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INTRODUCTION TO THE TEACHER

English for Better Jobs is a three-book workbook series designed for adult English learners who plan to enter the workforce. It presents the grammar, vocabulary, and language skills necessary for entry-level employment as well as getting along in an English-speaking environment. While students are learning basic English language skills in a mostly work-related context, they practice all four language skills: listening, speaking, reading, and writing. Although this series does not focus on academic goals and interests, the content of *English for Better Jobs* complies the *ESL Model Standards for Adult Education*.*

For a quick look at the content of all three workbooks, go to **At a Glance** at the end of the **General Teaching Notes** below.

Workbook 2 has been designed for beginning ESL students who have mastered basic literacy skills in reading and writing. The workbooks are divided into chapters and units with common themes: a classroom, a work shop, a store, a party, and the like. Within each chapter, each unit carefully integrates grammatical structures with practical vocabulary and every-day expressions in useful situations.

The series aims at simplicity. The simple, clear page design is in black and white with large type and simple cartoon illustrations that allow students to concentrate on the lesson rather than be overwhelmed with crowded and complicated page layouts that may distract. The illustrations are timeless and help minimize the use of outdated

photos, fashions, and current events. Each page measures 8 1/2 by 11 inches and is ideal for making photo copies or when using an overhead projector. Detailed teaching notes provide step-by-step explanations on how to present the lessons. The workbook is designed to be used in tutoring situations or in small group instruction. However, it can be used with larger groups, too. Although most exercises are self-explanatory, teaching notes at the back of the workbook give suggestions for class presentations and additional activities.

After opening with a class discussion and conversation that presents the topic and useful vocabulary, a reading passage or dialog is read aloud by the instructor so students can practice listening skills. Then, the students read the text and answer questions in the "Understand" section. Next, students practice student-centered oral activities such as pair or group practice. This is followed by a grammar component is presented with additional oral practice. "Challenge" activities are sprinkled throughout the series to provide students with the opportunity to go beyond the material presented. Finally, varied written exercises, dictations, and short quizzes are presented in as natural a context as possible. The lessons recycle grammatical structures again and again, with review and new vocabulary in changing contexts. Survival and work-related vocational skills are carefully balanced. Most of the vocabulary presented in work-related situations is also applicable in other real life contexts.

* *ESL Model Standards for Adult Education*, California Department of Education, 1992

GENERAL TEACHING NOTES

Detailed Teaching Notes and Answer Keys can be found starting on page 236.

INTRODUCING THE LESSON

Before starting a new chapter, introduce the topic of the chapter through a conversation. Ask general questions about the topics listed in the objectives at the beginning of each chapter.

DIALOG

Before presenting the dialog, introduce key vocabulary. You can do this by eliciting the words by means of a sentence in which the last word is not specific. For example, if you want to elicit the word “water,” you can say, “when I’m thirsty, I drink something, What?” When a student guesses the word, have him/her repeat the original sentence replacing the final word with the specific noun. If nobody can guess the word, give the word and have everybody repeat the word in the original sentence. This is a valuable technique used in presenting new vocabulary because even if the students do not know the word that you are trying to elicit, they are being made aware of the context in which the word is found.

Naturally, this cannot be done with very low level classes. In this case, explain the words through pictures, flash cards, or by other means, and simply have the students repeat the words after you.

Slowly read the dialog aloud twice to your students before having them open their books. As a variation, have students cover the dialog and look at the picture accompanying the text. Then ask general comprehension questions to test their understanding of the dialog.

Direct the students to open their workbooks and follow the dialog as you read it again at normal speed. At the same time, have them underline any unfamiliar words that they come across. Then discuss the unfamiliar words.

Direct the students to the **Understand** exercise below the dialog. Have them read the questions as a silent reading exercise. Discuss and correct the answers. Expand the exercise by asking inference questions (*i.e., questions whose answers cannot be found directly in the dialog*).

These kinds of questions force students to think and study the content of the dialog more closely. For example, read the dialog below then read the inference questions. The answers are not evident in the dialog.

Sue: What kind of car do you have?

John: A ten-year-old Buick. What about you?

Sue: I have a 2009 Ford.

Inference Questions

Whose car is newer?

In what year was the Buick built?

As a variation have your students ask you questions about the dialog.

For oral practice, have the whole class repeat each line of the dialog after you have modeled the sentence. Break up long sentences into segments, or use a backward-buildup technique in which you start at the end of the sentence and work toward the beginning. Here is a sample sentence:

Instructor

in the evening

to school in the evening

go to school in the evening

We go to school in the evening.

Student

in the evening

to school in the evening

go to school in the evening

We go to school in the evening.

Teach the second line (usually a rejoinder) in the same manner. Repeat the first line and have a student respond with the rejoinder. Then reverse roles. Select two students to repeat the two lines. Teach the next two lines in the same manner. Then return to the beginning of the dialog and review it to the point where you left off. Continue to the end of the dialog. If the dialog is too long, teach only a part of it. Do not attempt to teach dialogs that are more than eight to ten lines long.

Vary the dialog by substituting different words. Prompt new vocabulary for the dialog by oral cue, by pictures, by flash cards, by objects, or by written cues on the board.

Have students practice the dialogs in pairs. Then assign roles to individual students. Have them read and dramatize the dialog.

Finally, encourage students to paraphrase or

reconstruct the dialog in their own words.

Other Suggestions:

- Write the first part of the rejoinder on the board and have the students come up to write the second part.
- Give part of the dialog as a dictation on a subsequent day.
- As a written quiz, prepare a handout of the dialog with some of the key vocabulary missing. Have students fill them in from memory.
- Have students write their own dialogs modeled on the text presented.
- Have students rewrite the dialog as a narrative (story).

ROLE-PLAYING

Adapt the dialog to be used as the basis of a role-playing exercise. Role-playing differs from acting out a dialog because it requires students to improvise. They are forced to use vocabulary, structures, concepts, and cultural information previously presented and practiced.

Allow students to prepare themselves in pairs or small groups before having them perform before the whole class. Give the students the freedom to vary the situation and be creative. Don't over-correct. Note major mistakes; discuss and correct them later. To practice active listening, have the class note the errors, too.

Discuss the role-playing exercises afterward for students' reactions and interpretations.

READING & LISTENING

Teaching a reading text is similar in many ways to teaching a dialog. Before starting the reading passage, introduce the vocabulary and grammatical structures that students do not know. For effective visual reinforcement, use the board, flash cards, objects, and pictures. Give many contextual examples of new words.

Tell students to close their books and read the text twice as a listening comprehension exercise. Then ask general comprehension questions to test general understanding. Direct the students to open their books and read the text again. Have students underline any unfamiliar words. Discuss

the vocabulary and expressions the students have identified. Have students read the **Understand** exercise below the reading text as a silent reading exercise. Call on students individually to read the answers. Expand the exercise by asking more detailed inference questions. (*See the preceding Dialog section for an explanation on how to ask inference questions.*)

Do a read-and-look-up exercise: have students read a sentence silently, then look away from the text and try to repeat as much of the sentence as they can without looking at the text.

Finally, have the students retell the story in their own words.

Other Suggestions:

- As a variation, instead of reading the passage to the students, let them read the passage as a silent reading exercise. After asking comprehension questions, have students ask their own detailed questions of each other.
- On a subsequent day, give a short dictation based on part of the text.
- Prepare a handout of the text with some of the vocabulary items missing (*cloze exercise*). Have students supply the missing words.
- Have students write a similar story based on the reading passage.

GRAMMAR

Read through the grammar explanation with the students. Illustrate the grammar point with the use of the board, visuals, flash cards, felt board, and overhead projector to give students several different ways of understanding the structure.

You may want to have students turn to the preceding dialog and underline or circle all examples of the grammatical structure being taught.

Direct students to the **Read** exercise which are often found below the **Grammar** section in the workbook. Have them make as many correct sentences as possible with the words in the boxes. Continue and expand the exercise by having students compose original sentences. In such a nonacademic setting, minimize the use of grammatical terms. For instance, students

are more interested in learning how to use the structures than in knowing the differences between transitive and intransitive verbs.

Constantly review previously taught grammar. Reinroduce it in another context and situations, contrast it with another grammatical structure, or build it into another lesson. Such review is important to achieve complete mastery of vocabulary and structure.

You may want to use the new vocabulary and structures for dictations during a subsequent class meeting. Such dictations will have the benefit of further reinforcing the vocabulary, grammatical patterns, and spelling.

ORAL DRILLS

Be sure that the students are familiar with the vocabulary and structures presented in the **Dialog**, **Grammar** section, and **Practice** exercises before doing oral drills.

You may want to use the Practice exercises as oral drills for general class practice to allow the students to practice on their own. Most Practice exercises consist of simple substitution and transformation drills.

When doing an oral drill, tell the students to close their books and listen.

Model the first part of the rejoinder. (*Rejoinders usually consist of a question and answer.*) Then cue the second part of the rejoinder with one of the words, pictures, or phrases provided in the drill. Model the correct response. Do two or three more examples until the students understand how the words are to be arranged.

Continue the drill by saying the first part of the rejoinder followed by the cue word or phrase. Call on individual students to supply the correct rejoinder. When all the cue words have been used, extend the drill by supplying original cue words. For maximum effectiveness, try to use flash cards, pictures, objects, or even actions as cues whenever possible.

PRACTICE

Pairing and grouping exercises give the students time, especially in large groups, to practice important speaking skills. Organizing the students to work together can be somewhat frustrating at x

the start, but once they clearly understand what is expected of them, subsequent pairing or grouping activities usually proceed smoothly.

Explain that this is an exercise that allows students to practice their speaking skills, not their writing skills.

Tell the students to put away all writing materials. Have each student choose a partner. (The first few times, you will probably have to go around the classroom and pair up students.) Encourage the students to pair up with different partners each time.

Direct the students to open their books, and indicate the **Practice** exercise that was used as the oral drill. Have them do the exercise in pairs. Point out that a written example for each **Practice** exercise appears to the right in a speech balloon. Also point out to your students that the series of dots (.....) at the end of the **Practice** exercises means that they are supposed to continue the exercise by supplying original words or phrases.

While students are doing the exercise, walk around the room, listen to individuals, and correct mistakes.

WRITING EXERCISES

The written exercises reinforce knowledge previously gained through the oral practice. Activities include fill-in-the-word, unscramble-the-words, choose-the-missing-word, put-in-the-correct-order, complete-the-sentence, and fill-in-the-balloon exercises.

Other less controlled types of writing exercises consist of filling out forms; finding and applying information from charts, maps, and forms; and interviewing other students. All the exercises are designed to reinforce the structures presented in the chapter.

Be sure to explain how to write in the correct answers by reading over the directions on the page and by doing a few examples with the students. For each written activity, an example is provided to insure full comprehension of the directions.

If the exercise is assigned for homework, allow the students a few minutes at the end of the day's

lesson to begin the exercise. Walk around and make sure that everyone understands how to do the exercise.

Correct the sentences by having individuals read them. If an overhead projector is available, you may want to make a copy of the page on an overhead transparency to correct the exercise faster and to insure that students see the correct answers. Otherwise, write the answers on the board.

When exposing students to unstructured or free writing, be sure that the activity is short and closely related to the vocabulary, structures, and topics that you have already taught. They should be varied, practical, and related to the students' daily lives. Don't overwhelm students; begin this program with simple exercises such as addressing envelopes and writing postcards, notes, simple text/e-mail messages, and shopping lists.

Once the students have learned the basics, gradually build up to longer and more complex exercises. When correcting the students' papers, correct only serious mistakes in structure and spelling. Praise the correct use of recently taught vocabulary and structure. If you find mistakes that several students are making, note them and teach a special lesson based on these errors. To include the entire group in the correction process, copy onto the board or handout incorrect sentences taken from their papers. Have a class discussion on how best to correct the mistakes. Also keep a list of spelling errors to be used as a future dictation.

DICTATION

The dictation exercises reinforce the material that previously has been practiced orally. The correct words are usually written on the following page so that students can obtain feedback immediately. This is a very efficient type of exercise that saves precious class time normally used for correction, and makes it unnecessary for instructors to check the students' writing. It is also a useful copying exercise for any semi-literate students that you may have in your group.

When giving a dictation you may want to follow these suggestions: First read the whole dictation

and tell the students to listen to it for general comprehension without writing anything. Then instruct the students to write the dictation as you slowly read the sentences in short segments or "sense groups" several times. (Three or sometimes even four repetitions should not be considered too many.) At the end of a sentence, repeat all of it at normal speed. From time to time you may want to supply the punctuation terminology. Be sure to allow the students adequate time to write the sentences. After all the sentences have been read, repeat the whole dictation once again to allow students a final chance to add any words that they might have missed.

Dictate parts of the dialogs or reading passages as a review, quiz, or test. It is especially useful as a warm-up exercise at the beginning of the class period to review previously covered material. Frequent short dictations, focusing on common words and expressions used in simple sentences and repeatedly stressing function words (such as articles, prepositions, pronouns, and auxiliary verbs), will do much to improve the students' general writing and spelling skills. Once students become accustomed to simple dictations, you may wish to vary the dictation format to keep interest high. As an example, try the following:

Dictate six questions based on the previous day's lesson. After the students have written all six questions in their notebooks, have six volunteers write the questions on the board. Then have six other students read and correct the questions. Ask for six more volunteers to go up to the chalkboard and write the answers to the questions. Have all students read and correct the answers. Finally, discuss additional possible answers to the questions.

Other Suggestions:

- Dictate the answers, then have students write the questions.
- Dictate single words that students must use in complete sentences.
- Dictate jumbled sentences that students must put in correct word order. Dictate sentences that students must change from affirmative to negative, interrogative to affirmative, etc.

CHALLENGE

The Challenge exercises consist of communicative activities that challenge students to gather necessary information, perform important life and work-related skills tasks, and practice English in a natural setting outside of the classroom.

Students should be encouraged to do the Challenge activities in small groups. This way they learn to listen to people with different accents, become aware of their own mistakes, correct one another, share opinions, experiment with the language, and become less self-conscious about asking questions that they would not normally ask in the classroom setting.

PRONUNCIATION

In teaching the lessons on pronunciation and phonics, use the following sequencing. First, clearly model the words containing the sound you want to present. Be sure not to distort intonation or rhythm. Then have students repeat the words several times. Next you may want to explain what is involved in the production of the sounds that are being taught. Use diagrams of the mouth, phonetic symbols, or demonstrations. Be sure that students can recognize the sounds before they are asked to produce them. You may want to contrast the sounds in minimal pairs to teach consonant and vowel contrasts. (A minimal pair consists of two words in which only one phoneme is different, such as *bit* and *beat*.) After sufficient oral practice, do the listening and fill-in exercises in the workbook with the students. Finally, encourage the students to think of some original sentences using as many words as they can with the sound being practiced. Have the students write the sentences on the chalkboard and practice pronouncing them. Give the sentences as a dictation on a subsequent day.

REVIEW CHAPTERS AND TESTS

This workbook contains two review chapters at midpoint and at the end. The first chapters of workbooks 2 and 3 serve as a general review of the material found in Books 1 and 2 respectively. Use these chapters as a pretest to determine the level of your students. The review chapters at the midpoint and at the end of all three books recycle the most important vocabulary and grammar found in the previous chapters. Use them for review before the midterm and final tests. The tests at the end of the review chapters were designed for simplicity and quick correction. It also exposes students to a popular method of testing used in this country.

GENERAL TEACHING SUGGESTIONS

- Create an atmosphere where students are not afraid to make mistakes. Simple communication is more important than speaking perfectly.
- Encourage students to use what they have learned in class in their speech. Encourage them to speak to one another in English during their breaks and free time. You might even reserve a special “English-speaking table” or area in your classroom where students can practice while having a snack or something to drink.
- Be eclectic. Use any method, technique, or combination of methods that work for you and your students.
- Don’t be afraid to experiment, but be well-prepared.
- Use as much variety in your lessons as possible. Use other supportive materials to supplement the lessons.
- Space out your best activities throughout the course to keep interest high. Don’t empty your entire “bag of tricks” early on.
- Make and collect as many teaching aids (visuals, objects, handouts, posters) as possible. Store them for future use.
- Encourage your students to use dictionaries often. Most students now have smart phones with access to sophisticated on-line programs.
- When teaching your own material, try these basic lesson planning steps.

1. First, assess the students’ knowledge. Have the students demonstrate any previous knowledge of the topic. Do this through a conversation, demonstrations, pictures, songs, guest speakers, dialogs, or examples of potential situations the students may be expected to encounter at work or in daily life.

2. Present new material in short segments or units. Each chapter is divided into three to four units. Covering each unit takes about two hours. Have the students participate in the presentation of the materials as much as possible. For example, when presenting a reading passage or a dialog, teach students active listening skills by asking them to circle unfamiliar words or underline specific words and expressions as they read and listen along. Elicit new vocabulary words whenever possible. Try saying a sentence in which the students must guess the last word. For example, you might say, “When I’m thirsty, I drink ...” This is a valuable technique because even if the students cannot guess the new word, they are

learning the context in which the word is used. Use realia whenever possible: food, clothing, photos, and other physical objects that can help explain new words, phrases, or concepts. Stimulate the senses of sight, hearing, smell, taste, and touch to help students learn.

3. Constantly check for understanding. Have the students demonstrate understanding of the presentation. This can be done nonverbal gestures to indicate yes or no, by physically responding to directions and commands (Stand up, sit down), and games such as pantomime (Simon Says). Also, play “stump the teacher” by having students ask questions about the material.

4. Have students reproduce the new material. For example, to improve pronunciation, have students echo words and statements. Lead chain drills. Have the students recite short dialogs or have them read orally. Have students copy information and label items. Other techniques include unscrambling words, rewriting words in the correct order, alphabetizing words, categorize phrases, place events in chronological order, and write simple dictations. Practice fluidity and intonation by ordering words and phrases into meaningful statements. All of these techniques are present in the exercises in the workbooks.

5. Have students manipulate the new material by changing words and structures. Practice vocabulary in oral substitution and patterns in transformational drills (i.e., changing nouns to pronouns). Have students continue practicing on their own in pair-practice exercises preferably using contextual cues. For review, try having students write dictated questions on the white board and others write the answers using previously learned vocabulary and structures. Other techniques include scanning for specific information, changing statements to questions and negative statements, doing fill-in-the-missing-word exercises like the ones presented in this workbook.

6. Have the students consolidate the material.

At this point the students should be able to continue oral drills by substituting original words or by completing open-ended drills using their own words and phrases. Students should also be able to give original answers orally and provide written responses to their instructor or partner’s questions. For example, one student fills out a food order form for another student using information on a menu. Also, have the students supply answers using other skills such as simple math. (i.e., calculating savings using store coupons).

7. Help the students exploit the learned material.

Provide opportunities to use original statements and responses based on the already-learned models. Guide the activities in which students use the new vocabulary and structures to create new dialogs, fill out forms, and write narratives based on familiar materials. At this state students should be able to participate in class discussions on familiar topics.

8. Help the students apply the learned material.

Provide ways in which students can apply the new material to other situations. Try cooperative learning techniques in which students generate original language, paraphrase and participate in open discussions.

9. Evaluate the students’ progress. Have the students demonstrate their ability before teaching any new material or going on to a new topic. Don’t ask the students if they “understand” what you taught them. They will probably say “yes.” Have them show you! Measure your students ability by applied performance in real or simulated situations, oral responses to aural (listening) cues, written responses to aural cues, written responses to written cues, and integration of language skills in which students write stories, reports, dialogs, etc.

WOOBOOK 1 CONTENTS AT A GLANCE

WORKBOOK 1

	SKILLS / COMPETENCIES	GRAMMAR / STRUCTURES	VOCABULARY / EXPRESSIONS	WORD BUILDING / PHONICS
CHAPTER 1 <i>Welcome to the ESL Class.</i>	• Meeting and introducing people	• <i>to be (am, is, are)</i> • <i>this / that; these / those</i> • Indefinite Article • Singular and Plural Nouns	• Classroom Items • Workshop items / tools • Cardinal Numbers	• Consonants
CHAPTER 2 <i>Isn't This the Workshop?</i>	• Meeting and Introducing People • Telling Time	• <i>to be (neg. and question)</i> • <i>to be + adjectives</i> • <i>where / when</i> • <i>in / on</i>	• Common Occupations • Numbers (telephone numbers, years, age) • Emergency Phone Numbers	• Short Vowels
CHAPTER 3 <i>Get Ready for a Dictation.</i>	• Common Classroom Directions • Filling Out a Registration Card • Read / Write Addresses	• Imperative (<i>Don't, Let's</i>) • Definite Article	• Common Verbs • Classroom Words	• /sh/ and /ch/ Sounds
CHAPTER 4 <i>Where Can I Get Some Shoes?</i>	• Giving Simple Street Directions • Reading a Directory & Schedule of Classes • Asking About a Job	• <i>can / can't</i> • Prepositions: <i>across from, next to, behind, between, near, in front of, to the right, to the left</i>	• Store Names/ Shopping Terms • Common Job Positions • Expressions of Time • Ordinal Numbers	• Names of the Letters of the Alphabet • Alphabetization
CHAPTER 5 <i>Let's Have a Party.</i>	• Making a Work Schedule • Describing Household Chores	• The Present Tense (<i>do / don't</i>) • Using Expressions of Time	• Common Action Verbs • Common Household Items	• Noun Plurals • Names, Places, Days, Months • Beginning of Sentences, and the Pronoun "I"
CHAPTER 6 <i>A Typical Day</i>	• Talking About Daily Activities • Writing a Simple Letter • Addressing an Envelope	• The Present Tense (-s, <i>does, doesn't</i>) • Object Pronouns • Verb + Infinitive	• Verbs Used in Daily Activities	• The Long /ā/ Sound (as in <i>mail</i>)
CHAPTER 7 <i>How Much Does This Cost?</i>	• Count Money / Read Prices • Reading a Simple Menu • Reading Advertisements • Getting Child Care Information	• <i>how much / how many</i> • <i>what kind of</i> • <i>a little / a few / a lot of</i>	• Names of Currency / Coins • Common Food Items • Child Care Terms	• The Long /ē/ Sound (as in <i>tea</i>)
CHAPTER 8 <i>A New Student</i>	• Filling out a Registration Form • Reading a Directory / Schedule • Filling Out a Simple Application • Answering a Questionnaire	• Present Tense • Can • Wh-question words	• Verbs Used in Daily Personal / Work Activities • Name of Office Positions • Application terms	• Spelling activity: Unscramble the words
CHAPTER 9 <i>Let's Have a Garage Sale.</i>	• Describing and Telling Location of Objects • Writing a Simple Letter • Addressing an Envelope	• <i>there is / there are</i> • <i>some / any</i> • Adjective Word Order	• Common Household Items • Descriptive Adjectives • Community Areas/Buildings • <i>both</i>	• The Long /ū/ Sound (as in <i>room</i>)
CHAPTER 10 <i>Do You Have an Apartment for Rent?</i>	• Renting an Apartment • Filling out an Application Form • Reading Apartment Ads	• <i>have / has</i>	• Rooms of the House • House Appliances/Amenities • Abbreviations Used in Apartment Ads	• The /k/ Sound
CHAPTER 11 <i>We Have a Tight Schedule ...</i>	• Telling Time • Taking Public Transportation • Reading Bus, Work, and TV Schedules	• <i>to</i> and <i>at</i> with Expressions of Time and Place • Word Order with Expressions of Time and Place	• Transportation Words	• Long Vowels with Final Silent e
CHAPTER 12 <i>Are You Using This Ladder?</i>	• Describing Basic Home and Work Activities	• The Present Continuous • The Future with <i>going to</i>	• Verbs for Common Work and Home Activities	• Doubling Consonants • Deleting Silent Letters
CHAPTER 13 <i>We Can't Find Our Luggage.</i>	• Showing Possession • Filling out a Claim Form • Trying on Clothes	• The Possessive of Nouns • Possessive Adjectives and Pronouns • <i>too + Adjective</i>	• Clothing • Common Descriptive Adjectives	• The /j/ Sound (as in <i>job</i>)
CHAPTER 14 <i>Who Are These People?</i>	• Understanding Family Relationships • Buying Furniture • Reading Newspaper Ads	• The Possessive with <i>of</i>	• Names of Relatives • Common Descriptive Adjectives	• The /s/ Sound
CHAPTER 15 <i>I Want to Hire a Cleaning Crew.</i>	• Telling Someone What to Do	• Verb + Infinitive • Verb + Object + Infinitive • <i>why / because</i> • The Simple Past	• Common Cleaning Items • Common Work Activities • <i>know how to</i>	• The Short /ă/ Sound (as in <i>wash</i>)
CHAPTER 16 <i>Moving Day</i>	• Moving to a New Apartment • Renting a Truck • Filling Out an Application	• Review of present tense, <i>to be (am, is, are), can</i> • Review of object pronouns • Review of pronouns of place	• Household items • Room names • Common tools	• Review of consonants • Consonant and Vowel Combinations • Silent e at the End of Words

WOOKBOOK 2 CONTENTS AT A GLANCE

WORKBOOK 2

	SKILLS / COMPETENCIES	GRAMMAR / STRUCTURES	VOCABULARY / EXPRESSIONS	WORD BUILDING / PHONICS
CHAPTER 1 <i>Welcome Back</i> (Review of Workbook 1)	<ul style="list-style-type: none"> Introducing People Asking and Giving Directions Reading a Directory & Schedule Filling Out Job Application 	<ul style="list-style-type: none"> Simple Present & Continuous Tenses, <i>can</i>, <i>may</i> Subject & Object Pronouns Possessive Adjectives 	<ul style="list-style-type: none"> Basic School, Bus, Shopping, and Job Search Vocabulary 	<ul style="list-style-type: none"> Word Puzzle (long and short vowels)
CHAPTER 2 <i>It's Too Wet to Walk Home.</i>	<ul style="list-style-type: none"> Understand / Read a Weather Forecast Using a Fahrenheit and Centigrade Thermometers 	<ul style="list-style-type: none"> Adverbs of Frequency <i>to be</i> + Adjectives + Infinitive <i>too</i> / <i>enough</i> 	<ul style="list-style-type: none"> Frequency Words Weather / Temperature Common Adjectives Basic Job Vocabulary 	<ul style="list-style-type: none"> Changing Nouns to Adjectives with the Suffix -y Negative Prefixes
CHAPTER 3 <i>Get Ready for a Dictation.</i>	<ul style="list-style-type: none"> Identifying Career Goals and School Subjects Reading an Appointment Book 	<ul style="list-style-type: none"> <i>have to</i> / <i>has to</i> <i>if</i> clause • in order to <i>so</i> • without 	<ul style="list-style-type: none"> Common Professions School Subjects 	<ul style="list-style-type: none"> Suffixes used in Occupations (<i>-er</i>, <i>-ist</i>, <i>-or</i>, <i>-ess</i>, <i>-man</i>, <i>-woman</i>)
CHAPTER 4 <i>What Do I Have to Do to Go to College?</i>	<ul style="list-style-type: none"> Describing Future Events or Activities (Plan a picnic) Taking a Trip Reading an Itinerary 	<ul style="list-style-type: none"> Future with the Present Continuous Future with "<i>will</i>" & "<i>going to</i>" Prepositions: <i>in</i>, <i>across</i>, <i>by</i> 	<ul style="list-style-type: none"> Party Supplies Picnic Food Expressions of Time (<i>Future</i>) <i>US States & Big City Names</i> 	<ul style="list-style-type: none"> Double Consonant Combinations (<i>-ss</i>, <i>-ll</i>)
CHAPTER 5 <i>Where Were You About 11 O'clock?</i>	<ul style="list-style-type: none"> Reporting a Crime Describing Emotions Describing Levels of Difficulty 	<ul style="list-style-type: none"> Past Tense of the Verb "<i>to be</i>" (<i>was</i>, <i>were</i>) 	<ul style="list-style-type: none"> Office Equipment Time Expressions (Past) Emotions Descriptive Adjectives 	<ul style="list-style-type: none"> The /w/ and /v/ Sounds
CHAPTER 6 <i>Thank You, But No Thank You.</i>	<ul style="list-style-type: none"> Describing Past Actions Reading a Time Card Reading a Personal Schedule 	<ul style="list-style-type: none"> Regular Verbs in the Past Tense 	<ul style="list-style-type: none"> Common Work Related Vocabulary Expressions of Time: <i>ago</i>, <i>last</i> 	<ul style="list-style-type: none"> The -ed Ending Rules for Adding the -ed Ending
CHAPTER 7 <i>It's Nice to Be Back Home.</i>	<ul style="list-style-type: none"> Describing Past Actions Identifying Major States & Cities 	<ul style="list-style-type: none"> Common Irregular Verbs Preposition: <i>through</i> 	<ul style="list-style-type: none"> U.S. Cities, States, and Areas 	<ul style="list-style-type: none"> The Prefix re-
CHAPTER 8 <i>The Past, Present, and Future</i>	<ul style="list-style-type: none"> Writing a Story about Oneself Asking and Answering Interview questions 	<ul style="list-style-type: none"> Review of present simple, present continuous, future, and the simple past tenses 	<ul style="list-style-type: none"> Review of Prepositions of Time and Place (<i>in</i>, <i>on</i>, <i>to</i>, <i>at</i>) 	<ul style="list-style-type: none"> Crossword puzzle using words from the chapter
CHAPTER 9 <i>Please Follow Directions Carefully.</i>	<ul style="list-style-type: none"> Understanding Written Directions 	<ul style="list-style-type: none"> Using More Regular Verbs in the Past Tense 	<ul style="list-style-type: none"> Commonly Used Technical Words 	<ul style="list-style-type: none"> The Suffix -al
CHAPTER 10 <i>Isn't that Women's Work?</i>	<ul style="list-style-type: none"> Identifying Daily Activities Making a Household Work Schedule 	<ul style="list-style-type: none"> Expressions with <i>do</i>, <i>make</i>, and <i>get</i> 	<ul style="list-style-type: none"> Household Chores Daily Activities 	<ul style="list-style-type: none"> The Suffix -ing Used as a Noun (Gerund) Rules for adding -ing to a Verb
CHAPTER 11 <i>Everything Went Wrong.</i>	<ul style="list-style-type: none"> Describing a Series of Daily Events 	<ul style="list-style-type: none"> Intransitive Verbs with Prepositions of Direction Two-word Verbs 	<ul style="list-style-type: none"> Common Separable and Non-Separable Two-Word Verbs 	<ul style="list-style-type: none"> The /əʀ/ Sound (as in her)
CHAPTER 12 <i>At the Supermarket.</i>	<ul style="list-style-type: none"> Read a Directory Use U.S. Measurements Read a Recipe Read Ads & Compare Prices 	<ul style="list-style-type: none"> The Prepositions "of" 	<ul style="list-style-type: none"> Common Shopping Items Food Containers and U.S. Measurements 	<ul style="list-style-type: none"> The Suffix -ish
CHAPTER 13 <i>Where Does It Hurt?</i>	<ul style="list-style-type: none"> Making a Medical Appointment Describing Medical Problems Filling Out Medical Forms 	<ul style="list-style-type: none"> would like that with clause More Irregular Verbs say and tell 	<ul style="list-style-type: none"> General Medical Terms Parts of the Body Symptoms and Illnesses 	<ul style="list-style-type: none"> The Silent gh
CHAPTER 14 <i>What Kind of Car Are You Looking For?</i>	<ul style="list-style-type: none"> Reading Road Signs Requesting Information About Price/Condition of a Car Reading Car Ads 	<ul style="list-style-type: none"> How long does it take? 	<ul style="list-style-type: none"> Common Road Signs Parts of a Car 	<ul style="list-style-type: none"> The Suffix -ward
CHAPTER 15 <i>Do You Work or Do You Hardly Work?</i>	<ul style="list-style-type: none"> Describing How People Work 	<ul style="list-style-type: none"> Adjectives and Adverbs Regular and Irregular Forms of Adverbs 	<ul style="list-style-type: none"> Common Adjectives and Adverbs Important Safety Signs hardly 	<ul style="list-style-type: none"> The Suffixes -tion & -sion Rules for adding -ly to Words
CHAPTER 16 <i>English for a Better Job</i>	<ul style="list-style-type: none"> Looking for a Job Filling Out an Application 	<ul style="list-style-type: none"> Review of the simple past, expressions with do and get Review of possessives 	<ul style="list-style-type: none"> Car Terms Household Chores 	<ul style="list-style-type: none"> Final Exam

WOOKBOOK 3 CONTENTS AT A GLANCE

WORKBOOK 3

	SKILLS / COMPETENCIES	GRAMMAR / STRUCTURES	VOCABULARY / EXPRESSIONS	WORD BUILDING / PHONICS
CHAPTER 1 <i>A New Semester</i> (Review of Workbooks 1 & 2)	<ul style="list-style-type: none"> Meeting and Greeting People Reading a Class Schedule 	<ul style="list-style-type: none"> Review of the Simple Past, Simple Present, & Present Continuous Tenses say & tell 	<ul style="list-style-type: none"> Review of Irregular Past Tense Verbs Review of Question Words 	<ul style="list-style-type: none"> Review of Prefixes and Suffixes a Crossword Puzzle
CHAPTER 2 <i>A Trip to the Post Office.</i>	<ul style="list-style-type: none"> Using the Post Office Understanding Postal Terms Filling Out Change-of-Address Forms 	<ul style="list-style-type: none"> Definite and Indefinite Object Pronouns Position of Object Pronouns <i>one/the other & one/ another</i> 	<ul style="list-style-type: none"> Frequency Words Weather / Temperature Common Adjectives Basic Job Vocabulary 	<ul style="list-style-type: none"> Common Postal Terms The Suffixes -al and -ical
CHAPTER 3 <i>Let Me Buy You Lunch.</i>	<ul style="list-style-type: none"> Ordering Food in a Restaurant Reading a Menu Discussing Home Security 	<ul style="list-style-type: none"> <i>some/any</i> <i>something/anything/nothing</i> <i>somebody/anybody/nobody</i> 	<ul style="list-style-type: none"> Common Food Items Restaurant Vocabulary 	<ul style="list-style-type: none"> Homophones
CHAPTER 4 <i>What Kind of Job Are You Looking For?</i>	<ul style="list-style-type: none"> Understand Job Ads Talk about Skills Qualifications Make Appointment/Leave Message 	<ul style="list-style-type: none"> Relative Pronouns: <i>who, which, that</i> Position of Prepositions with Pronouns and Questions 	<ul style="list-style-type: none"> Basic Job Search Vocabulary Application Terms Common Employment Ads Abbreviations 	<ul style="list-style-type: none"> The Suffix -ment
CHAPTER 5 <i>Who's the Best Person for the Job?</i>	<ul style="list-style-type: none"> Evaluating Job Applicants Evaluating Different Cars Discussing Reasons for Working 	<ul style="list-style-type: none"> The Comparative The Superlative <i>so that / in order to / for</i> <i>as...as</i> 	<ul style="list-style-type: none"> Common Adjectives & Adverbs Some Names of American States and Cities Prepositions: <i>above & below</i> 	<ul style="list-style-type: none"> Doubling Consonants The /kw/ and /ks/ Sounds
CHAPTER 6 <i>The Immigrants</i>	<ul style="list-style-type: none"> Describing Past Events Asking & Answering Questions About One's Past Writing a Short Article 	<ul style="list-style-type: none"> Regular Verbs in Past Tense Review of Question Words Using Irregular Verbs 	<ul style="list-style-type: none"> Expressions of Time Irregular Verbs Prepositions: <i>before, during, after, for, until, in</i> 	<ul style="list-style-type: none"> The Letter w at the End of Words
CHAPTER 7 <i>At the Bank</i>	<ul style="list-style-type: none"> Banking: Open Account, Cash Check, Make Deposit, Use ATM, Understand Paycheck Doing Simple Math Problems 	<ul style="list-style-type: none"> Modal Verbs 	<ul style="list-style-type: none"> Bank-Related Words Words Found on Check Stubs 	<ul style="list-style-type: none"> Silent Letters
CHAPTER 8 <i>The Budget</i>	<ul style="list-style-type: none"> Making a Home Budget Filling Out a Loan Application 	<ul style="list-style-type: none"> Review of the Past Tense Using Irregular Verbs Review of Question Words Review <i>Some/Any</i> 	<ul style="list-style-type: none"> Common Budget Vocabulary Common Descriptive Adjectives 	<ul style="list-style-type: none"> Crossword Puzzle with Words from Chapters 1-8.
CHAPTER 9 <i>A Fire!</i>	<ul style="list-style-type: none"> Understanding Safety Signs and Procedures 	<ul style="list-style-type: none"> The Past Continuous Tense Reflexive Pronouns 	<ul style="list-style-type: none"> Safety Signs Kinds of Injuries 	<ul style="list-style-type: none"> The Prefix mis-
CHAPTER 10 <i>Resources</i>	<ul style="list-style-type: none"> Finding Job Resources Reading Job Ads Reading Abbreviations Used in Want Ads 	<ul style="list-style-type: none"> Present Unreal (Conditional) Present Unreal with could Present Unreal with were 	<ul style="list-style-type: none"> Job Titles Job Ad Abbreviations 	<ul style="list-style-type: none"> The Suffixes -ful and -less
CHAPTER 11 <i>Have You Made a Decision?</i>	<ul style="list-style-type: none"> Answering Job Questions Filling Out an Application Rating an Interview Understanding Gestures 	<ul style="list-style-type: none"> The Present Perfect Regular and Irregular Forms of the Past Participle for and since 	<ul style="list-style-type: none"> Expressions of Time Used with Present Perfect Job Application Terms Irregular Past Participles 	<ul style="list-style-type: none"> The Suffix -able
CHAPTER 12 <i>We've Been Expecting You.</i>	<ul style="list-style-type: none"> Reporting to Work Filling Out a W-4 Form Discussing Stress 	<ul style="list-style-type: none"> The Present Perfect Continuous <i>already / yet</i> <i>still / not ... anymore</i> 	<ul style="list-style-type: none"> Common Job Words Stressful Events 	<ul style="list-style-type: none"> Past Participles as Adjectives
CHAPTER 13 <i>How Much Is That in Feet & Inches?</i>	<ul style="list-style-type: none"> Understanding American Standard Measures Converting Metric Measures Doing Basic Math 	<ul style="list-style-type: none"> <i>it takes ... (time)</i> The Preposition by 	<ul style="list-style-type: none"> Adjectives Used in Measurements Lines and Shapes 	<ul style="list-style-type: none"> The Prefix dis-
CHAPTER 14 <i>What Kind of Car Are</i>	<ul style="list-style-type: none"> Planning and Opening a Small Business Reading Headlines 	<ul style="list-style-type: none"> The Passive Voice Modals and Auxiliary Verbs in the Passive The Agent in Passive Voice 	<ul style="list-style-type: none"> Business Terms 	<ul style="list-style-type: none"> Past Participles Ending in -n or -en
CHAPTER 15 <i>What Has to Be</i>	<ul style="list-style-type: none"> Describing Responsibilities Understanding Work Rules Organizing an Event (Grand Opening Party) 	<ul style="list-style-type: none"> Expressions Ending in Prepositions Verbs Followed by Gerunds 	<ul style="list-style-type: none"> More Business Terms 	<ul style="list-style-type: none"> Gerunds Used in Compound Nouns
CHAPTER 16 <i>The Grand Opening</i>	<ul style="list-style-type: none"> Attending an Event Choosing a Present Writing a Short Speech 	<ul style="list-style-type: none"> Review of present, past, present continuous, present perfect and passive voice 	<ul style="list-style-type: none"> Review of job-related vocabulary Review of job-related abbreviations 	<ul style="list-style-type: none"> Final exam