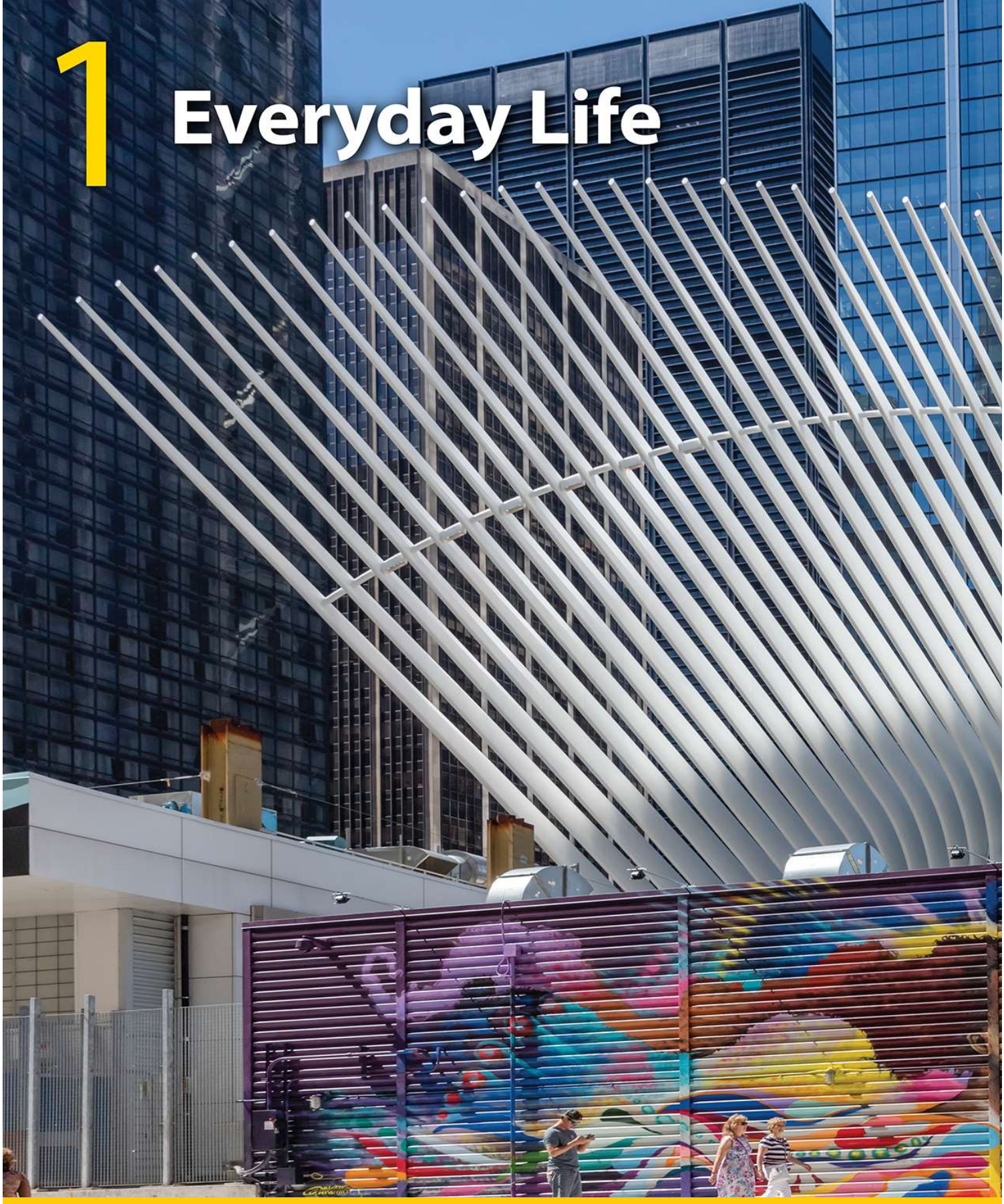
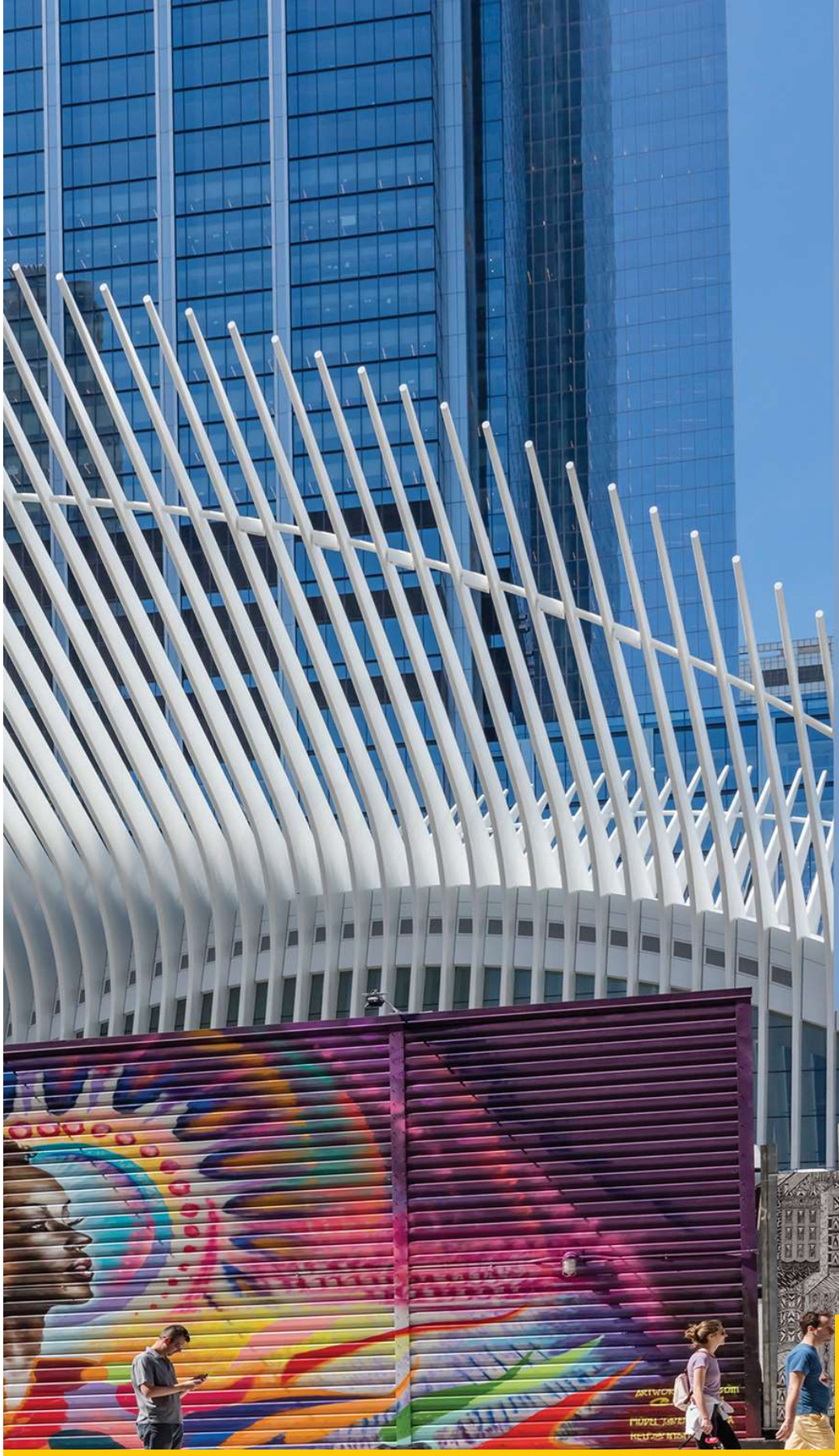
1 Everyday Life





UNIT OUTCOMES

- Ask for and give personal information
- Identify family relationships
- Describe people
- Interpret and write schedules
- Interpret information about weather
- Reflect on career options

Look at the photo and answer the questions.

1. What are the people in the photo doing?
2. Where do you think they are going?

These people are walking by a mural outside the Oculus, in New York City.

1. The Oculus is an impressive train station and a mall. Do you think the people in the photo are commuters or tourists? How do you know this?
2. Do you think the mural in this photo is graffiti or art?

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LESSON 1

Where Are You From?

GOAL ▸ Ask for and give personal information

A **Look at the map. Find and point to your country.**



B **Look at A. Complete the sentences. Then ask a partner where he or she is from. Write his or her answer.**

1. Grace is from _____, Nigeria.

   She lives in _____.

2. Sima is from _____, Afghanistan.

   She lives in _____.

3. Gilberto is from _____, Brazil.

   He lives in _____.

4. I am from _____.

   I live in _____.

5. My partner is from _____.

   My partner lives in _____.

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C **CLASSIFY** Read the words in the box and complete the table.

25 years old	divorced	single
city	married	state
~~country~~	old	young

Marital Status	Age	Place
		country

D Listen to the conversation. Then use the information to make new conversations.



Grace

Single
20 years old
Lagos, Nigeria



Sima

Married
26 years old
Kabul, Afghanistan



Gilberto

Single
30 years old
Rio de Janeiro, Brazil



Marie

Divorced
45 years old
Port-au-Prince, Haiti

Gilberto: Where is Grace from?

Marie: She's from Nigeria.

Gilberto: How old is she?

Marie: She's 20 years old.

Gilberto: Is she married?

Marie: No, she's single.

Question Intonation

Yes / No questions have rising intonation.

Is she married?

Information questions have falling intonation.

Where is Grace from?

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E **Study the charts with your classmates and teacher.**

Simple Present: *Live*			
Subject	**Verb**	**Information**	**Example Sentence**
I / We / You / They	live	in Los Angeles in California in the United States	I **live** in Los Angeles. You **live** in Los Angeles, California.
He / She / It	lives		He **lives** in the United States. She **lives** in Mexico.

Simple Present: *Be*			
Subject	**Verb**	**Information**	**Example Sentence**
I	am	from Vietnam	I **am** from Vietnam.
We / You / They	are	single divorced	We **are** single. You **are** divorced.
He / She / It	is	23 years old	He **is** 23 years old. She **is** 23 years old.

F **Write the correct verb for each sentence. Then listen and complete.**

1. Lien _____ from Ho Chi Minh City, _____.
2. She _____ _____ years old.
3. She _____ in _____.
4. Mario _____ _____ years old.
5. He also _____ in _____.
6. He _____ from _____.
7. Mario and Lien are not married. They _____.

G **SURVEY** **Ask classmates for personal information and write sentences. Then share the information with the class.**

EXAMPLE: **Student A:** Where do you live?
Student B: I live in Chicago.

_____

_____

_____

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LESSON 2

Manny's Family

GOAL ▶ Identify family relationships

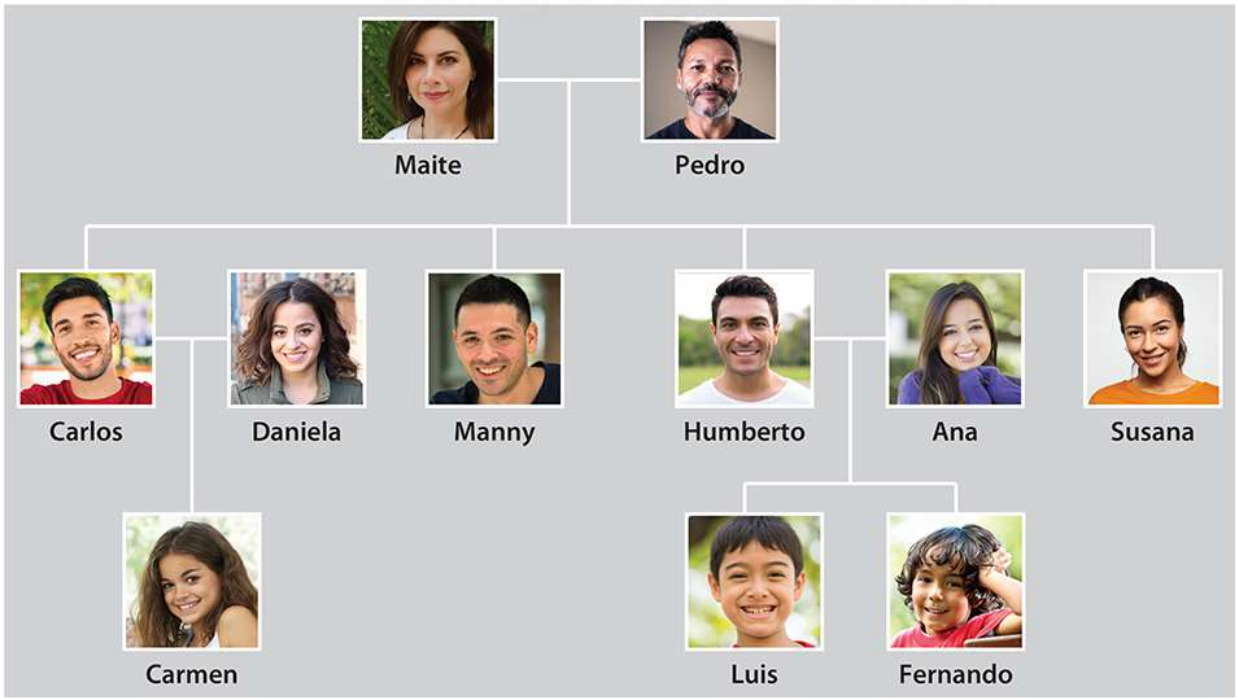
A **INTERPRET** **Read and listen to Manny's story. How many people are in his family?**

My name is Manuel Perez. My friends call me Manny. I have a wonderful family. We live in the United States. I have one sister and two brothers. I also have uncles and an aunt here. My father has two brothers and no sisters. My mother has one brother and one sister. My parents are in Venezuela. I'm sad because they are not here with the rest of my family.

B **Read Manny's story again and complete the sentences.**

1. Manny has _____ sister.
2. Manny has _____ brothers.
3. Manny's father has _____ brothers and _____ sisters.
4. Manny's mother has _____ sister and _____ brother.

C **Study Manny's family tree. Who lives in Venezuela?**



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D **Study the words with your classmates and teacher.**

parents	daughter	aunt	grandchildren
father	son	uncle	grandfather
mother	brother	niece	grandmother
husband	sister	nephew	grandson
wife		cousin	granddaughter

E **Look at the family tree in C. Write the correct words under each picture.**

1.  

grandfather / granddaughter

2.  

_____ / _____

3.  

_____ / _____

4.  

_____ / _____

5.  

_____ / _____

6.  

_____ / _____

F **Ask and answer questions about the people in E.**

EXAMPLE: **Student A:** How are Pedro and Carmen related?

Student B: They are grandfather and granddaughter.

These are some other words you can use to talk about your family: partner, spouse, stepsister, half-brother.

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G **Study the chart with your classmates and teacher.**

Simple Present: *Have*			
Subject	**Verb**	**Information**	**Example Sentence**
I / You / We / They	have	three brothers two sisters	I **have** three brothers. You **have** two sisters.
He / She / It	has	no cousins three sons	He **has** no cousins. She **has** three sons.

H **Listen. Choose the correct form of *have* and write the missing information.**

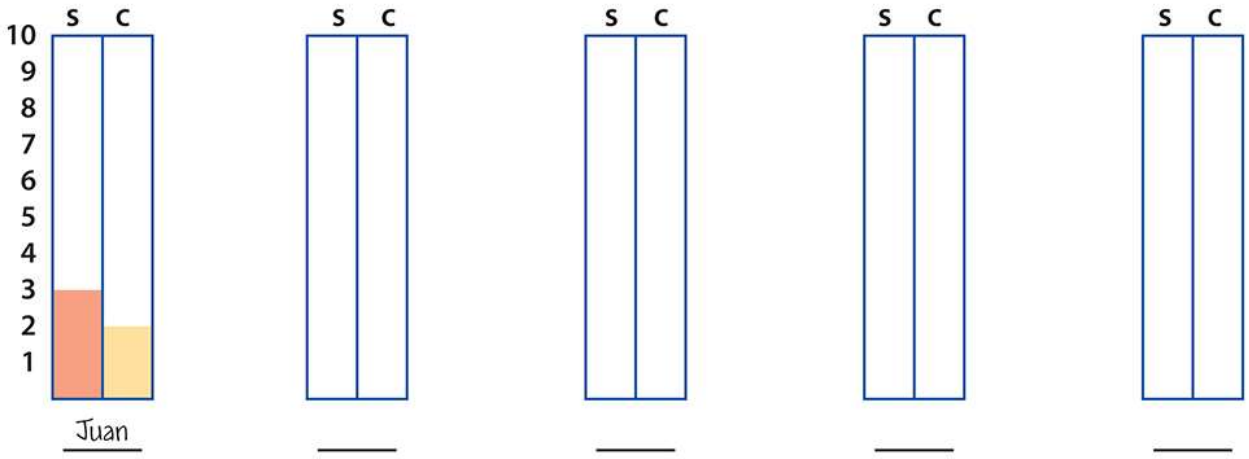
1. Thanh have / has _____ sisters.
2. I have / has _____ brothers.
3. Ricardo and Patty have / has _____ children.
4. Orlando, you have / has _____ cousins.
5. Maria have / has _____ sisters.
6. We have / has _____ child.

I **APPLY** **Complete the chart. Talk to four classmates about their siblings and children.**

siblings: brothers and sisters
stepbrother / stepsister: your parent's spouse's child

EXAMPLE: **You:** How many siblings and children do you have?
Juan: I have three siblings: two brothers and a stepsister. I have two children.

S: Siblings / C: Children



J **CREATE** **Make your own family tree and share it with the class.**

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LESSON 3

Manny's Class

GOAL ▸ Describe people

A **Look at Manny's class. Who is tall? Who has blond hair?**



Height: short, average height, tall
Weight: thin, average weight, heavy
He **is** tall and average weight.

Eyes: brown, blue, green, gray, hazel
Hair: black, brown, blond, red, gray, white
She **has** brown eyes and black hair.

B **Describe four people in A.**

1a. Dalva is average height and average weight.

1b. Dalva has green eyes and blond hair.

2a. _____

2b. _____

3a. _____

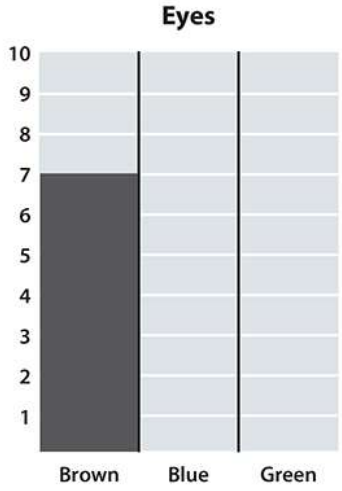
3b. _____

4a. _____

4b. _____

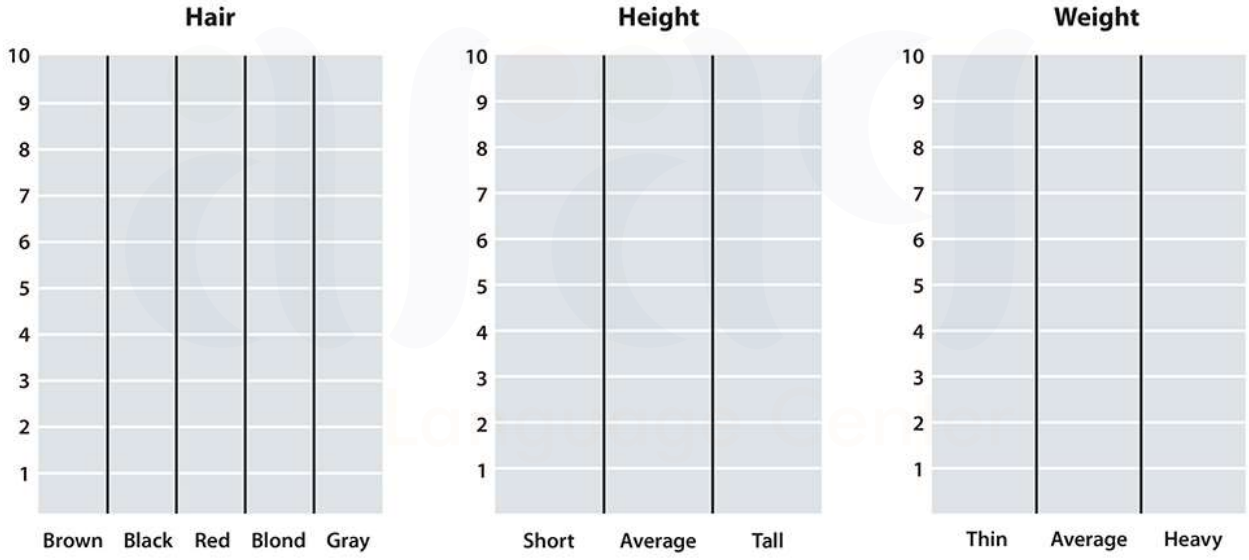
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C **Listen and complete the chart. Write sentences.**



1. *Seven people have brown eyes.*
2. _____
3. _____

D **ANALYZE** **Look at the picture in A. In a group, complete the charts.**



E **Work with a partner. Practice the conversation. Then look at A and describe a student. Your partner should guess.**

EXAMPLE: **Student A:** He is short and has black hair. Guess who.
Student B: Mario?
Student A: Yes, that's right. / No, try again.

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F **Read the chart with your classmates and teacher.**

Comparative and Superlative Adjectives		
Adjective	**Comparative Adjective**	**Superlative Adjective**
tall	taller	the tallest
short	shorter	the shortest
old	older	the oldest
young	younger	the youngest
Use *than* when using comparative adjectives. Henry is taller *than* Karen.		

G **COMPARE** **Look at the picture in A. Answer the questions in full sentences.**

1. Who is taller than Manny? Lien is taller than Manny.
2. Who is the tallest in the class? _____
3. Who is shorter than Dalva? _____
4. Who is the shortest in the class? _____
5. Who is the youngest in the class? _____
6. Who is the oldest in the class? _____

H **INTERPRET** **Read the paragraph. Underline the superlative adjectives.**

There are thirty students in my class. Twenty-five students have black hair. Five students have brown hair. The tallest student in the class is Francisco. The shortest is Eva. I think the youngest student is Nadia.

I **APPLY** **Write a paragraph about your class. Use the paragraph in H as a model.**

_____

_____

_____

_____

_____

_____

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LESSON 4

My Schedule

GOAL ▶ Interpret and write schedules

A **PREDICT** **Look at the calendar. Why are the events different colors?**

NOVEMBER ‹ Today ›

SUN	MON	TUE	WED	THU	FRI	SAT
31	1	2 Election Day	3	4 School closes 2 p.m.	5 Meet friends for dinner	6
7	8 School closes 2 p.m.	9	10	11 School closed / Veterans Day	12	13
14 Meet friends for dinner	15	16	17 Mom's birthday	18	19	20
21	22	23 Arnel doctor visit	24	25 Thanksgiving Day	26 School closed	27
28 AM workout class	29	30 Vacation	1 Vacation	2 Vacation	3 Vacation	4 Vacation

Personal calendar Family National holidays

B **Read and listen to the conversation.**

Mother: Hi, Gloria.

Gloria: Hi, Mom. I need your help. Can you pick up Arnel? School is closing early today.

Mother: Sure. What time?

Gloria: Two o'clock. It's in the family calendar.

Mother: Okay, no problem. See you when you get home.

C **Practice the conversation. Use the information in the calendar to make new conversations.**

Life ONLINE

Online calendars and scheduling applications for mobile devices can be very useful. These tools can help you schedule important appointments and events and set reminders. Some calendars can even be shared with family and friends. Just make sure you schedule your friend's surprise birthday party in your personal calendar and not the shared calendar!

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D **INTERPRET** Read Gilberto's calendar. Then listen and point to the days.

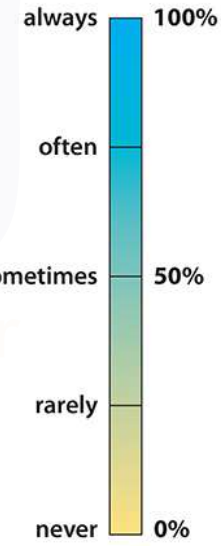
Calendar | New | Import Share

Gilberto's Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 wake up at 5:00 a.m. go to school work	2 wake up at 5:00 a.m. go to school work make dinner	3 wake up at 5:00 a.m. go to school work	4 wake up at 5:00 a.m. go to school work	5 wake up at 5:00 a.m. work overtime
6 wake up at 6:00 a.m. play soccer	7 wake up at 5:00 a.m. go to school work make dinner	8 wake up at 5:00 a.m. go to school work	9 wake up at 5:00 a.m. go to school work make dinner	10 wake up at 5:00 a.m. go to school work	11 wake up at 5:00 a.m. go to school work	12 wake up at 5:00 a.m. go to the beach
13 wake up at 6:00 a.m. play soccer	14 wake up at 5:00 a.m. go to school work make dinner	15 wake up at 5:00 a.m. go to school work	16 wake up at 5:00 a.m. go to school work make dinner	17 wake up at 5:00 a.m. go to school work	18 wake up at 5:00 a.m. go to school work	19 wake up at 5:00 a.m. work overtime

E **Choose the answers to the questions.**

1. What does Gilberto do from Monday to Friday?
   a. He plays with his children.
   b. He works and goes to school.
   c. He plays soccer.
2. What does he do every Monday and Wednesday?
   a. He makes dinner.
   b. He cleans the house.
   c. He wakes up at 7:00 a.m.



F **Choose *True* or *False* for each sentence.**

1. Gilberto sometimes goes to work on Saturday.	True	False
2. He never plays soccer on Sunday.	True	False
3. He always gets up at 5:00 a.m.	True	False
4. He rarely goes to the beach.	True	False

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G **Study the chart with your classmates and teacher.**

Simple Present			
Subject	**Verb**	**Information**	**Example Sentence**
I / You / We / They	eat go make play	lunch to school dinner soccer	I **eat** lunch at twelve o'clock. You **go** to school at 8:00 a.m. We sometimes **make** dinner. They **play** soccer on Saturday.
He / She / It	eats* goes** makes* plays**	lunch to school dinner soccer	He **eats** lunch at twelve o'clock. Nadia **goes** to school at 10:00 a.m. Gilberto **makes** dinner. She **plays** soccer on Friday.
Pronunciation: */s/ **/z/			

H **Practice the conversation. Use Gilberto's calendar in D to make new conversations.**

Student A: What does Gilberto do on Monday?

Student B: He works and goes to school on Monday.

I **APPLY** **Work with a partner. Ask: "What do you do in the morning?" Write your partner's schedule. Then report to a group.**

5:00 a.m. _____

6:00 a.m. _____

7:00 a.m. _____

8:00 a.m. _____

9:00 a.m. _____

10:00 a.m. _____

11:00 a.m. _____

12:00 p.m. _____

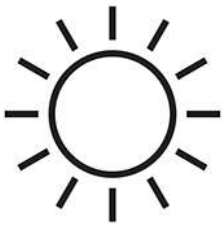
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LESSON 5

How Is the Weather Today?

GOAL ▶ Interpret information about weather

A Review the words and icons with your teacher.



sunny



rainy



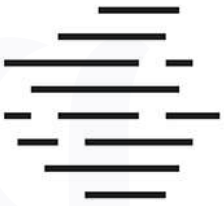
cloudy



snowy

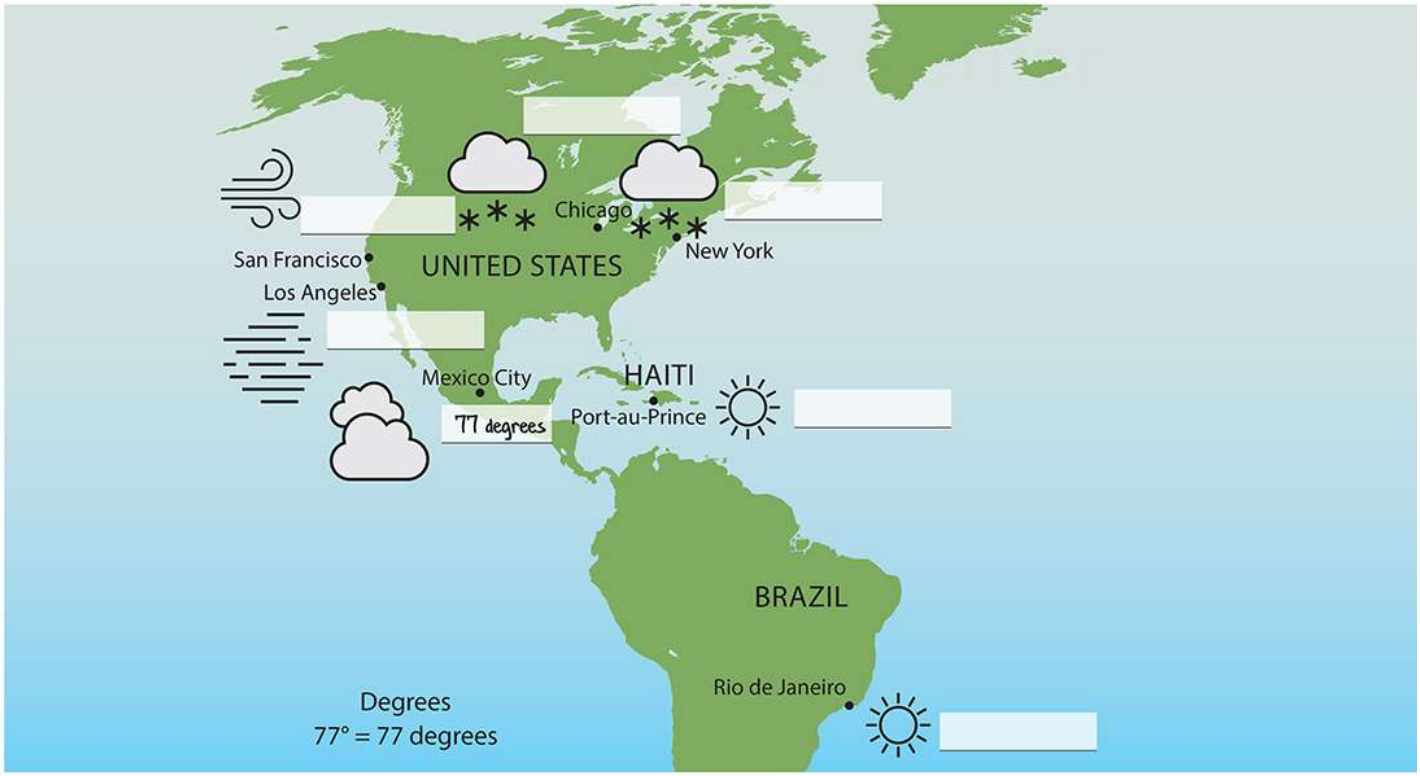


windy



foggy

B Listen to the weather report. Write the temperatures on the map.



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C **Work in pairs. Ask your partner questions about the map to complete your chart. Then switch roles.**

Student A: How's the weather in Mexico City?

Student B: It's cloudy and 77 degrees.

Student A

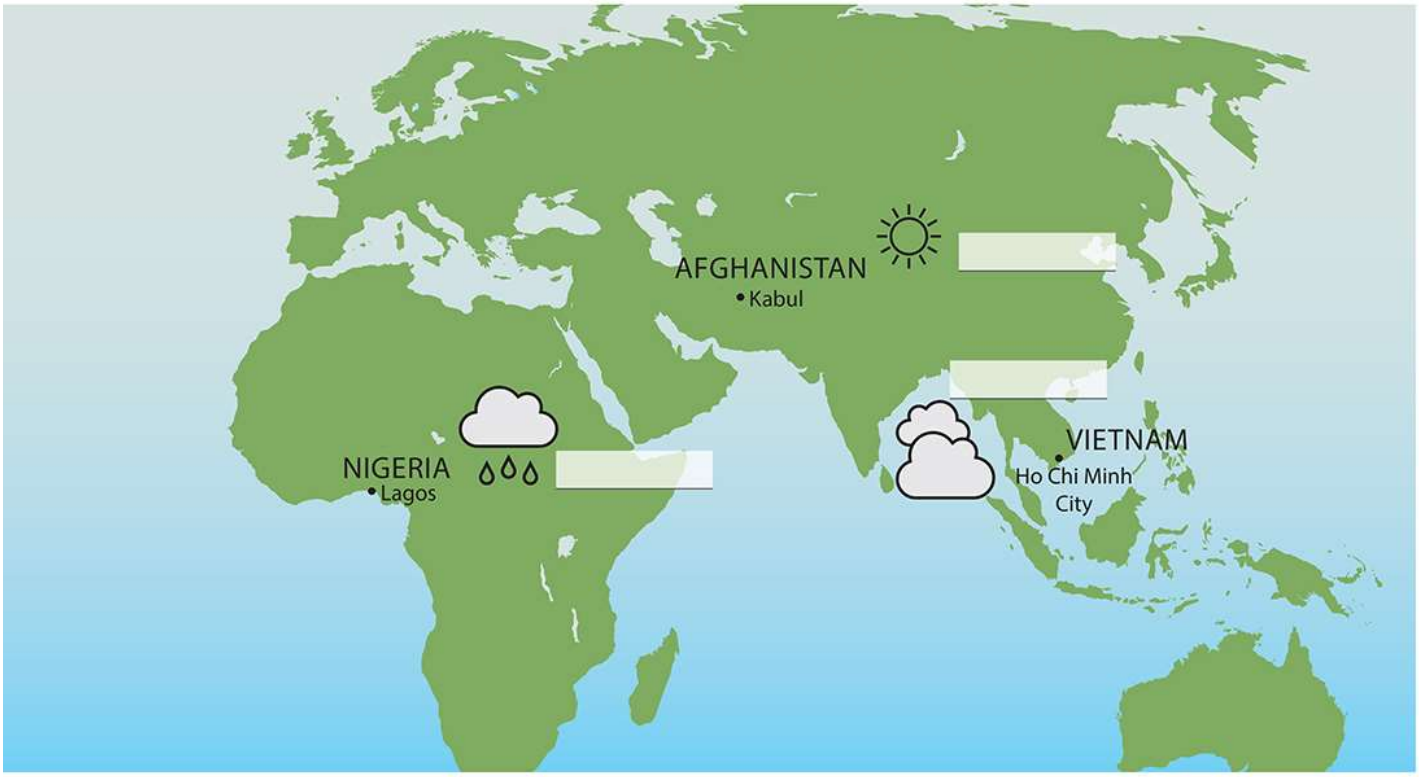
City	Weather	Temperature
Mexico City	*cloudy*	77°
Los Angeles		
New York		
Port-au-Prince		

Student B

City	Weather	Temperature
Lagos		
Kabul		
Ho Chi Minh City		
Rio de Janeiro		

D **RESEARCH** **Ask about your partner's country.**

Country	Weather	Temperature



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E **Write the correct word for each photo. Then discuss your answers with the class.**

blizzard	dust storm	firestorm	flood	hurricane	tornado



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

F **Look at the photos in E. Match the words and definitions.**

1. _____ blizzard	a. winds that move quickly in the shape of a funnel
2. _____ dust storm	b. storm with winds and rain that starts in the ocean
3. _____ wildfire	c. strong snowstorm with high winds
4. _____ flood	d. overflow of water onto dry land
5. _____ hurricane	e. strong winds that carry dust, sand, and soil
6. _____ tornado	f. large fire that spreads through forests

G **Read the text. Then, on a separate piece of paper, make a list of all the devices you need to charge before a severe weather event.**

Life ONLINE

When a severe weather event is in the forecast, you need to be prepared. Charging your devices is now as important as making sure you have enough food and water. If you lose power, you can use your device, like a smartphone or a tablet, to get important information like updates about the weather, power, schools, and travel conditions. Your Wi-Fi will not work, but your device can probably use data from your phone company. Use your device only when you need it for important information and emergencies. When power is restored, make sure to switch your device back to wifi.

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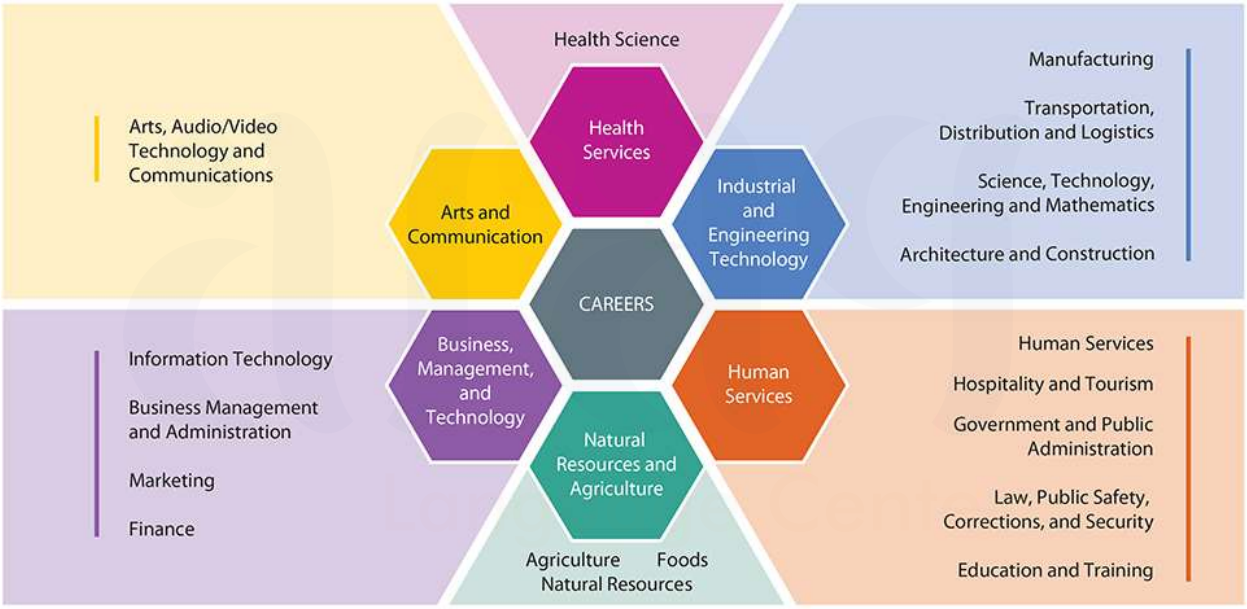
LESSON 6

Explore the Workforce

GOAL ▶ Reflect on career options

A **Read about careers. Underline the words you think are most important.**

In ***Stand Out***, we explore careers in every unit. A career and a job are different. A job is anything we do to earn money. A career is work we do in a *work area* where we continue to progress and learn throughout our lives. The career "areas" are called clusters. The United States identifies career clusters. These clusters are in six different fields.



B **INTERPRET** **Study the information in A. Answer the questions.**

1. Which field includes Marketing?

   a. Arts and Communication b. Human Services c. Business, Management, and Technology

2. Which field includes Tourism?

   a. Human Services b. Health Services c. Arts

3. Which field might include jobs about the environment?

   a. Information Technology b. Industrial Technology c. Natural Resources and Agriculture

C **Work in a group. Take turns saying which field is interesting to you. Explain why.**

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D **Look at the jobs and complete the chart.**

actor	food scientist	salesperson
construction engineer	nurse	social worker

Career Field	Job	Other Jobs (Look online for more ideas.)
Health Services		
Industrial and Engineering Technology		
Human Services		
Natural Resources and Agriculture		
Business, Management, and Technology		
Arts and Communication		

E **Think about your skills and what you like to do. Talk to a partner and answer the questions.**

1. Do you like to work outside or inside?
2. Do you like to work with your hands?
3. Do you like to work alone or with others?
4. Do you like to create new things?
5. Do you like to come up with new ideas?
6. Do you like to lead?
7. Do you like to change ideas?
8. Do you like to help others?
9. Do you like to work at a desk or do physical work?
10. Do you like to solve problems?
11. Do you want to make a lot of money?
12. Do you want a fixed or flexible schedule?

F **Choose the character traits that describe you. Look up any words you don't know.**

motivated	reliable	organized	outgoing	friendly
detail-oriented	tech-savvy	calm	responsible	hardworking
independent	creative	reserved	honest	ambitious

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G **Discuss the information regarding pay for Veterinary Technologists and Technicians in the United States.**



H **INTERPRET** **Skim the job ad. Circle the job title, one qualification, and one responsibility.**

Animal Care National is looking for an individual to join our team. Our ideal candidate loves animals, is dependable, and is dedicated.

Position: Veterinary Technician

Requirements: Minimum of AA degree or more in animal science or other related field; minimum of one year of experience in veterinary technology and animal care.

Responsibilities

- Perform duties related to care of animals in a laboratory setting
- Maintenance and deep cleaning of all facilities where animals are caged
- Perform noninvasive tests and exams of animals while ensuring animal safety
- Keep accurate records
- Other duties as assigned

Skills

- Basic computer skills
- Ability to problem solve
- Able to work with a team

I **REFLECT** **Would you like to be a veterinary technician? Why? Answer the questions in a group.**

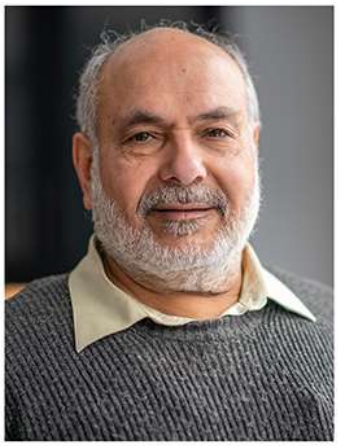
1. Does this job interest you? Why?
2. Do you think the pay for this type of job is good? How much do you need to make to support yourself and your family?
3. Which skills do you have right now?
4. Do you think after you get experience and education that you could do this job?

J **Go online and search for any jobs that interest you. What is the pay? How much education do you need?**

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Review

A **Read the information. Answer the questions in complete sentences.**



Jarom
married
72
Latakia, Syria
Residence: California



Elia
single
65
Bogota, Colombia
Residence: California

1. Where is Jarom from?

   He is from _____.

2. Where do Jarom and Elia live?

   They _____.

3. How old is Jarom?

   Jarom _____.

4. Who is older, Jarom or Elia?

   _____

5. Are Jarom and Elia married?

   _____

B **Write *live* or *lives*.**

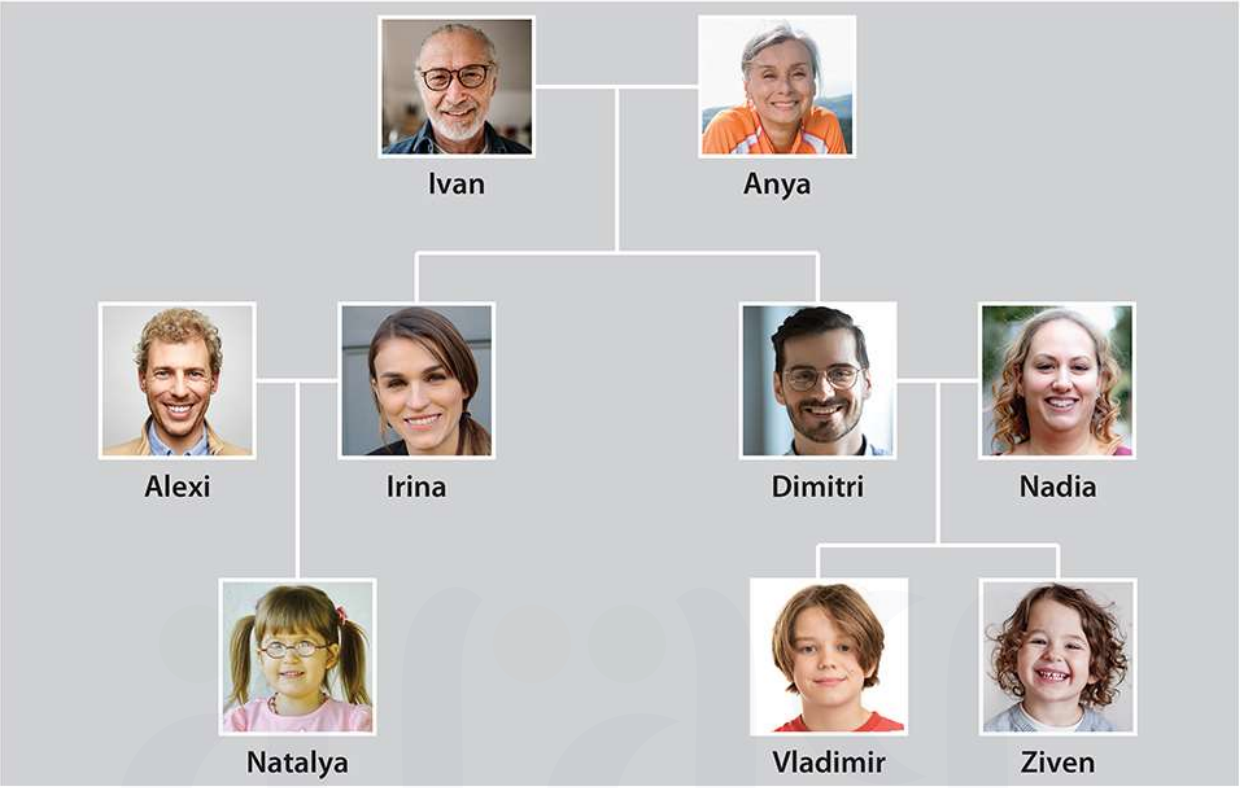
1. Gilberto and Lien _____ in Los Angeles.
2. We _____ with our mother and father.
3. I _____ in California.
4. Mario _____ in a house.
5. Eshani _____ in Afghanistan.
6. You _____ in the United States.

Learner Log

I can ask for and give personal information.
☐ Yes ☐ No ☐ Maybe

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C **Look at the family tree and write the relationships.**



1. Dimitri and Nadia are husband and wife.
2. Dimitri and Vladimir are _____ and _____.
3. Nadia and Natalya are _____ and _____.
4. Irina and Natalya are _____ and _____.
5. Ivan and Vladimir are _____ and _____.

D **Write about Mario in Lesson 3. Describe his height, weight, age, hair, and eyes.**

_____

_____

_____

_____

_____

_____

Learner Log

I can identify family relationships.
☐ Yes ☐ No ☐ Maybe

I can describe people.
☐ Yes ☐ No ☐ Maybe

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Review

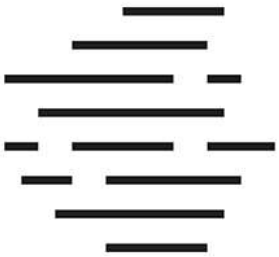
E Write the weather words under the pictures.



1. _____



2. _____



3. _____



4. _____

F Read Daniela's schedule.

September 29th Day | Week | Month | Tasks

MORNING		AFTERNOON		EVENING	
5:00 a.m.		12:00 p.m.		6:00 p.m.	eat dinner
5:30		12:30	eat lunch	6:30	
6:00		1:00		7:00	
6:30	wake up	1:30	take a 15-minute break	7:30	
7:00		2:00		8:00	
7:30		2:30		8:30	
8:00	walk to the bus stop	3:00	finish school	9:00	
8:30		3:30	play tennis	9:30	go to bed
9:00	start school	4:00		10:00	
9:30		4:30	go home	10:30	
10:00		5:00			
10:30		5:30			
11:00					
11:30					

G Describe Daniela's day. Write four complete sentences.

1. _____

2. _____

3. _____

4. _____

Learner Log

I can interpret information about weather. ☐ Yes ☐ No ☐ Maybe

I can interpret and write schedules. ☐ Yes ☐ No ☐ Maybe

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Describe a Student

SOFT SKILL ▶ Collaboration

In this project, you are going to describe a student on your team or a student from the picture in Lesson 3. You will include a family tree, a one-day planner, and a one-month calendar for the student.

1. Form a team with four or five students. In your team, you need:

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Writer**	Write a paragraph with help from the team.	
Student 3: **Artist**	Make a family tree with help from the team.	
Students 4 / 5: **Planners**	Make a one-day planner and a one-month calendar with help from the team.	

2. Choose a student from your team or a student from the picture in Lesson 3.
3. Write a paragraph about the student and his or her family. Answer these questions in your paragraph:

   Where is the student from?
   Where does the student live now?
   How many siblings does the student have?

4. Make a family tree for the student.
5. Make a one-day planner for the student.

   Student 1: Maybe he has to work 8 hours.
   Student 2: I think he should have three children he has to take to school.
   Student 3: How about going to the gym?
   Student 4: What about dinner?

   Write down all the ideas and then choose which ones you want to include.

6. Make a one-month calendar for the student.
7. Report to the class.

COLLABORATION:
Sharing Ideas and Brainstorming
Write everything that you can think of for the question, good or not so good. Sometimes ideas that you don't like help your team think of other ideas.

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Reading Challenge

A **Match the words and definitions.**

_____ 1. Life expectancy	a. not enough or not a sufficient amount of something
_____ 2. Shrinking	b. how long do we think people will live
_____ 3. Shortage	c. getting smaller

B **Tell a group about your family. Answer the questions.**

1. Is your family big or small?
2. How many people are in an average family in your country?

C **Read the article. Use a dictionary to look up any new words.**

D **Choose the correct answers.**

1. What is happening to the world's life expectancy?
   a. It's going up. b. It's staying the same. c. It's going down.
2. What was the world fertility rate in 1950?
   a. three b. five c. seven
3. What was the world fertility rate in 2021?
   a. under two b. over two c. almost seven

E **INFER** **Read the sentences from the text and answer the questions. Use the context.**

1. In line 1, what does *fertility rate* mean?
   a. *Fertility rate* means the average number of children born.
   b. *Fertility rate* means all children born in the world.
   c. *Fertility rate* means the number of children who die at a young age.
2. In line 8, what does *workforce* mean?
   a. *Workforce* means machines working.
   b. *Workforce* means workers in jobs.
   c. *Workforce* means people who retire early.
3. In line 9, what does *researchers* mean?
   a. *Researchers* are people who look for information and study things.
   b. *Researchers* are people who worry about things.
   c. *Researchers* are mothers who care about their children.
4. In line 13, what does *resist* mean?
   a. *Resist* means to like something.
   b. *Resist* means to use something.
   c. *Resist* means to try not to do something.

F **Work in a group. In your notebook, make a list of some examples of automation over the last 20 years.**

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A Shrinking Population

Family size around the world is shrinking. In 1950, the world **fertility rate** was five children for every woman. In 2021, it was under two children for every woman. In Mexico, it was almost seven in 1950, and in 2021, it was just over two. Do lowering fertility rates cause problems in the world?

Nowadays, people are living longer. If the fertility rate falls below two children for every woman, there will be fewer young people in the world. In 1950, world life expectancy was 46 years. In 2021, it was over 72 years! In the United States the current life expectancy is greater than 72 years. Many people stop working at 65, so what will happen to the **workforce**? Some **researchers** are worried that in 20 years, fewer workers will be supporting more people who don't work. Will there be enough workers to keep society moving?

Of course, one solution for a worker shortage would be to have more children. Another might be machines that can do the work of many workers. This is called automation. Some people **resist** automation because they don't want to lose their jobs to machines. What do you think is the solution?



Mechanics use a device to find problems in a car.

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