapter 31: Watching Television (p. 43)
Chapter 32: Watching a Video (p. 44)

Useful Materials: instruction manuals, TV schedules, written rental policies from video stores

Grammar Note: These chapters provide many opportunities to practice verbs with prepositions, e.g., go forward, play back, take out. As needed, remind students about separable and nonseparable verb-plus-preposition phrases; e.g., put in, take out, open up, and turn up are all separable.

Using the Pictures and Vocabulary: Divide students into four groups and assign one chapter to each group. Have each group imagine that it must teach someone how to use the device. (They might, for example, imagine teaching an elderly neighbor how to use a TV remote control.) Each group should teach the vocabulary, especially the parts of the device, and the process for using it.

Help each group master the vocabulary, including remote buttons (TV remotes are similar to CD remotes), and the steps illustrated in the pictures. Bring in or encourage one or more students to bring in a CD or tape player, or at least a remote. If you have access at your site to a TV or VCR, arrange to bring it (or at least a remote) to class.

Have each group list key steps and write a mini-manual or instruction sheet. Ask them to include cautions, e.g., “Always hold a CD like this,” “Playing music louder than this is unsafe (or impolite).” When each group is ready, have them compare their instructions to a real manual, if possible. (Note: Theirs may be easier to understand.) Then have each group teach the others how to use their device. If the device is available, a hands-on demonstration will show if the instructions are complete and clear. If students have left out any key steps, the process may not work.

Expansion and Discussion: Have students who use one or more of these devices tell how they learned to use them.

Ask students to describe any difficulty they have had with electronic equipment, e.g., a calculator, a computer. Have them explain the problem and how they solved it.

Ask students to discuss why some people have more difficulty than others in learning to use electronic equipment, especially the computer.

Chapter 30: Reading (p. 42)

Background: Reading is normally a private activity, though sometimes people read out loud to others. The vocabulary of reading is important, especially if one wants to share information from a printed source with others.

Using the Pictures and Vocabulary: Look at and listen to the processes for reading a book and a magazine. Then have each student bring a book or magazine (in English) to class (or have them choose from a classroom or school library). Give students certain instructions, e.g., “Flip through the magazine and find a clothing ad. Turn to the table of contents of your magazine and tell what is on page 16. Describe the cover of your book. Find a word you don’t know and look it up in a dictionary.” Have students work in pairs and create sets of commands like these for each other.

Expansion and Discussion: Ask each student to choose a magazine article, book, chapter, or short reading; to read it; and to write a short summary and response (“I liked this article because . . .”). Then have volunteers tell their classmates about their selection. Encourage them to include details such as title, author’s name, and description of pictures, if any.

Ask students what other things they read at home and in what language (e.g., newspapers, classified ads, TV guide, instructions, recipes, mail, e-mail). Discuss whether they read these things to relax or for other purposes.
Expand on reading by looking at newspapers. If possible, bring in copies of free weekly newspapers, available in many communities. Look at classified ads (e.g., for cars, or other items for sale, depending on students’ interests) and calendars of local events. Work on understanding headlines.

Go back to the activity lists students created while preparing for Section 3. Have each student choose an activity to share as a step-by-step process. Some students may find it useful to sketch out the activity using one of the Processes—My Way templates (pp. 91–95). If possible, have students demonstrate the activity.

Chapter 33: Babysitting (p. 45)

**Background:** Babysitting, leaving one’s child with another person, is more accepted in some cultures than others. Many students may be familiar with asking a relative to watch one’s children, but not with the American custom of paying someone outside the family. This chapter is especially important for adult students who have young children. However, the vocabulary about family and play applies to everyone.

**Using the Pictures and Vocabulary:** Before turning to the chapter, review terms for relatives: aunt, uncle, cousin, grandparents, brother, sister, siblings, etc. Bring in, or have students create, a family tree.

Have students look at the pictures, describe what they see, and then listen to and look at the captions. Ask questions to elicit definitions or explanations (e.g., “What is a sandbox? What cartoons can children watch on TV? How do you use a slide? What other equipment is found at a playground?”). Have students describe what Tom did with the children. If possible, have them explain why they think he chose each activity.

**Expansion and Discussion:** As a class, make a list of toys. Bring in catalogs or pictures to elicit ideas if necessary. Then group the toys according to the age of children for whom they might be suitable (e.g., blocks for ages 2–6, puzzles for any age above 5). Have adult students describe one of their favorite childhood toys.

Ask students who cares for children in their culture when the parents are away. Ask if the babysitter usually comes to the children’s home or if the children go to the home of the babysitter.

Discuss babysitting. Ask students how long they think it’s suitable to leave a child with a sitter. Discuss how one locates a reliable babysitter and how much it is appropriate to pay.

If appropriate for students’ needs, discuss day-care centers—how to decide whether to use one, how to evaluate and choose one. Students who have children in a play group or day-care center can describe their experiences.

Chapter 34: Going to Bed (pp. 46–47)

**Background:** The process described in Chapter 34 is in many ways the reverse of activities in Section 1, Starting the Day. The chapter reviews much of that vocabulary. (Refer students back to pages 6–7 and especially to page 14.)

**Grammar Note:** This chapter provides a rich opportunity to focus on verb-plus-preposition phrases, particularly separable phrases. After students have reviewed the process, practice expressing steps that use separable verb phrases in two forms (e.g., She hung up her clothes/She hung them up. She turned off the lamp/She turned it off.).

**Using the Pictures and Vocabulary:** Look at and listen to the steps in the process; clarify any new vocabulary. Then have students close their books. Elicit a list of the action verbs, e.g., say good-night, go upstairs, turn on the light, get into bed, fall asleep. Point out that the order may vary, e.g., some people set the alarm just before they turn off the light. Review irregular verbs (refer students to page 90). Have students describe their own process of going to bed, using as many of the verbs on the list as appropriate. Encourage students to add other actions. Elicit or provide additional vocabulary as needed, e.g., tuck someone in, put on pajamas, have a midnight snack, lock the front door.

**Expansion and Discussion:** Have students develop a list of how people say good-night. They can create questions, e.g., “What does a parent say to a child?” (“Sweet dreams. Sleep tight.”) Then they can ask American friends and report back to the class.

Have students share favorite bedtime stories that they were told as children or now tell their
own children. As a group, discuss the importance of fables and children’s stories in a culture.

Section 4: Managing a Household

Section Overview: Every person has certain responsibilities in a household. These may vary greatly according to age and ability, but in the U.S. everyone, even children, makes a contribution. Section 4 covers a wide variety of household tasks. Students may need to focus more on certain processes than others, depending on their needs, but much of the vocabulary will be useful for all students.

Grammar Focus: Section 4 introduces use of the future tense, appropriate for describing plans for upcoming tasks. Most processes in the section, however, are presented in simple present or past tense, appropriate for talking about routine actions. Students will also want to use varied forms for asking questions (e.g., “Is my car ready yet?”) or giving or understanding directions (e.g., “Enter your PIN now”).

Chapter 35: Doing Laundry (pp. 48–49)

Background: Many people do not have a washer and dryer in their home. The vocabulary in this chapter will also be useful in using a Laundromat or the laundry room in an apartment building.

Grammar Note: This sequence is presented in future tense. Students will also want to practice in present tense, explaining a routine, and imperative forms, telling someone how to do the laundry.

Using the Pictures and Vocabulary: Have students read or listen to all the picture captions to understand the full process. Practice the vocabulary and For Special Attention terms. Ask them to close their books. Write some of the steps on the board or on a handout, but leave some out. Ask individuals or groups to fill in missing steps. Remind students to keep tense and verb forms consistent (e.g., if you give steps as commands, their additions should be commands as well).

Expansion and Discussion: Have students briefly explain where they do laundry (e.g., in their home, at a Laundromat). Introduce additional vocabulary (e.g., Laundromat, dry cleaners) as needed. Ask questions to elicit further details (e.g., “Where do you dry your clothes? Do you ever iron or press your clothes?”).

As students describe their laundry processes, have the other students listen for different routines, e.g., someone may hang clothes outside to dry, someone else may hang them inside. Elicit comparisons and contrasts.

Discuss care of different fabrics. Have students bring in clothing with garment care labels. Help students understand the symbols and expressions used, e.g., “light ironing required.” Add vocabulary for fabrics, e.g., polyester, silk, cotton, cotton/polyester blend, etc.

Describe the process of using a washing machine in more detail. Have students talk about what might go into a washing machine besides detergent (e.g., bleach); the importance of sorting; lint and cleaning the lint trap, etc.

Chapter 36: Cleaning the House (pp. 50–51)

Background: Regular cleaning makes a home look nice and, more important, reduces the chances of disease, pests, and allergic reactions. Cleaning chores are often shared in a family. Some busy households in the U.S. with two working parents do not have much free time to do thorough cleaning. Also, some elderly people cannot handle the tasks well. In some cases where people have the means, they hire others (e.g., a housekeeper or maid service) to regularly clean their house. One American routine is spring cleaning. When the weather warms up, people may move furniture, remove storm windows, put up screens, and do a very thorough cleaning.

Useful Materials: ads for cleaning products; community recycling guidelines and procedures; allergy information

Using the Pictures and Vocabulary: Divide students into four groups and assign one task (living room, kitchen, bathroom, or trash) to each group. Have each group imagine that it is responsible for that part of the housecleaning process and that it will need to report its accomplishments to the others.
Help each group practice the vocabulary for its task, focusing on the action verbs. When all groups are ready, have each one tell the others how it completed its task (e.g., “We cleaned the refrigerator. We emptied the wastebaskets.”).

Ask questions to review cleaning supplies, e.g., “What is a broom? What is a toilet brush?”

**Expansion and Discussion:** Ask students to describe how they clean their house (e.g., do they sweep, wipe or dust things, bundle papers, scrub?). Ask which home cleaning jobs they like and dislike.

Have students generate a list of items that need to be cleaned in one room. Students can work in small groups, each focusing on a different room. They can also prepare lists at home, describing items in their homes. Try to cover all rooms in a house or apartment. Elicit or provide other vocabulary as needed, e.g., cobwebs, dust bunnies (or other regional terms), compost pile (see page 54).

Ask students about recycling (e.g., “What do you recycle, and how? Do you have a compost pile? Do you take certain items to a special location?”). Read community recycling guidelines. Discuss whether students recycle other things.

Discuss what health problems might develop in a house that is not kept clean. Ask, “Do you know anyone who has severe allergies? What do/can they do to reduce their allergic reactions in the house?”

**Chapter 37: Taking Care of a Cat** (p. 52)
**Chapter 38: Taking Care of a Dog** (p. 53)

**Background:** Many Americans have pets. Cats and dogs are the most popular, but people also have birds, hamsters, fish, and many other animals. Even if your students do not have pets, they will interact with people who do and will need to know how to behave around pets.

**Using the Pictures and Vocabulary:** Have students look at and listen to the steps in both chapters. Use the pictures and miming to clarify the specialized action verbs (e.g., pounce, fetch, clip). Focus students’ attention on the sounds a cat or dog makes. Point out that meow, rrrr, and woof are American English representations of sounds made by cats and dogs. Elicit the ways in which students’ native languages represent those sounds.

**Related Vocabulary:** veterinarian (the vet), shots, animal shelter, Seeing Eye dog, leash law, dog pound, animal control officer

**Expansion and Discussion:** Create a chart on the board. At the top of the columns, write cat and dog, and leave space for other animals. Down the side, list characteristics, e.g., sounds, food, play, regular habits, what a pet owner does. Have students create questions for each other about these categories and then fill in the chart orally by answering each other’s questions (e.g., “What food does a dog eat? What sound does a happy cat make?”).

Ask students if they have a pet, and if so, what kind. Start with those who have a cat or dog; continue with those who have other types. Have each owner describe the pet (type, size, age, color) and its behavior, both regular and unique. Encourage students to bring in photos of their pets.

If possible, give students the opportunity to learn how to interact with animals, especially dogs. Many people don’t know what to expect or how to behave around a dog. Invite an owner with a well-trained dog to class. Give students a chance to pet the dog and watch it respond to commands.

If students are interested, discuss community regulations about animals: how many one can have, where they must be kept if outdoors, laws regarding cleaning up after a dog, leash laws, etc.

**Chapters 39–40: Lawn and Garden**

**Background:** Many Americans are avid gardeners, whether they have a house with a big lawn or a small apartment with a few plants on a windowsill. Ask students if they have a yard or plants growing inside or outside. Use their replies to decide how to use these two chapters. If many have yards and grass, spend more time on Chapter 39. If most have indoor hanging plants or window gardens, focus on Chapter 40 and modify it as needed.

**Grammar Note:** Past tense is very helpful for talking about these processes, as is command form. Future tense is appropriate for describing gardening plans.
Useful Materials: garden catalogs (seed, flower, vegetable); garden center flyers, with pictures of tools and other lawn and garden items

Chapter 39: Taking Care of a Lawn (p. 54)

Background: Having a lush green lawn is the objective of many Americans. They invest heavily in equipment, fertilizers and insecticides, and lawn care services to help them achieve that goal. Neighbors are likely to complain if someone does not keep a lawn trimmed.

Using the Pictures and Vocabulary: The key actions for lawn care are mowing, watering, and trimming the grass (lawn), and raking the leaves. Sometimes one needs to seed or reseed the lawn (i.e., plant new grass). Go over these key actions while students look at the pictures.

Then ask questions about Pam’s actions (e.g., “How did she prepare the lawn mower? How did she mow the lawn? What did she do next?”). Ask students about their own lawn care routines, if appropriate (e.g., “Do any of you mow a lawn? If so, what kind of mower do you use? What pattern do you use?” [Pam’s is not the only way. Students can draw or describe other patterns.] “Do you have a compost pile? If so, where is it? Do you like to rake? How do you fill in a bare spot in the lawn?”).

Related Vocabulary: backyard, front yard, sprinkler

Chapter 40: Gardening (p. 55)

Grammar Note: For an activity like gardening, the future is often expressed with going to, e.g., “Today I’m going to plant some carrots.” Past tense is also useful, e.g., “Last week I planted some flower seeds.”

Using the Pictures and Vocabulary: Have students look at and listen to the steps in the process. Then ask wh- questions that require definitions or explanations (e.g., “What is a seedling? What is a weed? When do you need insecticide? Why does a garden need fertilizer? How do you prune a plant? Why do you think Tom is wearing gloves? Why does Tom use a stake? Why is Tom not smiling in the third picture on the bottom?”).

Related Vocabulary: gardener, a green thumb, greenhouse; clay/ceramic/plastic pots; hanging plants; words for garden tools, such as hoe, wheelbarrow; mulch; to sow seeds

Expansion and Discussion: If students have an indoor or outdoor garden, have them describe what their gardens contain and how they take care of them.

Discuss harmful plants in your area (e.g., poison ivy, certain mushrooms). Help students learn how to recognize them.

As a class, visit a local greenhouse, seasonal garden, community garden, or garden center. If possible, talk to some of the gardeners or workers at these places.

Chapters 41–43: Car Care

Background: It is said that Americans have a love affair with their cars. For some, car care is a major activity. These processes are particularly important for adults who own cars, but the basic vocabulary is useful for other students as well. The three chapters on car care fit together and go well with Chapters 13–15.

Useful Materials: car manual or service guidelines, sample repair bills

Chapter 41: Cleaning a Car (p. 56)

Using the Pictures and Vocabulary: Begin by asking students to keep their books closed. Ask them to describe how they care for their car. (Note: some of the vocabulary has been presented earlier, e.g., wash, rinse, dry, wipe). Then have them open their books. Focus on any new vocabulary (e.g., buff, wax), including the For Special Attention vocabulary. Encourage students to expand their descriptions after looking at and listening to all the steps in the process.

Expansion and Discussion: Discuss why it is important to wash one’s car regularly. If you live in a region with harsh winters, where salt is used on roads, be sure to include that in the discussion.

Have students discuss the pros and cons of washing one’s own car vs. going to a car wash.
Chapter 42: Taking a Car to a Garage for Repairs (p. 57)

**Background:** Some Americans pride themselves on their ability to repair their own car and rarely take it to someone else for service. They may keep an old car for many years and, in some cases, display it at an auto show. However, the majority, especially those who buy a new car, take it to a service center for maintenance and repair. Historically, women did not perform car maintenance, but today more and more know the basics about their car, and some perform routine maintenance tasks, like changing the oil or spark plugs.

**Using the Pictures and Vocabulary:** Have students look at and listen to the steps in the process, focusing on the vocabulary. Then ask individual students if they have ever had a car problem, and what they do if their car needs servicing (e.g., go to the dealer, go to a service center, talk to a friend, fix it themselves).

**Related Vocabulary:** dealer, routine maintenance, warranty (e.g., 3 years or 60,000 miles)

**Expansion and Discussion:** Much of this vocabulary applies to other repair situations. Ask students, “What else may need repair? How do you figure out (diagnose) the problem? When do people say Ouch? What other appointments do you sometimes make?”

Have students role-play, e.g., one or more mechanics and a customer, or an appliance repairman (who comes to the house) and a customer.

Discuss shopping for a car, either new or used. Introduce terms like test drive, inspection, lemon laws. Review any regulations that apply (registration of a vehicle, insurance, etc.). Invite someone who sells or services cars to speak to students. Have students discuss their personal car-purchase experiences.

Chapter 43: Changing a Flat Tire (p. 58)

**Background:** Almost everyone has either been in a car with a flat tire or has seen someone changing one. Adults and young adults should know the basics of this process, even if they prefer to call for assistance. All students should be aware of the safety issues involved.

**Using the Pictures and Vocabulary:** First ask students, “Have you or a family member ever had a flat tire? If so, where did it happen? What did you do?” (See how well students can explain this without having the semi-technical vocabulary in the chapter.) Then ask students to look at the pictures and identify key vocabulary. Ask questions (e.g., “What is a lug nut? How do you lower the car? Where do you keep a spare tire? How do you jack up a car?”).

**Expansion and Discussion:** The best way to understand and use this vocabulary is through watching someone change a tire or doing it oneself. If possible, arrange to visit a garage or gas station and watch a mechanic demonstrate and describe the process. Have students make a step-by-step list of what the person does. Back in class, have them compare and merge their lists. You could also scramble the steps and ask students to put them in order.

Discuss safety concerns. Ask, “Under what conditions should you not change a flat tire?” (e.g., you can get to a nearby station safely; the flat is on the traffic side of the car; you are in a dangerous neighborhood; you do not have the strength to perform the task alone). Elicit or suggest ways to get assistance if you cannot change a flat.

Chapter 44: Dealing with a Power Failure (p. 59)

**Background:** Safety is a concern when the power goes out. Everyone should know how to locate a flashlight and spare batteries. Adults should know where to find candles and matches, as well as the fuse or circuit breaker box if applicable. Remind students that in the U.S., a power authority or utility company is generally responsible for restoring power and will do so, though it may take time.

**Using the Pictures and Vocabulary:** Look at and listen to the steps in the process. Be sure students understand the key verbs, including verb-plus-preposition combinations (e.g., come on and go out as opposites in this context). Ask students, “Have you ever been somewhere when the power went out? Describe what happened. Was there a storm? How soon did the power come back on? Have you ever been without power for more than a day? What did you do?”
Expansion and Discussion: Discuss students’ preparations in case the power goes out. Ask (or have students ask each other) questions such as “Where do you keep a flashlight? Do you have extra batteries available? Do you know where candles and matches are? Have you made any other plans?” (e.g., having extra blankets or canned food available).

Discuss ways to protect electronic equipment such as a computer. Teach key terms such as surge protector.

Have students write a description of an experience of a power failure.

Discuss possible causes of power failures (also called outages), e.g., snowstorm, high winds, an animal chewing through wires, high demand for electricity for air conditioning.

Chapter 45: Working with Wood (p. 60)
Chapter 46: Joining with Bolts/Screws (p. 61)

Background: The three processes illustrated here generally involve preparing materials, inserting a tool, and joining parts. Everyone who is old enough to do so safely should know how to use basic tools—hammer, pliers, wrench, and screwdriver. Saws, drills, or other sharp or power tools should be used only by responsible young adults and adults. Woodworking with a saw, plane, etc., is a specialized skill. For some classes, it may be treated only minimally.

Useful Materials: basic tools and supplies (drawn from the nouns list); small, thin pieces of wood; instruction guides (e.g., booklets from a hardware store giving basic guidelines on choosing the correct bolt or performing a fix-it task); safety equipment (e.g., goggles, gloves)

Using the Pictures and Vocabulary: Begin with closed books and focus on just the objects. (If needed, have a list of the nouns on the board.) Have students name each object and pair up those that go together (e.g., hammer and nail, screwdriver and screw). Turn to the pictures to clarify additional vocabulary as needed (e.g., nut, bolt, washer) for which illustrations may be useful. Also review clockwise, counterclockwise, and other For Special Attention vocabulary. Help students see that many nouns have paired verbs, e.g., hammer, to hammer (= to pound or hit a nail); screw, to screw something together; drill, to drill; saw, to saw. Put those pairs on the board.

Take two pieces of wood, a hammer, and one or more nails, and ask students, “How do I put the nail in the wood? How do I hold the hammer? How do I hit the nail?” etc. You could also have a student demonstrate the skill and explain what he or she did and why. Do the same with the screwdriver and screw, and other sets of materials and tools.

Expansion and Discussion: Working with Wood offers a good chance to talk about measurement; see For Special Attention, page 60; and some of the distance measurements (American and metric) on page 80.

Stress safety; review or teach basic safety equipment and safe use of tools. Explain the use of gloves and goggles for certain kinds of tasks.

Ask students, “Have you ever fixed something in your house, using any of the tools discussed? Explain what you did. Have you ever built something?” (e.g., a birdhouse, a clock, a bookcase). If a student has built something, encourage him or her to describe the process orally or in writing. The student may find it helpful to use a Processes—My Way template (pp. 91–95) to create an outline.

Chapter 47: Shopping for Groceries (pp. 62–63)

Background: In the U.S., one can buy groceries in many places: large food chains, sections in general-purpose stores or drug stores, corner mom-and-pop stores, farmers’ markets, outdoor food stands, etc. Relying on big grocery stores (supermarkets) may differ from students’ experience in countries where fresh produce or outdoor markets are the norm. Remind students that this chapter looks at shopping indoors in a typical grocery store.

Note: This chapter fits well with Chapters 21–24, Making Dinner, letting students look at buying ingredients before preparing food.

Useful Materials: floor plan (if available) for a big local grocery store; weekly grocery store flyers showing sale items; coupons (from magazines, newspapers, flyers); personal shopping lists
Using the Pictures and Vocabulary: Rather than going through the entire sequence, consider going picture by picture, asking questions after each and including For Special Attention items when appropriate. For example, look at the picture of Tom with a shopping cart. Ask students, “What do you use when you shop? A cart? A basket? Your own bag?” Look at the shopping list picture. Ask, “Do you use a list? What do you usually buy?” Look at the four pictures that deal with buying produce as a set, the three dealing with the canned food aisle, etc.

Related Vocabulary: express lane, Paper or plastic?

Expansion and Discussion: Refer to a floor plan or a list of items and aisles for a local store where students or their families shop. You could also have students draw a diagram of a store for other students to consult. Using the floor plans, have students ask each other questions, e.g., “How many aisles does the store have? If you want to buy (a product), which aisle is it in? How many kinds of (a product or form of produce) are there in the store?”

Ask students, “Where do you/does your family usually buy groceries?” Have them make a list (including specific stores where possible). Have students work as a group to identify the types of food stores they or their families use. Help them calculate percentages, e.g., maybe 70% usually go to a supermarket, 10% go to a corner store, and 20% go to markets (fish, meat, fresh produce). Discuss reasons for their choices (e.g., family or cultural custom, location, convenience, prices).

Discuss ways to make a grocery list (e.g., keep track at home, look in the refrigerator and on the shelves, look at the store flyer, put the items in the order of the aisles). Ask students which way they think is best.

Ask students if they use coupons, and if they think you can really save money by using them.

Introduce the concept of comparison shopping. As a class or individually, conduct a comparison test. Choose a few items that most students buy regularly, and research the cost (and quality or freshness) of the product in different types of food stores. Also compare several different stores of the same type, e.g., three large chains.

Discuss grocery shopping of the future. Some people are already able to buy groceries by phone or on the computer. Discuss whether students think that will expand, and whether they would like to buy groceries that way.

Chapter 48: Paying for Things (pp. 64–65)

Background: It is important to know how to pay for groceries and other purchases. In the U.S., many people pay with a credit card, though some people prefer to write a check or use cash. Each process is distinct, and people may choose the form of payment depending on the amount, the convenience, and their confidence in the store. All three forms include a bill, payment, and a receipt. Before you begin this chapter, ask students, “Do you have a credit card? More than one? A checking account? A debit card? How much of what you buy do you pay for with cash?”

Useful Materials: sample grocery receipts, some dummy checks (many banks have samples or a booklet with instructions on how to write a check), sample credit card slips or statements (with the account number blacked out), a few items with bar codes (universal product codes, or UPCs) on them

Using the Pictures and Vocabulary: Be sure students know what bar codes are.

On the board, put a box that says Bill (amount owed) = $23.50 (or choose another number). Below it, put the three payment options as branches: Cash, Check, Credit Card.

Paying with Cash: Look at and listen to the steps in the process. Then act it out, with you as cashier and a student as the customer. Ask students what you each did; they will need to use past tense and say, e.g., “Juan gave you $30.” “Then?” “Then you put it in the register and gave him change.” “How much?” etc. Remind students to listen to how you counted out the change, and discuss alternative ways to get sums of money (e.g., five dollars could be a five-dollar bill or five ones; 50 cents would often be two quarters but might be a quarter, two dimes, and a nickel). Have students practice this process. Be sure to point out that the
word bill has two different meanings here. It is the amount owed and also is the name for paper money. (If necessary, review U.S. money; see page 80.) Practice with different amounts due and different amounts of change.

**Paying by Check:** Review the steps in the process, then act it out, with a student writing a check and showing some identification (ID). If students are not familiar with check writing, spend more time practicing how to write a check and use a checkbook. Introduce new vocabulary related to check writing as needed, e.g., canceled check.

**Paying by Credit Card:** Repeat the steps above. Remind students to check carefully that the credit card slip has been printed or filled out accurately.

**Expansion and Discussion:** Provide additional role-play practice, with students playing both cashier and customer, making purchases for various amounts and using all forms of payment.

Ask students if they have ever received phone calls or mail offers for credit cards. Discuss appropriate ways to respond to these offers and how to make intelligent choices about credit card offers.

**Chapters 49–50: Banks and ATMs**

**Background:** Students need to know where and how to get cash. Electronic banking is gaining ground, and more and more Americans use ATMs. In fact, for routine transactions, some banks charge customers who go to a teller rather than an ATM. However, for special transactions (e.g., getting traveler’s checks), one usually needs to speak personally with a teller.

Before beginning the chapter, ask students if they have used an ATM, whether they have a savings or checking account, and how they usually get cash when they need it.

**Materials:** deposit slips from a bank, a sample passbook (banks sometimes have small sample ones, marked SAMPLE or VOID, as models), a sample ATM card (e.g., you may have an old or expired one to show students)

**Chapter 49: Going to a Bank** (p. 66)

**Using the Pictures and Vocabulary:** Have students look at and listen to the process. Then ask wh- questions (e.g., “What did Paul do at the counter? How did he endorse the check? What did the teller do?”). Show students a deposit slip and passbook (in class or at a bank). If needed, have students practice writing a deposit slip.

**Expansion and Discussion:** Discuss the following transactions, then act them out with students: depositing cash, depositing a check, withdrawing cash, moving money from savings to checking, buying traveler’s checks for a trip, requesting a cashier’s check for a special payment. Teach students that if they make a mistake, they should write VOID on the check and tear it up.

Discuss the pros and cons of a checking versus a savings account. Have students research bank interest rates as well as fees and special charges.

**Chapter 50: Using an ATM** (p. 67)

**Using the Pictures and Vocabulary:** Clarify the two key abbreviations: ATM (sounded out as A-T-M) and PIN (pronounced “pin”). Go through the process together. Then ask students who have used an ATM to describe their first experience (or a recent experience) briefly, using past tense.

**Expansion and Discussion:** It is critical to know how to use an ATM appropriately and safely. Ask students some basic questions (e.g., “How do you get a PIN? Can you choose your own, or is one assigned? How should people behave at an ATM?”). Be sure to talk about not letting other people see the information you enter and how much cash you receive. Remind students that this private transaction should not be observed by strangers.

If possible, invite someone from a bank to speak to your class about current banking practices, particularly use of ATMs.

**Section 5: Keeping in Touch**

**Section Overview:** Americans travel and move frequently. Keeping in touch through direct, face-to-face contact is often difficult, so they rely heavily on other means, including the phone, letters (though less often than in the past), and increasingly now, e-mail. Each method has certain
conventions of appropriate use, or etiquette. (For e-mail, it is called “netiquette.”) This section focuses on the phone, with brief treatment of personal letters. Depending on students’ needs, you may also want to discuss e-mail.

**Chapters 51–55: Using the Telephone**

**Background:** Not everyone finds it easy to use a phone. Sometimes it’s the technical features, but often it is related to listening and understanding without seeing the speaker. Depending on the level and experience of your students, you may want to spend extended time on listening and speaking phone skills. Throughout these chapters, focus on clear pronunciation and appropriate usage.

**Useful Materials:** ideally, a phone or two; even if you can’t plug them in, real phones help students practice phone skills more effectively, although toy phones provide a reasonable alternative; ads from an electronics store showing kinds of phones and answering machines

**Chapter 51: Making a Phone Call** (p. 68)

**Using the Pictures and Vocabulary:** Before you begin, ask students how many phones, and what types, they have in their household. After students look at and listen to the entire process, have two students say Kate’s and Jenny’s lines. Using a real phone, identify the parts: receiver, push buttons, cord, etc. (Notice that the phone shown is a push-button or Touch-Tone phone. Older phones had a round dial and were called rotary phones.) Ask questions that elicit definitions or explanations (e.g., “What is a receiver? What does a dial tone sound like? What does a busy signal sound like? What kind of information can you look up in a phone book?”).

**Related Vocabulary:** Introduce students to other kinds of phones and related equipment, including cellular (cell) phone, cordless phone, answering machine, phone-fax machine, pay phone, and phone booth. (Use ads from electronics stores to show these if real equipment is not available.)

**Expansion and Discussion:** Discuss ways of paying for a phone call made away from home (coins, credit card with a PIN, phone card, etc.) and the differences between local and long-distance calls.

Ask students about their phone usage, e.g., “How many calls do you make on a typical day? Who do you call?” (friends, family members, an office, store, etc.) “How much time do you usually spend on the phone every day?”

**Chapter 52: Answering a Telephone** (p. 69)

**Using the Pictures and Vocabulary:** Note that the sequence in the top six pictures corresponds to the sequence on page 68.

Look at and listen to the process in the top six pictures. Then have students act out the entire sequence; be sure “Jenny” begins with what she says on page 68. Encourage students to expand the conversation if they feel comfortable doing so. Ask questions (e.g., “What did Kate say when she answered the phone? How did Jenny reply? Who said good-bye first?”).

**Expansion:** Elicit what else people say when they answer the phone. Ask students to think of some expressions they have heard, or have them keep track for a week and report back to class. (Examples may include “The Wilson residence,” “Jim’s Car Repair. How may I help you?”)

**If It’s a Wrong Number:** It’s important for students to know what to say if they have reached a wrong number or when someone calls them by mistake. Go through the sequence, beginning with the first three top pictures (up to Kate saying Hello), then shifting to the bottom set. Have students practice the exchange. Point out that Kate immediately says, “I’m sorry,” and later the caller does, too.

**Expansion and Discussion:** Discuss what else each person might say. Ask students if they have ever dialed a wrong number. Assure them that we all do it once in a while. Share your own experience with them, and ask them about their experience.

As appropriate, have students practice a wide variety of phone situations. This is a good way to review vocabulary in some earlier chapters. Possibilities include calling to make an
appointment, to invite a friend out, to ask what time a store opens, etc. If possible, use two phones to make the process more realistic.

Chapter 53: Leaving a Message (p. 70)
Chapter 54: Taking a Message (p. 71)

Using the Pictures and Vocabulary: First have students look at and listen to the sequence. Then ask questions: “Who did Alex want to speak to? What is Alex’s last name? How did Alex help the listener write down his name? What information did Alex repeat? What was Alex’s message?” Ask students to find examples of politeness in the conversation (e.g., please occurs several times). Then have students role-play the conversation using different names (e.g., their own names and names of classmates). Repeat this until students feel comfortable.

Next, review the process and practice the conversation for Chapter 54. Be sure to review all the For Special Attention items on pages 70–71 as needed. Ask questions (e.g., “What did Lester ask? How did Pam reply? What was Lester’s message? What else could Pam have said? How did Pam remember the message? Did Dan get the message?”). Again, role-play the conversation with different names, repeating it until students are comfortable with the different ways to take and leave messages. Use real phones if available, and have a notepad and pen handy. If the classroom has a connected phone, you could also prearrange with someone who is not a student to call or be called.

Expansion and Discussion (for Chapters 51–54):
Focus on phone etiquette and phone call precautions. Encourage students to think about how people answer the phone. Ask questions (e.g., “Why do you think someone would answer the phone with ‘The Wilson Residence’ instead of just ‘Hello’ or ‘Hi, this is John Wilson’? What do you do if you get a phone call from someone trying to sell you something?” [called telemarketing] “How can you tell it is that kind of call? What do you do if someone makes threats or you get repeated unwanted calls?”).

Chapter 55: Using an Answering Machine (p. 72)

Background: Many Americans have an answering machine to automatically record messages. Ask students why they think this is so common.

Using the Pictures and Vocabulary: Look at and listen to the steps in the process. Bring in an answering machine, or have students look at ads or the pictures on page 72. Identify the parts (microphone, erase button, message light, message number indicator, etc.). Have students write a sample outgoing message (Tom’s is just one possibility). Have students say their outgoing messages, and have other students leave messages for them.

Expansion and Discussion: Discuss why it is important to be polite on the phone or answering machine.

Some people are uncomfortable leaving messages on answering machines. Elicit students’ feelings about leaving messages, and discuss the reasons for their feelings.

Chapter 56: Writing a Personal Letter (p. 73)

Background: Younger Americans rarely write personal letters anymore, except perhaps with cards (thank you, birthday, get well, wedding, etc.). Also, some people send postcards with short personal messages when they are on a trip. One form of semipersonal letter is the family letter, generally sent in the Christmas/New Year’s season, often printed on special holiday paper. Many messages that once were sent by personal letter now are sent by e-mail or through phone calls.

Useful Materials: a sample business letter, with envelope, a sample personal letter (with outside envelope) or postcard; some basic stationery (or have students provide their own)

Using the Pictures and Vocabulary: First review the For Special Attention vocabulary and explanations, then look at and listen to the entire process. Ask questions to elicit definitions and explanations and to practice talking about key actions (e.g., “What are some sample greetings and closings? What is your signature? Are personal letters written on certain kinds of paper? Are they handwritten? What kind of information is included in a personal letter?”).
**Writing a Letter:** Ask students to think of someone (e.g., a friend) they haven’t been in contact with for a while and with whom they communicate in English. Help them think through what they want to say before they write the letter. Remind them that cross-outs and changes are common and acceptable in personal letters. Have them write a short letter.

**Writing a Postcard:** Have students practice writing a postcard message to a friend. Use postcards that show interesting locations in your community, or perhaps a nearby locale that they have visited on their own or during a class field trip. Have each student select a card and write a message.

**Expansion and Discussion:** If appropriate for your students, have them practice drafting and writing a business letter. For example, students might write a formal thank-you to a host or organizer of a class field trip or to a guest speaker. Discuss differences in format, formality, greeting, closing, paper size, etc., before they write. Show the samples you brought in as models.

If possible, set up a pen-pal arrangement with a group of students in another location. Have students write each other over time, via personal letters or e-mail, as appropriate.

**Chapter 57: Mailing a Letter (pp. 74–75)**

**Using the Pictures and Vocabulary:** Have students look at and listen to all steps in the process. Focus on key verbs and important nouns; be sure students recognize them in the pictures. Then ask questions about Alex (e.g., “What did Alex enclose with his letter? How did he fold the letter? Where did he write his return address?”).

**Expansion and Discussion:** Ask questions that broaden the discussion (e.g., “What other things do you mail? Where else do you stand in line?”).

Have students finish their letters or postcards from Chapter 56 and prepare them for mailing. For a letter, teach them how to address the envelope. Ask them to consider enclosing something, e.g., a photo or news clipping. Have them seal the envelope, weigh it on a postal scale if necessary, and get appropriate postage for it. Remind students that if the letter is going overseas, it will require more postage. Also have them address their postcard and prepare it for mailing. If possible, arrange for a class trip to a local post office, where each student can select and buy stamps.

Have students find answers to questions about mailing letters. Sources of information may include posters in a post office, the U.S. Postal Service web site, etc. Questions might include “What is the rate for mailing a 1-ounce first class letter in the U.S.? How much is it for each additional ounce? What does it cost to send an airmail letter (to a student’s native country)? What is certified mail? When would you use it? What happens if an address is not legible? What if there is not enough postage on the envelope?”

Poll students about the ways they keep in touch with family and friends. On the board, list the ways. Categories might include direct contact, letters, phone, e-mail, perhaps computer chat rooms or other means. Have each student rank order his or her use of the categories. As a group, develop some generalizations about the chart (e.g., “Most of us use the phone a lot.” “Letter-writing is the last category on everyone’s list.”)

Ask students how and where they buy stamps or mail letters in the U.S. Have them compare the process to their routines in their native countries.

**Section 6: Having Fun with Friends**

**Section Overview:** Americans frequently get together with friends for casual activities outside work or school. Activities vary depending on age, family traditions, and many other factors, but adults and children alike go to birthday parties, go to someone’s house for dinner, go to movies, and eat out (often as a family) at restaurants. Each of these activities may be very different from a comparable event in other countries. Students need to understand appropriate behavior for these events in the U.S. and should be encouraged to share information about common ways to have fun in other countries and cultural settings.

**Chapter 58: Going to a Birthday Party (p. 76)**

**Background:** Birthday parties are a very traditional activity. In the U.S., cake, ice cream, and
presents are typical of birthday parties for people of all ages. Children tend to share their day with boys and girls of the same age. Often there are planned events, indoor or outdoor games, and sometimes a guest performer (e.g., a clown). The number of candles on the cake matches the child’s age. Teen parties often include a sports activity, perhaps dancing, and perhaps an overnight (sleepover). Adult birthday parties may have music or dancing, but many are short and held at work sites during lunch hour or after work. The exception is special milestones, e.g., age 50, when there may be a bigger, more elaborate party. Notice that the pictures show an adult birthday party.

Useful Materials: candles, a recording of “Happy Birthday”

Culture Note: Remind students that in the U.S., an adult’s age is private. While the candles on a child’s cake show the child’s age, an adult’s cake will often be arranged decoratively or to spell out a name or words. It is generally considered impolite to ask an adult his or her age. Milestone years, however, may be common knowledge, or the cake may have a number on it.

Using the Pictures and Vocabulary: After students review the steps in the event pictured in the chapter and discuss the details of that party, have them develop questions to ask of each other, using the key vocabulary (e.g., “How do you blow out the candles? What do you eat at a birthday party? What kind of ice cream do you like? What is your favorite present?”).

Related Vocabulary: invitation, gift wrap, ribbon, party hat, favors, party games (e.g., Pin the Tail on the Donkey, Musical Chairs)

Expansion and Discussion: Ask students to describe a birthday party they have attended or planned in the U.S. or another country. This can be done as an oral presentation, a group discussion, or a writing activity. Students may want to first create a list of activities done before, during, and after the party or sketch out the steps on a Processes—My Way template (pp. 91–95). Then they can prepare a draft of their talk or written description.

Discuss typical activities at a New Year’s party, an anniversary party, a retirement party, a holiday reception, an open house, etc.

Plan a class birthday party. Make formal plans (e.g., How many people? Invitations? Party supplies? How big a cake?) and share the responsibilities for putting on the party.

Chapter 59: Going to a Dinner Party (p. 77)

Background: The pictures show an adult dinner party. Some dinner parties in the U.S. are family affairs, and children may be invited (and be expected to play, watch TV, etc., with children in the host’s house). The children sometimes eat separately from the adults. If children are not included, guests make arrangements for care of their children (hire a babysitter, arrange for them to stay at a friend’s house, etc.).

Using the Pictures and Vocabulary: The dinner party shown on page 77 involves the host and six guests (three couples). Look at and listen to the steps in the activity and the conversations. Have seven students play the parts and act out the conversations. Then ask questions about this dinner party in particular, and dinner parties in general (e.g., “What did Jenny bring Dan? What other gifts would be appropriate? How did the new acquaintances greet each other? What do you think small talk includes? What did Dan serve at his party? How did his guests dress for the party? How late does a dinner party last? How do you say good-night?”).

Expansion and Discussion: Ask students, “Have you ever attended or hosted a dinner party in the U.S. or in another country? Compare and contrast two dinner parties, either two you have attended, or the one in the pictures with one in your country.”

Discuss various other kinds of adult parties in the U.S., e.g., a pool party, a barbeque (BBQ), a patio party, a pregame party. Ask students to describe any of these that they have been to.

Some U.S. dinner parties or other adult parties involve drinking wine or beer. Discuss the importance of Dan’s remark, “Drive safely,” when he says good-bye to his guests. (As appropriate, introduce concepts of designated driver, social drinking, and driving under the influence, or DUI.)
Chapter 60: Going to a Movie (p. 78)

Background: In the U.S., friends, couples, families, and individuals all go to the movies. Many movie theaters are open long hours, especially on weekends, and show movies many times a day. That makes it convenient for people of all ages to see a movie. Video rental movies are increasingly popular as well (see Chapter 32). Note: If feasible, going to a movie as a class is an excellent way to learn and practice this vocabulary.

Useful Materials: movie listings (e.g., from a weekly newspaper), movie reviews, a copy of the movie rating system (usually printed in movie guides and newspaper movie listings)

Using the Pictures and Vocabulary: Read and listen to the captions, which are in past tense, and focus on the new nouns and For Special Attention vocabulary. Point out that many of the verbs listed are irregular. Then have students re-express the sequence as a routine activity (e.g., “Every weekend my friend and I go to see a movie. When we arrive, we buy tickets,” etc.). Have students create role-plays with the people shown in the illustrations, e.g., friends going to a movie, ticket seller, clerk at the snack counter.

Clarify new vocabulary with questions that elicit definitions (e.g., “What is a stub? What is a preview? What is a box office?”). Expansion and Discussion: Ask students to describe experiences going to ticketed events (movies, concerts, sports events, plays, etc.). Make a list on the board of some common elements e.g., ticket prices, location, availability of food or drink, types of seating) to help them focus their descriptions.

Examine the movie rating system as a class, and discuss the rating of several movies that most students have seen (or of a movie that the class views together in a theater or on video in the classroom). Discuss whether students agree or disagree with the rating. Ask them to explain their answers. You could also show a movie in class (appropriate to your class in age and language level) without telling them the rating. Ask them to rate the movie and explain their ratings.

Chapter 61: Eating at a Fast Food Restaurant (p. 79)

Background: Fast food restaurants are common in the U.S. and around the world. Fast food restaurants offer casual dining, and the whole family is welcome. Quality, service, prices, and type of food may vary, but the basic actions of standing in line to order or driving through to pick up food are similar. If appropriate, you might have your class go to a local fast food restaurant to listen to the short cut phrasing used by the staff (e.g., “For here or to go?”), to practice the vocabulary of ordering, and as a group, to share the experience of eating in that kind of restaurant.

Useful Materials: fast food restaurant discount coupon flyers or menus, if available. (They may be printed on a placemat or small takeout menu at the counter.)

Using the Pictures and Vocabulary: Have students look at and listen to the sequence of actions. Point out the irregular forms of many of the verbs used here. Then have students practice expressing the sequence using other verb forms (e.g., as a routine activity, in present tense; as a plan for lunch tomorrow, using future tense; as a list of steps to follow when one goes to a fast food restaurant). Have students role-play the interaction between a customer and clerk inside the restaurant (as illustrated). Use a sample menu if available, and have students practice ordering a variety of foods.

Expansion and Discussion: Have students rework their role-plays to demonstrate a conversation between a customer in a car and a clerk at the drive-through window.

Ask students why they think fast food restaurants are gaining popularity all over the world. If possible, discuss some negative consequences of this (e.g., increased use of certain materials like paper and Styrofoam; changes in people’s eating and drinking habits, resulting in nutrition concerns and health problems).