

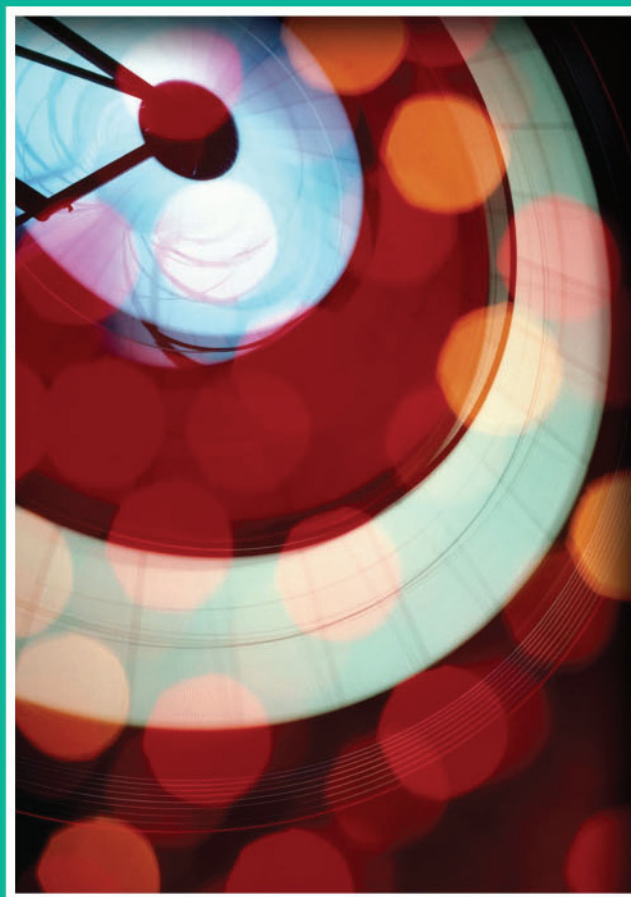
FUTURE

English for Results

MULTILEVEL COMMUNICATIVE ACTIVITIES BOOK

FEATURES

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



PEARSON
Longman

5

FUTURE

English for Results

5

MULTILEVEL COMMUNICATIVE ACTIVITIES BOOK

Ronna Magy

Series Consultants

Beatriz B. Díaz

Ronna Magy

Federico Salas-Isnardi

Future 5 Multilevel Communicative Activities

English for Results

Copyright © 2012 by Pearson Education, Inc.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Education, 10 Bank Street, White Plains, NY 10606

Staff credits: The people who made up the *Future 5 MCA* team, representing editorial, production, design, and manufacturing, are Maretta Callahan, Elizabeth Carlson, Christine Edmonds, Irene Frankel, Jane Townsend, Paula Van Ells, Patricia Woscyzk, and Adina Zoltan.

Cover design: Rhea Banker

Text design: Wanda España

Text composition: Rainbow Graphics

Text font: Helvetica

ISBN-13: 978-0-13-267930-5

ISBN-10: 0-13-267930-2

PEARSON LONGMAN ON THE WEB

Pearsonlongman.com offers online resources for teachers and students. Access our Companion Websites, our online catalog, and our local offices around the world.

Visit us at **pearsonlongman.com**.

Contents

Introduction	iv
---------------------------	----

Teacher Notes	v
----------------------------	---

Unit	Activity Master	Activity	For After Student Book
1	1	Jigsaw Reading: <i>Skills and Interests</i>	Lesson 3 page 11
1	2	Find Someone: <i>My Interests, My Abilities</i>	Lesson 5 page 15
1	3	Survey: <i>Reaching Your Goals</i>	Lesson 9 page 23
2	4	Interview: <i>Job Interview Questions</i>	Lesson 7 page 39
2	5	Jigsaw Reading: <i>Looking for a Job</i>	Lesson 8 page 41
2	6	Board Game: <i>Job Search, Job Interview</i>	Lesson 9 page 43
3	7	Matching: <i>Car Repairs</i>	Lesson 1 page 47
3	8	Survey: <i>Car Safety</i>	Lesson 4 page 53
3	9	Find Someone: <i>Safety on the Road</i>	Lesson 7 page 59
4	10	Matching: <i>Natural Disasters</i>	Lesson 3 page 71
4	11	Find Someone: <i>Home Safety</i>	Lesson 6 page 77
4	12	Board Game: <i>Staying Safe</i>	Lesson 9 page 83
5	13	Matching: <i>Job Performance</i>	Lesson 2 page 89
5	14	Survey: <i>Get Promoted</i>	Lesson 4 page 93
5	15	Jigsaw Reading: <i>Soft Skills</i>	Lesson 4 page 93
6	16	Board Game: <i>Medical Problems, Medical Care</i>	Lesson 7 page 119
6	17	Interview: <i>Health Concerns</i>	Lesson 9 page 123
6	18	Jigsaw Reading: <i>Quit smoking!</i>	Lesson 9 page 123
7	19	Board Game: <i>The Constitution and the Bill of Rights</i>	Lesson 4 page 133
7	20	Matching: <i>Rights and Responsibilities</i>	Lesson 7 page 139
7	21	Find Someone: <i>Learning about the U.S.</i>	Lesson 7 page 139
8	22	Matching: <i>The Rights of the Accused</i>	Lesson 1 page 147
8	23	Matching: <i>It's against the law!</i>	Lesson 7 page 159
8	24	Board Game: <i>Protection against Crime</i>	Lesson 8 page 161
9	25	Interview: <i>Greening the Planet</i>	Lesson 5 page 175
9	26	Board Game: <i>Taking Care of the Environment</i>	Lesson 9 page 175
9	27	Survey: <i>Preserving Natural Resources</i>	Lesson 9 page 183
10	28	Matching: <i>Tech Words</i>	Lesson 4 page 193
10	29	Survey: <i>Technology changes our lives.</i>	Lesson 7 page 199
10	30	Find Someone: <i>Electronic World</i>	Lesson 8 page 201

Introduction

Welcome to *Future 5 Multilevel Communicative Activities Book*.

The *Future 5 Multilevel Communicative Activities Book* contains 30 learner-centered, communicative, ready-to-use reproducible activities that correspond to lessons in the *Future 5 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 5 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?*

Jigsaw Reading: *Skills and Interests*

Discuss: How are academic skills and workplace skills similar? How are they different? Give examples.

Group task: Share your information. How can people develop good academic and workplace skills? Create a list of tips for the class.

Student A

You can succeed in both the classroom and on the job by doing these three things: being a team player, being organized, and making efficient use of time. Being a team player means participating in discussions, listening to others' ideas, and doing what is necessary for the team to succeed. Being organized is important. Students should keep clearly labeled class notes and materials. This makes doing homework and studying easier. On the job, an organized work area can help employees stay focused and productive. Making efficient use of time is easy with calendars—either paper or digital. These can help you keep track of assignments, tests, appointments, and project deadlines. Showing you know how to prioritize tasks shows instructors and employers that you can manage your time and your workload.

Student B

Good note-taking skills and strong reading skills are important in both the classroom and at work. Taking notes involves listening for important information, writing, and then reviewing the information. In school, notes help refresh your memory on material covered during class. On the job, notes provide a record of what you need to do. Include dates to show the timeline of each task. Reading skills, such as skimming, scanning, and predicting, are used in school and at work. Scanning means not reading every word—for example, you scan to look for the date of a test or the time and room number of a meeting. Skimming means reading to get a general idea—for example, finding the information that lets you know what is going to be discussed at a meeting. Predicting means using information to make your best guess or decision about something.

Student C

Personal interests and talents can often translate into skills. Knowing what you are good at can help you decide which type of career you want to prepare for. For example, if you enjoy working with your hands and with tools and machines, you could investigate becoming a cabinetmaker, a mechanic, or an electrician. If you prefer working without direct supervision and you like working with people, you may want to think about becoming a teacher, a nurse, or a personnel manager. If you are artistic, think about using your interests and talents to be a graphic designer, a landscape designer, or an architect. Matching your interests and talents with a real-life job can lead you to higher job satisfaction.

Find Someone: *My Interests, My Abilities*

Find someone . . .	Name	Tell me more . . .
1. Do you <u>prefer</u> to work outside? (prefer)		Give an example of an outside job that you would like.
2. Do you _____ working indoors more than outdoors? (like)		Give an example of an inside job that you would like.
3. Can you _____ problems? (solve)		Give an example of a problem that you solved or helped to solve.
4. Do you _____ in a quiet environment? (work)		Give an example of a workplace that you consider quiet.
5. Do you _____ if a workplace is noisy? (mind)		Name a job that is noisy.
6. Do you _____ to work independently? (like)		Give an example of a situation where you worked independently.
7. Do you _____ working as part of a team? (enjoy)		Give an example of an experience you had working as part of a team.
8. Do you _____ to work with people? (like)		Give an example of a job that is people-oriented.
9. Can you _____ any machines? (operate)		Give an example of machines you can use.
10. Are you _____ working with computers and electronic equipment? (good at)		Give an example of something you made with a computer or electronic equipment.

Survey: *Reaching Your Goals*

Student A Vladimir has an academic goal to finish college and a career goal to become a registered nurse. What are some ways he can reach his goals? For example, what education, job experience and training, and skills, will he need to have?

Name	Answer

Student B Ming has an academic goal to finish college and a career goal to become a Chinese translator. What are some ways she can reach her goals? For example, what education, job experience and training, and skills, will she need to have?

Name	Answer

Student C Imagine that you are a grocery store clerk and your goal is to become a store manager. What are some ways you can reach you goal? For example, what courses, helpful experience, and on-the-job training will you need to have?

Name	Answer

<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. Are you a team player?	
2. What is your greatest strength?	
3. How do you handle stress on the job?	
4. Tell me about your education.	
5. Tell me about your computer skills.	
6. What is your greatest weakness?	
7. Can you tell me a little more about yourself?	

Jigsaw Reading: *Looking for a Job*

Discuss: What do you know about job hunting in the U.S.? How do you know this information—from your Student Book or from experience?

Group task: Share your information. What new things about job hunting in the U.S. did you learn during this activity?

Student A

Here are helpful tips for your job search. First, review and update your résumé. Make sure to include contact information for your present employer, your current job title and duties, and your contact information. Second, check any social networking sites you participate in, such as LinkedIn, Facebook, or Twitter, to make sure there isn't embarrassing information about you. Employers do visit these sites. Third, use a variety of job-hunting strategies. Look at job postings online and network with friends, family, and others in your community. Apply for jobs that match your experience, as well as jobs that may not need all of your experience. Then make sure to customize your résumé and cover letter to match the job you are applying for. Finally, create a list of employers and websites and check them once a week.

Student B

Get ready for a job interview by knowing the do's and don'ts. Wear clothes that match the type of job and work environment you are applying for. Arrive 15 minutes early. Greet the office staff politely. Turn off your cell phone before your interview. Don't chew gum or smoke. Answer questions calmly. Smile and make eye contact with the interviewer. Don't tell jokes. Listen to every question and give clear answers. Answer all questions honestly. At the end of the interview, shake hands and let the interviewer know how much you enjoyed the meeting. Ask about the timeline for finding out if you will be considered for the job.

Student C

A job interview is not over when you leave. Send an email or a card to say thank you and to let the interviewer know you are very interested in the position. Wait approximately five days before making contact again. When you call, again thank the interviewer and express your continued interest in the job. Ask if there is any additional information you can provide. If the interviewer is not available, leave a brief message. Instead of calling, you can send an email with this information. Employers look for employees who take initiative. Following up on a job interview just may get you the job!

Board Game: *Job Search, Job Interview*

START	1	2	3	4
	Name two public or private agencies that can help you search for a job.	Say the title of a person who helps people look for jobs.	Name two documents you may need to show at a job interview.	Name an Internet site where you can find information about a company.
	→	→	→	↓
	9	8	7	6
Say why you shouldn't talk negatively about a current or past employer during a job interview.	Say one thing you should not do during a job interview.	Say one thing you can do to make a good first impression during a job interview.	Give one reason why it is important to research a company before you go for a job interview there.	Give one reason why a job hunter should speak to a career counselor.
↓	←	←	←	←
10	11	12	13	14
Say one thing you should not wear to a job interview.	Give one example of body language that you should not use at a job interview.	Say what kind of tone of voice is appropriate to use during a job interview.	Say what it means <i>to make a good first impression</i> .	Say how you would respond to the question, <i>What is your greatest strength?</i>
→	→	→	→	↓
FINISH	18	17	16	15
	Name one new work-related, transferable skill you have developed in the past year.	Say one way you practice English outside of class.	Say how information is organized in a chronological résumé.	Name two kinds of information you put on a résumé.
	←	←	←	←

Matching: *Car Repairs*

brakes	these slow down or stop your car
bumper	this is on the front and back of your car and offers extra protection when you hit something
coolant	this liquid helps to reduce the temperature of your car engine
engine	this gives power to your car and makes it move
headlights	these help you see while driving in the dark
horn	this makes noise and warns other drivers when you are close to each other
ignition	this is where you put your car key in order to start the engine
oil	this liquid is black and greases the moving parts of your engine
rear-view mirror	this helps you to see if any cars are behind you
seat belt	this goes around your body to protect you and keep you from moving out of your seat
steering wheel	this turns left and right to move your car in the direction you want to go

Survey: *Car Safety*

Student A **Think about traffic on the highways and freeways around where you live.
What can drivers do to avoid dangerous driving situations?**

Name	Answer

Student B **Name a traffic problem that exists in your area.
What can the police do to help the traffic flow more smoothly?**

Name	Answer

Student C **In your opinion, do you think it is OK for drivers to use cell phones
while they are driving? Why or why not?**

Name	Answer

Find Someone: *Safety on the Road*

Find someone . . .	Name	Tell me more . . .
1. Have you ever <u>been</u> in a car when a tire blew out? (be)		How did you stop the car?
2. Has a car or bus ever _____ when you were in it? (break down)		Who came to help?
3. Has a vehicle ever _____ in front of you when you were in a car or bus? (cut)		What happened?
4. Has the engine or oil light ever _____ while you were in a car? (come on)		What was the problem?
5. Have you ever had to _____ slowly through a construction area? (drive)		Who or what signs directed you through the area?
6. Have you ever had to _____ a new route to work because of traffic problems? (find)		Which detour did you take?
7. Have you ever _____ involved in an accident while driving? (be)		What happened?
8. Have you ever _____ a ticket from the police for speeding? (receive)		What did the police officer say to you?

Matching: *Natural Disasters*

earthquake	a sudden shaking of the earth that causes damage
hurricane	a tropical storm with very strong winds
tidal wave	a strong ocean wave that flows over the land and destroys things
tornado	a violent storm with a circling cloud of air that can move at 300 miles an hour
flood	an overflow of water that can cover land and buildings
rescuers	people who save others after natural disasters
ruddle	damaged materials left after something has been destroyed
survivors	people who live through a disaster
trapped	not able to move or get out from under something
natural disaster	destruction caused by nature, not people
shelter	a human-made structure, often underground, where people find safety from a tornado or hurricane
ditch	a low area usually at the side of a field or road where you can find protection during a tornado
evacuate	to move from a dangerous place to a safer place

Find Someone: *Home Safety*

Find someone . . .	Name	Tell me more . . .
1. Do you <u>use</u> safety gates at home? (use)		How old are the children in your home?
2. Have you _____ cabinet latches at home? (install)		What is in the cabinets?
3. Do you _____ to children when they are in the tub? (stay close)		Do you tell the children why?
4. Do you _____ nightlights in bedrooms, hallways, and bathrooms? (have)		How many nightlights do you have?
5. Do you _____ electric razors, hairdryers, and curling irons away from water? (keep)		Where do you plug them in?
6. Do you _____ medicine or pills in any cabinets? (have)		Where are the cabinets?
7. Have you _____ a smoke alarm near every bedroom? (put)		How many smoke alarms do you have?
8. Do you _____ the batteries in smoke alarms? (change)		When do you change them?
9. Do you _____ space heaters at least 3 feet away from other objects? (keep)		Where are the heaters located?

Board Game: *Staying Safe*

START	1	Say the word used to identify people who work to save others in a natural disaster.	2	Say the word used to identify people who continue to live after a natural disaster.	3	Name two personal qualities that would help someone survive a natural disaster.	4	Name two characteristics of a tornado.	
		→		→		→		↓	
	9	Say why it's important to avoid electrical wires during a tornado.	8	Say why it's safer to move to inner rooms and stay away from windows during a tornado.	7	Say why it is not safe to be in a mobile home during a tornado.	6	Name one thing you should do immediately after a tornado has been reported.	
		↓		←		←		←	
10	Name the U.S. city that was most affected by Hurricane Katrina in 2005.	11	Say what type of clothing people should take when they are being evacuated.	12	Name two things you would take with you during an evacuation.	13	Name an emergency you saw on the news or that people you know have experienced.	14	Say where there is an emergency shelter in your community.
	→		→		→		→	↓	
FINISH	18	Say what cabinet latches do.	17	Name one child safety product that can also keep elderly people safe.	16	Name two child safety products you can purchase to prevent home accidents.	15	Say why you should evacuate immediately after you are told to leave.	
		←		←		←		←	

Matching: *Job Performance*

promotion	being moved up to a better and more responsible job
mastering skills	being able to do a work task with the highest quality and ability
work ethic	wanting to work hard and do excellent work
mentor others	to advise or help other people to learn something
team player	someone who works well as a member of a group
adjust to something	to change the way you do something
diverse backgrounds	coming from different places, having different ideas
communication skills	the ability to explain ideas and thoughts clearly in speaking and writing
take the initiative	to be motivated and take steps to solve a problem
performance review	when an employer evaluates an employee's work skills
interpersonal relationship	the connection between two or more people
punctuality	arriving on time

Survey: *Get Promoted*

Student A Which is your strongest communication skill: listening carefully, asking questions, speaking clearly, explaining ideas, or asking for clarification?
Give an example of when you used this skill successfully.

Name	Skill	Example

Student B What are you best at: working on a team, being a leader, suggesting solutions, or taking advantage of training opportunities?
When do you usually use this skill?

Name	Skill	Example

Student C Why is it important to be flexible and adaptable in the workplace?
Give an example of how you are flexible and adaptable.

Name	Example of Being Flexible	Example of Being Adaptable

Jigsaw Reading: *Soft Skills*

Discuss: What types of skills do you think employers look for?

Group task: Share your information. Which of these soft skills do you have now?
Which do you want to improve?

Student A

Employers want employees who have strong soft skills, such as leadership ability and initiative. Employers need people who can help lead in the workplace. A leader gets along with and organizes co-workers. An employee who has leadership potential motivates co-workers to maintain high performance standards on a project and to meet deadlines. Leadership ability includes staying positive in difficult times. Employers also need employees who show initiative. This means being willing to learn new tasks and grow on the job. Showing leadership and initiative may determine when you get your next promotion as well as whether or not you keep your job in difficult economic times.

Student B

Employees who have the soft skills of being able to communicate effectively and having good interpersonal skills have success on the job more often. Employers watch how you communicate in workplace situations. Can you talk about problems and clearly explain the issues to supervisors and co-workers? Are you able to communicate instructions as well as follow them? Having good interpersonal skills means you are able to get along with and collaborate with co-workers. Employers want people who can work together to get a job done. Having these soft skills puts you in a position to promote yourself as a valuable part of the company.

Student C

Many employers value flexibility and adaptability above other soft skills. Being flexible means your employer is able to move you to projects that require new skills and include tasks that are not in your original job description. Being adaptable means you are able to accept changes and challenges on the job. Take one package delivery company as an example. Drivers have had to learn to use a handheld computer to scan and track packages. They now use a computerized centralized map system that identifies the driver's route and a GPS device to reach their destinations. These drivers had to adapt to completely new ways of doing their jobs.

Board Game: *Medical Problems, Medical Care*

START	1	2	3	4
	Name the medical specialist that works with problems of the skin.	Name the medical specialist that works with cancer patients.	Name the medical specialist that works with eye problems.	Name the medical specialist that works with depression.
	→	→	→	↓
9	8	7	6	5
Name one thing you can do to keep medicine safe in your home.	Name one reason why you shouldn't drink alcohol when taking some medications.	Name one common side effect of taking medication.	Say one question you should ask your doctor about a new drug prescription.	Name the medical specialist that would work with a child with epilepsy.
↓	←	←	←	←
10	11	12	13	14
Name a type of accident or emergency that requires first aid.	Name one kind of first aid for a burn victim.	Say one thing you should not do to a burn.	Name one possible sign of shock.	Say how many minutes you should rinse your eye if it is exposed to poison.
→	→	→	→	↓
FINISH	18	17	16	15
	Name one medical illness that can be caused by diabetes.	Say one reason why you should do a yearly preventative health screening.	Say the telephone number of the U.S. Poison Control Center.	Say one thing you should do if a person inhales poison.
	←	←	←	←

Interview: *Health Concerns*

<div><div>_____ interviewed _____ on _____.</div><div>(name) (name) (month/day/year)</div></div>	
1. Think about your health or the health of someone you know. Are there any medical issues right now?	
2. Think about your health or the health of someone you know. Are there any symptoms of high blood pressure or high cholesterol?	
3. Think about your health or the health of someone you know. Is there a family history of diabetes?	
4. If someone is addicted to smoking, what advice could you give to that person?	
5. Where can you go for a medical screening? What are some questions you should ask during the appointment?	

Jigsaw Reading: *Quit smoking!*

Discuss: Did you know that cigarette smoking causes almost a half a million deaths and illnesses in the U.S. each year? Do you know anyone who has a smoking-related illness or who has died from smoking?

Group task: Share your information. What new information did you learn about smoking?

Student A

Research by the American Lung Association shows that more than 45 million people over the age of 18 were smokers in 2008. Research also shows that 70 percent of smokers started smoking regularly at the age of 18. Why do people smoke? Some smokers say it is a type of comfort when they are sad or lonely. Others say it helps them cope with stress—for example, it helps them feel calm and relaxed. However, what really happens when the chemicals in a cigarette are inhaled is the opposite. Each puff puts physical stress on the body by sending thousands of poisons and carcinogens (cancer-causing chemicals) into the bloodstream. These chemicals and carcinogens affect our blood pressure, organs, and immune system—all negatively.

Student B

What is in a cigarette? Cigarette companies add over 400 chemicals to tobacco and then roll it up in paper. More than 50 of these chemicals are now known to cause cancer. The U.S. was the first country that required companies to put health warnings on cigarette packs. Packaging information must also identify how much tar and nicotine a cigarette has. Did you know that tar is a chemical that sticks to your lungs and makes them black and that nicotine is used to kill insects? Nicotine is also highly addictive, making it very difficult for people to quit smoking. Each year more than 443,000 Americans die from tobacco-related illnesses.

Student C

Smoking cigarettes is unhealthy. It can cause lung cancer, heart disease, or even chronic bronchitis. If a woman is pregnant and she smokes, her baby may be born prematurely. Smoking can be dangerous for those who are around smokers. The U.S. surgeon general reports that secondhand smoke contains the same toxic chemicals found in what a smoker inhales. It can cause diseases such as asthma, heart disease, and lung cancer in children and adults. You can protect yourself and your family by insisting that others do not smoke in your home or your car. Try to sit in the nonsmoking areas of restaurants and away from co-workers who smoke during breaks or lunch. Make sure your child's day care is smoke-free.

Board Game: *The Constitution and the Bill of Rights*

START	1	2	3	4
	What document forms the basis of the U.S. government?	In what year was the U.S. Constitution written?	In what city was the U.S. Constitution written?	What are the two bodies of Congress called?
	→	→	→	↓
	9	8	7	6
What is one responsibility of the executive branch?	Who is the leader of the executive branch of government?	How many representatives are elected to the House of Representatives from each state?	How many senators are elected to the Senate from each state?	What is one responsibility of the legislative branch?
↓	←	←	←	←
10	11	12	13	14
What does the cabinet do?	Who are three members of the cabinet?	What is one responsibility of the judicial branch?	What does “checks and balances” mean?	What is the Bill of Rights?
→	→	→	→	↓
FINISH	18	17	16	15
	How does the Sixth Amendment protect someone accused of a crime?	How does the Fifth Amendment protect someone accused of a crime?	What is one right guaranteed under the First Amendment to the Constitution?	What three groups of people are protected under the Bill of Rights?
	←	←	←	←

Matching: *Rights and Responsibilities*

After a bill passes the House of Representatives and the Senate, ____.	it goes to the President for signature
If the President opposes a bill, ____.	the President may veto it
Congress may override ____.	the President's veto
Citizens of the U.S. have the right ____.	to vote in elections and to apply to bring family members to this country permanently
A U.S. passport ____.	allows you to get assistance from the U.S. government when traveling abroad
A naturalized citizen ____.	is a person who becomes a citizen of a country they were not born in
When a person takes the Oath of Allegiance ____.	that person promises complete loyalty to the U.S. government
To become a citizen, in general a person must be ____.	at least 18 years old; a legal, permanent resident who has resided in the U.S. continuously for the past five years; and able to speak, read, and write English
U.S. government and U.S. history ____.	are two parts of the civics test that you take when you apply for naturalization
An elderly person who has lived in the U.S. a long time ____.	may be exempt from the English language requirement

Find Someone: *Learning about the U.S.*

Find someone . . .	Name	Tell me more . . .
1. Have you ever <u>participated</u> in a parent-teacher meeting? (participate)		What did you talk about?
2. Have you ever _____ a board of education meeting? (attend)		What did you learn?
3. Have you ever _____ to a city council meeting? (be)		What was discussed?
4. Have you ever _____ becoming a U.S. citizen? (think about)		Why?
5. Do you _____ a legal permanent residency card? (have)		When did you get it?
6. Do you _____ the words to the Pledge of Allegiance? (know)		Can you say it now?
7. Have you _____ the words to "The Star-Spangled Banner"? (learn)		Can you sing it now?
8. Can you _____ the three branches of the U.S. government? (name)		What does each branch do?
9. What do you _____ are two benefits of U.S. citizenship? (think)		Why are they considered benefits?

Matching: *The Rights of the Accused*

arrest	when the police stop a person and take him or her to jail
criminal suspect	a person accused of committing a crime
take into custody	when the police put a person in jail
interrogate	when the police ask a person a lot of unfriendly questions
attorney or lawyer	a person who represents a victim or suspect at a trial
evidence	the facts or objects presented in a trial to prove that something is true
Miranda warning	the information about your rights that police must tell you when they want to arrest you
innocent	not guilty of a crime
guilty	responsible for doing something wrong
consult	to get information or advice from an attorney or other professional

Matching: *It's against the law!*

misdemeanor	a less serious kind of crime—for example, when a person takes clothes from a department store without paying for them
felony	a very serious kind of crime—for example, when a person murders someone
trespassing	a person enters or walks on property without permission
rape	a person forces another person to have sex
arson	a person deliberately burns a building
robbery	a person approaches someone on the street and steals their purse
burglary	a person enters a home through the back window and takes the computer and television
sexual harassment	a boss repeatedly touches an employee inappropriately at work and keeps asking her/him to go to dinner
child abuse	a person in the apartment next door hits his children every day
child neglect	a parent leaves their child at home alone for 8 hours

Board Game: *Protection against Crime*

START	1	2	3
	<p>Say the three categories of crimes.</p> <p style="text-align: center;">→</p>	<p>Say the penalty for an infraction.</p> <p style="text-align: center;">→</p>	<p>Name the most serious type of penalty.</p> <p style="text-align: center;">↓</p>
7	6	5	4
<p>Name two kinds of information you will find on a traffic ticket.</p> <p style="text-align: center;">↓</p>	<p>Say where you would go in your community to pay a library fine.</p> <p style="text-align: center;">←</p>	<p>Say where you would go in your community to pay a traffic ticket.</p> <p style="text-align: center;">←</p>	<p>Say why a person might steal food or clothes.</p> <p style="text-align: center;">←</p>
8	9	10	11
<p>Say what can happen if you get too many points on your license.</p> <p style="text-align: center;">→</p>	<p>Say what can happen if you don't appear in court when you are required to.</p> <p style="text-align: center;">→</p>	<p>Name one behavior that is a type of child abuse.</p> <p style="text-align: center;">→</p>	<p>Name one behavior that is a type of physical abuse.</p> <p style="text-align: center;">↓</p>
FINISH	14	13	12
	<p>Give an example of sexual harassment.</p> <p style="text-align: center;">←</p>	<p>Name two types of child neglect.</p> <p style="text-align: center;">←</p>	<p>Name two types of emotional abuse.</p> <p style="text-align: center;">←</p>

Interview: *Greening the Planet*

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

1. What kinds of items does your community recycle?

2. How often are recycled items picked up in your neighborhood?

3. When and how are computers and other electronic items recycled in your community?

4. Talk about “greening” your community. Have you ever worked with neighbors to clean up one section of your city?

5. Talk about “greening” your community. Do you shop locally?

6. Talk about “greening” your community. Have you ever taken clothes or other items you didn’t need to a secondhand store?

Board Game: *Taking Care of the Environment*

START	1	Say one thing you can do to live a greener lifestyle.	2	Name two ways people are polluting the planet.	3	Name one way to be more energy efficient with electricity in your home.	4	Name one way to be more energy efficient with water in your home.	
		→		→		→		↓	
	9	Name two types of community greening projects.	8	Name one way you can be more energy efficient in your use of gas and oil.	7	Name three types of energy-efficient vehicles.	6	Name one way to be more energy efficient when people travel to work or school.	
		↓		←		←		←	
10	Name one way you can get involved in community greening projects.	11	Name one way that shopping locally can be good for your community.	12	Name one way that buying and selling used items can help your community.	13	Name one way that organizing a community clean-up day can help your community.	14	Name something you could do to improve your community.
	→		→		→		→		↓
FINISH	18	Name one environmental problem in your area.	17	Name one consequence of the large quantities of waste produced that affects your daily life.	16	Name one consequence of cutting down forests that affects your daily life.	15	Name one consequence of the U.S. population increase that affects your daily life.	
		←		←		←		←	

Student A What can people do to help preserve natural resources?

Name	Ways to Help

Student B Who do you know that rides a bicycle, drives a hybrid car, or carpools?
What is the reason?

Name	Bicycle/Hybrid Car/Carpool	Reason

Student C Where are community gardens in your neighborhood? Describe them.
Do you know anyone who has a garden at home? What do they grow?

Name	Community Garden	Garden at Home

Matching: Tech Words

A psychologist is an expert ____.	who studies the mind and practices psychology
The Internet is a system of ____.	connected computers allowing users to share information
A calculator is ____.	a small machine that adds, subtracts, multiplies, and divides numbers
A network is ____.	a system of computers and computer programs that connect to share information
Virtual reality (VR) is ____.	an artificial reality on the Internet
A simulator is ____.	a machine that makes practicing something seem real
A video game is ____.	an electronic game
An electronic device is ____.	a machine such as a cell phone that has a computer chip
A novice driver is ____.	a driver with limited or no experience
Analyzing data means ____.	evaluating information using a computer

Survey: *Technology changes our lives.*

Student A What do you think is the biggest change people have experienced in their daily lives because of the Internet?
Give an example.

Name	Change	Example

Student B What are some dangers that children face when using the Internet?
Give examples.

Name	Examples of Dangers

Student C Name three electronic machines. How much do these machines affect our everyday lives? A lot, somewhat, or a little?

Name	Machine 1	Machine 2	Machine 3

Find Someone: *Electronic World*

Find someone . . .	Name	Tell me more . . .
1. Do you <u>use</u> the Internet for school assignments? (use)		Which assignments?
2. Do you _____ the Internet is harmful to children? (believe)		Give a reason.
3. Do you _____ the Internet has changed the way people communicate? (think)		Give an example.
4. Do you _____ abbreviations, or shorthand, in your text messages or emails? (include)		Which abbreviations, or shorthand, do you use?
5. Do you _____ emoticons in text messages or emails? (put)		Which emoticons do you use?
6. Do you _____ every day? (tweet)		What do you tweet about?
7. Do you ever _____ books on an e-book reader? (read)		What do you like about using e-book readers?
8. Do you ever _____ a webcam to stay in contact with family and friends? (use)		How often do you use a webcam?