

Life Goes On

Day-to-Day Stories and Language Activities

INTRODUCTORY

TEACHER'S GUIDE

Ann Gianola

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

New Readers Press

Life Goes On: Day-to-Day Stories and Language Activities
Teacher's Guide, Introductory Level
ISBN 978-1-56420-144-7

Copyright © 2009 New Readers Press
New Readers Press
ProLiteracy's Publishing Division
104 Marcellus Street, Syracuse, New York 13204
www.newreaderspress.com

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
9 8 7 6 5 4 3 2 1

All proceeds from the sale of New Readers Press materials
support literacy programs in the United States and worldwide.

Developmental Editor: Karen Davy
Creative Director: Andrea Woodbury
Production Specialist: Maryellen Casey

Contents

Overview	4
Theme: People	6
Theme: Family	6
Theme: Transportation	7
Theme: Food.....	8
Theme: Health	8
Theme: Work	9
Theme: Shopping	10
Theme: Money	10
Theme: Community	11
Theme: Housing	11
Theme: Communication	12
Theme: School	13
Theme: Recreation	13
Theme: Technology	14
Theme: Civics.....	14
Answer Key	15

Overview

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

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

The topics in *Life Goes On* incorporate a wide variety of everyday situations, motivating students to read and develop fluency. The fifteen stories in each book portray diverse characters in interesting, often familiar, and sometimes amusing situations. In the Introductory Level of *Life Goes On*, students read about such characters as Tito, who forgets to come back between 48 and 72 hours after a TB test; Akio, who spends a lot of money on jeans with a hole in them; Basma, who faces a large fine as well as the replacement cost for a lost library book; and John, who is disappointed to discover that he will be working on Labor Day. The lessons are not designed to be sequential, so they can be taught in any order.

Although the main purpose of these books is to help students develop reading skills, they also include focused practice in reading comprehension, vocabulary reinforcement, speaking, listening, spelling, syntax, pronunciation, and other language areas.

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

This Teacher's Guide contains notes for using the Introductory Level of *Life Goes On*. The notes for each lesson have two sections, Preview and Exercises. Preview lists the main themes of each story. It also lets students draw on prior experiences and share ideas

or knowledge about issues in the story. In addition, Preview suggests warm-up activities, focusing on key concepts and vocabulary.

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

Using *Life Goes On*, Introductory Level

Preview Activities

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

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

Stories

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

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

of vocabulary and phrasing is intentional, providing valuable practice for students.

Complete the story.

In the Introductory Level, each story is followed by a cloze exercise. Use this to integrate the four language skills: reading, writing, listening, and speaking. This activity presents the story in paragraph form. It requires students to refer to the story, reading to find specific words and then seeing where the words fit into sentences. Encourage students to say missing words and read aloud the completed story. Ask students to listen to their partners and check for correct pronunciation.

Comprehension Activities

At the Introductory Level, there are Yes/No statements following the cloze activity. Encourage students to provide correct statements when an answer is No. These activities can be done either orally or in writing.

Vocabulary Exercises

These word-based or picture-based exercises help students reinforce their understanding of words from the story and expand their vocabulary with related words. Encourage students to discuss the vocabulary in their own words, use it in new sentences, or comment on the sentences. Word-based vocabulary exercises are organized in grammatical categories of verbs, nouns, adjectives, and prepositions.

Dialogs

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

Listening Exercises

Listening exercises, at this level, generally focus on understanding different actions within the story. Most of the listening exercises are picture-based, requiring students to number the picture that best illustrates the listening prompt. Other listening exercises have students either transcribe a dollar amount or choose the correct answer to a personal identification question. The prompts for these exercises are on the audio. They are also printed at the end of the student book so that you can read them if the audio is not available or have students prompt each other. The printed prompts also let students check their answers.

Missing Letters

The missing-letter activity gives students additional spelling practice, focusing on either a missing vowel or consonant. After students complete the activity, rewrite the words on the board with a blank line for a different vowel or consonant. Work up to having the students spell the words independently.

Same Sound/Unscramble the Sentences

The Same Sound exercises focus on pronunciation and identifying other words from the story with common vowel sounds. Assist students, if necessary, by reading the first word containing the target vowel sound. Ask students to then choose two of the three word choices containing the same vowel sound. Also, encourage students to read the options aloud to strengthen their auditory discrimination skills.

In Unscramble the Sentences, students increase their knowledge of English syntax by arranging different word sequences and deciding which one is correct. In this activity, students may also be motivated to reread the text for assistance in correctly reordering words into sentences from the story.

About You

This activity allows students to personalize various events in the stories and reflect on their own experience with a specific subject. The exercise also gives students who are able an opportunity to share additional thoughts and information on a topic. Encourage students to form questions for practice with partners (e.g., “Do you sometimes go to restaurants?” “Do you like Chinese food in the U.S.?”).

Lesson Notes

Lesson 1

The New Chinese Restaurant (pp. 4–9)

Theme: People

Preview

Details in this story offer the opportunity to teach or review vocabulary for the names of countries and the adjectives that describe the people and food from those places.

If possible, use a globe or a map of the world to identify the countries mentioned in the story (*U.S., Italy, Japan, China*). Also, teach or review the adjective forms *Chinese, American, Italian, Japanese, and Mexican*. Explain that these words may also be used to describe a country's people or nationality. In some cases, they may also refer to its language or culture. Assist students in stating where they are from and identifying their nationality (e.g., "I'm from Peru. I'm Peruvian." "I'm from India. I'm Indian." "I'm from Iran. I'm Iranian." "I'm from France. I'm French." "I'm from the U.S. I'm American.").

Ask students to name some area *restaurants*, especially the ones serving ethnic food. Discuss the types of food these restaurants serve (e.g., *Chinese, Italian, Japanese, Mexican, Thai, Indian*). Elicit responses from students about whether or not there are restaurants in the community that serve food from the countries they are from (e.g., "Is there an Ethiopian restaurant here?" "Is there a Brazilian restaurant here?" "Is there a Vietnamese restaurant here?"). Ask students if they sometimes eat in these places and, if so, whether or not the food is *good*.

Introduce Iris and Tom, the characters in the story. Explain that *Iris wants to go to the new Chinese restaurant*, but Tom doesn't. Discuss Tom's statement: "*The cooks in the U.S. are American. . . . Their food isn't good.*" Elicit responses from students about whether or not they agree with Tom's opinion. For students who agree with Tom, ask for specific complaints about the food in these restaurants (e.g., too plain, too salty, strange ingredients).

Introduce or review other key vocabulary as needed (e.g., Chinese restaurant, husband, cooks, U.S., American, Italian, Italy, Japanese, Japan, food, good, sit down, waiter, table, happy, bill, China, Chinese, sometimes, Mexican).

Exercises

Matching: Countries and Nationalities Expand this list and include the native countries and nationalities of the students represented in your class. Pose questions (e.g., "Where is Rubina from? What is her nationality?") to help distinguish the nouns from the adjective forms. Elicit responses from students (e.g., "She's from Russia. She's Russian.").

Talking About a New Restaurant Ask students to create new dialogs replacing the Chinese restaurant with another ethnic restaurant (e.g., "Do you want to go to the new Brazilian restaurant?" "Do you want to go to the new Greek restaurant?" "Do you want to go to the new Puerto Rican restaurant?").

About You In number 1, ask students to say which restaurants they sometimes go to (e.g., "I sometimes go to the Indian restaurant on Second Street.").

Lesson 2

Meeting at the Park (pp. 10–15)

Theme: Family

Preview

Details in this story offer the opportunity to teach or review vocabulary for family members and making social introductions.

Teach or review the names for family members, especially the ones featured in the story (e.g., *husband, son, daughter*). Elicit responses from students about the people in their families (e.g., "I have a wife and three daughters." "I have a brother and a sister-in-law." "I have a mother and a grandmother.").

Teach or review vocabulary for making social introductions as Ella models in the story (e.g., "*This is my husband, Dan. This is my daughter, Ava. This is my son, Ian.*"). Encourage students who may be related to someone in the class to explain their relationship (e.g., "This is my mother, Luisa." "This is my husband, Hamid."). Brainstorm appropriate responses to social introductions (e.g., "*It's nice to meet you.*" "I'm happy to meet you." "Glad to meet you." "It's a pleasure to meet you.").

Teach or review the term *looks like* as it appears in the story. Explain that *Ella is at the park with her family. She sees a woman. . . . she looks like Mrs. Lee*. Ask students if they or someone they know also looks

like another person (e.g., “I look like my sister.” “My neighbor looks like his brother.”). Ask students if they occasionally mistake one person for another the way Ella does. Demonstrate how *the woman is wearing sunglasses* and then, *takes off her sunglasses*, so Ella can see her face more clearly.

Ask students about gestures people sometimes make when encountering a friend or even meeting someone for the first time (e.g., *hug, shake hands, smile, bow, wave, nod, kiss*). Ask students what is customary to do in their native countries in these situations.

Talk about places where family members sometimes go for recreation (e.g., *park, beach, lake*). Specifically ask about activities that some people do in the park (e.g., *sit on a bench, fly kites, play basketball, eat ice cream, walk, have a picnic, run, skate, bike*).

Introduce or review other key vocabulary as needed (e.g., *park, family, sitting, bench, sees, woman, wearing, sunglasses, looks like, walks over, hello, hugs, husband, daughter, son, shakes, hand, smile, takes off, I’m sorry*).

Exercises

Meeting People Ask students about the various people they sometimes greet with these gestures (e.g., “I say hello to my neighbor.” “I hug my daughter.” “I shake hands with my boss.”).

Introductions Ask students to replace Ella’s husband and children with the names of their family members or friends (e.g., “This is my brother, Hao.” “This is my roommate, Eduardo.”) and to vary the responses from the woman. Remind students that in some informal situations, some people may respond by saying *Hello* or *Hi* as the woman does when introduced to Ella’s children.

About You In number 2, ask about places students sometimes see people they know. Encourage responses (e.g., “I sometimes see people I know at school.” “I sometimes see people I know at the shopping mall.” “I sometimes see people I know at the supermarket.”).

Lesson 3

Completely Lost (pp. 16–21) Theme: Transportation

Preview

Details in this story offer the opportunity to teach or review vocabulary for directions and asking for information when you get lost.

Elicit responses from students about occupations that require an employee to drive (e.g., *truck driver, bus driver, taxi driver, delivery person*). Teach or review the

basic directions of *turn right, turn left, and turn around* as they appear in the story. If possible, show a map with a compass symbol or draw one on the board. Teach or review the cardinal points: *north, south, east, and west*. Use the illustrations in the story to follow Zev’s route when he is lost. Also, point out these directions in the classroom or outside to check understanding.

Ask about main streets and cross streets near your school site. Ask which way these streets run. Demonstrate walking in a particular direction (e.g., “I walk north on Lincoln Street. I turn around. I walk south on Lincoln Street. Then I turn left on 5th Avenue. I walk east on 5th Avenue. I turn around. I walk west on 5th Avenue.”).

Ask students if they ever get *completely lost* the way Zev does in the story. Elicit responses from students about places it’s common to get lost (e.g., *downtown, on the freeway, in a suburban area, in another city*). Ask students how they sometimes feel when they’re lost (e.g., *upset, worried, anxious, angry, nervous, frustrated*).

Review traffic lights (*red, green, yellow*) and their meanings (e.g., *stop, go, proceed with caution*). Explain that *Zev stops at a red light* to ask for help.

Ask students if they sometimes ask for help in finding a particular place. Model appropriate ways to ask for help in finding something the way Zev does (e.g., “*Excuse me. Is there a gas station around here?*” “Where is the nearest gas station?” “Where can I find a gas station?”).

Introduce or review other key vocabulary as needed (e.g., *truck driver, right now, home, can’t find, Highway 7, completely lost, turns right, north, turns around, south, turns left, east, west, gas, stops, red light, man, walking, sidewalk, excuse me, gas station, around here*).

Exercises

Turning If possible, ask students to practice giving directions to a familiar location near your school site (e.g., “Where is the bus stop?” “Turn right on Frost Street. The bus stop is right there.”).

Asking for Directions Encourage students to replace the gas station with other places that are often asked about (e.g., *freeway, motel, store, school, government office, train station*).

About You In number 2, encourage students to be specific about anyplace they may occasionally get lost (e.g., “I sometimes get lost in the shopping mall.” “I sometimes get lost on the freeway.” “I sometimes get lost in my neighborhood.”).

Lesson 4

Hungry in the Morning (pp. 22–27)

Theme: Food

Preview

Details in this story offer the opportunity to teach or review vocabulary for breakfast foods and to distinguish between count and non-count nouns.

Teach or review the names of common breakfast foods and drinks. Then elicit responses from students about what they usually eat or drink for breakfast. Distinguish between foods that may be kept unrefrigerated or in a *cabinet* (e.g., *bread*, *cereal*, *bananas*) from ones that are usually refrigerated (e.g., *eggs*, *milk*, *yogurt*, *orange juice*, *oranges*).

Identify the breakfast items that are countable (e.g., bananas, eggs, oranges). Emphasize that you can make this distinction by actually counting these foods (e.g., one banana, two bananas, three bananas...). Then identify the items that are not countable (e.g., bread, milk, yogurt, orange juice). Brainstorm a list of other common breakfast foods and drinks (e.g., *muffins*, waffles, *coffee*, oatmeal, pancakes, tea, melon, croissants, sausages, grapefruit juice). Ask students about breakfast foods that people eat in their native countries. Assist students in determining which category—count or non-count—these foods fall into.

Explain that Rose has nothing to eat or drink for breakfast. Teach or review how to say there are no countable items (e.g., “There aren’t any _____.”). Then teach or review how to say there are no non-countable items (e.g., “There isn’t any _____.”). Have students insert various foods in one blank or the other (e.g., “There aren’t any eggs.” “There isn’t any bread.”). Also, model the affirmative forms (e.g., “There are some eggs.” “There is some bread.”). Then ask students to substitute the names of foods they have or don’t have in their kitchens.

Ask students if they feel *hungry* in the morning. Ask where people sometimes eat breakfast outside of home (e.g., *bakery*, restaurant, coffee shop, school cafeteria). Ask about the name of a bakery in your community and breakfast foods that bakeries typically have (e.g., muffins, bagels, bread, sweet rolls). Elicit responses from students about the approximate prices of these items.

Introduce or review other key vocabulary as needed (e.g., morning, hungry, walks into, kitchen, opens, cabinet, bread, cereal, bananas, refrigerator, eggs, milk, yogurt, orange juice, oranges, decides, go out, picks up,

purse, bakery, inside, smells, muffins, delicious, coffee, costs, money).

Exercises

Rose’s Kitchen Encourage students to list other breakfast foods that are stored in either a cabinet or a refrigerator. Elicit responses about foods that are also eaten at other meals.

Talking at a Bakery Ask students to vary the items they order at the bakery (e.g., “May I have a sweet roll and some tea?”) and the cost (e.g., \$3, \$6, \$5).

About You In numbers 2 and 3, ask students about other foods they always have in their cabinets and refrigerators.

Lesson 5

A TB Test (pp. 28–33)

Theme: Health

Preview

Details in this story offer the opportunity to teach or review vocabulary for getting a TB (tuberculosis) test and understanding the timeframe for returning to have the test read.

Find out what students may already know about the disease *tuberculosis*. If possible, explain that it is a serious, contagious disease that mainly affects the lungs. Remind students that *TB tests* are designed to identify people who may have been infected by the tuberculosis bacteria. The most common TB test is an injection given on the inside of the forearm. Explain that there are *negative* or positive reactions to the injection. This is determined by the appearance of the injection site *between 48 and 72 hours* later. A negative reaction looks *normal* or *fine*. A positive reaction will have swelling. A positive TB skin test requires other follow-up testing, such as a chest x-ray and other medical tests.

Introduce Tito, the character in the story. Explain, with a pained facial expression, that *Tito doesn’t like needles*. Ask students whether or not they like needles. Discuss other procedures where needles are used (e.g., injections, blood tests, IVs).

Use gestures to show how the *nurse gives him the test*. Explain how Tito needs to *go back* between 48 and 72 hours later. To check understanding, say, “Tito gets his TB test at 10:00 A.M. on Monday.” Then ask when he needs to go back (e.g., after 10:00 A.M. on Wednesday or before 10:00 on Thursday). Explain that *Tito forgets to go back* and the nurse says, “*You need*

the test again.” Also, demonstrate the way Tito *rolls up his sleeve for the nurse* at his follow-up visit.

Ask students about jobs that routinely require TB testing (e.g., healthcare workers, school employees, community service employees, food service employees). Ask students if they have jobs that require TB testing. Ask how often they are expected to have the test (e.g., once a year, twice a year, every three years).

Introduce or review other key vocabulary as needed (e.g., needles, TB (tuberculosis) test, clinic, nurse, come back, between 48 and 72 hours from now, check, arm, looks at, after, normal, again, still, fine, go back, forgets, rolls up, sleeve, negative, sorry, more than).

Exercises

Matching: Opposites Encourage students to practice observations about a TB test by using some key words from this exercise (e.g., “My arm looks normal. I think it’s negative.” “My arm looks abnormal. I think it’s positive.”).

Talking to the Nurse Have students create new dialogs for an occasion when the test is positive (e.g., “I think my TB test is positive.” Have the nurse respond, “Oh, you’re right. You need a chest x-ray.”).

About You In number 3, elicit responses from students about places in your community where TB testing is available (e.g., clinics, mobile clinics, doctor’s offices, some schools, some workplaces). Share information about when TB testing is offered at your local public health clinic.

Lesson 6

A Real Job (pp. 34–39)

Theme: Work

Preview

Details in this story offer the opportunity to teach or review vocabulary for household chores, ways of finding employment, and entry-level hotel positions.

Teach or review the names of some household chores, especially the ones referred to in the story (e.g., *cook, clean, do the laundry, sweep the floor, dust, make the bed, wash the dishes, take out the garbage, clean the bathroom*). Ask students if they like doing housework and which of these activities they particularly don’t like (e.g., “I don’t like to wash the dishes.” “I don’t like to clean the bathroom.”).

Introduce Reyna, who is *a college student*. Explain that Reyna is home for the *summer* and does housework: *She cooks. She cleans. She does the*

laundry. Use gestures or pictures to make sure students clearly understand the specific tasks Reyna performs. Explain that Reyna *doesn’t like those jobs* and *wants a real job*, which means that Reyna wants a job outside of the home. If possible, show pictures highlighting different occupations. Elicit responses from students about jobs they think Reyna can do (e.g., housekeeper, babysitter, telemarketer, waitress, store clerk, dishwasher).

Ask students about things people can use to find jobs (e.g., *Help Wanted ads* in the *newspaper*, the Internet, employment agencies, friends or other people who know about job openings). If possible, ask students who are employed how they found their jobs.

Consider showing the classified section of the newspaper and, in particular, the Help Wanted ads. Teach or review the terms that appear in the ad Reyna sees: *Now Hiring* and *Apply in Person*. Explain that *Now Hiring* means that this business has jobs for people at this time. *Apply in Person* means that you need to go to that place and fill out an application. Teach or review the question “*Where do you have openings?*” Explain that it means you want to know what kinds of jobs a particular place has.

Ask students about various work areas in a hotel (e.g., *food service, housekeeping, laundry, clerical, management, maintenance, security*). Ask if any students work in a hotel now. If so, elicit responses about their jobs and what they do at work (e.g., “I’m a housekeeper. I clean rooms.” “I’m a maintenance worker. I fix things.”).

Introduce or review other key vocabulary as needed (e.g., college student, summer, at home, cooks, cleans, does the laundry, doesn’t like, jobs, real job, mother, can find, something, newspaper, buys, Help Wanted ads, interesting, Now Hiring, Apply in Person, fills out, application, manager, openings, three places, food service, housekeeping, laundry).

Exercises

Job Openings Ask students what workers do in each job category (e.g., “What do you do in food service?” “What do you do in housekeeping?” “What do you do in laundry?”). Assist students in providing responses (e.g., “I cook food.” “I make beds.” “I fold towels.”).

Talking with the Manager Have students create new dialogs where the manager changes the time they will call the applicants (e.g., “We’ll call people tomorrow.” “We’ll call people on Wednesday.” “We’ll call people next week.”).

About You In number 4, ask students about things a person needs when he or she applies for a job in

person (e.g., appropriate clothing, references, personal information).

Lesson 7

New Jeans (pp. 40–45)

Theme: Shopping

Preview

Details in this story offer the opportunity to teach or review vocabulary for clothing, prices, imperfections in clothing, and returning an unsatisfactory item.

Teach or review the word *jeans*. Identify students in the class who are wearing jeans. Ask students where a person can buy jeans (e.g., department store, clothing store, secondhand store, swap meet). Elicit responses from students about the price of a pair of jeans. Write down the range of prices you hear. Ask students how much money they pay for jeans. If possible, have students give brand names or describe the types of jeans they like.

Introduce Akio, the main character in the story. Explain that Akio spends \$50 on new jeans. Elicit responses from students about whether or not they think \$50 is a good price. Then point out that Akio's jeans have *a big hole in one leg*. If possible, bring in an article of clothing with a hole in it or use the illustration in the story to clarify the meaning. Elicit responses from students about whether or not they think a hole in a pair of new jeans is a good or bad thing.

Ask students if they sometimes *go back* to a store to return something. Ask about clothing imperfections that are unacceptable (e.g., broken zippers, missing buttons, stains, loose threads, faded material, hem coming out). Ask students if they can exchange clothing or get refunds when they buy jeans or other clothing.

Introduce or review other key vocabulary as needed (e.g., shopping bag, hand, mother, jeans, opens, shows, price tag, fifty dollars, big hole, leg, go back, store, can't spend, sad, ten, both, sixty).

Exercises

Shopping If possible, use pictures and discuss the names of other pieces of clothing. Write random prices for these items and have students practice reading the prices aloud.

Talking at Home Encourage students to vary the amount of money Akio asks for and to adjust the price of the jeans (e.g., "Can I have fifteen dollars?"... "The jeans with holes in both legs cost sixty-five dollars.").

About You In number 2, ask students to give a specific dollar amount that they spend for jeans or other clothing

items (e.g., "I sometimes spend \$30 for jeans." "I sometimes spend \$25 for a scarf." "I sometimes spend \$40 for shoes.").

Lesson 8

Looking for Money (pp. 46–51)

Theme: Money

Preview

Details in this story offer the opportunity to teach or review vocabulary for money, places to look for money at home, and reasons children sometimes ask for money.

Introduce Milo, the main character in the story. Explain that Milo tells his father that it's *Picture Day at school*. Ask students who have children if their children sometimes have their pictures taken at school. Then ask students about how much money they spend on their children's school pictures. Elicit responses from students about other items children sometimes need to pay for at school (e.g., school supplies, field trips, food, after-school activities).

Teach or review the names of money, particularly dollar bills and coins. Focus on the quantities mentioned in the story (e.g., \$10, \$5, \$2, 50¢). Explain that Milo asks his father for \$20. Then ask students to calculate $\$10 + \$5 + \$2 + 50¢$ and arrive at the \$17.50 total that Milo's father gathers from various places around the house.

Teach or review some common prepositions, especially the ones used in the story (e.g., *in*, *on*, *under*). Reinforce understanding by putting a dollar bill or a coin in a desk drawer, on a desk, and under a desk. Use drawings or the illustrations in the story to explain the places that Milo's father looks for money (e.g., *in his wallet*, *in the kitchen drawer*, *on his dresser*, *under the sofa cushions*). Ask students about other places people keep money at home (e.g., in a jacket pocket, on a table, under the bed, in a jar).

Teach or review the meaning of *video games*. Ask students if they or their children like video games. Ask where people can play video games in your community. For students who sometimes play video games, ask how much money they spend on that activity. Also, get opinions from parents about what they do and don't pay for (e.g., "I pay for clothes. I don't pay for movies.").

Introduce or review other key vocabulary as needed (e.g., kitchen, Good morning, Dad, Picture Day, school, in cash, father, looks, wallet, finds, kitchen drawer, dresser, sofa cushions, counts, money, still, check, fine, pay for, pictures, today, video games, after school).

Exercises

Places to Find Money Check understanding of the prepositions associated with these objects and have students say exactly where Milo's father looks for money (e.g., *in* the kitchen drawer, *on* his dresser, *under* the sofa cushions).

Talking About Money Encourage students to vary the dollar amount that Milo asks for and the amount his father has.

About You In numbers 1 through 4, ask students to brainstorm a list of other things they have in these places (e.g., "I have pictures in my wallet." "I have scissors in my kitchen drawer." "I have a jewelry box on my dresser." "I have food crumbs under my sofa cushions.").

Lesson 9

The Library Book (pp. 52–57)

Theme: Community

Preview

Details in this story offer the opportunity to teach or review vocabulary for checking out a book from the library and the consequences of both losing a book and ignoring overdue notices.

Teach or review the word *library*. Explain that you can borrow a *book* from the library as opposed to a *bookstore* where books *cost* money. Elicit responses from students about the locations of libraries and bookstores in your community. Ask students if they sometimes go to the library. Ask about activities people do at the library (e.g., *find* books, *check out* books, read, study, use the Internet).

Introduce Basma, the character in the story. Explain that Basma checks out a book from the library. Then use gestures to indicate that Basma is on a *bus*. Put Basma's book on the seat next to yours. Show how she stands up and gets off the bus, but *forgets* the book.

Ask students if they or their children have ever lost a library book. Talk about the consequences of losing a library book (e.g., *pay for* the book, replace the book). Also talk about the meaning of *fin*es for an *overdue* book that is not returned at the proper time. Get information about library fines for overdue books at your local library (e.g., 10¢ a day, 25¢ a day). Ask students if they sometimes pay fines for overdue library books. Estimate the fine that a person pays for keeping a library book for approximately *three months* without renewing it.

Introduce or review other key vocabulary as needed (e.g., library, finds, book, read, costs, bookstore, happy, checks out, next day, forgets, bus, sad, pay for, overdue notices, go back, three months, librarian, buy, two, owe, another, fines).

Exercises

Matching: Opposites Ask students to create new sentences using the word list in this activity (e.g., "My daughter *checks out* a library book every week. She always *returns* it before it's overdue.").

Talking to the Librarian Encourage students to vary the amount a person must pay for a lost book, how many books they can buy for the cost of replacing it, and the additional fines for the book being overdue.

About You In number 3, ask students to be specific about things they sometimes forget (e.g., "I sometimes forget my keys." "I sometimes forget my notebook." "I sometimes forget my jacket.").

Lesson 10

An Annoying Neighbor (pp. 58–63)

Theme: Housing

Preview

Details in this story offer the opportunity to teach or review vocabulary for home maintenance and for interacting with an annoying neighbor.

Introduce Kira and Mrs. Tibbs, the characters in the story. Explain that Kira *lives next door to Mrs. Tibbs*. Ask students if they know the people who live next door to them. Ask students whether or not they like their neighbors. Teach or review the word *annoying* as it appears in the title of the story. Ask students if they have annoying neighbors and, if so, why they are annoying (e.g., loud, nosy, unfriendly, critical).

Discuss the comments Mrs. Tibbs makes to Kira about her house: "*Your front door needs painting. Your grass needs mowing. Your windows need washing.*" Ask students if they sometimes receive these types of comments from their neighbors about their homes.

Ask students whether or not they have some household chores or maintenance tasks to do around their houses or apartments. Elicit responses about things that need doing either inside or outside their homes (e.g., "My kitchen needs painting." "My refrigerator needs cleaning." "My tree needs trimming.").

Ask students if they like to take care of their homes. Ask whether or not they *have a lot of time* to

do that. Ask students when they do chores like the ones mentioned (e.g., *on Saturday*, after work, on weekends, on days off). Elicit responses from students about specific tasks they do on Saturdays or at other free times (e.g., “I mop the floor.” “I do my laundry.” “I clean the bathroom.”).

Introduce or review other key vocabulary as needed (e.g., lives, next door, talks a lot, house, front door, painting, grass, mowing, windows, washing, a lot of time, work on, listen, anymore, Saturday, gets up, early, watches, outside, better, face, see through, carpet, vacuuming).

Exercises

Kira’s Jobs Ask students to apply the verbs *painting* and *washing* to other chores that Kira may need to do (e.g., “Her bedroom needs painting.” “Her car needs washing.”).

Talking Outside Ask students to consider other things Mrs. Tibbs can comment on regarding the inside of Kira’s house (e.g., “Your furniture needs dusting.” “Your floor needs sweeping.” “Your laundry needs folding.”).

About You In number 2, elicit responses from students about things they do on Saturdays after they get up (e.g., “I exercise.” “I call my family.” “I clean my apartment.” “I visit my friends.”).

Lesson 11

English on the Bus (pp. 64–69)

Theme: Communication

Preview

Details in this story offer the opportunity to teach or review vocabulary for asking and answering personal-identification questions and learning English by using an audio CD.

If possible, show the class a CD. Ask students if they sometimes *listen to* CDs and, if so, what they listen to (e.g., music, *English* language). Discuss that some people listen to CDs to help them *learn English* and other languages. Show an example of an instructional English-language CD (if you have one). If possible, play a portion of a CD that features a listening and speaking exercise. Demonstrate listening and then repeating what was said on the audio. Elicit responses from students about whether or not they have a CD that helps them learn English.

Introduce José, who *is on the bus*. Explain that *he is listening to a CD on his headphones*. Put on a pair

of headphones or act out putting on a pair so students understand what they are. Discuss that *José doesn’t speak English. But he wants to learn English. The CD helps José learn English*. Use gestures to show that José is completely preoccupied with listening to the CD and is not aware of other people.

Point to your ears and mouth to help students distinguish the difference between *hears* and *says*. Teach or review the basic personal-identification questions that José hears and says in the story: “*What’s your name?*” “*What’s your telephone number?*” Encourage students to ask and answer these questions with a partner.

Teach or review some other common personal-identification questions that appear in the lesson (e.g., “What’s your address?” “Where are you from?” “How old are you?” “What language do you speak?”). Ask students if they sometimes feel uncomfortable answering personal questions and, if so, which ones. Elicit responses about individuals with whom people can safely share personal information (e.g., doctor, police officer, employer, teacher, friend).

Model some responses to questions that someone may not want to answer (e.g., “*I’m sorry. But that’s none of your business.*” “I’d rather not say.” “That’s a personal question.”). Point out that “That’s none of your business” could be perceived as a bit harsh if said in a certain tone. Brainstorm additional questions that are certainly inappropriate in a casual conversation with another passenger on a bus (e.g., “How much money do you have?” “Are you married?” “Where do you live?”).

Introduce or review other key vocabulary as needed (e.g., bus, listening to, CD, headphones, speak English, learn, hears, name, says, woman, in front of, thinks, talking, turn around, answers, telephone number, looks at, I’m sorry, that’s none of your business).

Exercises

Matching: Questions and Answers Ask students to imagine that their partner is another passenger on a bus. Have students practice asking and answering these questions with a partner. They may use José’s information or their own personal information. But encourage students not to give answers to some questions (e.g., “What’s your telephone number?” “What’s your address?” “How old are you?”). Instead, ask students to say, “I’m sorry. But that’s none of your business.”

Talking on the Bus Have students replace Rita’s name with their own names. Encourage students to extend the dialog by including some other personal-identification questions.

About You In number 4, elicit responses from students about some good ways to learn English (e.g., go to school, read in English, watch TV in English, listen to the radio in English, have conversations with English speakers).

Lesson 12

Late for School (pp. 70–75)

Theme: School

Preview

Details in this story offer the opportunity to teach or review vocabulary for the time of day, increments of time, and the importance of being on time for school.

If possible, use an analog clock to help teach or review telling time, particularly on the hour. Then practice identifying time, focusing on increments of five *minutes* around the clock (e.g., “It’s 8:05. It’s 8:10. It’s 8:15. It’s 8:20.”). Encourage students to state the time of day orally.

Ask students what time their English class begins. Ask students if they arrive before or at that time or if they are sometimes *late*. Elicit responses from parents of school-age children what time their schools begin. Ask parents if their children are sometimes late for school and, if so, why (e.g., oversleep, eat too slowly, watch TV, miss the bus).

Elicit responses about feelings a teacher may have about a student who is late *every day* (e.g., *concerned*, annoyed, angry, worried, frustrated, irritated). Explain that Mr. Lopez, the teacher in the story, says, “*We need to meet.*” Ask students about other reasons a teacher may ask to meet with a parent (e.g., incomplete homework assignments, arguing at school, disrespect of the teacher or other students, bad grades, emotional problems). Ask parents of school-age children how often they meet with their children’s teachers.

Teach or review the expression “*I’m running late.*” Ask students about acceptable reasons for running late when someone is expecting you (e.g., transportation problem, family problem, medical emergency). Ask students if they know someone who is often late. Ask students if they like to *wait* for that person. Get opinions about how long you wait for someone who agrees to meet you at a specific time.

Introduce or review other key vocabulary as needed (e.g., nine years old, fourth grade, school, begins, every day, late, five minutes, ten, fifteen, teacher, concerned, calls, mother, meet, decide, the next day, not there,

waits, telephone, classroom, rings, I’m running late, I’ll be there in five minutes).

Exercises

Matching: Words and Numbers If possible, extend this list of numbers to include the numbers and words for the other five-minute increments around the clock (thirty-five, forty, forty-five, fifty, fifty-five).

Talking to a Parent Ask students to replace son with another relationship to the adult (e.g., daughter, grandson, granddaughter, nephew, niece, brother, sister) and the amount of time he or she is late for school (e.g., twenty minutes, thirty minutes, forty minutes). Remind students to adjust subject and object pronouns when the child is female.

About You In number 4, ask students about the people they sometimes wait for (e.g., “I wait for my husband.” “I wait for my girlfriend.” “I wait for my boss.”).

Lesson 13

At the Zoo (pp. 76–81)

Theme: Recreation

Preview

Details in this story offer the opportunity to teach or review vocabulary for recreational activities and for the physical characteristics and habits of zoo animals.

Introduce Leda and Tess, who are *best friends*. Ask students if they have a best friend and what recreational activities they enjoy doing with that person (e.g., going to the *zoo*, going to sporting events, going to concerts).

Ask students about the zoo in your community or the ones in their native countries. Elicit information about the names and locations of these zoos and whether or not students like to go there. Teach or review the names of some zoo *animals*, especially the ones featured in the story (e.g., *lions, tigers, elephants, giraffes, brown bears*). Ask students if they like a particular animal and why.

Focus on the brown bears that Leda and Tess *look at* and *read the sign about* in the story. Find out what students already know about brown bears. Then discuss the information about brown bears provided in the story: “*They’re always looking for food. They can weigh 1,000 pounds. They have long fur. They have sharp teeth and claws. They sleep in the winter. They like to eat fish.*” Check students’ understanding of these facts by using the illustrations in the story. Ask students if they think some of these qualities can apply to people and, if so, which ones.

Introduce or review other key vocabulary as needed (e.g., best friends, zoo, like, look at, animals, lions, tigers, elephants, giraffes, brown bears, read, sign, always, looking for, food, can weigh, 1,000 pounds, long fur, sharp teeth and claws, sleep, winter, eat fish, laughs, is like, husband, isn't true, answers, doesn't like, fish).

Exercises

Animals Encourage students to brainstorm a list of other zoo animals (e.g., kangaroo, camel, monkey, polar bear, hippopotamus).

Talking About Brown Bears Encourage students to replace the word *amazing* in the second line with another adjective that describes their opinions of brown bears (e.g., wonderful, incredible, cute, scary, enormous, adorable, frightening, delightful). The first speaker may also compare this animal to someone else (e.g., wife, boss, neighbor, brother-in-law).

About You In number 1, encourage students to give reasons they like or don't like to go to the zoo (e.g., "It's interesting." "It's relaxing." "It's crowded." "It's too expensive.").

Lesson 14

The Microwave (pp. 82–87)

Theme: Technology

Preview

Details in this story offer the opportunity to teach or review vocabulary for different ways to cook a potato and the advantages and disadvantages of using a microwave.

Elicit responses from students about whether or not they have a *microwave*. For students who have one, ask about the types of foods they cook or heat in the microwave (e.g., vegetables, pizza, popcorn, casseroles). Discuss some of the good (e.g., cooks fast) and bad (e.g., doesn't taste the same) features of food prepared in a microwave.

Teach or review the food item *baked potato*. Ask students if they sometimes make baked potatoes. Then ask students how they prepare a baked potato (e.g., "I put a potato in the *oven* for forty-five minutes."). Ask if they ever use a microwave to cook a whole potato. Discuss how an oven sometimes *takes a long time* to cook food while a microwave *takes only a few minutes*.

Introduce Ida and Meta, the characters in the story. Use gestures to show what Meta does to her grandmother's potato: *Meta puts Ida's potato in the*

microwave. Then she enters the minutes and pushes the Start button.

Explain that Meta *forgets to poke holes in the potato*. If possible, demonstrate what poking holes means by using a fork and an actual potato. Elicit responses from students about the consequences of not poking holes in a potato in advance. Ask students if they sometimes hear a *loud noise* or recall an experience when a potato was *all over the microwave*. Ask students about other foods or drinks that sometimes explode in a microwave. Ask about foods students never put in a microwave.

Introduce or review other key vocabulary as needed (e.g., hungry, wants, baked potato, gets, pantry, turns on, oven, granddaughter, watching, Grandma, takes a long time, microwave, only a few minutes, puts, enters the minutes, pushes, Start button, loud noise, all over, forgot to, poke holes, sighs, can clean this up, two potatoes).

Exercises

Matching: Opposites Ask students to use these words in creating their own sentences (e.g., "I'm *hungry*. Then I eat a potato. Now I'm *full*.").

Talking in the Kitchen Replace the baked potato with another food item that may take a long time, but tastes better coming from the oven (e.g., meat, vegetables, bread).

About You In number 4, elicit additional responses about food items that can be all over students' microwaves (e.g., beans, tomato sauce, milk).

Lesson 15

Labor Day (pp. 88–93)

Theme: Civics

Preview

Details in this story offer the opportunity to teach or review vocabulary for legal holidays, the kinds of places that are closed on legal holidays, and which workers legal holidays affect.

Teach or review the words *legal holiday*. Discuss the federal legal holidays that are observed in the U.S. (New Year's Day, Martin Luther King's Birthday, Presidents' Day, Memorial Day, Independence Day, *Labor Day*, Columbus Day, Veterans Day, Thanksgiving, Christmas). Ask students if they know the dates or days when these holidays are observed.

Find out what the students already know about Labor Day, which is observed on the first Monday in

September. Explain that Labor Day is a holiday to honor workers. Teach or review some of the places that are closed on this and other legal holidays: *banks, post offices, schools, government offices*. Ask students which holidays, if any, they don't work.

Introduce John, who works in a *store*. Explain how John is *disappointed* when a *bank teller* informs him that stores are *open* on Labor Day. Teach or review John's comment: "*It isn't fair.*" Ask students who are employed whether or not they have Labor Day off. Ask students whether or not they think it's fair if they have to work.

Teach or review the names of some other American holidays that do not involve the closure of banks, post offices, schools, government offices, and businesses (e.g., Valentine's Day, St. Patrick's Day, Halloween). Discuss some of the customs associated with these holidays. Encourage students to talk about other secular or religious holidays that people observe here and in their native countries. Ask about things people do on these holidays and which places are open or closed.

Introduce or review other key vocabulary as needed (e.g., bank, reads, sign, next to, teller, Closed Monday for Labor Day, that's right, thinks, first Monday in September, legal holiday, hope, off, too, where, work, store, sorry, post offices, schools, government offices, open, disappointed, honor, workers, it isn't fair, Have a nice day, thanks, hiring).

Exercises

At the Bank If possible, show the dates or days of holidays that the students have brainstormed on a classroom calendar.

Talking with the Teller Ask students to change this dialog and replace Labor Day with Thanksgiving (e.g., "Is the bank closed on Thursday?" "Yes. Thanksgiving is a legal holiday."). Remind students that most stores are closed on Thanksgiving, so John would most likely have the day off.

About You In number 3, encourage students to give examples of holidays that they work (e.g., "I work on New Year's Day." "I work on Purim." "I work on September 16th, Mexican Independence Day." "I work on Easter.").

Answer Key

Lesson 1

Complete the story. (p. 5)

- | | |
|-------------|-------------|
| 1. new | 5. American |
| 2. Italian | 6. happy |
| 3. Japanese | 7. Chinese |
| 4. good | 8. Mexican |

Check (✓) Yes or No. (p. 6)

- | | | | |
|--------|--------|--------|--------|
| 1. Yes | 4. Yes | 7. No | 9. Yes |
| 2. No | 5. No | 8. Yes | 10. No |
| 3. No | 6. Yes | | |

Matching: Countries and Nationalities (p. 6)

- | | | |
|------|------|------|
| 1. c | 3. e | 5. b |
| 2. d | 4. a | |

Complete the sentences. (p. 7)

- | | |
|---------------|----------|
| 1. restaurant | 4. Italy |
| 2. husband | 5. Japan |
| 3. cooks | 6. food |

Listening (p. 8)

- | | | |
|------|------|------|
| a. 5 | c. 6 | e. 4 |
| b. 2 | d. 1 | f. 3 |

Missing Letters (p. 9)

- | | |
|-------------|---------------|
| 1. Chinese | 6. restaurant |
| 2. husband | 7. sometimes |
| 3. American | 8. Mexican |
| 4. waiter | 9. Japanese |
| 5. Italian | |

Unscramble the sentences. (p. 9)

- Iris wants to go to the new Chinese restaurant.
- Her husband, Tom, doesn't want to go.
- Cooks from China make good Chinese food.

Lesson 2

Complete the story. (p. 11)

- | | |
|---------------|-------------|
| 1. family | 5. husband |
| 2. bench | 6. daughter |
| 3. woman | 7. son |
| 4. sunglasses | 8. hand |

Check (✓) Yes or No. (p. 12)

- | | | | |
|--------|--------|-------|--------|
| 1. No | 4. Yes | 7. No | 9. Yes |
| 2. Yes | 5. No | 8. No | 10. No |
| 3. No | 6. Yes | | |

Meeting People (p. 12)

- hug
- shake hands
- say hello

Complete the sentences. (p. 13)

- | | |
|---------------|-----------|
| 1. sees | 4. hugs |
| 2. looks like | 5. shakes |
| 3. walks over | 6. says |

Listening (p. 14)

- | | | |
|------|------|------|
| a. 3 | c. 4 | e. 6 |
| b. 1 | d. 2 | f. 5 |

Missing Letters (p. 15)

- | | |
|---------------|------------|
| 1. hugs | 6. husband |
| 2. daughter | 7. shakes |
| 3. sunglasses | 8. park |
| 4. family | 9. woman |
| 5. bench | |

Same Sound (p. 15)

- | | |
|-----------------------|----------------|
| 2. hugs, husband | 4. like, smile |
| 3. family, sunglasses | 5. meet, she |

Lesson 3**Complete the story. (p. 17)**

- | | |
|------------|-------------|
| 1. Highway | 5. west |
| 2. lost | 6. gas |
| 3. right | 7. light |
| 4. south | 8. sidewalk |

Check (✓) Yes or No. (p. 18)

- | | | | |
|--------|--------|--------|--------|
| 1. Yes | 4. Yes | 7. No | 9. Yes |
| 2. No | 5. No | 8. Yes | 10. No |
| 3. No | 6. Yes | | |

Turning (p. 18)

1. turn right
2. turn around
3. turn left

Complete the sentences. (p. 19)

- | | |
|---------------|----------|
| 1. wants | 4. is |
| 2. can't find | 5. needs |
| 3. drives | 6. stops |

Listening (p. 20)

- | | | |
|------|------|------|
| a. 3 | c. 1 | e. 5 |
| b. 6 | d. 2 | f. 4 |

Missing Letters (p. 21)

- | | |
|-----------|-------------|
| 1. light | 6. sidewalk |
| 2. driver | 7. west |
| 3. east | 8. lost |
| 4. around | 9. north |
| 5. south | |

Unscramble the sentences. (p. 21)

1. He drives north on 3rd Avenue.
2. A man is walking on the sidewalk.
3. Is there a gas station around here?

Lesson 4**Complete the story. (p. 23)**

- | | |
|-----------------|------------|
| 1. kitchen | 5. oranges |
| 2. cabinet | 6. purse |
| 3. cereal | 7. bakery |
| 4. refrigerator | 8. money |

Check (✓) Yes or No. (p. 24)

- | | | | |
|--------|--------|--------|--------|
| 1. Yes | 4. No | 7. Yes | 9. No |
| 2. No | 5. No | 8. Yes | 10. No |
| 3. Yes | 6. Yes | | |

Rose's Kitchen (p. 24)Cabinet

- | | | |
|-----------|----------|------------|
| 1. cereal | 2. bread | 3. bananas |
|-----------|----------|------------|

Refrigerator

- | | |
|-----------------|-----------|
| 1. milk | 4. eggs |
| 2. oranges | 5. yogurt |
| 3. orange juice | |

Complete the sentences. (p. 25)

- | | |
|-----------|-----------|
| 1. isn't | 5. isn't |
| 2. aren't | 6. isn't |
| 3. aren't | 7. isn't |
| 4. isn't | 8. aren't |

Listening (p. 26)

- | | | |
|------|------|------|
| a. 3 | d. 2 | g. 7 |
| b. 5 | e. 1 | h. 8 |
| c. 4 | f. 6 | |

Missing Letters (p. 27)

- | | |
|------------|-----------------|
| 1. bakery | 6. hungry |
| 2. cereal | 7. yogurt |
| 3. money | 8. refrigerator |
| 4. kitchen | 9. cabinet |
| 5. bananas | |

Same Sound (p. 27)

- | | |
|--------------------|------------------|
| 2. muffin, hungry | 4. bread, smells |
| 3. morning, orders | 5. purse, yogurt |

Lesson 5**Complete the story. (p. 29)**

- | | |
|------------|-----------|
| 1. needles | 5. hours |
| 2. clinic | 6. day |
| 3. nurse | 7. sleeve |
| 4. arm | 8. test |

Check (✓) Yes or No. (p. 30)

- | | | | |
|--------|--------|-------|---------|
| 1. No | 4. No | 7. No | 9. No |
| 2. Yes | 5. Yes | 8. No | 10. Yes |
| 3. Yes | 6. Yes | | |

Matching: Opposites (p. 30)

- | | | |
|------|------|------|
| 1. b | 3. d | 5. a |
| 2. e | 4. c | |

Complete the sentences. (p. 31)

- | | |
|-----------------|--------------|
| 1. doesn't like | 4. looks at |
| 2. goes | 5. forgets |
| 3. gives | 6. goes back |

Listening (p. 32)

- | | | |
|------|------|------|
| a. 5 | c. 1 | e. 6 |
| b. 4 | d. 2 | f. 3 |

Missing Letters (p. 33)

- | | |
|-------------|------------|
| 1. nurse | 6. again |
| 2. forgets | 7. needles |
| 3. sleeve | 8. check |
| 4. negative | 9. normal |
| 5. clinic | |

Unscramble the sentences. (p. 33)

- The next day, Tito goes back to the clinic.
- He rolls up his sleeve for the nurse.
- "I think it's negative," says Tito.

Lesson 6**Complete the story. (p. 35)**

- | | |
|--------------|-----------------|
| 1. job | 5. application |
| 2. newspaper | 6. manager |
| 3. ads | 7. openings |
| 4. Hotel | 8. housekeeping |

Check (✓) Yes or No. (p. 36)

- | | | | |
|--------|--------|--------|--------|
| 1. Yes | 4. Yes | 7. Yes | 9. No |
| 2. No | 5. Yes | 8. Yes | 10. No |
| 3. No | 6. No | | |

Job Openings (p. 36)

- laundry
- food service
- housekeeping

Complete the sentences. (p. 37)

- | | |
|-----------------|--------------|
| 1. does | 5. looks |
| 2. doesn't like | 6. goes |
| 3. buys | 7. fills out |
| 4. reads | 8. talks to |

Listening (p. 38)

- | | | |
|------|------|------|
| a. 4 | c. 6 | e. 5 |
| b. 2 | d. 3 | f. 1 |

Missing Letters (p. 39)

- | | |
|----------------|-----------------|
| 1. manager | 6. housekeeping |
| 2. newspaper | 7. openings |
| 3. interesting | 8. application |
| 4. hiring | 9. laundry |
| 5. summer | |

Same Sound (p. 39)

- | | |
|----------------------|----------------------|
| 2. summer, something | 4. real, cleans |
| 3. college, laundry | 5. out, housekeeping |

Lesson 7**Complete the story. (p. 41)**

- | | |
|-----------|------------|
| 1. bag | 5. leg |
| 2. jeans | 6. store |
| 3. mother | 7. dollars |
| 4. tag | 8. holes |

Check (✓) Yes or No. (p. 42)

- | | | | |
|--------|--------|--------|---------|
| 1. Yes | 4. Yes | 7. Yes | 9. No |
| 2. No | 5. No | 8. No | 10. Yes |
| 3. No | 6. Yes | | |

Shopping (p. 42)

- jeans
- price tag
- shopping bag

Complete the sentences. (p. 43)

- | | |
|----------|-------------|
| 1. has | 4. looks at |
| 2. opens | 5. says |
| 3. shows | 6. wants |

Listening (p. 44)

- | | | |
|------|------|------|
| a. 4 | c. 6 | e. 5 |
| b. 2 | d. 1 | f. 3 |

Missing Letters (p. 45)

- | | |
|--------------|-----------------|
| 1. price tag | 6. leg |
| 2. jeans | 7. holes |
| 3. store | 8. shopping bag |
| 4. dollars | 9. spend |
| 5. mother | |

Unscramble the sentences. (p. 45)

- Akio has a shopping bag in his hand.
- He shows the jeans to his mother.
- Akio's mother looks at the price tag.

Lesson 8

Complete the story. (p. 47)

- | | |
|------------|-------------|
| 1. cash | 5. cushions |
| 2. wallet | 6. money |
| 3. drawer | 7. check |
| 4. dresser | 8. pictures |

Check (✓) Yes or No. (p. 48)

- | | | | |
|--------|--------|--------|---------|
| 1. Yes | 4. No | 7. Yes | 9. No |
| 2. No | 5. Yes | 8. No | 10. Yes |
| 3. Yes | 6. No | | |

Places to Find Money (p. 48)

1. sofa cushions
2. kitchen drawer
3. dresser

Complete the sentences. (p. 49)

- | | |
|---------|----------|
| 1. into | 4. in |
| 2. at | 5. on |
| 3. in | 6. under |

Listening (p. 50)

- | | | |
|------|------|------|
| a. 3 | c. 1 | e. 2 |
| b. 5 | d. 6 | f. 4 |

Missing Letters (p. 51)

- | | |
|-------------|----------------|
| 1. pictures | 6. father |
| 2. drawer | 7. cushions |
| 3. wallet | 8. video games |
| 4. check | 9. dresser |
| 5. counts | |

Same Sound (p. 51)

- | | |
|---------------------|--------------------|
| 2. drawer, morning | 4. looks, cushions |
| 3. kitchen, picture | 5. games, day |

Lesson 9

Complete the story. (p. 53)

- | | |
|--------------|--------------|
| 1. library | 5. notices |
| 2. book | 6. months |
| 3. bookstore | 7. librarian |
| 4. bus | 8. fines |

Check (✓) Yes or No. (p. 54)

- | | | | |
|--------|--------|--------|--------|
| 1. Yes | 4. No | 7. Yes | 9. Yes |
| 2. No | 5. Yes | 8. No | 10. No |
| 3. No | 6. Yes | | |

Matching: Opposites (p. 54)

- | | | |
|------|------|------|
| 1. f | 3. b | 5. a |
| 2. c | 4. d | 6. e |

Complete the sentences. (p. 55)

- | | |
|---------------|--------------|
| 1. finds | 5. gets |
| 2. costs | 6. goes back |
| 3. checks out | 7. gives |
| 4. forgets | 8. owes |

Listening (p. 56)

- | | |
|----------|--------|
| A. a. 4 | c. 2 |
| b. 1 | d. 3 |
| B. 2. 20 | 8. 12 |
| 3. 15 | 9. 8 |
| 4. 5 | 10. 1 |
| 5. 14 | 11. 4 |
| 6. 2 | 12. 16 |
| 7. 19 | |

Missing Letters (p. 57)

- | | |
|--------------|---------------|
| 1. bookstore | 6. overdue |
| 2. librarian | 7. library |
| 3. owe | 8. notices |
| 4. fines | 9. checks out |
| 5. forgets | |

Unscramble the sentences. (p. 57)

1. Basma forgets her book on the bus.
2. Basma gets many overdue notices.
3. After three months, Basma goes back to the library.

Lesson 10

Complete the story. (p. 59)

- | | |
|------------|-------------|
| 1. house | 5. Saturday |
| 2. grass | 6. door |
| 3. windows | 7. face |
| 4. time | 8. carpet |

Check (✓) Yes or No. (p. 60)

- | | | | |
|--------|--------|-------|---------|
| 1. Yes | 4. Yes | 7. No | 9. Yes |
| 2. No | 5. No | 8. No | 10. Yes |
| 3. No | 6. Yes | | |

Kira's Jobs (p. 60)

- | | |
|-------------|-----------|
| 1. washing | 3. mowing |
| 2. painting | |

Complete the sentences. (p. 61)

- | | |
|------------|------------|
| 1. gets up | 5. watches |
| 2. paints | 6. looks |
| 3. mows | 7. puts |
| 4. washes | 8. needs |

Listening (p. 62)

- | | | |
|------|------|------|
| a. 6 | c. 4 | e. 1 |
| b. 2 | d. 3 | f. 5 |

Missing Letters (p. 63)

- | | |
|----------------------|--------------------|
| 1. carpet | 6. listen |
| 2. <u>S</u> aturday | 7. front door |
| 3. <u>w</u> ashing | 8. grass |
| 4. mow <u>i</u> ng | 9. wind <u>o</u> w |
| 5. paint <u>i</u> ng | |

Same Sound (p. 63)

- | | |
|-------------------|------------------|
| 2. door, anymore | 4. wakes, paints |
| 3. front, doesn't | 5. work, early |

Lesson 11**Complete the story. (p. 65)**

- | | |
|---------------|-------------|
| 1. bus | 5. name |
| 2. headphones | 6. woman |
| 3. English | 7. number |
| 4. CD | 8. business |

Check (✓) Yes or No. (p. 66)

- | | | | |
|--------|--------|--------|--------|
| 1. No | 4. Yes | 7. No | 9. Yes |
| 2. Yes | 5. Yes | 8. Yes | 10. No |
| 3. No | 6. No | | |

Matching: Questions and Answers (p. 66)

- | | |
|------|------|
| 1. e | 4. b |
| 2. c | 5. a |
| 3. f | 6. d |

Complete the sentences. (p. 67)

- | | |
|------------------|------------|
| 1. doesn't speak | 5. says |
| 2. wants | 6. thinks |
| 3. helps | 7. answers |
| 4. hears | 8. is |

Listening (p. 68)

- | | |
|----------------|------|
| A. a. 4 | c. 2 |
| b. 1 | d. 3 |
| B. 1. a | 4. a |
| 2. b | 5. a |
| 3. b | 6. b |

Missing Letters (p. 69)

- | | |
|-------------------------|--|
| 1. turn ar <u>o</u> und | 6. sp <u>e</u> ak |
| 2. w <u>o</u> man | 7. headph <u>o</u> nes |
| 3. Eng <u>l</u> ish | 8. list <u>e</u> ning |
| 4. busin <u>e</u> ss | 9. teleph <u>o</u> ne num <u>o</u> ber |
| 5. h <u>e</u> ars | |

Unscramble the sentences. (p. 69)

- He is listening to a CD on his headphones.
- The CD helps José learn English.

- A woman in front of José hears him.

Lesson 12**Complete the story. (p. 71)**

- | | |
|------------|--------------|
| 1. years | 5. day |
| 2. grade | 6. mother |
| 3. school | 7. telephone |
| 4. teacher | 8. minutes |

Check (✓) Yes or No. (p. 72)

- | | | | |
|--------|--------|--------|---------|
| 1. No | 4. Yes | 7. Yes | 9. No |
| 2. Yes | 5. Yes | 8. No | 10. Yes |
| 3. No | 6. No | | |

Matching: Words and Numbers (p. 72)

- | | | |
|------|------|------|
| 1. e | 3. f | 5. c |
| 2. b | 4. a | 6. d |

Complete the sentences. (p. 73)

- | | |
|-----------|------------|
| 1. begins | 5. is not |
| 2. is | 6. waits |
| 3. is | 7. rings |
| 4. calls | 8. running |

Listening (p. 74)

- | | | |
|------|------|------|
| a. 6 | c. 5 | e. 1 |
| b. 3 | d. 2 | f. 4 |

Missing Letters (p. 75)

- | | |
|-----------------------|------------------------------|
| 1. gr <u>a</u> de | 6. <u>w</u> aits |
| 2. conc <u>e</u> rned | 7. <u>f</u> ourth |
| 3. <u>m</u> other | 8. min <u>u</u> tes |
| 4. l <u>a</u> te | 9. r <u>u</u> nn <u>i</u> ng |
| 5. teacher | |

Same Sound (p. 75)

- | | |
|------------------|--------------------|
| 2. grade, waits | 4. mother, running |
| 3. meet, teacher | 5. telephone, ten |

Lesson 13**Complete the story. (p. 77)**

- | | |
|-----------|-----------|
| 1. zoo | 5. teeth |
| 2. bears | 6. winter |
| 3. sign | 7. animal |
| 4. pounds | 8. fish |

Check (✓) Yes or No. (p. 78)

- | | | | |
|--------|--------|--------|--------|
| 1. Yes | 4. No | 7. Yes | 9. Yes |
| 2. Yes | 5. Yes | 8. No | 10. No |
| 3. No | 6. No | | |

Animals (p. 78)

- elephant
- brown bear
- tiger

Complete the sentences. (p. 79)

- | | |
|------------|----------|
| 1. look at | 4. have |
| 2. read | 5. sleep |
| 3. weigh | 6. like |

Listening (p. 80)

- | | | |
|------|------|------|
| a. 5 | c. 1 | e. 6 |
| b. 3 | d. 2 | f. 4 |

Missing Letters (p. 81)

- | | |
|-------------------------|-----------------------|
| 1. p <u>o</u> unds | 6. a <u>n</u> imals |
| 2. sh <u>a</u> rp | 7. e <u>l</u> ephants |
| 3. br <u>o</u> wn bears | 8. s <u>i</u> gn |
| 4. cl <u>a</u> ws | 9. w <u>i</u> nter |
| 5. h <u>u</u> sband | |

Unscramble the sentences. (p. 81)

1. They like to look at the animals.
2. They read the sign about the brown bears.
3. Brown bears are always looking for food.

Lesson 14**Complete the story. (p. 83)**

- | | |
|------------------|-----------|
| 1. potato | 5. button |
| 2. pantry | 6. noise |
| 3. granddaughter | 7. holes |
| 4. microwave | 8. oven |

Check (✓) Yes or No. (p. 84)

- | | |
|--------|---------|
| 1. No | 6. No |
| 2. No | 7. Yes |
| 3. Yes | 8. No |
| 4. No | 9. Yes |
| 5. Yes | 10. Yes |

Matching: Opposites (p. 84)

- | | | |
|------|------|------|
| 1. e | 3. f | 5. b |
| 2. d | 4. a | 6. c |

Complete the sentences. (p. 85)

- | | |
|-------------|-----------|
| 1. wants | 5. puts |
| 2. gets | 6. enters |
| 3. turns on | 7. is |
| 4. takes | 8. poke |

Listening (p. 86)

- | | | |
|------|------|------|
| a. 6 | c. 4 | e. 5 |
| b. 1 | d. 2 | f. 3 |

Missing Letters (p. 87)

- | | |
|---------------------------|--------------------|
| 1. pan <u>t</u> ry | 6. en <u>t</u> ers |
| 2. potat <u>o</u> | 7. no <u>i</u> se |
| 3. hol <u>e</u> s | 8. butt <u>o</u> n |
| 4. microw <u>a</u> ve | 9. ov <u>e</u> n |
| 5. granddaugh <u>t</u> er | |

Same Sound (p. 87)

- | | |
|---------------------|---------------|
| 2. oven, button | 4. poke, over |
| 3. baked, microwave | 5. soon, use |

Lesson 15**Complete the story. (p. 89)**

- | | |
|------------|------------|
| 1. teller | 5. store |
| 2. Day | 6. Banks |
| 3. holiday | 7. Schools |
| 4. Monday | 8. workers |

Check (✓) Yes or No. (p. 90)

- | | | | |
|--------|--------|--------|--------|
| 1. No | 4. Yes | 7. No | 9. Yes |
| 2. Yes | 5. No | 8. Yes | 10. No |
| 3. No | 6. Yes | | |

At the Bank (p. 90)

1. holiday
2. sign
3. teller

Complete the sentences. (p. 91)

- | | |
|---------------|-----------------|
| 1. Labor | 5. open |
| 2. legal | 6. disappointed |
| 3. closed | 7. fair |
| 4. Government | 8. nice |

Listening (p. 92)

- | | |
|-----------------------|--------------|
| A. a. 2 | c. 3 |
| b. 4 | d. 1 |
| B. 2. Thursday | 5. Wednesday |
| 3. Friday | 6. Monday |
| 4. Tuesday | 7. Sunday |

Missing Letters (p. 93)

- | | |
|---------------------------------|-----------------------------|
| 1. w <u>o</u> rk <u>e</u> rs | 6. leg <u>a</u> l |
| 2. hol <u>i</u> day | 7. disappoi <u>n</u> ted |
| 3. gov <u>e</u> rn <u>m</u> ent | 8. t <u>e</u> ll <u>e</u> r |
| 4. h <u>i</u> ring | 9. cl <u>o</u> s <u>e</u> d |
| 5. Mond <u>a</u> y | |

Unscramble the sentences. (p. 93)

1. Labor Day is a legal holiday.
2. Government offices are closed.
3. Labor Day is a holiday to honor workers.