

CONTENTS

UNIT 1 | Readiness for Independence

PREVIEW	.5
LESSON 1: Knowledge and Skills Checklist	.6
LESSON 2: Attitudes Assessment	.8
LESSON 3: Budgeting Time	.10
LESSON 4: Budgeting Money	.12
REVIEW	.14

UNIT 2 | Finding an Apartment

PREVIEW	.15
LESSON 1: A Housing Checklist	.16
LESSON 2: Comparing Classified Rental Ads	.18
LESSON 3: Rental Application	.20
LESSON 4: Rules for Roommates	.22
REVIEW	.24

UNIT 3 | Moving in and Getting Settled

PREVIEW	.25
LESSON 1: Change of Address Forms	.26
LESSON 2: Ordering Phone, Utilities, and Internet Services	.28
LESSON 3: Buying Essential Household Goods	.30
LESSON 4: Renting a Moving Truck	.32
REVIEW	.34

UNIT 4 | Solving Common Problems

PREVIEW	.35
LESSON 1: Dos and Don'ts for Tenants	.36
LESSON 2: Unexpected Expenses—Revising Your Budget	.38
LESSON 3: Revising Rules for Roommates	.40
LESSON 4: Tenants' Legal Rights	.42
REVIEW	.44

WORD LIST	.45
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PREVIEW | Readiness for Independence

- How much do you already know about the material in this unit? Circle words or letters to correctly complete the sentences. Answers are upside down at the bottom of the page.
- To live on your own, you must develop (independence from / dependence on) your parents.
 - Competent adults are able to solve (everyday / elaborate) problems.
 - A person with positive rather than negative attitudes about challenges in their life is (more / less) likely to be successful.
 - The first step in changing a bad attitude is to (deny / recognize) that it is a problem.
 - Most efficient adults use (a calendar / their memories) to keep track of appointments.
 - A daily “to-do” list can help you (avoid unpleasant jobs / budget your time).
 - What is one item you might put on a daily to-do list?
 - get out of bed
 - take a shower
 - see dentist at 11:00 A.M.
 - The main part of most people’s income is from
 - a job.
 - a trust fund.
 - a savings account.
 - To avoid debt, you need an income that is at least equal to your
 - rent.
 - expenses.
 - taxes.
 - What is *not* an essential skill for living on your own?
 - filling out forms.
 - driving a forklift.
 - understanding directions.

Answers: 1. independence from 2. everyday 3. more 4. recognize 5. a calendar 6. budget your time 7. c 8. a 9. b 10. b

LESSON**1 Knowledge and Skills Checklist**

Most young people are eager to become independent adults. What does it take to make it on your own in today's world? One way to judge your readiness is to inventory your competencies. What's the current level of your knowledge and skills? What additional knowledge do you need? What basic skills require more development? This lesson can help you identify how far you've come—and how far you need to go—along the path to successful adulthood.

GENERAL SKILLS: Next to each essential skill, rate your achievement level from 1 to 5. Be honest!

STRONG				WEAK	
1	2	3	4	5	

I've developed the ability to . . .

- | | |
|--------------------------------------|------------------------------------|
| 1. _____ balance my wants and needs. | 6. _____ resist peer pressure. |
| 2. _____ work hard for what I want. | 7. _____ respond to emergencies. |
| 3. _____ manage my money. | 8. _____ cooperate with others. |
| 4. _____ express myself clearly. | 9. _____ manage my time. |
| 5. _____ make wise decisions. | 10. _____ solve everyday problems. |

SPECIFIC SKILLS: Show your competencies by writing **Y** for yes or **N** for no.

I know how to . . .

- | | |
|--|--|
| 1. _____ take care of my health. | 11. _____ make simple home repairs. |
| 2. _____ cook simple dishes. | 12. _____ use public transportation. |
| 3. _____ write a résumé. | 13. _____ write a business letter. |
| 4. _____ manage a checking account. | 14. _____ fill out forms properly. |
| 5. _____ dress appropriately for different occasions. | 15. _____ get information from maps, charts, and graphs. |
| 6. _____ investigate job opportunities. | 16. _____ get legal help. |
| 7. _____ use the library and Internet to find information. | 17. _____ understand and follow directions. |
| 8. _____ prepare for a job interview. | 18. _____ take care of my clothes. |
| 9. _____ make and stick to a budget. | 19. _____ apply for a driver's license. |
| 10. _____ schedule an appointment. | 20. _____ register to vote. |

- **Thinking It Over:** Check the correct sentence endings.

A competent adult can . . .

1. ___ use basic tools.
2. ___ plan a healthy diet.
3. ___ pay cash for everything.
4. ___ balance a checkbook.
5. ___ read a bus schedule.
6. ___ avoid serious illnesses.
7. ___ save as well as spend.
8. ___ make and keep appointments.

- **Synonyms and Antonyms**

1. What word in the lesson is a synonym (same meaning) of *preparedness*?

2. What word in the lesson is an antonym (opposite meaning) of *foolish*?

Write **S** for *synonyms* or **A** for *antonyms* next to each word pair.

3. ___ essential / necessary
4. ___ specific / general
5. ___ require / need
6. ___ succeed / fail
7. ___ eager / reluctant

- **Everyday Math**

1. The best score on the General Skills survey is (high / low).

2. Suppose you rated yourself a 3 on each General Skills competency. Your *total* score on that section would be (30 / 50).

- **Giving Examples**

1. Tell about a time you *responded to an emergency*.

2. Tell about a time you *resisted peer pressure*.

3. Name three simple dishes you know how to cook.

4. What might you wear for a job interview?

- **On Your Own**

Name an important adult skill that's not mentioned in the lesson.

LESSON

2 Attitudes Assessment

Suppose you've acquired the necessary knowledge and skills to go out on your own. Good for you! Now it's time to check out your attitudes. What are your basic ideas and beliefs about yourself, others, and the world around you? Do they tend to be negative or positive? Good attitudes can help you through many difficulties and make your life much happier. Bad attitudes can create serious problems and make you miserable.

Do you realize how negative attitudes reveal themselves in your behavior? Read the following examples.

ATTITUDE	BEHAVIOR
<i>"I'm always right."</i>	<ul style="list-style-type: none"> blames others for one's own mistakes resents constructive criticism
<i>"I'm no good if I'm not perfect."</i>	<ul style="list-style-type: none"> makes excuses avoids responsibility
<i>"Might makes right."</i>	<ul style="list-style-type: none"> loud and pushy won't compromise
<i>"Rules are meant to be broken."</i>	<ul style="list-style-type: none"> disrespectful of authority tardy; argumentative
<i>"The world owes me a living."</i>	<ul style="list-style-type: none"> lazy and slow-moving expects something for nothing
<i>"Why try? Things never work out for me."</i>	<ul style="list-style-type: none"> sets low standard of achievement readily accepts defeat

No human being is perfect. To one degree or another, all of us tend to have some harmful thinking habits. How do *you* express your negative thoughts and feelings? Be honest with yourself. When you're under pressure, do you tend to be a know-it-all, a bully, or a victim? Are you a perfectionist or a hothead? Are you deliberately slow or even defiant about following directions? Do you give up too easily because you *expect* to fail? These are only a few of the negative attitudes that limit success.

Of course it's easier to see bad attitudes in others than it is in ourselves. Think, for example, about someone who gossips all the time. Trying to make yourself look good by making others look bad is a sign of insecurity. The gossip may not realize that—but other people do. They know they can't trust a person who gets attention by calling attention to other people's problems.

Success in life begins with making a good impression on others. So it only makes sense to check out your attitudes. Some of them may be immature or downright self-defeating. If so, you've already won half the battle just by recognizing them! Changing attitudes takes time, patience, and lots of practice. But the good news is that you *can* do it if you really want to.

■ **Thinking It Over:** Write **P** for *positive* or **N** for *negative* next to each attitude statement.

1. ____ I try to be grateful for constructive criticism.
2. ____ Other people seem to get all the lucky breaks.
3. ____ Asking for help makes me look dumb and weak.
4. ____ I often feel like everyone's out to get me.
5. ____ I take responsibility for my own mistakes.
6. ____ I see many opportunities when I watch out for them.

■ **Synonyms:** Draw a line to connect words with the same meaning.

- | | |
|----------------|-------------------|
| 1. behavior | a. correct |
| 2. beliefs | b. errors |
| 3. defeat | c. accomplishment |
| 4. achievement | d. actions |
| 5. mistakes | e. thoughts |
| 6. right | f. failure |

■ **Inference:** Cross out the *incorrect* sentence endings.

1. Other people can often recognize your attitudes in your
body posture. facial expression.
eye color. tone of voice.
2. Confident people tend to be
cheerful. enthusiastic.
moody. cooperative.

■ **Key Vocabulary:** Complete the sentences with words from the reading.

1. Constructive **c**_____ is the act of pointing out errors and suggesting ways to improve.
2. An **i**_____ person doesn't feel safe or confident.
3. Each side gives up something when a disagreement is settled by **c**_____.
4. An **a**_____ is a way of acting that shows what one is thinking or feeling.
5. An **i**_____ attitude is childish or foolish.
6. To be **t**_____ is to be late for work or school.

■ **On Your Own**

1. Name two of your own *positive* attitudes.

2. Name two ways that negative attitudes could hurt you in the workplace.

LESSON

3 Budgeting Time

Have you learned to organize your time? All successful adults are good “time managers.” They schedule their activities to make sure they won’t fall behind. They remember important dates because they plan ahead.

Jessica has a hectic schedule. She goes to school every weekday, and she works a part-time job. From time to time, she has appointments. And she has regular chores to do in the apartment she shares with her roommates. In addition to all this, she has a social life. How does she keep her schedule straight? How can she remember where she has to be at any given time? Jessica has a system for budgeting her time. She keeps track of what she needs to do by entering it on a calendar that’s on her cell phone, so she can look at it throughout the day. Here is her calendar for September:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 class 8-12 work 1-4 study 4:30	2 class 10-2 work 4-6 gym 6:30	3 class 8-12 work 1-4	4 class 10-2 work 4-6 gym 6:30	5 chores 9-11 Sanjay 7:30
6 study	7 class 10-2 work 4-6 gym 6:30	8 class 8-12 work 1-4	9 class 10-2 work 4-6 gym 6:30	10 class 8-12 work 1-4	11 class 10-2 work 4-6 gym 6:30	12 chores 9-11 family bbq 3:00
13 study	14 class 10-2 work 4-6 gym 6:30	15 class 8-12 work 1-4 study 4:30	16 class 10-2 work 4-6 gym 6:30	17 class 8-12 work 1-4 haircut 4:30	18 class 10-2 work 4-6 gym 6:30	19 chores 9-11 Mia’s wedding 7:30
20 study	21 class 10-2 work 4-6 gym 6:30	22 class 8-12 work 1-4 Alex’s bday	23 class 10-2 work 4-6 gym 6:30	24 class 8-12 work 1-4 Dr. B 4:30	25 class 10-2 work 4-6 gym 6:30	26 chores 9-11 Sanjay 3:30
27 study	28 class 10-2 work 4-6 gym 6:30	29 class 8-12 work 1-4 library 4:30	30 class 10-2 work 4-6 gym 6:30			

Jessica also creates a daily to-do list on her phone. Every evening, she looks at her calendar. Then she makes a list of things she needs to take care of the next day. She lists only those tasks that are special for that day. She does not include everyday routines, such as brushing her teeth or getting dressed. She goes over her to-do list throughout the day. Then she either checks off or deletes each item as she does it. Here is her to-do list for September 16:

- English homework 8–9
- math homework 9–9:30
- classes 10–2
- card—Alex’s birthday
- gift—Mia’s wedding
- work 4–6
- gym 6:30