

## Job Interview Tips

### Understanding

1. The word nervous means tense or worried; not relaxed.
2. Ming is nervous because she has her first job interview in two days, and she is unsure of what to expect.
3. She asks her teacher, Gail, for help.
4. Some of the tips Gail writes on the board are
  - a. Know where to go for the interview.
  - b. Be there on time. (Don't be late!)
  - c. Wear neat, clean clothes
  - d. Smile and be friendly.
  - e. Ask questions that you have about the job.
5. Ming should ask about pay at the end of the interview.

### Supplement

**Vocabulary Cloze Paragraph:** Ming feels **nervous**. She is worried about her first job **interview**. It is in two days and she doesn't know what to **expect**. What will the interviewer ask? How should she answer? **Should** she ask the interviewer any questions?

Ming asks her teacher Gail about how to act in a job interview. Gail tells Ming that she and the students can **discuss** job interviews in class. Gail writes some important **tips** on the board. Ming learns a lot about job interviews. She should know where to go, and she shouldn't be late. She should wear clean, **neat** clothes. She should be friendly and smile at the interviewer. Ming didn't know she can ask questions. Gail tells her she can ask about the salary if she receives a job **offer**.

Ming is **thankful** for the information. She is prepared for her first job interview. If she doesn't get the job, she will know what to do the next time.

### Fill in the Blank

1. tips
2. expect
3. neat
4. interview
5. offer
6. should
7. nervous
8. discuss
9. thankful

### Language

1. could
2. should
3. should
4. could
5. should
6. could
7. should
8. could

### Speaking

1. She feels nervous. She is unsure what to expect.
2. She asks her teacher Gail for advice.
3. She learns about tips in English class.
4. Be there on time.
5. Smile and be friendly.
6. She is thankful for the tips and feels more prepared.

### Assessment

1. b
2. a
3. c
4. a
5. b
6. b
7. a

## The Unwelcome Guest

### Understanding

1. Mice are small and gray with beady eyes and long tails.
2. Gnaw means to bite or chew on something again and again.
3. Mice can harm people by transmitting diseases.
4. Clutter means a group of things that are disorganized or messy.
5. Ann got rid of the mouse's food sources by keeping her counters and tables clean, and by storing her food (pet food included) in well-sealed containers.

### Supplement

**Vocabulary Cloze Paragraph:** Ann heard the mouse in her house before she saw it. She heard tiny feet **scurry** across the floor in her kitchen. She saw a small gray animal **dash** under a door the next day. Ann did not want a mouse in her house. They have long tails and **beady** eyes. They leave their **droppings** wherever they go. Mice are not good to have in a house or building. They like to **gnaw** on the insulation inside walls and attics. They shred and **destroy** whatever materials they can find. They use these materials to make **nests**. Besides being bothersome, mice can **transmit** diseases to people.

Ann knew she didn't want a mouse to live in her house. She used a mousetrap to catch the mouse. She cleaned up the **clutter** like stacks of papers and other junk. With tight lids on her food and clean counters and tables, she made sure a mouse couldn't get into her food. These **efforts** all helped to make Ann's house a house without a mouse. Ann is happy about that.

### Fill in the Blank

1. clutter
2. gnaw
3. beady
4. destroy
5. droppings
6. dash
7. transmit
8. nests
9. scurry
10. efforts

### Language

1. woman, mice
2. man, sheep
3. shrimp
4. deer, moose, ox
5. people, man, women
6. children
7. feet
8. teeth

### Speaking

1. She heard tiny feet scurry across the kitchen floor, and she saw something small and gray dash under a door.
2. They have beady eyes and long tails.
3. They leave about fifty droppings a day.
4. They gnaw on insulation and destroy anything that can be shredded to make nests.
5. Mice can transmit diseases to people.
6. She set a mousetrap, she removed the clutter in her home, and she removed the mouse's food sources.

### Assessment

1. a
2. c
3. c
4. b
5. c
6. a
7. b

## Playing is Learning

### Understanding

1. Kim wants them to love learning and do well in school.
2. A parent is a child's first teacher.
3. Sort means to place or separate by kind or group.
4. Pretend means to imagine or make believe.
5. Kim's children have learned the names of colors and patterns by playing with the laundry. They have also learned how to sort items.

### Supplement

**Vocabulary Cloze Paragraph:** Kim wants her two young sons to love **learning**. She is her children's first teacher in life. Their home is their first classroom. Kim sees their home as a **playground** of learning.

Kim's sons Lee and Joe help their mom out during **laundry** time. They don't know they are learning. They are just having fun. The boys **sort** the dirty laundry into two baskets for dark clothes and light clothes. Sorting laundry is a **game** to them. They **pretend** they are playing basketball while they separate the clothes.

When the laundry is finished, there is a pile of socks. Lee and Joe **match** the socks to make pairs. They learn colors and **patterns** that help them match up the socks. Sometimes the boys match socks with **stripes**. Sometimes the boys **race** to be the first one to find a certain pair and match it up.

Kim is teaching her sons that learning can be fun—especially on laundry day.

### Fill in the Blank

1. sort
2. stripes
3. game
4. pretend
5. learning
6. laundry
7. playground
8. race
9. match
10. patterns

### Language

1. My children like playing games in their room.
2. Abdul loves taking spelling tests.
3. She likes being at work on time.
4. Jia avoids spending time with his uncle.
5. Mr. Winkle enjoys fixing old clocks.
6. Louie and Maria hate going to the mall.
7. Learning new things is a big part of Sasha's life.

### Speaking

1. She teaches her sons at home because she wants them to love learning, to do well in school, and to have good-paying jobs when they get older.
2. She makes learning fun by making laundry day playtime.
3. Joe and Lee sort the dirty laundry.
4. A game they play is to pretend the baskets are basketball hoops.
5. They play games with the socks.
6. They learn the names of colors and patterns.

### Assessment

1. b
2. c
3. b
4. b
5. a
6. a
7. b

**9-1-1****Understanding**

1. 911 should be used when there is an emergency. If someone's life or property is in danger, use 911.
2. Prepare means to get ready for something that is going to happen; to make ready.
3. You should have a list of the homeowner's name (parent), the address of the home, and basic directions to the home near every phone. This information is needed by the 911 operators in order to get help to the home as soon as possible.
4. A friend may be having a heart attack. Your child was riding his bike and was hit by a car.
5. Answers will vary: students need to provide basic directions to their home.

**Supplement**

**Vocabulary Cloze Paragraph:** Ann always hoped she would never need to call 911. **However**, one day, her son fell from a high ladder. Ann was afraid that his life was in **danger**. She felt **upset** and called 911 right away to get medical help. The **911 operator** asked Ann for information about herself, including her name, phone number, and address. The operator also wanted to know **directions** to her home. It would be helpful for the ambulance to know these **details** in case it got lost.

Ann had a list with that **basic** information written down, and she put copies of the list near all of the phones in her home. When her son was injured, she was not thinking clearly. She was **able** to read the details from the list and the operator sent help to her house. When the ambulance arrived, the medical personnel took Ann and her son to the hospital.

In an emergency, it is important to call 911. If you call 911 **by mistake**, you shouldn't hang up. Make sure to tell the operator you called 911 by mistake and that you don't need assistance.

**Fill in the Blank**

1. upset
2. 911 operator
3. by mistake
4. details
5. directions
6. basic
7. however
8. danger
9. able

**Language**

1. If you call 911, don't hang up.
2. No comma
3. When Jim writes something down, he always remembers it.
4. Although Kim didn't mean to dial 911, she didn't hang up right away.
5. No comma
6. If Perry and Chun are sick, they shouldn't come to class.
7. No comma

**Speaking**

1. Her son had fallen from a high ladder.
2. Anne told the operator her name, phone number, address, and basic directions to her home.
3. She felt scared and upset.
4. Ann was able to give the information because she had a list of details near every phone in her home.
5. After Ann called 911, help arrived.
6. If I call 911 by mistake, I should tell the 911 operator I called by mistake.

**Assessment**

1. a
2. c
3. b
4. a
5. b
6. c
7. b

## Less Screen Time, More Family Time

### Understanding

1. A Head Start teacher shares research with Jeff.
2. Too much TV can cause kids to be overweight, can affect learning and sleep, and can cause them to make bad choices.
3. Jeff limits screen time because he wants his kids to be healthy, to do well in school, to be kind, and to behave well. It also means more family time.
4. The new screen time amount is one hour per day.
5. Less screen time has been good because they ride their bikes, walk to the park, play games, read books, talk more, and smile more.

### Supplement

**Vocabulary Cloze Paragraph:** Jeff and his children really like TV. They always keep the TV on when they are home. Jeff's children go to a **Head Start** preschool. The teacher there tells Jeff about the **research** she has read about watching TV. Watching a lot of TV can **affect** children's sleep and their learning. It can affect the **choices** they make. Watching a lot of TV may make some children eat too much and become **overweight**.

Jeff listens to the teacher talk about the research. He wants his children to be healthy and do well in school. He wants them to **behave** well and be kind to others. Jeff makes a decision about watching TV in their house. He decides that he will **limit** the family's TV watching to only one hour per day instead of having the TV on whenever they are home.

Now that they are watching less TV, Jeff and his children spend more time together. They walk to the park and ride their bikes. They read books and play games. They are happier with less **screen time**.

### Fill in the Blank

1. Head Start
2. overweight
3. screen time
4. behave
5. research
6. limit
7. choices
8. affect

**Language:** Answers will vary.

### Speaking

1. Jeff and his kids watch a lot of TV.
2. Pat is a Head Start teacher.
3. The research says that too much TV can cause kids to be overweight, and it can affect their learning and their sleep.
4. He wants them to be healthy and to do well in school.
5. They will have one hour of screen time per day.
6. Instead of watching TV, they ride their bikes, walk to the park, play games, read books, talk more, and smile more.

### Assessment

1. c
2. c
3. b
4. a
5. a
6. c
7. a

## Two-Weeks' Notice

### Understanding

1. Lea has worked at a child care center for three years.
2. Lea has just gotten a job as a clerk at the food store.
3. Lea starts her new job in two weeks.
4. Lea's boss puts the child care opening in the newspaper.
5. Pleased means happy or feeling good about something.

### Supplement

**Vocabulary Cloze Paragraph:** Lea has worked at a childcare **center** for three years. She is ready to change jobs. She **applies** for a job at a grocery store. She gets the job! She will be a **clerk** at the store. She will start her new job in two weeks. Lea will give her current boss two weeks' **notice** to let him know that she will be leaving. It is always **wise** to give a manager at least two weeks' notice when leaving for a new job.

Lea's boss appreciates the notice. Before Lea leaves the childcare center, she can help train in the new worker. Lea's boss advertises the job **opening** in the newspaper. When he hires the new worker, Lea helps her learn about the job. Lea is glad she is leaving her job on **good terms**. She is happy to start her new job, and her boss is **pleased** that she gave two weeks' notice.

### Fill in the Blank

1. pleased
2. opening
3. center
4. wise
5. applies
6. notice
7. clerk
8. good terms

### Language

1. her
2. you
3. him
4. them
5. Our
6. me
7. Her
8. him

### Speaking

1. She works at a childcare center.
2. She applies for a job at the food store.
3. She will start in two weeks.
4. It means telling your boss that you will be leaving your job in two weeks.
5. He puts the job opening in the newspaper.
6. Lea and her boss are on good terms.

### Assessment

1. b
2. b
3. a
4. b
5. c
6. c
7. a

## A Note to the Teacher

### Understanding

1. Tim is going to the dentist.
2. It is time for his six month cleaning and check-up.
3. His mom is taking him to the dentist.
4. Tim's mom wrote a note to the teacher telling her about the dentist appointment.
5. When mom got to school, she went to the office first.

### Supplement

**Vocabulary Cloze Paragraph:** When Tim's mother got a **postcard** from the dentist in the mail, she knew it was time for Tim to have his teeth **cleaned**. She would also make sure the dentist **checked** Tim's teeth. Tim goes to the dentist **twice** a year. The last time he went was six months **ago**. Tim's mother would have to let his teacher know that he would miss some class to go to the dentist. She wrote a **note** to Tim's teacher Ms. Dorn. The note told the teacher that Tim's mother planned to pick Tim up for his 10:00 appointment. She hoped he would be back in school by 11:00. Tim's mother **signed** her name on the bottom. She asked Tim to give the note to his teacher as soon as he got to school.

Before Tim could visit the dentist, Tim's mother had to sign him out of school. She signed a **form** in the office that said the time she was taking her son to the appointment. Tim's mother picked Tim up at Ms. Dorn's classroom.

### Fill in the Blank

1. postcard
2. checked
3. form
4. cleaned
5. ago
6. twice
7. note
8. signed

### Language

1. has/gets her lungs checked
2. has/gets his lunch made
3. has/gets her car sold
4. have/get my car washed
5. has/gets his oil changed
6. has/gets her teeth cleaned
7. have/get their hair cut

### Speaking

1. She got a postcard in the mail.
2. Time will have his teeth cleaned and checked.
3. She told where Tim had to go. She told the times she would pick him up and have him back to school.
4. She thinks he will be gone one hour.
5. Tim will give Ms. Dorn the note.
6. She went to the school office and signed a form.

### Assessment

1. b
2. c
3. a
4. b
5. a
6. b
7. a

## Asking Questions

### Understanding

1. Marge has worked at her job for one year.
2. Marge asks her boss if “this is a good time to talk” because it’s a respectful and kind thing to do; she does not want to interrupt him.
3. She asks about her vacation time for this year and next year.
4. Reply means to answer or say something in return.
5. Marge’s boss likes when his workers ask questions. He wants them to have correct information.

### Supplement

**Vocabulary Cloze Paragraph:** Marge has questions about her benefits. She is thinking about taking a vacation. She knows she should check with her boss about how much **vacation time** she has. Marge has worked at the company for a year. She thinks she may have a week’s **worth** of vacation time. She cannot remember if the vacation time is paid or **unpaid**.

Marge asks her boss if it is a good time to talk. He **replies**, “Yes. What would you like to talk about?” Marge asks her boss about her vacation time. She asks if it is paid or unpaid. She asks how much vacation time she’ll get next year.

Marge’s boss says, “I **prefer** to have my workers ask questions and get correct information.” She tells her she has one week of paid vacation this year and the same amount in her **second** year. Now Marge knows her vacation time is paid. She has **earned** a paid week off work!

### Fill in the Blank

1. worth
2. prefer
3. vacation time
4. second
5. unpaid
6. replies
7. earned

### Language

1. needed to be here for the fire drill.
2. hoped she could go home early today.
3. was first in line.
4. everyone to be here on time.
5. spoke Italian.
6. was giving everyone a bonus this year.
7. was doing well.

### Speaking

1. She has worked at her job for one year.
2. She sees her boss and asks, “Is this a good time to talk?”
3. She asks if her vacation time is paid or unpaid. She asks about next year’s vacation time.
4. He prefers to have his workers ask questions and get correct information.
5. She gets one year of paid vacation this year and next year.
6. She is glad she asked about her vacation time.

### Assessment

1. b
2. c
3. c
4. b
5. a
6. a
7. b

## Tornado Safety

### Understanding

1. Before a tornado, the sky is dark and appears kind of green in color.
2. You can hear weather warnings on the radio and TV.
3. Protect means to keep safe, or shield from harm.
4. The safest level in your home is the lowest level, preferably the basement.
5. Stay away from windows.
6. If you are in a mobile home, get out, and go to the severe weather shelter.

### Supplement

**Vocabulary Cloze Paragraph:** When the sky turns dark in the spring and early summer, a tornado might be coming. You might hear reports of large **hail** or high winds. You might spot a **wall cloud** in the sky. You might hear a tornado **warning** on TV or on the radio. This means a tornado has been **sighted**. It is coming!

A tornado is a destructive storm. You should move to the **basement** of your house or the lowest level of the building you are in. A tornado's winds can break windows suddenly, so always stay away from windows. You should move to a place with no windows like a hallway, bathroom, or closet. A **mobile home** and a vehicle are especially risky places to be. Trying to drive faster than the tornado or **outrun** it may not work. Cars and trucks can be **tossed** into the air by a tornado. You should find a severe weather **shelter** or a solid building to go into. If there are no buildings nearby, you should go away from your car and lie in a **ditch**. You should your head and neck with your arms. Remember these tips to stay safe when a tornado comes.

### Fill in the Blank

1. basement
2. tossed
3. hail
4. mobile home
5. shelter
6. warning
7. outrun
8. wall cloud
9. sighted
10. ditch

**Language:** Answers will vary.

### Speaking

1. If a tornado has been seen, a tornado warning will be on the radio and TV.
2. I should go to the basement or to the lowest level in my home.
3. I should get out and move to a severe weather shelter.
4. I shouldn't try to outrun a tornado because tornadoes can quickly change directions.
5. I should take shelter in a nearby building or lie in a low-lying area or ditch.
6. I should use my arms to protect my head and neck.

### Assessment

1. b
2. c
3. a
4. c
5. a
6. b
7. a

## Good Times Bad on Wallet

### Understanding

1. Habit means a usual way of doing things; a routine.
2. Ray changed some of his spending habits because it was getting difficult for him to pay his monthly bills.
3. Changes Ray made were eating out less, inviting friends over instead of meeting them at clubs, and checking out movies from the library.
4. A need is a must have, something that is a necessity. A want is more of a wish or a desire.
5. Examine means to look at or study carefully.

### Supplement

**Vocabulary Cloze Paragraph:** Ray loved going out to eat, going to clubs, and going to movies. All of these activities that Ray loved were not so good for his wallet. When he went to **eat out** with his friends, he paid for his meal. When he went to a movie, he paid for the movie plus a snack and a drink. When he went to the clubs to go dancing, he wanted to wear expensive, **name-brand** clothes. He spent money on clothes and he spent money at the **clubs**. Ray's good times were becoming too **costly**. He was having trouble paying his bills!

Ray decided to **examine** his needs and his wants. Was he spending too much on good times? There were bills he needed to pay like his rent, lights, water, heat, and his **car payment**. There were things he wanted to do, but his spending **habits** were too expensive.

Ray made some changes. He hosts **potluck** dinner parties so he and his friends can share food they have made. Ray borrows movies from the library. He still has a good time, but he spends a lot less money.

### Fill in the Blank

1. examine
2. potluck
3. car payment
4. habits
5. eat out
6. costly
7. clubs
8. Name-brand

### Language

1. had
2. needed
3. cost
4. liked
5. spent
6. decided
7. was

### Speaking

1. Ray liked to spend money on having a good time.
2. Ray bought a ticket, a large popcorn and a pop.
3. He liked to wear new, name-brand clothes.
4. He needed to pay his rent; for lights, water, and heat; and for his car payment.
5. He wanted to pay for eating out, the movies, and new, name-brand clothes.
6. Ray eats out only once a week, he invites friends over for dinner parties, and he gets movies from the library.

### Assessment

1. b
2. a
3. b
4. c
5. a
6. b
7. a

## Make Reading a Family Habit!

### Understanding

1. Ask your kids to read things like the label on a cereal box, road signs, and the instructions on the frozen pizza box.
2. Reading is important because we use it for almost everything we do.
3. The best way to get a reading habit started is to read yourself.
4. If you read every day, your child will read every day.
5. If you want your children to be better readers, make reading a family habit.

### Supplement

**Vocabulary Cloze Paragraph:** Children follow what they see adults doing. If we want children to learn to read well and enjoy reading, there are **plenty** of things they can read every day. It's a **fact** that children who read well may do better in school. Getting children to read more is a good way to help them become good readers.

Almost everything we do each day **includes** reading, so it is easy to make reading a family **habit**. When children see **signs** on the highway or on stores, they can read them to you. When you are making food, children can read the **instructions**. Reading books doesn't have to be expensive, either. You can check out books from the library. You can bring children to neighborhood **rummage sales** and let them pick out used books. If your children see you read more, your children might read more too.

Finally, let children read the types of things they like to read. They can read about sports, the **bugs** they see outside, fairy tales, chapter books, or anything they think is fun to read. If children are allowed to read what they like, they will enjoy reading more.

### Fill in the Blank

1. habit
2. plenty
3. signs
4. bugs
5. rummage sales
6. includes
7. fact
8. instructions

### Language

1. ourselves
2. yourself
3. myself
4. yourselves
5. herself
6. themselves
7. itself

### Speaking

1. People read things at work, signs, and even words on the television every day.
2. Reading can help children do better in school.
3. One way is to make reading a family habit.
4. I can find books and magazines at the library or at rummage sales.
5. Your children can read the label on the cereal box, road signs, and instructions on the frozen pizza box.
6. Children will read more if they enjoy what they read.

### Assessment

1. b
2. a
3. b
4. c
5. c
6. b
7. b

## Enjoying a Book

### Understanding

1. Ann reads to Molly because she enjoys being close to her daughter, and she knows reading is a great learning tool.
2. Guess means to have an idea about something without being sure it is right.
3. Ann and Molly read at bedtime.
4. Before opening a book, Ann and Molly look at the cover. They talk about what they see on the cover. They question what kind of story may be inside.
5. Ann asks Molly questions like: “What do you think this book is about?” and “What do you think will happen next?”
6. When reading a story, sometimes Ann’s voice is loud, sometimes it is soft, sometimes it is low, and sometimes it is high. She raises her voice on a question; she gives extra emphasis to sentences that end with an exclamation mark.

### Supplement

**Vocabulary Cloze Paragraph:** Ann is an employee and a mother. Her daughter Molly is in preschool and daycare. They are both busy during the day. Both of them **look forward to** bedtime when they can relax. Ann and Molly enjoy **snuggling** and reading a good book together. First, they look at the **cover** of the book. They talk about the cover’s colors and **objects**. They **question** what the story inside is about. Next, Ann reads the story to Molly. They talk about the pictures. Molly cannot read the words, but the pictures help her to understand the story. Ann asks Molly, “What will happen next?”

When Ann reads to Molly, she uses her voice in different ways. She reads soft, loud, low, and high. When she asks a question, she raises her voice. When she reads a sentence with an exclamation mark, she reads with more **emphasis**. Exclamation marks need **extra** feeling when you read them.

Ann makes reading fun for Molly. Ann has **nurtured** Molly to be a reader. Ann knows that reading **develops** the brain and helps build language skills in adults and children. Molly is a **budding** reader!

### Fill in the Blank

1. emphasis
2. develops
3. snuggling
4. question
5. nurtured
6. look forward to
7. objects
8. cover
9. extra
10. budding

### Language

1. .
2. !, !
3. .
4. ?
5. ?
6. . or !
7. !

### Assessment

1. b
2. a
3. c
4. b
5. b
6. c
7. a

### Speaking

1. They look forward to bedtime.
2. She reads to Molly at bedtime when they snuggle together.
3. Before they open the book, they look at the cover and talk about what they see.
4. At the end of each page, they talk about the pictures.
5. She asks Molly, “What do you think will happen next?” because she wants Molly to guess.
6. Ann changes her voice and gives extra emphasis to some sentences.
7. Reading helps build language and develops the brain.

## Helping a New Worker

### Understanding

1. Hal's new job is being a nurse's aide at a care center.
2. Jake wants to help Hal because someone helped Jake when Jake was new to the job.
3. Jake shows Hal where to put his coat and sack lunch, he shows Hal how to complete a time card, he helps Hal take care of a client, and he shows Hal the work schedule.
4. The word team means to work together to do something, accomplish something, or achieve a goal.
5. Hal works tomorrow.

### Supplement

**Vocabulary Cloze Paragraph:** Jake works as a nurse's aide at a **care center**. A new worker, Hal, starts today. Hal is also a **nurse's aide**. Jake **remembers** learning many new tasks when he started working at the center. He got help from other workers. He will help Hal learn the tasks too. He shows Hal where he should put his coat and **sack lunch**. He shows Hal how to **complete** the time cards in the office.

Jake and Hal work together. They get a **client's** clothes. Then they help to **dress** him. They help him brush his teeth. They help him **comb** his hair to look nice.

When they are finished working for the day, Jake shows Hal the work **schedule**. Hal sees that he works tomorrow. He **shakes** Jake's hand. Hal thanks Jake for his help today. Jake was happy to help his new coworker.

### Fill in the Blank

1. dress
2. schedule
3. sack lunch
4. remembers
5. comb
6. client
7. care center
8. shakes
9. complete
10. nurse's aide

### Language

1. noun
2. verb
3. noun
4. verb
5. verb
6. noun
7. noun
8. verb

### Speaking

1. They work at a care center.
2. Jake remembers that someone helped him when he was new to the job.
3. He shows Hal where to put his coat and sack lunch, the time card, and the work schedule.
4. They help a client dress himself, brush his teeth, and comb his hair.
5. He works again tomorrow.
6. Hal thanks Jake for his help.

### Assessment

1. c
2. a
3. c
4. b
5. a
6. a
7. b

## Doctor Visits and Work

### Understanding

1. Ruth works the day shift in an egg plant.
2. Ruth calls the clinic during her break.
3. Ruth will have her exam at 9:00 on Monday morning.
4. Ruth tells her boss the date and time of her exam.
5. The boss thanks her for making the appointment in the early part of the work day.

### Supplement

**Vocabulary Cloze Paragraph:** Ruth needs to have a yearly checkup. She has to make an appointment for an **exam**. Ruth works the day **shift**. Ruth's boss has asked the workers to make **visits** to the doctor or dentist early in the day. Ruth hopes she can get an appointment at the **start** of the workday. She doesn't want to miss much of her **shift**.

Ruth calls the **clinic** where her doctor works. She makes an appointment for Monday at 9:00. She writes down the date and time of the exam. She tells her boss when her doctor appointment will be. Her boss thanks Ruth for **making** her appointment early in the day. Ruth is ready to see the doctor.

### Fill in the Blank

1. plant
2. exam
3. shift
4. making
5. visits
6. start
7. clinic

### Language

1. Change night to **day**
2. Change third to **second**
3. Change fifty to **fifteen**
4. Change thirteen to **thirty**
5. Change full time to **part time**
6. Change starting to **quitting**
7. Change part time to **full time**

### Speaking

1. She works eight hours a day, five days a week.
2. He wants the workers to make visits to the doctor at the start of the workday.
3. She calls the clinic during her break.
4. Her appointment is at 9:00 on Monday.
5. She writes down the date and time of her exam.
6. Ruth's boss thanks Ruth.

### Assessment

1. c
2. b
3. a
4. b
5. a
6. a
7. c

## Handwashing

### Understanding

1. They wash their hands after using the bathroom and before eating.
2. They wash their hands to stay healthy and clean; to keep germs away.
3. They wash their hands for at least 10 seconds.
4. Maria's 5-year-old and 4-year-old children wash by themselves.
5. Use soap and warm water to wash your hands.

### Supplement

**Vocabulary Cloze Paragraph:** Maria is a busy woman with three young children. Maria knows that handwashing can help her and her children to stay healthy and **prevent** sickness. She taught her children how to wash their hands. Her two older children can wash their hands by themselves. Maria helps her youngest child wash his hands. They use warm water and soap to wash their hands for **at least** ten seconds. Maria taught her children to count to ten while they are washing their hands. If they don't wash their hands for ten seconds, their hands are not fully clean.

Maria and her children wash their hands after using the bathroom. They wash their hands before eating. They wash their hands when they return home after being in **public** places like stores, malls, and libraries. There are many **germs** in public places. Some of these places are where people put their hands like **doorknobs** and grocery store carts.

Maria and her children know that handwashing can help to prevent **illness**. Washing your hands can help you to **stay** healthy too!

### Fill in the Blank

1. at least
2. illness
3. doorknobs
4. stay
5. germs
6. prevent
7. public

### Language

1. Talking
2. Writing
3. eating
4. Washing hands
5. Riding a bike
6. spending

### Speaking

1. Maria has three children.
2. She has taught her children how to wash their hands.
3. They wash their hands after using the bathroom and before eating.
4. She helps wash her youngest child's hands.
5. They should wash their hands for at least ten seconds.
6. There are many germs in public places.
7. People can stay healthy by washing their hands.

### Assessment

1. a
2. b
3. a
4. c
5. a
6. c
7. a

## Jeff is a Good Driver

### Understanding

1. Jeff and any of his passengers wear seatbelts in his car.
2. Jeff slows down and prepares to stop when he sees a yellow light.
3. Jeff turns on his headlights when it is raining or snowing.
4. Jeff keeps his car insurance current by paying the insurance bill when it is due.
5. Alert means watching carefully; paying attention.
6. Jeff renews his driver's license every four years.

### Supplement

**Vocabulary Cloze Paragraph:** Jeff knows what makes a good and safe driver. He always wears his seatbelt and his passengers wear theirs too. He stops at red lights and stop signs. When he comes to a yellow light, he slows down and stops. He doesn't speed, but he drives the speed **limit**. He remains awake and **alert**. He stays **focused** on his driving at all times. He doesn't drive when he's tired and could get into an accident.

Jeff turns on his headlights when it begins to get dark, at **dusk**. He also turns them on at **dawn** or when it is raining or snowing.

Jeff is a good driver because he **renews** his driver's license every four years, as is required. He also renews the **license tabs** that he must keep on his license plates. Finally, he keeps his car **insurance** up-to-date by paying the bill by the time it is **due**. Jeff knows that keeping these three items **current** is an important part of owning and driving a car.

### Fill in the Blank

1. due
2. dusk
3. insurance
4. focused
5. dawn
6. limit
7. renews
8. current
9. alert
10. license tabs

### Language

1. must
2. should
3. must
4. must
5. should
6. should
7. must

### Speaking

1. Jeff and his passengers wear seatbelts in Jeff's car.
2. He slows down and prepares to stop.
3. Jeff turns on his headlights when it is raining or snowing.
4. His car insurance, his license tabs, and his driver's license.
5. He obeys the laws of the road.
6. He is alert, and he stays focused.

### Assessment

1. b
2. a
3. c
4. b
5. b
6. c
7. a

## Recycling at Home

### Understanding

1. Jo recycles because it is a simple, easy thing to do and because she wants to live on a clean earth.
2. Jo's recycling spot is in her kitchen under the sink.
3. Jo recycles a soup can, an empty cracker box, and a plastic milk jug.
4. Rinse means to wash with clear water (no soap).
5. At the end of the week, Jo takes her recycle bag to the green bins where she sorts her items.

### Supplement

**Vocabulary Cloze Paragraph:** Jo wants to help keep the earth clean. She wants to **recycle** her used plastic, metal, and paper that can be made into new products. Recycling is a **wise** thing to do to help the planet. To start a habit of recycling, Jo makes a **space** for recycled items under her kitchen sink. When she uses a can of food, she **rinses** the can out so it is clean. Then she puts it in her recycling box. When she finishes a box of food, she **flattens** it before she recycles it. She can recycle her plastic milk jug too. She rinses and **smashes** the jug so it is smaller and then puts it in the recycling box.

Soon the box is full of items to recycle. Jo takes the bag to the green **bins**. She knows they are for recycling because they have the **symbol** on them. She puts her items in the green bins in the **laundry room**. Jo feels good about doing her part to keep the earth clean.

### Fill in the Blank

1. symbol
2. smashes
3. recycle
4. laundry room
5. wise
6. rinses
7. space
8. bins
9. flattens

### Language

1. I think, I feel
2. I know
3. I think, I feel
4. I know
5. I think, I feel
6. I think, I feel
7. I know

### Speaking

1. She knows it is a wise thing to do and wants to live on a clean earth.
2. The green bins have the recycling symbol on them.
3. She puts them in a recycling space in her kitchen.
4. She rinses the can.
5. She rinses the plastic jug and smashes it.
6. She takes it to the green recycling bins.

### Assessment

1. c
2. a
3. a
4. a
5. b
6. b
7. b

## Teething

### Understanding

1. Some signs of teething are that gums may swell and little white dots might appear on the gums, and babies may drool want to chew on things.
2. I can rub the baby's, give the baby something safe to chew, or give pain medicine.
3. A teething baby might be fussy because teething hurts.
4. The word drool means that saliva or spit comes out of the mouth.
5. A baby may get a first tooth between the ages of six and twelve months.

### Supplement

**Vocabulary Cloze Paragraph:** Babies are born without teeth. At the age of six to twelve months, a baby will get her first tooth. When her new teeth are growing in, she is **teething**. The new teeth are pushing against the **gum** in her mouth and the baby feels pain. Her gums might **swell** in size. The gums might also have small white **dots** on them.

A teething baby will **drool** a lot. He will be **fussy** and irritable because of the pain. He will want to **chew** on everything she can find. It is important to give the baby safe toys to teethe on.

A teething baby needs extra love and **comfort**. An adult can **rub** the baby's gums and give the baby pain medication. A baby will need less medication because of his size; don't give him too much.

### Fill in the Blank

1. gum
2. comfort
3. teething
4. rub
5. dots
6. drool
7. chew
8. fussy
9. swell

### Language

1. worked
2. cries
3. missed
4. walked
5. drink
6. takes
7. lived

### Speaking

1. Teething happens when new teeth start to push through a baby's gums.
2. They may drool a lot or chew on things.
3. An adult can rub the baby's gums.
4. Babies should chew on something safe, like a teething toy.
5. Read the bottle to make sure not to give the baby too much.
6. A baby will get her first tooth between the ages of six and twelve months.

### Assessment

1. b
2. c
3. a
4. c
5. a
6. b
7. b

## Buckle Up!

### Understanding

1. Buckle means to join or fasten the ends of something together.
2. The eight-year-old son died.
3. He died five months ago.
4. The driver of the oncoming car had fallen asleep and crossed over the center line.
5. Seat belts can save lives.

### Supplement

**Vocabulary Cloze Paragraph:** This family always **buckle** their seat belts when they get in the car. The father and mother buckle their seat belts. The ten-year-old daughter and six-year-old daughter buckle their seat belts. They did not used to wear seat belts.

Five months ago, their eight-year-old son died. The family not a long **distance** from home – only six miles away. A driver in an **oncoming** car had fallen asleep. The driver drove across the **center** line of the road. He hit the family’s car **head-on**. Their son was in the back seat, and he was not wearing a seat belt. When the cars crashed, the son was thrown through the front **windshield**. His body went a **great** distance from the family’s car. The son died at the **scene** of the accident.

Wearing a seat belt can save a life and keep people from being **thrown** from a car and dying.

### Fill in the Blank

1. scene
2. windshield
3. buckles
4. thrown
5. great
6. head-on
7. center
8. oncoming
9. distance

### Language

1. red-haired
2. good-looking
3. ten-month-old
4. Brazil-Argentina
5. brown-eyed
6. gentle-looking
7. two-year-old

### Speaking

1. Wearing a seat belt can save a life.
2. The dad, the mom, the six-year-old, and the ten-year-old buckle their seat belts.
3. The son died.
4. The driver had fallen asleep, and his car crossed the center line.
5. He was thrown through the windshield a great distance from the car.
6. Now they buckle their seat belts because one of the family died from not wearing a seat belt.

### Assessment

1. a
2. c
3. b
4. c
5. b
6. c
7. a

## Safe at Home

### Understanding

1. Deb was robbed.
2. The thief entered through her unlocked door.
3. The thief took Deb's computer and her purse.
4. Zain locks her door when she is at home and when she is away.
5. Zain carries her keys with her at all times.

### Supplement

**Vocabulary Cloze Paragraph:** Deb and Zain get together for coffee every week. Today, Zain greets Deb. She says, "Hi! How are you?"

Deb **replies** that she's not doing very well. She was **robbed** last night. She tells Zain that a **thief** took her purse and her computer from her apartment. She had gone to wash her clothes in the **laundry room** and didn't lock her door.

Zain feels bad for Deb. She says, "Everyone likes to feel **safe!** I **lock** my door when I'm in my house and when I'm gone." Zain like to **carry** her key with her at all times.

Deb says, "I will lock my doors **from now on**, even when I'm just down in the laundry room.

### Fill in the Blank

1. thief
2. safe
3. laundry room
4. carry
5. replies
6. from now on
7. lock
8. greets
9. robbed

### Language

1. like
2. did not have
3. did not carry
4. did not talk
5. did not leave
6. did not play
7. did not go

### Speaking

1. They are friends.
2. Deb feels bad.
3. Deb was robbed last night.
4. The thief stole Deb's computer and her purse.
5. The thief got in because Deb did not lock her door when she got her clothes from the laundry room.
6. She locks her door when she is at home and when she is gone.

### Assessment

1. c
2. a
3. c
4. a
5. b
6. a
7. b

## High Gas Prices

### Understanding

1. Don needs to fill his car's gas tank because his gas gauge is almost on empty.
2. Don has less money for food and clothes because higher gas prices have forced him to spend more money on gas.
3. Conserve means to protect or use less of something; to not be wasteful.
4. He is carpooling with others, and instead of driving to the store for one or two items, he is waiting until he has a long list of shopping needs. He is also doing more walking and biking.
5. The higher price of gas has helped Don's health. In an effort to not use his car, he is doing more biking and walking.

### Supplement

**Vocabulary Cloze Paragraph:** Don needs to fill his gas **tank**. The **gauge** is almost on empty. At the gas station, the gas price is high. Much of Don's money is **spent** on gas. He wants to have more money for food and clothes. He wants to have more money for going to restaurants and renting movies. He has **less** money for all of those things because of the high price of gas.

Don tries watching his money more **closely**. Maybe if he can **conserve** gas, he will save money. He decides to **carpool** with some coworkers. They share the cost of gas when they go to work together. Don also tries going to the store less often. When he has many **items** he needs, he goes to the store. He rides his bike and walks more too. He is getting healthier when he buys less gas, and his gas tank is **empty** less often!

### Fill in the Blank

1. carpool
2. less
3. tank
4. spent
5. gauge
6. conserve
7. empty
8. items
9. closely

### Language

1. more
2. less
3. more
4. more
5. less
6. more
7. more
8. less
9. less

### Speaking

1. Don's gas gauge is almost on empty.
2. He goes to the gas station.
3. He has less money because he spends much of his money on gas.
4. He needs money for food, clothes, seeing movies, and going out to eat.
5. He carpools with others to work, and he waits to go shopping until he has a long list of items to buy.
6. He is riding his bike more, and he is walking more.

### Assessment

1. a
2. b
3. a
4. c
5. b
6. c
7. b

## Starting a New Job

### Understanding

1. A dress code is a set of rules about what you can wear to work.
2. Arrive at work on time or early.
3. Your coworkers will answer questions when your boss is not available.
4. Ask questions when you don't understand something and when you don't know what to do next.
5. Leave work with or after your coworkers.

### Supplement

**Vocabulary Cloze Paragraph:** Starting a new job can be exciting. It can also make you a little nervous. Making a good **impression** on your new coworkers and new manager is important. There are some **tips** that can help. First, find out if the company has a **dress code**, and make sure you have the correct uniform or clothes for the job. Wear clean and **neat** clothes to work. Find out what time you need to be at work. Being on time or a little early will impress **employers** because that shows you are responsible. Your manager will **introduce** you to other employees. Remember their names and their positions. They are there to help you. Ask **plenty** of questions if you aren't sure about something. Be back to work from lunch breaks and coffee breaks on time. Don't use your phone to make personal phone calls while working **unless** it's an emergency. Finally, don't leave before your **shift** has ended. Leave with other **coworkers**, not before them. Following these tips will help you make a positive impression when you start your new job.

### Fill in the Blank

1. tips
2. coworkers
3. introduce
4. neat
5. employers
6. unless
7. shift
8. impression
9. plenty
10. dress code

### Language

1. man's
2. women's
3. coworker's
4. employee's
5. boss's
6. employees'
7. children's
8. managers'

### Speaking

1. I should find out if my job has a dress code.
2. I should be at work on time or early for my shift.
3. If I don't understand, I should ask questions.
4. I should pay attention to how much time I have for lunch.
5. I should not make personal phone calls at work.
6. I should leave work with my coworkers.

### Assessment

1. a
2. c
3. b
4. b
5. a
6. b
7. a