

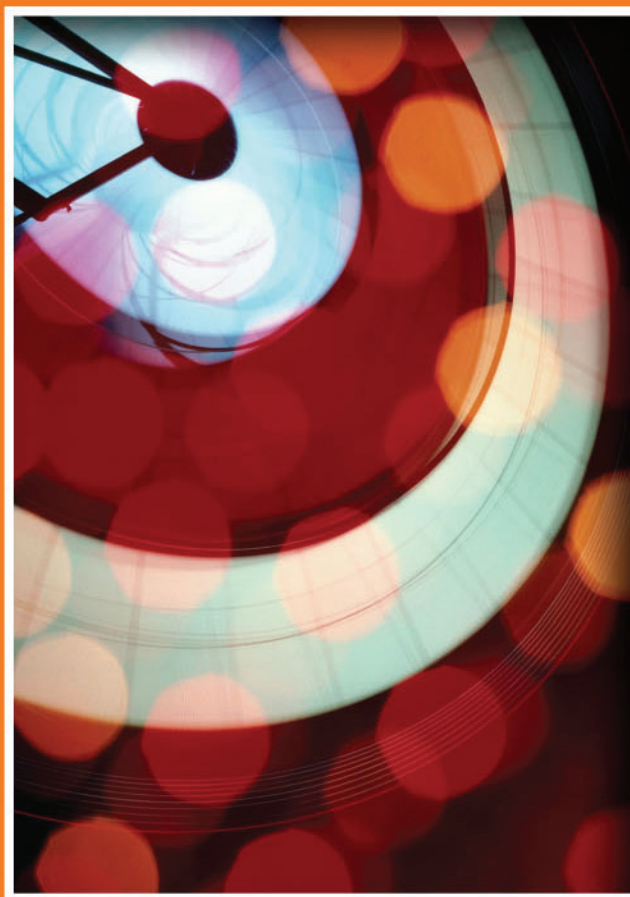
FUTURE

English for Results

MULTILEVEL COMMUNICATIVE ACTIVITIES BOOK

FEATURES

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



FUTURE

English for Results

4

MULTILEVEL COMMUNICATIVE ACTIVITIES BOOK

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Future 4 Multilevel Communicative Activities

English for Results

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Introduction

Welcome to *Future 4 Multilevel Communicative Activities Book*.

The *Future 4 Multilevel Communicative Activities Book* contains 36 learner-centered, communicative, ready-to-use reproducible activities that correspond to lessons in the *Future 4 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 4 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: *Study Habits*

Find someone . . .	Name	Tell me more . . .
1. <u>Do you have</u> a binder with dividers to organize notes and handouts? (have)		What sections did you create?
2. _____ a separate section for new vocabulary words and definitions? (keep)		How often do you study new vocabulary?
3. _____ at a dictionary to find definitions of new words? (look)		Which dictionary do you use?
4. _____ any other sources to look up new words? (use)		What do you use?
5. _____ English on the computer? (study)		What material, programs, or websites do you use?
6. _____ class material before or after class? (review)		How often do you study?
7. _____ flash cards are helpful when you study? (think)		What kind of material do you study with flashcards?
8. _____ your learning styles? (know)		How do these learning styles affect how you study?

Board Game: *Getting to Know You*

START	1	2	3	4
	Name something you do every morning.	Name something you eat or drink every day.	Name something you do every afternoon.	Name something you do before you go to bed.
	→	→	→	↓
9	8	7	6	5
Name one of your best personal qualities.	Name one place you are going to visit in the future.	Name a program you like to watch on TV.	Name a movie you saw recently.	Name a restaurant you often go to.
↓	←	←	←	←
10	11	12	13	14
Name something you like about the work that you do.	Name one task you do at your job every day.	Name a job or type of work you want to do in the future.	Name something you like about the neighborhood you live in.	Name one friend you talk with frequently.
→	→	→	→	↓
FINISH	18	17	16	15
	Name one career goal you have. Say one thing you are doing to reach this goal.	Name one educational goal you have this semester. Say one thing you are doing to reach this goal.	Name one thing you like about studying English.	Name something you like to talk about.
	←	←	←	←

Interview: *Past Life, Future Plans*

<p>_____ interviewed _____ on _____. (name) (name) (month/day/year)</p>
<p>1. What country are you from?</p>
<p>2. Tell me about your daily life in your country. What were some things you did?</p>
<p>3. Who were some of the important people in your life when you were in your country?</p>
<p>4. When did you arrive in the U.S.? Did you come here alone?</p>
<p>5. Tell me about your daily life now. What are some things you do every day?</p>
<p>6. What are some of your career goals? Are they the same goals you had when you were in your country?</p>
<p>7. What are some of your personal goals for the future?</p>

Matching: *My Skills, My Future*

personal qualities	your characteristics, skills, and abilities
work experience	the knowledge, skills, and, abilities you develop while doing a job
skills	things you have learned to do or have practiced
interests	subjects you enjoy studying or activities you enjoy doing
motivated	wanting to be successful at something
entry-level job	a beginning position if you do not have a lot of work experience
qualified	having the knowledge and skills required for a job
education	a training or school program
résumé	a summary of your education, skills, and work experience
references	people who can describe your personal qualities, skills, and abilities
job fair	an event where you can talk with many companies about employment opportunities

Find Someone: *What are your plans?*

Find someone . . .	Name	Tell me more . . .
1. Are you excited about <u>studying</u> English? (study)		Why are you studying English?
2. Are there any skills you are _____ on improving? (plan)		Which skills do you need to improve?
3. Do you plan on _____ a résumé? (create)		What type of experience will you include on your résumé?
4. Are you used to _____ hard physical labor? (do)		Have you had a job that required physical labor? What was it?
5. Are you used to _____ long hours? (work)		What did you do that required long hours?
6. Are you good at _____ problems? (solve)		Can you give an example of a problem you solved?
7. Are you interested in _____? (network)		Who do you want to make contact with? Why?
8. Are you interested in _____ your own business? (start)		What kind of business?

Jigsaw Reading: *Talking about Workplace Skills*

Discuss: How important are interpersonal skills and communication skills in the workplace?

Group task: Share your information. Which of these interpersonal skills and communication skills do you have? Which skills would you like to develop?

Student A

Employers look for employees who can work successfully with others on a team. Teamwork means listening to others and sharing ideas. It also means compromising. For example, when you work in a group, you may need to agree with an idea that you may not think is the best choice, but the rest of the group does. Employers also want employees who can work together on a project and meet deadlines. On some jobs, teamwork means working together to provide good service. In a restaurant, the managers, hostesses, servers, cooks, and dishwashers need to work together to create a positive environment for the customers. At a car wash, the employees work together to wash and clean the cars and get them back to the customers as quickly as possible.

Student B

Employers value employees who can help solve workplace problems. To help solve problems, employees first need to get together and identify the problem. A workplace problem may be about how to improve safety or working conditions, how to meet production quotas, or how to get along with other employees. Then employees need to talk about possible ways to solve the problem—and the consequences of each solution. They need to listen to each person's ideas and opinions and be ready to compromise if their own idea is not chosen. Finally, the group should agree on an action plan that includes a timeline. Employers want to know that the team has a plan that will be put into action and then monitored for success.

Student C

Effective communication is important in today's workplace. Having good communication skills starts with understanding that conversations must be two-way. Employees need to be able to clearly explain their own ideas and they need to listen to and understand other people's ideas. Employees need to ask clarification questions when they don't understand and ask additional questions to confirm information. This way they can be sure they understand a plan, instructions, or other information. Employers are also looking for workers who have developed effective communication skills in writing. Writing memos, filling out orders, responding to surveys, and writing safety reports are common ways that employees communicate in writing.

Survey: *Improving Your Community*

Student A Think about the community you live in now.
How is it the same or different from where you lived in your country?

Name	Answer

Student B Think about the community you live in now.
What are some ideas to help make it a better place to live?

Name	Answer

Student C Identify a problem in your community.
What can people do to help solve this problem?

Name	Answer

Jigsaw Reading: *Getting Involved in Your Community*

Discuss: In your native country, were there community groups in your neighborhood? What did they do?

Group task: Share your information. Think about where you live now. What kinds of groups and projects would be helpful in your community?

Student A

Joining a neighborhood group is one way to get involved in your community. Here's an example of how it works. A group of people want to clean up their neighborhood. They announce a meeting with flyers and ads in the local newspaper. Everyone in the neighborhood is invited. At the meeting, neighbors talk about what they can do. The group decides to clean up litter around the neighborhood. Cleaning up the area will make the community more beautiful and is something everyone can help with. Neighbors decide on an area they want to clean up—a local park, a schoolyard, or a parking lot. After that, neighbors meet on a specific day. They work in teams to clean the area. At the end of the day, people feel satisfied because by working together they have made their community a cleaner and safer place to live.

Student B

Many communities want to reduce crime in their neighborhoods. Research shows that a Neighborhood Watch group can help. Here's how it works. Community members meet to talk about fighting crime in their area. They plan a neighborhood meeting to talk about the problem. Everyone in the neighborhood is invited. Local police officers are invited to give information. People discuss ways to reduce neighborhood crime and improve the quality of life in the community. They discuss ways to protect themselves, their families, and their property. During the meeting, community members develop a plan for identifying neighborhood crime issues and solving them.

Student C

A city council is a group of people who have been elected to govern at the city level. They make laws, discuss community problems, and vote on how to spend tax monies. Here's what you as a community member can do. Community members can speak at city council meetings and share their opinions. They can talk about community needs—for example, the need to clean up certain areas, add streetlights and stop signs, increase the number of buses, or stop a graffiti problem. When community members present their ideas at a city council meeting, they are informing their representatives about community problems as well as saying what they think needs to be done.

Board Game: *Making a Better Community*

START	1	Name one reason why it is important to know your neighbors.	2	Say where a school is in your neighborhood.	3	Say where a public library is in your neighborhood.	4	Say where a community center is in your neighborhood.	
		→		→		→		↓	
	9	Name one way your neighborhood may be “going green.”	8	Name one way people are improving buildings in your neighborhood.	7	Name one way people are making your neighborhood cleaner or safer.	6	Name a market where you can buy fresh food in your neighborhood.	
		↓		←		←		←	
10	Name a neighborhood problem that you think the police could help with.	11	Name one way a community policing program helps community members.	12	Name one way the fire department can help a community.	13	Name one reason why people should go to meetings about their city or neighborhood.	14	Name one issue that you would like your community or city council to work on.
	→		→		→		→		↓
FINISH	18	Name one “street smart” safety tip you should know.	17	Name the agency you would call to fix the street lights on your block.	16	Name one way the sanitation department can help a community.	15	Name one type of service your city provides to you.	
		←		←		←		←	

Matching: *Communicating at Work*

I can <u>help you out</u> .	assist you
You'll <u>get over</u> it.	stop thinking about
You'll need to <u>pick this up</u> quickly.	learn this
Please <u>fill out</u> this application form.	complete
Don't forget to <u>turn off</u> the machine.	stop
We can <u>figure this out</u> together.	solve this
Let's <u>talk about</u> this problem.	discuss
Can we <u>count on</u> you?	depend on
The employees <u>pointed out</u> the problem with the schedule.	identified
The supervisors <u>put together</u> an emergency plan.	developed
The first group of workers finished their shifts, and the second group <u>took over</u> .	continued the job

Survey: *New Employees at Work*

Student A Think about your job or the job of someone you know.
What type of information should a supervisor give a new employee?

Name	Answer

Student B Think about your job or the job of someone you know.
How could a co-worker help a new employee with that job?

Name	Answer

Student C Think about your job or the job of someone you know.
Name a workplace injury. What advice could help a new employee avoid this type of injury?

Name	Answer

Board Game: *Evaluating the Workplace*

START	1	2	3	4
	Say how many hours are in a full-time workday.	Say how many hours are in a full-time workweek.	Give an example of one U.S. holiday that most workers get off from work.	Say what <i>payroll</i> means.
	→	→	→	↓
	9	8	7	6
Give one example of how an employee can show a positive attitude on the job.	Give an example of a category often found on a performance review.	Give two examples of employee benefits.	Say what <i>sick leave</i> means.	Say what <i>overtime pay</i> means.
↓	←	←	←	←
10	11	12	13	14
Say what <i>being punctual</i> means. Give a personal example.	Say what <i>teamwork</i> means. Give a personal example.	Say what <i>quality of work</i> means. Give a personal example.	Say what it means <i>to meet a quota</i> .	Give one reason why an employee should follow instructions on the job.
→	→	→	→	↓
FINISH	18	17	16	15
	Give one example of a machine at a job. Say one way to use this machine safely.	Say one injury caused by unnecessary bending or lifting.	Give one example of a job that can cause repetitive stress injury.	Give one example of what a workplace safety committee should do.
	←	←	←	←

<p>_____ interviewed _____ on _____. (name) (name) (month/day/year)</p>	
<p>1. Do you know the main cause of fires in U.S. homes?</p>	
<p>2. Do you have a smoke detector in your home? Where is it?</p>	
<p>3. Do you have a fire extinguisher in your home? Where is it?</p>	
<p>4. What should you do if a pan catches fire while you are cooking?</p>	
<p>5. Do any smokers live in your home? Do you talk about how to keep the home safe from fires because of cigarettes?</p>	
<p>6. Do you use space heaters? Where are they?</p>	
<p>7. Do you have a plan for if there is a fire in your home? What is it?</p>	
<p>8. What should you do if your clothes catch on fire?</p>	

Jigsaw Reading: *Fire! Fire!*

Discuss: Did you know that many people die every year in home fires? Do you know what can cause home fires?

Group task: Share your information. What do you think people should know about fires in the home and how they can be prevented? Create a list of tips for the class.

Student A

To help prevent fires in your home, walk around and check for the following things. Look for overloaded circuits or extension cords. Putting too many electrical cords in one outlet can overload the system and cause sparks and possibly a fire. Be careful where you put electrical cords. Don't put them under rugs, over nails, or in areas where people walk because the cord can become damaged. Do you notice a burning smell or do you see sparks from any of your appliances? If yes, the appliance may be broken and should be repaired or replaced. Check the area around your space heater. Make sure to leave about 3 feet of empty space around it. Do not put heaters near curtains or furniture.

Student B

It's important to install a smoke alarm on every floor of your home and outside bedrooms. These alarms warn you when there is smoke or a fire. Remember to press the practice button on your smoke alarms every month to make sure they are working. Ask everyone in your house to make sure they can hear the sound from their bedrooms. Also, remember to change your smoke alarm batteries. Do it when you change the clock, two times each year. A fire extinguisher is also important. Read the instructions to learn how to use it. If a home fire is small and not spreading, you can use the extinguisher. Finally, it's important to have an escape plan. Ask everyone who lives in your home to practice escaping from every room. Make sure to choose a place where everyone should meet after they get outside.

Student C

What should you do in case there is a fire in your home? Remain calm and act quickly. Before you open a door, touch it. If it is hot, don't open it. You need to find a different way out. If the door feels cool, then touch the door knob. If both are cool, then open the door slowly. If your home is filled with smoke, get down low on the floor and crawl away from the smoke. The cleaner, cooler air will be near the floor. If you can, cover your nose and mouth with a wet towel. It's important to leave quickly. Don't stop to take anything—it's too dangerous. After you have exited the building, call 911. Do not go back inside your home for any reason.

Board Game: *It's a disaster!*

START	1	Name two types of natural disasters.	2	Name one kind of information you can learn from the weather report.	3	Name two kinds of supplies you need to have in case of a hurricane.	4	Name two ways to make your home safe before an earthquake happens.	
		→		→		→		↓	
	9	Say one reason to call a family member after an earthquake.	8	Say what you should do if you are outside during an earthquake.	7	Say what the instructions <i>Duck!</i> , <i>Take cover!</i> , and <i>Hold on!</i> mean.	6	Say one thing you should do if you are inside a building when an earthquake starts.	
		↓		←		←		←	
10	Say one reason you should stay inside until a thunderstorm ends.	11	Name two ways to improve fire safety in the home.	12	Say what the main cause of fires in the home is.	13	Say one thing you should not do if you are cooking and a pan catches on fire.	14	Name one way to protect yourself from smoke inhalation if there is a fire in your home.
	→		→		→		→	↓	
FINISH	18	Say the telephone number you should call if there is an emergency in your home.	17	Say one thing you should do when you finish using the stove.	16	Say what you should do if you find an unconscious person on the ground.	15	Say why you should not open a door if the door or the doorknob is hot.	
		←		←		←		←	

Matching: *Landlords and Tenants*

landlord	person who owns a building and rents it to other people
tenant	someone who rents space in a building
utilities	services such as gas, electricity, water, and telephone
security deposit	money prepaid by a tenant to a landlord to cover possible damage to the apartment or unpaid rent
required to pay	obligated to give money
not permitted to	not allowed to
lease	a rental agreement, usually for one year
month-to-month agreement	a housing contract that is good for one month
termination of a rental agreement	ending a housing contract
normal wear and tear	damage to an apartment that is the result of daily use
in good working order	when something is not broken or damaged
refuse	trash or garbage
pay promptly	to give money on time

Find Someone: *Finding a Home in the U.S.*

Find someone . . .	Name	Tell me more . . .
1. <u>Are</u> you an immigrant or a refugee? (be)		Why did you or your family come to the U.S.?
2. Have you _____ in more than one place in the U.S.? (live)		Where have you lived?
3. Have you ever _____ because the rent was too high? (move)		Where did you move?
4. _____ you happy with where you live right now? (be)		What do you like about your neighborhood?
5. At home, do you _____ more English than your native language? (speak)		Who do you speak English with? Who do you speak your native language with?
6. Have you or someone you know ever _____ jobs because of money? (changed)		What kind of job was it?
7. Have you ever _____ because you wanted to live with or near family? (move)		How far did you move?

Interview: *Your Living Space*

<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. Have you or someone you know ever signed a lease for an apartment? What kind of lease was it?</p>		
<p>2. Have you or someone you know ever paid a security deposit on an apartment? Was it refundable?</p>		
<p>3. Have you or someone you know ever complained to a landlord about a problem? What was the problem and what happened?</p>		
<p>4. What kind of recycling do you do at your apartment building or house?</p>		
<p>5. Do you have a smoke detector in your apartment or house? Where is it located?</p>		
<p>6. Have you or someone you know ever had problems with noisy neighbors? What did you do?</p>		
<p>7. Have you or someone you know ever had problems with parking near your apartment or home? What did you do?</p>		

Interview: *It's a deal!*

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

1. Which make and model of car would you like to have. Why?

2. Which type of vehicle would you like to have: a sedan, a convertible, an SUV, a minivan, or a pickup. Why?

3. Which safety and optional features would you want your car to have? Why?

4. Which would you prefer: a car that uses only gas or a hybrid car that uses gas and electricity? Why?

5. Which would you prefer: a light-colored or a dark-colored car? Why?

6. Which would you prefer to buy: a new car or a used car? Why?

Board Game: *Car World*

START	1	Name one vehicle type.	2	Name one car make and model.	3	Name one safety feature on a car.	4	Name two features that are usually optional on a car.
		→		→		→		↓
	9	8	7	6	5			
	Say why a car buyer needs to know the total gas mileage when buying a used car.	Name two reasons why people buy used cars.	Name one reason why it is necessary for a car to have front and side air bags.	Name one reason why it is important to get a car with a vehicle warranty.	Say what windshield wipers do.			
	↓	←	←	←	←	←	←	←
10	11	12	13	14				
Say why it is necessary for drivers to have car insurance.	Name two things that can raise someone's car insurance rates.	Name one reason why it is important to do routine car maintenance.	Name two fluids that a mechanic checks during routine maintenance.	Say how often you should change the oil in a car.				
	→	→	→	→				↓
FINISH	18	17	16	15				
	Say why it is important to get a written receipt from a mechanic.	Say what the brakes on a car do.	Say two types of information on a mechanic's written estimate.	Say where you can look to see how much air to put in your tires.				
	←	←	←	←				←

Matching: *Taking Care of Your Car*

car insurance	pays the cost of repairing damages to your car
insurance premium	what you pay every month, six months, or year to have your car insured
deductible	the amount of money the insurance company won't pay when there is damage to your car
speeding tickets, car accidents, driver's age	things that can raise the cost of car insurance
speeding, texting on a handheld device, going through a red light or stop sign	behaviors that can cause accidents while driving
insurance agent	person who sells car insurance
lemon	a car that has many problems and is unreliable
driver's license, vehicle registration, insurance card	documents you need to show the police if you are stopped or in an accident
fender bender	a car accident with minor damage and no injuries
premium	the money you pay for an insurance policy
VIN	vehicle identification number

Matching: *Talking about Medical Symptoms*

symptom	a physical condition that shows you may have a medical problem
make a diagnosis	to name the illness or medical problem a person has
tiredness	a feeling of not having energy
sleeplessness	being unable to sleep through the night
drowsiness	feeling sleepy
congestion	when your nose or chest is filled with thick mucus that builds up
dizziness	feeling unbalanced and like things are spinning
ache	a dull pain in a part of your body
vomit	to throw up
nausea	a feeling like you are going to vomit
weakness	a feeling of not being strong
numbness	when you cannot feel a part of your body

Interview: *How are you feeling?*

<div><div></div><div>(name)</div></div> interviewed <div><div></div><div>(name)</div></div> on <div><div></div><div>(month/day/year)</div></div> .	
1. Have you been having any congestion in your nose or throat? When did it start?	
2. Have you been having difficulty sleeping? What do you think is causing this?	
3. Have you been sneezing or coughing? How long?	
4. Have you been experiencing stomachaches or headaches? What do you do when this happens?	
5. Have you been having chest pains? When did you first notice them?	
6. Have you been having any other medical problems? When did the symptoms begin?	

Jigsaw Reading: *Watching Your Weight*

Discuss: Did you know that being overweight can cause people to develop serious diseases such as hypertension, diabetes, and heart disease? What can you do to eat healthfully?

Group task: Share your information. What should people know about how to prevent weight gain and what type of foods to eat? Create a list of tips for the class.

Student A

More than 25 percent of the adults in the U.S. today are overweight. Researchers have found many reasons for this national problem. People are eating too much because they are not paying attention to portion sizes. They are also not exercising enough. The American Heart Association says people should do some type of exercise for 150 minutes each week. Because people are busier than ever, they are not sitting down to eat regular meals. More and more people are eating a lot of fast food, which has a lot of sugar and salt. Another reason that some people are overweight is because they are eating when they feel bored, sad, angry, or stressed.

Student B

To help you get healthy and stay healthy, choose *super foods* when you go food shopping. These foods can lower your cholesterol, reduce your risk of heart disease and cancer, and even put you in a better mood. Super foods are real foods—this means they are not processed. Doctors and nutritionists have discovered they can help you control your weight and fight disease. For example, blueberries are high in vitamin C. They also have antioxidants, which can lower your risk of heart disease and cancer. Avocados are high in fiber and full of vitamin E. Oranges are not only full of vitamin C, but also help fight cancer and diabetes. The more color a super food has, the better it is for you. So fill your shopping cart with a rainbow of super foods!

Student C

We know that *what* we eat and drink is important for good health. What we also need to pay attention to is *how much* we eat and drink. Did you know that a recommended portion of food is no larger than the palm of your hand? And for children this means the size of a child's palm. One way to control portions and balance your diet is to think of your plate in four sections. Each section should include equal amounts of protein, vegetables, fruit or a second vegetable, and grains or bread. Here is an example: a piece of salmon, a small green salad with tomatoes, a serving of rice or pasta, and some blueberries. For drinks, a portion size is 8 ounces. A 20-ounce bottle of soda then is two and a half portions! The size of a tennis ball is the recommended portion for a drink.

Survey: *Parent Involvement*

Student A If a child brings home a report card with low grades, what can a parent do?

Name	Answer

Student B If a child is not doing well in school, what are some ways teachers can help the student get better grades?

Name	Answer

Student C What is one way parents can get involved with their child’s education?

Name	Answer

Jigsaw Reading: *Public Education*

Discuss: Describe the education system in your country. Do all children have to go to school? For how long?

Group task: Share your information. What is the most interesting thing you learned about public education in the U.S.?

Student A

In the U.S., families must send their children to school. Public education is free for all children. Schools are controlled by both the federal and state governments. Children enter kindergarten at the age of five and continue until 12th grade. There are three levels of school: elementary school (grades K–5), middle school (grades 6–8), and high school (grades 9–12). In elementary school, students are usually in one classroom with the same teacher. Often they have different teachers for subjects such as art, music, and physical education. In middle school and high school, there is a different teacher for every subject. When students complete 12th grade, they earn a high school diploma.

Student B

The first public school was opened in the United States in 1635. By the late 1800s, free public education was available to all children in the U.S. Public education is paid for by tax dollars: property taxes (homes and commercial buildings), federal and state income taxes, and sales taxes. Each school district has elected representatives that make up a board of education. These representatives make decisions on how school monies are spent and how the school district is administered. They also create the school policies for safety, instruction, and testing. School board meetings are open to the public.

Student C

One way community members can become involved in their local schools is to volunteer. Often schools have active volunteer programs. Many teachers include volunteers in their classrooms. A volunteer might read a story to a class, tutor a child in English or another subject, help the teacher with student projects, or help monitor the playground during recess. Usually one of the larger volunteer groups at schools is the Parent Teacher Association (PTA). This group usually sponsors fundraising events and community activities. If a school district has to make budget cuts, often the PTA will work to raise extra money so that programs and activities can continue. The PTA is always looking for adults to help out.

Board Game: *Know your child's school.*

START	1	2	3	4
	Give one reason school safety committees should involve parents and school staff.	Name two things school staff can do to improve student safety.	Give one reason why it is necessary to have good-quality playground equipment.	Give one reason adults need to supervise students on the playground.
	→	→	→	↓
9	8	7	6	5
Give one example of a project the PTA might sponsor.	Say what the letters <i>PTA</i> mean.	Give one example of how schools can protect students on the Internet.	Say what school staff should do when children fight at school.	Give one reason why students should not use cell phones in class.
↓	←	←	←	←
10	11	12	13	14
Name one project the PTA might fundraise for.	Give one reason why parents should get involved in their child's school.	Give one reason why parents should attend parent-teacher conferences.	Give one reason why schools should provide a translator at parent-teacher conferences.	Give one example of how a guidance counselor can help a student.
→	→	→	→	↓
FINISH	18	17	16	15
	Give one reason why parents should know the telephone number of their child's school.	Give one reason why parents should know the exact location of their child's school.	Give one reason why parents should know the name of their child's teacher.	Give one reason why schools have after-school programs.
	←	←	←	←

Survey: *On the Job*

Student A Think about your job or the job of someone you know.
Is there overtime work or work on Sundays?
Do workers receive extra pay for this work?

Name	Overtime or Sundays	Extra Pay

Student B Think about the working conditions on your job or the job of someone you know. Check (✓) the things that are provided.
List any others you know about.

Name	Fire Extinguishers	Emergency Signs	Emergency Exits	Other

Student C Think about workplace safety on your job or the job of someone you know. Check (✓) the things that are provided.
List any others you know about.

Name	Machines with Safety Guards	Safety Manual	Safety Training	Other

Jigsaw Reading: *Health and Safety on the Job*

Discuss: Did you know that many workplace injuries can be prevented? What are some examples of workplace injuries?

Group task: Share your information. What do you think people should know about repetitive stress and strain injuries (RSI)? Prepare a short presentation for your class about what RSI is and how to help prevent it.

Student A

The U.S. Department of Labor says that repetitive stress and strain injuries (RSI) are the most common health problem for American workers. All workers who repeat the same movement over and over again in their jobs risk developing RSI. This repeated motion can cause damage to muscles and nerves. For example, picture assembly line workers repeating the same movements hundreds of times a day; computer workers sitting at a keyboard all day; students staying in front of a computer for hours at a time doing research; and healthcare workers moving patients all day. These types of repetitive movements can cause pain in fingers, hands, necks, and backs.

Student B

Repetitive stress and strain injuries (RSI) happen when you repeat the same body movement over and over again at work or as part of your daily routine. For example, over time, a computer worker who sits at a keyboard all day will overuse the same muscles and nerves. Many people with RSI complain of short bursts of strong pain in their back, shoulders, wrists, hands, or thumbs. They also say this pain gets worse with activity. Other terms to describe this medical problem are *carpal tunnel syndrome*, *trigger finger syndrome*, and *tennis elbow*. Doctors recommend resting the injured part of the body as well as using braces and getting physical therapy or massage. Sometimes doctors will recommend an operation to correct the problem or reduce the pain.

Student C

Doctors recommend that employers and workers pay attention to everyday behavior that is connected to RSI. Causes of RSI include poor posture, stress on the job, or not being able to take breaks. First, for office workers, employers should design workstations with a chair, desk, keyboard, mouse, and computer that are adjustable and within arm's reach. Second, tools and equipment should be designed ergonomically to reduce repetitive strain injury. Third, workers should take frequent breaks away from their workstation to give their body time to rest. While working, they should stand up and move around. This includes doing frequent stretching and relaxation exercises.

Board Game: *Be careful at work!*

<p style="text-align: center;">START</p>	<p>1</p> <p>Name one reason why workers need to go to safety training.</p> <p style="text-align: center;">→</p>	<p>2</p> <p>Give one example of a topic found in a safety training manual.</p> <p style="text-align: center;">↓</p>
	<p>5</p> <p>Give one reason it is dangerous to wear a bracelet when you are operating some machines.</p> <p style="text-align: center;">↓</p>	<p>4</p> <p>Name one job you think is dangerous and say why.</p> <p style="text-align: center;">←</p>
<p>6</p> <p>Name two types of safety clothing.</p> <p style="text-align: center;">→</p>	<p>7</p> <p>Name one reason workers need to make sure all the machine safety guards are in place before starting to work.</p> <p style="text-align: center;">→</p>	<p>8</p> <p>Give two examples of safety hazards in the workplace.</p> <p style="text-align: center;">↓</p>
<p>11</p> <p>Give one reason an employee should fill out an accident report immediately after an accident at work.</p> <p style="text-align: center;">↓</p>	<p>10</p> <p>Give two examples of the type of information that goes on an accident report.</p> <p style="text-align: center;">←</p>	<p>9</p> <p>Give two examples of how workers can protect themselves from safety hazards.</p> <p style="text-align: center;">←</p>
<p>12</p> <p>Give one reason an employer needs to report an accident at work.</p> <p style="text-align: center;">→</p>	<p>13</p> <p>Name the government agency that protects workers from injury and death by enforcing rules for safety and health.</p> <p style="text-align: center;">→</p>	<p style="text-align: center;">FINISH</p>

Matching: *Obey the Law.*

warning	“Be careful—slippery when wet!”
No loitering.	“Do not spend time in this public place.”
No littering.	“Do not throw your garbage on the ground.”
curfew	a rule that says you need to be off the street by a certain time
misdemeanor	a minor crime according to the law
customs	the place at an airport or train station where your suitcase may be checked for illegal items
felony	a serious crime according to the law
judge	the leader of a court who can decide if a defendant is innocent or guilty
jury	a group of citizens that helps to decide if a defendant is innocent or guilty
witness	a person who gives a court information about a crime
defendant	a person who is accused of a crime

Board Game: *Slow down!*

<div>START</div>		<div>1</div> <p>Name two documents you need to drive in the U.S.</p> <p>→</p>	<div>2</div> <p>Name two traffic laws that drivers must obey.</p> <p>→</p>	<div>3</div> <p>Say what the police can do if a driver does not stop at a stop sign.</p> <p>↓</p>		
		<div>8</div> <p>Say why it is important for a passenger to wear a seat belt.</p> <p>↓</p>	<div>7</div> <p>Say why it is important for young children to be in a safety seat in a car.</p> <p>←</p>	<div>6</div> <p>Say why it is important to slow down in bad weather.</p> <p>←</p>	<div>5</div> <p>Say why it is necessary to slow down in a school safety zone.</p> <p>←</p>	<div>4</div> <p>Name one reason why a driver might get a parking ticket.</p> <p>←</p>
		<div>9</div> <p>Say why dialing a cell phone or texting while driving is dangerous.</p> <p>→</p>	<div>10</div> <p>Say why drunk driving is dangerous.</p> <p>→</p>	<div>11</div> <p>Say why people should drive carefully in bad weather.</p> <p>→</p>	<div>12</div> <p>Say why driving safely saves lives.</p> <p>→</p>	<div>13</div> <p>Say why a driver should only honk a car horn to warn other drivers.</p> <p>↓</p>
<div>FINISH</div>		<div>16</div> <p>Say why people who commit minor traffic violations go to traffic school.</p>	<div>15</div> <p>Name one reason why the police give tickets to drivers who violate traffic laws.</p> <p>←</p>	<div>14</div> <p>Name one reason why traffic laws are necessary.</p> <p>←</p>		

Survey: *Crimes and Misdemeanors*

Student A Littering (throwing paper on the ground) and trespassing (going on private property without permission) are misdemeanors in the U.S. The penalty for a misdemeanor is a fine. Do you think that is fair? Why or why not?

Name	Yes/No	Why/Why not?

Student B Burglary (going into a building and stealing something) and murder (killing someone) are felonies in the U.S. Felonies are serious crimes that may be punished by jail time and death. Do you think this is fair? Why or why not?

Name	Yes/No	Why/Why not?

Student C When someone is arrested in the U.S. their legal rights include the following: the right to remain silent; the right to a lawyer; and the right to a fair, speedy, and public jury trial. Do you think this is fair? Why or why not?

Name	Yes/No	Why/Why not?

Board Game: *Banking and Budgeting*

START	1	Name two fixed expenses that you pay every month.	2	Name two variable expenses that you pay every month.	3	Name a variable expense that you can reduce. How?	4	Name one way you can reduce your utility bills.
		→		→		→		↓
	9	8	7	6	5			
	Give one example of a financial goal.	Say why people need to set financial goals.	Say one thing you can do to reduce your telephone costs.	Say if it is cheaper for you to take the bus or use a car for transportation.	Name one way you can reduce your entertainment costs.			
	↓	←	←	←	←	←		
10	11	12	13	14				
Say why banks require a minimum balance.	Say why banks offer overdraft protection.	Say why some savings and checking accounts offer interest.	Say why a bank might offer a checking account with no interest.	Say why banks require passwords to log into a bank account.				
	→	→	→	→				↓
FINISH	18	17	16	15				
	Say why a bank offers free checking.	Give two examples of personal information a bank needs to see when you apply for a home loan.	Say what an “automatic bill payment” is.	Name two reasons why many customers prefer to pay bills online.				
		←	←	←	←			

Matching: *Paying Your Taxes*

wages	money you earn for each hour, day, or week that you work
salary	total pay you receive for one week or month of work
tips	extra money you give to people such as waiters/waitresses and taxi drivers for their services
income taxes	money people must pay the government based on how much they earn
withholding tax	money the government deducts from each paycheck
Social Security	U.S. government program that gives money to older people and people who cannot work
FICA	federal income tax people pay based on the money they earn
state income tax	taxes people pay to their state based on the money they earn
tax refund	money the government returns when a person pays too much in taxes
total compensation	all of the money someone is paid in a year, including wages, health and welfare benefits, retirement benefits, etc.
W-2 Form	a document that an employer provides a worker to show how much money the worker earned and paid in taxes for one year
Form 1040	a form that individual taxpayers complete to show the government how much money they made and how much in taxes they need to pay

<div><div>_____ interviewed _____ on _____.</div><div>(name) (name) (month/day/year)</div></div>
1. If you bought a new house, where would it be?
2. If you spoke better English, how would that change your life?
3. If you had a new car, what make and model would it be?
4. If you had your own business, what type of work would you do?
5. If you won the lottery, what would you do with the money?
6. If a friend asked to borrow money, what would you do?
7. If you could have any job, which one would you choose?