

 **POWER BASICS**®

# Everyday English

**Teacher's Guide**



SGS-SFI/COC-US09/5501

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# To the Teacher

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## Overview

*Power Basics*® is a complete textbook program designed to meet the needs of students who are daunted by the length and complexity of traditional textbooks. The goal of all textbook programs is to provide students with important new information. However, in traditional textbook programs, this goal is often overshadowed by other considerations. Many textbooks are written for the above-average reader and cover a wide range of content. They are filled with photographs, illustrations, and other visual elements. For some students, the amount of material is overpowering, the visual elements are distracting, and the rapid pace is unnerving. In *Power Basics*®, we revisited the basic goal, developing a streamlined textbook program that presents the essential content students need to succeed.

## Program Components

As with traditional textbook programs, *Power Basics*® includes a core textbook and ancillary products designed to round out the program. The student text provides coverage of the essential content in each subject area. A consumable workbook provides a variety of activities for each lesson, including practice activities, extension activities, and activities designed for different learning styles.

Teacher support materials include a teacher's guide and test pack for each student text. The teacher's guide includes the following: an overview of each unit in the student text; suggestions for extension activities; the student text glossary and appendix; a complete answer key to all practice activities and unit reviews in the student text; classroom record-keeping forms, and graphic organizers for student use.

For more detailed assessments, the test pack offers a pretest, unit tests for each unit in the student text, a posttest, and test-taking strategies for students.

## Student Text Organization

The student text is divided into units. Each unit contains a series of lessons on related topics, with one lesson for each topic. Each lesson begins with a clear,

student-centered goal and a list of key words that are introduced in the lesson. The definitions for these words are included in the glossary, which can be found in the student text and at the end of this teacher's guide.

Next comes a brief introduction to the topic of the lesson, followed by instructional text that presents essential information in short, easy-to-understand sections. Each section of instructional text is followed by a practice activity that lets students apply what they have just learned. A unit review is provided at the end of each unit to assess students' progress. The review is followed by application activities that encourage students to extend and apply what they have learned.

The student text also includes several special features. "Think About It" sections ask students to use critical-thinking skills. "Tip" sections give students useful hints. "In Real Life" sections show students how the material they are learning connects to their own lives.

The reference section at the back of the student text includes an appendix, a glossary (with pronunciation guide) that includes all vocabulary in the Words to Know sections, and an index to help students locate information in the text.

## Record-Keeping Forms

To make record-keeping easier, we have provided a reproducible class chart that you can use to track students' progress. Fill in your students' names, and make copies of the chart for each unit in the student text. Add lesson numbers, lesson titles, and practice numbers as needed. We have also provided a generic grading rubric for the application activities in the student text so that these activities may be assigned for credit, if you wish. You may customize the rubric by adding more grading criteria or adapting the criteria on the sheet to fit your needs.

We're pleased that you have chosen to Power Up your Basic Skills Curriculum with *Power Basics*®!

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# To the Teacher, *continued*

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## Guide to Icons

### Teacher's Guide



#### Teaching Tips

Practical suggestions help you to engage students in the learning process.



#### Differentiation

Different approaches to the content give all learners the opportunity to connect to the material.



#### Thinking Skills

Helpful suggestions increase students' ability to think critically.

### Student Text



#### Tip

Tips give helpful hints to boost understanding and retention.



#### Think About It

These sections develop critical-thinking skills.



#### In Real Life

These features connect learning concepts to students' lives.

### Workbook



#### Reinforcement

Reinforcement activities give students additional opportunities to practice what they have learned.



#### Multiple Intelligences

Different approaches capitalize on different learning styles and interests to help all students connect to the material.



#### Extension

Deepen and broaden learning with critical-thinking activities, real-life applications, and more.

# Classroom Management

| Student Name | Lesson No.: |            | Title:     |            |            |            |            |            |            |                   |
|--------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------------|
|              | Practice #  | Practice # | Practice # | Practice # | Practice # | Practice # | Practice # | Practice # | Practice # | Unit Review Score |
| 1.           |             |            |            |            |            |            |            |            |            |                   |
| 2.           |             |            |            |            |            |            |            |            |            |                   |
| 3.           |             |            |            |            |            |            |            |            |            |                   |
| 4.           |             |            |            |            |            |            |            |            |            |                   |
| 5.           |             |            |            |            |            |            |            |            |            |                   |
| 6.           |             |            |            |            |            |            |            |            |            |                   |
| 7.           |             |            |            |            |            |            |            |            |            |                   |
| 8.           |             |            |            |            |            |            |            |            |            |                   |
| 9.           |             |            |            |            |            |            |            |            |            |                   |
| 10.          |             |            |            |            |            |            |            |            |            |                   |
| 11.          |             |            |            |            |            |            |            |            |            |                   |
| 12.          |             |            |            |            |            |            |            |            |            |                   |
| 13.          |             |            |            |            |            |            |            |            |            |                   |
| 14.          |             |            |            |            |            |            |            |            |            |                   |
| 15.          |             |            |            |            |            |            |            |            |            |                   |
| 16.          |             |            |            |            |            |            |            |            |            |                   |
| 17.          |             |            |            |            |            |            |            |            |            |                   |
| 18.          |             |            |            |            |            |            |            |            |            |                   |
| 19.          |             |            |            |            |            |            |            |            |            |                   |
| 20.          |             |            |            |            |            |            |            |            |            |                   |
| 21.          |             |            |            |            |            |            |            |            |            |                   |
| 22.          |             |            |            |            |            |            |            |            |            |                   |
| 23.          |             |            |            |            |            |            |            |            |            |                   |
| 24.          |             |            |            |            |            |            |            |            |            |                   |
| 25.          |             |            |            |            |            |            |            |            |            |                   |
| 26.          |             |            |            |            |            |            |            |            |            |                   |
| 27.          |             |            |            |            |            |            |            |            |            |                   |
| 28.          |             |            |            |            |            |            |            |            |            |                   |
| 29.          |             |            |            |            |            |            |            |            |            |                   |
| 30.          |             |            |            |            |            |            |            |            |            |                   |

# Application Activity Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

Unit \_\_\_\_\_ Activity \_\_\_\_\_

| POINTS                                 | 4<br>all of<br>the<br>time | 3<br>most of<br>the<br>time | 2<br>some of<br>the<br>time | 1<br>almost<br>none<br>of the<br>time |
|--|----------------------------|-----------------------------|-----------------------------|---------------------------------------|
| followed directions                    |                            |                             |                             |                                       |
| organized material well                |                            |                             |                             |                                       |
| used appropriate resources             |                            |                             |                             |                                       |
| completed the entire activity          |                            |                             |                             |                                       |
| showed an understanding of the content |                            |                             |                             |                                       |
| produced error-free materials          |                            |                             |                             |                                       |
| drew logical conclusions               |                            |                             |                             |                                       |
| where appropriate, listed sources used |                            |                             |                             |                                       |
|  |                            |                             |                             |                                       |

# Use Chart

## POWER BASICS WORKBOOK

## STUDENT TEXT PRACTICE

### Unit 1: English in Everyday Life

|  |   |
|--|---|
| Activity 1: Listening Closely                    | Practice 1: Using English in Conversation     |
| Activity 2: Idioms Charades                      | Practice 1: Using English in Conversation     |
| Activity 3: Helpful Headings                     | Practice 2: Reading English                   |
| Activity 4: How to Make a Snowperson             | Practice 3: Following Directions              |
| Activity 5: Brainstorming                        | Practice 4: Writing English                   |
| Activity 6: Writing a Thank-You Note             | Practice 4: Writing English                   |
| Activity 7: What Does It Stand For?              | Practice 5: Using Abbreviations               |
| Activity 8: What's in a Word?                    | Practice 6: Using a Dictionary                |
| Activity 9: A Library Search                     | Practice 7: Using a Library                   |
| Activity 10: A Library Floor Plan                | Practice 7: Using a Library                   |
| Activity 11: Choosing and Using Reference Books  | Practice 8: Using Reference Books             |
| Activity 12: Using a Thesaurus                   | Practice 8: Using Reference Books             |
| Activity 13: Using the Yellow Pages              | Practice 9: Using a Phone Book                |
| Activity 14: Creating a Table of Contents        | Practice 10: Using Books                      |
| Activity 15: Using an Index                      | Practice 10: Using Books                      |
| Activity 16: Magazines That Match Your Interests | Practice 11: Reading Magazines and Newspapers |
| Activity 17: Reading a Newspaper                 | Practice 11: Reading Magazines and Newspapers |
| Activity 18: Student Activities                  | Practice 12: Reading Charts and Graphs        |
| Activity 19: Internet Search                     | Practice 13: Using the Internet               |
| Activity 20: Your Internet Web Site              | Practice 13: Using the Internet               |

### Unit 2: English at Home

|  |  |
|--|--|
| Activity 21: Your Apartment Likes and Dislikes   | Practice 14: Deciding What You Want                  |
| Activity 22: Finding Classified Apartment Ads    | Practice 15: Reading the Classifieds                 |
| Activity 23: Reading Classified Apartment Ads    | Practice 15: Reading the Classifieds                 |
| Activity 24: Asking for More Information         | Practice 16: Asking for More Information             |
| Activity 25: An Apartment Application, Part 1    | Practice 18: Applying for an Apartment               |
| Activity 26: An Apartment Application, Part 2    | Practice 18: Applying for an Apartment               |
| Activity 27: Do You Agree? Renting an Apartment  | Practice 19: Signing a Lease                         |
| Activity 28: Consumer Choices                    | Practice 20: Making Lists                            |
| Activity 29: Buy This Product!                   | Practice 21: Reading Advertisements                  |
| Activity 30: A World of Advertising              | Practice 21: Reading Advertisements                  |
| Activity 31: Oil Change Coupon                   | Practice 22: Using Coupons                           |
| Activity 32: Guarantees and Warranties           | Practice 23: Understanding Guarantees and Warranties |
| Activity 33: Can You Return This Product?        | Practice 24: Understanding Return Policies           |
| Activity 34: Finding What You Want in a Cookbook | Practice 25: Using a Cookbook                        |
| Activity 35: All Kinds of Cookbooks              | Practice 25: Using a Cookbook                        |
| Activity 36: What Does It Mean?                  | Practice 26: Following a Recipe                      |
| Activity 37: A Mixed-Up Recipe                   | Practice 26: Following a Recipe                      |

# Use Chart, *continued*

## POWER BASICS WORKBOOK

## STUDENT TEXT PRACTICE

|  |  |
|--|--|
| Activity 38: Recipe Ingredients                | Practice 26: Following a Recipe                |
| Activity 39: Reading Food Labels               | Practice 27: Eating Right: Reading Food Labels |
| Activity 40: Eating Right with Nutrition Facts | Practice 27: Eating Right: Reading Food Labels |
| Activity 41: Create a Nutrition Label          | Practice 27: Eating Right: Reading Food Labels |
| Activity 42: Fast Food Nation                  | Practice 28: Eating Right: Preparing Menus     |
| Activity 43: Food Groupings                    | Practice 28: Eating Right: Preparing Menus     |
| Activity 44: Your Day's Menu, Part 1           | Practice 28: Eating Right: Preparing Menus     |
| Activity 45: Your Day's Menu, Part 2           | Practice 28: Eating Right: Preparing Menus     |

### Unit 3: English Outside the Home

|   |   |
|---|---|
| Activity 46: Paycheck Vocabulary                        | Practice 29: Reading Your Paycheck            |
| Activity 47: Pay Stub                                   | Practice 29: Reading Your Paycheck            |
| Activity 48: Pros and Cons of Bank Accounts             | Practice 30: Choosing a Bank                  |
| Activity 49: Choosing Your Bank Account                 | Practice 30: Choosing a Bank                  |
| Activity 50: Writing Checks                             | Practice 31: Writing Checks                   |
| Activity 51: Your Checking Account                      | Practice 32: Recording Transactions           |
| Activity 52: An ATM Map                                 | Practice 33: Using ATMs and Online Banking    |
| Activity 53: Understanding Your Credit Card             | Practice 34: Using Credit Cards               |
| Activity 54: Managing Your Credit Card                  | Practice 34: Using Credit Cards               |
| Activity 55: Paying Bills Correctly                     | Practice 35: Paying Bills                     |
| Activity 56: Subway Map, Part 1                         | Practice 37: Reading Route Maps and Schedules |
| Activity 57: Subway Map, Part 2                         | Practice 37: Reading Route Maps and Schedules |
| Activity 58: Reading Road Signs                         | Practice 38: Reading Road Signs               |
| Activity 59: Road Sign Colors                           | Practice 38: Reading Road Signs               |
| Activity 60: Sample Driver's License Test               | Practice 39: Getting a Driver's License       |
| Activity 61: Acquiring a Driver's License in Your State | Practice 39: Getting a Driver's License       |
| Activity 62: Car-Buying Terms                           | Practice 40: Buying a New Car                 |
| Activity 63: Car-Buying Pros and Cons                   | Practice 41: Buying a Used Car                |
| Activity 64: What Do You Want in a Vehicle? Part 1      | Practice 41: Buying a Used Car                |
| Activity 65: What Do You Want in a Vehicle? Part 2      | Practice 41: Buying a Used Car                |
| Activity 66: Reading Classified Vehicle Ads             | Practice 41: Buying a Used Car                |
| Activity 67: Your Classified Ad                         | Practice 41: Buying a Used Car                |
| Activity 68: Accidents and Car Insurance                | Practice 42: Choosing Car Insurance           |
| Activity 69: Thinking About Car Insurance               | Practice 42: Choosing Car Insurance           |
| Activity 70: Insurance Costs                            | Practice 42: Choosing Car Insurance           |
| Activity 71: Registering Your Car                       | Practice 43: Registering Your Car             |
| Activity 72: Car Maintenance, Part 1                    | Practice 44: Maintaining Your Car             |
| Activity 73: Car Maintenance, Part 2                    | Practice 44: Maintaining Your Car             |

# Use Chart, *continued*

## POWER BASICS WORKBOOK

## STUDENT TEXT PRACTICE

### Unit 4: English in the Community

|  |   |
|--|---|
| Activity 74: All About Voting                  | Practice 45: Registering to Vote                  |
| Activity 75: Your Voting Procedures            | Practice 45: Registering to Vote                  |
| Activity 76: Learning About a Candidate        | Practice 46: Learning About Candidates and Issues |
| Activity 77: Your Campaign Advertisement       | Practice 47: Understanding Campaign Advertising   |
| Activity 78: Being an Informed Voter           | Practice 48: Casting Your Vote                    |
| Activity 79: Tax Form Information, Part 1      | Practice 49: Reading Tax Paperwork                |
| Activity 80: Tax Form Information, Part 2      | Practice 49: Reading Tax Paperwork                |
| Activity 81: Paying Taxes: True or False?      | Practice 49: Reading Tax Paperwork                |
| Activity 82: Filling Out a Form 1040EZ, Part 1 | Practice 50: Filling Out a Tax Return             |
| Activity 82: Filling Out a Form 1040EZ, Part 2 | Practice 50: Filling Out a Tax Return             |
| Activity 83: Figuring Out Taxes Owed           | Practice 50: Filling Out a Tax Return             |
| Activity 84: Tax Help                          | Practice 52: Reading an IRS Letter                |
| Activity 85: Many Tax Forms                    | Practice 51: Getting Help                         |

### Unit 5: English for Health and Safety

|   |   |
|---|---|
| Activity 86: Health Insurance Terms           | Practice 53: Understanding Health Insurance       |
| Activity 87: Your Health Insurance            | Practice 53: Understanding Health Insurance       |
| Activity 88: Medical Providers                | Practice 54: Choosing a Doctor                    |
| Activity 89: Doctors, Doctors, Doctors        | Practice 54: Choosing a Doctor                    |
| Activity 90: Medical Terms                    | Practice 55: Understanding Medical Terms          |
| Activity 91: Over-the-Counter Medicine Labels | Practice 56: Reading Medicine Labels              |
| Activity 92: Using Medicines                  | Practice 56: Reading Medicine Labels              |
| Activity 93: Your Emergency List and Plan     | Practice 57: Planning for an Emergency            |
| Activity 94: Getting Emergency Help           | Practice 57: Planning for an Emergency            |
| Activity 95: Recognizing Warnings             | Practice 58: Reading Warning Labels               |
| Activity 96: Hazards in Your Home             | Practice 58: Reading Warning Labels               |
| Activity 97: A Warning Label                  | Practice 58: Reading Warning Labels               |
| Activity 98: Hazard Warnings                  | Practice 59: Understanding Hazard Signs           |
| Activity 99: Emergency Room Form              | Practice 60: Filling Out Hospital Emergency Forms |

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# Unit 1: English in Everyday Life

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This unit teaches students the basics of speaking, reading, writing, and finding information. Lesson 1 addresses some of the ways that English skills are used in everyday life. Students learn about using English in conversations. They learn about skimming, following directions, and recognizing abbreviations while reading. They learn about using writing skills to make lists, fill out forms, and write personal messages. They also learn how to use a dictionary to help with their reading and writing skills. Lesson 2 teaches students about useful common ways of finding information. They learn how to use a library, reference books, a phone book, and the Internet. They learn how to find information in books, newspapers, and magazines. They also learn how to read charts and graphs.

## Lesson 1—Introduction to English Skills

**Goal:** To learn some of the ways English skills are used in everyday life

### WORDS TO KNOW

---

|                            |  |
|----------------------------|--|
| <b>abbreviation</b>        | a shortened form of a word; usually, but not always, ends in a period  |
| <b>acronym</b>             | a way of writing a very long name using only the first letters of the words that make up that name   |
| <b>alphabetical order</b>  | a method of arranging words in the order that their first letters occur in the alphabet  |
| <b>closing</b>             | the concluding word or words of a letter, such as <i>Love</i> or <i>Sincerely</i> , followed by the name of the writer                               |
| <b>conversation</b>        | talking and listening among two or more people   |
| <b>dictionary</b>          | a book that lists words in alphabetical order and explains what they mean  |
| <b>greeting</b>            | the friendly opening word or words of a letter, such as <i>Dear</i> or <i>Hello</i> , followed by the name of the person the letter is being sent to |
| <b>headings</b>            | titles for sections of a piece of writing  |
| <b>idioms</b>              | sayings that have meanings that cannot be figured out from the meanings of each word in the saying   |
| <b>key words</b>           | words used like signs that tell the listener or reader to pay attention  |
| <b>main idea</b>           | the concept that a speaker or writer most wants the listener or reader to remember   |
| <b>part of speech</b>      | classification of a word according to its use in a sentence; examples of parts of speech include nouns, verbs, adjectives, adverbs, and pronouns     |
| <b>pronunciation guide</b> | directions that tell how a word should be spoken   |

|                         |  |
|-------------------------|--|
| <b>skimming</b>         | looking at a piece of writing quickly to get an idea of what it is about |
| <b>time-order words</b> | words that show the order in which something happened or should happen   |

## Lesson 2—Finding Information

Goal: To learn common ways of finding specific information

### WORDS TO KNOW

---

|                          |   |
|--------------------------|---|
| <b>articles</b>          | short pieces of writing about a particular subject  |
| <b>atlas</b>             | a book of maps  |
| <b>bar graph</b>         | a diagram, or picture, that uses colored bars to compare information  |
| <b>call number</b>       | a special number that shows where to find a particular book on library shelves  |
| <b>catalogue</b>         | a list of all the books and other materials in a library  |
| <b>category</b>          | a group that includes a number of similar things  |
| <b>classifieds</b>       | the section of a newspaper that has ads for many different things, divided into categories  |
| <b>copyright page</b>    | the page of a book with the © symbol that gives the year that the book was published  |
| <b>emergency numbers</b> | phone numbers to call if someone gets hurt, if there is a fire, or if someone needs the police  |
| <b>encyclopedia</b>      | a group of books that contain information about almost every subject, or about one subject in great depth, usually arranged in alphabetical order |
| <b>index</b>             | a list of all the important words and subjects in a book and the pages on which they appear   |
| <b>legend</b>            | the small box on a graph, chart, or map that explains what the lines or symbols stand for   |
| <b>line graph</b>        | a diagram, or picture, that uses lines on a grid to show how things change over time  |
| <b>links</b>             | colored text or buttons that let a user go from one Internet site to another, usually with a single click   |
| <b>pie chart</b>         | a chart, or graph, that is a circle divided into parts, used to show the differences among parts of a whole                                       |
| <b>published</b>         | printed and released to the public  |
| <b>range</b>             | the series of call numbers on a library shelf   |
| <b>reference books</b>   | books that hold many pieces of useful facts or information  |

|                          |  |
|--------------------------|--|
| <b>search engine</b>     | an Internet site that uses special software to find specific information   |
| <b>subject</b>           | the category of a library catalogue that lists books by the type of information they contain                                   |
| <b>surveys</b>           | questions or groups of questions that are asked the same way to many people  |
| <b>table of contents</b> | a section in the front of a book or magazine that lists the titles of all the chapters or articles and the pages they start on |
| <b>thesaurus</b>         | a book of words arranged alphabetically that lists other words that have the same meaning                                      |
| <b>web site</b>          | a group of related pages on the Internet   |

### Notes on Application Activities in Student Text

| Activity             | Skills Applied                                      | Products          |
|----------------------|---|-------------------|
| What's the Question? | conducting a survey, taking notes, creating a chart | notes and a chart |
| Follow the Leader    | gathering information, sorting information, writing | written paragraph |

### Additional Activity Suggestions

- Write several series of words on the board, and have students write each series in alphabetical order.
- Ask students to collect acronyms from a variety of sources, such as TV, the Internet, and media advertisements. Students then present their acronyms to classmates, who try to figure out what the acronym stands for.
- Present more idioms to students, or invite them to share idioms they know or find with classmates. Students then brainstorm what each idiom means. Lists of idioms can be found on the Internet.



## Teaching Tips

- Students unfamiliar with using the library would benefit from a field trip to a library with you. You or the librarian should help students use the computer catalogue to find authors, titles, and subjects of books, magazines, and audiovisual and other materials.
- Bring examples of a phone book and reference books—such as a dictionary, a thesaurus, an atlas, and an encyclopedia volume—to class for students to leaf through and become familiar with.



## Differentiation

- Copy parts of an owner's manual—to a car or a household appliance, for example. Give headings to some students and short text that goes with each heading to other students. Then direct “heading” and “text” students to find their correct partner.
- Have each student select a subject that interests her or him. Enter the selected subject next to each student's name on a class list. Then have students go to a local library, use the catalogue to find books on this subject, and check one of these books out. They should then use the table of contents and/or the index to find information on a specific topic. Back in the classroom, have students share their findings with classmates.
- Have students create a chart that lists their significant activities over the course of a single day, in time order.
- Ask computer-literate students to demonstrate Internet use, including use of a search engine, to classmates.

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# Unit 2: English at Home

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This unit shows students how English skills are used to keep a home. Lesson 3 teaches students how to find and rent a place to live. Students learn to evaluate what they do and do not want in an apartment. They learn how to get information about apartments, and they learn about apartment applications and leases. Lesson 4 teaches students shopping skills. Students learn how to make shopping lists, read and evaluate advertisements, and use coupons. They also learn about guarantees, warranties, and return policies. Lesson 5 teaches students reading and writing skills that will help them to cook healthy meals. Students learn how to use a cookbook and follow recipes. They also learn how to choose healthy food and plan healthy menus.

## Lesson 3—Finding a Place to Live

Goal: To learn the skills needed to find and rent a place to live

### WORDS TO KNOW

---

|                         |   |
|-------------------------|---|
| <b>appliances</b>       | household machines, such as dishwashers and refrigerators   |
| <b>application</b>      | a form that people use to make a request—for instance, to apply to rent an apartment                |
| <b>efficiency</b>       | an apartment with one main room, plus a small bathroom  |
| <b>landlords</b>        | apartment owners  |
| <b>lease</b>            | an agreement between a renter and an apartment owner  |
| <b>legal document</b>   | a written or printed paper that can be enforced under the law                                       |
| <b>security deposit</b> | an amount of money a renter gives an apartment owner to cover any damages that the renter may cause |
| <b>utilities</b>        | public services such as electricity, water, and gas   |

## Lesson 4—Shopping

Goal: To learn skills that help when buying and returning items

### WORDS TO KNOW

---

|                    |  |
|--------------------|--|
| <b>advertising</b> | the act of bringing something to public attention, especially by a paid announcement, or advertisement |
| <b>condition</b>   | the appearance or physical state of something  |
| <b>cons</b>        | the bad points about something   |

|                        |  |
|------------------------|--|
| <b>coupons</b>         | parts of ads to cut out and use to get discounts on purchases            |
| <b>discount</b>        | the amount of money a buyer can take off the regular cost of a product   |
| <b>exchange</b>        | to trade one product for another one                                     |
| <b>expiration date</b> | the date after which a buyer can no longer use a coupon                  |
| <b>guaranteed</b>      | a promise that a company makes that its product will not have defects    |
| <b>products</b>        | things that are made and put up for sale                                 |
| <b>pros</b>            | the good points about something  |
| <b>receipt</b>         | a piece of paper that proves that a product has been bought and paid for |
| <b>refund</b>          | to return money in repayment for something                               |
| <b>return policy</b>   | a store's rules about returning a product                                |
| <b>warranty</b>        | a promise by a company that it will fix or replace a faulty product      |

## Lesson 5—Cooking at Home

**Goal:** To learn reading and writing skills that will help with cooking healthy meals

### WORDS TO KNOW

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|                                    |  |
|------------------------------------|--|
| <b>appetizers</b>                  | food or drinks served before a meal  |
| <b>calories</b>                    | units of measure that describe how much energy certain foods provide                                 |
| <b>diet</b>                        | a plan of eating and drinking  |
| <b>food groups</b>                 | several categories of food established by the FDA  |
| <b>glossary</b>                    | a list of hard or unusual words found in a book, and their meanings                                  |
| <b>ingredients</b>                 | things that make up a mixture, as in a recipe  |
| <b>menu</b>                        | a list of foods served at or available at a meal, or at a series of meals                            |
| <b>nutrients</b>                   | substances in food that help the body to grow, develop, and stay healthy                             |
| <b>nutrition label</b>             | a label on packaged food that gives information about its nutrients                                  |
| <b>percent (%)<br/>daily value</b> | the amount of a certain nutrient, out of one hundred parts, that is in one serving of a certain food |
| <b>poultry</b>                     | birds raised for eggs or meat, such as chicken and turkey  |
| <b>recipes</b>                     | sets of instructions that explain how to make certain food dishes                                    |
| <b>serving</b>                     | a certain amount of food or drink  |
| <b>units of measure</b>            | standard sizes or amounts, such as tablespoons and teaspoons   |

## Notes on Application Activities in Student Text

| Activity                   | Skills Applied  | Product                               |
|----------------------------|---|---------------------------------------|
| Where Do You Want to Live? | identifying likes and dislikes, gathering and evaluating information, rewriting a classified ad | written list, rewritten classified ad |
| Making an Ad               | identifying a product, creating an advertisement  | illustrated and written advertisement |
| Writing a Recipe           | writing a step-by-step recipe   | written recipe                        |
| Daily Menu                 | following guidelines, creating a healthy menu   | menu for one day                      |

### Additional Activity Suggestions

- Give each student a copy of an actual application to rent an apartment. Display the application as a transparency, and go over the information item by item. Have students fill in each item as you highlight and explain it.
- Ask student volunteers to get copies of the return policies of some stores in your area. Use a class discussion to explain and compare the various policies.
- Have a speaker give a presentation to the class about landlord/tenant rights and responsibilities in your locality. Ask the presenter to bring handouts with this information, or generate a class handout from the presentation.



### Teaching Tip

- Students may very well be unfamiliar with the concept of a “legal document.” Explain to students what it means, for both parties, to sign a legal document such as an apartment lease. Also point out that an apartment lease may be all about tenant obligations, with few landlord responsibilities spelled out.



## Thinking Skills

- Ask students to think about what qualities a landlord looks for in a tenant and why. Students could brainstorm a list of qualities and then discuss why a landlord would or would not value each one.



## Differentiation

- Have each student, or volunteer students, bring in a product and deliver an infomercial for it to classmates. Alternatively, students could make a video/DVD of their infomercial. This could also be a team activity.
- Ask students to equip themselves with a wristwatch or clock and then watch a half-hour TV show. While watching, students time the number of minutes that the show is on and the number of minutes that commercials run during the show. Then have students share their findings with classmates and create a chart.
- Hand each student a slip of paper with a food written on it. Then have students group themselves according to which FDA food group their food belongs to.
- Ask each student to bring an advertisement to class, clipped from print media or printed from the Internet. Each student, in turn, then displays the ad to classmates, who discuss what type of ad this is: a feel-good ad, an ad that gives information, an ad that gives expert advice, or an ad that is a mix of these different types.