

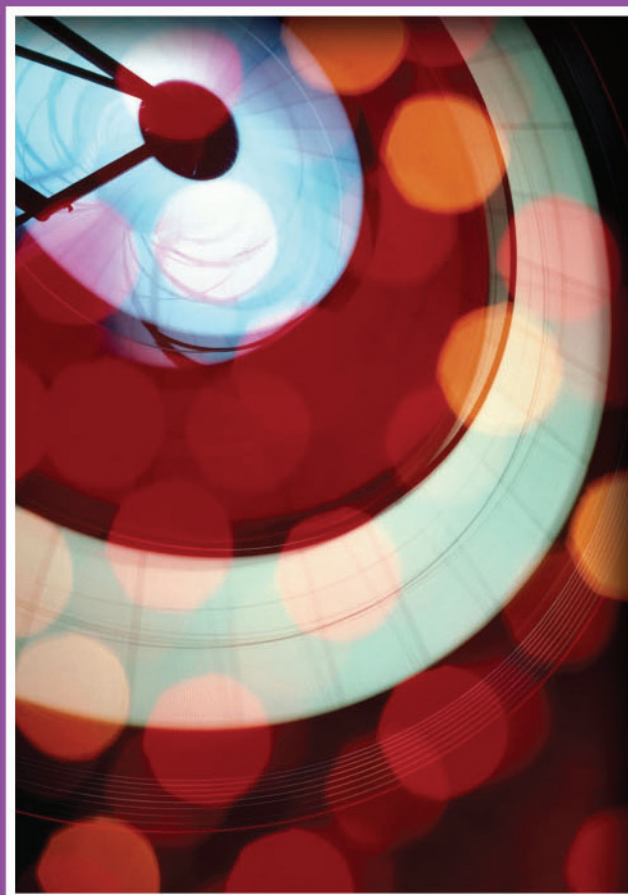
FUTURE

English for Results

MULTILEVEL COMMUNICATIVE ACTIVITIES BOOK

FEATURES

- 36 reproducibles
- Six activity types, including surveys, jigsaw readings, and board games
- Teaching notes
- Multilevel options and variations



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MULTILEVEL COMMUNICATIVE ACTIVITIES BOOK

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Future 3 Multilevel Communicative Activities

English for Results

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Introduction

Welcome to *Future 3 Multilevel Communicative Activities Book*.

The *Future 3 Multilevel Communicative Activities Book* contains 36 learner-centered, communicative, ready-to-use reproducible activities that correspond to lessons in the *Future 3 Student Book*. These activities recycle the vocabulary, language structures, and objectives taught in each book. Students practice academic and workplace skills they will need for transitioning into jobs, post-secondary education, and career-preparation programs.

What makes the activities communicative?

All of the activities require students to communicate effectively in order to accomplish a task. For example, the task may be for students to find out what each other's language learning goals are in an Interview activity or to share what they have read about healthy eating habits in a Jigsaw Reading activity. The activities are highly structured to ensure that students always know what they need to do and what the goal of the activity is.

What makes the activities multilevel?

Adult ESL classrooms are, by nature, multilevel. Many factors, including the student's age, educational background, and literacy level, contribute to a student's level. In fact, the same student may be at one level in speaking and listening skills, but pre-level or above-level in reading and writing. The greatest challenge for the teacher of a

multilevel class is to keep all students engaged at all times, drawing on their strengths and supporting them through their weak areas.

The teacher's notes for *Future 3 Multilevel Communicative Activities Book* include Multilevel Options so teachers can adapt the activities to their student population. The notes offer specific ways to provide pre-level students with additional scaffolding for extra support, and to challenge the above-level learners to work more independently and to extend the activity.

How do the activities engage all of the students?

The interactive activities are designed to engage learners in a number of ways. First, the activities integrate all four language skills: speaking, listening, reading, and writing. Second, the activities involve different learning modalities. For example, many activities require students to walk around the class as they interact and will appeal to kinesthetic learners. Third, the activities allow students to talk about what they have learned in class along with what they already know about academic and workplace skills. Fourth, the activities are collaborative and communicative and encourage students of all levels to contribute. No students are left out. The activities provide learners with many opportunities to negotiate meaning and check comprehension. This keeps the class humming with energy and purposeful communication.

Board Game – Teacher Notes

Small groups

20–25 minutes

Overview

The Board Game activities provide practice with vocabulary, grammar, and topics presented in the unit. Students move their markers around the game board and answer questions or provide information. Teachers can suggest that one student also play the role of the referee; the referee decides if an answer is correct or incorrect. To provide support, the teacher can write the Student Book page numbers on the board so students know where to find the answers. The first student to reach *FINISH* wins!

Teacher Preparation

- Make copies of the Activity Master.
- Each group will also need markers—such as bits of colored paper or other small objects—and a coin to toss.

Procedure

1. Create small groups of three to five students. Give each group a copy of the board game, a coin, and one marker per student.
2. All of the students put their markers on *START*. Then they take turns flipping a coin to show how many spaces they can move. *Heads* means move two squares forward and *tails* means move one square forward.

3. Tell students to take turns flipping the coin, moving their markers, and answering the question or giving the information for the square they land on. Students should answer in complete sentences.
4. If the answer is correct, the student stays on the new square. If the answer is incorrect, the student returns to his or her previous square.
5. The first person to reach *FINISH* in each group wins. The game ends when everyone in the group reaches the *FINISH* square.
6. Walk around the room and provide help as needed.

Multilevel Option

Pre-level: Allow students to preview the game board questions and review the corresponding Student Book pages.

Above-level: One student does not play and is the referee. Only the referee can use the Student Book to check answers. After the game ends, students should review all of the squares as a group.

Extension

Divide the class into three or four groups. Have each group create questions for a new board game. Students should include the Student Book lesson and page number where the answers can be found. Then have groups exchange board games and play!

Find Someone – Teacher Notes

Whole-class mixer

25–30 minutes

Overview

The Find Someone activities provide practice with vocabulary, phrases, and topics presented in the unit. For some of the Find Someone activities, students will first need to complete the items with the correct verb form. Students use the question form of each item as they walk around looking for someone who can answer “yes.” When they find someone who can answer “yes,” they write that classmate’s name and then ask the follow-up question and take notes. They then continue with the next question.

Teacher Preparation

- Make copies of the Activity Master.
- For the activities with grammar-based items, you may want to review the corresponding Student Book pages.

Procedure

1. Give each student a copy of the questions.
2. Review the questions with the class. For grammar-based items, first have students work alone to fill in the blanks. Go over the answers with the class. You may want to write the answers on the board.

3. Role-play asking and answering some of the items with an above-level student.
4. Then tell students to walk around the room and look for a classmate who can answer “yes” to a question. Encourage students to talk to as many classmates as needed to complete their charts.
5. Walk around and provide help as needed. Set a time limit of 10–15 minutes.
6. To finish the activity, ask the questions and call on different students to share the information they collected. Have students answer using complete sentences: *Who goes to the park on weekends? Anna goes to the park on weekends. Which park does she go to? She goes to Griffith Park.*

Multilevel Option

Pre-level: Give students the activity to study for homework. Point out which pages of their Student Book have the vocabulary and content that match the activity questions. Ask them to think about how they will answer the questions.

Above-level: Have students add more items to the list. They should also include follow-up questions. Have the students share their questions, as well as the answers they collected, with the class.

Interview – Teacher Notes

Pairs

20–25 minutes

Overview

The Interview activities provide practice with vocabulary, grammar items, and topics presented in the unit. Students work in pairs and ask each other interview questions. They write notes about their partner's answers. Then in small groups, students share the information they collected.

Teacher Preparation

- Make copies of the Activity Master.
- You may want to review the corresponding Student Book pages for vocabulary and grammar used in each interview.

Procedure

1. Give each student a copy of the interview questions.
2. Review the questions with the class. Answer any questions that students may have.
3. Give the class two or three minutes to silently study the questions and to think about how they will answer them.
4. Create pairs. Tell students they should take turns asking the questions. Explain that they need to take notes. Set a time limit of 10 minutes.
5. Walk around and provide help as needed.

6. Then combine pairs of students to create groups of four. Ask students to share their interview information with the group. Set a time limit of 10 minutes.
7. To finish the activity, ask each group to share some of the information they found most interesting and say why they thought it was interesting.

Multilevel Option

Pre-level: Give students the interview to study for homework. Point out which pages of their Student Book have the vocabulary and content that match the interview questions. Ask them to think about how they will answer the questions.

Above-level: Have students extend the interview by asking follow-up questions. The above-level students can share the questions and answers with their group or the whole class.

Extension

- Have students write about their partners using the information from the interviews. Encourage students to ask more questions if they need to.
- Walk around and help as necessary.
- To finish the activity, ask students to share their writing in pairs or small groups.

Jigsaw Reading – Teacher Notes

Small groups

25–30 minutes

Overview

The Jigsaw Reading activities provide reading practice that recycles the vocabulary, phrases, and topics presented in the unit. First, students are identified as Students A, B, and C. They each receive a different piece of the reading text. Next, all the As, Bs, and Cs work together in small groups to make sure they understand their texts. After that, students work collaboratively in groups of three—one Student A, one Student B, and one Student C—to share their information and complete the group task. The group task requires students to use the main idea and details from the text, to draw from personal experiences, and to express their opinions.

Teacher Preparation

- Make copies of the Activity Master.
- Cut the reading text into strips. Keep the strips in separate groups: Student A, Student B, and Student C.

Procedure

1. Write the discussion question on the board. Clarify words or phrases as needed. Ask the class to share their opinions.
2. Assign students to be Student A, Student B, or Student C. Then give each student their corresponding part of the reading text.
3. To get ready for the group task, students will first work in small groups to talk about their piece of the Jigsaw Reading. Create small groups of students who are all A, students who are all B, and students who are all C. Ask each group to read their texts and discuss the main idea and supporting details. Set a time limit of 5 minutes.

4. Walk around and provide help as necessary.
5. Write the group task on the board. Explain that students will work in groups that are made up of Students A, B, and C. They will need to share their pieces of the text in order to complete the task.
6. Create groups of three students: one Student A, one Student B, and one Student C. Encourage them to take notes, especially if the task requires them to present information to the class. Set a time limit of 10–15 minutes.
7. Walk around and provide help as necessary. Check to make sure each student has a chance to speak.
8. To finish the activity, ask each group to share their opinions, decisions, or list of tips with the class, depending on what the group task is.

Multilevel Option

Pre-level: Choose words you think students may have difficulty with and write them on the board with definitions. Go over the information with the class and provide an example sentence for each word.

Above-level: Have students write their answers to the discussion question.

Extension

Encourage students to talk about how they worked on the task as a group. Ask questions that guide them to identify workplace skills and academic skills they used during the activity.

- *How did you collect information? (We read/analyzed/discussed...)*
- *How did you share the information? (We clarified/summarized/identified...)*
- *How did you work as a group? (We worked cooperatively/collaboratively.)*

Matching – Teacher Notes

Whole-class mixer or small groups

20 minutes

Overview

The Matching activities provide practice with vocabulary, phrases, and topics presented in the unit. There are variations of these activities. Students need to match words with definitions or examples, match information in order to complete sentences, or match sentences with similar meanings. Students always need to match a white card with a gray card. There are two ways to do matching—as a whole-class mixer, or in small groups.

Teacher Preparation

- Make copies of the Activity Master.
- If you plan to do the activity as a whole-class mixer: Cut up two (or three) copies of the Activity Master.
- If you plan to do the activity in small groups: Cut up one copy for each pair or small group. You may want to keep the cards for each set in an envelope. Make extra copies (do not cut them up) to use as answer sheets so that students can check their work.

Procedure 1: Whole-class mixer

1. This procedure will work best with classes of fewer than 25 students because students need to get up and walk around the room.
2. Give each student one card. Make sure that each card you distribute has a match. If there are extra cards, give some students two cards.
3. Tell students the goal is to find the card that matches their card. Ask students to study the word, definition, phrase, or sentence on the card.
4. Model language that can be used during the activity. Have students listen and repeat.
 - *I have the word _____. Do you have the definition?*
 - *Do you have the word that matches this definition: _____?*
 - *Listen to the information I have: _____. Do you have the matching card?*
5. Then have students walk around the room and talk to their classmates. Point out if students have

an incorrect match and encourage them to continue looking for the correct match.

6. To finish the activity, read the matching items aloud and have students check their answers. Have students ask about words, phrases, or sentences they don't understand.

Procedure 2: Small groups

1. Put students in like-ability pairs or small mixed-ability groups.
2. Give each group a set of the cards. Have students work together to match the items. Set a time limit of 5 minutes.
3. Then give each group a complete Activity Master to check answers against. Review the answers.
4. To finish the activity, have students describe the communication skills they used during the activity: *We listened to each other. We gave each other feedback. We worked collaboratively.*

Multilevel Option

Pre-level: Before the activity begins, have pre-level students work in small groups. Give each group a complete copy of the activity master and have them study the words or phrases.

Above-level: Have students brainstorm three or four more items for this activity. Ask them to write the words and definitions or the matching phrases or fill-in-the-blank sentences. Have them share their items with the class.

Extension

- Create pairs or small groups. Have students use the words, phrases, or sentences from the activity to write sentences or dialogs. Encourage students to write about topics in the lessons.
- Walk around and provide help as necessary.
- To finish the activity, ask pairs or groups to share their sentences or to role-play their dialogs for the class.

Survey – Teacher Notes

Whole-class mixer

25–30 minutes

Overview

The Survey activities provide practice with vocabulary and topics presented in the unit. They are whole-class activities with students moving around the room and asking their classmates a survey question. Students write notes about the answers they hear. Then in small groups, students share the information they collected.

Teacher Preparation

- Make copies of the Activity Master.
- Cut out each survey question and chart. Keep them in separate groups: Student A, Student B, and Student C.

Procedure

1. Assign students to be Student A, B, or C. Then give each student a copy of the corresponding survey question and chart.
2. Tell students their task is to walk around and ask three people their survey question. Explain that they need to take notes in the chart. Encourage students to talk to classmates who don't have the same survey question. Set a time limit of 10 minutes.
3. Walk around and provide help as needed.
4. Then create groups of three. Each group should have one Student A, one Student B, and one Student C. Ask students to share their survey information with the group. Set a time limit of 10 minutes.

5. To finish the activity, ask each group to share one of the answers they found most interesting and say why they thought it was interesting.

Multilevel Option

Pre-level: Before students walk around to ask their questions, create small groups. Give each group a complete copy of the Activity Master. Ask students to study the questions and think about how they will answer the questions.

Above-level: After students ask the survey question, have them continue the conversation by asking follow-up questions. The above-level students can share the questions and answers with their group or the whole class.

Extension

- For many of the Survey activities, you can create an overview of answers within the class.
- Choose a graphic organizer, such as a table or a pie chart, and draw it on the board. Then have the class help you collect the information. Have the students say the information as you write it in the graphic organizer.
- Discuss the information with the class. Ask questions: *Where is your answer on this chart? Are you surprised at the results? Why or why not?*

Find Someone: *Talking about Spare Time*

Find someone . . .	Name	Tell me more . . .
1. <u>Do you go</u> to the park on weekends? (go)		How often?
2. _____ to cook? (like)		What?
3. _____ soccer? (play)		Where?
4. _____ friends or family on weekends? (visit)		Who?
5. _____ to the movies? (go)		How often?
6. _____ to go dancing? (like)		Where?
7. _____ volunteer work anywhere? (do)		Where?
8. _____ to exercise? (like)		What kind?
9. _____ to your neighbors? (talk)		Who?
10. _____ books from the library? (take out)		What kind?

Survey: *Living in the U.S.*

Student A Where would you prefer to live—in a large city or in a small city?
Explain why.

Name	Large City	Small City	Reasons Why



















Student B What do you like about the city you live in?
What don't you like about the city you live in?

Name	Likes	Dislikes

Student C What do you like about the neighborhood you live in?
What don't you like about the neighborhood you live in?

Name	Likes	Dislikes

Board Game: *Getting to Know You*

START	1 What country are you from? 	2 Did you used to live in a city or in a small town? 	3 What school did you used to go to in your country? 	4 What did you used to eat for breakfast? 	
	9 Where did you used to go on Sundays? What did you do there? 	8 When you lived in your country, what did you used to do on Saturdays? 	7 What did you used to do during the summer in your country? 	6 Who was your best friend? 	5 What holidays did you used to celebrate in your country? 
	10 What special meal do you miss from your country? 	11 How many people are in your family? 	12 Where do most of the people in your family live now—in your country or in the U.S.? 	13 When did you come to the U.S.? 	14 What do you like about living in the U.S.? 
	FINISH	18 When do you have free time? What do you like to do? 	17 How far do you live from this school? How do you get here? 	16 Why are you learning English? What skills do you want to improve? 	15 Where do you work now? What is your job? 

Jigsaw Reading: *Business Sense*

Discuss: Do you have your own business or have you ever thought of starting one?

Group task: Share your information. Why do you think Teresa was able to reach her goal of starting her own business?

Student A

Teresa Lopez grew up in a small town in Mexico. Her mother cleaned houses, and Teresa starting helping her when she was 10. When Teresa arrived in the United States, she worked for a company that cleaned houses and offices. After a few years, Teresa decided she wanted to start her own cleaning business. Her first goal was to start saving money. Teresa saved money first by eating all of her meals at home and by spending very little on clothes or shoes. Then she found extra work cleaning houses on the weekend. She opened a savings account and saved money each week.

Student B

Teresa gained a lot of experience cleaning houses, first helping her mother, then working for a house cleaning company. She also started working for herself on weekends. But Teresa felt that she needed to learn management skills, so she applied for a job at a large hotel. At her new job, Teresa worked with housekeeping staff, custodians, and managers. After a short time, her boss asked if she wanted to train to be a housekeeping manager. As a manager, Teresa gained experience supervising employees, working with other managers, and dealing with the hotel customers.

Student C

Teresa knew she needed to learn how to manage the financial side of a business, so she registered for classes at a nearby technical college. In her business management classes, Teresa learned about customer relations, keeping business records, and purchasing and inventory management. She was able to practice these new skills at her job at the hotel. After six years of cleaning houses and saving money, working as a housekeeping manager at a hotel, and then studying at college, Teresa finally opened her own cleaning business!

Matching: *Reaching Your Goal*

goal	a plan to do or obtain something in the future
obstacles	things or people that make a goal difficult to reach
support	action, event, or person that helps you reach a goal
advice	helpful information or tip
realistic goal	something that is possible, something you can achieve
time frame	the time it takes to do something
degree or certificate	a document that shows you have completed a class or a program
apply	to fill out a form for school or work
enroll	to register or put your name on the official list for a class or program
temporary job	work for a short period of time
classifieds	section of a newspaper that advertises jobs

<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="text-align: center; font-size: 0.8em;">(name)</div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="text-align: center; font-size: 0.8em;">(name)</div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="text-align: center; font-size: 0.8em;">(month/day/year)</div>
<p>1. What are some of your educational goals?</p>		
<p>2. How are you going to reach these goals? Who can help you?</p>		
<p>3. What are some of your career goals?</p>		
<p>4. How are you going to reach these goals? Who can help you?</p>		
<p>5. Can you think of any obstacles that will get in the way of reaching these goals?</p>		
<p>6. What do you think is a realistic time frame for these goals?</p>		

Survey: *School Days*

Student A What are some ways to improve your reading skills?

Name	Answer

Student B What are some ways to improve your listening skills?

Name	Answer

Student C What are some ways to improve your speaking skills?

Name	Answer

Matching: A Visit to the Library

You can check out ____.	books, magazines, audio CDs, videotapes, and DVDs from the library
You need a library card to ____.	check items out of the library
To get a library card, you need to fill out ____.	an application and show a form of identification and proof of residence
You can find books for young readers ____.	in the children's section of the library
Checking out books, magazines, and other materials ____.	is free with a library card
At the library I can use the computer to ____.	write and answer emails, search the Internet for information, and apply for jobs
Many libraries have a special section ____.	for ESL books. You can use these to learn and practice English
Children's programs, lectures, book groups, and other activities ____.	are free at library. They provide ways for community members to meet and talk
If you need help finding books at the library, ____.	ask the librarian to show you where the books are located
Some libraries provide tutors ____.	to help students practice English, reading, writing, math, and other subjects

Jigsaw Reading: *Skills for Academic Success*

Discuss: Do you have good study skills and study habits?

Group task: Share your information. Which academic skills do you already have? Which do you need to develop?

Student A

To be a successful student, it's important to be organized. At home, find a place, such as a table or desk, where you can keep your books, papers, and computer. Keep your schoolwork in a notebook or binder. Create sections in your notebook and use divider pages so you can easily see each section. Plan a weekly study schedule and review your schoolwork daily. As you review the material and your notes, ask yourself specific questions about what you are studying. For example, about your English class you can ask, *What topic are we studying? What are the vocabulary and grammar points we are focusing on?* Write new words on flash cards and keep word lists in the vocabulary section of your notebook. By reviewing your notes, you refresh your memory.

Student B

Research shows that students who have good listening and reading skills have a better chance at being successful in college. First, when you are in class or in a lecture, listen for the general idea. What is the topic? Then, listen for specific information. For example, if the teacher is talking about ethnic groups in the United States, listen for the names of specific groups, such as Native Americans, Hispanics, African Americans, whites, Asian Americans, etc. Second, as you read, identify the main idea. What is this article/story about? What does the writer want me to understand? Then, read for specific information such as dates, names, times, and places that are important. It's also important to take notes when you are listening or reading. The notes will help you review what you are learning.

Student C

Being a successful student means knowing how to do research and write about a topic. It's important to use different types of resources, so go to the library to find books and to search for information online. Look for research that offers different ways of looking at and interpreting the topic. When you write your paper, don't plagiarize—use your own words. You will also need to make a list of the places where you found your information (a bibliography) that identifies book titles and author names, as well as the Internet sites that you used.

Matching: *Essential Skills*

dependable	I am reliable and responsible.
cooperative	I can agree with others.
efficient	I don't waste time or energy.
hard-working	I work very hard.
pleasant	I am polite and friendly to people.
motivated	I try very hard and always do my best.
organized	I keep things, like my desk, in order.
punctual	I come to work on time.
a team player	I can work in a group, and I can help my group meet its goals.
good listening skills	I can understand and follow instructions.
flexible	I can change what I am doing and try something new.

Find Someone: *Work History*

Find someone . . .	Name	Tell me more . . .
1. How long have you <u>lived</u> in the United States? (live)		When did you arrive?
2. How long have you _____ English? (study)		When did you begin?
3. Have you ever _____ in a restaurant, a hotel, or a store? (work)		What was your job?
4. Have you ever _____ a job in an office? (have)		Where did you work?
5. Have you ever _____ a computer? (use)		What kind of computer?
6. Have you ever _____ of patients in a hospital? (take care)		Where?
7. Have you ever _____ your own business? (own)		What kind of business was it?
8. Have you ever _____ in construction or gardening? (work)		Where?
9. Have you ever _____ in a factory? (work)		How long did you work there?

Board Game: *Tell me about yourself.*

START	1	Name the job you have now or the job of someone you know. What are some of the job responsibilities?	→	2	Name two qualities employers want workers to have.	→	3	Name a job you or someone you know had. Did you/that person like it? Why or why not?	→	4	Which shift would you prefer to work: the night shift or the day shift? Why?	↓
	9	Talk about your education in the United States.	↓	8	Talk about the education you or someone you know received in your country.	←	7	Have you or someone you know ever worked in a factory or a restaurant? Where?	←	6	Have you or someone you know ever taken care of patients or worked in a medical office? Where?	←
	10	Name one reason a boss might fire a worker.	→	11	Name one reason an employee would want to leave a job.	→	12	You are motivated to find a job or find a new job. Give one example that shows motivation.	→	13	You tell your boss you're a team player. Give one example of how you are a team player.	→
	FINISH	18	Name one reason it is important to include a letter of recommendation with a job application.	←	17	Name one reason it is important to make eye contact and speak clearly at a job interview.	←	16	You have an interview for a job at a __ (you name the job). Say what clothes you should wear.	←	15	It is important to arrive at a job interview on time. Name one reason why.

Matching: *Fly Away*

arrival	the landing of a plane at an airport
departure	the leaving of a plane from an airport
boarding pass	a card that shows your flight number, gate number, and seat number; you need it to get through the security check
kiosk	a small stand where you can get your airplane ticket or a boarding pass by yourself
metal detector	a machine used at an airport to find guns or other weapons
security officer	a person who checks to be sure passengers are not carrying anything dangerous or illegal
ticket agent	a person who sells airplane tickets for an airline
X-ray machine	a machine used to scan items at the security checkpoint
carry-on bag	a small piece of luggage that can be taken on the plane but must fit under the seat or in an overhead bin
luggage tag	information attached to a suitcase by the owner showing name, address, and phone number
round-trip ticket	a document that lets you take a trip from one place to another and back again

Board Game: *Taking a Trip*

START	1	2	3	4
	Give one example of the information you need to give at the check-in kiosk at the airport.	Name one thing you should not pack in <u>any</u> luggage.	Give one example of information you should write on a luggage tag.	Name one reason why you should put a luggage tag outside and inside your luggage.
	→	→	→	↓
	9	8	7	6
Name one advantage of buying a roundtrip ticket.	Name one form of photo identification an airline will accept at check-in.	Name one thing a ticket agent does.	Name one reason you should arrive at the airport one hour before your national flight.	Name one thing you can use to make it easier to identify your luggage.
↓	←	←	←	←
10	11	12	13	14
Name one place where you can get information on the departure or arrival of a flight.	Give one example of information you find on an airplane ticket.	Give one example of information you find on a boarding pass.	Name two items that you must put in a bin to be X-rayed and checked at the security checkpoint.	Name one item a metal detector checks for at an airport.
→	→	→	→	↓
FINISH	18	17	16	15
	Name one item you can give to airline personnel at the boarding gate.	Name two items that you can't bring in a carry-on bag.	Name one item that you can bring in a carry-on bag.	Name one item an X-ray machine checks for at an airport.
	←	←	←	←

Board Game: *Excuse me . . .*

START	1	You get on the bus and see an empty seat near a window. What question do you ask the person in the aisle seat?	2	You get on the bus with your child. There's one empty seat in the first row and one in the second. What question can you ask the people next to those seats?	3	You think you are late for your bus. What polite question can you ask a person at the bus stop?	4	You want to take the bus to the city center. You're having trouble understanding the bus schedule. What question can you ask at the information booth?
		→		→		→		↓
	9	8	7	6	5			
	You need to go through airport security, but you don't know where it is. What question can you ask?	You pay the cashier, but she forgets to give you the receipt. What question can you ask?	Your bill is \$18. You pay \$20. The cashier forgets to give you change. What question can you ask the cashier?	You would like everything in one shopping bag. What question can you ask the cashier?	You're trying to find the post office. You know it's on Lark Street. What question can you ask?			
10	11	12	13	FINISH				
You don't see your flight on the departure board at the airport. What question can you ask at the check-in counter?	Your flight has been delayed. What question can you ask at the airline counter?	You are checking in at the airport. You are not sure if your carry-on bag is the right size. What question can you ask?	You have boarded the plane. You need some help getting your carry-on bag in the overhead bin. What question can you ask the flight attendant?					

Matching: *What's the problem?*

leaking	I have to fix the pipe because water is _____. (coming out of a crack in the metal)
frayed	Don't use that electrical cord because it is _____. (worn out)
warped	The CD is _____ because it was sitting in the sun. (bent)
scratches	I can't read the time on my cell phone because there are _____ in the glass. (small cuts)
broken	I can't cook dinner because the stove is _____. (isn't working)
proof of purchase	I bought a new hair dryer, and I kept the _____ in case I want to return it. (receipt)
technician	A _____ is coming to fix my washing machine. (skilled worker)
dented	The fender on my car is _____ because I hit another car. (bent)
cracked	Be careful. The mirror in the bathroom is _____. (glass is broken)
rebate	After I bought a new stove, I filled out a form and got a _____ from the manufacturer. (some money back)
exchange	This shirt doesn't fit me. I have to _____ it for a bigger size. (get another)

Find Someone: *Making a Good Deal*

Find someone . . .	Name	Tell me more . . .
1. Have you ever <u>bought</u> a refrigerator or another kitchen appliance? (buy)		What features are important to you?
2. Have you ever _____ the warranty for any of the appliances you have? (use)		What did the warranty cover?
3. Have you ever _____ an electric razor or a hair dryer? (own)		What brand did you buy?
4. Have you ever _____ about buying a camera? (think)		Which brand are you interested in?
5. Have you ever _____ comparison shopping? (do)		What did you learn?
6. Have you ever _____ an appliance? (return)		What happened at the store?
7. Have you ever _____ a rebate on a product? (receive)		What did you have to do?
8. Have you ever _____ cell phone companies? (switch)		Why did you switch?

Jigsaw Reading: *Shopping Online*

Discuss: Did you know that shopping online started in the early 1990s? Now, more than 139 million people in the United States shop online. Do you shop online?

Group task: Share your information. What do people buy online? What do consumers need to know about online shopping?

Student A

People all over the world are shopping online. You can buy almost anything on the Internet—from clothes to cameras to airline tickets. However, there are some things you should be aware of when you shop online. First, make sure you know the delivery and return policies before you click “buy.” You don’t want to wait too long for your purchase or discover you have to pay extra to return it. Second, protect your identity—don’t give your credit card information to any company or person you don’t know. Third, keep online receipts and any emails about your online transactions. Having this paper trail is helpful if you have any problems with an order.

Student B

People like shopping online because it is convenient. What makes online shopping more convenient than shopping at a mall? First, online shopping saves time. You don’t have to get in your car or ride the bus to get to a store. You can avoid the crowds and shop anytime you want, day or night. Second, you may be able to get things online that are not available at stores near you. Third, by just clicking, you can compare prices on different websites and find the best price. You can also take advantage of electronic coupons and discounts. With online shopping, it’s not necessary to pay full price.

Student C

Surveys show that people choose to shop online for many reasons. First, those who don’t work a traditional 9 to 5 job can shop at their convenience because the Internet is “open” 24 hours a day. Second, online shoppers can research a store or company before they make a purchase to find out if other customers were satisfied. Third, after making a purchase, a buyer has a record of the transaction because a credit card was used. This also makes it easy to track your order if there are any problems. And finally, with online shopping there is no need to go to the post office to ship anything. With a few clicks you can purchase something and have it sent to almost any place in the world.

Matching: *Car Talk*

trunk	It's in the back of a car. You can put a spare tire, bags of groceries, and suitcases in it.
headlights	They are at the front of a car. You turn them on to shine light on the road when it is dark.
hood	It is the metal cover over the engine.
license plate	It's a sign with letters and numbers that identify a car. It's usually on the front and back of the car.
sideview mirrors	They are on both the driver's and passenger's side of a car. A driver can look at this piece of glass to see the cars and traffic behind him or her.
brake pedal	It is inside a car. The driver presses it with his or her foot to make the car slow down or stop.
ignition	The driver puts the key in here and turns it to start a car.
steering wheel	The driver turns this to make the car go to the right or to the left.
speedometer	It is inside a car. It shows the driver how fast the car is moving.
horn	The driver presses down on this to make a noise. The noise warns other drivers to move or stay away.
windshield wipers	They are at the front of a car. They remove rain from the window so the driver can see.
gas gauge	It is inside a car. It shows the driver how much gas the car has.

Survey: *Accident Prevention*

Student A What do you think is the biggest cause of car accidents in your city or town?

Name	Answer

Student B What can drivers do to prevent car accidents?

Name	Answer

Student C What can pedestrians and bicyclists do to prevent car accidents?

Name	Answer

Board Game: *Drive safely.*

START	1	Name one reason that there are always slow signs near schools and hospitals.	2	Name one reason it's important to check on a car dealer's reputation before buying a car.	3	Name two documents you need to have to drive a car.	4	Name one reason you must have car insurance if you own a car.	
		→		→		→		↓	
	9	Name one thing you should do to change lanes safely.	8	Name one reason you must come to a complete stop at red lights or stop signs.	7	Name one thing good drivers need to do in bad weather.	6	Name one reason that car accidents happen.	
		↓		←		←		←	
10	Name one thing that can happen if you speed.	11	Name two things drivers should do before changing lanes.	12	Name one thing that can happen if you tailgate the car in front of you.	13	Say what can happen to your insurance rate if you receive many traffic tickets.	14	Name two things you need to do if your car hits another car.
	→		→		→		→		↓
FINISH	18	Name one reason why you might take your car to a mechanic.	17	Name one way to get better gas mileage.	16	Name one reason driving under the influence of alcohol or drugs (DUI) is dangerous.	15	Name one driver error that can cause an accident.	
		←		←		←		←	

Interview: *Staying Healthy*

_____ interviewed _____ on _____.
(name) (name) (month/day/year)

1. What are some examples of healthy food choices?

2. What are some examples of unhealthy food choices?

3. Talk about a time when you didn't make a healthy food choice. What happened?

4. Exercise is important, but many people are busy. What can people do to make sure they exercise every week?

5. Skipping meals can harm your health, but many people have busy lives. What are some ideas to help people avoid skipping meals?

Jigsaw Reading: *Healthy Lifestyle*

Discuss: Sometimes it's difficult to do exercise and eat healthy meals because we are all so busy. Which do you eat more often: home-cooked food or fast food?

Group task: Share your information. Talk about your lifestyle. What changes could you make to live a healthier lifestyle?

Student A

Nutritionists encourage us to have a healthy diet. Here are some tips to help you make healthy choices for breakfast, lunch, and dinner. Choose whole grains, such as whole wheat bread, and low-fat proteins, such as whole wheat bread, eggs, peanut butter, and low-fat yogurt. Nutritionists also say that five servings a day of fruit and vegetables can help prevent heart disease and prevent illnesses. Don't forget to include fish in your diet each week. Omega-3 fatty acids, found in salmon, herring, albacore tuna, and sardines, also help your heart and even reduce allergies.

Student B

The National Cancer Institute says that doing regular physical exercise helps people control weight and maintain healthy bones, muscles, and joints. Research from the American Heart Association shows that exercise can help reduce the risk of high blood pressure and heart disease. So go for a walk with family members or friends. Whenever possible, walk instead of taking the bus or car. Exercise helps you think better and gives you an energy boost. It also helps you manage stress and improves your mood.

Student C

A healthy lifestyle includes giving your brain and body time enough to rest. Most adults need seven to nine hours a sleep each night. Recent surveys show that the average adult in the United States now sleeps fewer than seven hours. How does this affect us? Not getting enough sleep makes it difficult to stay focused or remember information. It's also important to get enough sleep so that we can regulate our appetite and control our weight. It's important for us all to make sure that each night is a full night of sleep.

Board Game: *Take care of yourself.*

START	1	Name one reason you should brush your teeth.	2	Say how often you should brush your teeth.	3	Name one reason you should floss your teeth.	4	Say how often you should floss your teeth.	
		→		→		→		↓	
	9	Give one example of a healthy dinner.	8	Give one example of a healthy lunch.	7	Give one example of a healthy breakfast.	6	Name one thing the dentist needs to do if you have a cavity.	
		↓		←		←		←	
10	Say which fruits and vegetables you have eaten this week.	11	Name one kind of exercise that would be easy to do each week.	12	Name two things doctors recommend for a healthy lifestyle.	13	Name two healthy foods.	14	Name two unhealthy foods.
	→		→		→		→		↓
FINISH	18	Say what parents can do to help their children develop a healthy lifestyle.	17	Say two ways you can help someone have a healthier lifestyle.	16	Name one kind of food someone with high blood pressure should <u>not</u> eat.	15	Name one serious problem caused by diabetes.	
		←		←		←		←	

Matching: *You can do it!*

be part of a team	I work in a group and cooperate with others.
be responsible for something	I do my work by myself and do it well.
deal with complaints	I listen to a customer's or another worker's problem and recommend a solution.
follow instructions	I listen to information about what I am supposed to do and then do the task successfully.
attend a training session	I take a class to learn something new.
give someone feedback	I review a co-worker's job and tell them how they are doing.
discuss a problem	I talk about something that needs to be fixed or changed.
train other employees	I teach my co-workers how to do something.
give instructions	I tell other workers what they are supposed to do.
do shift work	I work irregular hours, night hours, or very long hours.
balance a work schedule	I arrange the number of days and hours I work so that I'm not exhausted.

Jigsaw Reading: *Safety at Work*

Discuss: Did you know that every year 6,000 U.S. workers are killed in on-the-job accidents, and 5.7 million are injured? Do you know anyone who has been hurt on the job?

Group task: Share your information. What do you think people should know in order to be safe on the job? Create a list of tips to share with the class.

Student A

The U.S. Occupational Safety and Health Administration (OSHA) requires employers to provide safe and healthy working conditions for all workers. Employers must make sure their workplaces are free of serious safety and health hazards, such as toxic chemicals, high noise levels, loose electrical wires, and unsafe equipment. Proper ventilation or air-conditioning is also necessary. OSHA says that accidents can be prevented if employers train workers on how to keep their work environment safe.

Student B

One of the leading causes of on-the-job injuries is falling. Workers can fall off ladders or scaffoldings and can fall when climbing stairs. Many work accidents are caused from slipping and falling on wet floors. How can employees protect themselves? First of all, walk, don't run. Second, at work, employees should wear non-slip shoes. Third, it's important that any liquid on a floor be cleaned up so that no one slips and falls. Finally, clear all walkways of electrical cords and other dangerous objects. All tools and equipment that are not being used should be stored away. Both employers and workers need to help create a safe working environment to prevent falls.

Student C

Employers must inform workers of possible dangers in the workplace. Safety signs help provide important information about hazards. Red signs mean workers need to avoid doing something or serious injury or death can occur, for example, *No Smoking* or *No Access*. Yellow signs tell employees to be careful or cautious, for example, *Caution. Watch Your Step. Slippery Floor*. Green and white signs give emergency information and the location of emergency safety equipment, for example, *First Aid Station*. Finally, blue and white signs give general information, for example, *Cafeteria Hours*. Workers need to learn about and pay attention to signs so they can avoid injuries.

Matching: *Following Instructions*

"Can you please sign in when you arrive?"	My boss asked me to sign in when I arrive.
"Don't forget to bring your hard hat every day."	Mr. Brown told me to bring my hard hat every day.
"Please remember to turn off your cell phones."	The supervisor told us to remember to turn off our cell phones.
"Don't arrive late again."	My manager told me not to arrive late again.
"Can you go to the office and make 10 copies for me please?"	The director asked me to go to the office and make 10 copies.
"OK, everyone. Please listen to the instructions and then ask questions."	Mrs. Smith asked us to listen to the instructions and then ask questions.
"Read the safety signs before you start work."	The foreman told us to read the safety signs before we start work.
"Can you replace the products that are not selling well?"	The store manager asked if we could replace the products that are not selling well.
"Write your composition on a piece of lined paper."	The teacher told me to write my composition on lined paper.
"Jose and Carlos need to restock the shelves."	Mr. Bay told them to restock the shelves.
"Can you please work in groups of four?"	The teacher asked us to work in groups of four.

Matching: *Talking about Medical Problems*

asthma	a chronic inflammation of the lungs that makes it difficult to breathe
allergy	a bad reaction after eating, touching, or breathing something
cancer	a disease in which cells in one part of the body start to grow in a way that is not normal
diabetes	a disease where a person has high blood sugar
heart disease	a disease in which veins and arteries do not carry enough blood to or from the heart or other organs
high cholesterol	a medical condition in which there is too much fatty substance in the blood
HIV	a virus that makes it impossible for the body's immune system to fight off infection
hypertension	a medical condition in which blood pressure is too high
pneumonia	an infection in one or both lungs, usually caused by bacteria or a virus
stroke	a medical condition in which blood supply to the brain is slowed down or stopped
tuberculosis	an infectious disease caused by bacteria that affects the lungs

Interview: *Health Inventory*

_____ interviewed _____ on _____.
 (name) (name) (month/day/year)

1. How much water do you drink every day?

2. How many servings of fruits and vegetables do you eat every day?

3. How many servings of protein do you eat every week? Examples of protein include fish, chicken, cheese, and tofu.

4. What kind of exercise do you do? How many times a week? For how long?

5. How much sleep do you get every night?

6. Do you smoke? How many cigarettes every day?

7. Do you experience any stress from your job or in your daily life? How does it affect you?

8. If you could make one change to make your lifestyle healthier, what would it be?

Jigsaw Reading: *A Healthy Heart*

Discuss: Did you know that heart attacks are the leading cause of death for men and women in the United States? Every year about 1.1 million people have heart attacks. About half of those people die.

Group task: Share your information. What should people know about heart attacks and how to help prevent them? Prepare a short presentation to share with the class.

Student A

Stay in shape! Physical activity can help reduce your risk of heart attack in many ways. It builds stamina, controls blood pressure, reduces cholesterol, and controls weight. Exercise such as walking, swimming, or yoga and meditation can help reduce stress. The American Heart Association recommends 30 minutes of exercise five times a week. One exercise that anyone can do everywhere and at any time is walking. Try to walk at least three times a week. Think about changes you can make to your daily routine to include walking. For example, take the stairs instead of the escalator or elevator, or walk to visit a nearby friend instead of driving.

Student B

How can you reduce your risk of having a heart attack? Eat healthy foods! Vegetables, fruits, beans, nuts, and whole grains (such as oatmeal and brown rice) provide fiber. Both red meat and milk products have saturated fat. To reduce the amount of this type of fat, choose chicken over beef and low-fat milk over whole milk. Fast food is high in fat, sugar, and calories, so try to cook and eat at home. If your work week is always busy, prepare some meals on the weekend. That way you'll have good food ready when you get home.

Student C

Most people know that having pain in the chest could be a symptom of a heart attack. But victims can also feel pain in the neck, shoulder, back, arm, or jaw. Other symptoms include difficulty breathing, heartburn, nausea, and dizziness. Many people don't know that women can have different heart attack symptoms than men. Women have said they did not have chest pain before or during the heart attack. Instead they experience dizziness, shortness of breath, cold sweats, stomach indigestion, sleep disturbance, and anxiety. If you think someone is having a heart attack, call 911 right away. Time plays an important role in recovery. The faster someone gets help, the better chance the person has of recovering from a heart attack.

Board Game: *Keeping Track of Your Money*

START	1	Say where two banks are in your neighborhood.	→	2	Say what the letters <i>ATM</i> mean.	→	3	Name two things you can do at an ATM.	→	4	Say what the difference is between a savings account and a checking account.	↓		
	9	Name two types of information you write in a check register.	↓	8	Name one advantage of paying a bill by check.	←	7	Name two types of information you find on a check.	←	6	Say what <i>interest</i> is.	←		
	10	Say why you should read your bank statement carefully.	→	11	Name one advantage of using a bank account with direct deposit.	→	12	Name two credit card companies.	→	13	Name one advantage of paying a bill by credit card.	→		
	FINISH	18	Name two reasons people should have a budget or a financial plan.	←	17	Name two reasons people do their banking online.	←	16	Name one disadvantage of paying with a debit card.	←	15	Name one advantage of paying with a debit card.	←	
14		Name one disadvantage of paying a bill by credit card.	↓	13	Name one advantage of paying a bill by credit card.	→	12	Name two credit card companies.	→	11	Name one advantage of using a bank account with direct deposit.	→		
9	Name two types of information you write in a check register.	↓	8	Name one advantage of paying a bill by check.	←	7	Name two types of information you find on a check.	←	6	Say what <i>interest</i> is.	←	5	Say the name of the form you use when you want to put money in your bank account.	←

Survey: *Your Finances*

Student A Think about your household budget.
What is your biggest living expense?

Name	Answer

Student B What method of payment do you use to pay your bills?
Why do you use that method of payment?

Name	Answer

Student C What is one of your financial goals?
What steps do you need to take to reach your goal?

Name	Answer

Jigsaw Reading: *Budgeting Your Money*

Discuss: A budget is a plan for how to spend your money. Budgeting helps you make sure your money goes where you want it to go. Do you have a budget?

Group task: Share your information. What do you think people should know about creating a budget for monthly expenses? Create a list of tips to share with the class.

Student A

To create a budget, it's important to know how much money you have coming in and going out. You can find out by making two lists. On the first list, add up all of your monthly income—all the money you are earning. On the second list, write your monthly expenses—this is all the money you are paying out. Add up the numbers to find your total monthly expenses. Now do the math. Subtract your expenses from your income. If the number is negative, you are “living beyond your means.” This means you need to think about how to spend less money. If the number is not negative, it's a good idea to save that money each month for any emergencies.

Student B

Some of the biggest budget expenses people have are food and household supplies. But there are ways to save money when you go grocery shopping. Prepare a shopping list. Focus on what you will need for one week. Read the supermarket ads and include on your list items that are on sale. Use coupons and buy the store brand to get lower prices. If you have the space, buy larger quantities to get the discount. Then stick to your list when you are in the store. Finally, one of the best tips is not to go shopping when you are hungry!
















Student C

Another big expense for people is their utility costs. According to the U.S. Department of Energy, consumers spend between 6 and 12 percent of their income on utilities every year. Here are some ways to save money. Turn down the heat and the air-conditioning when you aren't home. Using less energy means reducing your costs. Replace your conventional lightbulbs with compact fluorescent bulbs. The new bulbs last up to 10 times longer than conventional bulbs. Turn off your appliances when you are not using them, or use what is called a smart power strip. This power strip cuts off power to appliances that are turned off. Finally, put weather stripping around your doorframe to keep the cold air outside and the warm air indoors.

Matching: *Talking about Washington, D.C.*

The home of the U.S. President is the ____.	White House
An important room in the White House is the ____.	Oval Office
Judges decide the law in the ____.	Supreme Court
Elected senators and representatives write laws in the ____.	Capitol Building
The ____ honors one of the men who wrote the Declaration of Independence.	Jefferson Memorial
The ____ honors the sixteenth President of the United States.	Lincoln Memorial
The ____ honors the first President of the United States.	Washington Monument
People make decisions about the economy in the ____.	U.S. Treasury
The Armed Forces work to make sure the U.S. is safe in the ____.	Pentagon
Famous art, such as paintings and sculptures, can be found in the ____.	Smithsonian American Art Museum
The U.S. government has collected airplanes and rockets. You can see them at the ____.	National Air and Space Museum

Board Game: *Talking about the U.S.*

START	1 Where is the White House located? 	2 How many people visit the White House every day? 	3 What is the name of the White House room where the President signs important documents? 	4 What is the name of the White House room where the President entertains world leaders? 	
	9 What is the name of the group of museums in Washington, D.C., that is the largest group in the world? 	8 What is the name of the department that works to keep the U.S. safe? 	7 Who heads the executive branch of the U.S. government? 	6 Which branch of the government decides if the laws follow the U.S. Constitution? 	5 Where do the Senate and the House of Representatives write laws? 
	10 When is Independence Day celebrated in the U.S.? 	11 How many cherry trees are found in Washington, D.C.? 	12 When is the Cherry Blossom Festival in Washington, D.C.? 	13 Which museum in Washington, D.C., has a large collection of airplanes and rockets? 	14 What is the name of the blue diamond found in the National Museum of Natural History? 
	FINISH	18 How many rooms are in the White House? 	17 What are the names of the U.S. President and U.S. Vice President now? 	16 What are the names of the two Presidents honored on President's Day in February? 	15 Which two holidays in the U.S. honor soldiers? 

Survey: *Rights and Freedoms*

Student A **Why did you leave your native country?**
Did you leave for political, economic, religious, or personal reasons?

Name	Answer

Student B **How did you feel when you first arrived in the U.S.?**

Name	Answer

Student C **What are some rights and freedoms you feel you have in the U.S. because of the U.S. Constitution and Bill of Rights?**

Name	Answer