Teacher’s Guide to

What’s Up?

Integrated Skills and Culture for Adults

BOOK 1

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How to Use This Book

This book is for beginning-level students of English as a Second Language. It is written on a zero- to first-grade reading level, yet the content is written for adults, about adult needs and interests, and with adult characters. It contains 16 units, each based on a reading adapted from a newspaper or online article. The readings were selected for their engaging storylines and for content relating to information that adult students want and need to know. Each unit incorporates listening, speaking, reading, and writing skills. Each unit has nine sections—Survey, Think, Read, Understand, Listen, Talk, Write, Apply, and Homework—and can be completed in one week, with the homework assigned over the weekend. The lesson format is consistent throughout the book; therefore, once students have mastered the directions, they will be able to complete activities with a large degree of independence. However, beginning-level students may require several rehearsals before they have mastered the directions, so be sure to go over and model every activity until you feel they can do it without help.

Vocabulary cards are very important for this level. There is overwhelming research to show that using word cards—with the word on one side and its translation (definition, drawing, etc.) on the other—is a very efficient and effective learning strategy (Nation 2001). Encourage students to personalize their cards by drawing pictures, writing the word in their language, writing a cognate, or using any other technique that will help them to remember the word. Word cards are useful in many ways. They are a motor-mental activity, meaning both body and mind are working together, which reinforces learning. They allow the student to control the pace of their learning. They can be used almost any place and for even the smallest amounts of time. They provide an immediate reward as students can set aside and see the pile of known words increase. In class, pairs of students can drill each other, or they can combine their two sets of flash cards and play concentration. Research indicates that multiple meetings of a word are necessary before the word becomes part of a student’s usable vocabulary. Repeated rehearsal is especially effective if the words are viewed in different orders; this helps connect numerous neural pathways relating to one cluster of information.

Here are other ways to increase the number of interactions with the new words:

• Use the word cards for a quick whole-class review at the beginning or end of class. After students have completed two or more units, place a set of word cards face down. Call a word and have groups of students compete to be the first to find that word in the pile. The teacher can use these cards in this and other ways for quick reviews throughout the year.

• Write the new vocabulary words on a poster board and post it on the wall for all to see. Vision is the strongest sense; when words are posted, students will notice them and refer to them when they need help.
Each unit begins with a survey. Surveys provide students with practice in all four language skills and contribute to learner persistence through community building. The survey introduces the theme of the reading and is designed as a prereading activity to stimulate interest and activate learners’ background knowledge about the topic. The survey also sets the stage for developing the vocabulary necessary to understand the reading.

Students first complete the survey by entering their own information. While many questions are accompanied by illustrations to aid comprehension, it is also good to provide picture and bilingual dictionaries so students can look up words they do not understand. After students enter their own responses on the survey form, they interview three other classmates and record their answers on the form. The responses requested at this level are usually yes or no or other one-word responses. For the first few surveys, the words yes and no are provided and the student needs only to circle the correct response. As the book progresses, the words yes and no are no longer provided, and students will be expected to enter the response they hear. Surveys are a good way to begin class as learning will take place even if the survey is not completed. Arriving students can begin as soon as they enter the classroom, and latecomers can complete as much as time allows.

Help students to become familiar with the survey activity. Direct their attention to the questions and elicit some answers orally. Encourage them to guess what the questions ask, using the pictures as clues. This is a good reading strategy for beginning learners to understand and use. Ask students to write their own answers in the first column. Then direct them to walk around the room, talk to three classmates, and record their information in the chart.

Once the surveys are completed, students can share the information they collected. They can talk in small groups; give the information to the teacher, who can graph it on the board; use the information to complete short sentences about their findings; mime some of the information found in the surveys; or line up according to a piece of information they obtained. Lining up is a particularly good activity, for several reasons. First, physical activity increases oxygen flow to the brain by increasing the oxygenation of the blood. Physical activity also balances mood, improves long-term memory, improves reasoning, and reduces stress and depression. Finally, being able to demonstrate understanding of a new word or concept physically helps to cement that knowledge in the student’s mind.

Another physical activity is a corner activity. Post a question, word, or phrase in each corner of the room and tell students to stand in the corner that best represents their answer. For example, post a food word in each corner and instruct students to stand next to the food they prefer. Another way to use the corners is to post one of the new words in each corner. The teacher then gives a definition or an example, and students must go over to the corner with the correct word.
Extension: Students can be asked to predict the teacher’s answers to the survey questions and compare their predictions to the teacher’s actual answers. This personalization of the activity helps students to get to know their teacher and is usually very enjoyable.

Think

Three questions follow the survey. They introduce important vocabulary and essential concepts that students need in order to understand the reading in the next section. The questions may not relate to one another as they are designed to set students thinking about the various concepts and vocabulary they will meet in the reading. Students can think about the questions on their own, write answers to the questions, or share answers with a partner, or the teacher can use the responses as the basis for a classroom discussion. In this discussion, the content of the story should be introduced and the connection made to the discussion questions. Teachers might want to use additional questions that encourage students to speculate on the content of the upcoming reading; this ensures that students have enough background knowledge to understand the story. As the brain likes organization, ask the students to contribute words, pictures and ideas to a word web around the topic of the reading. This will help to activate the students’ background knowledge about the topic, make linkages to what is known, and contribute to increased retention of the material. Relating the topic to themselves and making those personal connections is critical to retention of the material.

Use this time to introduce other vocabulary that might be problematic to your students. A vocabulary profile can be found in this teacher’s guide for each reading. It includes information on where each word in the reading appears on lists of most frequently occurring words. It indicates whether the word occurs in the first 1,000 most common words, the second 1,000 words, the Academic Word List, or is an Off-Listword. Use these lists as guides to selecting the vocabulary your students might need to know. Vocabulary is best introduced in a context rather than in isolation. After a word is introduced, share other contexts for it using the same definition. Then encourage students to find personal contexts for the word. This step is very important in helping to implant the word in memory.
The reading level of the readings in Book 1 ranges between zero and first grade. The number of words per story is around 60. The readings are written using vocabulary and grammar appropriate for beginning-level students. The names in these readings have often been changed for easier readability, and some place names have been changed to reflect the most common place names in the United States so that more students can identify with the articles. The other content remains as true as possible to the original articles. Research indicates that the use of adult-oriented content material aids in developing vocabulary and improving comprehension.

Read the story to the students initially. This first reading is for global understanding and allows students an opportunity to ask questions about areas that are not clear to them. Point out the pictures, as they were carefully chosen to aid in understanding new vocabulary and comprehending the story. Using illustrations to aid in comprehension is a good reading strategy that beginning readers may not be aware of; while it may seem natural to you, it is not always intuitive to new readers and should be taught.

After reading the story aloud, ask the students to listen and point to particular places in the reading. For example, ask them to find a sentence with a particular meaning or words that tell what the man ate for dinner. Read the story again and then give students time to read it silently. Encourage students to highlight unfamiliar vocabulary so that they are actively interacting with the text. Clarify these words by using the illustrations and connecting to students’ personal experiences as much as possible.

**Extension:** Students can tell the story to a partner and then reread it to make sure their retelling is correct. Asking the students to retell the story more than once is helpful for creating neural pathways in the brain. Direct the students to switch partners or retell the story to a tutor. Reducing the amount of time allowed for the retelling (from four minutes the first time, to three minutes and then two) pushes the students to organize their thoughts and consolidate their sentences.

Students can be given the story in sentences or paragraphs to arrange in the correct order. They can be given a short list of words from the story to arrange in the order they believe the words appeared. They can then go back to the text to verify the order they chose.

The teacher can read the story aloud, making some changes in the story. For example, change the name of one of the characters, a location, an action verb, a descriptive adjective, or other information depending on the level of the students. Instruct students to follow along in their texts and to indicate when they hear a mistake. A similar activity can be done in print. Give students a copy of the text with changes in it and ask them to try to identify the changes. Then instruct them
to look back at the original to verify their choices. All of these additional interactions with the text enable deep learning to occur.

The levels of the readings for the series are based upon author experience as well as Fleisch-Kincaid readability levels, word counts, and Sprache readability. Fleisch-Kincaid and Sprache consider the length of sentences, the number of syllables per word, and other elements such as the use of passive voice to determine appropriate grade levels. The scores range from Grades 1 to 12. The lower the grade-level score, the easier the text is to read. The Sprache also provides information on vocabulary level and the number of new words. The words are taken from lists of the 2,000 most frequently used words as well as the Academic Word List of 570 word families commonly found in academic subjects. The students will meet these same high-frequency words in several stories and in the activities that follow the readings.

The words in the word bank are listed in the order of their frequency of use in everyday writing. The first 25 words are found in 33 percent of everyday writing, the first 100 words appear in 50 percent of adult and student writing, and the first 1,000 words are used in 89 percent of everyday writing. These are the words that students need to know and be able to use. Included is the Flesch-Kincaid grade-level score, which measures readability as a grade level, the total word count, and a list of the words in the reading as they occur on lists of the most frequent words in the English language. Next to each level of words (e.g., First 1000 words, Academic Word List Words), teachers will find the number of occurrences of words at that level in the reading. This is followed by a list of the words in the reading that belong at that level. The total number of words for any particular level may not necessarily correspond to the list of words, as many of the words occur more than once in the reading. Words are listed only once. Use this information to guide your decisions about which vocabulary to teach. Remember that those first 1,000 words are the most important.

These readability levels guided decisions about the content of the readings, but experience, the amount and usefulness of new vocabulary, and the use of dependent clauses, passive voice, and higher level grammar also were considered.

Understand

Reading consists of four components—alphabetics (phonics and phonemic awareness), fluency, vocabulary, and comprehension. Thus, the activities that follow the reading consist of a comprehension or vocabulary activity and an alphabetics activity. The word count for each reading is provided in this teacher’s guide so that students can do timed readings for fluency. Beginning-level students need skill development in visual discrimination of letters and words, as well as the ability to recognize signs (traffic, restrooms, bus stop, etc.) and things like prices on food items.
One or two readings of a text is not sufficient for deep learning to occur, so this section provides a number of questions that require the learner to reread or refer to the text several times and also to identify personal connections with the text.

The first five questions are comprehension questions, sometimes asking for personal connections to or opinions about the story. These questions assess students’ understanding of the story while developing skills such as scanning, rereading, and identifying the main idea. The comprehension activities are varied but include sentence completions, true/false questions, matching, and sequencing activities.

The next five questions target phonemic and alphabetic awareness. The focus is on specific words, letters, or sounds. These questions require the student to refer to the text to locate specific words, letters, grammar points, affixes, and syllable and spelling patterns. Research indicates that learning alphabetics is most successful when instruction follows a sequence of increasing difficulty. Therefore, at the beginner level, instruction is designed to help students focus on letters and letter combinations with the sounds they represent and the ability to recognize high-frequency words. Each unit of the book stresses particular letter sounds. While the students may not be ready for a lot of direct instruction in phonics, they will begin to recognize that the same letter sound occurs in different words as they develop a sight word vocabulary.

Both sets of questions in the Understand section require the learner to reread or refer back to the story to look for answers. In this way, students get the repetitions necessary for learning to take place, but they are not bored because of the variety of activities.

The answers to the questions in this section can be found in this teacher’s guide. They can be posted for students to use to self-correct their work, or the teacher can use them to correct students’ work either individually or with the class. Students can check their answers with a partner as well.

Listen

This section consists of a cloze activity. It can be a listening cloze, where the teacher or a student reads the story aloud and the students circle the missing words, selecting between the two choices provided. Research suggests that it is difficult for students to remember a word they cannot pronounce, and being able to pronounce a word requires being able to hear it correctly. If the teacher or tutor reads the cloze, this listening activity provides an opportunity for students to hear the words spoken correctly. Listening also helps students to internalize the rhythm, stress, and flow of English. If the activity is done as a listening cloze, model it the first few times so students understand what they are to do. Read the first sentence. Ask students to look at the words and identify the one that would make the sentence correct. Ask students to
circle that word. Continue in this manner. Stop after each sentence or blank so that students have time to determine the word and circle it.

The exercise can also be used as a reading cloze, where the students read the story themselves and circle the correct words. Reading cloze activities provide a comprehension and vocabulary check. Students need to be able to make sense of the text and word choices in order to fill in the blanks. A reading cloze is a good form of assessment. The passage could also be used a week or two following the reading as a review.

You can check the answers by putting students in pairs to compare answers; reading the completed paragraph and having students check their own answers; eliciting the answers and writing them on the board; or asking students to look at the original story in their book to compare it to their answers. Students can also read the story aloud to a partner who listens for the correct words.

The Talk section has three open-ended statements or questions for students to discuss with a partner or in a small group, giving every student a chance to participate. The students can think about or answer the questions first in writing so that they are better prepared to speak with a partner. The questions allow students to share information about themselves and also to share knowledge or opinions they have on the topic. Students can talk in small groups without needing the involvement of the teacher.

**Extension:** After students have had the opportunity to talk with a partner, place the students in two lines facing one another. The students in one line ask the questions and the people facing them in the other line answer. The answering students then move down two places. Now the questioners have a new person to ask. After several rounds, instruct the students in the two lines to switch roles.

Students can do the reading and writing activities in each unit alone, but conversation requires a partner. It works best if the partners are changed occasionally for many reasons. First of all, getting to know other students in the class helps with retention. Students are more likely to continue coming to class when they have built up a friendship base in the classroom. If students work only with one partner, they are more likely to drop out when that partner stops coming. Additionally, working with multiple partners helps students to experience different accents and voices.

Research indicates that the brain likes and responds well to social activities and oral sharing and that learning is enhanced when it is done with others. The accuracy or veracity of the responses is not as important as the fact that students are thinking about the topic and making connections to their lives. This is the important piece that will enable them to store and later retrieve their new knowledge.
This is a time when the teacher can listen to what students are saying and informally assess their oral language skills. This time should not be used for correction. The purpose is for students to share their knowledge and experiences with the topic. Give assistance when a word is needed or the conversation is faltering, but allow the students to work to maintain communication as much as possible.

**Write**

The writing activity asks students to complete or interpret a replica of an authentic document. It may be an order form, a check, a classified ad, an insurance form, an appointment card, or other written material that relates to the reading and that is useful for adult learners to be able to complete. In instances where the material may be unfamiliar to the students, a sample is provided. Allow students time to look at the document silently. Then review the example or create one that is applicable in your area. Model the activity. You may need to read the document out loud, pausing for students to fill in the information. Students can review their answers with a partner before going over the responses as a class.

**Apply**

Adult learners need to learn how to function in the world in which they live. This section contains questions or an activity using an authentic document related to the content of the reading. The activities help students in their roles as parents, workers, and community members. The life-skill tasks are related to the CASAS competencies.

Bring additional authentic materials into the classroom for students to work with, such as catalogs and order forms, change-of-address forms, rental and library card applications, and appointment cards. Practice with such materials boosts students’ confidence in their ability to function in the world outside the classroom. In addition, research indicates that retention is improved when students see that what they are learning in the classroom is valuable to them in the outside world.

**Extension:** These authentic writing and application activities can lead to authentic conversation practice. For example, one student can take the catalog order that a second student places, or one student can call 9-1-1 to report a fire to a second student playing the role of an operator.
Homework

The homework is always a writing or journaling activity in which students can practice the grammar and vocabulary of the lesson. It provides an opportunity for learners to share their knowledge and personal experiences with the topic of the reading. An example is provided to help learners recall and understand what is expected of them once they are at home. Lower-level students can copy the example, changing a word or two to personalize it. Encourage students to use the vocabulary you have introduced in the unit. This reinforces the vocabulary and helps to cement it in the students’ memories. The homework is especially important in programs where the students meet only four to six hours a week. Students in programs that provide only a limited number of instruction hours especially need the additional hours at home to be able to achieve measurable gains in English.

Always look at the homework. It is short and should require only minimal time to review. Either read and respond to it or correct it. Make only a few corrections or model the correct sentence structures in your responses. Students can then make the corrections and read their homework to a partner. Call on volunteers to read their homework to the class.

Extension:

Listen and circle. Give students a paper with six to eight pairs of words on it. These pairs are found in the teacher’s guide at the end of each unit. One word in each pair targets the consonant or vowel sounds from the lesson. Say one word of the pair and ask students to circle the word they hear.

Listen and write. Give students six or eight words with one letter missing, usually the first letter. Words are provided at the end of each unit. Say the word and ask students to write the missing letter.

Review vocabulary. Write the words on the board for students to see.

Play a Pictionary or charades game where students draw pictures or act out words for others to guess. Call out a word from the board while two students compete to be the first to hit the word with a fly swatter. Bingo is another way to review vocabulary. Ask students to select words from their word cards to write on bingo boards. Write all the words on the board and erase them as you call them out until one student has Bingo.
Unit 1: The White House

(Student book pages 2–8)

Reading level 1.8 Words 49 (53 with numbers)

Pre-reading
Write these words on the board: house, rooms, sofa, chairs, bathroom, bedroom, bed, bathtub, door, window. Begin class by showing pictures of homes and the rooms and furniture. These can be easily found in catalogs and store flyers. Point to parts of the pictures that correspond to the words on the board. Say: This is a window. This is a bathtub. Then ask yes/no questions: Is this a bathtub? Is this a window? Occasionally point to a window, for example, and ask, Is this a bathtub? Tell students about the items in your house—the number of windows, the number of bathrooms and bathtubs, etc. Ask students about their homes. Make a set of flash cards for each student with the words house, rooms, sofa, chairs, bathroom, bedroom, bed, bathtub, door, window. Give students the cards. Point to items in the pictures you brought to class. Students should hold up their corresponding flash cards. Pairs of students can drill each other, or they can combine their two sets and play concentration.

Read more about using flash cards in How to Use This Book, page 2.

Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, ____ has a sofa. ________ does not have four chairs. Students can line up in order by the number of windows or doors they have. See more about line-up activities in How to Use This Book, page 3.

Think
Answers will vary. See How to Use This Book, page 4.
Read

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0–1000 [48] a big called doors has house in is it lives of president rooms states the united very white windows

First 500 function (24) a has in is of the

First 500 content (17) big called doors house lives rooms states very

Second 500 content (7) president United white windows

AWL [0]

Off-List [1] bathrooms

Understand

1. Yes
2. No
3. Yes
4. Answers will vary
5. Answers will vary

1. 7
2. 132, 35, 412, 147
3. a. has, home, house
   b. States, September, Sunday
   c. windows, white, wife
4. big, big, bathrooms, big
5. Circle the words that are the same as the first word.
   a. house, house
   b. rooms
   c. 147
   d. big, big
   e. white
Listen

The President of the United States lives in a big house. The house is white. It is called The White House. The White House is a very big house. The White House has 132 doors. It has 35 bathrooms. It has 412 doors. It has 147 windows. It is a very big house.

Talk

Answers will vary. See How to Use This Book, page 8.

Write

President of the United States
1600 Pennsylvania Avenue
Washington, DC 20016

Ask students to find something they have with them that gives their name and address (health card, driver’s license, registration form) and to share that information with a partner. Ask students to fill in their personal information on a registration form or job application.

Ask students to write their address on a postcard or envelope. Later you can use this to send a birthday card or an “I miss you” note if the student is not attending.

Cut apart the lines of addresses in mail you have received and ask students to place the lines in the correct order.

Apply

Answers: 2, 3, 1

Bring in ads for housing from newspapers or promotional booklets. It is important for students to see that what they have learned in class has an immediate application in the world in which they live.

Homework

See How to Use This Book, page 9.
Extension

Listen and Circle
1. man pan
2. house mouse
3. life wife
4. brooms rooms
5. big jig
6. light white

Listen and Write
Use h, s, m
1. __ouse
2. __ife
3. __ofa
4. __indow
5. __unday

Answers: house, wife, sofa, window, Sunday

Begin the next class with a drawing of a house and its component parts. Write the new vocabulary words on the board (house, rooms, sofa, chairs, bathroom, bedroom, bed, bathtub, door, window) and ask students to label what they remember.

Play a Pictionary or charades game where students draw pictures or act out words for others to guess.

Ask students to take their flash cards home to review.

Unit 2: Happy Birthday
(Student book pages 9–15)

Reading level 1.5 Words 64 (68 with numbers)

Pre-reading
Write these words on the board: birthday, day, family, party, drive, walk, age, years. Begin class by showing pictures of birthday parties. Point to parts of the pictures that correspond to the words on the board. Say: This is a party. This man is 80 years old. Then ask yes/no questions: Is this man 100 years old? Is this a party? Make a set of flash cards for each student with the words birthday, day, family, party, drive, walk, age, years. Pairs of students can drill each other or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.
Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ has a birthday in May. ________ is not 100 years old. Students can line up in order by their birth month or the oldest person in their family. See more about line-up activities in How to Use This Book, page 3.

Think
Answers will vary. See How to Use This Book, page 4.

Read

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0–1000 [53] a at car day drive drives every family friends had had happy he his in is likes old on one parties party September the to walk walks was with years
First 500 function (28) a at had he his in is on the to was with
First 500 content (21) car day every family friends likes old one parties party walk walks years
Second 500 content (4) drive drives happy September
AWL [0]
Off-List [6] alley, Ron
Understand
1. Yes
2. No
3. Yes
4. Yes
5. No

1. 3
2. 20, 100, 3, 100
3. birthday, bowling, bowls, bowl
4. a. bowls, birthday, bowling
   b. family, friends, fun
   c. party, park, parties
5. a. years, years
   b. family
   c. drives, drives
   d. walks
5. happy, happy

Listen
Ron had a birthday on September 20. He was 100 years old. He had 3 parties. One party was with his family. One party was with his friends. One party was at the bowling alley. Ron bowls every day. He likes to bowl. Ron drives a car. He likes to drive. Ron walks in the park. He likes to walk. Ron is 100 years old. He is happy.

Talk
Answers will vary. See How to Use This Book, page 8.

Write
Bring in other invitations for students to complete, or reproduce the form at the end of this teacher’s guide.

Apply
Use the form at the end of this teacher’s guide for students to use to make a calendar page each month. Take pictures of the students to put on the top of the page.

Extension
Listen and Circle
1. day say
2. talk walk
3. hears years
4. talks walks
5. drives fives
6. happy snappy

Listen and Write
Use b, f, p
1. ___amily
2. ___irthday
3. ___arty
4. ___indow
5. ___ark

Answers: family, birthday, party, window, park

Play a Pictionary or charades game where students draw pictures or act out words for others to guess.
Ask students to take their flash cards home to review.

Unit 3: Clothes for Dogs
(Student book pages 17–23)

Reading level 1.3   Words 60

Pre-reading
Write these words on the board: clothes, hat, raincoat, boots, coat, pajamas, weather, cold, rainy. Begin class wearing an unusual hat (can be made out of a paper plate and ties). Wearing an unusual hat helps to make the learning more memorable for your students. Show pictures or bring in actual clothing for all seasons. Point to the articles that correspond to the words on the board. Say: This is a raincoat. This is a coat. Then ask yes/no questions: Is this a raincoat? Is a raincoat for hot weather? Make a set of flash cards for each student with the words clothes, hat, raincoat, boots, coat, pajamas, weather, cold, rainy. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students
should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ has a hat. ________ does not have boots. Students can line up in order by the number of hats they own. See more about line-up activities in How to Use This Book, page 3.

**Think**

Answers will vary. See How to Use This Book, page 4.

**Read**

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0–1000 [47] and are beds buy cold dogs for happy have in love many people sleeping states the their them they united wearing

First 500 function (28) and are for have in many the their them they

First 500 content (9) buy people states

Second 500 content (10) beds cold dogs happy love sleeping united wearing


AWL [0]

Off-List [5] boots, pajamas, raincoats, rainy, wedding

**Understand**

1. Yes
2. Yes
3. No
4. No
5. Answers will vary

1. 7
2. United States
3. raincoats, rainy
4. a. clothes, coats, cold
   b. wearing, weather, wedding
5. Circle the words that are the same.
   a. dogs, dogs
   b. buy, buy
   c. clothes
   d. coats, coats
   e. sleeping

Listen
Many people in the United States have dogs.
They love their dogs.
They buy toys for them.
They buy beds for them.
They buy clothes for them.
They buy boots and raincoats for rainy weather.
They buy hats and coats for cold weather.
They buy pajamas for sleeping.
They buy wedding clothes for them.
Are the dogs happy wearing clothes?

Talk
Answers will vary. See How to Use This Book, page 8.

Write
Bring in order forms from catalogs. Encourage students to complete the forms individually. Then have pairs of students give their personal information to each other to complete the forms. Beginning-level students need a lot of practice in entering personal information, so it is good to have many forms available.

Apply
1. a dog shirt, small, $14.00
2. a dog coat, medium, $24.99
3. a woman’s dress, small, $6.50
4. a dress, large, $99.99.

Bring in a variety of additional price tags, including those for food products, for students to read.
Extension

Listen and Circle
1. dogs frogs  
2. coat goat  
3. cold sold  
4. buy guy  
5. keep sleep  
6. clothes toes  

Listen and Write
Use b, o, w
1. __oots  
2. __eather  
3. __ats  
4. __uy  
5. __ver

Answers: boots, weather, oats, buy, over
Ask students to take their flash cards home to review.

Unit 4: House Husband
(Student book pages 24–30)

Reading level 1.1 Words 60

Pre-reading
Write these words on the board: food, shopping, cooking, cleaning, paying, bills, housework. Begin class by showing pictures of these activities. Point to parts of the pictures that correspond to the words on the board. Say: This woman is shopping. This man is cleaning his car. Then ask yes/no questions: Is this man cleaning the bathroom? Is this woman cooking food? Make a set of flash cards for each student with the words food, shopping, cooking, cleaning, paying, bills, housework. Mime different activities and ask students to hold up the appropriate card. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.
Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, ________ does the cooking. ________ does not pay the bills. Students can line up by the amount of housework they each do, from all of it to none of it. See more about line-up activities in How to Use This Book, page 3.

Think
Answers will vary. See How to Use This Book, page 4.

Read

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0–1000 [50]  
a all at buys care children day does every family food for go goes has he home house housework husband is money not of she stays takes the to wife work

First 500 function (29)  
a are at does for has he is not of she the to

First 500 content (17)  
all buys children day every family food go goes home house money takes work

Second 500 content (4)  
care husband stays wife

cleans clothes cooks earns washes

AWL [1] job


Understand
1. No
2. No
3. Yes
4. Yes
5. Answers will vary
1. 2
2. 98,000
3. cleans, care, children, cooks, clothes
4. a. day, stay, care
   b. go, home, clothes
   c. washes, wife, work
5. a. husband
   b. work, work
   c. food, food
   d. earns
   e. clothes

Listen
John does not go to work.
He stays at home.
He cleans the house.
He takes care of the children.
He buys the food.
He cooks the food.
He washes the clothes.
He does all the housework.
John is a house husband.
John’s wife has a job.
She goes to work every day.
She earns the money for the family.

Talk
Answers will vary. See How to Use This Book, page 8.

Dear John,

Please buy some milk. Thank you.

Love,

___________________________

Write
Write notes to the students asking them to do things such as bringing you a book or helping pass out papers. Have note paper available for students to practice writing notes.
Write a simple note on the board. Go over the note with the class. Photocopy and cut apart the sentences from the note and ask students to place them in the correct order.

**Apply**

Have other schedules available for students to look at, such as a doctor’s schedule, a teacher’s schedule, and workplace schedules.

**Extension**

**Listen and Circle**

1. cooking looking
2. bills mills
3. drop shop
4. clean mean
5. jerk work
6. clothes toes

**Listen and Write**

Use a, o, w
1. __ork
2. __ble
3. __ats
4. __eather
5. __ver

Answers: work, able, oats, weather, over
Ask students to take their flash cards home to review.

**Unit 5: Kevin’s Cell Phone**

(Student book pages 32–38)

Reading level 0.6  Words 72

**Pre-reading**

Write these words on the board: school, cell phone, teacher, lose, call, home, phone. Begin class by discussing school, school attendance, and cell phones. Arrange for a cell phone to ring in someone’s pocket. Answer the phone and pretend to talk to a student who is not present that day. Thank the student for calling to telling you he or she would not be there. Make a set of flash cards for each student with the words school, cell phone, teacher, lose, call, home, phone. Pairs of
students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

**Survey**

Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, ________ has a cell phone. ________ does not call the teacher. Students can line up according to the length of time they have attended English classes or whether they have lost their house key or not. See more about line-up activities in How to Use This Book, page 3.

**Think**

Answers will vary. See How to Use This Book, page 4.

**Read**

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0–1000 [53] and at called come could did does find go he his home it left like not rang said school someone stayed teacher the to today told was

First 500 function (29) and at did does he his in it not someone the to was
First 500 content (17) called come could find go home like said school today told
Second 500 content (7) left rang stayed teacher
AWL [0]
Understand

1. Yes
2. Yes
3. Yes
4. No
5. Answers will vary

1. 4
2. Kevin
3. could, cell, called, cell, could, cell, coat, coat, coat, come
4. a. coat, come, could
   b. come, not, told
   c. school, someone, stayed
5. a. phone, phone
   b. coat, coat
   c. home
   d. rang
   e. school, school

Listen

Kevin does not like school.
He did not go to school today.
He stayed home.
Kevin could not find his cell phone.
He called his cell phone.
The phone rang.
It rang and rang.
Kevin could not find it.
Someone said “Hello.”
It was Kevin’s teacher!
Kevin’s cell phone was in his coat.
His coat was at school.
Kevin left his coat at school.
Kevin’s teacher told Kevin to come to school.

Talk

Answers will vary. See How to Use This Book, page 8.

Write

Answers will vary. See How to Use This Book, page 9.
Apply
1. 555-6665
2. 555-1182
3. 555-7788
4. 555-4439
5. 555-1190

Bring in phone books and ask students to look up letters or very common names, such as Smith or Johnson.

Extension

Listen and Circle
1. rang sang
2. bone phone
3. call fall
4. lose whose
5. feature teacher
6. bell cell

Listen and Write
Use c, o, s
1. __chool 2. __ble 3. __ats 4. __all 5. __tayed

Answers: school, able, cats, call, stayed
Ask students to take their flash cards home to review.

Unit 6: A Grandmother in College
(Student book pages 39–45)

Reading level 1.7 Words 61 (65 with numbers)

Pre-reading
Write these words on the board: children, grandchildren, grandmother, great grandchildren, student, college, finish, graduate. Begin class by showing pictures of families and also college graduations. Point to parts of the pictures that correspond to the words on the board. Say: This is a grandmother. These are her grandchildren. Ask the students about their grandchildren, grandmothers, etc. Make a set of flash cards for each student with the words children, grandchildren, grandmother, great grandchildren, student, college, finish, graduate. Pairs of students
can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

**Survey**

Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ has grandchildren. ________ is not a grandmother. Students can line up in order of the number of grandchildren their mother had. See more about line-up activities in How to Use This Book, page 3.

**Think**

Answers will vary. See How to Use This Book, page 4.

**Read**

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0–1000 [48] a children college from get goes great has history in is it June lives old oldest person she state states student teach the to united wants will years

**First 500 function** (28) a from in is it she the to will

**First 500 content** (14) children get goes great lives number old oldest person state states student wants years

**Second 500 content** (6) college history June teach united


AWL [1]

Off-List [10] graduate, Kansas, Pam
Understand
1. No
2. Yes
3. No
4. Yes
5. Answers will vary

1. 2
2. 3, 9, 17, 95
3. children, college, college
4. a. children, college, teach
   b. grandchildren, great, goes
   c. children, finish, will
5. a. college
   b. grandchildren
   c. oldest, oldest
   d. student
   e. will

Listen
Pam lives in Kansas. Kansas is a state.
It is in the United States.
Pam has 3 children.
She has 9 grandchildren.
She has 17 great-grandchildren.

Pam is a student.
She goes to college.
Pam will graduate in June.

Pam is 95 years old.
She is the oldest person to graduate from college.
Pam wants to get a job.
She wants to teach history.

Talk
Answers will vary. See How to Use This Book, page 8.

Write
Bring in applications from local colleges and encourage students to complete the personal information sections.
Apply
1. 11:00
2. Tuesday/Thursday
3. Room 101
4. 10:00
5. Monday/Wednesday
6. Room 211

Begin talking about college even with beginning-level learners. Bring in college schedules for students to look at and interpret.

Extension

Listen and Circle
1. old sold
2. plate state
3. bill will
4. grand land
5. bob job
6. June tune

Listen and Write
Use c, g, i
1. __ollege
2. __randchildren
3. __oes
4. l__ves
5. h__story

Answers: college, grandchildren, goes, lives, history
Ask students to take their flash cards home to review.

Unit 7: A Blind Singer
(Student book pages 47–53)

Reading level 0.8 Words 68

Pre-reading
Write these words on the board: glasses, sunglasses, eye test, piano, play, see, sing. Begin class by showing pictures of people wearing glasses and sunglasses and people singing or playing the piano. Point to parts of the pictures that correspond to the words on the board. Say: This is a piano. This man is singing. Then
ask yes/no questions: *Is this man playing the piano? Is this woman wearing sunglasses?* Make a set of flash cards for each student with the words *glasses, sunglasses, eye test, piano, play, see, sing*. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

**Survey**

Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, ______ wears glasses. ________ cannot play the piano. Students can line up by whether they wear glasses or not. They can stand in corners by their preferred activity, for example, singing, playing the piano, watching TV, or cooking. See more about line-up and corner activities in How To Use This Book, page xx.

**Think**

Answers will vary. See How to Use This Book, page 4.

**Read**

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**0–1000 [56]** a about at but can cannot children for happy he hear is know learned like make many people play school see sing the they to went

**First 500 function [30]** a about at but can cannot for he is many the they to

**First 500 content [22]** children hear know learned like make people play school see went

**Second 500 content [4]** happy sing

**1001–2000 [9]** blind Ray

**AWL [0]**

**Off-List [3]** piano
Understand

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

1. 3
2. see, school, school, sing, school, school, see, sing, sing
3. Write the words in the sentences.
   a. see
   b. school
   c. sing
4. a. blind, but, job
   b. make, play, Ray
   c. people, piano, play
5. a. see, see
   b. sing, sing
   c. school, school
   d. can
   e. play, play

Listen

Ray cannot see.
He is blind.
Ray went to school.
He went to a school for blind children.
He learned to sing at school.
He learned to play the piano at school.
Ray cannot see, but Ray can sing.
He can play the piano.
He can make people happy.
Many people know about Ray.
They like to hear Ray sing.
They like to hear Ray play the piano.

Talk

Answers will vary. See How to Use This Book, page 8.
Write
Answer: May 17, 10:00 AM, eye doctor
Use the forms on pages 62 and 63 of this teacher’s guide to reproduce calendar pages and appointment cards. Call out dates and times for students to enter on them.

Apply
1. a. Friday
   b. May
   c. 2 PM
2. a. Tuesday
   b. March
   c. 4 PM
3. a. Monday
   b. July
   c. 11 AM
4. a. Thursday
   b. November
   c. 10:30 AM

Extension

Listen and Circle
1. me see
2. ring sing
3. school tool
4. can man
5. flay play
6. glasses passes

Listen and Write
Use b, a, p
1. __lind
2. __iano
3. __eople
4. m__ke
5. pl__y

Answers: blind, piano, people, make, play
Ask students to take their flash cards home to review.
Unit 8: Walking for AIDS

(Student book pages 54–60)

Reading level 1.9  Words 76 (81 with numbers)

Pre-reading
Write these words on the board: doctor, United States, medicine, AIDS, sick, walk, miles, water, candy. Begin class by showing pictures of doctors, patients, and medicines. Demonstrate walking for many miles. Share candy. Point to parts of the pictures that correspond to the words on the board. Say: This is a doctor. This man is taking medicine. Then ask yes/no questions: Is this man sick? Is this medicine? Make a set of flash cards for each student with the words doctor, United States, medicine, AIDS, sick, walk, miles, water, candy. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, ______ goes to a doctor in the United States. ________ does not take medicine. Students can line up according to the number of pills they take each day. See more about line-up activities in How to Use This Book, page 3.

Think
Answers will vary. See How to Use This Book, page 4.

Read

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<td>3</td>
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<td></td>
<td>76</td>
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</table>
Listen

Don is going on a long walk.
He will walk and walk and walk.
He will walk from New York City to Washington, DC.
He will walk for 21 days.
He will walk 10 to 12 miles every day.
He will walk 230 miles.
Don will bring water with him.
Don will bring medicine with him.
Don is sick.
He has AIDS.

He is 49 years old.

He wants people to know about AIDS.

He is walking to tell about AIDS.
Talk
Answers will vary. See How to Use This Book, page 8.

Write
Bring in outline maps of your state with major cities or students’ locales marked.
Ask students to find particular places.

Apply
1. a. Taki Yamamoto
   b. 2
2. a. Don Johnson
   b. 3
3. a. Ali Ibrahim
   b. 1

Bring in medicine bottles and ask students to identify information on them.

Extension

Listen and Circle
1. sick thick
2. talk walk
3. daughter water
4. miles tiles
5. doctor proctor
6. days lays

Listen and Write
Use w, n, y
1. __ew
2. __alk
3. __ovember
4. __ou
5. __ater

Answers: new, walk, November, you, water
Ask students to take their flash cards home to review.
Unit 4: Cliff’s Diet

(Student book pages 61–67)

Reading level 1.9 Words 81 (87 with numbers)

Pre-reading
Write these words on the board: eggs, bread, potatoes, fruit, cake, fat, meat, lunch, dinner. Begin class by showing pictures of foods. Point to parts of the pictures that correspond to the words on the board. Say: This is an egg. This man is eating cake. Then ask yes/no questions: Is this man eating potatoes? Is this a fruit? Make a set of flash cards for each student with the words eggs, bread, potatoes, fruit, cake, fat, meat, lunch, dinner. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ eats eggs. _______ does not like cake. Post one of these words in each corner of the room: eggs, bread, potatoes, fruit. Students can stand in the corner next to the food they like the most. See more about corner activities in How to Use This Book, page 3.

Think
Answers will vary. See How to Use This Book, page 4.

Read

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0–1000 [54] a and are bed before big doctor eating eggs food for he is lose many more must now of on pounds said ten the three to too very was went you

First 500 function (31) a and are before for he is many must of on the to was you
First 500 content (11) big food lose more now said too very went
Second 500 content (12) ate bed doctor eating eggs pounds ten three

AWL [0]
Off-List [7] cookies dessert diet potatoes sandwiches vegetables

Understand

1. Yes
2. No
3. Yes
4. Yes
5. Answers will vary

1. 2
2. 350, 12, 10, 210
3. pounds, potatoes, potatoes, pounds
4. Circle the letter.
   a. _was, weighed, weight
   b. ate, cake, potatoes
   c. meat, more, must
5. a. weighed, weighed
   b. pounds
   c. dessert, dessert
   d. diet
   e. fruits, fruits

Listen

Cliff was very fat.
He weighed 350 pounds.
Cliff ate a lot of food.
He ate a lot of meat, 12 eggs, and 10 potatoes for lunch.
He ate more meat and more potatoes for dinner.
He ate a big cake for dessert.
Before bed, Cliff ate three sandwiches and 10 cookies.

Cliff went to the doctor.
The doctor said, “Cliff, you are too fat.
You must lose weight.”
Cliff is on a diet.
He is eating many fruits and vegetables.
Now Cliff weighs 210 pounds.
Talk
Answers will vary. See How to Use This Book, page 8.

Write
Ask students to make lists of things they would like to own or things they have to do that week.

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

Bring in receipts and have pairs of students ask each other questions about them or find particular pieces of information.

Extension

Listen and Circle
1. sleigh weigh
2. bread head
3. pounds rounds
4. begs eggs
5. diet riot
6. boots fruits

Listen and Write
Use w, a, m
1. __eigh
2. __te
3. __eat
4. c __ke
5. __ore

Answers: weigh, ate, meat, cake, more
Ask students to take their flash cards home to review.
Unit 10: Can You Help?
(Student book pages 69–75)

Reading level 1.1 Words 78 (80 with numbers)

Pre-reading
Write these words on the board: people, help, old, sick, sink, free, fix. Begin class by showing pictures representing these words. Point to parts of the pictures that correspond to the words on the board. Say: This is a sink. This man is sick. Then ask yes/no questions: Is this man old? Is this woman fixing the sink? Make a set of flash cards for each student with the words people, help, old, sick, sink, free, fix. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ helps her friend. ________ lives near old people. Students can line up in accordance to the age that they consider to be “old.” See more about line-up activities in How to Use This Book, page 3.

Think
Answers will vary. See How to Use This Book, page 4.

Read

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0–1000 [60] a and are cannot do doctor drive fix for free go help is like little need not old pay people some talk the their them they to work

First 500 function (31) a and are cannot do for is not some the their them they to
First 500 content (24) go help like little need old pay people talk work

Second 500 content (5) doctor drive fix free


AWL [0]

Off-List [14] Ana Dave

Understand

1. No
2. Yes
3. Yes
4. No
5. Answers will vary

1. 7
2. 6, 70
3. some, sick, shopping, some, sinks, some
4. a. pay, people, shopping
   b. Dave, pay, cake
   c. fix, sick, sinks
5. a. people
   b. sink
   c. sick, sick
   d. shopping, shopping
   e. free

Listen

Dave and Ana like to help old people.
Some old people are sick.
Dave and Ana go shopping for them.
Some old people need a little help.
Dave and Ana fix their sinks.
Some old people cannot drive.
Dave and Ana drive them to the doctor.
Some old people are lonely.
Dave and Ana talk to them.
People do not pay Dave and Ana.
They work for free.
They like to help old people.
Ana is 63.
Dave is 70.

**Talk**
Answers will vary. See How to Use This Book, page 8.

**Write**
Dear Dave,
    Thank you for fixing my sink.
From
__________________

Give each student an item such as a pencil, paper clip, or spoon (plastic), and ask them to write a thank you note for it.

**Apply**
1. a. Answers will vary.
   b. 6:30–7:30 AM
2. a. Answers will vary
   b. Wednesdays
3. a. Answers will vary.
   b. 2 PM
4. a. Answers will vary
   b. Saturday and Sunday

Find other help needed ads in local papers or online. Ask students to write a help needed ad for something they would like help with.

**Extension**

**Listen and Circle**
1. people steeple
2. pink sink
3. pick sick
4. hopping shopping
5. free tree
6. old sold

Teacher's Guide
41
Listen and Write
Use p, a, i
1. __ay
2. c__ke
3. __eople
4. s__ck
5. f__x

Answers: pay cake people sick fix
Ask students to take their flash cards home to review.

Unit 11: Lost and Found
(Student book pages 76–82)

Reading level 2.0 Words 74 (77 with numbers)

Pre-reading
Write these words on the board: lose, money, job, wash, happy, restaurant, hour, paper, check. Begin class by showing pictures of restaurant workers and checks. Point to parts of the pictures that correspond to the words on the board. Say: This is a check. This man is washing dishes. Then ask yes/no questions: Did this man lose $100? Is this a restaurant? Make a set of flash cards for each student with the words lose, money, job, wash, happy, restaurant, hour, paper, check. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ lost some money. _______ has a job.

Students can stand in corners next to the type of job they would like. See more about corner activities in How to Use This Book, page 3.

Think
Answers will vary. See How to Use This Book, page 4.
Read

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0–1000 [54] a an at back bank called did down for from gave get happy he home hour it keep looked lost Monday not on paper saw she the to up walked was work works

First 500 function (34) a an at down for from he it not on she the to up was

First 500 content (18) back bank called gave get home hour keep looked lost paper saw walk work works

Second 500 content (2) happy Monday


AWL [0]


Understand

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

1. $6
2. $7.00, $185,000, $50
3. works, washes, walked, work, was, was, was
4. a. lady, paper, pay
   b. paper, pay, picked
   c. washes, works, walked
5. a. check, check
   b. paper
   c. pay, pay
   d. works
   e. bank
**Listen**

Roy **works** at a restaurant.
He **washes** the dishes.
He earns $7.00 an hour.
On Monday, Roy **walked** home from work.
He looked down.
He saw a **paper**.
He picked up the paper.
It was a **check**.
The check was for **$185,000**.

Roy did not keep the check.
He gave the check to the bank.
The **bank** called Mary Wilson.
Mary Wilson **lost** the check.
Mary was **happy** to get the check back.
She **gave** Roy $50.

**Talk**

Answers will vary. See How to Use This Book, page 8.

**Write**

Check students’ work. In addition to the information filled in below, students should fill in the date and year and sign their names.

---

No. 539

**PAY TO THE ORDER OF** Telephone Company $85.00
Eighty five and 00/100 DOLLARS

**FARM CREDIT BANK**

: 044002161 37404279; 0539

---

If you are comfortable doing so, bring in old checkbooks, and ask students to write checks for rent, water, heat, phone, etc.
Apply
1. No
2. Yes
3. Yes
4. No
5. Yes

Have a classroom scavenger hunt where students find play money. They can then use the money to “purchase” promotional giveaway items such as pencils, rulers, etc.

Extension

Listen and Circle
1. check peck
2. paper taper
3. pay say
4. bank sank
5. honey money
6. dishes wishes

Listen and Write
Use a, p, w
1. l__dy
2. __ashes
3. p__per
4. __alked
5. __ay

Answers: lady, washes, paper, walked, pay
Ask students to take their flash cards home to review.
Unit 12: Al’s job
(Student book pages 84–90)

Reading level 0.9  Words 63 (65 with numbers)

Pre-reading
Write these words on the board: job, bus, ride, wash. late, work, never, retire.
Begin class by showing pictures of workers. Point to parts of the pictures that correspond to the words on the board. Say: This is a bus. This man is washing the bus. Then ask yes/no questions: Is this man 100 years old? Does this man have a job? Make a set of flash cards for each student with the words job, bus, ride, wash. late, work, never, retire. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ rides the bus. ________ does not have a car. Put a job in each corner, such as washing dishes, washing buses, cooking food, fixing sinks. Ask students to stand next to the job they would like the most or the least. See more about corner activities in How to Use This Book, page 3.

Think
Answers will vary. See How to Use This Book, page 4.

Read

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0–1000 [44] a day does drink every for hard has he is late never not number old says so stop that this why will work working works year years
First 500 function (28) a does for has he is not so that this why will
First 500 content (14) day every late never number old says stop work working works year years
Second 500 content (2) drink hard
AWL [1] job

Understand
1. Yes
2. No
3. Yes
4. No
5. Answers will vary
   1. 1
   2. 75, 100
   3. sick, stop, smoke, says
   4. a. has, his, hard
       b. ice, tire, retire
       c. retire, work, hard
   5. a. job, job
       b. hard
       c. retire, retire
       d. washes
       e. late, late

Listen
Al has job.
He washes buses.
Al works hard.
He washes buses every day.
He is never late for work.
He is never sick.
Al washed buses for 75 years.
Al will stop working this year.
He will retire.
Al is 100 years old.
Why is Al so healthy?
He does not smoke.
He does not drink.
Al says that is why he is healthy.
Talk

Answers will vary. See How to Use This Book, page 8.

Write

Answers will vary. Bring in other applications for students to complete. Ask students to collect applications while they are out shopping. This will provide you with a supply of applications and give them good practice in asking for jobs.

Apply

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

Bring in paycheck stubs for students to scan for specific information.

Extension

Listen and Circle

1. rob job
2. hard card
3. hate late
4. squashes washes
5. ride wide
6. admire retire

Listen and Write

Use h, i, r
1. r__de
2. __ard
3. __ealthy
4. ret__re
5. neve__

Answers: ride, hard, healthy, retire, never
Ask students to take their flash cards home to review.
Unit 13: Watching Television

(Student book pages 91–97)

Reading level 1.9 Words 78 (80 with numbers)

Pre-reading

Write these words on the board: TV, hours, watch, news, weather, contest, good. Begin class by showing pictures of people watching TV. Point to parts of the pictures that correspond to the words on the board. Say: This is a TV. This man is watching the news. Then ask yes/no questions: Is this man watching the weather? Is this a contest? Make a set of flash cards for each student with the words TV, hours, watch, news, weather, contest, good. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

Survey

Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ has a TV in the bedroom. _______ does not watch the news. Students can line up according to the number of hours of TV they usually watch on a selected day. See more about line-up activities in How to Use This Book, page 3.

Think

Answers will vary. See How to Use This Book, page 4.

Read

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<td>(1001–2000):</td>
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<td>Off-List Words:</td>
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<td>26</td>
</tr>
<tr>
<td></td>
<td>78</td>
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</table>
Listen
Ali likes to watch TV.
Last year, Ali watched TV for a long time.
Ali was in a contest.
The contest was to watch TV for the longest time.
Ali watched TV in New York City.
He sat on a sofa.
He had to stay on the sofa.
He had to watch TV. He had to watch TV for a long time.
Ali watched TV for 69 hours and 48 minutes.
He won the contest. Ali won a new TV.
Talk
Answers will vary. See How to Use This Book, page 8.

Write
Answers will vary. See How to Use This Book, page 9.

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

Use actual TV listings for students to read.

Extension

Listen and Circle
1. notch watch
2. sofa
3. flours hours
4. good stood
5. heather weather
6. news snooze

Listen and Write
Use i, o, a
1. l__kes
2. t__ke
3. w__n
4. s__fa
5. t__me

Answers: likes, take, won, sofa, time
Ask students to take their flash cards home to review.
Unit 14: A New Home

(Student book pages 99–105)

Reading level 2.9 Words 80 (84 with numbers)

Pre-reading

Write these words on the board: move, home, truck, help, live, drive, taxi. Begin class by showing pictures of people moving and people traveling in taxis. Point to the parts of the pictures that correspond to the words on the board. Say: This is a taxi. This man is driving a truck. Then ask yes/no questions: Is this man moving? Is this a truck? Make a set of flash cards for each student with the words move, home, truck, help, live, drive, taxi. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

Survey

Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ walks to school. _______ drives to school. Put up signs in the corners saying bus, walk, drive, taxi. Instruct students to stand in the corner representing the way they came to class that day. See more about corner activities in How to Use This Book, page 3.

Talk

Answers will vary. See How to Use This Book, page 4.

Read

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0–1000 [59] a and are car days do drive driver for happy have in is live move new not old pay take the they to too want work years

First 500 function (38) a and are do for have in is not the they to
First 500 content (15) car days live move new old pay take too want work years

Second 500 content (6) drive driver happy


AWL [0]


Understand

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

1. 3
2. 70, 5, 5, $3000
3. do, do, drive, do, drive, days, driver, driver
4. a. take, taxi, Betty
   b. They, The, Tom
   c. live, drive, taxi
5. Circle the words that are the same.
   a. live, live
   b. work, work
   c. move
   d. taxi
   e. pay

Listen

Betty and Tom live in New York.
They are 70 years old.
They do not work. They are retired.
They have five cats.
Betty and Tom want to move to Arizona.
They want to take the cats to Arizona.
Betty and Tom do not drive.
They do not have a car.
They take a taxi.
The cats take the taxi too.
They drive for five days.
They pay the taxi driver $3000.
The taxi driver is happy.
Betty and Tom are happy.

Talk
Answers will vary. See How to Use This Book, page 8.

Write
Answers will vary. Check to make sure students have filled in their form correctly.
Bring in or download change-of-address forms for students to complete.

Apply

Bring in a map of the United States. Ask students to complete the sentence, “I am from (insert state)” and locate their state on the map.

Extension

Listen and Circle
1. give live
2. lurk work
3. move smooth
4. pay say
5. luck truck
6. help kelp
Listen and Write

Use a, t, i
1. __axi
2. t__ke
3. c__ts
4. __ruck
5. dr __ve

Answers: taxi, take, cats, truck, drive
Ask students to take their flash cards home to review.

Unit 15: Welcome, Baby

(Student book pages 106–12)

Reading level 2.1  Words 80

Pre-reading
Write these words on the board: *time, morning, class, late, watch, clock, alarm, hospital, fast, born*. Begin class by showing pictures of hospitals, alarm clocks, and babies. Point to the parts of the pictures that correspond to the words on the board. Say: *This is a hospital. This man is late to work.* Then ask yes/no questions: *Is this man having a baby? Is this a clock?* Make a set of flash cards for each student with the words *time, morning, class, late, watch, clock, alarm, hospital, fast, born*. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ has an alarm clock. ________ did not come to class late today. Students can line up according to the time they got up that morning or the number of clocks in their home. See more about line-up activities in How to Use This Book, page 3.

Think
Answers will vary. See How to Use This Book, page 4.
Read

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0–1000 [56] a and are at born car coming door drive drives driving fast faster
going have he in is it late married next not stopped tells the to told too was

First 500 function (33) a and are at have he in is it next not the to was

First 500 content (10) car coming door going late stopped tells too

Second 500 content (13) born drive drives driving fast faster married


AWL [0]

Off-List [14] Bob Sue

Understand

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

1. 5
2. Sue, Bob
3. baby, baby, born, baby, born, baby, born
4. Circle the letter.
   a. door, driving, drove
   b. baby, late, take
   c. baby, born, husband
5. a. hospital, hospital
   b. born
   c. baby, baby
   d. driving
   e. faster
Listen
Sue and Bob are married.
Sue is going to have a baby.
Bob is driving.
He is driving Sue to the hospital.
Bob was driving fast.
The baby is coming.
Sue tells Bob to drive faster.
Bob drives faster.
Bob drives to the hospital.
He stops the car at hospital door.
It is too late.
Sue’s baby was not born in the hospital.
Sue’s baby was born in Bob’s car.
Sue’s baby was born next to the hospital door.

Talk
Answers will vary. See How to Use This Book, page 8.

Write
Dear Libby,
    Thank you for the dress. I like the pink color.
It will look pretty on the baby.
    Love,
    Sue

Students can cut out items from catalogs and give them to other students. Those students then write thank-you notes for the items.

Apply
Answers will vary. Be sure to check that students have filled in the form correctly.
    Collect announcement forms for weddings, births, retirements, etc. to have available for students to work with.

Extension

Listen and Circle
1. born morn
2. baby maybe
3. fast last
4. lass class
5. date late
6. clock dock
Listen and Write
Use d, a, b
1. __oor
2. l __te
3. __aby
4. __larm
5. __orn
6. __rive

Answers: door, late, baby, alarm, born, drive
Ask students take their flash cards home to review.

Unit 16: The Christmas card
(Student book pages 113–19)

Reading level 1.4  Words 97 (99 with numbers)

Pre-reading
Write these words on the board: birthday, holiday, cards, letters, family, friends, write, year, tell. Begin class by showing pictures of birthday and holiday parties. Point to the parts of the pictures that correspond to the words on the board. Say: This is a party. This man is 80 years old. Then ask yes/no questions: Is this man writing a letter? Is this woman looking at a card? Make a set of flash cards for each student with the words birthday, holiday, cards, letters, family, friends, write, year, tell. Pairs of students can drill each other, or they can combine their two sets and play concentration. Read more about using flash cards in How to Use This Book, page 2.

Survey
Make sure students understand the words in the survey questions. Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can complete sentence stems using the information they learned, for example, _____ writes letters to his family. ________ does not send holiday cards.

Students can stand in a corner according to the holiday they like best. See more about corner activities in How to Use This Book, page 3.

Think
Answers will vary. See How to Use This Book, page 4.
Read

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<td>18</td>
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0–1000 [72] a about and brother children every exchange families gave has her his husband in is it like married name next on one sends tell tells the their they this to wife write year

First 500 function (43) a about and has her his in is it next on the their they this to

First 500 content (13) children every families gave like name one sends tell tells write year

Second 500 content (16) brother Don exchange husband married wife


AWL [0]

Off-List [17] Beth Julie Tom

Understand

1. No
2. Yes
3. Yes
4. No
5. Answers will vary

1. 7
2. 1987, 1988
3. Christmas, card, card, card, card, card, children, card
4. a. like, wife, write
   b. gave, name, share
   c. card, children, married
5. a. card
   b. married
   c. children, children
d. families
e. gave
Listen
Beth is married. 
Her husband is Tom. 
Beth has a brother. 
His name is Don. 
Don is married. 
His wife is Julie.

In 1987, Don and Julie gave a Christmas card to Beth and Tom. 
In 1988, Beth and Tom gave the card to Don and Julie. 
Every year Beth and Don exchange the card. 
One year Don and Julie give the card to Beth and Tom. 
The next year Beth and Tom give the card to Don and Julie.

They write on the card. 
They tell about their children. 
They like this card. 
It tells about their families.

Talk
Answers will vary. See How to Use This Book, page 8.

Write
Answers will vary. Be sure to check students’ cards. 
Bring old cards and ask students to write notes in them about their families. 
Students can then guess whose family is being written about.

Apply
1. e 
2. d 
3. b 
4. a 
5. c 

Extension
Listen and Circle
1. card lard
2. hear year
3. sell tell
4. better letter
5. bite write
6. friends tends

Listen and Write
Use a, i, d
1. m__ke
2. __ce
3. __ay
4. w__fe
5. n __me

Answers: make, ice, day, wife, name
Ask students to take their flash cards home to review.