

That's Life

Day-to-Day Stories and Language Activities

LOW BEGINNING

TEACHER'S GUIDE

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Overview

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

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

The topics in *That's Life* incorporate a wide variety of everyday situations, motivating students to read and develop fluency. The fifteen stories in each book portray diverse characters in interesting, often familiar, and sometimes amusing situations. In the Low-Beginning Level of *That's Life*, students read about such characters as Eva and her children, who go through a whole range of emotions on a long bus ride; Amir, who unsuccessfully attempts to use a vending machine at a busy subway station; Stella, who unintentionally starts a fire in her bedroom; and David, who wants to get his GED twelve years after leaving high school. 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, problem solving, listening, spelling, pronunciation, self- and partner-assessment tasks, and extension activities encouraging students to talk or write about key points in each lesson.

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 Low-Beginning Level of *That's Life*. The notes for each lesson have two sections, Preview and Exercises.

Preview lists the main themes of each story. It also lets students draw on prior experiences and share ideas or knowledge about issues in the story. In addition, Preview suggests warm-up activities, focusing on key concepts and vocabulary.

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

Using the *That's Life* Low-Beginning Level Preview Activities

The illustrations that accompany each story are useful prompts for warm-up or preview activities. They can help create interest in the story, provide a starting point for discussion, and help introduce new vocabulary. They also help students reflect on personal experiences. Have students look at the illustrations, particularly the one that precedes the story. Encourage students to describe what they see, or prompt them with questions (e.g., “What do you see? 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 the lower levels, students' responses may be only phrases or single words. For beginning-level 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.

Comprehension Activities

In the Low-Beginning Level, each story is followed by Yes/No statements. Encourage students to provide a correct statement when an answer is No. These activities can be done either orally or in writing.

Vocabulary Exercises

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

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.

Check the good ideas.

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

What does (the Character) say?

Students use the example and follow the written model to provide other ways for the featured character

to ask for help or give advice. This activity can also be done orally and in writing. Encourage students to expand this activity by creating new sentences and ways for the character to respond.

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 choose one of two pictures that better illustrates the listening prompt. Other listening exercises have students transcribe numbers, dollar amounts, and ages. 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.

Pronunciation and Writing

The missing-letters activity gives students additional spelling practice, focusing on either two missing vowels or consonants. After the words are completed, have students practice pronunciation. Encourage students to identify the numbers of syllables and which syllable is stressed. 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 write and say the words independently.

What about you?

This activity allows students to personalize various events in the stories and reflect on their own experience with a specific subject. It offers practice in the four language areas: reading, writing, speaking, and listening. Students read the statement, write the question, ask a partner the question, and listen to the partner's response. After the interactive part of the exercise, encourage students to report back about their partner (e.g., "Maria wants to get her GED." "Kin always makes his bed." "Zahir doesn't eat in a movie theater.").

Talking/Writing About It

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

Lesson Notes

Lesson 1

A Long Bus Ride (pp. 4–9)

Theme: People

Preview

Details in this story offer the opportunity to teach or review vocabulary for feelings and circumstances when certain feelings are reasonable.

Teach or review vocabulary for feelings. If possible, use pictures to help explain why someone has a particular feeling (e.g., “This man is *uncomfortable*. He’s sitting between two people on a plane.” “This woman is *hot*. She’s working in the sun.”).

Discuss the topic of travel and ask students about the transportation they use when they go somewhere (e.g., plane, train, bus, car). Elicit responses about where students go and establish whether or not these are *long rides* or *trips*. Ask students how long various trips take (e.g., one hour, ten hours, eighteen hours). Ask students if they enjoy long trips and have them give reasons why or why not.

Ask students how people often feel while traveling (e.g., *excited*, *bored*, *uncomfortable*, *tired*). Ask students if they sometimes travel with young children and encourage them to focus on feelings typical for adults and children at various stages during a long trip. Have students name things you can bring to make these trips more comfortable (e.g., books, food, toys, music).

Introduce or review other key vocabulary as needed (e.g., children, bus ride, trip, excited, bored, get off, hungry, unhappy, upset, thirsty, angry, touching, uncomfortable, legs, embarrassed, bus station, relieved, happy, walk, close, disappointed).

Exercises

Match the opposites. The word *satisfied* may be unfamiliar to many students at this level. Show how it can work as the opposite of *disappointed* by giving an example (e.g., “I’m *disappointed* with my grade in the class.” “I’m *satisfied* with my grade in the class.”).

Conversation on the Bus Encourage students to offer other solutions for each complaint from the child (e.g., “You can eat this sandwich.” “You can drink this water.” “You can put your legs this way.”).

Pronunciation and Writing Use this activity as an opportunity to review all of the feelings vocabulary in the lesson. Encourage students to express these feelings

and a logical *want* + *to* follow-up thought (e.g., “I’m thirsty. I *want to* drink something.” “I’m embarrassed. I *want to* leave the room.”). Demonstrate using the verb *to feel* in place of *to be* (e.g., “I *feel* hungry.” “I *feel* embarrassed.” “I *feel* disappointed.”).

Talking/Writing About It In number 2, ask students to give specific examples about where they go on trips and how they get there (e.g., “I go to my sister’s house. I get there by train.”).

Lesson 2

Saturday Chores (pp. 10–15)

Theme: Family

Preview

Details in this story offer the opportunity to teach or review vocabulary for family members and household chores.

Teach or review the words for family members—especially *mother*, *father*, and *parents* as they appear in the story. Ask students to name family members they live with (e.g., wife, uncle, sister, son, cousin).

Teach or review the names of some household chores. Give emphasis to the chores referred to in the story (e.g., *empty the trash*, *mop the floor*, *fold the laundry*, *make the bed*, *dust the furniture*). If possible, use pictures or make gestures to clarify their meanings. Elicit responses about who does chores in students’ homes and, if they have children, whether or not their children help with housework.

Ask students with children if they give their children money for doing chores. Elicit responses from students about things teenage children like to spend money on (e.g., clothes, music, movies).

Introduce or review other key vocabulary as needed (e.g., kitchen, cleaning, empty, trash, sure, minutes, leaves, room, calls, answer, sighs, bathroom, mop, floor, forgets, chores, fold, laundry, make, bed, dust, furniture, relaxing, give, movie, purse, closes).

Exercises

What is the category? Encourage students to brainstorm other chores that are performed at home (e.g., cook dinner, wash the dishes, put away the dishes).

Conversation at Home Have students practice asking for help with other chores (e.g., “Can you please sweep

the floor?” “Can you please clean the sink?” “Can you please vacuum the carpet?”). Then ask for two volunteers to participate in a role-play activity. The first student asks for help with a household chore (e.g., “*Can you please empty the trash?*”). The second student responds by saying (e.g., “*Sure. I’ll do it in a few minutes.*”). Have the second student walk back to his or her seat. Then the first student *calls* the second student, but the second student *doesn’t answer*. Instruct the first student to *sigh* and do the job himself or herself.

Talking/Writing About It In number 1, encourage students to discuss the chores they do and when they do them (e.g., “I cook dinner. I cook it every night.” “I change the sheets. I change them every week.”).

Lesson 3

A Subway Ticket (pp. 16–21)

Theme: Transportation

Preview

Details in this story offer the opportunity to teach or review vocabulary for public transportation and the process of purchasing tickets from vending machines.

Elicit responses from students about public transportation options available in your community (e.g., bus, train, subway, trolley). Ask about the *ticket* price of the various transportation options. Ask students how they usually purchase tickets (e.g., ticket booth, vending machine, from driver, the Internet).

Ask students to imagine that they are *in a hurry* to go somewhere. Explain the meaning of a *long line* at the ticket booth. Point out the option of buying a ticket from a vending machine. Use gestures to show that you are opening your wallet to take out two dollars. Act out putting in the first dollar. Then act out putting in the second dollar, but it *comes back out*. Encourage students to brainstorm ideas for solving this problem (e.g., “You can try another dollar.” “You can ask someone for change.” “You can use a credit card or an ATM card.”).

Ask students what they sometimes buy from vending machines (e.g., snacks, laundry detergent, stamps). Discuss problems that sometimes occur when using the machines. Ask students how they feel during these moments (e.g., angry, frustrated, mad, annoyed). Show Amir’s reaction to this situation: *He bangs his hand on the machine.*

Introduce or review other key vocabulary as needed (e.g., subway station, downtown, ticket, long line, ticket booth, in a hurry, wait, vending machines, wallet, puts

in, dollar, comes back out, cash, credit card, ATM card, angry, bangs, station agent).

Exercises

Conversation at the Subway Station Create a new dialog between Amir and the station agent. Encourage students to help Amir explain what happened.

Check the good ideas. Discuss other problems people have with vending machines (e.g., “The crackers are stuck.” “The machine doesn’t give change.” “I put the money in, and nothing comes out.”).

Talking/Writing About It In number 1, ask students about the best way to get to the downtown area of your community. If possible, discuss the different methods of transportation, cost, and ways of getting tickets.

Lesson 4

No Substitutions (pp. 22–27)

Theme: Food

Preview

Details in this story offer the opportunity to teach or review items on a restaurant menu and reinforce the meaning of *No Substitutions*.

If possible, use pictures to teach or review relevant vocabulary for food and restaurants. Discuss common food choices on a Mexican restaurant *menu* (e.g., *burrito*, taco, enchilada) and the meaning of *combination plate*, or individual menu items served together. List other foods that may be part of a combination plate (e.g., rice, beans, chips, salad, fruit).

Encourage students to name some Mexican restaurants in your community. Ask if there is a *No Substitutions* rule as with the restaurant in the story. Explain the idea by using the language in the story (e.g., “*You can’t have chicken instead of beef. You can’t have potatoes instead of rice.*”).

Teach or review the numbers 1 through 12 as they appear in the story. Ask about other restaurants where menu items are sometimes numbered (e.g., Chinese restaurants, vegetarian restaurants, delis). Encourage students to state their preferences about food (e.g., “I like fish. I don’t like beef.”).

Discuss various jobs that people have in restaurants (e.g., *cook*, *waiter*, busboy, cashier, dishwasher). Ask if there are students in the class who work in a restaurant. If so, ask if they have *dinner breaks* and if they typically eat at the restaurant. Ask students about things that a waiter, in particular, could be *tired of* (e.g., “I’m tired of people making a mess at the table.” “I’m tired

of people taking all the ketchup.” “I’m tired of people asking for free drink refills.”).

Introduce or review other key vocabulary as needed (e.g., waiter, busy, Mexican restaurant, menu, combination plates, substitutions, chicken, instead of, beef, potatoes, rice, table, bean burrito, fish burrito, sorry, vegetables, dinner break, kitchen, cook, hungry).

Exercises

Conversation in a Restaurant Encourage students to create new dialogs with different menu items from any type of restaurant. Have students take turns speaking as the waiter and the customer.

Check the good ideas. Brainstorm other things customers can ask for and encourage students to give appropriate responses from the waiter.

Talking/Writing About It In number 1, encourage students to discuss a meal they like to order in a restaurant. Ask them to be specific about everything the meal includes.

Lesson 5

A Cat Allergy (pp. 28–33)

Theme: Health

Preview

Details in this story offer the opportunity to teach or review vocabulary for types of allergies and their symptoms.

Elicit responses from students about things they may be allergic to (e.g., “I’m allergic to bee stings.” “I’m allergic to peanuts.” “I’m allergic to penicillin.”). Teach or review the cat allergy symptoms Pam has in the story (e.g., *itchy eyes*, *watery eyes*, *sneezes*, *hard to breathe*). Discuss other symptoms that can be a sign of a serious allergic reaction (cough, dizziness, rash, fever, nausea). Teach or review *asthma*, a disease of the respiratory system that is sometimes caused by allergies.

Elicit responses from students about things they may already know about treating an allergy (e.g., going to the doctor, taking daily medication, carrying emergency medication, avoiding the thing that triggers an allergy, administering CPR or calling 911 if an allergic reaction is very serious).

Teach or review the names of common household pets (e.g., cat, dog, rabbit, goldfish, bird). Ask students if they have a pet and, if so, what it is. If possible, ask students to talk about their pets (e.g., “I have a dog.

His name is Fido. He’s brown. He lives outside.”). Ask students whether or not they *love* the animal.

Introduce or review other key vocabulary as needed (e.g., cat, black, white, cute, hold, itchy, watery, sneezes, breathe, allergic, symptoms, asthma, serious, home, love, allergies, antihistamines, drugs, medication, bath, backyard, weather).

Exercises

Conversation with the Doctor Ask students to create new dialogs about other things a patient can be allergic to (e.g., “I think I’m allergic to laundry detergent.” “I think I’m allergic to eggs.” “I think I’m allergic to this antibiotic.”). If possible, assist students in giving advice to the patient.

Check the good ideas. Talk about another allergy that many people have (e.g., a peanut allergy). As a whole-class activity, list as many good ideas as possible for helping a person with this type of allergy (e.g., read labels at the supermarket, ask people what is in food before you eat it, don’t eat anything with peanut oil).

Talking/Writing About It In number 3, brainstorm a list of things people can be allergic to (e.g., animals, dust, food, perfume, medication, smoke, pollen).

Lesson 6

A Tired Gardener (pp. 34–39)

Theme: Work

Preview

Details in this story offer the opportunity to teach or review vocabulary for yard work and the common tasks of a gardener.

Teach or review the occupation *gardener*. If possible, use pictures or gestures to show the jobs that Minh performs in the story (e.g., *rake the leaves*, *mow the lawn*, *trim the bushes*). Draw a picture on the board to show a large bush outside a window. Explain that Minh also needs to *take out a bush* along with his regular jobs. Show students that he has a difficult job *digging a big hole* and *pulling it out of the ground*.

Ask students if they have a yard outside their house or apartment. Ask who takes care of the yard. Ask what they see outside their windows at home (e.g., another building, a tree, a parking lot, a bush). Ask if the sun is particularly bright at certain times of the day and whether or not the sun sometimes *hurts their eyes*.

Teach or review the names of other occupations, especially ones that are related to working outside or with home maintenance. Elicit responses from students

about things they can do to help their families or friends (e.g., “I can cook a big dinner.” “I can paint a kitchen.” “I can fix a clogged sink.” “I can take care of children.”). Ask students about their *days off* from work. Elicit responses about activities students do on their days off.

Teach or review the expression *I don’t have time to* Ask students to talk about things they don’t have time to do at work or at home (e.g., “I don’t have time to eat lunch.” “I don’t have time to watch TV.” “I don’t have time to fold the laundry.”).

Introduce or review other key vocabulary as needed (e.g., gardener, day off, older sister, yard, help, rakes, leaves, mows, lawn, trims, bushes, something else, outside, window, take out, digs, hole, pulls, ground, time, tired, come back, sorry, plant, sun, hurts, eyes).

Exercises

Conversation with a Gardener Have students practice other things Lang can ask her brother to do in the yard (e.g., “Please pull the weeds.” “Please water the plants.” “Please plant some flowers.”).

What does Lang say? Encourage students to help Minh come up with reasons why he can’t help her at that moment (e.g., “I have an appointment.” “I have another customer.” “I’m too tired.”).

Talking/Writing About It In number 1, encourage students to be specific about ways they help their families (e.g., “I take my father to the doctor.” “I go shopping for my aunt.” “I clean the apartment for my family.”).

Lesson 7

A Dress for the Wedding (pp. 40–45)

Theme: Shopping

Preview

Details in this story offer the opportunity to teach or review vocabulary for shopping for clothing and factors that influence a purchasing decision.

Teach or review the expression *They are getting married*. Point out that the expression has a future meaning even though the verb tense is present progressive. Explain that a *wedding* is a marriage ceremony. Ask students if they have something at home they can wear to a wedding or if they would need to go shopping. Ask students to describe a suitable outfit for a wedding.

Teach or review names of colors and various clothing items, particularly the *blue, red, yellow, and pink dresses* Lilly considers in the story. Address the concerns Lilly has by pointing out how they are unsatisfactory (e.g., *wrong size, too short, too expensive*). Ask students what they look for when they shop and elicit problems they have when selecting clothes (e.g., wrong color, too long, too wide, wrong style, uncomfortable).

Ask about places to shop in your community. Elicit responses about particular clothing stores where a person can find something appropriate for a wedding. Ask students if they enjoy *trying on* clothes as the character does in the story. Ask about emotions you feel when you can’t find something you’re looking for (e.g., angry, annoyed, *frustrated*, discouraged).

Teach or review the word *receipt* as the paper you receive when you buy something. Ask students if they usually keep the receipt or throw it away. Discuss reasons to keep a receipt (e.g., proof of purchase, necessary to have for an exchange or a return).

Ask if students have brothers, sisters, or other family members that live far away. Elicit responses about how far apart they live (e.g., one hundred miles, three thousand miles, seven thousand miles). Ask students how often they communicate with family members by telephone (e.g., every day, once a week, twice a month, three times a year).

Introduce or review other key vocabulary as needed (e.g., sisters, apart, each other, excited, good news, boyfriend, getting married, wedding, promises, dress, shopping mall, clothing stores, tries on, wrong size, too short, too expensive, frustrated, hours, right size, long enough, good price, perfect, hope, receipt, broke up).

Exercises

Conversation at a Clothing Store Encourage students to create new dialogs in which they vary the color and the item. Model plural examples if necessary (e.g., “How do you like the brown pants?” “I like them. But they’re the wrong size.”).

Check the good ideas. There may be several words in this activity that are unfamiliar to students. Explain them as clearly as possible and ask students to think about a clothing item they are wearing right now. Have them use some words on the list to say something they like about the item (e.g., “I like the color.” “I like the price.” “I like the style.”).

Talking/Writing About It In number 2, encourage students to respond in complete sentences (e.g., “I buy

new clothes when my clothes look old.” “I buy new clothes when there’s a good sale.”).

Lesson 8

The Debit Card (pp. 46–51)

Theme: Money

Preview

Details in this story offer the opportunity to teach or review vocabulary for different ways to pay when buying things.

Teach or review the term *debit card*. If possible, show a debit card or banking card to the class. Explain that when you use a debit card, the money comes directly from your bank *account*. Use the example from the story that James has \$800 in his checking account. Ask students to tell you how much money James has in his account after he spends \$40 on groceries, paying with his debit card.

Use gestures to show how you *push the “Debit” button*, *swipe your card through the machine*, and *sign your name* during a transaction. Elicit responses about whether or not students use debit cards, and, if so, where they use them (e.g., supermarket, clothing store, bookstore). Ask about some of the good things about using a debit card (e.g., fast, convenient, easy to carry).

Discuss common purchases people make. Ask students about particular items they need to buy soon (e.g., “I need to buy milk.” “I need to buy socks.” “I need to buy soap.”). Then ask them how they plan to pay for these things (e.g., cash, check, credit card, debit card).

Teach or review names of various businesses. Ask about shops and stores in your community and what you can buy there (e.g., “I buy medicine at the pharmacy.” “I buy bread at the bakery.” “I buy coffee at the coffee shop.”). Encourage students to list as many items as possible. Ask which, if any, of these local businesses *take cash only*.

Teach or review the word *girlfriend*. Ask about places people sometimes take a boyfriend or girlfriend (e.g., movies, museum, restaurant). If going out with a girlfriend or boyfriend is customary in students’ native countries, ask who generally pays in these situations.

Introduce or review other key vocabulary as needed (e.g., neighborhood, wallet, debit card, checking account, convenient, groceries, pushes, swipes, signs, cashier, shoe store, sandals, pharmacy, vitamins, florist, flowers, girlfriend, clock, Italian restaurant, order, paying, delicious food, bill, waiter, cash only).

Exercises

Conversation at the Restaurant Encourage students to share what a waiter might say after the last line (e.g., “There’s an ATM across the street.” “Okay. But I need to hold your ID.” “That’s fine. But your girlfriend needs to wait here.”).

Check the good ideas. Ask students about the locations of ATMs and banks in your community.

Talking/Writing About It In number 2, ask students about the process of getting a debit card. Discuss the steps necessary in getting one (e.g., “First you go to the bank. Then you speak to an account representative. You say, ‘I want to get a debit card . . .’”).

Lesson 9

Fire from a Candle (pp. 52–57)

Theme: Community

Preview

Details in this story offer the opportunity to teach or review vocabulary for how a fire starts and steps to take when calling the fire department to report an emergency.

Ask students if they have *candles* at home. Ask what colors the candles are and whether or not they *smell* like something (e.g., *strawberry*, lemon, vanilla). Ask students whether or not they *light* candles, and, if so, where they put them once they are lit. Also, ask students if they have a *flashlight* at home.

If possible, bring in a candle like the one Stella has in the story. Show the steps that Stella goes through in incorrectly handling a candle (e.g., *Stella puts it down on her desk. Then she lights the candle. Her desk is next to an open window. . . . the wind blows the curtain in front of the window. The curtain touches the candle flame. It begins to burn. Soon the curtain and the desk are on fire.*).

Ask students if they have ever tried to *put out* a fire, and, if so, what they used to put it out (e.g., water, fire extinguisher, rug). Ask if they have ever had a fire in their home. If possible, elicit responses about what they did. Discuss ways to prevent fires at home.

Teach or review the process of calling 911 to report a fire or another emergency. Remind students to leave their homes immediately to report a fire. Ask about other emergencies that are appropriate to call 911 for (e.g., a serious medical or police issue).

Get opinions about at what age it is safe to leave a child *home alone*. Discuss concerns parents may have about their children when there are no adults at home.

Elicit responses about other things that burn and are very dangerous in the hands of children (e.g., lighters, matches, incense, cigarettes).

Introduce or review other key vocabulary as needed (e.g., home alone, parents, movie, candle, lights, desk, window, magazine, candlelight, curtain, touches, flame, burn, on fire, outside, cell phone, fire truck, worried, relieved, firefighter, damage, furniture).

Exercises

Conversation with a 911 Operator Have students practice this dialog substituting their addresses for the one in the dialog. Teach or review the correct pronunciation of addresses if necessary. If students are reluctant to give their own addresses, use the address of the school. Practice an affirmative response when the operator asks about medical assistance: “Yes, I need medical assistance.”

What does the firefighter say? This may also be a good opportunity to make distinctions between count and noncount nouns such as *curtains* and *furniture*. As a whole-class activity, brainstorm a list of items you must always keep candles or other things that burn away from. Include examples of count and noncount nouns (e.g., “Keep candles away from books.” “Keep candles away from paper.”).

Talking/Writing About It In number 2, ask students to talk about when they use candles at home (e.g., “I use candles when I eat dinner. I put them in candle holders on the table.”).

Lesson 10

Please Eat in the Kitchen! (pp. 58–63)

Theme: Housing

Preview

Details in this story offer the opportunity to teach or review vocabulary for rooms in the home and activities associated with them.

Teach or review the names of rooms in a home, especially the ones highlighted in the story (e.g., *bedroom, kitchen, bathroom, living room*). Teach or review what Ari does in the story (e.g., *eat, brush his teeth, play with toy cars*). Ask students about the rooms these activities usually happen in. As a whole class, brainstorm more activities you do at home (e.g., do homework, watch TV, take a shower, sleep) and connect them to corresponding rooms in the home. Encourage students to tell if they do some activities in more than

one room (e.g., “I eat in the kitchen and in the living room.” “I watch TV in the living room and in the bedroom.”).

Teach or review how to make a negative imperative by putting “Do not” or “Don’t” before the verb (e.g., “Don’t eat in the bedroom.” “Don’t brush your teeth in the kitchen.” “Don’t play with your toy cars in the bathroom.”). Also model polite requests as the mother uses in the story (e.g., “Please eat in the kitchen!”).

Discuss other rooms and spaces in and around the home (e.g., hall, stairway, lobby, courtyard, laundry room) and activities associated with those places (e.g., “I pick up my mail in the lobby.” “I wash my clothes in the laundry room.”). This lesson may also be a convenient time to reinforce vocabulary for objects and furnishings in various rooms of the home.

Introduce or review other key vocabulary as needed (e.g., son, bedroom, cracker, eat, sleep, get dressed, toy cars, kitchen, cook, wash dishes, bathroom, take a shower, wash hands, minutes, living room, talk, watch TV, read, Dad, sleeping, there).

Exercises

Conversation at Home Encourage students to create new dialogs by substituting brushing your teeth in the kitchen for one of the other activities in the story (e.g., “What are you doing?” “I’m eating a cracker.” “Don’t eat in the bedroom.”).

What does Nera say? Have students put Ari in another situation (e.g., eating a banana in the living room) that would prompt his mother to say something.

Talking/Writing About It Encourage students to express their opinions about why eating in the bedroom is not a good idea (e.g., “You can make a mess.” “You can get ants.”).

Lesson 11

Too Many E-Mails (pp. 64–69) Theme: Communication

Preview

Details in this story offer the opportunity to teach or review vocabulary for different ways to communicate with co-workers.

Teach or review the word *office*. Discuss different ways to communicate within an office (e.g., e-mail, phone, face-to-face, fax, handwritten note). Ask students how they communicate with co-workers at their jobs. Ask students about different jobs on the *staff* where they work (e.g., receptionist, assistant,

supervisor). Then teach or review the ones that appear in the lesson: *manager, accountant*.

Ask students whether or not they write e-mails in English, and, if so, who they write them to (e.g., family, friends, teachers, co-workers). Ask if the e-mails are long or short and approximately how long it takes for them to write an e-mail.

Discuss things people can check when they write e-mails in English or in their native language. Teach or review the words *spelling, grammar, and punctuation* — perhaps by showing incorrect and correct examples. Also, demonstrate an example of changing some words by writing one sentence and then another with a similar meaning (e.g., *This is a very small office./This office is very small.*).

Point out the format of Mr. Webb's e-mail and focus on his opening (*Dear Staff:*) and closing (*Sincerely, Mr. Webb*). Also show how Mr. Webb clicks the *Send* button to deliver this message to his co-workers.

Discuss reasons an employee may need a day or part of a day off (e.g., doctor's appointment, sick child, graduation ceremony). Ask students if it is possible to get time off from work if they need it. Ask students how they ask for a day or part of a day off.

Introduce or review other key vocabulary as needed (e.g., manager, office, staff, e-mails, face-to-face, attention, sincerely, changes, spelling, grammar, punctuation, clicks, Send, knock, accountant, appointment, interrupt).

Exercises

Conversation in the Office Encourage students to vary the exchange between Susan and the manager (e.g., "Can I help you?" "Yes. I need next Thursday afternoon off." "Why?" "My son's high school graduation is at 1:00.").

Check the good ideas. Have students write practice e-mails if access to a computer is possible. Ask students to work in pairs or in small groups to read and check each other's e-mails keeping in mind the important points on the checklist (e.g., grammar, spelling, punctuation).

Talking/Writing About It In number 3, expand this activity by giving exercises to students that will help strengthen their writing skills. For example, practice punctuation by writing sentences from the story on the board and asking students to insert correct punctuation marks (e.g., periods, commas, question marks, quotation marks).

Lesson 12

Getting His GED (pp. 70–75)

Theme: School

Preview

Details in this story offer the opportunity to teach or review vocabulary for getting the GED as a substitute for a high school diploma.

Teach or review the meaning of *GED, General Educational Development*. Explain that the GED can be an alternative to a high school diploma. Discuss some good things about having a high school diploma or getting your GED, especially the things that motivate David (e.g., *get a promotion at work, make more money, feel proud*). Ask students at what age people usually finish high school in their native countries. Then ask at what age children sometimes leave school before finishing.

Elicit responses from students about how an older student may feel when returning to school (e.g., excited, worried, embarrassed, happy, anxious, nervous). Ask students about emotions they felt when they first enrolled in an ESL class. Encourage students to talk about their future education options or career goals (e.g., "I want to study English at a higher level." "I want to go to college." "I want to go to vocational school." "I want to be a manager at work.").

Learn about adult-education programs in your community that offer preparation for the GED tests. Find out where and what time classes are offered and share that information with students.

Introduce or review other key vocabulary as needed (e.g., high school diploma, embarrassed, GED, promotion, money, proud, get ready, tests, worried, young, old, enrolls, adult school, classroom, students, next to, college).

Exercises

Conversation at the Adult School If necessary, teach or review the language for making introductions. Ask students to introduce themselves to two or three people around them. Encourage students to tell one another *why* they're studying English (e.g., "I'm studying English to get a better job." "I'm studying English to help my child in school.").

Check the good ideas. Consider inviting an academic counselor or adult-school instructor to speak to your students about the process of getting their GED.

Talking/Writing About It In number 3, ask students to discuss or write about a classroom friend giving some relevant information about that person (e.g., "Ida

is 34 years old. She is from Russia. She is studying English to get a better job.”).

Lesson 13

Noise in a Movie Theater (pp. 76–81)

Theme: Recreation

Preview

Details in this story offer the opportunity to teach or review vocabulary for annoying noises that can prevent you from enjoying a movie in a movie theater.

Ask students where they like to go when they have free time (e.g., movie theater, park, friends’ homes, concert). Discuss going to movies in particular and how often, if ever, students go to a movie theater. Ask about the name of a movie they saw in a theater either in the United States or in their native country.

Teach or review the word *noise* and explain that Shin-Yon, the character in the story, wants to sit near *quiet* people and *hates* noise in a movie theater. Discuss the annoying noises featured in the story (e.g., women talking, man eating, cell phone ringing, woman snoring). Encourage students to brainstorm other noises that could bother people (e.g., coughing, laughing, baby crying, hiccupping, yelling).

Show students how Shin-Yon is unhappy with the person near her and *gets up and moves to another seat*. Ask students if they sometimes react this way and where (e.g., sporting event, concert, restaurant).

Teach or review the prepositions, especially the ones in the story, so students understand exactly where Shin-Yon is sitting in relation to the other movie goers (e.g., *behind*, *in front of*, *next to*). Check understanding by pointing out where students are sitting in the classroom (e.g., “Raul is sitting *behind* Tarik.” “Lea is sitting *in front of* Aldo.” “Jun is sitting *next to* Beta.”).

Ask students about places they sometimes *feel sleepy* (e.g., work, school, the park). Ask students if they sometimes fall asleep either at movie theaters or watching TV at home. Ask about reasons for that (e.g., “I’m tired.” “The movie is *boring*.”). Teach or review the word *snore* by imitating the unpleasant sound Shin-Yon is making in the movie theater.

Introduce or review other key vocabulary as needed (e.g., Friday, movie theater, movies, quiet, hates, noise, sits down, talking, moves, seat, eating, popcorn, loudly, cell phone, ringing, upset, quiet, enjoy, a while, sleepy, eyes, falls asleep, girls, snoring).

Exercises

Conversation in a Movie Theater Ask students to practice other things Shin-Yon can complain about (e.g., “You’re laughing very loudly.” “You’re talking very loudly.”).

Check the good ideas. Many students may agree that complaining to the manager is a good idea. Encourage them to create a new dialog between Shin-Yon and the manager of the movie theater.

Talking/Writing About It In number 2, have students name movies they like and explain why (e.g., “I like the *Pirates of the Caribbean* movies. They’re funny.” “I like *Mission Impossible 3*. It’s exciting.”).

Lesson 14

A Report Due Tomorrow (pp. 82–87)

Theme: Technology

Preview

Details in this story offer the opportunity to teach or review vocabulary for using the Internet to do research.

Teach or review the word *Internet*. Explain that it is a system of connected computers that allows users to share information. Ask students if they use the Internet. Ask if they have the Internet at home, school, or work. Ask students who use the Internet if they sometimes need to use it for schoolwork.

Teach or review the names of the continents, especially *Antarctica* as it appears in the story. If possible, show the location of Antarctica on a globe or map. Ask students what they already know about various *animals* living there (e.g., seals, penguins, whales, sharks). Tell students that Kalu, the father in the story, needs to help his child with a *report*, a paper that gives information about *Antarctic seals*.

If access to the Internet is possible in the classroom, go through the steps Kalu follows to get information about Antarctic seals (e.g., *He turns on his computer. He goes on the Internet. . . . Then he types in “Antarctic seals.” Many results come up.*). Talk about the information Kalu gets about Antarctic seals regarding their *diet*, *size*, and *weight*. Discuss how he *prints out articles* and *pictures* to help his daughter at home.

If students have children, ask them how old they are and what *grades* they are in. Discuss school assignments their children sometimes need help with (e.g., reports, homework, preparation for tests, projects). Teach or review the word *due* to mean when an

assignment must be turned in to the teacher. Ask about subjects students feel comfortable helping their children with (e.g., math, reading, science, art).

Teach or review the expression *I changed my mind*. Explain that it means you had one idea about something and now you think something else (e.g., “I want chocolate ice cream. No, I changed my mind. Can I have vanilla ice cream?”).

Introduce or review other key vocabulary as needed (e.g., clock, daughter, third grade, report, forgot, due, topic, Antarctic, animals, seals, computer, Internet, types in, results, information, diet, size, weight, prints out, articles, pictures, great, penguins).

Exercises

Conversation on the Telephone Encourage students to vary the time Rani’s report is due (e.g., “It’s due next Monday.” “It’s due next week.”) and the topic about animals from other continents (e.g., “It’s African animals.” “It’s South American animals.” “It’s Australian animals.”).

Check the good ideas. Ask students where they have used the Internet outside of their homes.

Talking/Writing About It In number 2, if access to the Internet is possible, ask students to choose an animal to learn about. Ask students to get information about the diet, size, and weight of the animal.

Lesson 15

Free Advice (pp. 88–93)

Theme: Civics

Preview

Details in this story offer the opportunity to teach or review vocabulary for unsafe living conditions and the availability of free legal services.

Teach or review the word *winter* as the cold season between fall and spring. Ask students if it gets cold in the winter where they live or where they lived in their native countries. Discuss the type of heater they have in their home and whether or not they use it (e.g., space heater, wall heater, floor heater, forced-air heater). Ask if the heater works well. Teach or review the names for warm clothing, especially *coat* and *gloves* as they appear in the story. Discuss other things people use to stay warm (e.g., *blankets*, hats). Teach the expression “Brrr!” to mean it’s very cold.

Teach or review the word *landlord*. Explain that a landlord is the person who owns a building, such as a house or an apartment building. Remind students that a landlord is responsible for providing *safe housing*. If it’s *cold* inside your home, the home *isn’t safe* and the landlord *is breaking the law*.

If possible, find out the address and telephone number of the *legal-aid office* in your community. Remind students that *you don’t pay if your income is low*. Tell students that attorneys at the legal-aid office can give *advice* that is *free*.

Introduce or review other key vocabulary as needed (e.g., winter, baby, apartment, knock, sister, cold, heater, landlord, listen, coat, gloves, wrap in blankets, safe, breaking the law, legal-aid office, money, lawyer, free, income, low, housing problems, advice, serious, stay, dial).

Exercises

Conversation at Home Encourage students to create new dialogs that focus on other serious problems in the home (e.g., “The window is broken.” “The stove doesn’t work.” “The ceiling is leaking.”).

Check the good ideas. Help students write and practice a new conversation between Noemi and her legal-aid attorney. Encourage students to use some of the lines that are good for Noemi to say (e.g., “The heater in my apartment doesn’t work.” “I need some advice.” “I told the landlord many times. But he doesn’t listen.”).

Talking/Writing About It In number 2, encourage students to discuss problems in other areas where legal advice may be necessary (e.g., health, housing, family).

Answer Key

Lesson 1

Check (✓) Yes or No. (p. 5)

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

Complete the sentences. (p. 6)

1. hungry
2. thirsty
3. angry
4. uncomfortable
5. embarrassed
6. relieved
7. happy
8. disappointed

Match the opposites. (p. 6)

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

Listening (p. 8)

1. a 2. b 3. b 4. b

Pronunciation and Writing (p. 8)

1. hungry
2. embarrassed
3. disappointed
4. happy
5. bored
6. upset
7. thirsty
8. uncomfortable
9. relieved
10. unhappy

11. angry

12. excited

What about you? (p. 9)

2. Are you hungry?
3. Are you thirsty?
4. Are you uncomfortable?
5. Are you embarrassed?

Lesson 2

Check (✓) Yes or No. (p. 11)

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

What is the category? (p. 12)

Family Members

1. daughter
2. son
3. father
4. mother

Rooms in the Home

1. living room
2. bathroom
3. kitchen
4. bedroom

Chores

1. mop the floor
2. dust the furniture
3. make the bed
4. empty the trash

Complete the sentences. (p. 12)

1. asks
2. says
3. leaves
4. calls
5. sighs

6. forgets
7. wants
8. closes

What do Nick's parents say? (p. 13)

2. Can you please mop the bathroom floor?
3. Can you please fold the laundry?
4. Can you please make the bed?
5. Can you please dust the furniture?

Listening (p. 14)

1. a
2. b
3. b
4. a

Pronunciation and Writing (p. 14)

1. launder
2. empies
3. kitchen
4. furniture
5. purse
6. evening
7. bathroom
8. chores
9. cleaning
10. mother
11. leaves
12. forgets
13. relaxing
14. floor
15. Saturday

What about you? (p. 15)

2. Do you mop the floor?
3. Do you fold the laundry?
4. Do you make your bed?
5. Do you dust the furniture?

Lesson 3

Check (✓) Yes or No. (p. 17)

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

Complete the sentences. (p. 18)

1. needs
2. doesn't want
3. sees
4. opens
5. puts in
6. comes back out
7. doesn't have
8. bangs

Match the meanings. (p. 18)

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

Listening (p. 20)

1. a
2. b
3. a
4. b

Pronunciation and Writing (p. 20)

1. station
2. vending
3. wallet
4. second
5. agent
6. downtown
7. booth
8. machines
9. credit
10. angry
11. subway
12. ticket
13. hurry
14. dollars
15. bangs

What about you? (p. 21)

2. Do you like to wait in line?
3. Do you sometimes ask people for help?
4. Do you have a credit card?
5. Do you have an ATM card?

Lesson 4

Check (✓) Yes or No. (p. 23)

1. No
2. Yes
3. Yes

4. No
5. Yes
6. Yes
7. No
8. No
9. Yes
10. Yes

Complete the sentences. (p. 24)

1. is
2. works
3. has
4. comes
5. wants
6. says
7. takes
8. doesn't want

Match the meanings. (p. 24)

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

Listening (p. 26)

2. 3
3. 8
4. 11
5. 9
6. 4
7. 12
8. 5

Pronunciation and Writing (p. 26)

1. vegetables
2. restaurant
3. please
4. potatoes
5. waiter
6. break
7. menu
8. substitutions
9. chicken
10. tired
11. number
12. combination
13. afternoon

14. beef
15. instead

What about you? (p. 27)

2. Do you sometimes eat in a Mexican restaurant?
3. Do you read menus carefully?
4. Do you sometimes ask for substitutions in restaurants?
5. Do you take a dinner break at work?

Lesson 5

Check (✓) Yes or No. (p. 29)

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

What is the category? (p. 30)

Allergy Symptoms

1. itchy eyes
2. watery eyes
3. sneezing
4. breathing problems

Help for a Cat Allergy

1. put the cat outside
2. give the cat a bath
3. take antihistamines
4. take other drugs

Colors of Cats

1. gray
2. brown
3. white
4. black

Complete the sentences. (p. 30)

1. new
2. cute
3. watery
4. hard
5. allergic
6. breathing
7. serious
8. other

Listening (p. 32)

1. a 2. a 3. b 4. a

Pronunciation and Writing (p. 32)

1. symptoms
2. allergies
3. doctor
4. breathe
5. watery
6. outside
7. problems
8. medications
9. baths
10. allergic
11. black
12. itchy
13. asthma
14. sneezes
15. antihistamines

What about you? (p. 33)

2. Do you sneeze a lot?
3. Do you have other allergy symptoms?
4. Do you sometimes take antihistamines?
5. Do you take medication every day?

Lesson 6**Check (✓) Yes or No. (p. 35)**

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

Complete the sentences. (p. 36)

1. helps
2. rakes
3. mows
4. trims
5. points
6. digs
7. pulls
8. takes

Match the meanings. (p. 36)

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

What does Lang say? (p. 37)

2. Can you please mow the lawn?
3. Can you please trim the small bush?
4. Can you please take out the big bush?
5. Can you please plant another big bush?

Listening (p. 38)

1. a 2. b 3. a 4. b

Pronunciation and Writing (p. 38)

1. leaves
2. window
3. gardener
4. older
5. morning
6. Friday
7. sister
8. bushes
9. something
10. points
11. outside
12. hole
13. rakes
14. ground
15. Saturday

What about you? (p. 39)

2. Do you sometimes rake the leaves?
3. Do you sometimes mow the lawn?
4. Do you sometimes trim the bushes?
5. Do you see a big bush outside your window?

Lesson 7**Check (✓) Yes or No. (p. 41)**

1. No
2. No
3. Yes
4. Yes
5. No
6. Yes
7. No

8. Yes
9. No
10. Yes

Complete the sentences. (p. 42)

1. boyfriend
2. wedding
3. shopping mall
4. size
5. dress
6. price
7. Saturday
8. receipt

Match the opposites. (p. 42)

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

Listening (p. 44)

1. a
2. b
3. b
4. b

Pronunciation and Writing (p. 44)

1. perfect
2. sisters
3. apart
4. wedding
5. shopping mall
6. excited
7. dress
8. pink
9. married
10. expensive
11. short
12. price
13. receipt
14. boyfriend
15. frustrated

What about you? (p. 45)

2. Do you sometimes go to shopping malls?
3. Do you like to shop for clothes?
4. Do you like to try on clothes?
5. Do you have receipts for things you buy?

Lesson 8

Check (✓) Yes or No. (p. 47)

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

What is the category? (p. 48)

Places to Shop

1. florist
2. grocery store
3. pharmacy
4. shoe store

Ways to Pay

1. credit card
2. check
3. debit card
4. cash

Types of Restaurants

1. Indian
2. Italian
3. Greek
4. Japanese

Complete the sentences. (p. 48)

1. pushes
2. swipes
3. signs
4. buys
5. pays
6. returns
7. meets
8. puts down

Listening (p. 50)

2. 800
3. 50
4. 15
5. 60
6. 700
7. 20
8. 30

Pronunciation and Writing (p. 50)

1. vitamins
2. checking account
3. apartment
4. girlfriend
5. pharmacy
6. shopping
7. groceries
8. sandals
9. restaurant
10. florist
11. debit card
12. swipes
13. cashier
14. flowers
15. delicious

What about you? (p. 51)

2. Do you have a debit card?
3. Do you have a checking account?
4. Do you always pay cash when you buy things?
5. Do you sometimes go to Italian restaurants?

Lesson 9**Check (✓) Yes or No. (p. 53)**

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

Complete the sentences. (p. 54)

1. lights
2. picks up
3. likes
4. blows
5. touches
6. tries
7. runs
8. calls

Match the meanings. (p. 54)

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

What does the firefighter say? (p. 55)

2. Keep candles away from open windows.
3. Keep candles away from furniture.
4. Keep candles away from magazines.
5. Keep candles away from clothes.

Listening (p. 56)

1. b
2. a
3. a
4. b

Pronunciation and Writing (p. 56)

1. firefighter
2. strawberries
3. window
4. candlelight
5. furniture
6. parents
7. bedroom
8. curtain
9. flame
10. magazine
11. candle
12. fire truck
13. worried
14. flashlight
15. damage

What about you? (p. 57)

2. Do you sometimes light candles at home?
3. Do you put candles near open windows?
4. Do you put candles near curtains and furniture?
5. Do you know how to call 911 and report a fire?

Lesson 10**Check (✓) Yes or No. (p. 59)**

1. Yes
2. Yes
3. No
4. Yes
5. Yes
6. No

7. Yes
8. No
9. No
10. No

Which room? (p. 60)

Bedroom

1. sleep
2. get dressed
3. play with toy cars

Kitchen

1. eat
2. wash dishes
3. cook

Bathroom

1. take showers
2. brush their teeth
3. wash their hands

Living Room

1. read
2. talk
3. watch TV

Complete the sentences. (p. 60)

1. son
2. cracker
3. teeth
4. dishes
5. cars
6. hands
7. Mom
8. TV

What does Nera say? (p. 61)

2. Don't brush your teeth in the kitchen. Please brush your teeth in the bathroom.
3. Don't play in the bathroom. Please play in the bedroom.
4. Don't sleep in the living room. Please sleep in the bedroom.

Listening (p. 62)

1. a
2. b
3. b
4. a

Pronunciation and Writing (p. 62)

1. bedroom
2. dishes
3. brushing
4. years
5. minutes

6. playing
7. showers
8. read
9. cracker
10. kitchen
11. living room
12. sleeping
13. bathroom
14. answers
15. dressed

What about you? (p. 63)

2. Do you get dressed in the bedroom?
3. Do you cook in the kitchen?
4. Do you wash your hands in the bathroom?
5. Do you sleep in the living room?

Lesson 11

Check (✓) Yes or No. (p. 65)

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

What is the category? (p. 66)

Ways to Communicate

1. telephone
2. face-to-face
3. e-mail
4. fax

Office Staff

1. manager
2. accountant
3. receptionist
4. assistant

Things to Check in Writing

1. spelling
2. grammar
3. punctuation
4. capital letters

Complete the sentences. (p. 66)

1. thinks
2. sits down
3. writes
4. looks at
5. changes
6. checks
7. reads
8. clicks

Listening (p. 68)

1. a
2. a
3. b
4. b

Pronunciation and Writing (p. 68)

1. changes
2. accountant
3. silly
4. e-mails
5. computer
6. staff
7. manager
8. grammar
9. appointment
10. interrupt
11. knock
12. attention
13. face-to-face
14. office
15. checks

What about you? (p. 69)

2. Do you change words when you write?
3. Do you check your spelling?
4. Do you check your grammar?
5. Do you check your punctuation?

Lesson 12**Check (✓) Yes or No. (p. 71)**

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

Complete the sentences. (p. 72)

1. diploma
2. GED
3. promotion
4. money
5. school
6. night
7. class
8. college

Match the opposites. (p. 72)

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

Listening (p. 74)

2. 75
3. 28
4. 41
5. 19
6. 60
7. 32
8. 23

Pronunciation and Writing (p. 74)

1. high school
2. young
3. studying
4. promotion
5. worried
6. years
7. adult
8. special
9. educational
10. people
11. diploma
12. college
13. ready
14. money
15. proud

What about you? (p. 75)

2. Do you want to get your GED?
3. Do you need to make more money?
4. Do you take a class at an adult school?
5. Do you want to go to college?

Lesson 13

Check (✓) *Yes* or *No*. (p. 77)

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

Complete the sentences. (p. 78)

1. sitting
2. talking
3. eating
4. ringing
5. making
6. closing
7. snoring
8. getting up

Match the opposites. (p. 78)

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

Listening (p. 80)

1. b 2. b 3. a 4. b

Pronunciation and Writing (p. 80)

1. movie theater
2. popcorn
3. sleepy
4. quiet
5. upset
6. around
7. hear
8. loudly
9. noise
10. behind
11. movies
12. talking
13. cell phone

14. closes

15. snoring

What about you? (p. 81)

2. Do you like to sit near quiet people?
3. Do you sometimes eat in a movie theater?
4. Do you get up and move to another seat when someone is noisy?
5. Do you sometimes fall asleep at the movies?

Lesson 14

Check (✓) *Yes* or *No*. (p. 83)

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

Complete the sentences. (p. 84)

1. needs
2. turns on
3. goes on
4. doesn't have
5. types in
6. gets
7. reads
8. prints out

Match the meanings. (p. 84)

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

Listening (p. 86)

1. a 2. b 3. a 4. a

Pronunciation and Writing (p. 86)

1. topic
2. results
3. daughter
4. grade
5. Antarctic

6. tomorrow
7. computer
8. penguins
9. articles
10. weight
11. seals
12. report
13. Internet
14. pictures
15. animals

What about you? (p. 87)

2. Do you have the Internet at work?
3. Do you know how to get information on the Internet?
4. Do you like to read about animals?
5. Do you know about Antarctic seals?

Lesson 15

Check (✓) Yes or No. (p. 89)

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

Complete the sentences. (p. 90)

1. heater
2. landlord
3. coat
4. blankets
5. law
6. office
7. income
8. advice

Match the meanings. (p. 90)

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

Listening (p. 92)

1. a
2. b
3. b
4. b

Pronunciation and Writing (p. 92)

1. heater
2. landlord
3. income
4. cold
5. apartment
6. listen
7. gloves
8. housing
9. blankets
10. lawyer
11. legal
12. winter
13. knock
14. serious
15. coat

What about you? (p. 93)

2. Do you have a landlord?
3. Do you tell your landlord when you have a housing problem?
4. Do you know about the legal-aid office in your community?
5. Do you sometimes get advice from the legal-aid office?