STAND OUT 2

FOURTH EDITION

Evidence-Based Learning for Life, College, and Career

Stand Out, Fourth Edition's Lesson Planner provides valuable teacher support, ideas, and guidance for the entire class period. Lesson Planners are available for all seven levels of *Stand Out*.

- **Standards correlations** for CCRS, CASAS, EL Civics, and ELPS are identified or each lesson.
- **Pacing Guides** with color-coding help with planning by giving instructors suggested durations for each activity and a selection of activities for varying class lengths.
- **At-a-Glance Lesson Openers** provide instructors with information on everything that will be taught in the lesson, including the Lesson Goal, Grammar, Academic Strategies, and Vocabulary. Unit Openers provide an overview of the entire unit, including the Unit Outcomes, Life Skills Focus, Workplace Focus, Digital Literacy tips and exercises, and Soft Skill.
- **Suggested Activities** go beyond what is shown in the text, providing teachers with ideas for additional lesson plans.
- **Teacher Tips** provide point-of-use pedagogical comments and best practices.

New Spark Platform

- The Spark platform delivers your digital tools for every stage of teaching and learning, including auto-graded Online Practice activities, customizable Assessment Suite tests and quizzes, Student's eBook, Classroom Presentation Tool, and downloadable Teacher's Resources.
- The Assessment Suite on the Spark platform evaluates student progress while strengthening CASAS Life and Work and STEPS assessments, as well as other standardized test-taking skills.

ELTNGL.com/StandOut

NRS	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
STEPS*	≤ 183	184-196	197-206	207-216	217-227	228-238, 239+
Life and Work*	≤ 180	181-190	191-200	201-210	211-220	221-235, 236+

*Score ranges correlate to the CASAS Life and Work and CASAS Reading STEPS Assessment Series.

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STAND OUT LESSON PLANNER

NATIONAL GEOGRAPHIC LEARNING

STAND OUT 2

Evidence-Based Learning for Life, College, and Career

LESSON PLANNER



FOURTH EDITION

ROB JENKINS
STACI JOHNSON

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Visit learn.eltngl.com to sign in or register for an Instructor Account on the all-in-one Spark platform.

Spark hosts all of the digital teaching and learning tools that support your program.

ON THE COVER

The Interface carpet factory in LaGrange, Georgia, was founded in 1973 and is one of Georgia's largest corporations.

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STANDOUT FOURTH EDITION

Literacy Foundations

Student's Book with the Spark platform	978-0-357-96466-8
Student's Book	978-0-357-96467-5
Spark platform, Instant Access	978-0-357-96468-2
Lesson Planner	978-0-357-96470-5

Basic

Student's Book with the Spark platform	978-0-357-96404-0
Student's Book	978-0-357-96405-7
Spark platform, Instant Access	978-0-357-96406-4
Lesson Planner	978-0-357-96408-8

Level 1

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Level 2

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Level 5

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Lesson Planner	978-0-357-96460-6

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Student's eBook, with audio and video
Online Practice
Assessment Suite
Course Gradebook

STANDOUT 2

Evidence-Based Learning for Life, College, and Career

LESSON PLANNER

FOURTH EDITION

ROB JENKINS

STACI JOHNSON

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STACI JOHNSON

We believe that there's nothing more incredible than the exchange of teaching and learning that goes on in an ESL classroom. And seeing the expression on a student's face when the light goes on reminds us that there's nothing more rewarding than helping a student succeed.

Throughout our careers, we have watched as students rise to challenges and succeed where they were not sure success was possible. Seeing their confidence grow and skills develop brings great joy to both of us and it motivates us to find better ways to reach and support them. We are humbled to think that our contributions to the field over the last 20 years have made a small difference in both students' and teachers' lives. We hope our refinements in ongoing editions will further support their growth and success.

At its core, **Stand Out** has always prioritized robust, relevant content that will deliver student gains in the classroom; while that core mission has not changed, how the program achieves it has certainly evolved in response to the changing educational landscape. The basic principles that have made **Stand Out** successful have not changed. Students are challenged to collaborate and think critically through a well-organized series of scaffolded activities that lead to student application in each lesson. The popular first-of-their-kind lesson plans are still prominent. Features such as project-based learning, video, online practice, multilevel worksheets, and classroom presentation tools continue to support the core series. New to the fourth edition is explicit workplace exploration. A lesson in each unit has been added to explore different fields and careers, potential salaries, skills, and characteristics which workers might have to excel in potential jobs. Also new to the fourth edition, students will be introduced to *Life Online* in tips, activities, and video throughout the series. In addition, **Stand Out** will now be available in different digital formats compatible with different devices. Finally, **Stand Out** introduces a literacy level that will give access through a unique systematic approach to students who struggle to participate. We believe that with these innovations and features the fourth edition will bring success to every student.

STAND OUT MISSION STATEMENT

Our goal is to inspire students through challenging opportunities to be successful in their language learning experience, so they develop confidence and become independent lifelong learners, preparing them for work, school, and life.



About the Series

The *Stand Out* series is designed to facilitate active learning within life-skill settings that lead students to career and academic pathways. Each student book and its supplemental components in the seven-level series expose students to competency areas most useful and essential for the student community, with careful treatment of level-appropriate but challenging materials. Students grow academically by developing essential literacy and critical thinking skills that will help them find personal success in a changing and dynamic world.

The *Stand Out* Philosophy

Stand Out endeavors to meet adult language learners at their intellectual level, regardless of what their language level or educational level is. The series aims to develop life and language skills that are relevant and applicable for students now, while at the same time building a foundation that will lead to greater achievement and future success. We believe the *Stand Out* student community represents a vibrant and important part of the pattern in the fabric of our larger society, and we validate the variety of accents, stories, experience, and identities our student community has to share. We hope both the student and instructor communities using these materials will see themselves reflected in these materials, and be proud of what they see.

Integrated Skills

Stand Out now features six lessons per level, which integrate all four skills in context and as appropriate to the lesson's objective, rather than separated into different sections of the unit. We believe that for real communication to occur, the classroom should mirror reallife as much as possible. We also believe the recycling of skills should be emphasized. Students must learn and practice the same skills multiple times in various contexts to actually acquire them. Practicing a skill one time is rarely sufficient for acquisition and rarely addresses diverse student needs and learning styles.

Objective-Driven Activities

Every lesson in *Stand Out* is driven by a performance objective. These objectives have been carefully selected to ensure they are measurable, accessible to students at their particular level, and relevant to students and their lives. Good objectives lead to effective learning; effective objectives also lead to appropriate self-, student, and program assessment which is increasingly required by state and federal mandates.

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Lesson Plan Sequencing

Stand Out follows an established sequence of activities that provides students with the tools they need to have in order to practice and apply the skills required in the objective. A pioneer in Adult Education for introducing the Madeline Hunter WIPPEA lesson plan model into textbooks, *Stand Out* continues to provide a clear and easy-to-follow system for presenting and developing English language skills.

The WIPPEA model follows six steps:

- Warm up and Review
- Introduction
- Presentation
- Practice
- Evaluation
- Application

We would propose adding that that final "A"also stand for "assessment;" the final application activity of each sequence is a good tool for formative assessment for the teacher, and for self-assessment and reflection for the student.

Critical Thinking

Critical thinking has been defined in various ways and sometimes so broadly that any activity could be classified to meet the criteria. To be clear and to draw attention to the strong critical thinking activities in *Stand Out*, we define these activities as tasks that require learners to think deeper than the superficial vocabulary and meaning. Activities such as ranking, making predictions, analyzing, or solving problems, demand that students think beyond the surface. Critical thinking is highlighted throughout so the instructor can be confident that effective learning is going on.

New and Expanded!

Workforce Readiness

Adult Education in the United States is funded by the Department of Labor, and *Stand Out* has always had employment and career pathways as a central pillar of its curriculum. New to the fourth edition, *Stand Out* goes beyond reinforcing the language skills students will need to be successful in the workplace by highlighting transferrable soft skills—many of which students may already have—in an aim to both validate the skills they already have and provide opportunities for upskilling. And in addition to the dedicated Work units in each level, every unit now features one of the sixteen National Career Clusters in the new Lesson 6, inviting students to explore personal and educational requirements in different careers, potential earnings, and opportunities in their community, and thereby creating a link between the job they may have now and their career trajectory in the long term.

New!

Digital Literacy

In 2020, the pandemic changed the way we teach, learn, work, and interact. This experience also uncovered a gap in the digital literacy skills of many of our adult learners. *Stand Out* now strives to help address some of these gaps by offering explicit instruction on issues related to privacy and security, scams, and digital footprint, as well as etiquette and how-to tips for students (and instructors!) who may still be going to class online. This content area is supported in the Student's Book by a new Life Online feature and video, and a fully revamped and expanded digital experience on *Stand Out's* Spark Learning Platform.

Civics

Civics isn't just government; it's the school system, waiting in line at the DMV, the taxes on our grocery receipts, and our medical privacy. *Stand Out's* position is that civics is not limited to explicit instruction on systems of government, but that it is germane to every system and network students interact with in their local community. As such, *Stand Out* has always had a robust civics curriculum integrated into the topics covered in the series so students might be better aware of the resources available to them and logistics required of them as they build their lives here.

Learner-Centered, Cooperative, and Communicative Activities

Stand Out provides ample opportunities for students to develop interpersonal skills and to practice new vocabulary through graphic organizers and charts like Venn diagrams, graphs, classifying charts, and mind maps. Dialogues are used to prepare students for these activities in the low levels and fewer dialogues are

used at the higher levels where students have already acquired the vocabulary and rudimentary conversation skills. Activities should provide opportunities for students to speak in near-authentic settings so they have confidence to perform outside the classroom.

New! Assessment

Stand Out Fourth Edition offers a completely new assessment experience, both in content and delivery. Now available for online and asynchronous delivery, the Spark platform offers a robust, completely rewritten, and fully customizable bank of assessment content that is aligned to CASAS Life and Work and the STEPS tests, as well as other important standards, such as CCRS and ELPS.

The *Stand Out* Assessment Suite is an ideal tool for summative assessment—assessment of learning—but just as, if not more, important to the *Stand Out* series is formative assessment—assessment for learning. Consider making use of these features of the series to offer additional progress checks and feedback for your students.

- **WIPPEA Model: Application Step** Can students perform the last activity in each section successfully? This is a great indicator that they have mastered the language objective for the lesson.
- **Review Section** This section, available in every unit, is a great temperature check for how students may perform on a unit test, and what they may want to review.
- **Team Project** This more open-ended task can give you a great window into how students can use the language extemporaneously and will also be a good measure of other areas of achievement, like teamwork, creativity, and effort.

We encourage you to use assessment to celebrate achievement rather than seek out deficits. All students will need additional support and review in many areas, and conditioning students to have a positive relationship with education will positively influence their resilience and motivation.

New! Literacy*

The new edition of *Stand Out* offers support for the most vulnerable and underserved segment of our student population: our literacy students. **Literacy Foundations** aims to build on the skills these adults already have in decoding the world around them through a context-supported ESL literacy curriculum, giving them the foundations they need to continue their literacy journey in a mainstream ESL classroom.

Components

The *Stand Out* series is a comprehensive one-stop for all student needs.

Stand Out Lesson Planners

The lesson planners go beyond merely describing activities in the student's book by providing teacher support, ideas, and guidance for the entire class period.

- **Standards Correlations** for CCRS, CASAS Competencies, and ELPS are identified for each lesson.
- **Pacing Guides** help with planning by giving instructors suggested durations for each activity and a selection of activities for different class lengths.
- **Teacher Tips** provide point-of-use pedagogical comments and best practices.
- **At-a-Glance** Lesson Openers provide the instructor with everything that will be taught in a particular lesson. Elements include the agenda, the goal, grammar, pronunciation, academic strategies, critical thinking elements, and correlations to standards.
- **Instructional Support** go beyond what is shown in the Student's Book, providing teachers with guidance for implementation, differentiation, expansion, and time management.

* Please note that the Literacy Foundations level will vary somewhat from this description in order to better achieve its specific literacy goals.

- **Listening Scripts** are integrated into the unit pages for easy access.

spark Platform

The Spark platform delivers all of the resources you need to be successful at every stage of teaching and learning with *Stand Out*.

For Students

- **Homework** The Spark platform provides nearly fifty activities of additional practice for each Student Book unit, including CASAS activity types found on the STEPS test.
- **Digital Experience** A full ebook is available with Spark, with audio and video available at point of use.
- **Media** All audio, the Life Skills video program, and the **New!** Life Online video program (replacing Video Challenge) are all available at point of use.
- **Mobile Compatible** Designed with students in mind, all of this content is available for use on a mobile phone.

For Teachers

- **Classroom Presentation Tool** Available online and for offline use, the Classroom Presentation Tool integrates the Student Book content with all media resources, interactive activities, and a host of new tools to help you deliver the class you want to your students.
- Completely revised **Assessment Suite** aligned to CASAS and the new STEPS test
- Robust **reporting functionality** to demonstrate achievement and inform for reteaching opportunities.
- **Resources**, including multilevel worksheets for each lesson, **New!** word lists for Lesson 6 Career Clusters, **New!** digital literacy worksheets (a set of five worksheets for every two levels), audio and video scripts, rubrics for grading, and more, are available in the Teacher Resources tab.

We thank you, the instructor community, for your partnership and commitment to our students, and we welcome your feedback on how to better serve you and your students at any time.

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
PRE-UNIT **Welcome** *Page 2*	**Goal:** Greet people and describe feelings **Pronunciation:** /m/ **Grammar:** The Verb *Be*	**Goal:** Complete a registration form **Academic:** Focused listening **Grammar:** Possessive Adjectives	**Goal:** Give and follow instructions **Academic:** Make predictions **Grammar:** Questions with *Can* **Pronunciation:** *Yes*/*No* questions intonation **Writing:** Dictation					
1 **Everyday Life** *Page 12*	**Goal:** Ask for and give personal information **Pronunciation:** Question intonation **Grammar:** Simple present: *Live* and *Be* **Academic:** Focused listening	**Goal:** Identify family relationships **Grammar:** Simple present: *Have* **Academic:** Make bar graphs	**Goal:** Describe people **Writing:** Write descriptions **Grammar:** Comparative and superlative adjectives **Academic:** Compare	**Goal:** Interpret and write schedules **Academic:** Make predictions; Interpret schedules **Life Online:** Online calendars **Grammar:** Simple Present	**Goal:** Interpret information about weather **Academic:** Focused listening; Read maps **Life Online:** Severe weather preparedness	**Workforce Goal:** Reflect on career options **Academic:** Read and interpret infographics	**Goal:** Describe a student **Soft Skill:** Collaboration—Sharing Ideas and Brainstorming	*A Shrinking Population* **Academic:** Infer meaning
2 **Let's Go Shopping!** *Page 38*	**Goal:** Identify clothing **Academic:** Make predictions; Classify information **Grammar:** Simple present; Negative simple present	**Goal:** Ask about prices **Grammar:** Comparative and Superlative Adjectives **Academic:** Focused listening **Life Online:** Sales Tax	**Goal:** Describe clothing **Grammar:** Present continuous **Writing:** Write descriptions	**Goal:** Read advertisements and receipts **Academic:** Make predictions; Calculate; Read charts and graphs **Life Online:** Online offers	**Goal:** Ask for assistance **Grammar:** *This, that, these, those* **Academic:** Focused listening	**Workforce Goal:** Identify employment opportunities in the gig economy **Academic:** Interpret infographics; Research	**Goal:** Design a clothing store **Soft Skill:** Collaboration—Coordinating with Others	*What Do Your Clothes Say about You?* **Academic:** Identify main ideas; Infer meaning

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
3 **Food and Nutrition** *Page 64*	**Goal:** Read a menu **Academic:** Make predictions; Calculate; Take notes **Grammar:** Questions with *can*	**Goal:** Make a shopping list **Pronunciation:** Plurals **Grammar:** *Some, any*; Count and noncount nouns: *Much, many* **Academic:** Make predictions; Focused listening	**Goal:** Locate items in a supermarket **Pronunciation:** Rhythm **Academic:** Classify information; Make predictions; Brainstorm ideas **Grammar Review:** The Verb *Be* **Life Online:** Grocery shopping online	**Goal:** Identify healthy foods **Grammar Review:** Simple past: *Had / Ate* **Academic:** Classify and rank information; Use Venn diagrams	**Goal:** Read recipes **Grammar:** *How much? / How many?*; Imperatives; Negative imperatives **Academic:** Sequencing; Focused listening	**Workforce Goal:** Identify food-related career options **Academic:** Interpret a donut chart; Classify information	**Goal:** Plan a menu **Soft Skill:** Active Listening — Effective Communication	*Healthy Choices vs. Budgets* **Academic:** Identify topic sentences and main ideas
4 **Housing** *Page 90*	**Goal:** Describe housing **Grammar:** Information questions and answers **Pronunciation:** Stress and rhythm **Academic:** Make predictions; Make pie charts	**Goal:** Interpret classified ads **Academic:** Do a survey; Focused listening; Classify information	**Goal:** Complete a rental application form **Academic:** Make predictions; Focused listening **Grammar Review:** Information questions **Life Online:** Scams	**Goal:** Identify rooms and furniture **Academic:** Interpret visuals; Calculate **Grammar Review:** Prepositions of location	**Goal:** Make a family budget **Academic:** Make predictions; Calculate **Grammar:** Modal: *Might*	**Workforce Goal:** Explore construction-related job opportunities **Academic:** Interpret data from infographics	**Goal:** Plan a move **Soft Skill:** Collaboration— Time Management	*Helping Neighbors* **Academic:** Define unknown words; Identify supporting ideas
Life Online Video *Page 116*								
5 **Our Community** *Page 118*	**Goal:** Describe your community **Grammar Review:** Information questions **Academic:** Read maps; Classify information	**Goal:** Scan websites and search results **Grammar Review:** Simple present **Academic:** Interpret charts; Focused listening	**Goal:** Give and follow directions **Academic:** Read maps **Grammar:** Imperatives **Writing:** Write directions **Life Online:** Map apps	**Goal:** Read a message or letter **Life Online:** Attachments **Grammar:** Present continuous **Academic:** Make inferences and predictions **Writing:** Write an email	**Goal:** Write and send a letter or email **Academic:** Sequence **Grammar:** Simple past: Regular and irregular verbs	**Workforce Goal:** Identify employment in public safety careers **Academic:** Make inferences	**Goal:** Describe your community **Soft Skill:** Presentation Skills— Presentation Rubric	*Building Community in Hillsboro* **Academic:** Make inferences; Cite evidence

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
6 **Health** *Page 144*	**Goal:** Describe healthy practices **Academic:** Do a survey; Make predictions **Grammar:** Infinitives	**Goal:** Identify illnesses **Academic:** Classify information **Grammar:** Comparative and superlative adjectives	**Goal:** Make a doctor's appointment **Grammar:** Simple past (*be*, regular and irregular verbs) **Academic:** Make predictions **Life Online:** Health information privacy	**Goal:** Read medicine labels **Grammar:** Modal: *should* **Academic:** Focused listening	**Goal:** Identify and describe emergencies **Academic:** Read pie charts **Grammar Review:** Simple past (irregular) **Civics:** 911 calls	**Workforce Goal:** Explore careers in the medical field **Academic:** Analyze graphs; Focused listening	**Goal:** Make a health pamphlet **Soft Skill:** Active Listening—Giving Feedback	*A Dangerous Passion* **Academic:** Skimming; Make inferences; Read for details
7 **Work, Work, Work** *Page 170*	**Goal:** Evaluate learning and work skills **Academic:** Focused listening **Grammar:** Future: *Will* (affirmative, negative) **Writing:** Write goals	**Goal:** Identify jobs and job skills **Academic:** Classify information **Grammar:** *Can, can't*	**Goal:** Apply for a job **Pronunciation:** Stress **Academic:** Scan text; Focused listening **Life Online:** Social Security Number	**Goal:** Interview for a job **Life Online:** Virtual interviews **Grammar:** Negative simple past	**Goal:** Follow instructions in an office **Academic:** Sequence **Grammar:** Imperatives	**Workforce Goal:** Compare and contrast jobs in business administration **Academic:** Read infographics	**Goal:** Make your own company **Soft Skill:** Active Listening—Asking for Clarification	*Hard Work or Passion?* **Academic:** Reading comprehension
8 **Goals and Lifelong Learning** *Page 196*	**Goal:** Identify goals **Academic:** Focused listening **Grammar:** Future plans: *Hope to, want to, plan to, be going to*	**Goal:** Set academic goals **Academic:** Interpret pie charts **Grammar:** *Because* **Life Online:** Online classes	**Goal:** Set work goals **Academic:** Interpret timelines and Venn diagrams **Grammar:** Future: *Will, be going to*	**Goal:** Solve problems **Academic:** Make predictions **Grammar:** *Because, so*	**Goal:** Write down goals **Academic:** Make inferences; Focused listening; Make a Venn diagram **Writing:** Format of a paragraph	**Workforce Goal:** Explore employment opportunities in education **Academic:** Read maps and charts	**Goal:** Make a timeline **Soft Skill:** Presentation Skills—Use Technology for Presentations	*The Right to an Education* **Academic:** Identify supporting evidence

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Life Skills Video Scripts *Page* 244

Audio Scripts *Page* 248

Video-Viewing Strategies *Page* 265

Lesson Planner Methodology *Page* 267

For other national and state specific standards, please visit the Spark platform.

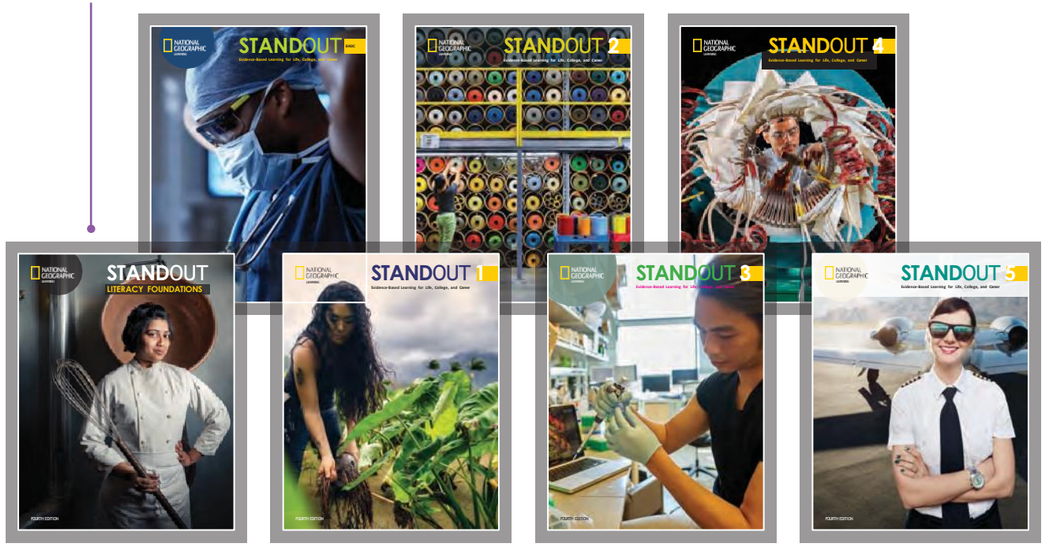
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NEW AND UPDATED IN *STAND OUT*, FOURTH EDITION

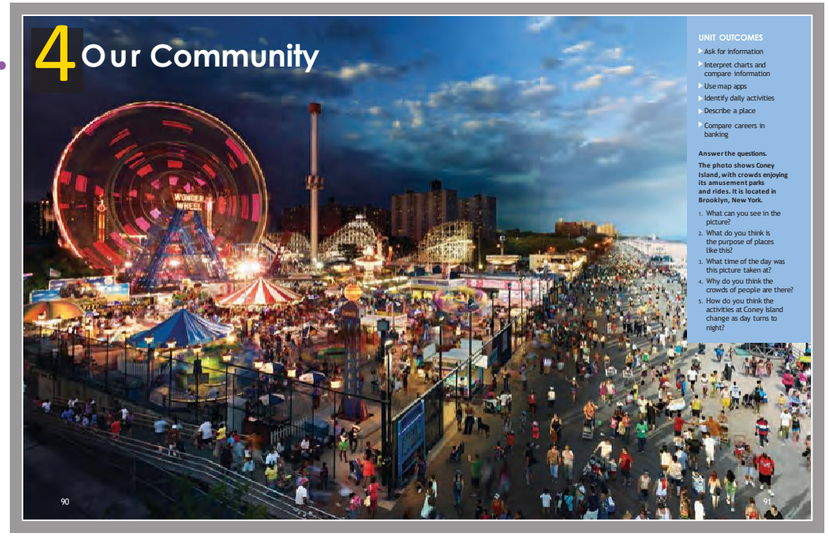
Now in its fourth edition, *Stand Out* is a seven-level, standards-based adult education program with a track record of real-world results. Close alignment to WIOA objectives and College and Career Readiness Standards provides adult students with language and skills for success in the workplace, college, and everyday life.

New Literacy level

**The Literacy level follows an instructional design that meets the needs of lower-level English learners.



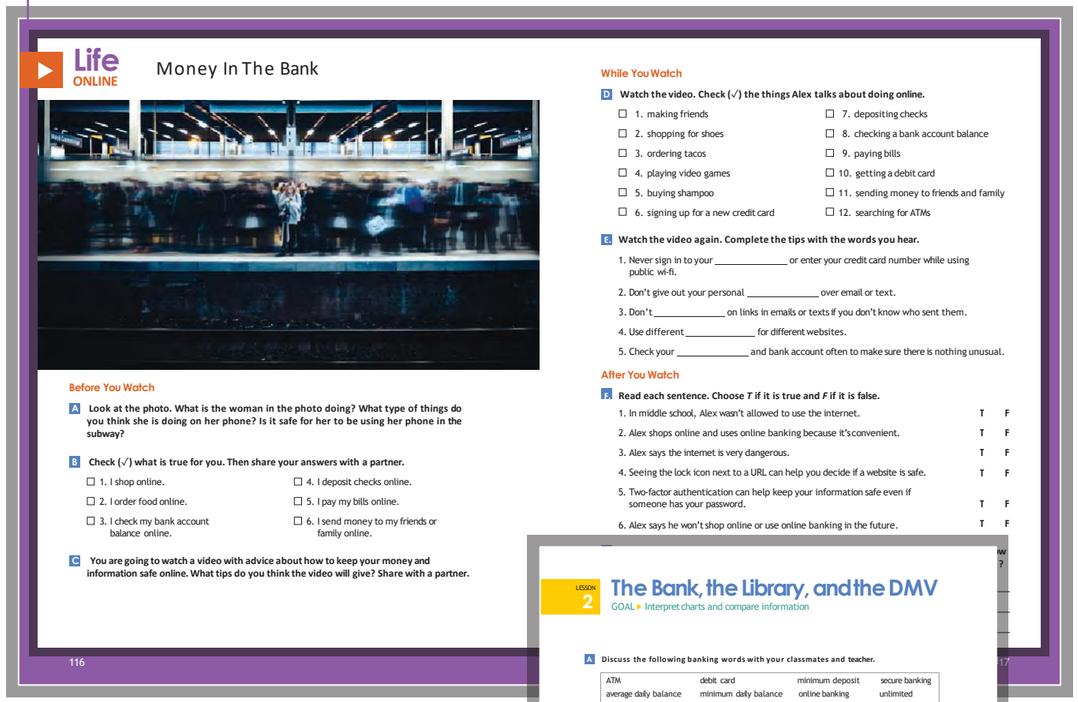
Each unit opens with a dynamic image to introduce the theme and engage learners in meaningful conversations from the start.



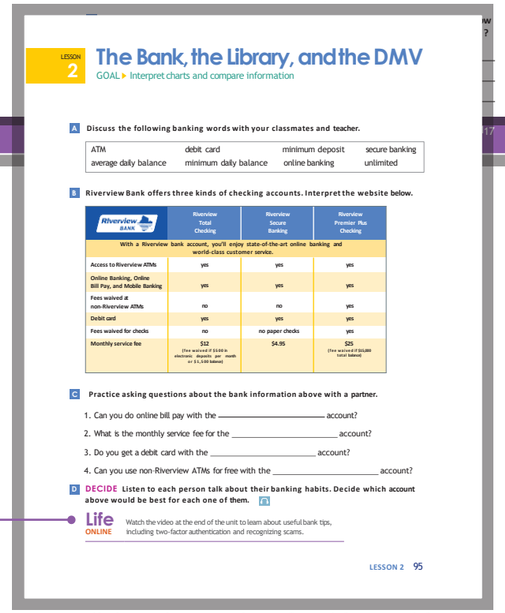
Unit walkthrough pages from *Stand Out* Level 3.

New **'Life Online'** sections develop digital literacy skills.

An **updated video program** now features two 'Life Online' videos with related practice that aligns with workforce and digital literacy objectives.



Digital literacy reinforces best practices around privacy, security, finances, and social media.



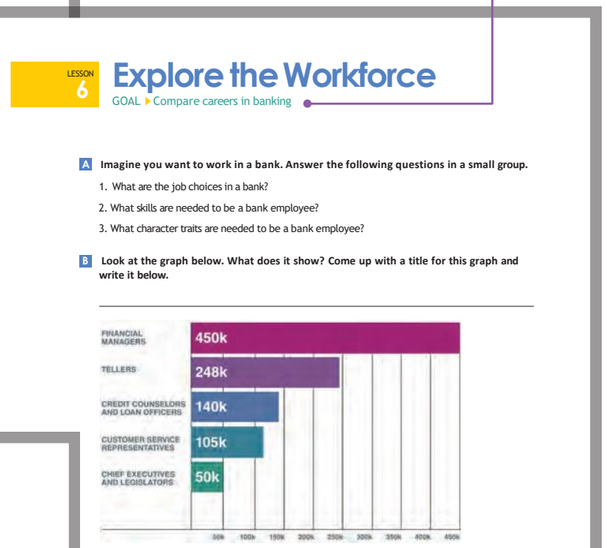
Unit walkthrough pages from *Stand Out* Level 3.

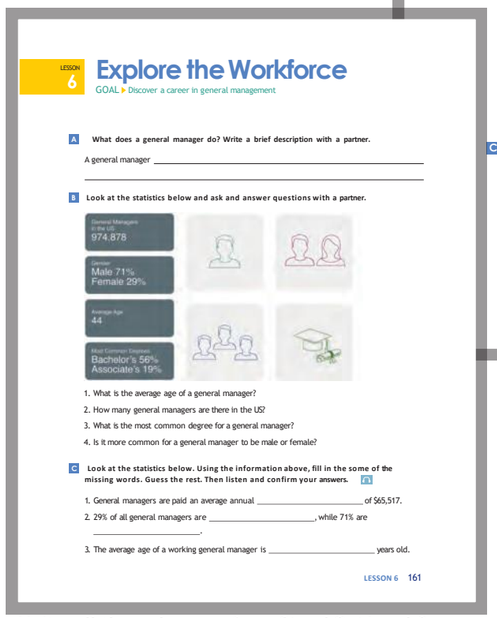
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Unit Walkthrough



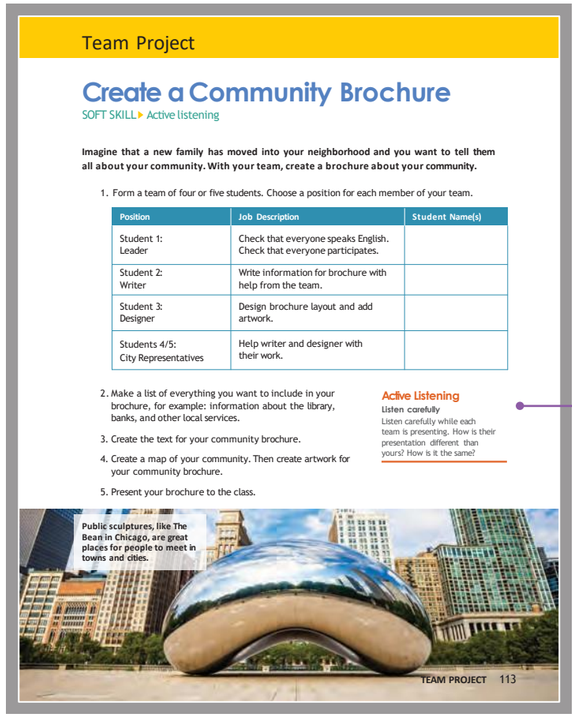
A new **workforce lesson** in each unit explores the sixteen national career clusters, guiding students to learn about employment opportunities in their own communities.





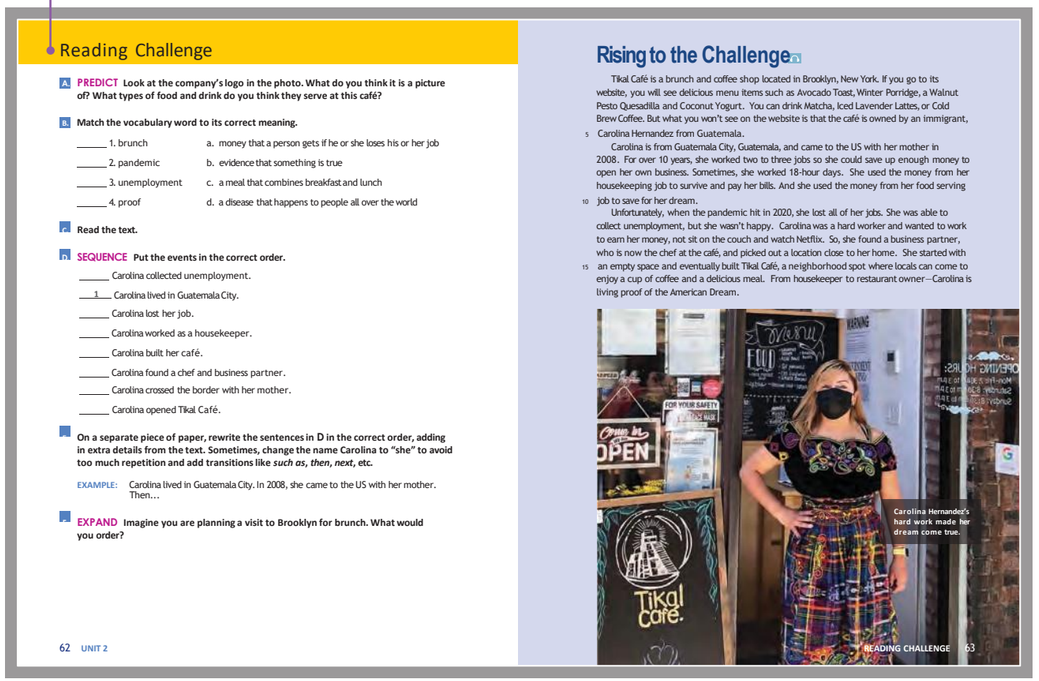
Unit walkthrough pages from *Stand Out* Level 3.

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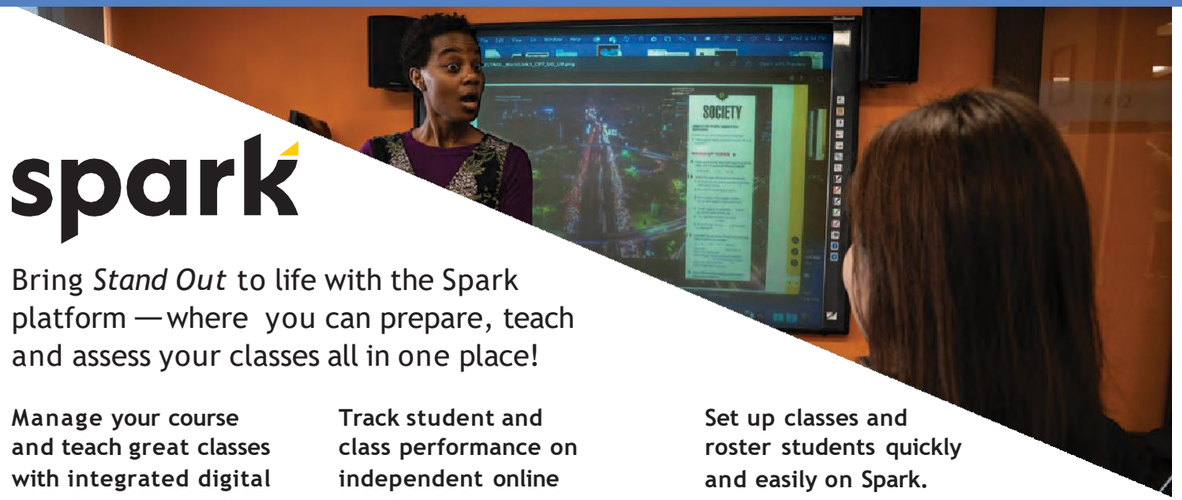
Team projects now highlight transferrable **Soft Skills**, such as collaboration, active listening, and presentation skills.

The fully updated **Reading Challenge** will expose students to CASAS STEPS test question types.



Unit walkthrough pages from *Stand Out* Level 3.

Unit Walkthrough



spark

Bring *Stand Out* to life with the Spark platform — where you can prepare, teach and assess your classes all in one place!

Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single log-in.

Track student and class performance on independent online practice and assessment, including practice for CASAS assessments. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.

Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support help you focus on what matters most: student success.



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CASAS Competencies Chart

PRE-UNIT Welcome	
Lesson 1: Greet people and describe feelings	0.1.2, 0.1.5, 0.2.1, 0.2.2
Lesson 2: Complete a registration form	0.1.2, 0.1.5, 0.2.1
Lesson 3: Give and follow instructions	0.1.6, 0.2.1, 7.1.1, 7.4.4, 7.4.8, 7.7.3
Unit 1 Everyday Life	
Lesson 1: Ask for and give personal information	0.1.2, 0.1.5, 0.2.4
Lesson 2: Identify family relationships	0.1.2, 0.1.5, 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6, 7.2.7
Lesson 3: Describe people	0.1.2, 0.1.5, 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6, 7.2.7, 7.3.4
Lesson 4: Interpret and write schedules	0.1.2, 0.1.5, 7.4.1, 7.4.3
Lesson 5: Interpret information about weather	0.1.2, 0.1.5, 6.7.4, 7.4.1, 7.5.5
Lesson 6: Reflection on career options	0.1.2, 0.1.5, 4.1.3, 4.1.6, 7.4.4, 7.4.8, 7.7.3
Review	0.1.2, 0.1.5, 7.1.1, 7.2.7, 7.4.1, 7.4.3
Team Project	0.1.2, 0.1.5, 4.8.1, 4.8.5, 7.1.1, 7.1.2, 7.2.6, 7.2.7, 7.4.1, 7.5.5
Reading Challenge	0.2.3
Unit 2 Let's Go Shopping!	
Lesson 1: Identify clothing	0.1.2, 0.1.5, 1.2.6, 7.4.4, 7.7.3
Lesson 2: Ask about prices	0.1.2, 0.1.5, 1.2.1, 1.2.3, 1.2.5, 7.4.4, 7.7.3
Lesson 3: Describe clothing	0.1.2, 0.1.5, 1.2.2
Lesson 4: Read advertisements and receipts	0.1.2, 0.1.5, 1.2.1, 1.2.2, 1.3.1
Lesson 5: Ask for assistance	1.2.2. 1.3.1
Lesson 6: Identify employment opportunities in the gig economy	0.1.2, 0.1.5, 4.1.3, 4.1.6, 6.7.4, 7.4.4, 7.4.8, 7.7.3
Review	1.2.1, 1.2.2, 1.3.1
Team Project	0.1.2, 0.1.5, 1.2.2, 1,3.1, 4.8.1, 4.8.5
Reading Challenge	7.4.4, 7.7.3
Unit 3 Food and Nutrition	
Lesson 1: Read a menu	0.1.2, 0.1.5, 1.4.1, 1.4.2, 7.4.4, 7.7.3
Lesson 2: Make a shopping list	0.1.2, 0.1.5, 1.4.1, 7.2.7
Lesson 3: Locate items in a supermarket	0.1.2, 0.1.5, 1.4.4, 1.5.3
Lesson 4: Identify healthy foods	0.1.2, 0.1.5, 1.1.6, 1.5.1, 6.0.3, 6.1.1, 6.1.2, 6.7.2
Lesson 5: Read recipes	0.1.2, 0.1.5, 0.2.3, 1.4.7, 7.2.7
Lesson 6: Identify food-related career options	0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.8.1, 6.7.3
Review	0.1.2, 0.1.5, 0.2.3, 1.4.2, 1.4.4, 1.4.7, 1.5.1, 6.0.3, 6.1.1
Team Project	0.1.2, 0.1.5, 1.4.2, 1.5.1, 4.8.1, 4.8.5
Reading Challenge	1.4.1, 1.4.2, 7.4.4, 7.7.3
Unit 4 Housing	
Lesson 1: Describe housing	0.1.2, 0.1.5
Lesson 2: Interpret classified ad	0.1.2, 0.1.5, 1.8.3, 2.5.6, 7.4.8
Lesson 3: Complete a rental application form	0.1.2, 0.1.5, 2.2.1, 2.2.5
Lesson 4: Identify rooms and furniture	0.1.2, 0.1.5, 0.2.4, 7.2.6
Lesson 5: Make a family budget	7.2.6
Lesson 6: Explore construction-related job opportunities	0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.8.1, 6.7.2
Review	0.1.2, 0.1.5, 1.8.3, 2.2.1, 2.2.5
Team Project	0.1.2, 0.1.5, 2.2.5, 4.8.1, 4.8.5
Reading Challenge	0.1.2, 0.1.5

Unit 5 Our Community	
Lesson 1: Describe your community	0.1.2, 0.1.5, 3.6.1
Lesson 2: Scan websites and search results	0.1.2, 0.1.5, 3.6.3
Lesson 3: Give and follow directions	0.1.2, 0.1.5, 3.4.2, 3.5.9
Lesson 4: Read a message or letter	0.1.2, 0.1.5, 3.5.1, 3.5.3, 3.5.5, 3.5.9, 6.7.3
Lesson 5: Write and send a letter or email	0.1.2, 0.1.5, 3.5.9
Lesson 6: Identify employment in public safety careers	0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.8.1, 6.7.2
Review	3.5.9, 3.6.3
Team Project	0.1.2, 0.1.5, 3.6.3, 4.8.1, 4.8.5
Reading Challenge	0.1.2, 0.1.5, 3.5.2, 3.5.9
Unit 6 Health	
Lesson 1: Describe healthy practices	
Lesson 2: Identify illnesses	0.1.2, 0.1.5, 4.1.8, 4.1.9
Lesson 3: Make a doctor's appointment	4.1.3, 4.1.8, 4.1.9
Lesson 4: Read medicine labels	0.1.2, 0.1.5, 4.1.2
Lesson 5: Identify and describe emergencies	0.1.2, 0.1.5, 4.1.5, 4.1.7
Lesson 6: Explore careers in the medical fiel	0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.8.1, 6.7.2, 6.7.3
Review	4.1.2, 4.1.3, 4.1.8, 4.1.9, 7.4.5
Team Project	0.1.2, 0.1.5, 4.1.3, 4.8.1, 4.8.5, 7.2.6
Reading Challenge	4.1.8
Unit 7 Work, Work, Work	
Lesson 1: Evaluate learning and work skills	0.1.2, 0.1.5, 4.1.9, 4.4.1
Lesson 2: Identify jobs and job skills	0.1.2, 0.1.5, 4.2.1
Lesson 3: Apply for a job	0.1.2, 0.1.5, 4.1.1, 4.1.2, 4.1.3, 4.1.6, 7.4.4, 7.7.3
Lesson 4: Interview for a job	0.1.2, 0.1.5, 4.1.5, 4.1.7
Lesson 5: Follow instructions in an office	0.1.2, 0.1.5, 4.4.1, 4.6.1, 4.7.3
Lesson 6: Compare and contrast jobs in business administration	0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9, 4.8.1, 6.7.3, 6.7.4
Review	0.1.2, 0.1.5, 4.2.1, 4.2.5, 4.6.1, 7.4.5
Team Project	0.1.2, 0.1.5, 4.2.4, 4.2.5, 4.8.1, 4.8.5
Reading Challenge	4.2.6
Unit 8 Goals and Lifelong Learning	
Lesson 1: Identify goals	0.1.2, 0.1.5, 5.2.4, 5.2.6
Lesson 2: Set academic goals	0.1.2, 0.1.5, 5.1.4, 5.1.6, 5.5.8
Lesson 3: Set work goals	0.1.2, 0.1.5, 5.5.2, 5.5.3, 5.5.4, 5.5.8, 5.5.9
Lesson 4: Solve problems	0.1.2, 0.1.5, 7.3.1, 7.3.2, 7.3.4
Lesson 5: Write down goals	0.1.2, 0.1.5, 5.1.6, 5.5.8, 5.5.9
Lesson 6: Explore employment opportunities in education	0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9, 4.8.1, 6.7.2
Review	5.2.4, 5.5.2, 5.5.3, 5.5.4 , 7.3.1, 7.3.2, 7.3.4
Team Project	0.1.2, 0.1.5, 5.1.4, 7.3.1, 7.3.2, 73.4, 4.8.1, 4.8.5
Reading Challenge	5.2.4, 5.5.8

For more correlations, including ELPS, CCRS, and ELCivics, visit the Spark Platform.

Welcome

About the Photo

The cover photos in *Stand Out* are intended to stimulate discussion about where students find themselves now and their aspirations for future employment. The different jobs and careers shown represent the wide variety of different paths students can take in their career journeys. *Stand Out* invites students to think about the life skills needed to communicate and participate successfully as members of their communities and in the workplace. Students are invited to explore the American workplace, culture, environment, and the numerous careers and jobs within in detail throughout the series with the aim of arming them with the tools they need to succeed.

Pulse Check

Before beginning any *Stand Out* course with your students, take a pulse check and use the opportunity at this early stage to ask about their preferred choice of names, titles, and pronouns. It is helpful to find out what you can about their specific needs before the course, with particular consideration for students whose mitigating circumstances may mean a tailored learning plan could be developed to help them through the course. All students have barriers to learning, whether they are logistical, like work, family, connectivity, or commute-related; connected to learning style or language apprehension, such as a fear of public speaking or making mistakes; or related to issues of inclusivity, such as identity, health, physical mobility and ability, legal status, refugee status, and even trauma.

Take a moment at the beginning of your course to check in with your students privately, in person, or perhaps using a handout or questionnaire, to ask them (1) what their barriers to learning are and (2) if there is anything personal or sensitive that they would like to avoid talking about, or, conversely, need your support within navigating the classroom environment. This information will help you build a responsive course where you can adjust expectations, priorities, and tasks to maximize the value ratio of learning to time. It is also a great first step in creating community and trust to acknowledge that everyone has barriers to learning and that you, as their teacher, are there to support them as best as possible on their journey toward success.

PRE-UNIT

Welcome

UNIT OUTCOMES

- Greet people and describe feelings
- Complete a registration form
- Give and follow instructions





2

- Introduce the unit. Greet students by saying *Welcome*. Select random students and ask their names. After each response, say *Nice to meet you*.
- Ask what types of questions people ask when they meet each other. Write any useful vocabulary on the board.
- Discuss the unit outcomes with students. Ask them if they typically talk about their emotions. Ask them about the types of situations in which they provide personal information. Write any useful vocabulary on the board next to the question vocabulary you elicited earlier.

Life Skills Focus

In this unit, students will learn to greet people, describe their feelings, give personal information, complete forms, and follow classroom instructions.

Workplace Focus

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They are not individually identified. Other workplace skills are indicated. They include collecting and organizing information, making decisions and solving problems, and combining ideas and information.

In Unit 1, Lesson 6, *Explore the Workforce*, covers the 16 career clusters defined by the US Department of Labor throughout the series. This workforce-explicit content focuses on a different cluster in each unit and delves into relevant information from potential earnings and skills to personal qualities. Instructors can take this opportunity to discuss the specifics of local employment opportunities in the students' own communities and beyond.

spark Resources

All resources for the unit are centrally located on the Spark platform and include audio, video, multilevel worksheets, digital literacy worksheets, Online Practice, and Assessment Suite.

STEPS

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES	ELPS	CCRS
• Greet people and describe feelings • Complete a registration form • Give and follow instructions	• The verb *Be* • Possessive adjectives • Questions with *Can*	• Greetings • Feelings • Registration forms • Numbers 1–100 • Classroom instructions • Clarification phrases	The skills students learn in this unit can be applied to all EL Civics competency areas, with a particular focus on the following: Communication, Personal Identification	Lesson 1: 0.1.1, 0.1.2, 0.1.4, 0.1.5 Lesson 2: 0.1.2, 0.1.5, 0.2.1, 0.2.2 Lesson 3: 0.1.2, 0.1.5, 0.1.6, 7.5.6	• S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. • S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.	RI1, RI2, SL1, SL2, SL3, L1, L2, L3, RF2, RF3

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At-a-Glance Prep

Goal: Greet people and describe feelings
Grammar: The verb *Be*
Pronunciation: /m/
Academic Strategy: Focused listening
Vocabulary: Feelings: *angry, nervous, sad, happy, frustrated, tired*

Agenda

- ☐ Greet one another.
- ☐ Listen to and practice conversations.
- ☐ Practice the verb *Be*.
- ☐ Discuss feelings.
- ☐ Ask classmates how they feel.

Resources

Heinle Picture Dictionary: Wave, Greet, Smile, pages 40–41; Feelings, pages 38–39

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.1, 0.1.2, 0.1.4, 0.1.5
CCRS: SL1, SL2, SL4, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 2–5 mins.

On the board, write: *Nice to meet you.* Shake hands with several students as you say the phrase. Ask students to repeat the phrase after you. Since this is the first class, it is important to get to know students' preferred names and pronouns.

Introduction 2 mins.

Write the agenda on the board and state the goal: *Today, we will learn how to greet people and describe our feelings.*

Presentation 1 15–20 mins.

Before students open their books, do a few icebreaker activities that will allow you to learn students' names and help build a sense of community in the classroom. To learn more about building community in the classroom, see the Best Practice on the next page.

The following activities can help you learn students' names.

1. Do a chain drill where you ask Student A his or her name. Student A answers and then asks Student B for his or her name. Student B must repeat Student A's name before asking Student C, and so on.
2. Ask students to line up in the classroom in alphabetical order by first or last name.
3. Randomly pass around a ball or wad of paper and ask students to say their names and where they are from when they catch it, before passing it on to another student until all of the students have spoken.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

A PREDICT The teacher is greeting the student. What are they saying?

Elicit students' answers to the question in **A** and write them on the board. Go over how to respond to some of the greetings they suggest. Prepare students for focused listening.

B Listen to Lien and Mario. Who is the new student? Practice the conversation.

Play the audio at least twice. Then ask students to choose a role and practice the conversation with a partner. They should switch roles after the first practice. Check pronunciation and intonation.

Practice 1 5 mins.

C Listen to the conversations. Choose the new student.

Note: The listening script for **C** is on page 4a.

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LESSON 1

Nice to Meet You!

GOAL ▸ Greet people and describe feelings

A PREDICT The teacher is greeting the student. What are they saying? Answers will vary.



B Listen to Lien and Mario. Who is the new student? Practice the conversation.

Mario: Hello, what's your name?
Lien: My name is Lien.
Mario: Nice to meet you, Lien. I'm Mario.
Lien: Hi, Mario. Nice to meet you, too.
Mario: Welcome to our class, Lien.

C Listen to the conversations. Choose the new student.

1. Mario	(Lien)	2. (Esteban)	Suma
3. (Asad)	Li	4. Nadia	(Abdul)

D Look at the photos. Say the words.



nervous



sad



tired



happy



angry



frustrated

E Listen and repeat.

I'm nervous. We have a test.

I'm so sad. My friend isn't coming.

I'm tired. I didn't get very much sleep last night.

I'm happy. It's Friday!

I'm a little angry.

I'm frustrated because this is difficult.

F Practice the conversations.

Mario: Hi, Lien!
Lien: Hello, Mario.
Mario: How are you today?
Lien: I'm nervous. We have a test.
Mario: Me too.

Li: Hi, Asad!
Asad: Hello, Li.
Li: How are you today?
Asad: I'm sad. My friend isn't coming.
Li: Oh, I'm sorry.

G Practice the conversations in F with a partner. Use different feelings.

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Evaluation 1

5–7 mins.

Go over the answers with students. Listen to the recording again, pausing to discuss what was said in each conversation.

Listening Script

1. **Mario:** *Hello, what's your name?*
   Lien: *My name is Lien.*
   Mario: *Nice to meet you, Lien. I'm Mario.*
   Lien: *Hi, Mario. Nice to meet you, too.*
   Mario: *Welcome to our class, Lien.*
2. **Suma:** *Hello. What's your name?*
   Esteban: *I'm Esteban. I'm new.*
   Suma: *My name is Suma. Welcome!*
   Esteban: *Thanks. I'm a little nervous.*
3. **Asad:** *I'm Asad. It's nice to meet you. This is my first day.*
   Li: *I'm Li. Welcome to the class. It's nice to meet you, too.*
4. **Abdul:** *Hello, I'm Abdul. What's your name?*
   Nadia: *I'm Nadia. Are you new?*
   Abdul: *Yes, I am. I hope this is a good class.*
   Nadia: *It is. The teacher is great.*

Presentation 2

15–20 mins.

Write *nervous* on the board. Ask students what the word means. Tell them that sometimes we all feel nervous, but there is no reason to feel nervous in class because together we are a community. Pantomime a few feelings and see if students can call them out before opening their books. Model correct pronunciation.

Workplace Focus

Exercise D: Interpret and communicate information.
Exercise G: Interact appropriately with team members.

D Look at the photos. Say the words.

Go over the words with students and model the pronunciations again. This time, use complete sentences with *I'm*.

Pronunciation

/m/

Students may avoid touching their lips together when pronouncing the /m/ in *I'm*. Help students pronounce the /m/ first in isolation and then as part of the phrase they are practicing. Exaggerating the sound at first will help them to discern the target sound. if students are making errors, continue to model.

E Listen and repeat.

Demonstrate the /m/ sound. Have students make the sound after you. Then play the audio. Ask students to listen and repeat the sentences they hear. Have students practice the sentences with the person sitting next to them.

F Practice the conversations.

Go over the conversations in **F** with students. Model good pronunciation and natural intonation.

Practice 2

7–10 mins.

G Practice the conversations in F with a partner. Use different feelings.

Show students how to substitute the feelings in the conversation with other feelings. For example, change "nervous" to "angry." Use your tone to exaggerate the emotion slightly when demonstrating.

Evaluation 2

7–10 mins.

Ask volunteers to demonstrate their conversations.

BEST PRACTICE

Names and community

Both students and instructor should feel that they are part of a community. *Stand Out* provides many opportunities to create a welcoming and inclusive classroom environment. To encourage a sense of community from the beginning of a course, it is important to establish a good rapport between instructor and students. The following suggestions may help:

- Try to learn students' preferred names and pronouns from day one.
- Use students' names regularly (every student, every day).
- Share appropriate personal stories with the class and ask them appropriate questions about their everyday lives. Try to remember small details about their lives, such as their children's names, their hobbies, their commute to class, and where they live in town.
- Establish early on that you care about the students and want them to achieve their goals.

Presentation 3

7-15 mins.

In the Pre-Unit of *Stand Out*, you are reviewing things that students should already know. The verb *Be* is essential at this level. Make sure that students already understand the verb and its conjugation by asking them what the forms are before they do the exercise.

H Study the chart with your classmates and teacher.

As you go over the chart, model proper pronunciation. Ask students which questions the example sentences answer.

Practice 3

10-15 mins.

Workplace Focus

Exercise I: Complete tasks as assigned.
Exercises J, K: Interact appropriately with team members.

I Complete the sentences with the correct form of the verb *be*.

Tell students to cover the chart above and fill in the blanks. Then, once they've finished the exercise, ask them to check their answers with a partner. Then ask them to decide together which questions fit with sentences one to six.

Evaluation 3

7-10 mins.

Go over **I** and ask volunteers to perform conversations for the class with one student asking the questions they decided upon and the other student responding with an appropriate answer.

Application

5-7 mins.

J SURVEY Ask classmates how they are feeling. Write their answers.

Ask students to try to complete the chart without reading the conversations in **F** but allow them to refer back if they are struggling too much.

K Work in a group. Talk about your conversations.

Ask students to report the information they got from their classmates to their group. Ask them to take turns reporting. To monitor, you may choose to ask students who are reporting to stand, so you can visually confirm they are on task. Monitor groups by walking around the classroom and offering help where needed.

Refer students to *Stand Out 2 Online Practice*, Pre-Unit, Lesson 1 on the Spark platform for more practice.

Instructor's Notes

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H Study the chart with your classmates and teacher.

The Verb *Be*			
Subject	***Be***	**Feelings**	**Example Sentence**
I	am	fine	I **am** fine. (I**'m** fine.)
You / We / They	are	nervous sad tired	You **are** nervous. (You**'re** nervous.) We **are** sad. (We**'re** sad.) They **are** tired. (They**'re** tired.)
He / She / It	is	angry frustrated	He **is** angry. (He**'s** angry.) She **is** frustrated. (She**'s** frustrated.)
NOTE: Contractions are more common when speaking, but they can be used in informal writing.			

I Complete the sentences with the correct form of the verb *be*.

1. Mauricio ___is___ tired today.
2. They ___are___ hungry.
3. Antonio and I ___are___ angry.
4. I ___am___ fine, thank you.
5. Alice ___is___ nervous.
6. You ___are___ happy.

J SURVEY Ask classmates how they are feeling. Write their answers. Answers will vary.

Student Name	Feelings (How are you today?)
Mario	happy

K Work in a group. Talk about your conversations.

EXAMPLE: Mario's happy.

LESSON 2

What's Your Name and Number?

GOAL ▶ Complete a registration form

A **INTERPRET** **Read the school registration form. Look up any new words in a dictionary.**

Personal Information>> | Schedule | Homework | Payment | Contact Us

Last Name	Garcia
First Name	Mario
Phone	(714) 555-7564
Date of Birth	07/12/1997
Street Address	8237 Henderson Lane
City	Midland
State	CA
Zip Code	90631

Submit

B **Complete the sentences.**

1. Mario's last name is Garcia.
2. His phone number is (714) 555-7564.
3. His address is 8237 Henderson Lane, Midland, CA.
4. His zip code is 90631.
5. His date of birth is July 12, 1997.

C **Listen and write the information you hear.**

1. His first name is Abeo.
2. His last name is Amadi.
3. He lives on County Road. (street address)
4. He lives in Minneapolis. (city)
5. He's from Nigeria.
6. His teacher's last name is Parelli.

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At-a-Glance Prep

Goal: Complete a registration form
Grammar: Possessive adjectives
Academic Strategy: Focused listening
Vocabulary: Date of birth, address, zip code

Agenda

- ☐ Read a registration form.
- ☐ Listen for personal information.
- ☐ Study possessive adjectives.
- ☐ Complete a registration form.

Resources

Heinle Picture Dictionary: Documents, pages 42–43

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.1, 0.2.2
CCRS: RI7, SL1, SL2, RF3
SL2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10–12 mins. ■■■

Ask students to get into groups of three or four. Ask each group to make a list of all the students in the class. They will start with the names of the students in their group. If no one in the group can identify people in other groups, they will send a representative to the other groups to ask for the names and report back. To extend this activity, ask the groups to put their lists in alphabetical order.

Introduction 5 mins. ■■■

Write the agenda on the board. Ask students if they had to register for the class and what they needed to do to register. State the goal: *Today, we will complete a registration form.*

Presentation 1 15 mins. ■■■

Before students open their books, ask them what information goes on a registration form. List the information elicited from students on the board. It may be helpful at this point to show students the registration form for your school and explain the vocabulary on it.

Workplace Focus

Exercises A, B: Interpret and communicate information.

A **INTERPRET** **Read the school registration form. Look up any new words in a dictionary.**

Look at the different parts of the form together. Explain the difference in meaning and pronunciation between *birthday* and *birth date*. Students from many countries have trouble pronouncing the final consonant of words in isolation or at the end of phrases. Help them to differentiate their words when speaking.

Draw attention to the comma when a last name is written before a first name. Discuss different ways to write phone numbers and area codes. Show students how the second word in two-word street names is uppercase, as in *Henderson Lane*.

B **Complete the sentences.**

Do this activity as a class and then prepare for focused listening. To read more about focused listening, see the Best Practice on the next page.

Practice 1 5 mins. ■■■

C **Listen and write the information you hear.**

Listening Script

Ms. Parelli: *Welcome to our class. It is great to have you here.*
Abeo: *Thanks. I'm a little nervous.*
Ms. Parelli: *No need to be. What's your name?*
Abeo: *It's Abeo —A-B-E-O—Amadi—A-M-A-D-I.*
Ms. Parelli: *OK, Abeo. Where do you live?*
Abeo: *I live on County Road—C-O-U-N-T-Y—in Minneapolis—M-I-N-N-E-A-P-O-L-I-S.*
Ms. Parelli: *Thanks. You're from Nigeria, right?*
Abeo: *Right. Excuse me, what is your name?*
Ms. Parelli: *It's Ms. Parelli.*
Abeo: *How do you spell that?*
Ms. Parelli: *It's P-A-R-E-L-L-I.*
Abeo: *It's nice to meet you, Ms. Parelli.*

Evaluation 1

5 mins.

Go over the listening activity and help students check their answers for accuracy.

Presentation 2

10-15 mins.

This presentation will ensure that students are ready to write numbers for addresses and phone numbers. Most students should have no problem with these activities, but it is important to make sure you know the overall proficiency level of each student.

D Listen. Practice saying the numbers.

Pronunciation

/th/

The names of numbers are often a challenge for students to say. Help them to pronounce the */th/* in *three*, *thirteen*, and *thirty*.

Exaggerate the sound by showing students how to bite down gently on the tongue and build pressure by pushing air. Then show them how to release the */th/*.

Workplace Focus

Exercises E, F: Complete tasks as assigned.

E Listen. Write the phone numbers.

Note that this activity is not focused listening, but it prepares students to do the true focused listening in **F**.

Listening Script

1. *(619) 555-6391*
2. *(312) 555-5100*
3. *(786) 555-2852*
4. *(915) 555-5280*
5. *(323) 555-3967*
6. *(347) 555-1743*

Focused listening

Focused listening is prevalent throughout the *Stand Out* series. The recordings are at an authentic speed and may therefore include language students may not understand. The purpose of a focused-listening task is to help students develop the ability to pull meaning out of complex and natural conversations by identifying key words.

Remind students to listen for overall meaning every time you do a focused-listening activity to avoid confusion and to help develop their listening skills through context clues.

Practice 2

12-15 mins.

F Listen to the conversations. Write the missing information.

Listening Script

1. **Marie:** *I'm new. Do I need to complete a registration form?*
   Teacher: *Yes. I can help you. First, what is your phone number?*
   Marie: *It's (508) 555-4769.*
   Teacher: *OK, I have it. Where are you from?*
   Marie: *I'm from Haiti.*
2. **Taxi Driver:** *Where to?*
   Aung: *I live in Boyle Heights.*
   Taxi Driver: *Oh. That's a little far.*
   Aung: *I know, but I don't have time to take the bus.*
   Taxi Driver: *OK, what is your address?*
   Aung: *It's 6789 Third Street.*
3. **Luis:** *It is good to meet you. I hope we can talk again soon.*
   Maria: *Of course. What's your phone number?*
   Luis: *(860) 555-7892, and my address is 3745 Hamilton Street.*

Play the recording two or three times to allow students time to write the information.

Evaluation 2

5 mins.

Ask students to peer-check their work. Be prepared to play the recording one more time if they have questions.

BEST PRACTICE

Flash cards and randomization

Some students can become adept at remembering and reciting material such as numbers and the alphabet in sequence but still struggle when they are called on for a particular item on the spur of the moment in real life.

Working with a shuffled deck of flash ds is a great way to generate random situations like this in the classroom, and can be turned into a fun activity by organizing games in pairs, groups, or as a class if feasible. This activity is also great for reviewing vocabulary from previous lessons. It is a quick and effective filler and can li t the class's mood if energy is flag ing by introducing a change of pace and allowing students to demonstrate what they already know, rather than continually battling against new concepts.

D Listen. Practice saying the numbers.

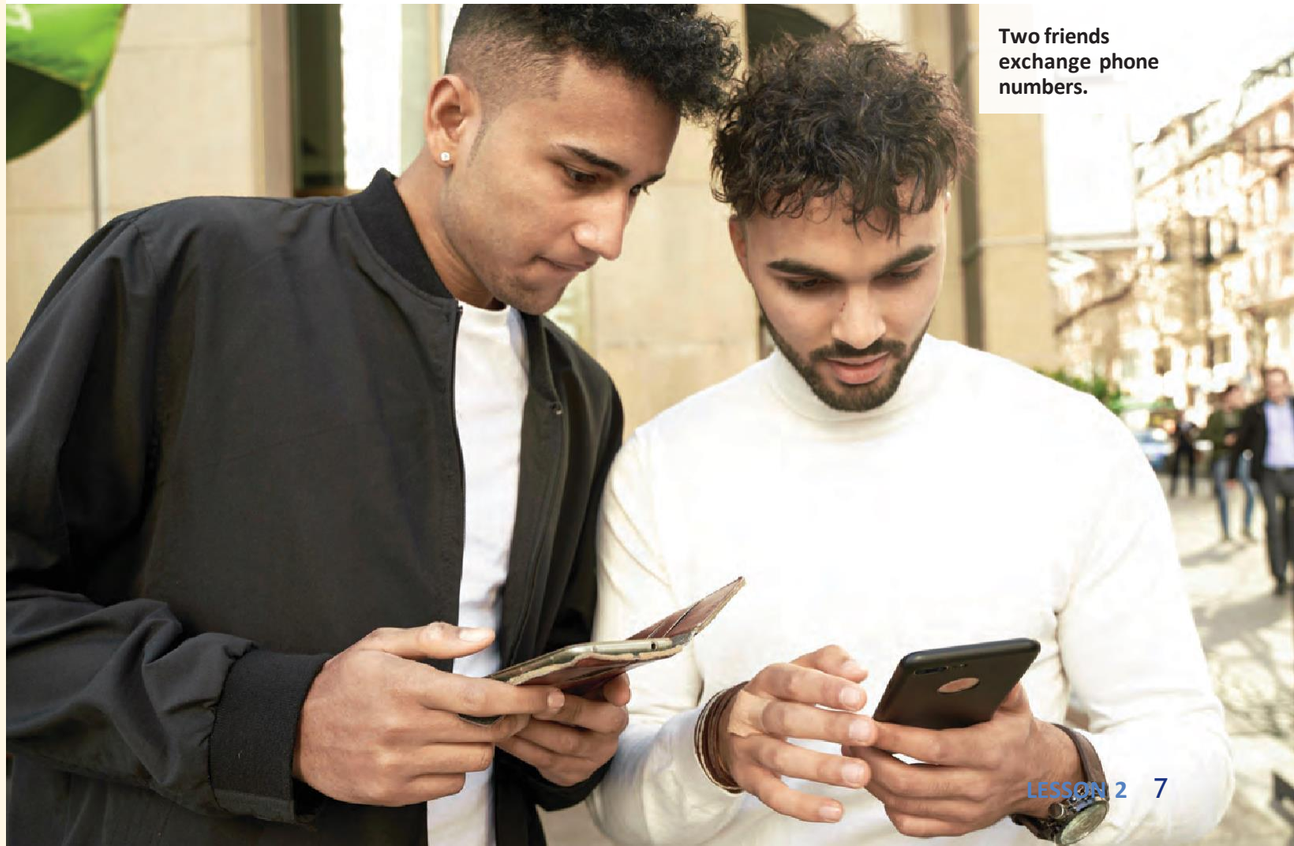
0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	40	50	60	70	80	90	100		

E Listen. Write the phone numbers.

1. (619) 555-6391
2. (312) 555-5100
3. (786) 555-2852
4. (915) 555-5280
5. (323) 555-3967
6. (347) 555-1743

F Listen to the conversations. Write the missing information.

1. My name is Marie. I live in Palm City. I go to West Palm Adult School. My phone number is (508) 555-4769. My last name is Collell.
2. My name is Aung. I live in Boyle Heights. My address is 6789 Third Street.
3. My name is Luis. It's nice to meet you. My phone number is (860) 555-7892.



Two friends exchange phone numbers.

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

Possessive Adjectives		
Pronoun	**Possessive Adjective**	**Example Sentence**
I	My	**My** address is 3356 Archer Boulevard.
You	Your	**Your** phone number is (123) 555-5678.
He	His	**His** last name is Yang.
She	Her	**Her** first name is Lien.
It	Its	**Its** number is 10.
We	Our	**Our** teacher is Mr. Kelley.
They	Their	**Their** home is in Minneapolis.

H **Complete each sentence with a possessive adjective.**

1. I live in San Francisco. ____My____ address is 2354 Yerba Buena.
2. They live in Portland. ____Their____ phone number is (971) 555-6732.
3. We live in Dallas. ____Our____ last name is Peters.
4. Maria is a happy woman. ____Her____ school is in New York.
5. He is a good student. ____His____ name is Esteban Gomez.
6. You live on Hilton Street. ____Your____ home is in Rockledge. Is that right?
7. She lives on a big road. ____Its____ name is Charles Road.

I **APPLY** **Talk to a partner. Complete the form with your partner's information.**

Answers will vary.

Personal Information>> | Schedule | Homework | Payment | Contact Us

Last Name _____

First Name _____

Phone _____

Date of Birth _____

Street Address _____

City ▼

State ▼

Zip Code _____

Submit

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Presentation 3

8–10 mins.

With books closed, write the first two columns of the chart from **G** on the board. Don't write any possessive adjectives except *My*. Ask volunteers to come to the board and write the rest of the possessive adjectives.

G Study the chart with your classmates and teacher.

Ask students to open their books and go over the chart and the example sentences.

Practice 3

5–8 mins.

(Shorter classes can do **H** for homework.)

Workplace Focus

Exercise H: Complete tasks as assigned.
Exercise I: Interact appropriately with team members.

H Complete each sentence with a possessive adjective.

Evaluation 3

2–5 mins.

Go over **H** with students. Consider giving a dictation of the statements to extend the practice and further check for understanding.

I APPLY Talk to a partner. Complete the form with your partner's information.

Students report to a group of three or four classmates and give the information about their partners.

Note: If students are concerned about giving out personal information, let them know that it is OK to make up their answers.

Application

7–10 mins.

Help students with developing the questions they need to complete **I**. You may ask students to write in their partner's book so that one student's personal information is not written in another student's book.

BEST PRACTICE

Groups

There are many ways to form groups. It is a good idea to form groups in different ways throughout the course, both to provide variety and to maximize interaction between students.

It is important to form small groups often. Four in a group is optimum because more interaction is possible in groups of four than in groups of three. A group of more than four often results in some students not participating.

Go to the Online Practice on the Spark platform for activities that provide extra practice.

Instructor's Notes

At-a-Glance Prep

Goal: Give and follow instructions
Grammar: Questions with *can*
Pronunciation: *Yes / No* question intonation
Academic Strategies: Focused listening, clarific tion
Vocabulary: *answer, open, repeat, say, speak, spell, sit down, stand up, take out*

Agenda

- ☐ Create a phone directory.
- ☐ Understand classroom instructions.
- ☐ Ask for clarification.
- ☐ Study questions with *can*.
- ☐ Practice asking for help.
- ☐ Give instructions.

Resources

Heinle Picture Dictionary: Classroom, pages 18-19; Listen, Read, Write, pages 20-21

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.1.6, 7.5.6
CCRS: SL1, SL2, SL3, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review 15-20 mins.

Ask students to create a class email directory. Students can take their list of classmates that they created in the previous lesson warm-up and add email addresses to it. Students will have to talk to each other to get this information. If students do not want to share their email address with others, please respect their wishes. It can, however, be useful for students to communicate about class work with their peers, and many teachers actively encourage students setting up social media groups to share useful information about learning English, to ask questions about class work, and to organize get-togethers.

Introduction 5 mins.

Go over the agenda for the day with students and state the goal: *Today, we will learn to give and follow directions*.

Presentation 1 15-20 mins.

With students' books closed, pantomime the actions in **A**: *Open the book, talk to a partner, write the answer*, and *go to the board*. See if students can guess what you are doing. An alternative is to write the actions on 3-by-5 index cards and play charades. Give each student a card. They must pantomime the action for their classmates to guess. Include additional actions as needed.

Workplace Focus

Exercise A: Complete tasks as assigned.
Exercise B: Interact appropriately with team members.

A Match the instructions with the photos. Write the correct sentence under each photo.

Practice 1 7-10 mins.

B Work with a partner. Choose the words that describe classroom activities.

Ask students to first do this activity in pairs and then have each pair meet with a second pair to compare answers.

BEST PRACTICE

Books closed

Stand Out lesson plans often suggest that instructors present material before students open their books. It would be easier and faster to open the books and ask students to merely look at the information, but allowing students to first discuss the oncepts with books closed provides the following benefits

1. In student-centered instruction: Students are more involved in the presentation because the information is first elicited from them.
2. The instructor can better determine what students already know and evaluate their needs.
3. Often there is a tie to students' lives, which further empowers and helps students apply the concepts and skills they will learn.

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LESSON 3

Open Your Books!

GOAL ▸ Give and follow instructions

A Match the instructions with the photos. Write the correct sentence under each photo.



1. Go to the board.



2. Open the book.



3. Write the answer.



4. Talk to a partner.

Go to the board.	Open the book.	Talk to a partner.	Write the answer.

B Work with a partner. Choose the words that describe classroom activities.

answer	ride	take out
eat	run	talk
listen	sit down	watch
open	sleep	work
practice	stand up	write



C **PREDICT** **Look at the photo. What's wrong with the student?**

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

Mr. Jones: Alicia, please write a sentence on the board.
Alicia: Excuse me?
Mr. Jones: Write a sentence on the board.
Alicia: I'm sorry, I don't understand.
Mr. Jones: I can help you.
Alicia: OK.

Life ONLINE

In an online class, make sure you raise your hand when you need to ask for clarification. You can also write your questions in the chat.

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

I'm sorry, I don't understand.	Excuse me?
Please speak slower.	Can you say that again, please?
Please speak louder.	Can you spell that?

F **Look at D again. Make new conversations with the classroom instructions.**

1. Please stand up and walk to the door. Then return.
2. Please write my name on a piece of paper.
3. Please ask the teacher for a pencil.

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Evaluation 1

5–7 mins.

Go over the words as a class and make a sentence with each word or phrase. You might also continue with the charades game from the presentation stage using these additional words.

Presentation 2

10–15 mins.

C **PREDICT** **Look at the photo. What's wrong with the student?**

Give students a few instructions, but first say them too fast. If students ask you to slow down, speak slower, but so quietly that they can't hear you. Ask students to open their books and look at the picture at the top of the page. Ask them what they think is happening. Accept all answers.

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

Ask students to listen. Then write the clarification phrases from the conversation on the board. Repeat what you did earlier and give instructions that aren't clear. Encourage students to ask for clarification using the phrases on the board.

Visit the digital literacy worksheets on the Spark platform to further explore online class etiquette with your students.

Life ONLINE

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

Go over each of the phrases and allow students to become comfortable with them by giving instructions that would prompt each one. You may choose to continue with the charades game by writing the phrases on 3-by-5 cards. Then ask students to do something to prompt the responses from their classmates.

Practice 2

5–7 mins.

Workplace Focus

Exercise F: Complete tasks as assigned.

F **Look at D again. Make new conversations with the classroom instructions.**

Evaluation 2

3–5 mins.

Ask groups of students to demonstrate two to four of their conversations in class. Check for accuracy and pronounciation.

Instructor's Notes

Presentation 3

10-15 mins.

On the board, write: *Can you help me?* Ask students if they can think of similar questions a student might ask a teacher. Accept all questions that students may come up with, but correct any mistakes when writing them on the board.

G Study the chart with your classmates and teacher.

Go over the structure. Show students how to start questions with *can*.

Pronunciation

Intonation

When students are learning a language, they often have trouble in the midst of all the new linguistic matter to realize the context even when it is clearly presented as it is in *Stand Out*. Many languages have the same rising intonation for *yes / no* questions, but students may not transfer the intonation to English because they are distracted by other linguistic elements.

Stress the rising intonation here by having students do different activities to demonstrate the intonation. For example, have them all stand or raise their hands as they complete the question.

Practice 3

7-10 mins.

H CLARIFY Complete the conversation with questions from G. Then practice the conversation with a partner.

At this point, students should be ready to write additional conversations with the new phrases for clarification. Ask them to do so and be prepared to perform their conversations for the class.

Evaluation 3

5 mins.

Ask volunteers to perform their conversations.

Application

5-7 mins.

Workplace Focus

Exercise I: Interpret and communicate information.

I Listen. Write the instructions.

Listening Script

1. *Stand up.*
2. *Sit down.*
3. *Open your book to page 33.*
4. *Say your address.*
5. *Repeat your address.*
6. *Close your book, look at the teacher, and say hello to the teacher.*

Refer students to *Stand Out 2 Online Practice*, Pre-Unit, Lesson 3 on the Spark platform for more practice. Printable worksheets for further practice can also be found on the Spark platform.

Instructor's Notes

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G Study the chart with your classmates and teacher.

Questions with *Can*			
Can	**Pronoun**	**Verb**	**Example Sentence**
Can	you	help	Can you help me?
		speak	Can you speak slower?
		answer	Can you answer the question?
		repeat	Can you repeat that, please?
		say	Can you say it again, please?
		spell	Can you spell it, please?

Yes/No Questions

When we ask questions that have a *yes* or *no* answer, we raise the pitch of our voice on the last syllable of the sentence. Try reading the six questions in the grammar chart out loud.

Can you help me?

Can you speak slower?

H CLARIFY Complete the conversation with questions from G. Then practice the conversation with a partner.

Student A: I have a problem. Can you help me?

Student B: Sure.

Student A: Your name is difficult to spell. Can you spell it, please?

Student B: Yes, it is R-O-X-A-N-N-A.

Student A: You speak very fast. Can you speak slower?

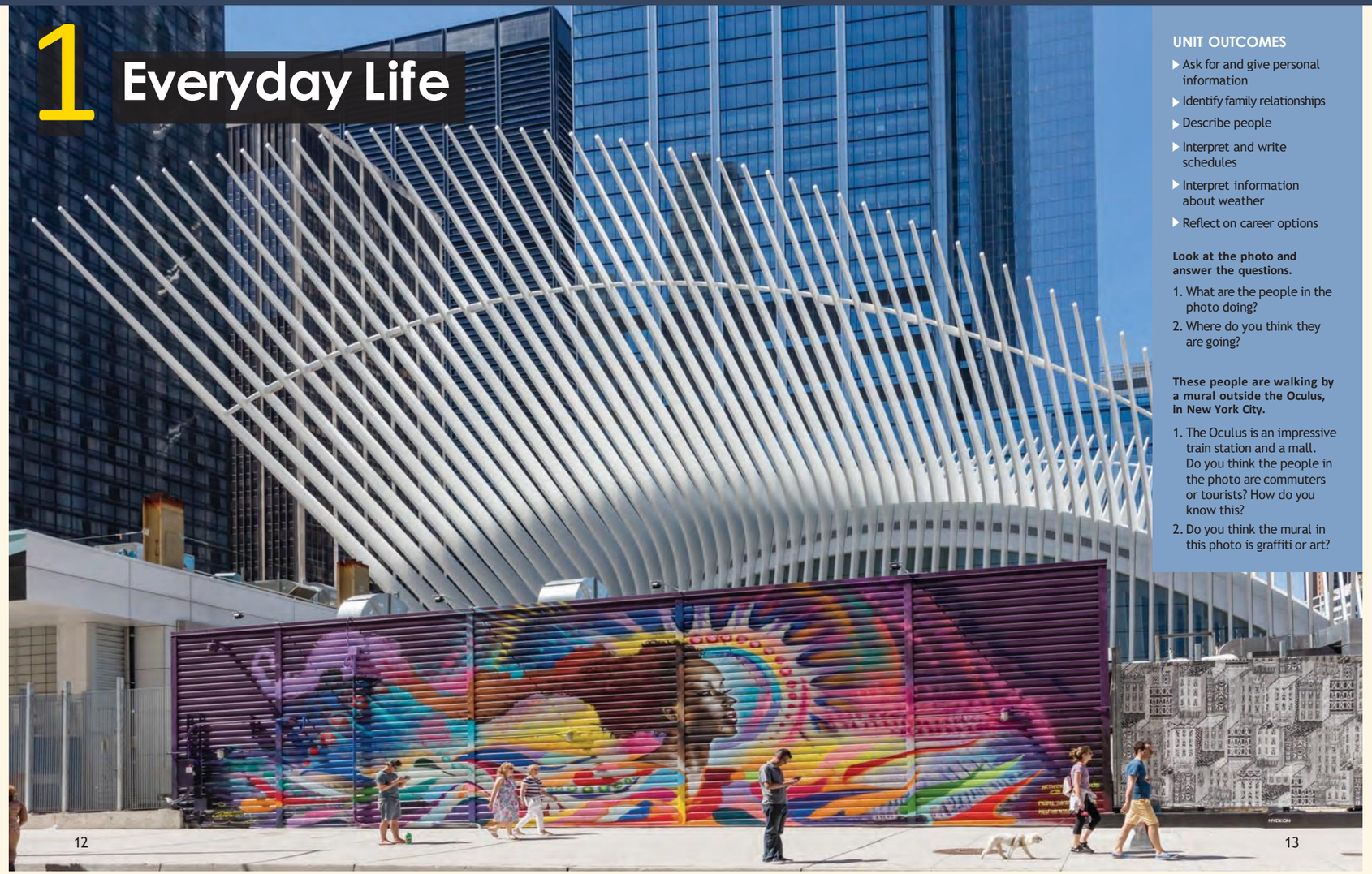
Student B: Yes, of course. It's R-O-X-A-N-N-A.

Student A: Thanks!

I Listen. Write the instructions.

1. Stand up.
2. Sit down.
3. Open your book to page 33.
4. Say your address.
5. Repeat your address.
6. Close your book, look at the teacher, and say hello to the teacher.

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?

About the Photo

- Introduce the unit by reading the title out loud.
- Ask students to look at the photo and answer the questions. Discuss as a class.
- The photo is of a mural in New York City. In the background, we can see the World Trade Center Oculus, a public space that connects 12 subway stations and contains shops, restaurants, and event areas. Many commuters pass through this place on a daily basis. Ask your students what they do every day. Tell them some things you do by explaining your morning routine including how you commute to the school.
- Go over each unit outcome.

Life Skills Focus

In this unit, students will learn to deal with basic personal communication tasks including describing people, talking about family, and planning their daily routines.

Workplace Focus

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They include *collecting and organizing information, making decisions and solving problems,* and *combining ideas and information*.

- In Unit 1, Lesson 6, *Explore the Workforce,* students will be introduced to the 16 career cultures identified by the US Department of Labor. They will learn about the differences between jobs and careers and how to categorize job types into specific fields. Please note that there may be some state-by-state variation in these classifications, but the essential information will be covered extensively, regardless.
- In the Team Project, students practice the soft skill of Collaboration as they complete the project.

spark Resources

All resources for the unit are centrally located on the Spark platform and include audio, video, multilevel worksheets, digital literacy worksheets, Online Practice, and Assessment Suite.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Ask for and give personal information • Identify family relationships • Describe people • Interpret and write schedules • Interpret information about weather • Reflect on career options	• Simple present: *Live* • Simple present: *Be* • Simple present: *Have* • Comparative and superlative adjectives • Adverbs of frequency • Simple present • Short answers	• Personal information • Family • Descriptions of appearance • Schedules and calendars • Weather • Career clusters	The skills students learn in this unit can be applied to all EL Civics competency areas, with a particular focus on Communication.	Lesson 1: 0.1.2, 0.1.5, 0.2.1, 7.5.6 Lesson 2: 0.1.2, 0.1.5, 0.2.1 Lesson 3: 0.1.2, 0.1.5, 1.1.4, 4.8.1 Lesson 4: 0.1.2, 0.1.5, 0.2.1, 0.2.4, 2.3.1 Lesson 5: 0.1.2, 0.1.5, 2.3.3 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.8.1, 6.7.3, 7.4.4, 7.7.3 Team Project: 0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 2.3.1, 2.3.2, 2.3.3, 4.8.1 Reading Challenge: 0.1.2, 0.1.5, 4.8.1	Many ELS skills are incorporated into this unit with an emphasis on: S1: An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. S3: An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	RI1, RI2, SL1, SL2, SL3, L1, L2, L3, RF2, RF3

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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.** Answers will vary.



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 Lagos, Nigeria.
   She lives in New Jersey.
2. Sima is from Kabul, Afghanistan.
   She lives in Toronto.
3. Gilberto is from Rio de Janeiro, Brazil.
   He lives in Los Angeles.
4. I am from Answers will vary.
   I live in _____.
5. My partner is from Answers will vary.
   My partner lives in _____.

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At-a-Glance Prep

Goal: Ask for and give personal information
Grammar: Simple present: *live* and *be*
Pronunciation: /v/, final /s/, question i tonation
Academic Strategies: Predicting, classifying, peer-editing
Vocabulary: Personal information words: *age, marital status, nationality, residence*

Agenda

- ☐ Practice greetings.
- ☐ Ask: *Where are you from?*
- ☐ Ask for more personal information.
- ☐ Practice the simple present.
- ☐ Talk in groups.

Resources

Heinle Picture Dictionary: Wave, Greet, Smile, pages 40-41

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.1, 7.5.6
CCRS: RI1, RI7, SL1, SL2, SL4, L1, L5, RF2
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

In the United States, we shake hands by firmly curling our fingers around the other person's hand and maintaining eye contact. It is important to teach this style of handshake by modeling it and explaining it verbally. Be aware that students may have a different concept of what an appropriate greeting is. Use this opportunity to ask students if there is an alternative greeting to a handshake in their native country. Ask volunteers to show the class their greeting.

Ask students to walk around the room and greet other students as they shake hands. Review students' names by standing near or behind a student and asking: *What is / are his / her / they / their name?* Challenge individuals to try to say the names of all of the students in the class.

Introduction 2 mins. ■■■

Go over the agenda with students and state the goal: *Today, we will ask for and give personal information.*

Presentation 1 10-15 mins. ■■■

On the board, write: *Where are you from?* Ask a few students where they are from. Expect one-word answers. Pointing to yourself, say: *I'm from [your country].* Continue to ask individual students where they are from. Reiterate students' responses by asking: *Where's he / she from?* Model: *He's from [student's country]* or *She's from [student's country].* Ask individuals to try to name the countries of each student who has responded.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

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

Ask students to open their books. Look at the map of the United States and label the location of the school together as a class. Identify some of the students' native countries. Ask them to draw a line from their countries to the school location.

Practice 1 3-5 mins. ■■■

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

Ask students to look at the map and complete the sentences with the information on the map.

Evaluation 1 3-5 mins. ■■■

Ask volunteers to write the complete sentences from **B** on the board.

BEST PRACTICE

Volunteers

The first time ou invite students to the board, you may want to ask for volunteers. Once all the students understand the activity, call on some of the quieter students to respond. Getting students up in front of the class is a great way to help prepare them for the classroom presentations that they will be giving at the end of each unit, but be sure to respect anyone's decision not to volunteer. At this early stage in a course, a lack of confiden e is to be expected, and it will take time to build the confiden e to speak in front of the class.

Presentation 2

10-15 mins.

Ask students to close their books. Write *Personal Information* on the board. Ask students what personal information is and ask for examples. Students may come up with information such as age, nationality, name, address, phone number, and so on. Remind students that they never need to give out any personal information in class that they don't want to, and that they should feel free to invent any details if they prefer. Write their ideas on the board.

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

Go over the words and phrase with students and confirm that they understand all of them. Help them with the headings in the table. They may be unfamiliar with the term *marital status*. Complete the chart as a class. Since students are doing this activity with the instructor, it is considered part of the presentation stage.

Review the rising intonation used in *yes / no* questions. Contrast it with the falling intonation used in information questions. Point out examples of these two types of questions by going over the conversation in **D** in preparation for the practice.

With students' books still closed, write *name*, *age*, *marital status*, and *native country* on the board. Ask students to help you form questions about this information. They have just seen examples in the conversation, so they should be able to do this.

Practice 2

7-10 mins.

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

Ask students to do this activity with a partner. When you feel that they have had ample time to practice, ask them to cover the conversation and practice it again without looking.

Have students look at the pictures of the people. Tell them that each person is from a different country. Ask them what else is different about each person. Instruct students to read the information below each picture to find out. Have them share what they discover in pairs.

Ask students to listen to the conversation. Play the audio. Then ask them to use the information about each person to make new conversations.

Have students share their conversation with a partner. Ask each pair to practice the conversations together.

Listening Script

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.*

Evaluation 2

7-10 mins.

Observe students doing the activity and then invite volunteers to demonstrate their questions and answers in front of the class.

BEST PRACTICE

Timing

All classes are multilevel in one aspect or another. It is probable that in every activity some students will finis earlier than others. There are several strategies to deal with this. In this particular activity, encourage students to continue practicing until you tell them to stop. They should simply repeat the exercise. Alternatively, ask them to switch partners with another pair.

Here are more ideas for students who finish an activity early:

1. If students in pairs or in groups have answered a question that has one answer, don't confirm that they have the right answer. Instead, pose the question: *Are you sure?*
2. Help students who take longer to finish, so they can wrap up the activity faster than they would otherwise.
3. Ask the students who finish early questions about their learning progress. Try to find out any particular needs they may have that you are not aware of or that you can help them with.

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

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?

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 ___is___ from Ho Chi Minh City, ___Vietnam___.
2. She ___is___ ___28___ years old.
3. She ___lives___ in ___Los Angeles___.
4. Mario ___is___ ___27___ years old.
5. He also ___lives___ in ___Los Angeles___.
6. He ___is___ from ___Mexico___.
7. Mario and Lien are not married. They ___are friends___.

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

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

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Presentation 3

10-15 mins.

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

Students may need help with the pronunciation of /v/. Many languages don't have this sound or have something similar, but not written the same way. They may also have difficulties pronouncing the third-person singular /s/ clearly enough.

Pronunciation

/v/

One approach to introducing /v/ is to teach the points of articulation. The top teeth are slightly over the bottom lip. This explanation alone is not sufficient, however, because the same articulation points are used to create /f/. Many students can already pronounce /f/ because many languages have the sound and, furthermore, Latin-based languages use the letter *f* to represent it. Ask students to pronounce a /f/ sound and attach a word to it, such as *Frank* or *farm*, or even *pharmacy*. Ask students to put two fingers on their voice box and make it vibrate as it does when they pronounce /m/.

BEST PRACTICE

Grammar principles

1. Remember that most students don't master grammar structures the first time they are exposed to them. Therefore, *Stand Out* recycles them and reintroduces them at various times in the curriculum.
2. Not all students will be able to interpret a chart the first time they see one, so take your time to work through the explanation.
3. Drilling can be an effective tool; however, overusing it diminishes the effect of the context.

Workplace Focus

Exercise F: Complete tasks as assigned.
Exercise G: Interact appropriately with team members.

Practice 3

5-7 mins.

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

Before playing the recording, explain to students that they should predict before listening. Have them go through the exercise first and try to guess the answers based upon the context. They may be able to answer correctly several times. Then, play the recording.

Listening Script

1. *Lien is from Ho Chi Minh City, Vietnam.*
2. *She is 28 years old.*
3. *She lives in Los Angeles.*
4. *Mario is 27 years old.*
5. *He also lives in Los Angeles.*
6. *He is from Mexico.*
7. *Mario and Lien are not married. They are friends.*

Evaluation 3

3-5 mins.

Ask students to peer-edit their work, and then go over the answers as a class.

Application

5-7 mins.

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

Ask students to try to ask questions without referring to the book whenever possible. Encourage groups to peer-correct.

At-a-Glance Prep

Goal: Identify family relationships
Grammar: Simple present: *have*
Pronunciation: /ð/
Academic Strategies: Focused listening, bar graphs, peer-editing
Vocabulary: Family relationship vocabulary

Agenda

- ☐ Ask for personal information.
- ☐ Read about families.
- ☐ Learn new vocabulary.
- ☐ Use *have* and *has* in the simple present.
- ☐ Write sentences and make a chart.

Resources

Heinle Picture Dictionary: Family, pages 26–27

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.1, 7.5.6
CCRS: RI1, RI2, RI7, SL2, L1, RF2, RF3
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 8–12 mins.

Ask individual students where they are from. With each response, ask the student if they have family in their native country or if all of their family members are in the U.S. For example: *Where is your family—in the U.S. or in your native country?* Tell students that you have [number of] sisters and [number of] brothers, and they are in [name of country or city]. Write these sentences about yourself on the board.

Introduction 5 mins.

Write *families* on the board. Ask students if they have big families or small families. Find out what students consider big families and small families by asking them questions. Refer students to the agenda and go over each step. State the goal: *Today, we will identify family relationships.*

Presentation 1 15–20 mins.

Ask students to look at the pictures in **C.** Ask: *How many people are in Manny's family?* Tell students they are going to listen to a story about Manny's family. Write *brothers*, *sisters*, and *siblings* on the board. Explain the meaning of *siblings* to the class. Ask students to close their books and listen for how many siblings Manny has by applying focused-listening techniques.

Play the recording. After listening, ask how many siblings Manny has. Play the recording again to confirm students' responses.

Ask students to open their books and go over the family tree. Briefly discuss the family vocabulary. This discussion will continue in Presentation 2.

Practice 1 7–10 mins.

Workplace Focus

Exercises A, B: Interpret and communicate information.

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

Ask students to read the story individually and then do **B**.

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

Students should read and complete this activity by themselves.

BEST PRACTICE

Independent learners

Part of the *Stand Out* Mission Statement indicates that we are striving for students to become independent learners. Although the series encourages a lot of partner and group work and the application of cooperative learning techniques, there are times when students should do activities alone to build confiden e in their own ability.

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

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LESSON 2

Manny's Family

GOAL ▶ Identify family relationships

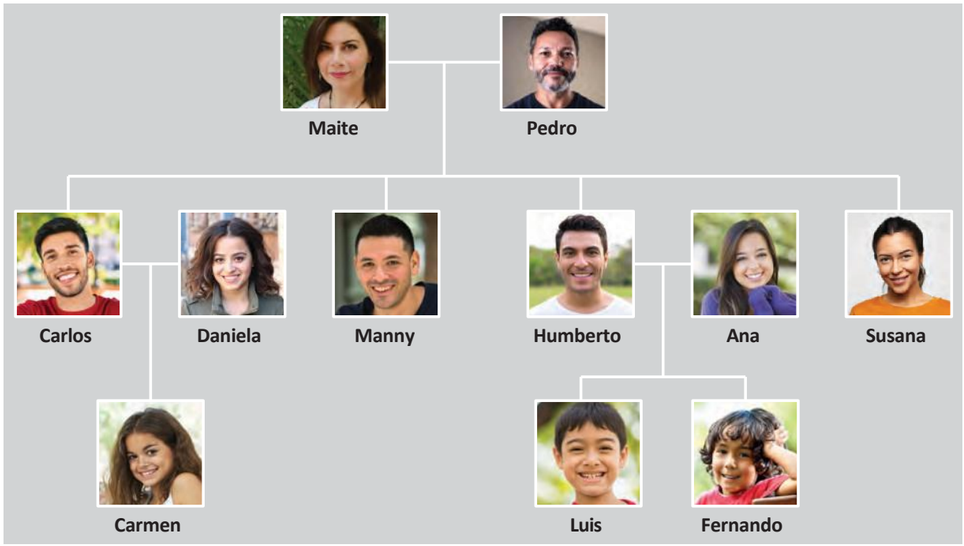
A INTERPRET Read and listen to Manny's story. How many people are in his family?

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 ___one___ sister.
2. Manny has ___two___ brothers.
3. Manny's father has ___two___ brothers and ___no___ sisters.
4. Manny's mother has ___one___ sister and ___one___ brother.

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



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.  

husband / wife

3. 

mother / daughter

4.  

grandmother / grandson

5. 

aunt / niece

6.  

uncle / nephew

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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Evaluation 1

7-10 mins.

Ask students to peer-edit their work, and then go over the answers as a class.

Presentation 2

15-20 mins.

Draw your own family tree on the board in a similar format to Manny's on page 17. Include enough family members so that you can talk about cousins, nieces, and nephews. Label your family tree with relationship vocabulary, e.g., *mother*, *sister*, *niece*, etc. Go over any vocabulary that students do not know.

D Study the words with your classmates and teacher.

Help students understand the words in the box by referring to your family tree on the board. Use yours, not Manny's, so that students can practice with Manny's later.

Review the sound /ð/.

Pronunciation

/ð/

Explain to students that the voiced dental fricative heard in the word *father* is spelled as the combination *th*. Show students how to pronounce this sound by first showing them the points of articulation. Since the sound is voiced, show students how to make the sound by putting two fingers on their vocal cords and making them vibrate.

Exaggeration in practice is fine as long as students can also produce the target sound in context.

Quiz students on your family tree as they will be quizzed in **F**. Point out two people and ask what their relationship to each other is.

Practice 2

8-10 mins.

Workplace Focus

Exercise E: Complete tasks as assigned.

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

Evaluation 2

5-7 mins.

Ask students to name two random members of their family and then explain their relationship to a partner. Then ask some pairs to explain to the class the names of their partner's family members and how they are related.

F Ask and answer questions about the people in E.

Remind students to use *they are* or *they're*. Monitor students as they do the activity to determine if they understand and are ready for the next practice.

BEST PRACTICE

Evaluation

The evaluation step of any lesson is extremely important. Although we often don't elaborate in the Lesson Planner, remember that this step allows you to determine if students are ready to go on to the next activity or if additional practice is necessary. The evaluation ultimately determines if you can confide tly leave students to do the application on their own.

Instructor's Notes

Presentation 3

10-15 mins.

With students' books closed, write the following sentences on the board:

1. *Juan _____ three brothers and two sisters.*
2. *Natalie _____ two brothers and three sisters.*
3. *Mohamed _____ two brothers and no sisters.*
4. *Jun _____ one brother and three sisters.*
5. *Natalie and Mohamed _____ four brothers each.*
6. *Jun and Natalie _____ two sisters each.*

Ask volunteers to complete the sentences. Then make a chart like the one on page 19 and complete it as a class.

G Study the chart with your classmates and teacher.

Go over the chart based on what was learned in the presentation stage.

Practice 3

7-10 mins.

Workplace Focus

Exercise H: Complete tasks as assigned.
Exercises I, J: Interpret and communicate information.

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

Listening Script

Thank you all for coming to the party. I want to see how much I know about each of you, so I will start with Thanh and work my way around the room.

Thanh is a good friend. She lives in Seattle with her three sisters. I think my three brothers would be very interested in meeting them.

Ricardo and Patty, you've been married for four years and already have two children, right? Your children's names are Zack and Courtney.

I think Orlando has the most cousins of any of us. I understand you have 38 cousins. Wow! I hope you know all their names.

Maria, you are a great niece to me. I appreciate how you and your two sisters worked so hard to make this party happen. Sophie and I are happy to be here with our only child so far, Colleen.

BEST PRACTICE

Repeat listening

It may be necessary with focused listening to replay the audio. You may ask students to compare answers before you play a recording a second or third time.

It is very difficult or students at this level to listen and write at the same time. Teach students the dictation strategy of listening to a recording completely before attempting to write anything. You may also wish to pause the recording when necessary to allow students plenty of time to write.

Evaluation 3

3-7 mins.

Go over the answers with students.

Application

10-15 mins.

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

Encourage students to speak to students they don't usually talk to.

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

You could prepare an example of your own family tree as a model, or find one online. Make sure to ask comprehension questions about the various relationships in order to make clear how the students ought to lay out their family trees.

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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.

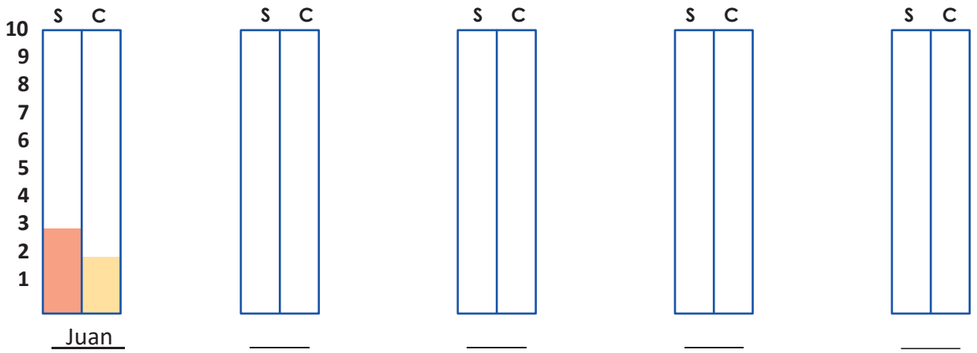
1. Thanh have / has three sisters.
2. I have / has three brothers.
3. Ricardo and Patty have / has two children.
4. Orlando, you have / has 38 cousins.
5. Maria have / has two sisters.
6. We have / has one child.

I APPLY Complete the chart. Talk to four classmates about their siblings and children. Answers will vary.

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.

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.** Answers will vary. Sample answers are given.

1a. Dalva is average height and average weight.
1b. Dalva has green eyes and blond hair.
2a. Mario is short.
2b. Mario has black hair.
3a. Vera is average height.
3b. Vera has gray hair and blue eyes.
4a. Lien is tall.
4b. Lien has black hair.

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At-a-Glance Prep

Goal: Describe people
Grammar: Comparative and superlative adjectives
Academic Strategies: Focused listening, paragraph writing, bar graphs
Vocabulary: Hair and eye color, height, weight

Agenda

- ☐ Make a family tree.
- ☐ Describe people.
- ☐ Make bar graphs.
- ☐ Play a guessing game.
- ☐ Use comparative and superlative adjectives.
- ☐ Write a paragraph.

Resources

Heinle Picture Dictionary: Family, pages 26–27; Face and Hair, pages 32–33

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.1.4, 4.8.1
CCRS: RI1, RI7, W2, SL1, SL2, L1, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10-12 mins. ■■■

Ask students to make a family tree if they didn't do so in the previous lesson. If they did, ask them to share their family tree with a partner and talk about their familiy.

Introduction 15-20 mins. ■■■

Ask all the students in the class to stand. Then ask all students with red hair to sit down. Some students may not understand at this point. If any students have red hair, point to their hair and ask them to sit down. Do the same with blond hair, brown hair, white hair, and black hair. Go over the agenda and state the goal: *Today, we will describe people*.

Presentation 1 10-15 mins. ■■■

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

Discuss the picture with your class. See how much vocabulary students already know related to physical descriptions. Review the vocabulary in the box and drill students. Identify students in your class and in the picture who may meet the descriptions. Make special note of the verbs to use with each type of description.

BEST PRACTICE

Questioning strategies

Research shows that some teachers are quick to answer their own questions if the answers don't come within a few seconds. Try to allow students to answer even if it takes them some time to respond. The silence in the room often prompts a student to answer. Encourage students by praising them for making the effort even when they don't answer as completely as you may like.

Before students do the practice, you may wish to review the conjugation of *have*.

A common error students make is omitting the second verb when trying to combine descriptions. For example, they may write: *Dalva is short and green eyes.* Show students the correct way to make these sentences. You may take this opportunity to teach compound sentences with the conjunction *and*.

B **Describe four people in A.**

Practice 1

10-15 mins.

Evaluation 1

10-15 mins.

Ask volunteers to write their sentences on the board. As a class, look at the descriptions on the board and see if all students agree. Some may not agree, for example, about eye color, or if someone is short or average height. These discrepancies of opinion are appropriate. Presentation 2 will give students concrete answers.

Presentation 2

10-15 mins.

Read the bar graph about eye color in Manny's class. See if students can identify who might have the different eye colors.

Prepare students for focused listening by going over the vocabulary again for hair color, height, and weight.

BEST PRACTICE

Presentation vs. practice

Here, students are preparing to do the practice; however, it is completely teacher directed. The teacher has control. The teacher asks the questions and students respond. The teacher describes the graph and helps students to complete it. The focused listening in this case is done more slowly and carefully because students are still in the presentation stage. In the practice stage, the teacher gives up some of the control to students. Practice can be individual work, pair work, or group work, but it is rarely the class working as a whole.

Workplace Focus

Exercises C, D: Interpret and communicate information.
Exercise E: Interact appropriately with team members.

C Listen and complete the chart. Write sentences.

Listening Script

We studied Manny's class and came up with the following conclusions: There are seven people with brown eyes, and two people with blue eyes. There is even one person with green eyes. I think her name is Dalva.

Practice 2

7-10 mins.

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

Evaluation 2

7-10 mins.

Ask groups to report to the class.

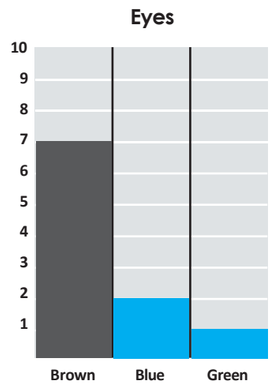
E Work with a partner. Practice the conversation. Then look at A and describe a student. Your partner should guess.

Observe students doing the activity to confirm that they understand the task and that they are ready for the next one.

Instructor's Notes

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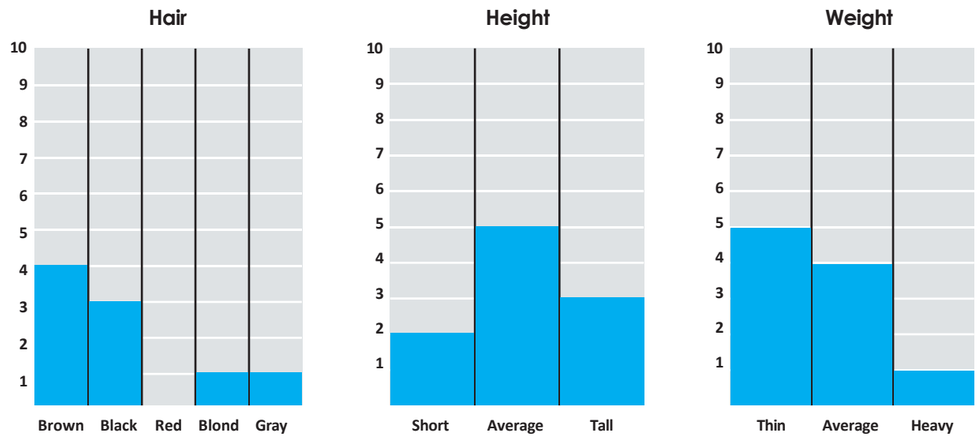
C Listen and complete the chart. Write sentences.



1. Seven people have brown eyes.
2. Two people have blue eyes.
3. One person has green eyes.

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

Answers will vary. Sample answers are given.



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.

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? Lien is the tallest.
3. Who is shorter than Dalva? Mario is shorter than Dalva.
4. Who is the shortest in the class? Mario is the shortest.
5. Who is the youngest in the class? Answers may vary. Possible answer: Manny is the youngest.
6. Who is the oldest in the class? Vera is the oldest.

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.**

Answers will vary.

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Presentation 3

10-15 mins.

Ask three students to come to the front of the room. Ask them to line up left to right by height. Write *height* on the board and allow students to figure out if they should go from the tallest to the shortest or vice versa.

Write *tall*, *taller*, *tallest*, and *short*, *shorter*, *shortest* on the board. Although you may want to introduce more adjectives for appearance, avoid asking students to describe *heavy*. You may wish to interject that the word *fat* is generally not considered polite in social situations.

Workplace Focus

Exercises F, G: Interact appropriately with team members.
Exercise I: Interpret and communicate information.

F Read the chart with your classmates and teacher.

Provide example sentences for each of the adjectives given. Use the students in the picture on page 20 rather than students in the classroom. Write the examples on the board. Help students understand that the word *than* is often used with comparative adjectives. It may be a good idea to state (at this point) that your comparisons are opinions and students may not all agree with them.

Practice 3

7-10 mins.

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

This exercise can also work well as a group activity. Because this activity relies on opinion, groups may disagree. Try to encourage members of each group to compromise as needed, so that they can prepare a report for the class.

Evaluation 3

7-10 mins.

Ask group representatives to report to the class.

(Shorter classes can do **H** and **I** for homework.)

BEST PRACTICE

Basic Study Skills

Some students need English for their job or social situation but have little to no previous language-learning experience to support their efforts. Be on the lookout for students without basic skills in, for example, actively engaging with grammar charts. Show them how to use a slip of paper to cover each of the three columns in Chart **F** in turn and try to supply the missing words. Then they can progress to covering columns 2 and 3 and using the base adjective as a cue for the whole sequence. Finally, they can close the book and try to recall as much as they can before looking back at the chart to check.

BEST PRACTICE

Numbered heads

This is a technique where students in each group count off. Typically the members of the groups have different responsibilities. Student 1 might be the leader, Student 2 the timekeeper, Student 3 the secretary, and Student 4 the spokesperson.

Sometimes you might number heads and arbitrarily, as in this case, ask all students numbered *three*, for example, to report to the class. Next time, you might ask students numbered *two* to report. In this way, all students of a group will try to be prepared in case they are asked to report.

Application

5-7 mins.

H INTERPRET Read the paragraph. Underline the superlative adjectives.

Ask students to read the paragraph individually.

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

Students will be expected to occasionally write paragraphs in *Stand Out 2*. There will usually be a model to guide them through the task. By the end of the book, students will have been taught how to write clear, well-formatted paragraphs with less dependency on models.

At-a-Glance Prep

Goal: Interpret and write schedules
Grammar: Simple present, adverbs of frequency
Pronunciation: Final /s/, /z/
Academic Strategies: Focused listening, making graphs
Vocabulary: Days of the week, months, and time vocabulary

Agenda

- ☐ Create bar graphs.
- ☐ Read a family calendar.
- ☐ Read about Gilberto's schedule.
- ☐ Use the simple present.
- ☐ Write a schedule.

Resources

Heinle Picture Dictionary: Daily Activities, pages 34–35

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.1, 0.2.4, 2.3.1
CCRS: RI1, RI7, SL2, L1, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S3: Speak and write about level-appropriate complex literary and informational texts and topics.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 15–20 mins.

Ask students to make their own graphs about the eye and hair color of the students in their class. Then ask them to present the graphs to the class.

Introduction 5 mins.

If you have a personal planner, show the class your schedule for the day. Ask students what time they wake up in the morning and what time they go to bed. Share this information about yourself. Go over the agenda for the day and state the goal: *Today, we will interpret and write schedules.*

Presentation 1 15–20 mins.

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

Ask students to open their books and look at the calendar. Elicit the answer to the question, then ask students which U.S. national holidays they know of and what they know about them.

B Read and listen to the conversation.

First, ask students to read the conversation. Then play the audio of the conversation up to two times.

Practice 1 15–20 mins.

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

Go to the digital literacy worksheets on the *Stand Out* Spark platform to further explore the topic with your students.

Life ONLINE

Evaluation 1 5–7 mins.

Ask volunteers to perform one of their conversations in front of the class.

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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.

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!

Life ONLINE

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

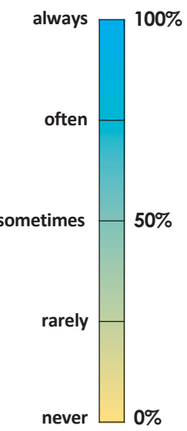
Calendar | New | Import | Share

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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Presentation 2

15-20 mins.

Review the days of the week with students. Since ordinal numbers have not been introduced in *Stand Out* up to now, this would be a good place to introduce them. Show students the shorthand way to write *first, second, third* (*1st, 2nd, 3rd*), and so on.

Workplace Focus

Exercises D, E, F: Complete tasks as assigned.

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

Ask students what activities Gilberto does for work, home, and school. Help students to understand the frequency adverbs by going over the calendar as a class. Write sentences on the board using *always*, *often*, *sometimes*, *rarely*, and *never* based on the calendar and the graphic about frequencies. Write the sentences in the third-person singular, such as: *Gilberto always goes to school on Tuesday*. Underline the verbs in the third-person singular.

Show students how the third-person singular verb is different from the verb they used in the previous practice. Write *I* and transform the sentences that you have written on the board into first-person singular.

Listening Script

Gilberto is very busy every day. He has plenty to do. For example, tomorrow, on the ninth, he will go to school and work, and then he will cook dinner when he gets home. On Saturday the nineteenth, he will work overtime. This is good financially, but it's hard work. Gilberto plays soccer on Sundays and this gives him a break. Gilberto also studies English. He goes to school five days a week. He goes to school Monday, Tuesday, Wednesday, Thursday, and Friday.

(Shorter classes can do **E** and **F** for homework.)

Practice 2

5-7 mins.

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

Ask students to complete this activity and **F** individually, not in pairs. You might present the activities/tasks as tests if you would like to discourage them from working together.

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

Evaluation 2

7-10 mins.

Go over the answers to **E** and **F** and then ask the class *true* and *false* questions about Gilberto's calendar. Ask students to show one finger for *true* and two fingers for *false* instead of responding orally.

BEST PRACTICE

Monitoring student responses

An obvious way to monitor responses is to have students simply respond verbally with a word. Say: *true* or *false*.

With the above method, however, the stronger students sometimes overwhelm the students who need more time to think when asked for a verbal response. You may choose other ways for students to respond where they're less likely to "go along with the crowd." One such response method could be to use 3-by-5 index cards that students hold up with the correct answer facing you. Each card could read *true* on one side and *false* on the other. Or you can have students keep two cards that are different colors with them throughout the course, where one color represents *true* and the other represents *false*. Students can use them again and again.

Another way is described in this lesson. Students respond by showing the number of fingers th t correspond to *true* or *false*.

Presentation 3

15-20 mins.

G Study the chart with your classmates and teacher.

Go over the chart with students. Also, help them with the correct pronunciation of the third-person singular *s*.

Review the difference between the subjects *he* / *she* and *I* carefully. Drill students on the verb forms in various ways. Use the example sentences in your drills.

BEST PRACTICE

Drills

Drills can be a good way to help students become familiar with vocabulary, grammar structures, and proper pronunciation. They also help students to gain confiden e, especially when performing together with their classmates. However, drills should not be the sole practice or method used to help students memorize something or acquire a grammar structure. There are several ways to drill (choral repetition, substitution, buildup, backward buildup, etc.) If particular drills are overused, there is a risk of losing meaning.

On the board, write the question using *does* that will be used in **H**. Ask students to help you create questions about the calendar on the previous page.

Practice 3

8-12 mins.

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

It is intentional that students have to turn the page to see the calendar and the example of the conversation. Encourage students to do this activity without flipping to the model conversation, but by looking only at the calendar. When they can do this, they will have more confidence and not feel dependent on the book.

Evaluation 3

7-10 mins.

Monitor students' performance and confirm that they are using the third-person singular *s* and pronouncing it correctly. Ask a few volunteers to demonstrate their questions and answers in front of the class. Try to encourage students who haven't performed in front of the class in the past to try it this time.

Application

10-12 mins.

Workplace Focus

Exercise I: Interact appropriately with team members.

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

Ask students to complete the schedule and practice before they report to the group.

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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	eat**s*** go**es**** make**s*** play**s****	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. Answers will vary.

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. _____

LESSON 5

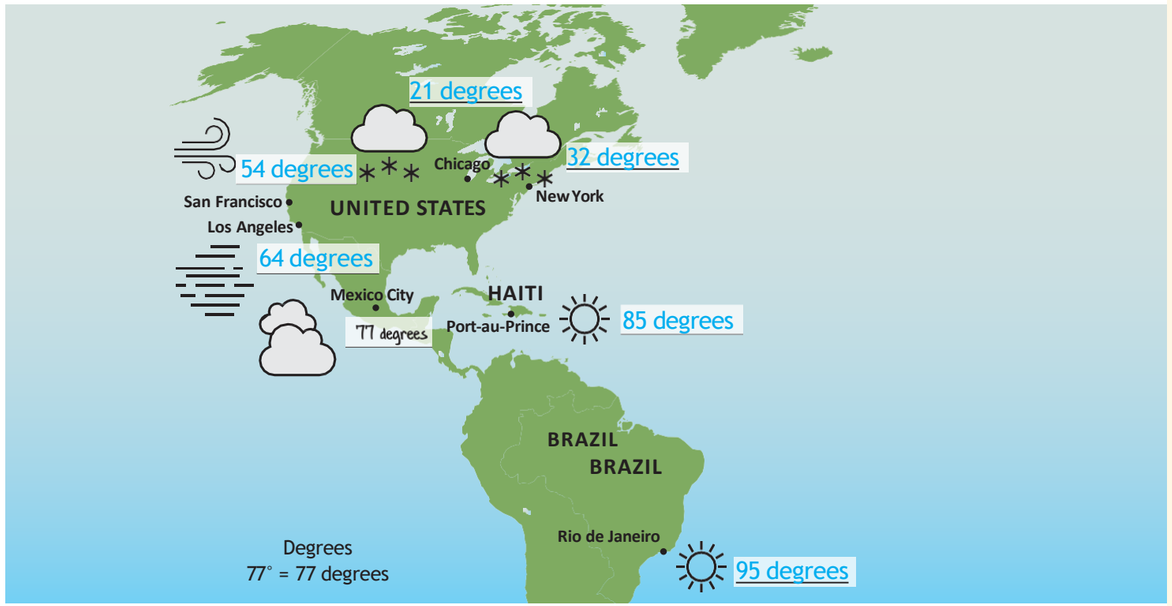
How Is the Weather Today?

GOAL ▶ Interpret information about weather

A **Review the words and icons with your teacher.**



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



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At-a-Glance Prep

Goal: Interpret information about weather
Grammar: Short *yes* / *no* answers
Pronunciation: Accented syllables
Academic Strategies: Focused listening, prediction
Vocabulary: Weather

Agenda

- ☐ Write your schedule.
- ☐ Discuss weather vocabulary.
- ☐ Listen to a weather report.
- ☐ Ask about the weather.

Resources

Heinle Picture Dictionary: Weather, pages 166-167; The World, pages 174-175

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.3.3
CCRS: RI1, RI7, SL1, SL2, L1, RF2, RF3
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 15-20 mins.

Ask students to write out their own schedule and share it with a partner.

Introduction 5-7 mins.

Ask the class: *How's the weather today?* Ask if it's *hot* or *cold* and demonstrate these words with body language. Ask students about their native countries while pointing to them on a world map. Ask: *Is it hot or cold in your country today?* State the goal: *Today, we are going to interpret information about weather*. Read through the agenda with students.

Presentation 1 15-20 mins.

With books closed, write the vocabulary from **A** on the board. Then ask students what they think each word means. Have volunteers share their ideas with the class. Then open the book.

A **Review the words and icons with your teacher.**

Point out the icon for each word. Ask students about the weather in their country. Ask them to describe the weather using one or more of the vocabulary words from Exercise A. Prepare students for **B** and **C**. Write on the board: *It's sunny and 85 degrees.* Have students replace the information with what they think the weather in their country might be like today.

Practice 1 15-20 mins.

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

Stop the recording after the first city and review with students to make sure they are ready to go on.

Evaluation 1 5-7 mins.

Review students' answers as a class.

Presentation 2 15-20 mins.

With books closed, write the vocabulary from **A** on the board. Call on students to review the meanings of the words.

Discuss how Fahrenheit and Celsius are different. Ask questions such as: *What is 50 degrees Fahrenheit in Celsius?* Use a calculator from the internet to review the calculation. Look at the map with students. Help them see what information is already provided. Ask them to predict the weather in a few places. Help them to say the phrase as it is in **C**: *It's rainy and 46 degrees*.

Practice 2 8-12 mins.

This is a difficult activity. Consider having students listen in groups. Play the recording once and allow students to discuss and compare answers. Then play it a second and possibly a third time. Another more complicated approach, but better for team building, might be to have different people in the group listen only for specific places.

Note: The listening script is on the next page.

Listening Script

Hello, everyone! Today's international weather map shows that Mexico City is cloudy with temperatures around 77 degrees. A beautiful day in the city of Port-au-Prince. Port-au-Prince is sunny with a warm temperature of 85 degrees. To the south, Rio de Janeiro is a sunny 95 degrees. We see that Ho Chi Minh City is cloudy with a temperature of 90 degrees, and the weather in Lagos is rainy with a daytime temperature of 88 degrees. Kabul is sunny and warm at a temperature of 72 degrees. Today's national weather report shows that New York City is snowy with a temperature of 32 degrees. Chicago is also snowy today with a cold temperature of 21 degrees. Los Angeles is foggy today with temperatures around 64 degrees, and San Francisco is windy with daytime temperatures of around 54 degrees. That's all for now. We'll be back with international weather updates in one hour.

Pronunciation

15 and 50

There are significant differences between *15* and *50* in pronunciation. To simplify the explanation, however, it is productive to concentrate on only one difference. In this case, try focusing on the accented syllables—FIFty and fifTEEN. Write *50* in the top right-hand corner of the board and *15* in the opposite one. Say the words first in isolation and ask students to point to the one you are saying. Then use them in sentences and finally in discourse.

Evaluation 2

5–7 mins.

Go over each answer and be prepared to play the recording again.

Presentation 3

7–10 mins.

The practice (**C**) is an information-gap activity. This activity works best if students cover the information their partner will give them. Carefully walk students through the procedure and use a few students as models.

Practice 3

10–15 mins.

Workplace Focus

Exercises C, D: Interact appropriately with team members.

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

Observe students as they do the task. Make sure they are using the correct structure for asking questions.

D RESEARCH Ask about your partner's country.

Evaluation 3

7–10 mins.

Ask students to share what they learned about their partner's native country.

BEST PRACTICE

Facilitating information-gap activities

Information-gap activities are activities that allow one student to give new information to another. In the *Stand Out* approach, there are many opportunities to do these types of activities.

The procedure for this activity is difficult or some students to understand. There are several things to do to help students:

1. Model the activity several times with several different students.
2. Make sure students know who is Student A and who is Student B. To do this, ask all Student As to stand up.
3. Monitor the practice. If a pair of students is having trouble, do the exercise with them.
4. Do the activity in groups of four with at least one student who can direct the others. In groups of four, one pair goes first and the other listens. Then the other pair performs.

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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

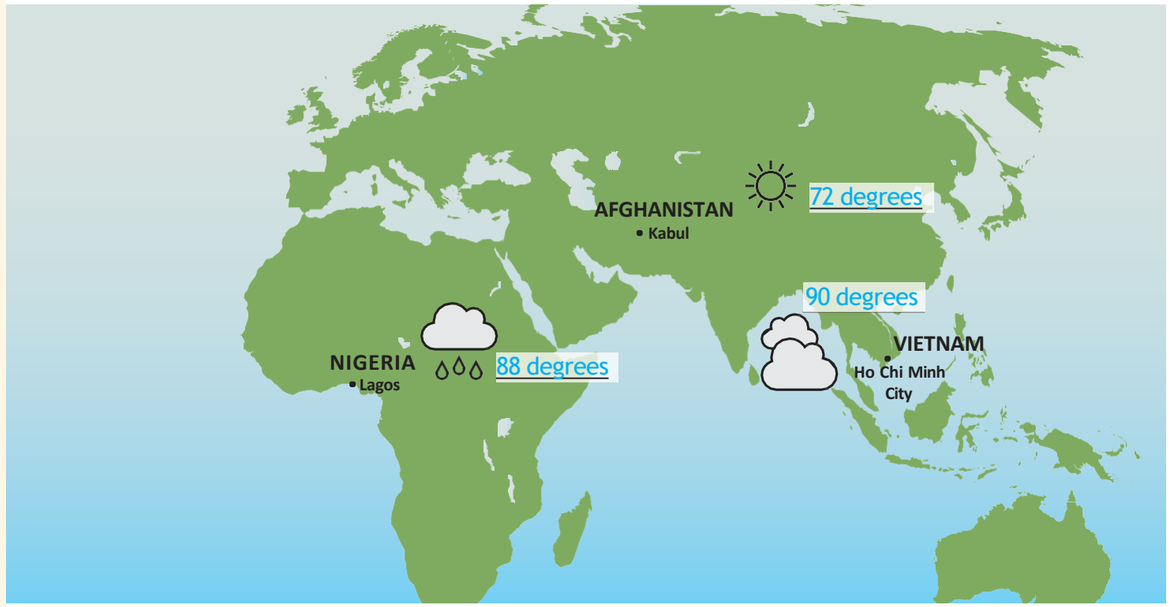
City	Weather	Temperature
Mexico City	cloudy	77°
Los Angeles	foggy	64°
New York	snowy	32°
Port-au-Prince	sunny	85°

Student B

City	Weather	Temperature
Lagos	rainy	88°
Kabul	sunny	72°
Ho Chi Minh City	cloudy	90°
Rio de Janeiro	sunny	95°

D RESEARCH Ask about your partner's country. Answers will vary.

Country	Weather	Temperature



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

blizzard	dust storm	firestorm	flood	hurricane	tornado



1. blizzard



2. tornado



3. hurricane



4. fi estorm



5. floo



6. dust storm

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

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

Answers will vary.

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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Presentation 4

7-10 mins.

Review the new vocabulary. Ask students about the photos. Discuss different places in the world that the photos might remind them of. Ask them about their countries and if any of the photos could be from their countries. Ask students about the weather where they are now. Have them respond with statements similar to those in **F**.

Practice 4

7-10 mins.

Workplace Focus

Exercises E, F: Complete tasks as assigned.

Practice 4

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

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

Evaluation 4

3-5 mins.

Ask students to get into pairs. One student should look up the weather for today online and describe it in two to three sentences to their partner. Then the other student should do the same but for the weather in another city and country. Ask some volunteers to describe the weather they looked up.

Application

3-5 mins.

Ask students in pairs or in groups to create a weather report using the map on pages 26 and 27. Have them write a full report as if they were a television weatherperson. Then ask volunteers to perform their report for the class.

Go to the digital literacy worksheets on the *Stand Out 2* Spark platform to further explore this topic with your students using the Hardware worksheet.

Life ONLINE

This is a good time to direct students to the Unit 1 Life Skills video page in the back of the book.

Instructor's Notes

At-a-Glance Prep

Goal: Refle t on career options

Agenda

- ☐ Read about jobs and careers.
- ☐ Learn about career clusters.
- ☐ Talk about skills and traits.
- ☐ Learn about veterinary technologists and technicians.
- ☐ Research jobs.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.8.1, 6.7.3, 7.4.4, 7.7.3
CCRS: R1, R2, SL5, RF3, L1
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Career Cluster Diagrams

Career Cluster diagrams will appear in most Workforce lessons. In this lesson you can see a diagram that illustrates all 16 career clusters to be covered over the entirety of the *Stand Out* course. In later lessons, diagrams will focus on the specific cluster being covered.

In this lesson, students are introduced to established career clusters to help them prepare for and investigate the workplace. In the Workforce lessons that follow, different career clusters will be introduced, and students will study and research them. This lesson introduces how they will be presented.

Warm-up and Review 10-15 mins. ■■■

Write *Jobs* on the board and have students help you brainstorm the different jobs that it takes to run a school. Get them started by writing *teacher*. Explain that in this unit they learned about the classroom and families. Talk about jobs and careers that people in their families might have, but be sensitive to students' personal situations when doing so. Ask for volunteers rather than singling out students to answer these questions. Ask students to help you classify the lists on the board in any way they can. For example, you might classify *inside* jobs separately from *outside* jobs, or jobs that require more education from those that require less.

Introduction 5-10 mins. ■■■

Ask students where they want to be in five years. Ask them if they have a plan. Tell them that in *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today, we will reflect on career options*.

Presentation 1 15-20 mins. ■■■

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

Ask students to take turns reading sentences in the paragraph to the class. Have them underline words they think are important, and tell them to share their ideas with the class. Help them to understand the difference between a career and a job.

Have a class discussion of why a career might be more valuable in the long run than a job. Ask them what sacrifices they might have to make for a career.

Now introduce the class to the chart. Help them find the 16 career clusters. Tell students that in the book, they will be exploring different clusters. Go over the chart with them. Ask questions and allow students to ask questions. They are not expected to understand every cluster well, but they should understand the general idea.

Practice 1 5-10 mins. ■■■

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

Evaluation 1 5-10 mins. ■■■

Go over the answers to **B** with all students and make sure they understand how to read the chart. Then ask them to discuss in a group.

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

Encourage students to think about their interests and goals to see which field best aligns with them.

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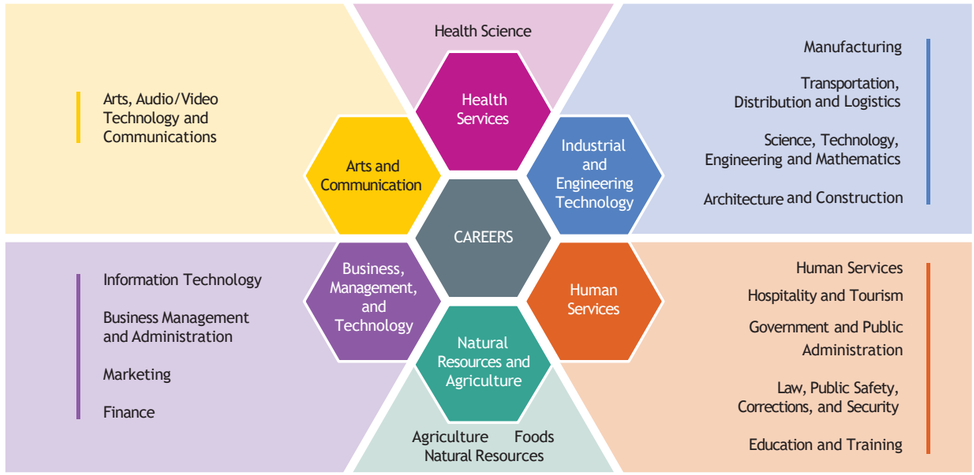
LESSON 6

Explore the Workforce

GOAL ▸ Reflect on career options

A Read about careers. Underline the words you think are most important. Answers will vary.

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.

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	nurse	Answers will vary.
Industrial and Engineering Technology	construction engineer	
Human Services	social worker	
Natural Resources and Agriculture	food scientist	
Business, Management, and Technology	salesperson	
Arts and Communication	actor	

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

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.**

Answers will vary.

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

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Presentation 2

20-25 mins.

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

Give students time to complete the sections of the chart and guide them to the correct answers. Show them how they might research online using a search engine. Help students without smartphones to work with students who do have them if there are no computers in the classroom.

Explain that these careers are not for everybody and that it takes different avenues of planning, training, and hard work to qualify. You might mention that some people are happy working with other people, for example, and some people prefer working alone. Ask them which jobs in the chart might be best for people who like working alone.

Prepare students to do **E**. Refer to the chart and ask them some of the questions. Ask which cluster and which job might be best for the people described in the exercise.

Practice 2

15-20 mins.

For shorter classes, have students do Practice 2 for homework.

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

Before students do **F**, teach them how to use a dictionary. Ask them to circle the adjectives that describe them.

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

Evaluation 2

20-25 mins.

Observe student responses. Think of this task as an opportunity to get to know your students' personalities a little better.

BEST PRACTICE

Dictionary use

Stand Out is designed to help students become independent, lifelong learners. To reach this goal, students should begin to use the technology that is available to them. One of these is access to online dictionaries, both bilingual and English-only. In Book 2, we do not specify which type of dictionary to use but expect that instructors will introduce students to a number of online resources that may aid their students' learning in and outside the classroom.

We ask students to look up words and then, in the next step of the course, we ask them to find synonyms for words.

These skills will develop over time and are essential to help students learn quickly and take responsibility for their own learning.

BEST PRACTICE

Validating student goals

Refle t on your own aspirations as a teacher. Consider how the traits you possess and the experiences you have had in your life have led you to your profession. Some students will be very financially ambitious and others will be content with a wage that meets their fundamental needs and wants. Some may not be looking for a job or a career at all. Some may only want or need part-time work and others may be looking for a career that requires higher education.

Make sure students feel comfortable and validated in their hopes for the future. Acknowledge their hopes and dreams. Recognize that these dreams may change as they gain more confiden e and learn about different options available to them in the United States. Provide them with opportunities to think for themselves and to come to their own conclusions about their career path and goals for the future.

Presentation 3

15-20 mins.

In the following Workforce lessons, students will be introduced to a specific career option within a cluster. This section of the lesson is to prepare them for this. Let students know that in *Stand Out*, they will explore different jobs, in order to have a better idea about what is expected in the workplace in the United States.

Ask students about the cost of living, but do so delicately and with consideration for their personal circumstances. Is it easy to find jobs where they live? Are food and housing expensive? For those who are working, do they need to make more money to pay the bills? Ask them questions like those found in the CASAS demographic form. Are they working? Do they want a better job? Do they want to keep the job they have?, etc. If they are not working, ask if they know anyone who is looking for a new job and what their motivation is.

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

Go over the statistics. Make sure students understand that this particular job is not for everyone. Ask them their opinion about the pay.

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

Use online resources at your disposal to introduce students to Animal Care Technician positions.

Practice 3

10-15 mins.

Ask students in shorter classes to do Practice 3 for homework.

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

Evaluation 3

5-10 mins.

Monitor groups and responses.

Application

10-15 mins.

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

Help students go online and search for ideas. If they are not interested in any jobs, encourage them to look on behalf of a friend or family member who may be interested in a job.

BEST PRACTICE

Online research

In *Stand Out*, we often encourage online research. Of course, we hope that students will do this on their own regularly to expand their knowledge and to help them learn, but we also recognize that some guidance is advisable in the classroom itself.

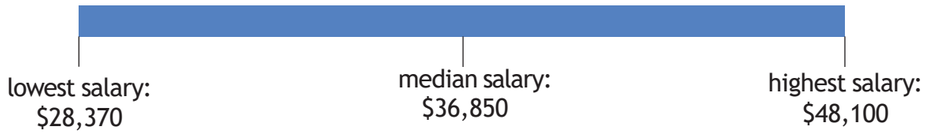
Help students access search engines. Show them how to choose the best keywords for their searches. Help them refine sea ches by using quotation marks and limiting the number of words they use. Show them how they can access information online.

Many of these types of online searches are part of the application stages in the book. Again, we hope students carry application beyond the classroom, but it is imperative that they carry out application activities in class as well, so that the teacher can monitor their efforts and ensure that all students participate. Application is a very important part of each lesson in terms of helping students achieve their goals.

Go to the Spark platform online for worksheets that provide extra practice.

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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.

Answers will vary.

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

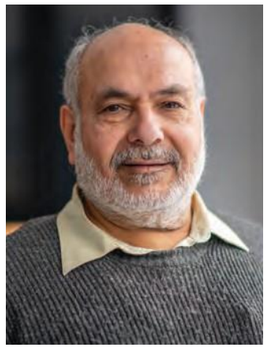
I REFLECT Would you like to be a veterinary technician? Why? Answer the questions in a group. Answers will vary.

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?

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 Latakia, Syria.

2. Where do Jarom and Elia live?

   They live in California.

3. How old is Jarom?

   Jarom is 72 years old.

4. Who is older, Jarom or Elia?

   Jarom is older.

5. Are Jarom and Elia married?

   Jarom is married. Elia is single.

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

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

Learner Log

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

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing, evaluating, developing study skills
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit outcomes.
- ☐ Complete the review.
- ☐ Evaluate and reflect on progress.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 2.3.1, 2.3.2, 2.3.3
CCRS: RI1, RI7, SL4, L1
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins.

Ask students to write their schedule, preferably on a 3-by-5 index card, without their names. Collect the cards and pass them out to different people. Ask students to find the author of their card by asking questions. Write example questions on the board and show the class how to do this activity by practicing with a few students. The questions should be based on the information on the card, such as: *When do you eat breakfast? What time do you eat lunch?*

Introduction 2 mins.

Write all the outcomes on the board from Unit 1. Show students the first page of the unit and say the five goals. Explain that today they will review the whole unit.

Note: Depending on the length of the term, you may decide to have students do Presentation and Practice for homework and then review student work as either the warm-up or another class activity.

Presentation 10-15 mins.

This presentation will cover the first three pages of the review. Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.

Practice 15-20 mins.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

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

Observe students to make sure they are writing full sentences.

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

Instructor's Notes

Practice *(continued)*

Workplace Focus

Exercises C, D: Interpret and communicate information.

C Look at the family tree and write the relationships.

Consider doing a quick review of family relationship vocabulary by asking comprehension questions such as *Who is my mother's brother?* or *Who is my sister's child?*

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

Review the conventional order for speaking about physical descriptions of people before starting this exercise.

BEST PRACTICE

Recycling / Review

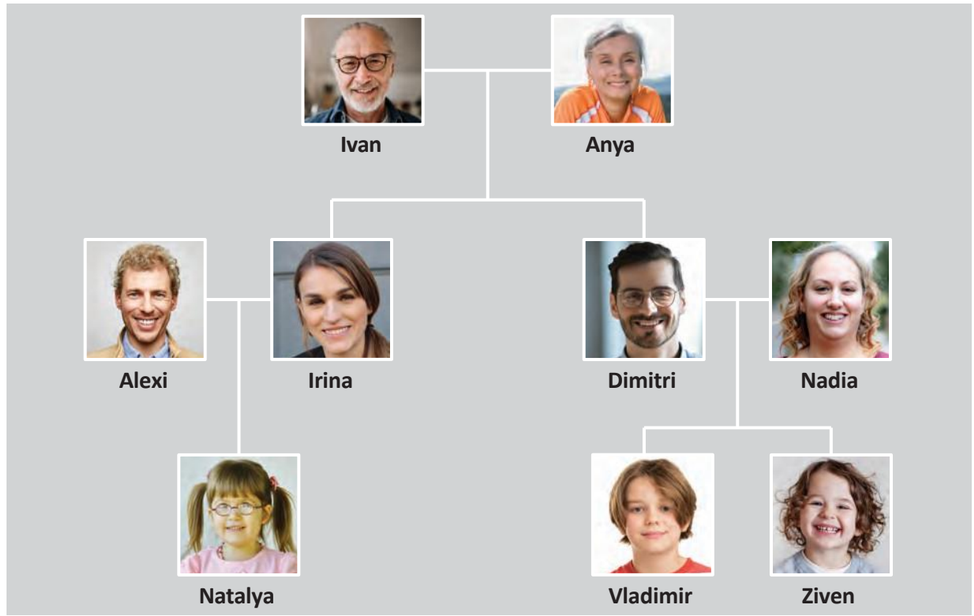
The review and the project that follows are part of the recycling / review process. Students at this level often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and then forgotten while learning new concepts. This is because students *learn* but are not necessarily ready to *acquire* language concepts.

Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts.

Instructor's Notes

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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 father and son.
3. Nadia and Natalya are aunt and niece.
4. Irina and Natalya are mother and daughter.
5. Ivan and Vladimir are grandfather and grandson.

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

Answers will vary.

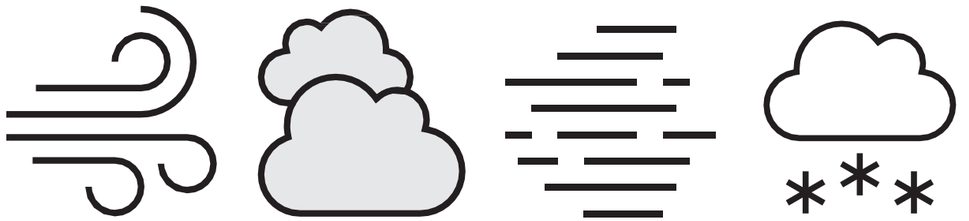
Learner Log

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

I can describe people. ☐ Yes ☐ No ☐ Maybe

Review

E **Write the weather words under the pictures.**



1. windy 2. cloudy 3. foggy 4. snowy

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.** Answers will vary.

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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Practice *(continued)*

E **Write the weather words under the pictures.**

Workplace Focus

Exercises F, G: Complete tasks as assigned.

F **Read Daniela's schedule.**

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

Evaluation 10 mins.

Go around the room and check on students' progress. Help individuals as needed. If you see consistent errors among several students, interrupt the class and give a minilesson or review to help students feel comfortable with the concept.

Presentation 5 mins.

Learner Log

Explain the Learner Log. Make sure students understand the concepts and how to complete the log.

BEST PRACTICE

Learner Logs

Learner logs function to help students in many different ways:

1. They serve as part of the review process.
2. They help students to gain confidence and to document what they have learned. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use over and over to check and recheck their understanding of the target language. In this way, students become independent learners.

Practice 5–10 mins.

Ask students to complete the Learner Log. Ask them comprehension questions to test understanding based on the statements in the Learner Log.

Evaluation 2 mins.

Go over the Learner Log with students.

Application 5–7 mins.

Ask students to record in their notebook their favorite lesson or page in the unit. Ask them to explain the reasoning behind their choice.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.1, 0.2.4, 2.3.1, 2.3.2, 4.8.1

CCRS: R1, R7, W8, SL1, SL2, RF3

ELPS:

S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

S3: Speak and write about level-appropriate complex literary and informational texts and topics.

S7: Adapt language choices to purpose, task, and audience when speaking and writing.

S9: Create clear and coherent level-appropriate speech and text.

S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information.

Soft Skill: Collaboration

Sharing Ideas and Brainstorming

Stand Out projects are the application for the entire unit. Students should be given guidance but allowed to be creative. It is possible to do these projects in one three-hour class, but we recommend two days to give students enough time to fully develop their ideas. The projects are designed to be completed in several steps. Each student leads one step.

Note: Team projects can serve as an important opportunity for assessment of learning and peer assessment.

Warm-up

10 mins.

Go over the Review section of the unit and make sure all students have recorded their progress in each Learner Log. Ask questions and challenge students in order to help them feel confident about completing the project in a team.

Introduction

10 mins.

Tell students that in this lesson they will be using language they've learned throughout Unit 1 to describe a student either from their team or from the picture in Lesson 3, page 20.

Presentation

10-15 mins.

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

Help students form teams of four or five. Once students are in groups, ask them to choose their roles in the group.

Practice / Evaluation / Application

1-2 hours

2. Choose a student from your team or a student from the picture in Lesson 3.

Tell the students that the team leader should ask if there are any volunteers in the group whom they can describe. If there are none, direct them to the picture in Lesson 3 on page 20.

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?

Check that the designated writer is asking these questions and making notes before converting them into a paragraph. Walk around the classroom at this stage, offering help with the writing of the paragraph.

4. Make a family tree for the student.

For Steps 4-6: Provide students with large pieces of paper and colored pens, or, if computers are available, offer students the chance to design the family trees, planners, and calendars on them.

5. Make a one-day planner for the student.

6. Make a one-month calendar for the student.

7. Report to the class.

Make sure the team leader has delegated roles to those confident enough to present, and give students enough time to practice their presentations in their groups at least twice before reporting to the class.

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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.

About the Photo

This photo shows three mechanics discussing a piece of technology that finds problems with motor vehicles that need fixing.

Ask students the following questions:

- Who in the photo do you think needs help? How do you know?
- At what age do you think people usually stop working?
- Look at the title. What do you think the reading will be about?

A Match the words and definitions.

Ask students to complete the task, then provide a few example sentences of your own using the terms. You could also ask students to write or say some example sentences to ensure they fully comprehend the meanings.

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

Put students into groups of three or four. Give each student sufficient time to answer the questions. Once all of the groups are done, ask students from each group to tell the class what they learned about one of their group members.

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

Ask students to read the article and write down words they don't know. When they are done, ask them to look up the words they don't know in the dictionary.

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Reading Challenge

A. Match the words and definitions.

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

B. Tell a group about your family. Answer the questions. Answers will vary.

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. Answers will vary.

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.

CASAS FOR READING

0.1.2, 0.1.5, 4.8.1

CCRS FOR READING

RI1, RI2, RI4

READING STRATEGIES

Reading Strategy: Inference

Explain to students that understanding meaning through inference is what we call "reading between the lines." The more students know about the topic, the more they will understand about the reading. What they don't know, they will have to figure out by using their background knowledge or clues that appear in the text.

You may want to read the article aloud afterwards, pausing at challenging vocabulary and asking students what the word means. Alternatively, you could ask volunteers to read a paragraph at a time and gently interrupt when they come across challenging vocabulary to ask the class for the meaning. Be sure not to define any words that appear in **E**.

D Choose the correct answers.

Ask students to answer the questions from their own understanding of the reading.

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

Explain to students that they should look at the context the word is being used in; that is, the words around the unfamiliar term. One helpful method is trying to see if a word can be replaced in the sentence with a simpler or more familiar word, which could be a synonym. Look at the reading strategy on this page for more help.

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

Ask students to define *automation* as it is used in the reading, to ensure they understand the meaning before doing the exercise.

2 Let's Go Shopping!



UNIT OUTCOMES

- Identify clothing
- Ask about prices
- Describe clothing
- Read advertisements and receipts
- Ask for assistance
- Identify employment opportunities in the gig economy

Look at the photo and answer the questions.

1. What are these people doing?
2. Are there any department stores in your area? Do you like to buy there, or do you prefer to shop online?

Tired men sit outside a department store in London, UK.

1. Why do you think these men look exhausted?
2. Do you think they like to go shopping?

About the Photo

This photo shows a group of tired shoppers waiting outside a store on London's busy Oxford Street, which has around 300 stores and an average of around 200 million visitors each year.

- Ask students what the busiest shopping place is in their local area.
- Introduce the unit by reading the title out loud. Then, direct students to the questions on page 39. For Question 2, consider drawing a table of advantages and disadvantages of shopping online or in stores on the board. Elicit answers from students and write them in the table. This activity may also work as a debate, with students being divided into pairs or teams arguing for the benefits of either in store or online shopping.
- Go over the unit outcomes.

Life Skills Focus

In this unit, students will develop communication skills to make purchases and discuss clothing needs. They will also learn to make purchases based on advertisements.

Workplace Focus

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They include *collecting and organizing information*, *making decisions and solving problems*, and *combining ideas and information*.

In Unit 2, Lesson 6, *Explore the Workforce*, students will learn about gig workers and opportunities for employment in the gig economy. They will learn about the advantages and disadvantages of this type of employment and will be introduced to practical vocabulary essential for discussing the subject of gig work and the gig economy. In the Team Project, students will practice the soft skill of collaboration.

spark Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, multilevel worksheets, digital literacy worksheets, Online Practice, and Assessment Suite.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Identify clothing • Ask about prices • Describe clothing • Read advertisements and receipts • Ask for assistance • Identify employment opportunities in the gig economy	• Simple present • Negative simple present • Comparative and superlative adjectives • Present continuous • *this, that, these, those*	• Clothing items • Sizes, colors, patterns, and styles of clothing • Prices and receipts • Clothing advertisements • Gig economy vocabulary	The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: • Clothes • Colors • Consumer Electronics	Lesson 1: 0.1.5, 1.2.9, 4.8.1 Lesson 2: 0.1.2, 0.1.5, 1.1.6, 1.2.1, 1.2.2, 1.3.9 Lesson 3: 0.1.5, 1.1.9, 1.2.9 Lesson 4: 0.1.2, 0.1.3, 0.1.5, 1.2.1, 1.2.2, 1.2.4, 1.2.9, 4.8.1, 6.7.2 Lesson 5: 0.1.2, 0.1.3, 0.1.4, 0.1.5, 1.3.3, 1.2.9 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.8.1, 7.4.4, 7.7.3 Team Project: 0.1.2, 0.1.5, 0.2.1, 4.8.1 Reading Challenge: 1.2.9, 0.1.5, 4.8.1	S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	RI1, RI2, RL4, RL7, RL10, W8, Sl1, Sl2, Sl4, SL5, L1, L2, L4, L5, L1, L2, L4, L5, RF2, RF3

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LESSON 1

What We Wear

GOAL ▶ Identify clothing

A PREDICT **Look at the pictures. Answer the questions in full sentences.**

Answers will vary. Sample answers are given.





1. Where in the United States do you think the family is in Picture A?

   I think the family is in Los Angeles, California.

2. What do you think is the temperature in Picture A?

   I think the temperature is 88 degrees.

3. Where in the United States do you think the family is in Picture B?

   Denver, Colorado.

4. What do you think is the temperature in Picture B?

   10 degrees.

B **Listen and check your answers in A.**

C CLASSIFY **Listen again and complete the chart.**

Clothes for Hot Weather	Clothes for Cool Weather	Clothes for Cold Weather
shorts	sweaters	heavy jackets
t-shirts	sweatshirts	scarves
sandals	shorts	gloves
		long pants

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At-a-Glance Prep

Goal: Identify clothing
Grammar: Simple present
Academic Strategies: Classify, focused listening, predicting
Vocabulary: Clothing vocabulary

Agenda

- ☐ Talk about temperature and weather.
- ☐ Learn new clothing words.
- ☐ Classify types of clothing.
- ☐ Review the simple present.
- ☐ Talk about what people wear to work and to meet friends.
- ☐ Talk about what we wear to school.

Resources

Heinle Picture Dictionary: Calendar, pages 6-7; Weather, pages 166-167; Clothing, pages 104-117

Pacing

■ 1.5 hour classes ■ 2.5 hour classes ■ 3+ hour classes

Standards Correlations

CASAS: 0.1.5, 1.2.9, 4.8.1
CCRS: SL1, SL2, L1, L5, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 5-7 mins.

Ask the students what the temperature is outside today. Some students may not yet be used to using Fahrenheit. Encourage them to switch to Fahrenheit on their devices if they have not done so yet and assure them that they will understand it soon enough. Ask them whether they prefer hot, warm, or cold weather. Why?

Introduction 5-7 mins.

Explain to students that in this unit, they will study clothing and making clothing purchases. Ask them to look at the outcomes for the unit. Next, go over the agenda for the day's work and state the lesson goal: *Today, we will identify different kinds of clothing.*

Presentation 1 10-15 mins.

Ask students what they wear in hot, cold, or warm weather. Students may understand seasons by this point, so feel free to categorize by season, too, if it helps. Write *do not* on the board and circle *not*. Help students see that *not* indicates that the negative is being used. As an example, write the sentence: *I do not wear shorts in cold weather*.

A PREDICT **Look at the pictures. Answer the questions in full sentences.**

B **Listen and check your answers in A.**

Have students share and discuss their answers with a partner before you play the audio. Then ask them to listen and check.

Listening Script

The Hernandez family lives in a part of California where the average daytime temperature is over 60 degrees Fahrenheit in the winter months and 90 in the summer months. It is very common to see people in their free time wearing shorts, T-shirts, and sandals year-round. Most people wear sweaters or sweatshirts on cooler days, but many continue to wear shorts. This picture is in Los Angeles, and the temperature is 88 degrees. The Hernandez family celebrates winter holidays in Colorado-1,000 miles from Los Angeles. People wear warm clothes for much of December. In Denver, it is common for the temperature in December to be around 6 degrees during the day. The Hernandez family packs warm clothes like heavy jackets, scarves, gloves, and long pants for their annual visit. This picture is in Denver, and the temperature is 10 degrees.

Practice 1 8-12 mins.

C CLASSIFY **Listen again and complete the chart.**

Evaluation 1 3-5 mins.

Ask students to check and discuss their answers with a partner before checking them as a class. Point out the clothing in the pictures in **A** as you go through the answers.

Presentation 2

15-20 mins.

Ask: *Where do you shop for clothes?* Write a list of local stores on the board.

D Look at the picture. What clothes can you see?

Point at each letter and elicit answers from students. Ask them for the spelling of each item too. Make corrections delicately and write the items in a list on the board before moving on to the next exercise.

(Shorter classes can do **E** for homework.)

Practice 2

5-7 mins.

Workplace Focus

Exercise E: Complete tasks as assigned.
Exercise F: Collect and organize information.

E Write the letters from the picture next to each word.

Ask students to work in pairs to complete this activity. Then ask them to write the words in alphabetical order. This is a mechanical practice that will give students an opportunity to write the words and reinforce their spelling.

Evaluation 2

10-12 mins.

F CLASSIFY Work in a group. Sort the clothes in E.

Define *formal* and *informal* and ask students when and where it is appropriate to wear formal or informal clothing. Ask groups to report to the class to confirm that they understood the previous practice.

BEST PRACTICE

Teach the logic of the book

Take opportunities throughout the term to help students understand the logic of the book. As students understand why they are doing different activities and how activities relate to one another, they will have more confiden e in the process.

Near the beginning of the course, show students how the goals relate to the different lessons and that each lesson is a one-day activity. Soon students will be anticipating the next lesson and will understand the purpose of the goal. At the end of each lesson, ask students if they feel they have accomplished the goal and can do what is asked of them in, and outside, the classroom.

BEST PRACTICE

Spelling

English, unlike more phonetic languages, does not have a direct sound-symbol correspondence that many students will be familiar with. An *a*, for example, can represent various sounds in English, whereas in many other languages it only represents one sound.

Spelling is important even at the lowest levels because students will need to spell well in order to compete in the job market. Resumes, for example, are scrutinized carefully and perhaps discarded if there are spelling errors. Some students will need to be reminded of this fact.

Instructor's Notes

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D Look at the picture. What clothes can you see?



E Write the letters from the picture next to each word.

D blouse G jeans E shoes J sneakers F t-shirts
I dress C shirts H shorts A suit B ties

F CLASSIFY Work in a group. Sort the clothes in E.

Answers will vary. Sample answers are given.

Formal	Informal
suit	sneakers
shoes	jeans
shirts	shorts
blouse	dress
ties	t-shirts

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

Simple Present		
Subject	**Verb**	
I / You / We / They	wear	sweaters. t-shirts. shoes.
He / She	wears*	
Pronunciation: */z/		

Negative Simple Present			
Subject	**Negative**	**Base Verb**	
I / You / We / They	don't	wear	pants. hats. sandals.
He / She	doesn't		

H **IDENTIFY** **Write sentences about the people in the photos.**

Answers will vary. Sample answers are given.



1. What does he wear to work?

He wears a suit to work.

He wears shoes to work.

He wears a tie to work.



2. What does she wear to meet friends?

She wears jeans.

She wears a scarf.

She wears a jacket.

I **Talk in a group about what the people in H wear to work and to meet friends.**

Answers will vary.

EXAMPLE: He wears a suit to work. She wears jeans to meet friends.

J **Write sentences about what you and your classmates wear to school.** Answers will vary.

1. My classmate wears _____ to school. _____ (pronoun) doesn't wear _____.
2. I wear _____ to school. I don't wear _____.
3. My classmates _____ to school. They don't _____.

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Presentation 3

10-15 mins.

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

Explain the Negative Simple Present chart to students. Drill students on the form. Extend the chart to include other verbs in the simple present to do with clothing. Work with students to make negative and affirmative statements about things they buy, wear, and have. (Review *have* with students if necessary.) Write a few correct sentences elicited from students on the board.

Review the pronunciation of the final *s* in the third-person singular form of the verb. It can be productive to elongate the *s* to emphasize it. Often, students will write as they speak and may leave the *s* off words because they don't clearly pronounce it.

(Shorter classes can do **G** for homework.)

Practice 3

10-15 mins.

Workplace Focus

Exercises H, J: Complete tasks as assigned.
Exercise I: Interact appropriately with team members.

H **IDENTIFY** **Write sentences about the people in the photos.**

Ask students to complete this activity either individually or in pairs.

I **Talk in a group about what the people in H wear to work and to meet friends.**

Go over the example as a class. It can be effective to manage the group work by asking the person who is speaking to stand. If you see a group of students where no one is standing, it is a sign that they may be off task. Gently remind them to stand and complete the task together.

Then write on the board: *What do you wear to work?* and *What do you wear to the beach?*

BEST PRACTICE

Step-by-step

When there are several tasks to perform in an exercise, ask students to do one at a time. Carefully model the target activity for students. Let them know how much time they have to complete each task, but monitor them to make sure they don't complete all tasks too early and lose interest before the allotted time.

Evaluation 3

5-7 mins.

Go over **G** and **H** with students and ask volunteers to say the sentences they came up with in **H**.

Application

10-12 mins.

J **Write sentences about what you and your classmates wear to school.**

Write on the board: *What do you wear to school?* Ask volunteers to write their sentences on the board. For further practice, have students write their sentences in their notebooks.

BEST PRACTICE

Writing example sentences

When exercises require students to write example sentences, encourage them to test the limits of their vocabulary by using words they already know, but have not used before. Also, encourage them to write examples using negative forms as well. This challenges students to think harder and get the most out of practice exercises.

Instructor's Notes

At-a-Glance Prep

Goal: Ask about prices
Grammar: Comparative and superlative adjectives
Pronunciation: *dollar*
Academic Strategies: Focused listening, peer-editing
Vocabulary: *Clothing, cheaper, more expensive, receipt, tax, total*

Agenda

- ☐ Talk about clothing stores.
- ☐ Talk about prices and ask questions.
- ☐ Compare prices.
- ☐ Read receipts and answer questions.
- ☐ Make a list.

Resources

Heinle Picture Dictionary: Clothing, pages 104–117; Money and Shopping, pages 8–9

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.1.6, 1.2.1, 1.2.2, 1.3.9
CCRS: RI1, RI7, SL1, SL2, L1, L5, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 8–10 mins. ■■■

Ask students about department stores and clothing stores in your area. Discuss which stores are cheap and which are expensive.

Introduction 2 mins. ■■■

Ask students which type of clothing is more expensive—summer or winter clothing. Walk students through the day's agenda and then state the goal: *Today, we will learn how to ask about prices*.

Presentation 1 15–20 mins. ■■■

Discuss any new vocabulary on the page by asking what Aaliyah wears in the winter and what Ikel wears in the summer. Repeat the words with students and help them with pronunciation as needed. Ask individuals if they own any of the items in the pictures.

Write the following on the board to remind students of the rules for saying numbers and money amounts:

Ten dollars and twenty-five cents (good)
Ten twenty-five (good)
~~*Ten dollars and twenty-five*~~ *(not good)*
~~*Ten and twenty-five cents*~~ *(not good)*

Review the verb *be* in its singular and plural forms. Create two columns on the board with the headings *They are* and *It is*. Ask students to help you put the items of clothing from the picture in the appropriate columns.

Workplace Focus

Exercise A: Complete tasks as assigned.
Exercise C: Perform basic computations.

A Look at Aaliyah and Ikel. Write the words next to the clothes.

Do this activity with students while asking how much the items are. Encourage students to begin their answers with *They are* or *It is*.

Pronunciation ***Dollar***

Work with students to pronounce *dollar* correctly. Some students might have difficulty with the *o*. This is because the name of the letter is not the sound. Also, work with students to pronounce the *ar* like the *er* at the end of words such as *smaller* and *taller*.

Prepare students for the practice by going over the question-and-answer exchanges in **B**. Show students how to substitute information in the conversation.

Practice 1 15–20 mins. ■■■

B Practice the conversation. Use the information in A to make new conversations.

C CALCULATE What is the total cost of the clothing?

Remind students of the sentences you wrote showing the correct ways to talk about prices.

Evaluation 1 7–10 mins. ■■■

Ask volunteers to demonstrate their conversations from **B** in front of the class.

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LESSON 2

How Much Is It?

GOAL ▶ Ask about prices

A Look at Aaliyah and Ikel. Write the words next to the clothes.

baseball cap	coat	sandals	shorts	sweater
boots	gloves	scarf	sunglasses	t-shirt



B Practice the conversation. Use the information in A to make new conversations.

Student A: How much is Aaliyah's scarf?
Student B: It's $9.00.
Student B: How much are the sunglasses?
Student A: They're $8.00.

C CALCULATE What is the total cost of the clothing?

1. How much are Aaliyah's clothes? $247
2. How much are Ikel's clothes? $76

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

Comparative and Superlative Adjectives		
Adjective	**Comparative Adjective**	**Superlative Adjective**
cheap	cheaper	the cheapest
expensive	more expensive	the most expensive

E **COMPARE** **Work with a partner. Ask about the prices of clothes in A. Write them.**

Ask your partner about Aaliyah's clothes.

Student A: How much is the coat?

Student B: It's $150.00.

scarf ($9)	sweater ($19)	gloves ($22)	boots ($47)	coat ($150)

the cheapest → the most expensive

Ask your partner about Ikel's clothes.

Student B: How much are the sunglasses?

Student A: They're $8.00.

sunglasses ($8)	t-shirt ($10)	cap ($12)	shorts ($18)	sandals ($28)

the cheapest → the most expensive

F **ORGANIZE** **Listen to the conversations. Then put the clothing in order from the cheapest to the most expensive.**

	Clothing	Price
the cheapest ↓ the most expensive	socks	$3
	gloves	$10
	sneakers	$15
	hat	$18
	pants	$22
	scarf	$25

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Presentation 2

7-10 mins.

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

Go over this chart with students and prepare them for the focused listening in **F.** This listening is part of the presentation, so go slowly and take it one section at a time.

Workplace Focus

Exercise E: Interact appropriately with team members.
Exercise F: Combine ideas and information.

E **COMPARE** **Work with a partner. Ask about the prices of clothes in A. Write them.**

Observe the groups and make sure they are using the correct pronunciation for *dollar* as well as the correct structure for prices.

F **ORGANIZE** **Listen to the conversations. Then put the clothing in order from the cheapest to the most expensive.**

Listening Script

Salesperson: *May I help you, miss?*
Customer: *Yes, I want to buy these pants. Can you tell me how much they cost?*
Salesperson: *Of course. They are on sale and I think the price is . . . yes, they are $22.00 plus tax.*
Customer: *Thanks. I will get two pairs, please.*

Customer: *Excuse me. I want to buy these sneakers, gloves, and these socks. How much are they?*
Salesperson: *Well, let's see. The sneakers are $15.00, the gloves are $10.00, and I think the socks are cheap. Let me look. Yes, they are $3.00 a pair. Good deal!*

Customer: *I need a scarf right away, but these are so expensive.*
Salesperson: *Well, they are not cheaper anywhere else. I think you will find that $25.00 for a scarf is a good deal.*
Customer: *OK, and I also need a hat.*
Salesperson: *We do have hats on sale for $18.00.*
Customer: *That's the sale price?*
Salesperson: *I'm afraid so.*

Prepare students for the practice. Tell students they will practice discussing prices for clothing in pairs. Model the activity carefully with students to show how it should be done. Draw an empty chart the same as the one **F** on the board and ask students to copy it into their notebooks.

BEST PRACTICE

Facilitating information-gap activities

Information-gap activities are activities that allow one student to give new information to another. In the *Stand Out* approach, there are many opportunities to do these types of activities.

Sometimes the procedure of this activity is difficult or students to understand. There are several things you can do to help students get the idea.

1. Model the activity several times with several different students.
2. Make sure students know who is Student A and who is Student B. To do this, ask all Student As to raise their hands.
3. Monitor the practice. If a pair of students is having trouble, help them through the exercise.
4. Do the activity in groups of four with at least one student who can direct the others. In groups of four, one pair goes first and the other listens. Then the second pair performs.

Practice 2

10-15 mins.

Ask students to work with a partner and discuss clothing prices. Ask students to go to a clothing website and find four or five clothing items and their prices. Student A should search for winter clothing (a coat, gloves, scarf, boots, and a sweater) and student B should search for summer clothing (sunglasses, shorts, sandals, a t-shirt, and a baseball cap). Ask them to write the information down but to not show their partner. Have them follow the model below:

Student A: Ask your partner about the prices of clothing for winter. Write the prices in a chart like the one on the board from the cheapest to the most expensive.

Student B: Ask your partner about the prices of clothing for summer. Write the prices in a chart like the one on the board from the cheapest to the most expensive.

Evaluation 2

5-7 mins.

Ask the pairs to team up with another pair to compare answers. Then, as a class, ask questions, such as: *What's cheaper—shorts or sandals?*

Presentation 3

10-15 mins.

Read the receipts together as a class. Ask students to find the tax in each receipt and circle it. Then ask students to underline the totals.

Workplace Focus

Exercise G: Complete tasks as assigned.
Exercise I: Combine ideas and information; Perform basic computations.

G INTERPRET Answer questions about the receipts.

Do this activity as a class to make sure students understand how to read the receipts. Show them how to form the questions and when to use the singular and plural forms of the verbs.

Prepare students to do the practice. Show them how to substitute information.

Practice 3

7-10 mins.

H Practice the conversation. Use the receipts in G to make new conversations.

Make sure students switch roles so each of them has the opportunity to play both parts.

Evaluation 3

3-5 mins.

Ask volunteers to demonstrate their conversations in front of the class.

Application

10-15 mins.

(Shorter classes can do **I** for homework.)

I APPLY What clothing do you need? You have $300. Look at some online stores, make a list, and share it with the class.

Life ONLINE

Prepare an example of the point covered in the Life Online feature by visiting a site and following all steps toward buying an item or two of clothing. Point out the difference in the price after the sales tax is added and where to find this and other useful in ormation. Ask students if there is any vocabulary on the payment page that they would like you to explain.

Instructor's Notes

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G INTERPRET Answer questions about the receipts.

Dress .....$88.89 8% Sales Tax .....$7.11 TOTAL ..... $96.00 Customer Copy	Suit .....$299.99 6.25% Sales Tax .....$18.74 TOTAL ..... $318.73 Customer Copy	Shoes .....$34.99 5.75% Sales Tax .....$2.01 TOTAL ..... $37.00 Customer Copy

1. How much is the dress? $88.89
2. How much is the tax on the suit? $18.74
3. How much is the total for the shoes? $37.00

H Practice the conversation. Use the receipts in G to make new conversations.

Customer: Excuse me. How much is the dress?
Salesperson: It's $88.89.
Customer: How much is it with tax?
Salesperson: It's $96.00 with tax.
Customer: Great! / No, thanks. That's too expensive.

I APPLY What clothing do you need? You have $300. Look at some online stores, make a list, and share it with the class.

Life ONLINE

SALES TAX Most of the time, prices for goods don't include the sales tax. This amount is not the same in every city or state. When making online purchases, the amount of sales tax you pay is calculated after you enter your delivery address.

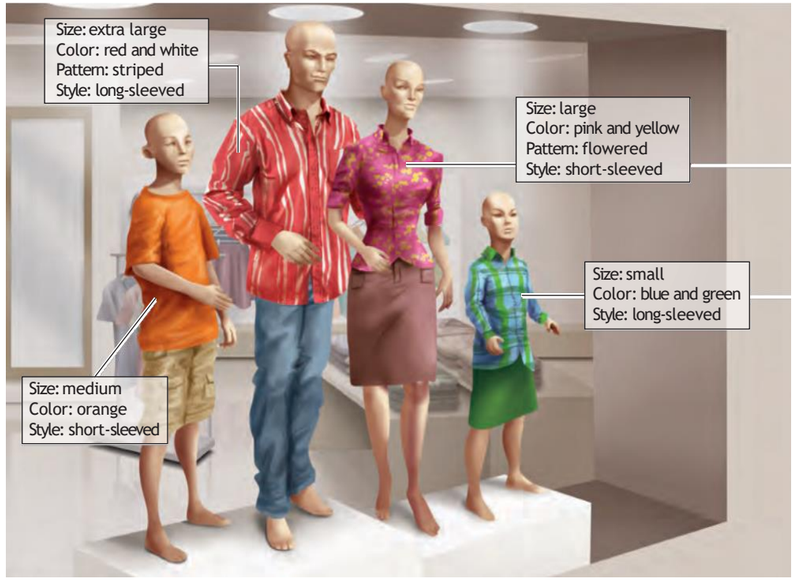


LESSON 3

What Are They Wearing?

GOAL ▶ Describe clothing

A **Look at the sizes, colors, patterns, and styles of the clothes in the picture. Look up any new words in a dictionary.**



B **IDENTIFY** **Listen and write the names of the Nguyen brothers.**



1. Diem
2. So
3. Tan
4. Duong
5. Diem
6. So

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At-a-Glance Prep

Goal: Describe clothing
Grammar: Present continuous
Pronunciation: */ing/*
Academic Strategies: Focused listening, identifying, applying peer-editing
Vocabulary: Clothing, *colors, fl wered, short-sleeved, sizes, striped*

Agenda

- ☐ Read about size, color, pattern, and style.
- ☐ Listen to identify people.
- ☐ Use the present continuous.
- ☐ Describe people.
- ☐ Practice a conversation.
- ☐ Write sentences.

Resources

Heinle Picture Dictionary: Clothing, pages 104-117

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.5, 1.1.9, 1.2.9
CCRS: RI1, RI7, SL2, L1, L5, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins.

Review clothing vocabulary with students by asking them to describe what a partner is wearing. Ask them to tell their partner what is the most expensive and cheapest thing they are wearing. After they have finished, ask volunteers to report to the class what they discussed with their partners.

Introduction 5-7 mins.

Ask students to describe what you are wearing. Write any adjectives plus the clothing items on the board. Underline the colors. Go over the agenda and state the goal: *Today, we will describe clothing.*

BEST PRACTICE

Stating the goal

We always suggest that you state the goal and write it on the board for all students to see. It is useful to revisit the goal at the end of the class so students can see that they have learned something new. This process will give them confiden e. Revisiting the goals in the review and in the project is also useful.

Presentation 1 15-20 mins.

A **Look at the sizes, colors, patterns, and styles of the clothes in the picture. Look up any new words in a dictionary.**

Go over the new vocabulary with students by modeling and drilling. Ask questions such as: *Who is wearing an extra-large shirt?* This presentation serves as an introduction to the present continuous. It will be taught in Practice 2.

Although adjective order is a very difficult concept for students to learn, this lesson gives an introduction to it by placing the items in order in the picture. Explain to students that when they have any two, three, or all of the adjectives together, they should be in this order. Give a few examples, such as:

the large, red shirt (Not the red, large shirt)

the blue and white, striped, short-sleeved shirt

Workplace Focus

Exercise B: Collect and organize information.

Practice 1 3-10 mins.

B **IDENTIFY** **Listen and write the names of the Nguyen brothers.**

Play the audio three times. Ask students to listen, but not write the first time. Then have them write and compare answers with other students. Finally, ask them to listen again and confirm their answers.

Evaluation 1 5 mins.

Review their answers and be prepared to play the audio again.

Listening Script

1. *The Nguyen brothers live in Florida and are on their way to a party. One of the brothers is wearing a flowered shirt and black shoes. He is ready to go and looking good!*
2. *One of the brothers is bigger than the rest. He is wearing an extra-large, blue, striped, short-sleeved shirt.*
3. *The most stylish of the brothers always wears long-sleeved shirts. He looks good in anything he wears.*
4. *The oldest of the brothers is worried that he doesn't have fancy clothes to wear. He is wearing a large red sweater and work boots. He is a good-looking guy though, so it shouldn't be a problem.*
5. *The youngest brother wears small shirts and often wears green pants. I think he thinks the color looks good on him.*
6. *One final word about the biggest guy. He usually wears black shoes and black pants.*

Presentation 2

10-15 mins.

With books closed, ask students what they are wearing. Have them respond in complete sentences. Write their responses on the board and make any corrections to adjective use and order without drawing attention to the mistakes. Have students repeat the sentences you have written on the board.

C Study the chart with your classmates and teacher.

Go over the chart. Help students see the importance of both the *ing* ending and the verb *be*.

Pronunciation ***ing***

Sometimes pronunciation directly affects both spelling and grammar. Some students may write *wearin* or even *wear*, dropping the entire ending. Although it is logical to recognize these as most likely grammatical errors, consider that it may also reflect the way people pronounce some words. Therefore, work diligently to encourage students to pronounce the *ing* ending clearly.

Workplace Focus

Exercises D, E: Complete tasks as assigned.

D Complete the sentences with the present continuous form of *wear*.

Do the exercise as a class. Then have students repeat the sentences out loud.

One of the most difficult concepts at this level is to help students see that they must use an article (*a* / *an*) before singular nouns but not before plural ones. Write two columns on the board labeled *Singular* and *Plural*. Then ask students to help you put the items in **D** in the correct column and explain when to use *a* or *an*.

(Shorter classes can do **E** for homework.)

Practice 2

10-20 mins.

E Write two sentences about each Nguyen brother from B.

Allow students to do this activity on their own. Spend time helping students who might be struggling with these concepts.

Evaluation 2

3-5 mins.

Ask students to peer-edit their work and make any corrections.

BEST PRACTICE

Peer editing

Peer editing is useful when students need to revise their work. When students know that they are writing for their classmates instead of their teacher, they tend to put more creative effort into their work. Peer editing is also an excellent tool to build student confiden e, especially if they feel that their writing isn't strong. Remind students to use constructive criticism and to be kind and helpful when correcting their fellow classmates.

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C Study the chart with your classmates and teacher.

Present Continuous			
Subject	***Be***	**Verb + *-ing***	**Example Sentence**
I	am	wearing	I **am wearing** a sweater right now.
You / We / They	are		We **are wearing** shoes.
He / She / It	is		She **is wearing** sunglasses today.

D Complete the sentences with the present continuous form of *wear*.

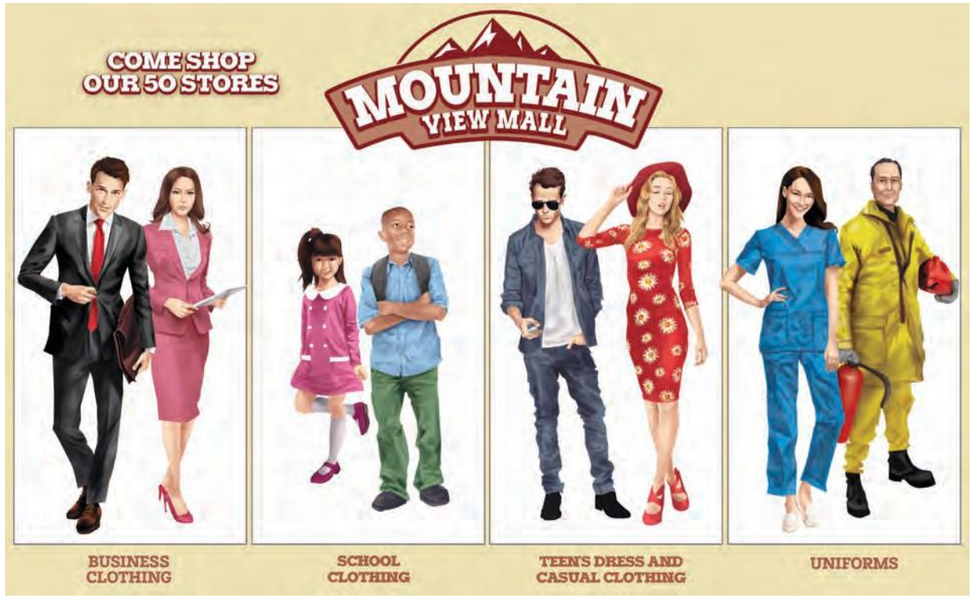
1. He ___is wearing___ a flowered shirt.
2. The woman ___is wearing___ a beautiful dress.
3. They ___are wearing___ new clothes.
4. Alan and I ___are wearing___ sunglasses.
5. You ___are wearing___ a flowered blouse.
6. I ___am wearing___ a striped shirt.

E Write two sentences about each Nguyen brother from B.

Answers will vary. Sample answers are given.

1. So is wearing a blue shirt and black pants. He is not wearing glasses.
2. Duong is wearing a red sweater. He is also wearing work boots.
3. Tan is wearing a red and white striped, long-sleeved shirt. He is wearing gray shoes.
4. Diem is wearing a fl wered, short-sleeved shirt. He is wearing green pants and black shoes.

F **Look at the ad. Describe what the people are wearing.**



G **Work with a partner. Practice the conversation. Use the ad in F to make new conversations.**

Student A: What is this man wearing in this picture? (points to picture)

Student B: He is wearing a black suit and a red tie.

H **APPLY** **Write sentences about what you and your partner are wearing.**

Answers will vary.

1. I _____.
2. I _____.
3. I _____.
4. I _____.
5. My partner _____.
6. My partner _____.
7. My partner _____.
8. My partner _____.

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Presentation 3

7-10 mins.

F **Look at the ad. Describe what the people are wearing.**

Practice this activity by asking students questions about the pictures. Then ask volunteers to describe the pictures. Review the present continuous once again, and correct students gently when they make an error.

BEST PRACTICE

Overcorrection

As the instructor, it is very important to understand that students at this level will need repeated exposure to grammar and pronunciation and, to a lesser extent, vocabulary, before they become adequate at using what you have taught on a daily basis. Be careful not to correct so much that students become timid about participating. Instead, wait until several students have made the same mistake and then go over the concept with the class. Also, when students do make errors, repeat their answers back to the class, but use the correct structure.

Workplace Focus

Exercises G, H: Interact appropriately with team members.

Practice 3

5-7 mins.

G **Work with a partner. Practice the conversation. Use the ad in F to make new conversations.**

Evaluation 3

5 mins.

Observe students as they do this activity. Give advice and make corrections but wait until the students have finished their conversations before doing so.

Application

5-7 mins.

H **APPLY** **Write sentences about what you and your partner are wearing.**

Review adjectives and adjective order for clothing. Show an image of someone famous and ask the class to tell you what they are wearing and write a sentence, highlighting the order as you do so. Then, ask the students to write sentences about themselves and their partner.

Instructor's Notes

At-a-Glance Prep

Goal: Read advertisements and receipts
Grammar: *How much?* and *How many?*
Academic Strategies: Focused listening, predicting, reading charts and graphs
Vocabulary: *coupon, item, off, quantity, sale price, subtotal, unit price*

Agenda

- ☐ Read advertisements.
- ☐ Read receipts.
- ☐ Complete a graph.
- ☐ Talk about online discounts.

Resources

Heinle Picture Dictionary: Clothing, pages 104–117; Money and Shopping, pages 8–9

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.3, 0.1.5, 1.2.1, 1.2.2, 1.2.4, 1.2.9, 4.8.1, 6.7.2
CCRS: RI1, RI7, RI9, SL2, L1, RF3
ELPS:
S2: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 15-20 mins.

Have students write descriptive sentences about their clothing on 3-by-5 index cards. Students should not write their names on the cards. Then collect the cards and randomly redistribute them. Ask students to find the person who the card belongs to, based on the description.

Introduction 5-7 mins.

Elicit the names of clothing stores in the community from students again. Ask which ones are cheaper and which is the cheapest of all. Take a class poll or a vote. Go over the agenda with students. State the goal: *Today, we will read advertisements and receipts.*

Presentation 1 10-12 mins.

A PREDICT Read the ad and guess the sale prices. Then listen and fill in the missing information.

Ask students to look at the advertisement. Write on the board: *On sale, $4.00 off, regular, with a coupon,* and *without a coupon.* Help students understand the meaning of each of these words or expressions.

Pause the audio at intervals to help students keep up and give them time to make notes.

B Listen again and check (✓) the clothing that needs a coupon.

This time, play the audio the whole way through without pauses.

Listening Script

Come to Sam's Uniform Company this Tuesday, Wednesday, and Thursday! We're having an end-of-season blowout sale! Do you want to save money? Of course, you do! Listen carefully for special coupon savings on select clothing.

Shop Sam's Uniform Company for big savings on men's shirts. Men's shirts are now only $22 with a coupon. You save $4! What a deal!

Big savings this month at Sam's Uniform Company! Women's pants—regularly $45—are on sale for only $36! Come in now before this special offer ends.

Today and tomorrow only—all Sam's sneakers are on sale for only $15.40. No coupon necessary!

We have baseball caps for every fan at Sam's. A special savings of $3 off all baseball caps for every purchase made with a Sam's coupon. Look for coupons in the mail or in your local newspaper.

Practice 1 10-20 mins.

C Practice the conversation with a partner. Then use the ad in A to make new conversations.

Go over the conversation with students. Help them speak with proper intonation and rhythm. Show them how to substitute information.

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LESSON 4

Advertisements

GOAL ▶ Read advertisements and receipts

A PREDICT Read the ad and guess the sale prices. Then listen and fill in the missing information.



B Listen again and check (✓) the clothing that needs a coupon.

✓ 1. men's shirts ____ 2. women's pants ____ 3. sneakers ✓ 4. baseball caps

C Practice the conversation with a partner. Then use the ad in A to make new conversations.

Salesperson: Can I help you?
Customer: How much are the shirts?
Salesperson: The shirts are $26.00.
Customer: The ad says they are $4.00 off.
Salesperson: Sorry. You're right. They are $22.00.

Off

Read how *off* is used to talk about savings.
The shirts are $4.00 off.
They are $4.00 off with a coupon.
They are $4.00 off the regular price.

D INTERPRET **Read the receipt and choose the correct answers. Then use the ad in A to complete the receipt. Use the sale price of each item.**

Sam's Uniform Company
20 Row St., Chicago IL, 60601

01/19/23 3:05 PM
Store 126 Register 003
Salesperson: 57968

Item	Qty.	Price	Amount
034521 Men's shirt	3	22.00	$ 66.00
CZ0197 Women's pants	2	36.00	$ 72.00
CZ0197 Men's boots	1	37.00	$ 37.00
CZ0197 Women's belts	2	18.00	$ 36.00
		Subtotal	$211.00
		Total Tax	$13.18
		Total USD	$224.18

1. How many shirts are on the receipt?
   3
2. What does *price* mean?
   a. how many
   (b.) how much for one
   c. total price
3. What does *item* mean?
   a. the price
   b. how many
   (c.) kind of clothing
4. What does *subtotal* mean?
   (a.) price for all items
   b. coupon price
   c. number of items

E CALCULATE **Complete the receipt.**

Addy's Clothing Company
25 First St., Chicago IL, 60601

04/08/23 10:43 AM
Store 50607 Register 2
Salesperson: 3662582

Item	Qty.	Price	Amount
0-ZD68 Men's shirt	2	32.00	$ 64.00
33-1025 Women's pants	4	34.00	$ 136.00
D-M310 Men's boots	1	48.00	$ 48.00
A-118706 Women's belts	2	16.00	$ 32.00
		Subtotal	$280.00
		Total Tax	$16.00
		Total USD	$296.00

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Evaluation 1

7-10 mins.

Ask volunteers to demonstrate their new conversations in front of the class. Direct students to the explanation of how to use *off* to talk about savings. Show them an example online. If you have time, ask them to find an offer online and explain it to the class using the word *off*.

Workplace Focus

Exercise D: Complete tasks as assigned.
Exercise E: Collect and organize information; Perform basic computations.

Presentation 2

10-15 mins.

D INTERPRET **Read the receipt and choose the correct answers. Then use the ad in A to complete the receipt. Use the sale price of each item.**

Before starting the exercise, ask students to read the questions and explain the difference between *How much?* and *How many?* Write a few correct and incorrect questions using *How much? / many?* on the board and ask the students whether they are correct or not and to explain their answers. Go over the receipt with the class and introduce any vocabulary students might not know. Then answer the questions together. Show students how to find the information on the ad in **A** on the previous page.

Ask students if they think that the prices are cheap or expensive at Sam's Uniform Company. Encourage students to share their opinions.

Show students how to do **E** and prepare them to do the math.

(Shorter classes can do **E** for homework.)

Practice 2

8-12 mins.

E CALCULATE **Complete the receipt.**

Ask students to do this activity on their own and then to compare their answers with a partner.

Evaluation 2

5-7 mins.

Write *cheap*, *cheaper*, *more expensive*, and *most expensive* on the board. Observe students as they compare their answers from **E.** Then have students compare it with the receipt from **D.** Ask them to discuss how the prices compare in the two stores. Walk around the class observing the discussions and encouraging the use of comparative and superlative phrases. Correct mistakes with talking about prices and, if enough students are still making errors, review this by writing the sentences from Presentation 1 on page 43a of this Lesson Planner on the board.

Instructor's Notes

F **Read. Why does this person shop at Addy's Clothing Company?**

Ask students to read the paragraph quickly to themselves. Ask them to underline any words they don't understand, but to read quickly. Then discuss the paragraph and confirm that students have understood it all.

Ask questions about the graph in **G.** Make sure students understand how the graph works. Ask: *How much are men's shirts at Sam's? Are men's shirts cheaper at Addy's or at Sam's?*

(Shorter classes can do **G** for homework.)

Workplace Focus

Exercise G: Combine ideas and information; Perform basic computations.
Exercise H: Interpret and communicate information.

Practice 3

8-10 mins.

G **COMPARE** **Look at the receipts in D and E. Complete the graph about Sam's Uniform Company and Addy's Clothing Company.**

See that students recognize that the information is on the receipts on the previous page.

Evaluation 3

7-10 mins.

Recreate the graph on the board. Ask students to draw it in their notebooks and complete it using the information they have learned.

Application

5-7 mins.

H **Read the information for an online store. Then answer the questions.**

Life ONLINE

Ask students to find examples of dis ounts and offers online. Ask for volunteers to show or describe their finding , then show them an example of where to find in ormation on how to cancel either texts or emails from a company you have bought something from. Make sure you choose an example that doesn't give away any personal information you would like to keep private.

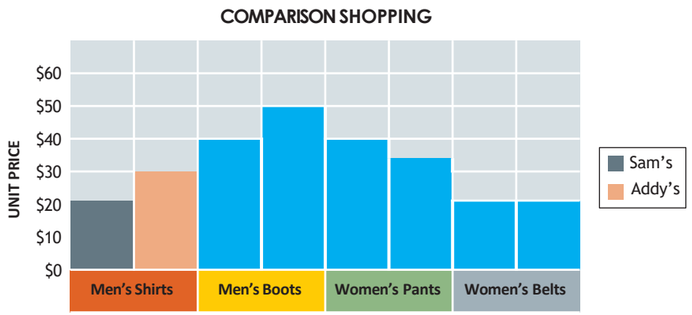
Instructor's Notes

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F **Read. Why does this person shop at Addy's Clothing Company?**

I shop at Addy's because it's close to my house on First Street. Addy's has good prices. The prices at Sam's are also good, but it's far away. I think they have boots on sale for $37. Addy's boots are more expensive, but I don't need boots right now. Maybe they will be on sale in the future.

G **COMPARE** **Look at the receipts in D and E. Complete the graph about Sam's Uniform Company and Addy's Clothing Company.**



H **Read the information for an online store. Then answer the questions.**

Life ONLINE

SAVE 10% NOW!

By submitting this form, you agree to receive text messages from Addy's Clothing Company. Reply HELP for help and STOP to cancel. Message and data rates may apply.

Enter Your Mobile Number

SIGN UP FOR TEXTS

1. How can you get ten percent off your purchase on this website?
   a. by clicking on the "X"
   b. by entering your phone number
   c. by entering your email address
2. How can you cancel the messages?
   a. by replying "STOP"
   b. by replying "HELP"
   c. by entering your mobile number

LESSON 5

Which one Do You Want?

GOAL ▶ Ask for assistance

A **Look at the photo. Where is the customer? Who is the customer speaking to?**

B **Listen to the conversation between a customer and a salesperson.**

Customer: Excuse me. Can you help me?

Salesperson: Sure. What can I do for you?

Customer: I want a cap and a few other things.

Salesperson: What color do you want?

Customer: I want this black one, but it is too expensive.

Salesperson: Oh, I'm sorry. Maybe a yellow one?

Customer: I prefer orange.

C **DISTINGUISH** **Listen to the conversations. Choose the items the customer wants.**

1. orange cap	red cap	blue cap	yellow cap
2. black umbrella	blue umbrella	green umbrella	red umbrella
3. gray jeans	brown jeans	blue jeans	black jeans
4. brown socks	white socks	black socks	yellow socks

D **Make a conversation between a customer and a salesperson using the information in C.**



A saleswoman helps a customer shop for clothes.

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At-a-Glance Prep

Goal: Ask for assistance
Grammar: Demonstrative pronouns
Pronunciation: *this, these*
Academic Strategy: Focused listening
Vocabulary: Return phrases

Agenda

- ☐ Listen for information.
- ☐ Learn about *this, that, these,* and *those*.
- ☐ Learn return phrases.
- ☐ Make conversations using return phrases.
- ☐ Write a conversation using return phrases.

Resources

Heinle Picture Dictionary: Clothing, pages 104-117

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.3, 0.1.4, 0.1.5, 1.2.9, 1.3.3
CCRS: RI1, RI7, RI9, SL2, L1, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S3: Speak and write about level-appropriate complex literary and informational texts and topics.
S4: Construct level-appropriate oral and written claims and support them with reasoning and evidence.

Warm-up and Review 15-20 mins. ■■■

Write *blouses*, *dresses*, *shoes*, and *hats* on the board. Ask students in groups to design an advertisement with these items in it. Then, ask groups to share their advertisements.

Introduction 5-7 mins. ■■■

Go over the agenda with students and explain the goal: *Today, we will learn how to ask for assistance*.

Presentation 1 15-20 mins. ■■■

A **Look at the photo. Where is the customer? Who is the customer speaking to?**

Ask students to look at the photo. Then ask the questions.

B **Listen to the conversation between a customer and a salesperson.**

Play the conversation while students follow along in their books. Review colors. Ask students what the customer prefers. Show them how the customer would prefer a black cap, but it is too expensive.

Workplace Focus

Exercise C: Complete tasks as assigned.
Exercise E: Interpret and communicate information.

Practice 1 5-7 mins. ■■

C **DISTINGUISH** **Listen to the conversations. Choose the items the customer wants.**

Play the audio for the students twice.

Listening Script

1. **Customer:** *Excuse me. Can you help me?*
   Salesperson: *Sure. What can I do for you?*
   Customer: *I want a cap and a few other things.*
   Salesman: *What color do you want? We have an assortment.*
   Customer: *I want this black one, but it is too expensive.*
   Salesperson: *Oh, I'm sorry. Maybe a yellow one?*
   Customer: *I prefer orange.*
2. **Customer:** *My wife asked me to pick up an umbrella for her.*
   Salesperson: *We have plenty of umbrellas. What color does she want?*
   Customer: *She said she doesn't want anything plain, but it has to go with her brown dress.*
   Salesperson: *How about this green one? It will look good with brown.*
   Customer: *I'll take it!*
3. **Customer:** *I really need some jeans.*
   Salesperson: *We have blue jeans and black jeans. How about these blue ones?*
   Customer: *No, thank you. I want the black ones.*
   Salesperson: *OK, here you go. What size do you wear?*
4. **Salesperson:** *Do you need some socks?*
   Customer: *Yes, I need socks for running.*
   Salesperson: *So, do you want some white athletic socks?*
   Customer: *That would be great. Thanks.*

D **Make a conversation between a customer and a salesperson using the information in C.**

If students are struggling, tell them to use the conversation in **B** as a model by substituting the adjectives and clothing words.

Evaluation 1

5–7 mins.

Go over the answers and show students how to do **D**.

Presentation 2

15–20 mins.

Walk around the room and make statements about different items. Say, for example: *That is the door*. Use the four demonstrative pronouns: *this*, *that*, *these*, *those*.

E Study the chart with your classmates and teacher.

Go over the chart carefully as a class, providing examples for each pronoun.

Pronunciation *this/these*

Many languages don't have the /I/ sound that English has in *this*. There are several ways to help students hear the difference between /I/ and /i/ and to produce the new sound.

First, help students hear how /I/ and /i/ are different. Produce both vowel sounds in *this* and *these*. There are other distinct features between the two words, for example, the /s/ versus the /z/ phoneme, but students will get a greater benefit if they deal with only one of these distinctions at a time.

You can help students hear the difference by putting *this* at the top left corner of the board and *these* in the opposite corner. Pronounce the two words first in isolation, then in sentences, and then in discourse, as students point to the one you are saying.

Next, work from a sound most students are familiar with. Most students can pronounce the /i/ in *these*, so ask them all to pronounce it together for an extended period. Help students identify where their tongues are situated in their mouths (at the roof of the mouth).

Then do the same for the /ɛ/ sound in *let*. Have students identify where their tongues are for this sound (at the bottom of the mouth). Then ask students to slide from the /i/ to the /ɛ/. Have them do this several times and finally stop them halfway through the slide and identify this as the target sound (/I/).

BEST PRACTICE

Overcorrection

As the instructor, it is very important to understand that students at this level will need repeated exposure to grammar and pronunciation and, to a lesser extent, vocabulary, before they become adequate at using what you have taught on a daily basis. With pronunciation points, students should be able to recognize the target sound even if they can't produce it yet. They will have many opportunities to practice the sounds throughout the course. It is not productive to spend hours on refining stude ts' pronunciation at this level. Think of these minilessons on pronunciation as introductions to the target sounds.

Workplace Focus

Exercise F: Complete tasks as assigned.
Exercise G: Interact appropriately with team members.

F Look at the picture. Complete the sentences with *this, that, these,* or *those*.

Complete this activity together as a class.

Listening Script

1. *That cap is yellow and this cap is orange.*
2. *That umbrella is red and this umbrella is green.*
3. *Those jeans are blue and these jeans are black.*
4. *These socks are white and those socks are yellow.*

Practice 2

5–7 mins.

G Practice the conversation. Use *this, that, these,* or *those* to make new conversations.

Ask students to switch roles after they have read the conversation once so that they both read all of the lines.

Evaluation 2

5–7 mins.

Ask volunteers to demonstrate their conversations in front of the class.

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E Study the chart with your classmates and teacher.

	Near	Not Near
Singular	this	that
Plural	these	those

F Look at the picture. Complete the sentences with *this, that, these,* or *those*.



1. ___That___ cap is yellow and ___this___ cap is orange.
2. ___That___ umbrella is red and ___this___ umbrella is green.
3. ___Those___ jeans are blue and ___these___ jeans are black.
4. ___These___ socks are white and ___those___ socks are yellow.

G Practice the conversation. Use *this, that, these,* or *those* to make new conversations.

Student A: What color is *that* shirt?
Student B: It's purple.
Student B: What color are *these* pants?
Student A: They're black.

H **Look at the reasons for returning clothing. Have you ever returned something? What was your reason?**

I don't like the color.
It's damaged.
It doesn't fit.
I don't like it.
It's the wrong size.

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

Manager: May I help you?
Customer: Yes, I want to return these jeans.
Manager: Yes, sir. Why do you want to return them?
Customer: They don't fit.
Manager: OK. Do you have the receipt?
Customer: Oh, no, I don't.
Manager: I'm sorry, you can't return them without a receipt, but you can exchange them.
Customer: OK. Maybe I will get those brown ones over there.
Manager: That's fine, sir.

J **Work with a partner. Make new conversations using the items and reasons.**

Manager: May I help you?
Customer: Yes, I want to return _____.
Manager: Of course. Why do you want to return _____?
Customer: _____

blouse / damaged
shoes / don't fit
shorts / don't like
dress / wrong size

Singular and plural

Singular	Plural
return it	return them
exchange it	exchange them

K **CREATE** **Imagine that you need to return something. Write a new conversation with a partner and perform it for the class.**

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Presentation 3

15-20 mins.

Ask students if they have returned anything to a store in the US before. Ask them if they were nervous and if it was easy or difficult. Ask them if they spoke in English or in their native language.

H **Look at the reasons for returning clothing. Have you ever returned something? What was your reason?**

Go over the phrases in the box and practice them with students. Walk around the room and role-play quickly with several students, prompting them to reply with one of the phrases. Say: *Why do you want to return this T-shirt?* or *Why do you want to return these jeans?*

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

Go over the conversation with students. Make sure students understand every word and also the concept of returns with receipts. Also, help them with rhythm and intonation.

BEST PRACTICE

Natural-sounding conversations

While listening to audio with conversations, ask students to pay attention to the way people are speaking. Explain that one of the goals of practice conversations is that students learn how to converse in a natural-sounding way. Ask students to listen carefully to speakers for evidence of pausing, asking for clarifying information, or using interjections like *yeah*, *oh*, *uh*, *um*, etc. Point out that speakers may also speak slowly or fast depending on a number of factors, such as mood, subject, time, etc. Play the audio so that students can take note of these things. Encourage them to use these elements of natural-sounding speech in their own conversations.

Workplace Focus

Exercise J: Interact appropriately with team members.
Exercise K: Combine ideas and information.

Practice 3

8-12 mins.

Show students how to do **J** by substituting information.

J **Work with a partner. Make new conversations using the items and reasons.**

Walk around the classroom observing students practicing their conversations. Praise students who sound natural and put into practice the advice you gave them about rhythmn and intonation.

BEST PRACTICE

Inside / Outside circles

At this level, students are asked to perform short conversations often in order to provide practice. This is necessary because they don't have an extensive vocabulary to discuss things yet. It is a good idea to provide different ways to approach pair practice. One approach is *inside / outside circles*. Students stand in two circles, one circle inside the other. Both circles contain the same number of students. The students in the outer circle face the students in the inner one. They perform the conversation once, then you ask one of the circles to rotate so that each student can have a new conversation with another student. This activity continues until you feel students have gotten enough practice.

Evaluation 3

5-7 mins.

Ask volunteers to demonstrate their new conversations in front of the class. Again, praise students who sound natural and use good rhythmn and intonation.

Application

10-15 mins.

K **CREATE** **Imagine that you need to return something. Write a new conversation with a partner and perform it for the class.**

Tell students to first try to write their conversations without referring to the book. Allow them to look at the models in the unit if they are finding it too difficult.

This may be a good opportunity to visit the Life Skills video page in the appendix. Videos can be found on the Spark platform.

At-a-Glance Prep

Goal: Identify employment opportunities in the gig economy

Agenda

- ☐ Read about gig workers.
- ☐ Find synonyms.
- ☐ Study gig driver requirements.
- ☐ Research gig careers.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.8.1, 7.4.4, 7.7.3
CCRS: R1, R2, R4, SL5, RF3, L2
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

Review key vocabulary and language points from the previous lesson by asking relevant comprehension questions. For example, point to a student's clothing and ask them, *What is it?* to test vocabulary, then ask them, *What color is / are this [shirt] / these [pants]?* to review *It's / They're* answers. Ask students to work with a partner and ask each other questions about their clothing.

Introduction 5-10 mins. ■■■

In this and all future lesson 6s, students are introduced to one of the career clusters described in Unit 1. Students will learn about gig workers. Begin by asking students what they think a gig worker is. If nobody knows or can guess, direct them to the paragraph in **A**.

Presentation 1 15-20 mins. ■■■

A Read about gig workers. With the class, make a list of different gig work opportunities.

Ask students to read the paragraph and make a note of any words they don't understand. Write these words on the board, explain their meaning using examples, and ask students to volunteer other example sentences using these words.

Practice 1 5-10 mins. ■■■

Before starting **B**, ensure that students know what a synonym is. Give a few examples by writing sentences and replacing one of the words with a synonym. For example, *He is unhappy about his job / He is upset about his job*.

B INTERPRET Study the infographic. Use a dictionary to find synonyms.

If you have access to the internet, show students where they can find synonyms on a dictionary site. Alternatively, demonstrate how to find synonyms in a physical dictionary.

Direct students to the infographic and explain that the synonyms for items 1 and 2 can be found there, but they must find the answers to items 3 and 4 in their dictionaries. Explain that there will be more than one possible answer.

Evaluation 1 5-10 mins. ■■■

Go over the answers to **B** as a class. Ask students how they commute to school or work. Ask if they need an explanation of any other vocabulary from the infographic.

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LESSON 6

Explore the Workforce

GOAL ▶ Identify employment opportunities in the gig economy

A Read about gig workers. With the class, make a list of different gig work opportunities.

Answers will vary.

Gig workers are people who do temporary service work like driving people, delivering groceries, or walking dogs. Gig workers may have other workforce skills, but the flexibility allows these workers to decide when they want or need to work.

Vocabulary Review: Synonyms

Words that mean the same thing or almost the same thing.

Examples:

big	large
talk	speak
advantage	pro

B INTERPRET Study the infographic. Use a dictionary to find synonyms.

1. What is a synonym for *advantages*?

   pros

2. What is a synonym for *disadvantages*?

   cons

3. Use a dictionary and find a synonym for *commute*.

   Answers will vary.

4. Use a dictionary and find a synonym for *casual*.

   Answers will vary.



C **Study the cons in the chart. Use a dictionary and write short definitions.**

Answers will vary.

1. **hustling:** _____
2. **isolation:** _____
3. **juggling:** _____
4. **parental leave:** _____

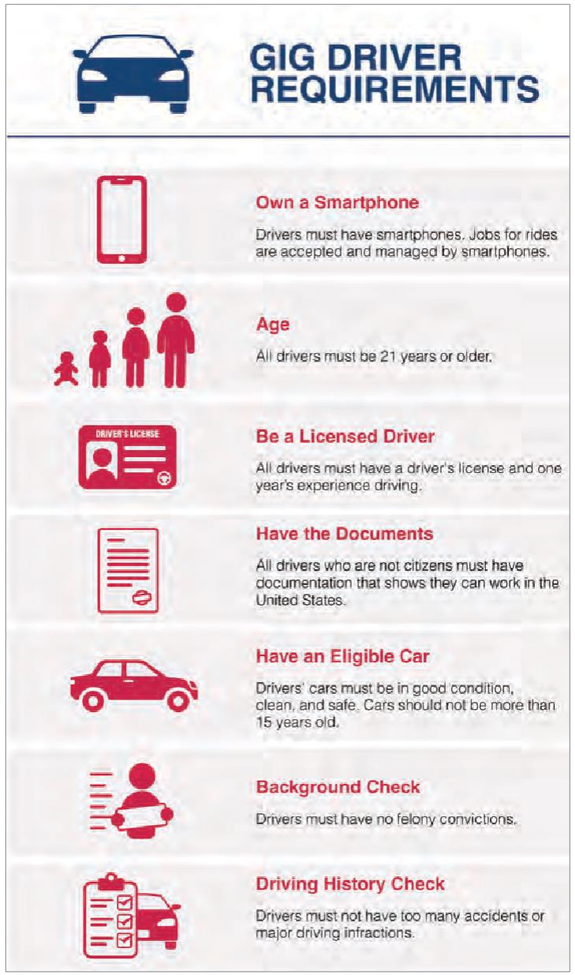
D **INTERPRET** **Study the requirements for a gig driving service. Which requirements do you meet now?** Answers will vary.

E **In a group, write synonyms from the chart for the terms.** Answers will vary. Sample answers are given.

1. **Authorized to drive:** licensed driver
2. **Communication device:** smartphone
3. **History with the law:** background check
4. **Qualified Automobile:** eligible car

F. **INVESTIGATE** **In a group, research online how much money you can make a year doing a driving gig service.** Answers will vary.

G. **In a group, discuss if you would enjoy or not enjoy a job driving people. Why?** Answers will vary.



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C Study the cons in the chart. Use a dictionary and write short definitions.

Ask a few students to read their definitions. Then ask for students to volunteer example sentences with the new words. Be careful not to overcorrect grammar at this point. If an example sentence uses the correct meaning but has some issues, simply repeat it back to the class with mistakes corrected and praise the student who volunteered the sentence.

Presentation 2

20-25 mins.

D INTERPRET Study the requirements for a gig driving service. Which requirements do you meet now?

Demo this by doing the activity yourself in front of the class. Go through the list and respond to each point. Then ask the class if you are able to be a gig driver based on whether you meet the requirements.

Practice 2

15-20 mins.

For shorter classes, have students do Practice 2 for homework.

E In a group, write synonyms from the chart for the terms.

Put students into groups of three or four. Ask them to divide the terms, find and write the synonyms, and then share them with the group. If you have time, ask students to write sentences with the synonyms and share them with their group.

F INVESTIGATE In a group, research online how much money you can make a year doing a driving gig service.

Remind students of how group members are divided into different roles in team projects. It could be useful to allocate roles in a similar way for this exercise.

G In a group, discuss if you would enjoy or not enjoy a job driving people. Why?

Students can stay in the same groups, or you could swap some students around. Give students plenty of time to engage in the discussion. Walk around the classroom, checking that everyone is being included.

Evaluation 2

20-25 mins.

Observe student discussions. Ask students follow-up questions and encourage them to answer in full sentences. This is a good opportunity, at this early point in the course, to build rapport with your students by sharing your own answers to the questions. You could also share appropriate personal stories to help your students feel comfortable sharing theirs with you and their classmates. This will help develop their confidence with the language.

BEST PRACTICE

Use it or lose it!

Help students to retain newly learned vocabulary by making sure they do not simply learn a new word by its definition but using syno yms and example sentences. It is essential for the retention of vocabulary to use it, and use it over and over again.

As a short homework task after every class, ask students to write a couple of sentences in different contexts using newly learned vocabulary. When students become more confide t with paragraph writing, challenge them to write a paragraph using as many of the new words as possible, particularly if the words all connect to a particular theme you have covered in class.

Ask them to take a mental note if they see examples of newly learned vocabulary as they go about their day outside of class and ask them to share these instances.

All these methods help to reinforce the fact that students are not simply learning a new language but putting it to practical use.

This may be a good opportunity to visit the Life Skills video page in the appendix. Videos can be found on the Spark platform.

Presentation 3

15-20 mins.

Ask students to reflect on their current financial employment situations in preparation for the next exercise but make sure they are aware they can keep their answers to themselves. It is always a good idea to approach subjects such as finance delicately. See BEST PRACTICE "Know your student's individual needs".

H REFLECT Check what is true about you.

Note that some of these questions could be interpreted as personal. To avoid making students feel uncomfortable, ask students to answer the questions individually and not to share their answers with the rest of the class. This may be another opportunity to offer students advice or provide information on local services that may be helpful for job seekers, particularly those that offer services in other languages or to English language learners.

I INVESTIGATE In a group, follow the steps and research gig careers.

Introduce students to useful search engines and job websites that cater to people looking for gig work. Tell students they are welcome to start by writing research notes in their notebooks, but that they have to write five full sentences in their student books. Check if students need help using the search engines and websites and observe their conversations. Offer help with spelling, grammar, and punctuation.

BEST PRACTICE

Know your students' individual needs

In *Stand Out*, we strive to be inclusive in our content and in our approach to language learning. To create a truly inclusive environment in your classroom, it is essential to make students feel safe, secure, and free from discrimination.

Get to know as much as possible about your students. Everyone has different needs, due to their personal backgrounds. Not only may you have a culturally diverse classroom with certain religious or other sensitivities to bear in mind, but you will have students who have come to your classroom from different professional and educational paths.

You may have students who require a different approach to certain aspects of learning and navigation of the physical classroom environment. They may benefit from access to certain tools and technologies that are available within your school or that could be ordered.

You could have students who have spent time in correctional facilities. There may be certain emotional or behavioral sensitivities to consider, as well as a lack of recent formal education. These individuals may also have had less access than others to formal English language and literacy education.

The best way to face these challenges is simply by talking. Speak to your students regularly from day one. Ask them about their specific need , language goals, and anything else you ought to know in advance to help them achieve their targets in a warm and respectful classroom environment.

J Some people walk dogs as a side job. Leslie Campbell, from California, started a business walking dogs more than 15 years ago. Do you prefer to spend your days inside an office, or do you like to work outside? Do you like animals? What do you think about walking dogs as a job? Talk to a partner.

Walk around the classroom observing the conversations. Ask follow-up questions when an opportunity arises. After the discussions are finished, report back to the class some of the opinions and answers you heard and praise students who spoke well.

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H SELF-EVALUATE Check what is true about you.

- ☐ I need extra money for home expenses.
- ☐ I need a job, but I need more time with my family.
- ☐ I want control of my schedule.
- ☐ I need to make money right now.
- ☐ I need to make money while looking for a better job or going to school.

I INVESTIGATE In a group, follow the steps and research gig careers.

1. Go to your favorite search engine.
2. Type "gig careers."
3. Open at least three webpages.
4. On a separate piece of paper, write five new things you learn.

J Some people walk dogs as a side job. Leslie Campbell, from California, started a business walking dogs more than 15 years ago. Do you prefer to spend your days inside an office, or do you like to work outside? Do you like animals? What do you think about walking dogs as a job? Talk to a partner.



Leslie Campbell celebrated National Dog Day by posting this photo by photographer Johanna Siegmann. Here she is in her car with "the amazing dogs" in her life.

Review

A **Look at the ads from a clothing store. Underline any important information.**

1. 

2. 

3. 

4. 

5. 

6. 

B **Complete the information using the ads in A.**

1. Item: t-shirt
Need Coupon? no
Color: blue
Style: short-sleeved
Size: M and L only
Sale Price: $ 14
Regular Price: $ 28
Savings: $ 14

2. Item: dress
Need Coupon? yes
Color: red
Size: small only
Sale Price: $ 45
Regular Price: $ 52
Savings: $ 7

3. Item: sneakers
Need Coupon? no
Color: black
Size: all
Sale Price: $ 24
Regular Price: $ 29
Savings: $ 5

4. Item: shirt
Need Coupon? yes
Color: all
Style: long-sleeved
Size: all
Sale Price: $ 15
Regular Price: $ 25
Savings: $ 10

5. Item: jeans
Need Coupon? no
Color: blue
Size: all
Sale Price: $ 22
Regular Price: $ 25
Savings: $ 3

6. Item: shoes
Need Coupon? yes
Color: all
Size: all
Sale Price: $ 34
Regular Price: $ 44
Savings: $ 10

Learner Log

I can identify clothing.
☐ Yes ☐ No ☐ Maybe

I can describe clothing.
☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing, evaluating, developing study skills
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Evaluate and reflect on progress.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 1.2.9, 1.3.3
CCRS: 0.1.2, 0.1.3, 1.1.6, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.3.3, 1.3.9
ELPS:
S2: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 10-15 mins.

Ask students who didn't perform their conversations from the previous lesson to perform their conversations now in front of the class. If everyone has already performed, ask volunteers to perform again.

Introduction 2-5 mins.

Write all the goals from Unit 2 on the board. Show students the first page of the unit and say the six goals. Explain that today, students will review the whole unit.

Note: Depending on the length of the term, you may decide to have students do Presentation preparation and Practice for homework, then review student work as part of the warm-up.

Presentation 10-15 mins.

This presentation will cover all three pages of the review. Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.

Practice 15-20 mins.

A **Look at the ads from a clothing store. Underline any important information.**

Workplace Focus

Exercise B: Complete tasks as assigned; Perform basic computations.

B **Complete the information using the ads in A.**

BEST PRACTICE

Recycling / Review

The review and the project that follows are part of the recycling / review process. Students at this level often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten while learning other new concepts. This is because students learn but are not necessarily ready to acquire language concepts.

Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts and to remind students of the vocabulary they have used in previous lessons by referencing it whenever possible in future lessons.

Workplace Focus

Exercise C: Interpret and communicate information.
Exercise D: Complete tasks as assigned.

Practice *(continued)*

C Read the receipts and answer the questions.

To make this exercise more challenging, ask students to answer the questions in full sentences. You could also add follow-up questions to some of the items. For example, you could ask students to also answer how much the items are for questions 1-5. For question 6, you could ask them to explain their answer: *Why do you think it's the best store?*

D Complete the sentences with the present continuous form of *wear*.

As optional additional homework, ask students to find an image of several people together (at least five) and print the image or cut one out of a magazine. Alternatively, they could simply attach a photo to a document. Tell students to write ten sentences using the present continuous that describe what the people in the image are wearing. Tell them they must refer to colors and patterns and use the adjectives they have learned from the unit in their sentences.

BEST PRACTICE

Optional assessment opportunities

In *Stand Out* there are many potential areas to assess students. Though these are not always explicitly called out, we have left ample opportunities for assessment throughout the student book and our digital offerings.

If you want to keep a record of your students' progress through assessments that are more beneficial or your following of a student's development throughout a course, rather than as a formal examination, the review section can easily be adapted and used as a type of unit test.

Depending on the length of your classes and scheduling, the review lessons could be divided into three sections. The first being th t of a test, with all of the conditions required during a more formal examination. The second section can be a review section where students swap papers with their peers as the teacher reads out the answers. And, in the third section, after reading out the answers, the teacher can work through them one by one, asking students to contribute by explaining the reasoning behind their choice of the correct answers.

Hearing fellow students explain their logic can be a very helpful way for students to learn from their mistakes and to prepare them for future assessments.

Instructor's Notes

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C Read the receipts and answer the questions.

Lana's BOUTIQUE

Women's boots	$52.55
Women's pants	$34.50
Belt	$18.95
Blouse	$42.50
TOTAL	$148.50

Clothing for Less

Women's boots	$38.55
Women's pants	$40.00
Belt	$12.95
Blouse	$38.50
TOTAL	$130.00

Customer Copy

THE TRUE Shopper

Women's boots	$60.00
Women's pants	$44.00
Belt	$24.50
Blouse	$36.95
TOTAL	$165.45

No Refunds without Receipt

1. Which store has the lowest total? Clothing for Less
2. Where are blouses the cheapest? The True Shopper
3. Where are blouses the most expensive? Lana's Boutique
4. Which store has women's pants cheaper than Clothing for Less? Lana's Boutique
5. Which store has blouses more expensive than Clothing for Less? Lana's Boutique
6. Which do you think is the best store? Answers will vary.

D Complete the sentences with the present continuous form of *wear*.

1. Maria is wearing red pants and a pink blouse.
2. Alan is wearing new shoes and socks.
3. Marjorie and Paula are wearing beautiful dresses.
4. The children are wearing shorts.
5. I am wearing a suit and tie.
6. We are wearing coats.
7. She is wearing a new scarf.

Learner Log

I can read ads and receipts. ☐ Yes ☐ No ☐ Maybe

I can ask about prices. ☐ Yes ☐ No ☐ Maybe

Review

E **Write three things you can say if you want to make a return.** Answers will vary. Sample answers are given.

1. Excuse me, I'd like to return this.
2. May I exchange this?
3. I would like to exchange these for a different size.

F **Look at the picture. Complete the sentences below with *this, that, these,* or *those.***



1. ___This___ white shirt is perfect. I don't want ___that___ blue one.
2. ___Those___ white shoes are great, but I think I want ___these___ blue ones.
3. ___This___ shirt is cheap. ___That___ shirt is better, but it is too expensive.
4. ___That___ table has white sneakers on it.

G **Write what you and your partner are wearing right now.** Answers will vary.

You: _____

_____

_____

Your partner: _____

_____

Learner Log I can ask for assistance.
☐ Yes ☐ No ☐ Maybe

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Workplace Focus

Exercises E, F, G: Complete tasks as assigned.

Practice *(continued)*

E **Write three things you can say if you want to make a return.**

F **Look at the picture. Complete the sentences below with *this*, *that*, *these*, or *those*.**

G **Write what you and your partner are wearing right now.**

Evaluation

15 mins.

Go around the room and check on students' progress. Help individuals as needed. If you see consistent errors among several students, interrupt the class and give a mini lesson or review to help students feel comfortable with the concept.

Presentation

5 mins.

Learner Log

Review the concepts of the Learner Log. Make sure students understand the concepts and how to complete the log.

BEST PRACTICE

Learner Logs

Learner logs function to help students in many different ways.

1. They serve as part of the review process.
2. They help students to gain confidence and to document what they have learned. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use over and over to check and recheck their understanding of the target language. In this way, students become independent learners.

Practice

5–10 mins.

Ask students to complete the Learner Log. Ask them comprehension questions to test understanding based on the statement in the Learner Log.

Evaluation

2 mins.

Go over the Learner Log with students.

Application

5–7 mins.

Ask students to record their favorite lesson or page in the unit. Ask them to explain why this was their favorite lesson and what they learned. Students may find this difficult but will benefit from your corrections.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.1, 4.8.1

CCRS: R1, R7, W8, SL1, SL2, RF3

ELPS:

S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

S3: Speak and write about level-appropriate complex literary and informational texts and topics.

S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information.

Soft Skill: Collaboration
Coordinating with others

Ask them to suggest ways they can make sure everyone can participate. One suggestion you could make is to ask the designated leader to familiarize themselves with the questions from the previous workforce lesson. The group can also vote on decisions when there is not a consensus. Introduce them to the phrase "Let's take a vote."

Warm-up 10 mins

Go over the Review section of the unit and make sure all students have recorded their progress in the Learner Logs. Ask questions and challenge students in order to help them feel confident about completing the project in a team.

Introduction 10 mins.

Let students know that in this lesson they will be designing a clothing store and writing an ad. Prepare resources for the lesson in advance. Teams may need colored pens, large pieces of paper, scissors, and clothing ads from the internet or magazines. Note: These items will not be required for those using computer software for the design section of the project.

Presentation 10–15 mins.

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

Tell students that before they start the project, they must form teams. Students can self-select, you can assign students to groups based on language level, or you can allow them to self-select, but then tweak the groups, if you think necessary, with their permission.

Once students are in groups, ask them to choose roles. To do this, walk through each step in the project.

Explain the different roles to the students carefully and give teams a time limit to choose their roles.

Practice / Evaluation / Application 1–2 hours

2. Choose a name for your store. What do you sell? Women's clothes? Men's clothes? Children's clothes?

In Step 2, students need to come up with general information about the store. The team leader should lead the discussion.

3. Make a list of clothing you sell on a piece of paper. List at least eight items. Describe the clothing by size, color, pattern, and price. Are your clothes for work, sports, or school?

The artist should lead the discussions in Steps 3 and 4.

4. Draw or find and cut out pictures of the clothing items in your store. Make an advertisement for your store using the pictures of the items.

Hand out large pieces of paper, scissors, magazines, and colored pens to each team or, alternatively allow use of available computer software for the design portion of the project.

5. Practice asking for prices, selling clothing, and returning clothing with your teammates.

In Step 5 the sales specialist will lead the discussion and create a conversation, with contributions from the rest of the team.

6. Present your advertisement to the class.

In Step 6, the spokespeople will organize a short presentation of the team's efforts to the class. The spokespeople may either take on the entire presentation themselves or designate parts of the presentation to each team member.

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Design a Clothing Store

SOFT SKILL ▸ Collaboration

In this project, you are going to design your own clothing store and create an advertisement for it.

1. Form a team of 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: **Artist**	Design an advertisement with help from the team.	
Student 3: **Sales Specialist**	Write a conversation and practice it with your team.	
Students 4/5: **Spokespeople**	Prepare a class presentation with help from the team.	

2. Choose a name for your store. What do you sell? Women's clothes? Men's clothes? Children's clothes?

Team Leader: Does anyone have an idea?
Monica, what do you think?
Tien, do you agree?
What are some other ideas?

COLLABORATION:
Coordinating with Others
Before you make a decision, it is important to make sure all group members have an opportunity to participate.

3. Make a list of clothing you sell on a piece of paper. List at least eight items. Describe the clothing by size, color, pattern, and price. Are your clothes for work, sports, or school?
4. Draw or find and cut out pictures of the clothing items in your store. Make an advertisement for your store using the pictures of the items.
5. Practice asking for prices, selling clothing, and returning clothing with your teammates.
6. Present your advertisement to the class.

About the Photo

The photos are from the *Our Kind of People* project by interdisciplinary artist and educator Bayeté Ross Smith. There is one set of three photos of an African American female and one set of three photos of an Asian male. Each set of photos shows the same subject wearing different types of clothing. The subjects of the photos are wearing their own clothes. The project asks subjects to take photos of themselves in six different outfits and to share what reactions they have experienced due to their appearance. The project aims to challenge people's biases and to promote ideas of equality and community.

- Introduce the reading by reading the title out loud.

A Look at the photos. What do you notice?

Ask students to describe the people's appearances. Ask them which photos show the people dressed formally and which show them dressed informally.

B Make a list of the clothing in each photo.

Help students to make their lists by walking around and checking them. This activity could also work well in pairs or groups. Be sure to correct any spelling mistakes.

C COMPARE Answer the questions about the photos with a partner.

Once the pairs have asked each other the questions, ask for some volunteers to explain their partner's answers and reasoning to the class.

D INFER Read the title of the text. What do you think it is about?

Elicit answers from the students and ask them about their reasoning. If there are varied answers, write them on the board.

E Read the text.

Ask students to read the text themselves once and to underline words they do not understand. Then explain the underlined words to the class and ask them to read the article again now that the new vocabulary has been defined.

F What is the main idea of the text?

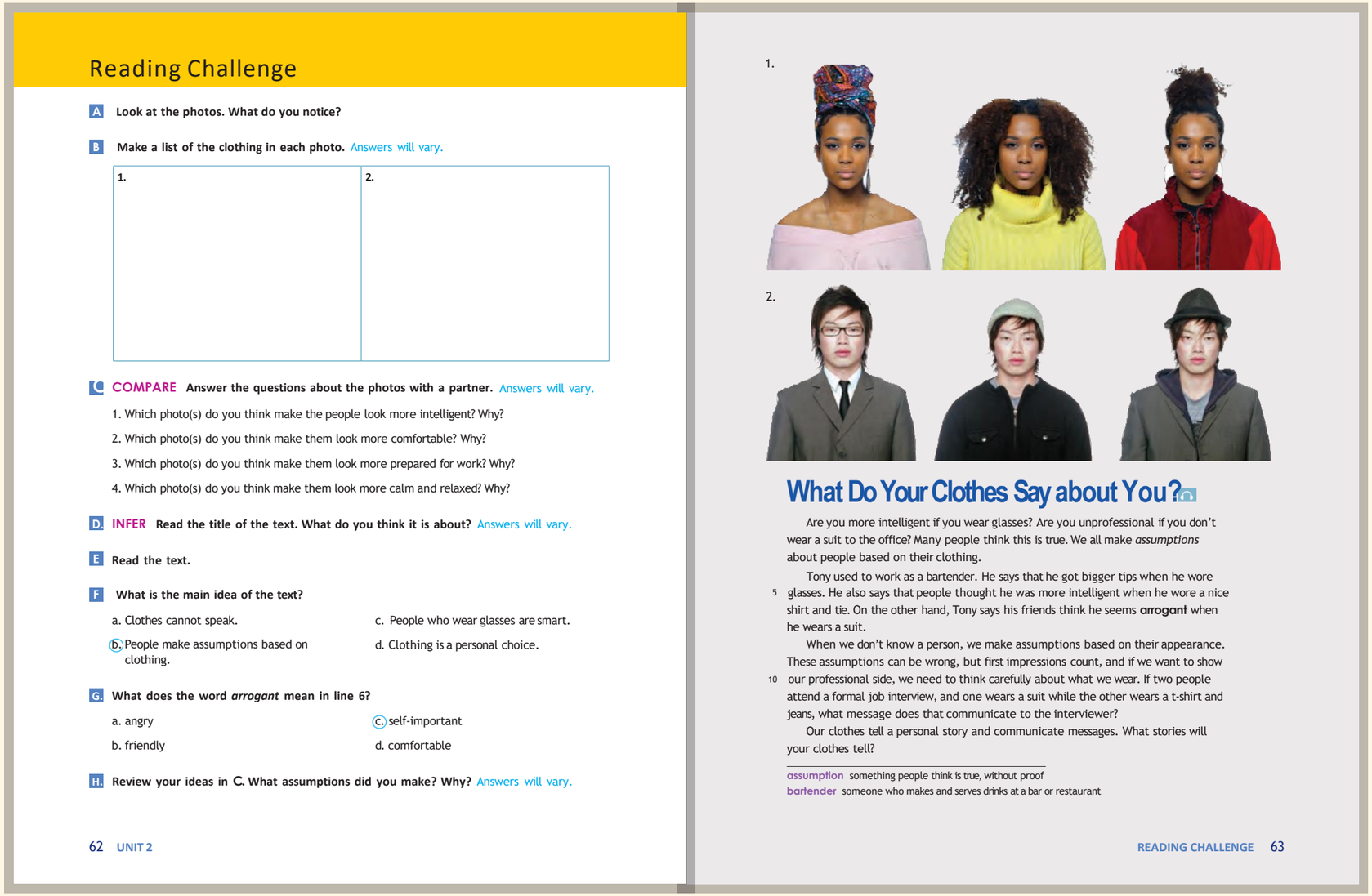
Now that students have read the article, ask them if any of the answers on the board are correct or close to the topic of the reading. Which ones? Why?

G What does the word *arrogant* mean in line 6?

If students are struggling, ask them to swap the word *arrogant* with options a-d and to read them aloud. Ask them which option sounds most correct to them. Why? This may help them determine the answer.

H Review your ideas in C. What assumptions did you make? Why?

Students could discuss their answers in pairs or groups before the discussion is opened up to the class as a whole.



Reading Challenge

A **Look at the photos. What do you notice?**

B **Make a list of the clothing in each photo.** Answers will vary.

1.	2.

C **COMPARE** **Answer the questions about the photos with a partner.** Answers will vary.

1. Which photo(s) do you think make the people look more intelligent? Why?
2. Which photo(s) do you think make them look more comfortable? Why?
3. Which photo(s) do you think make them look more prepared for work? Why?
4. Which photo(s) do you think make them look more calm and relaxed? Why?

D **INFER** **Read the title of the text. What do you think it is about?** Answers will vary.

E **Read the text.**

F **What is the main idea of the text?**

a. Clothes cannot speak.
c. People who wear glasses are smart.
b. People make assumptions based on clothing.
d. Clothing is a personal choice.

G **What does the word *arrogant* mean in line 6?**

a. angry
c. self-important
b. friendly
d. comfortable

H **Review your ideas in C. What assumptions did you make? Why?** Answers will vary.

1.

2.

What Do Your Clothes Say about You?

Are you more intelligent if you wear glasses? Are you unprofessional if you don't wear a suit to the office? Many people think this is true. We all make *assumptions* about people based on their clothing.

Tony used to work as a bartender. He says that he got bigger tips when he wore glasses. He also says that people thought he was more intelligent when he wore a nice shirt and tie. On the other hand, Tony says his friends think he seems **arrogant** when he wears a suit.

When we don't know a person, we make assumptions based on their appearance. These assumptions can be wrong, but first impressions count, and if we want to show our professional side, we need to think carefully about what we wear. If two people attend a formal job interview, and one wears a suit while the other wears a t-shirt and jeans, what message does that communicate to the interviewer?

Our clothes tell a personal story and communicate messages. What stories will your clothes tell?

assumption something people think is true, without proof
bartender someone who makes and serves drinks at a bar or restaurant

CASAS FOR READING

0.1.5, 1.2.9, 4.8.1

CCRS FOR READING

RI1, RI2, RI4, RI10

READING STRATEGIES

Definition Clue

Tell students that when reading, it is rarely possible to understand every word in a text. Explain that surrounding words sometimes give the reader valuable clues about the meaning of an unknown word. Encourage students to read first and use clue .Then tell them to use a dictionary only after they have finished their first ead-through.

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About the Photo

This photo was taken by Corey Arnold, a photographer and commercial fisherman by trade, who captains a commercial fishing boat in Alaska and documents life at sea for fishermen around the world in his life-work photography series *Fish-Work*.

It shows a fish monger at a market in Seattle, Washington, having fun with customers while selling his produce.

- Direct students to the questions on page 65.
- Ask students to discuss with a partner what types of foods they would find in a typical market where they are from.

Life Skills Focus

In this unit, students will learn about healthy eating habits. They will also learn how to identify common foods by reading menus and recipes, as well as to make shopping lists and locate food items in a supermarket.

3 Food and Nutrition



UNIT OUTCOMES

- Read a menu
- Make a shopping list
- Locate items in a supermarket
- Identify healthy foods
- Read recipes
- Identify food-related career options

Look at the photo and answer the questions.

1. What kinds of food do they sell in this market?
2. What do you think this man's job is?
3. Do you think this man enjoys his job? Why?
4. This market is in Seattle, Washington. Do you buy food in a place like this?
5. You have $80. What fish do you buy for dinner with your friends?

Workplace Focus

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They include *collecting and organizing information, making decisions and solving problems,* and *combining ideas and information*.

In Unit 2, Lesson 6, *Explore the Workforce,* students will learn about food-related career options and opportunities for employment in the food and beverage industry. They will learn about the earning and openings potential for various careers, different types of chef roles and the academic requirements involved, and the characteristics of people working in food-related careers. In the Team Project the students will practice the soft skill of Active Listening.

spark Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, multilevel worksheets, digital literacy worksheets, Online Practice, and Assessment Suite.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Read a menu • Make a shopping list • Locate items in a supermarket • Identify healthy foods • Read recipes • Identify food-related career options.	• Questions with *can* • *Some / any* • Count and noncount nouns • *Much / many* • Simple present: *be* • Simple present: *have* • Imperatives • Negative imperatives	• Menus • Foods • Containers and units • Supermarkets • Food groups • Meals • Recipes • Cooking verbs	The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: • Health and Nutrition • Community Resources	Lesson 1: 0.1.2, 0.1.5, 1.2.8, 2.6.4 Lesson 2: 0.1.2, 0.1.5, 1.1.7, 1.2.8 Lesson 3: 0.1.2, 0.1.5, 1.2.7, 1.2.8, 1.3.1, 7.2.6, 7.3.1 Lesson 4: 0.1.2, 0.1.5, 0.2.1, 1.2.8, 3.5.1, 3.5.2, 7.2.3 Lesson 5: 0.1.2, 0.1.5, 1.1.1, 1.1.7, 1.2.8 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.8.1, 6.7.4, 7.4.4, 7.4.8, 7.7.3 Team Project: 0.1.2, 0.1.5, 1.1.1, 1.1.6, 1.2.4, 1.2.8, 4.8.1 Reading Challenge: 0.1.2, 0.1.5, 1.5.2, 3.5.1, 3.5.2	S3: Speak and write about level-appropriate complex literary and informational texts and topics. S7: Adapt language choices to purpose, task, and audience when speaking and writing. S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	RI1, RI2, RI7, RI10, W1, SL1, SL2, SL3, SL4, SL5, L1, L2, L4, RF2, RF3

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LESSON 1

Augustin's Restaurant

GOAL ▶ Read a menu

A PREDICT **Look at Gabriel. Where is he? What is his job?**



B **Close your book and listen to Gabriel's story. Then open your book and read.**

My name is Gabriel. I'm a cook in my father's restaurant. His name is Augustin. My mother, sister, and brother work here, too. We have American food in our restaurant. I want to have some food from other countries, too. Maybe someday we can have an international restaurant.

C **Choose the correct answers.**

1. Gabriel works in a restaurant.	True	False
2. Gabriel only cooks American food in his father's restaurant.	True	False
3. His sister doesn't work in the restaurant.	True	False
4. He wants the restaurant to have food from different countries.	True	False

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At-a-Glance Prep

Goal: Read a menu
Grammar: Questions with *do / does*, questions with *can*
Academic Strategies: Focused listening, note-taking, scanning
Vocabulary: *Beverages, desserts, menus, vegetables*

Agenda

- ☐ Learn about a cook.
- ☐ Read a menu.
- ☐ Give an order.
- ☐ Take an order.
- ☐ Make a menu.

Resources

Heinle Picture Dictionary: Food, pages 82–103

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.8, 2.6.4
CCRS: RI1, RI7, RI9, SL2, L1, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review

10–15 mins. ■■■

Write *needs* on the board. Ask students to list the things they need to live. Write a few ideas on the board to get them started, such as *sleep* and *housing*. You may do this activity as a class or in groups.

Introduction

5 mins. ■■■

Circle *food* from your list on the board. Ask the class if food and drink are always good for you. They may respond *yes*. If they do, ask them if drinking twenty cups of coffee is good. They will probably say *no*. Suggest that in this unit they will learn about food and what is good and not good for you. State the goal: *Today, we will learn to read a menu*.

Presentation 1

10–15 mins. ■■■

With students' books closed, write two columns on the board with the headings *International Dishes* and *American Dishes*. Ask students to help you complete the columns by calling out items you might find on a menu. You may get them started by writing *hamburgers* in the column for American dishes and *bibimbap* in the other column.

A PREDICT **Look at Gabriel. Where is he? What is his job?**

Ask students to open their books and look at the picture of Gabriel. Ask them to cover the paragraph in **B** and try to answer the questions.

Practice 1

5–7 mins. ■■■

B **Close your book and listen to Gabriel's story. Then open your book and read.**

Only play the audio once as they will be reading too.

Workplace Focus

Exercise B: Collect information.
Exercise C: Complete tasks as assigned.

C **Choose the correct answers.**

Ask students to complete this activity on their own and then to compare answers with a partner.

Evaluation 1

10–12 mins. ■■■

Show students how to make the statements in **C** into questions by using *does*. Write the questions for each statement on the board and have students ask a partner each question. Walk around the classroom, checking students are using the correct word order for forming the questions.

Presentation 2

10-15 mins.

Write *menu* on the board. Then write *beverages*. Ask students what the second word means. Then ask them for suggestions for beverages that might be included on a menu.

Ask students to open their books. Go over the categories on the menu, such as *sandwiches* and *side orders*. Explain that *side orders* are commonly referred to as *sides*. Then drill students on the other vocabulary. Help students scan the menu by asking questions such as: *How much is the rice?* Use this opportunity to review how to say prices and correct any errors.

Walk around the room and ask individual students if you can take their orders based on the menu. Briefly role-play with the students, giving them as much support as needed.

Workplace Focus

Exercises D, E: Collect and organize information; Perform basic computations.

D **INTERPRET** **Read the menu. What do you want for lunch? Calculate the cost.**

Encourage students to write their order in their notebooks and calculate the cost. Then ask them to share their orders with the class or with a group.

Prepare students for focused listening by asking them to listen to your order, and write down what you would like from the menu. Ask them to calculate the total, just as they did for their own orders.

BEST PRACTICE

Listening in the workplace

There are many purposes for listening activities. In the workplace, it is not only necessary to understand what people are saying but also to be able to take notes. You will notice in **E** that students are told to *take* orders, not merely give them.

In *Stand Out*, we try to give students an opportunity to take on the role of a worker as well as of a customer. This process provides confidence when students apply for, and acquire, jobs.

Practice 2

15-20 mins.

E **CALCULATE** **Listen to the people ordering food in a restaurant. Write down the orders and calculate the cost.**

This activity will be a challenge for students because they are writing *and* listening. Play the audio three times. The first time, pause the audio after each conversation to allow time for students to organize their notes. Play the audio right through the second time, but allow students to compare answers with a partner afterwards. Finally, play the audio a third time and go through the answers as a class.

Listening Script

1. **Server:** *Good afternoon, sir. Are you ready to order?*
   Customer: *Yes, thanks. I'm very hungry.*
   Server: *We'll take care of that. What would you like?*
   Customer: *I'd like the Super Burger.*
   Server: *Great, the Super Burger Combo, right?*
   Customer: *Yes. Can I have a dinner salad too?*
   Server: *Sure. Your food will be coming right up.*
   Customer: *Thanks.*

2. **Server:** *Hello. Can I take your order?*
   Customer: *Yes. We would like two sirloin steaks—rare—with potatoes and the vegetable of the day.*
   Server: *OK, two sirloin steak lunches. Do you want dinner salads with that?*
   Customer: *No, thank you, but could you please hurry? We have an appointment in an hour.*
   Server: *What would you like to drink?*
   Customer: *Water is fine. Thanks.*

3. **Server:** *Hi. Are you about ready?*
   Customer: *Yes. Can I have the Caesar salad, please?*
   Server: *Sure. Anything to drink?*
   Customer: *Yes, a glass of milk would be great.*
   Server: *OK, the Caesar and a milk.*
   Customer: *Oh, and how about some fruit on the side?*
   Server: *Sounds good. It will only be a few minutes.*
   Customer: *Thanks.*

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D **INTERPRET** **Read the menu. What do you want for lunch? Calculate the cost.**



E **CALCULATE** **Listen to the people ordering food in a restaurant. Write down the orders and calculate the cost.**

Table No. 1		Check No. 1001
1	Super burger combo	$ 16.49
1	Dinner salad	$ 10.99
		$
		$
		$
	Total:	$ 27.48

Table No. 2		Check No. 1002
2	Sirloin steaks	$ 22.00
2	Glasses of water	$ 0.00
		$
		$
		$
	Total:	$ 44.00

Table No. 3		Check No. 1003
1	Caesar salad	$ 4.49
1	Glass of milk	$ 3.00
1	Fresh fruit	$ 4.00
		$
		$
	Total:	$ 11.49

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

Questions with *Can*			
Can	**Pronoun**	**Base Verb**	**Example Question**
Can	I	take help	Can I take your order? Can I help you?
Can	you		Can you take my order? Can you take our order, please? Can you help me? Can you help us?

G **Practice the conversation. Use the menu in D to make new conversations.**

Server: Can I take your order?

Customer: Yes, I want a Caesar salad, please.

H **CREATE** **Work in a group. Make a menu. Include food from your home country.**

Answers will vary.

_____

Soups and Salads	Price	Side Orders	Price
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
Sandwiches	**Price**	**Beverages**	**Price**
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
Main Courses	**Price**	**Desserts**	**Price**
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____

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Evaluation 2

7-15 mins.

First, as a class, check the totals of the orders. Then check for certain items. There is a built-in discrepancy in the second listening. This will allow for discussion if your students catch it. Main courses come with vegetables and the second person orders a side of vegetables. Ask: *Does the person mean to order one or two sides of vegetables?* You can accept either answer or discuss what the server could do for clarification. This is a great place to go over the listening script in the appendix of the Student Book.

Presentation 3

10-15 mins.

F Study the chart with your classmates and teacher.

This chart allows students to learn the common phrases or questions used in a customer service setting. Students have heard these expressions before. Walk through the questions with them and practice a few more role-plays with individual students. Then introduce the class to **G.** Make sure students work on appropriate intonation as they practice the *yes / no* questions.

BEST PRACTICE

Role play

A distinction should be made between a true role-play and dialogue-substitution practice. In *Stand Out*, you may have noticed a lot of dialogues that we refer to as conversations in the lower levels. In the higher levels, the conversations give way to true role-plays.

Role-plays are not as controlled as conversations. Now that students are beginning to develop fluency and vocabulary, you can ask them to try to carry out role-plays without writing anything down beforehand. Encouraging spontaneity will help them to become more natural and creative with the language they've learned.

Practice 3

7-10 mins.

G Practice the conversation. Use the menu in D to make new conversations.

Encourage students to try using a different question from the grammar chart for each conversation. Tell them to switch roles after each conversation.

Evaluation 3

5-7 mins.

Ask volunteers to role-play their conversations in front of the class.

Workplace Focus

Exercise H: Combine ideas and information; Interact appropriately with team members.

Application

15-20 mins.

H CREATE Work in a group. Make a menu. Include food from your home country.

Ask each group to explain what is on the menu. Then ask a member from each group to do a small role play with you where you act as the customer and they act as a server. You will need to pay close to attention to what is on their menus.

Instructor's Notes

At-a-Glance Prep

Goal: Make a shopping list
Grammar: Count and noncount nouns, *some / any*
Pronunciation: /z/ and /ez/
Academic Strategies: Focused listening
Vocabulary: Containers and quantities

Agenda

- ☐ Listen for items on a shopping list.
- ☐ Identify containers and quantities.
- ☐ Practice making a list.
- ☐ Use *much* and *many* correctly.
- ☐ Make a shopping list.

Resources

Heinle Picture Dictionary: Food, pages 82–103

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.1.7, 1.2.8
CCRS: RI7, SL1, SL2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 10-15 mins.

In groups, ask students to practice placing orders using the menus they made in the previous lesson.

Introduction 5 mins.

Discuss what *stuffed potatoes* are. (Or choose another dish.) Ask students if they were to make these potatoes for the class, what they would need at the store. Make a shopping list on the board. State the goal: *Today, we will make shopping lists.*

Presentation 1 10-15 mins.

A PREDICT Look at the picture. What are Augustin and Silvia doing?

Use this opportunity to review clothing and appearance vocabulary by asking questions about the people in the picture.

B Read the paragraph. Who makes the shopping list?

Read the short paragraph as a class and ask additional comprehension questions.

Prepare students for the focused-listening activity.

Practice 1 10-15 mins.

C Listen to Augustin and Silvia make their shopping list. Check (✓) each item they need.

Listening Script

Every Thursday morning, Augustin and Silvia make a shopping list. They look at the food they have in the kitchen to make sure they only buy what they need and don't get extra food they may waste.

Augustin says they need ground beef. Silvia says they don't need turkey, and they don't need tuna fish or chicken. Augustin says they need ham and bacon. Silvia says they need lettuce, carrots, and tomatoes, and they don't need fresh fruit, sugar, or flour.

In the afternoon, Augustin visits different stores to buy the supplies. Meat is expensive, so he buys all the meat from a large store that only sells food for restaurants. However, he likes to visit the local market to buy fresh fruit and vegetables.

Evaluation 1 10-15 mins.

D Write sentences about what Augustin and Silvia need and don't need.

Ask volunteers to write their sentences on the board and go over them as a class. Here is a good place to work on pronunciation. Students should emphasize *don't* as they read the sentences. The negative is prominent because there is a contrast between the affirmative and the negative.

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LESSON 2

Do We Need Carrots?

GOAL ▶ Make a shopping list

A PREDICT Look at the picture. What are Augustin and Silvia doing?



B Read the paragraph. Who makes the shopping list?

Augustin is the owner of the family restaurant. Every Thursday morning, he and his wife, Silvia, make a shopping list. In the afternoon, Augustin visits different stores to buy the supplies for the week.

C Listen to Augustin and Silvia make their shopping list. Check (✓) each item they need.

☑ bacon	☐ fresh fruit	☐ sugar
☑ carrots	☑ ground beef	☑ tomatoes
☐ chicken	☑ ham	☐ tuna fis
☐ flour	☑ lettuce	☐ turkey

D Write sentences about what Augustin and Silvia need and don't need.
Answers will vary. Sample answers are given.

1. They need ground beef.
2. They don't need turkey, tuna fish, or chicken.
3. They need ham and bacon.
4. They need lettuce, carrots, and tomatoes.
5. They don't need fresh fruit, sugar, or flou .

E **IDENTIFY** **Complete Augustin's shopping list with the words from the photos.**



carton(s)



box(es)



jar(s)



pound(s)



loaf (loaves)



bottle(s)



can(s)



gallon(s)

Shopping List

milk 3 gallons	ground beef 2 pounds
flour 2 bags	sugar 3 bags
tomatoes 5 pounds	jam 1 jar
bread 3 loaves	oil 2 bottles
cake mix 2 boxes	oranges 3 pounds
ice cream 4 cartons	chicken soup 4 cans

Plurals

/s/	/z/		/ɪz/
carrots	cartons	loaves	boxes
soups	pounds	bags	oranges
cakes	jars	cans	sandwiches
	bottles	gallons	

F **Practice the conversation with a partner. Use items from the shopping list to make new conversations.**

Augustin: Do we need any milk at the store?
Silvia: Yes, we need some milk.
Augustin: How many gallons do we need?
Silvia: We need three gallons.

Some / Any	
Question	Do we need **any** milk?
Statement	We need **some** milk.

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Presentation 2

10-15 mins.

On the board, write the shopping list that Augustin and Silvia would make if they only needed the items checked in the previous practice. Write *ground beef* and discuss the meaning. Then write *2 lbs.* Ask: *How much ground beef do they need?* See how many students understand the abbreviation for *pounds* and write the word out. As a class, go over each item on the list and ask how much or how many Augustin and Silvia need. There will be a discussion about count and noncount nouns in Presentation 3, so only explain which phrase is appropriate if asked. The purpose of this presentation is to identify the container and quantity vocabulary. Expand the list to include *ice cream, soup, oil,* and *bread.* As a class, decide on a quantity of these items for the restaurant. As the containers or quantities come up, write them on the board. If they don't come up, you should bring up *carton, bag, bottle,* and *loaf* yourself.

BEST PRACTICE

Eliciting information

Often in the presentation stage, it is important to first elicit information from students to determine what they know. Teachers that do this get more student involvement and the class becomes more student centered. It would be easier to merely open the book to the page where the pictures identify the vocabulary clearly, but it is much more productive to first attempt to elicit information from students. In this way, students participate and become part of the presentation. There are times when presenting the vocabulary first is necessary to save time, but when time permits, eliciting information can be more effective.

Ask students to open their books and go over the new vocabulary with them.

Workplace Focus

Exercise E: Complete tasks as assigned.
Exercise F: Interact appropriately with team members.

E **IDENTIFY** **Complete Augustin's shopping list with the words from the photos.**

Do this activity as a class to evaluate students' comprehension.

Briefly go over the grammar point (*some / any*) and prepare students to do **F**. Show students how to substitute information for the underlined words.

Pronunciation Final /z/, /ez/

Final sounds in words are often difficult for students. Many languages de-emphasize final consonants, almost dropping the sound completely. Other languages, including some Asian languages, do not have a marker for the plural form of the verb. Also, some students may read an *s* and, because their language may have a direct sound / symbol correspondence, may try to always pronounce /s/ instead of /z/. Finally, in some languages, the final sound of phrases and sentences or words when spoken in isolation, ends with the articulation point fixed and not released. In English, the mouth is generally open as the articulation point is released. In other words, students may attempt to leave the mouth closed and there may be little, if any, aspiration on sounds like the final /z/. Help students to release the /z/ and /ez/ sounds by exaggerating the release of the /z/ or /ez/.

Practice 2

10-15 mins.

F **Practice the conversation with a partner. Use items from the shopping list to make new conversations.**

BEST PRACTICE

Dialogue cards

Another way to do pair work when substitution is involved is to use dialogue cards.

1. Pass out 3-by-5 index cards to each student.
2. List the vocabulary on the board.
3. Divide the number of students by the number of words. In other words, if there are 32 students and 8 vocabulary words, the answer would be 4.
4. Instruct every four students to write a designated vocabulary word. When you are finished, there will be four cards for each word.
5. Collect the cards and randomly distribute them again.
6. Now, students are to find other students with the same word. They discover this by doing the conversation. The student recites the word(s) on his or her card.
7. When students find matches, they write the classmate's name on the card. They continue until they find all matches.

Evaluation 2

7-10 mins.

Observe the activity and ask volunteers to demonstrate in front of the class.

Presentation 3

7-10 mins.

G Study the chart with your classmates and teacher.

Teach students that we can count some things, but there are other things we cannot count. A good way to do this is to bring in some salt. Take out two pencils and ask students: *How many pencils do I have?* After they respond, count them. Do the same with other items in the classroom. Then write on the board: *How many salt do I have?* Pour a little salt on a piece of paper for all students to see. Ask someone to count the salt. Cross out *many* and write *much*.

(Shorter classes can do **H** for homework.)

Practice 3

7-10 mins.

H Complete the sentences with *much* or *many*.

With little further explanation, ask students to complete the exercise individually.

Workplace Focus

Exercise H: Complete tasks as assigned.
Exercise I: Combine ideas and information; Interact appropriately with team members.

Evaluation 3

7-10 mins.

Ask volunteers to write their sentences on the board and review the exercise.

Listening Script

1. *How many bananas do we need?*
2. *How many bottles of oil do we need?*
3. *How much oil do we need?*
4. *How much flour do we need?*
5. *How many apples do we need?*
6. *How many pounds of apples do we need?*

Application

15-20 mins.

I PLAN Work in a group. You are planning a party for twenty people. Make a shopping list on a separate piece of paper.

J APPLY Go online and find a store to purchase your items. Find the total cost of your food items in I and share with the class.

Instructor's Notes

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G Study the chart with your classmates and teacher.

Count and Noncount Nouns		
Count Nouns	Use *many* with nouns you can count.	How *many* tomatoes do we need? How *many* pounds of tomatoes do we need?
Noncount Nouns	Use *much* with nouns you cannot count.	How *much* flour do we need? How *much* rice do we need?

H Complete the sentences with *much* or *many*.

1. How ___many___ bananas do we need?
2. How ___many___ bottles of oil do we need?
3. How ___much___ oil do we need?
4. How ___much___ flour do we need?
5. How ___many___ apples do we need?
6. How ___many___ pounds of apples do we need?

I PLAN Work in a group. You are planning a party for twenty people. Make a shopping list on a separate piece of paper.

J APPLY Go online and find a store to purchase your items. Find the total cost of your food items in I and share with the class.



Some people get creative with their party food. What food items can you see here?

LESSON 3

At the Supermarket

GOAL ▶ Locate items in a supermarket

A CLASSIFY Look at the photos. Discuss the supermarket sections with your teacher and class.


1. Produce


2. Baking


3. Meats


4. Canned Goods


5. Dairy


6. Frozen Foods

B CLASSIFY Listen and complete the chart.

Item	Section	Aisle or Location
flour	Baking	Aisle 4
milk	Dairy	the left side of the store
tomatoes	Produce	right side of the store
chicken	Meats	back of the store
canned vegetables	Canned Goods	Aisle 3
ice cream	Frozen Foods	Aisle 5

C Work with a partner. Practice the conversation. Make new conversations with *milk*, *tomatoes*, *canned corn*, *chicken*, *pears*, *ice cream*, *butter*, *soup*, *sugar*, and *oranges*.

Customer: Excuse me. Where is the flour?

Team Member: It's in Aisle 4.

Customer: Where are the oranges?

Team Member: They are on the right side of the store.

The Verb *Be*	
Singular	Where **is** the flour? It **is** in Aisle 4.
Plural	Where **are** the oranges? They **are** on the right side of the store.

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At-a-Glance Prep

Goal: Locate items in a supermarket
Grammar: Information questions with *be*
Pronunciation: Rhythm
Academic Strategies: Focused listening, predicting
Vocabulary: Sections in a supermarket, food vocabulary

Agenda

- ☐ Talk about sections in a supermarket.
- ☐ Read a store directory.
- ☐ Ask for help.
- ☐ Listen for sections in a supermarket.
- ☐ Learn about buying groceries online.

Resources

Heinle Picture Dictionary: Food, pages 82–103

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.7, 1.2.8, 1.3.1, 7.2.6, 7.3.1
CCRS: RI1, RI7, SL1, SL2, L1, L5, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 10-15 mins.

Ask students what they buy at supermarkets. Tell them that you can never find the milk. Ask them where the milk is in a grocery store. See if they can come up with *the Dairy section*. If they can't, give them the phrase. Then ask students where they shop for food. Take a class poll and record the results by making a graph on the board.

Introduction 7-10 mins.

Continue talking about supermarkets. Design one on the board. Ask students where the parking lot might be and where the checkout counters could be. State the goal: *Today, we will learn to locate items in a supermarket*.

Presentation 1 30-40 mins.

Write *canned goods* on the board. Go over what this phrase means and elicit examples. Ask students to work in groups to create a list of the different sections in a supermarket. Ask groups to report to the class and make a complete list on the board.

Ask students to open their books and go over the sections at the top of the page. Review the food vocabulary. Then ask where different items are located in a supermarket.

Workplace Focus

Exercise A: Complete tasks as assigned.
Exercise B: Interact appropriately with team members.

A CLASSIFY Look at the photos. Discuss the supermarket sections with your teacher and class.

Drill students briefly to make sure they understand. Review the grammar chart at the bottom of the page. Make two columns on the board and ask students to help you put the items under the headings *Singular* and *Plural*.

Practice 1 7-10 mins.

B Listen and complete the chart.

Note: The Listening Script for **B** is on page 73a.

Evaluation 1 5-7 mins.

Observe students as they fill the chart. Then ask comprehension questions about the audio to confirm that they understand.

Presentation 2 15-20 mins.

C Work with a partner. Practice the conversation. Make new conversations with *milk, tomatoes, canned corn, chicken, pears, ice cream, butter, soup, sugar,* and *oranges.*

Ask students to cover the *Section* column in the directory. Then ask them what section they think each product is in. Ask questions about the entire directory and go over any new vocabulary. Help students with the pronunciation of difficult words.

BEST PRACTICE

Do you understand?

Avoid asking *Do you understand?* to check learner comprehension. Adult students will most often answer *yes* even if they haven't grasped a concept. Adults often have a greater fear of appearing to be incorrect. Instead, ask *How*, *What*, *Why*, *Where*, *When*, and *Who* questions or simply ask for specific answers to exercises.

Listening Script

Welcome to the Fresh Basket Cook Challenge! The show where it's free to shop and you cook till you drop. Today's cooks will take home $10,000! Here's your challenge.

First, you have to shop for fresh fruits and vegetables in the produce section. You have to use at least one seasonal fruit or vegetable in your dish. The produce section is on the right side of the store. From there, head to the meat section at the back of the store. You can pick any item in that section. Next, fill your cart with your favorite canned goods in Aisle 3, and then stop by Aisle 4 to pick up flour, sugar, and salt. You need to use those products in your dessert. From there, grab frozen foods from Aisle 5. In this aisle, you can also pick some ice cream to go with your dessert. Before you start cooking, don't forget to stop by the dairy section on the left side of the store. There we left a secret ingredient for each of you.

Are you ready? I can't wait to taste your food! Get ready. Set. Shop!

Workplace Focus

Exercise D: Interpret and communicate information.
Exercise E: Interact appropriately with team members.

D INTERPRET Read the store directory.

Review the store section vocabulary and explain any words students don't understand. Ask them specific comprehension questions to clarify understanding.

Pronunciation Rhythm

There is a rhythm to English that is similar to some languages and very distinct from others. Speakers vary in which words they emphasize to show rhythm in discourse. However, important words are regularly given emphasis and words that answer a specific question are given emphasis. Words with less emphasis are generally spoken quickly while words with more emphasis are lengthened.

For people who understand music notation, English is loosely based on an eighth note followed by a sixteenth note feel. In stressing rhythm, an instructor might have students clap along with this pattern several times before they attempt to produce it so they have a general feel for the speech pattern.

Next, ask students to identify and say only the words from the sentences in **E** that receive more emphasis. In this case, they might select the words *where* and *eggs* in the sentence ***Where** are the **eggs**?*

The rest of the syllables are roughly ½ the length of the emphasized ones. Once students are comfortable with the rhythm, say the question and ask them to repeat.

Practice 2

7–10 mins.

E Answer the questions with complete sentences.

Evaluation 2

7–10 mins.

Ask each student one or two questions about the location of items in the chart. Tell them to respond in full sentences.

Presentation 3

7–10 mins.

Workplace Focus

Exercise F: Complete tasks as assigned; Collect and organize information.
Exercise G: Collect and organize information; Interact appropriately with team members.

F Practice the conversation with a partner. Use the directory in D to make new conversations.

Students should be ready for the activity after Evaluation 2, but walk around the class and observe their exchanges, making corrections gently as needed.

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D INTERPRET Read the store directory.

Product	Section	Aisle	Product	Section	Aisle	Product	Section	Aisle
Apples	*Produce*	1	Cheese	*Dairy*	12	Ice cream	*Frozen Foods / Dessert*	5
Bread	*Bakery*	2	Chicken	*Meats*	back	Lettuce	*Produce*	1
Brown sugar	*Baking*	4	Cookies	*Bakery*	2	Milk	*Dairy*	12
Butter	*Dairy*	12	Cream	*Dairy*	12	Oranges	*Produce*	1
Cake	*Bakery*	2	Cucumbers	*Produce*	1	Pears	*Produce*	1
Cake mix	*Baking*	4	Eggs	*Dairy*	12	Soup	*Canned Goods*	3
Canned corn	*Canned Goods*	3	Flour	*Baking*	4	Sugar	*Baking*	4
Canned peas	*Canned Goods*	3	Ground beef	*Meats*	back	Turkey	*Meats*	back
Cantaloupe	*Produce*	1	Ham	*Meats*	back	Yogurt	*Dairy*	12

E Answer the questions with complete sentences.

1. Where are the cookies? They are in the Bakery section in Aisle 2.
2. Where is the brown sugar? It is in the Baking section in Aisle 4.
3. Where is the ground beef? It is in the Meats section at the back of the store.
4. Where are the eggs? They are in the Dairy section in Aisle 12.

F Practice the conversation with a partner. Use the directory in D to make new conversations.

Customer: Can you help me? I'm looking for the canned corn.
Store Clerk: It's in the Canned Goods section.
Customer: Where's the Canned Goods section?
Store Clerk: It's in Aisle 3.
Customer: Thanks!

Rhythm

_____ . . _____ .
Where are the cookies?

G PREDICT Read the shopping list. Predict the section for each item. Then listen to the conversation and complete the table.

Shopping list	Section	Aisle or Location
beets	Canned Goods	3
muffins	Bakery	2
strawberries	Frozen Foods	5
chicken breasts	Meats	back of the store

H BRAINSTORM In a group, create a cluster diagram on a separate piece of paper with items from your local supermarket.

I Read about buying groceries online.

Life ONLINE

Buying groceries online is convenient, but it's important to check your order so there are no surprises. Always check the size of containers. Photos online can be misleading. Also, make sure the quantities are correct. And look out for additional fees.

J It's Wednesday, and Nico needs a few groceries before he can go to the store on Saturday. Work with a partner. Look at Nico's online order and identify any problems. Nico is ordering 12 packs of 12 water bottles and 15 pounds of apples.

GROCERY STORE | ONLINE ORDER

Item	Item Price	Quantity	Price
water 12 pack (12 x 12.5 fl oz)	$3.49	12	$41.88
apples $3.29 / lb	$3.29	15	$49.35
strawberries (2 lb container)	$4.99	1	$4.99
milk (quart)	$1.75	1	$1.75
peach yogurt (32 oz)	$2.30	1	$2.30
chocolate ice cream (48 oz)	$7.50	2	$15.00
		Delivery Fee	$20.00
		(free delivery on orders over $120.00 only)	
		Total	**$135.27**

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Practice 3

7-10 mins.

Application

10-15 mins.

G PREDICT Read the shopping list. Predict the section for each item. Then listen to the conversation and complete the table.

You may need to play the audio two or three times for students to complete the table. Briefly go over the shopping list.

Listening Script

Manager: *Can I help you?*
Customer: *Yes, I can't find several items. Do you think you could help me?*
Manager: *That's why I'm here. What do you need?*
Customer: *Well, I can't find the beets.*
Manager: *What kind do you want—canned, fresh, or frozen?*
Customer: *Canned, please.*
Manager: *OK, let's go over to the canned goods section—Aisle 3—to find the beets.*
Customer: *I also need muffins.*
Manager: *Those are in the bakery section—Aisle 2.*
Customer: *And the strawberries . . . I need frozen, please.*
Manager: *The frozen foods section is right here in Aisle 5.*
Customer: *Thanks so much. I suppose I can find the chicken breasts. They are with the other meats in the meat section—back of the store, am I right?*
Manager: *Yes, that's right.*

Evaluation 3

3 mins.

Play the audio a final time and ask students to check their answers.

H BRAINSTORM In a group, create a cluster diagram on a separate piece of paper with items from your local supermarket.

Either draw or show an online example of a cluster diagram before starting the activity.

I Read about buying groceries online.

Life ONLINE

Buying groceries online is convenient, but it's important to check your order so there are no surprises. Always check the size of containers. Photos online can be misleading.

Also, make sure the quantities are correct and look out for additional fees.

Direct students to an online supermarket website. Show them examples of where to find details of quantities for items as well as additional fees. Ask them to do the same themselves. Ask some volunteers to explain their findings o the class if they feel able.

J It's Wednesday, and Nico needs a few groceries before he can go to the store on Saturday. Work with a partner. Look at Nico's online order and identify any problems.

When the pairs have finished the task, ask for volunteers to explain the problems they found.

Instructor's Notes

At-a-Glance Prep

Goal: Identify healthy foods
Grammar: Simple present: *have*
Academic Strategies: Focused listening, Venn diagrams
Vocabulary: *Food groups, breakfast, lunch, dinner*

Agenda

- ☐ Talk about food groups and nutrition.
- ☐ Evaluate nutrition.
- ☐ Rank diets for nutrition.
- ☐ Make a Venn diagram.

Resources

Heinle Picture Dictionary: Food, pages 82–103

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 1.2.9, 1.3.3
CCRS: RI1, RI2, RI7, SL1, SL2, L1, L5, RF3
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 15–20 mins. ■■■

List all the food vocabulary used in this unit so far on the board. Make sure students know what each word means. Make a four-column chart on the board with the following headings: *fruits*, *vegetables*, *meat*, and *beverages*. Ask students to work together in groups to quickly put all the items in the appropriate columns. You can make this a competition if you wish.

Ask group representatives to complete the chart on the board.

BEST PRACTICE

Group participation in written tasks

There are many ways to encourage all students to participate in groups. It helps when students are working on a written task if they work on one chart for the entire group and not their own individual ones. Choose one student to be the writer. The others can offer suggestions.

Introduction 5–7 mins. ■■■

Ask students which is the healthiest item on their lists. Make a continuum on the board from the healthiest to the least healthy. Go over comparative forms. State the goal: *Today, we will identify healthy foods*.

Presentation 1 10–15 mins. ■■■

Write the word *nutrition* on the board and elicit the meaning. Tell students that they will listen to, then read, a short paragraph about nutrition. Write the following terms on the board: *diet, stronger, stay, balanced, bodies,* and *food groups,* and go over their meanings. Then ask students to listen to the paragraph with their books closed. Have them raise their hands and put them down again every time they hear one of the items.

Workplace Focus

Exercise A: Interact appropriately with team members.
Exercise C: Collect and organize information.

A Close your books and listen. Then read about nutrition and discuss the paragraph with the class.

B INTERPRET Look at the MyPlate nutrition guide. What foods can you put into the different groups?

Go over the sections in the infographic. Discuss how foods are divided into groups. Point out the groups. Then ask students to give an example of a food item for each food group to prepare them for **C**.

Practice 1 7–10 mins. ■■■

C CLASSIFY Write nutritious foods for each category.

Ask students to do this in groups.

Evaluation 1 5–7 mins. ■■■

Ask groups to report to the class.

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LESSON 4

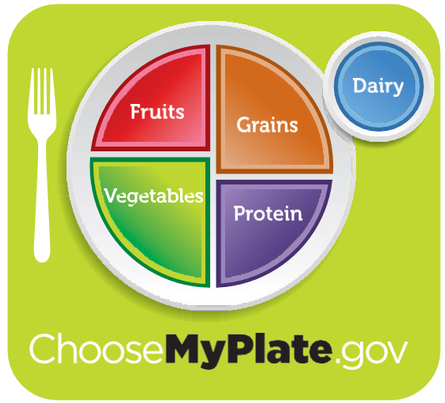
A Healthy Diet

GOAL ▶ Identify healthy foods

A Close your books and listen. Then read about nutrition and discuss the paragraph with the class.

Nutrition means the food we eat and how much we eat of each food group. Good nutrition is important. When we eat good food, our bodies are stronger, and we stay healthy. MyPlate is a guide that helps people choose the best foods for a balanced diet. It's healthy to eat food from each of the main food groups.

B INTERPRET Look at the MyPlate nutrition guide. What foods can you put into the different groups?



C CLASSIFY Write nutritious foods for each category. Answers will vary.

Grains	Vegetables	Fruits	Protein	Dairy

D **Augustin and his family didn't eat together yesterday because they were very busy. Read what everyone ate.**



Silvia

Breakfast: cereal and milk
Lunch: green salad and fruit juice
Dinner: spaghetti with meatballs, and ice cream



Augustin

Breakfast: coffee
Lunch: sausage, beans, rice, and water
Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast
Lunch: pepperoni pizza and milk
Dinner: fried chicken and a baked potato



Rosa

Breakfast: toast and coffee
Lunch: soup, bread, fruit, and yogurt
Dinner: turkey, potatoes, green salad, and water



Gabriel

Breakfast: doughnut and coffee
Lunch: hamburger, fries, and soda
Dinner: pepperoni pizza and beer

Simple Past: *had / ate*

I **had / ate** . . .
You **had / ate** . . .
He / She **had / ate** . . .

E **RANK** **Who has the best diet? In a group, rank the family members in order from the best diet to the worst. *1* is the best.** Answers will vary. Sample answers given.

3 Silvia
2 Augustin
4 Fernando
1 Rosa
5 Gabriel

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Presentation 2

15-20 mins.

Draw three large connected circles (a Venn diagram) on the board. Label the circles *Breakfast*, *Lunch*, and *Dinner*. Tell students what you ate for breakfast, lunch, and dinner yesterday and write the foods in the correct places in the diagram. Make sure you choose common foods as it will be important that you have some overlap with a student in your meals when you demonstrate how to do **F** on page 77. Ask students to name other foods they eat for each meal and add them too. Complete the diagram on the board as a class.

D **Augustin and his family didn't eat together yesterday because they were very busy. Read what everyone ate.**

Go over the meals each family member eats and ask questions such as: *What does Gabriel have for lunch?* Remind students of the simple present forms. This would be a good time to show students the grammar charts in the appendix of their student books. Show them *have* and the regular simple present charts. Write the following on the board: *I think that _____ has a better diet because _____.* Show students how to use comparative forms here.

Practice 2

10-15 mins.

Workplace Focus

Exercise E: Complete tasks as assigned; Collect and organize information.

E **RANK** **Who has the best diet? In a group, rank the family members in order from the best diet to the worst. *1* is the best.**

If you think this is difficult you could choose the person with the worst diet (Gabriel) and write the list (of family members) on the board with Gabriel's name at the bottom. Explain why you think he has the most unhealthy diet. This should make it clear what students are expected to do.

BEST PRACTICE

Group work

You may have noticed a progression in the *Stand Out* series where students are becoming more and more independent while doing group conversations. This is because students are developing more of the tools they need to have unscripted conversations. They still need tools occasionally to help them communicate; however, by the time they get to Book 3, students will be prepared to communicate with fewer prompts.

Evaluation 2

5-10 mins.

Ask groups to report their lists and explain their reasoning behind their choices.

Instructor's Notes

Presentation 3

10-15 mins.

Refer back to your Venn diagram on the board and discuss the information once again. Then create a new Venn diagram with two overlapping circles, one referring to you and what you have already written on the board for your meals, and one referring to a student volunteer. Complete the diagram similarly to the way students are expected to in **F**. Ensure that there is some overlap.

Practice 3

7-10 mins.

Workplace Focus

Exercises F, G: Complete tasks as assigned; Collect and organize information.
Exercise H: Interact appropriately with team members.

F **COMPARE** **Complete the diagram. Write the foods Rosa and Augustin eat for breakfast, lunch, and dinner.**

Evaluation 3

5-10 mins.

Make a new Venn diagram on the board and ask volunteers to fill it in with the information they have written in **F**. Make corrections to the diagram if necessary.

Application

20-30 mins.

G **APPLY** **What do you and your family eat for breakfast, lunch, and dinner? Complete the table.**

Have students complete this activity individually. Help them with vocabulary as needed.

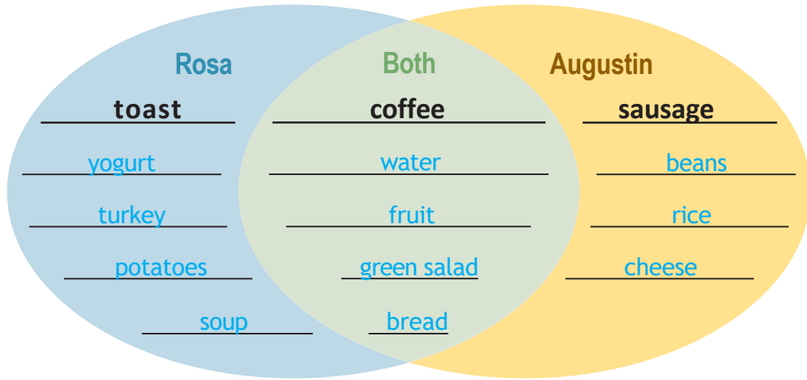
H **Work with a partner. Ask and answer the questions.**

Ask students to do this activity and then to make a Venn diagram of the information from **G** and **H**. If you are pressed for time, ask students to copy or take a photograph of their partner's table and complete the Venn diagram for homework.

Instructor's Notes

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F **COMPARE** **Complete the diagram. Write the foods Rosa and Augustin eat for breakfast, lunch, and dinner.**



G **APPLY** **What do you and your family eat for breakfast, lunch, and dinner? Complete the table.** Answers will vary.

Breakfast	Lunch	Dinner

H **Work with a partner. Ask and answer the questions.** Answers will vary.

1. What do you eat for breakfast? _____
2. What do you eat for lunch? _____
3. What do you eat for dinner? _____

LESSON 5

Following Instructions

GOAL ▶ Read recipes

A INTERPRET Read the recipe.

RECIPE BOX | SHOPPING LISTS | MEAL PLANNER | COOKING SCHOOL | Sign In

Spaghetti and Meatballs

Ingredients: *Serves 6 people*



2 jars of tomato sauce
2 eggs
1 onion
2 packages of spaghetti
2 pounds of ground beef, salt, pepper

Instructions:

1. Cook the pasta according to package directions.
2. Combine the eggs, chopped onion, salt, and pepper in a large bowl. Add the beef and mix well.
3. Shape the mixture into approximately 48 balls and fry until cooked.
4. Heat the tomato sauce for 10 minutes on medium heat.
5. Add the meatballs and simmer for 15 minutes. Then add to pasta and serve.

Save Recipe | Email | Print

B Practice the conversation. Use the recipe in A to make new conversations.

Student A: How much tomato sauce do we need?
Student B: We need two jars.
Student A: How many?
Student B: Two jars.

How much? / How many?
How many eggs do we need?
How much sauce do we need?

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At-a-Glance Prep

Goal: Read recipes
Grammar: Imperatives and negative imperatives
Pronunciation: Clarific tion
Academic Strategies: Focused listening, clarific tion, predicting
Vocabulary: Recipe verbs and instructions

Agenda

- ☐ Read and talk about recipes.
- ☐ Learn new verbs.
- ☐ Listen to recipes.
- ☐ Write recipes.

Resources

Heinle Picture Dictionary: Food, pages 82–103

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.1.1, 1.1.7, 1.2.8
CCRS: RI1, RI7, W7, SL1, SL2, SL3, L1, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10-12 mins.

Ask students to work with a different partner from the one in the previous lesson. Have pairs make Venn diagrams of their eating habits similar to the application in Lesson 4. Ask each pair to team up with another pair and report what they have created.

Introduction 5-7 mins.

Write the word *ingredients* on the board. Then, under the word, list all the ingredients of a simple dish students might be familiar with. Ask students to guess what the dish is. State the goal: *Today, we will read recipes*.

Presentation 1 15-20 mins.

With books closed, try to make a recipe based on the ingredients and the dish from the introduction. Ask students to help you write out the instructions. Be sure to mime the cooking verbs where possible.

A INTERPRET Read the recipe.

Go over the recipe step-by-step with students. Remind them of container vocabulary and count and noncount nouns. Refer them to the grammar chart to review the use of *how much* and *how many*. Ask students to underline the verb in each of the sentences in the instructions. They will notice that many of the verbs start a new sentence. Tell them this is common in recipe instructions in English. The imperative verb form will be discussed in more detail in Presentation 3.

Ask comprehension questions about the recipe to ensure that students understand.

Practice 1 5-7 mins.

B Practice the conversation. Use the recipe in A to make new conversations.

BEST PRACTICE

Time management

Always give time parameters on activities. It is helpful to tell students that they should work on the activity for five minutes or, in this case, until you stop them. Tell students that they shouldn't stop until you stop them. Sometimes students will feel like they have understood the activity and don't need to practice anymore. They should be encouraged to continue the activity for additional practice. This will allow students to help one another and to ask you questions. Many instructors find it useful to display a timer on the main screen or electronic white board if they have one in their classroom.

Evaluation 1 5 mins.

Observe the activity and check for understanding.

Presentation 2

10-15 mins.

Ask students to close their books. Pantomime the process of making mashed potatoes as described on the recipe card on the page. Ask students if they can identify the verbs for some or all of the actions. Write the verbs they suggest on the board as they give them. Write *mashed potatoes* on the board. Elicit instructions. Ask them what the ingredients are.

C Read the recipe for mashed potatoes. Underline the new words.

Go over the recipe and compare it to the ideas the class came up with earlier.

Practice 2

10-15 mins.

Workplace Focus

Exercise D: Complete tasks as assigned.

D SEQUENCE Match the pictures with the words. Then order the steps.

Have students complete this activity individually.

As an extension activity, consider creating cards with the verbs on and playing charades with the students. To play, split the class into two teams or into groups consisting of two teams. Ask one member of a team to stand up and read a card without showing anyone else. Set a timer for twenty seconds. Press start. Now the team member must pantomime as many verbs as possible to their teammates. After twenty seconds, it is the other team's turn. The team with the most correct guesses wins.

Evaluation 2

10-15 mins.

Ask students to check their answers to **D** by comparing them with their partner's.

Write all the verbs from the exercise on the board. As a class go over other words that can go with the verbs. For example:

boil: water, eggs, rice
add: potatoes, water, soup
peel: potatoes, apples, oranges
cook: potatoes, fish, noodles
chop: potatoes, celery, carrots
whip: potatoes, cream, eggs

BEST PRACTICE

Pantomime

Pantomime is when actors use body movements and facial expressions to communicate information. We all do pantomime to some degree on a daily basis. We use it to express ourselves or make ourselves understood. Teachers should not be reluctant to include pantomime as an integral part of their instruction. It is a powerful strategy to aid comprehension.

Instructor's Notes

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C Read the recipe for mashed potatoes. Underline the new words.

RECIPE BOX | SHOPPING LISTS | MEAL PLANNER | COOKING SCHOOL Sign In

Mashed Potatoes



Ingredients: *Serves 6 people*

6 potatoes
1/4 cup of milk
2 tablespoons of butter or margarine
1 teaspoon of salt; garlic salt to taste

Instructions:

1. Peel the potatoes. Then chop them.
2. Boil water. Add potatoes to boiling water.
3. Cook for 10 minutes.
4. Drain.
5. Mix all ingredients.
6. Whip with a whisk or blender.

Save Recipe | Email | Print

D SEQUENCE Match the pictures with the words. Then order the steps.






6
7
1
8

peel
mix
add
drain
chop
whip
boil
cook






4
2
3
5

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

Imperatives		
	Base Verb	**Example Sentence**
~~you~~	drain	**Drain** the water.
	chop	**Chop** the potatoes.
	peel	**Peel** the potatoes.

Negative Imperatives			
	Negative	**Base Verb**	**Example Sentence**
~~you~~	do not don't	boil	**Do not boil** the water. (**Don't boil** the water.)
		use	**Do not use** salt. (**Don't use** salt.)
		cook	**Do not cook** in the microwave. (**Don't cook** in the microwave.)

F **SEQUENCE** **Listen to the instructions. Number them in the correct order.**

1. **Recipe: Cake**

   ___4___ Bake for 35 minutes.

   ___2___ Combine cake mix, water, oil, and eggs in a large bowl.

   ___1___ Heat oven to 350 degrees.

   ___3___ Pour mixture into a pan.

2. **Recipe: Tacos**

   ___5___ Add ground beef, cheese, tomatoes, and lettuce to the fried tortillas.

   ___3___ Cut tomatoes, onions, cheese, and lettuce.

   ___2___ Drain grease.

   ___4___ Fry corn tortillas.

   ___1___ Fry ground beef.

G **CREATE** **In a group, choose a dish and write a recipe on a separate piece of paper.**

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Presentation 3

8-10 mins.

Workplace Focus

Exercise F: Complete tasks as assigned.
Exercise G: Combine ideas and information; Interact appropriately with team members.

E Study the charts with your classmates and teacher.

Teach students that an imperative is a command. It can be used to give instructions that you might see or hear on the street, or see on medicine bottles and in recipes. Show students examples to illustrate how the subject is implied and that a new verb generally indicates a new sentence unless there is a conjunction such as *and*. Return to the two previous pages in the lesson and identify the imperatives. Explain that the imperative is the only time the subject is omitted in English when expressing complete sentences.

Pantomime each verb and test students. As you pantomime, they say one of the example sentences. Have them do this with their books open and then closed.

Practice 3

10-15 mins.

F SEQUENCE Listen to the instructions. Number them in the correct order.

Before students listen, put them into groups. Ask them to discuss the sentences in each recipe and to try to come up with the correct order together.

Listening Script

1. *Heat oven to 350 degrees. Combine cake mix, water, oil, and eggs in a large bowl. Pour mixture into a pan. Bake for 35 minutes.*
2. *Fry ground beef. Drain excess grease. Cut tomatoes, onions, cheese, and lettuce. Fry corn tortillas until crisp. Add ground beef, cheese, tomatoes, and lettuce to the fried tortillas.*

Evaluation 3

5-7 mins.

Go over the answers to **F**. Help students understand all the vocabulary and imperative verbs. Ask if any of the groups were correct about the order of the recipes. Try pantomiming again and check for students' understanding of the new vocabulary.

Application

10-15 mins.

G CREATE In a group, choose a dish and write a recipe on a separate piece of paper.

If possible, show students a simple recipe of your own, or one you found online. Highlight the cooking verbs, and container and measurement vocabulary as you do so. Alternatively, find a level-appropriate online video of a cook taking students through a recipe. Play the video and then see if students can explain the recipe to you.

This may be a good opportunity to visit the Life Skills video page in the appendix. Videos can be found on the Spark platform.

Instructor's Notes

At-a-Glance Prep

Goal: Identify food-related career opportunities

Agenda

- ☐ Interpret an infographic.
- ☐ Complete a chart.
- ☐ Read about chefs.
- ☐ Research education level requirements.
- ☐ Read about characteristics.
- ☐ Research food-related careers.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.8.1, 6.7.4, 7.4.4, 7.4.8, 7.7.3

CCRS: R1, R2, R4, SL5, RF3, L2

ELPS:

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 10-15 mins.

Review key vocabulary and language points from the previous lesson by asking students to take you through the steps of a recipe for something they cooked recently. Review the cooking verbs and container vocabulary.

Introduction 5-10 mins.

In this lesson students will learn about food-related careers.

Begin by asking students to come up with a list of food-related jobs and write the list on the board.

Presentation 1 15-20 mins.

A INTERPRET Look at the infographic and answer the questions.

Direct students to the six careers featured in the infographic. Did the class come up with any of them in their list? Ask them what they think each career entails. It may be worth doing some research in advance so that you can define the roles after the students' contributions.

Guide students toward the grammar chart and show them how it explains the way we classify things in order using superlatives. Then tell students to look at the infographic and answer the questions.

Practice 1 5-10 mins.

Before starting **B**, go over the answers to **A** as a class and ask extra questions to check that students understand how to read the infographic.

B ANALYZE Ask your partner questions about the information in A and complete the chart with the four careers that have the greatest earning potential in order.

Tell students to use the example conversation as a model for the task. Carry out this conversation with a volunteer student, show them where you found the information on the infographic, and direct students to the example answer.

Evaluation 1 5-10 mins.

Draw the chart on the board and go over the answers to **B**. Ask volunteers to come to the board and fill in the chart.

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LESSON 6

Explore the Workforce

GOAL ▶ Identify food-related career options

A INTERPRET Look at the infographic and answer the questions.

1. Which career has the greatest earning potential?
   Food scientist or technologist
2. Which career has the smallest earning potential?
   Baker or pastry artist
3. Which career has the greatest openings potential?
   Restaurant manager
4. Which career has the smallest openings potential?
   Food scientist or technologist



Adjective	Superlative
great (big)	the greatest
	the next greatest
small	the smallest

B ANALYZE Ask your partner questions about the information in A and complete the chart with the four careers that have the greatest earning potential in order.

Student A: Which career has the greatest earning potential? How much is it?

Student B: Food scientist, and it's $124,660 a year.

Student A: That's $124,660, right?

Student B: That's right.

Job Title	Potential Salary	Potential Openings
Food scientist	$124,660	1,800
Hospitality manager	$105,720	5,500
Restaurant manager	$93,040	46,900
Chef	$86,990	20,700

C **Read the text and the information in the chart. Look up new words in a dictionary.**

Chefs are trained cooks. They usually go to school and earn certificates to qualify for jobs in high-end restaurants. Cooking students who want to be chefs have different choices for education. Some want to be master chefs and create a personal way of cooking. Others want to learn just enough to have a steady career. A few may want to go from being a chef to owning a restaurant. Good education choices will help them reach their goals.

	Associate Degree	Bachelor's Degree	Online Certificate
I love cooking. I just don't have a lot of time. I want to cook better. Maybe I will get a part-time job or do catering.			✓
I am interested in the restaurant business. Maybe one day I can own a restaurant.		✓	
I want to become a trained cook as soon as possible. I want to go to school, but I only want to take classes related to cooking.	✓		

D **CLASSIFY** **Look at the chart in C. Read the sentences and choose the correct answers.**

1. I want to be a chef who gives direction to my assistants in a high-end restaurant.

   ☐ Associate ☑ Bachelor's ☐ Online

2. I may want to cook part-time to earn some extra money.

   ☐ Associate ☐ Bachelor's ☑ Online

3. I want to know everything about cooking and will study as much as I can to learn about it.

   Answers will vary. Sample answers given.

   ☑ Associate ☑ Bachelor's ☑ Online

4. I plan to own my own restaurant one day.

   ☐ Associate ☑ Bachelor's ☐ Online

5. I want to impress my friends with my cooking skills.

   ☐ Associate ☐ Bachelor's ☑ Online

E **Work in a group. Discuss which level of education would be best for you in your food-related career. Explain why.**

EXAMPLE: I think the associate level is the best for me because I can make a good salary, but I don't have to go to school for very long.

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C Read the text and the information in the chart. Look up new words in a dictionary.

After students read the information, ask volunteers to tell you which words they needed to look up and their definitions. Write the words on the board. Ask volunteers to provide an example sentence using the new words to clarify comprehension.

Presentation 2

20-25 mins.

D CLASSIFY Look at the chart in C. Read the sentences and choose the correct answers.

Review the different types of degrees and certificates and what they entail before moving on to this exercise.

Practice 2

15-20 mins.

E Work in a group. Discuss which level of education would be best for you in your food-related career. Explain why.

Read the example sentence to students and tell them it can be used as a model for their discussion. Observe the discussions and make sure everyone is contributing. Politely intervene with follow-up questions if students do not elaborate enough on their answers.

BEST PRACTICE

Ways to group students

Every level in the *Stand Out* series allows for a lot of group work. When putting students into groups, it is important to consider whether the combination of students is the most effective for helping them achieve their goals and ensuring a balanced level of participation and support.

Here are three methods to get the best out of group selection:

Group by differing skill level

Every class is to some extent mixed-level, no matter how good level tests, interviews, and other class selection processes are. Evidence suggests that when you group lower-level students with higher-level students, their usage often improves subconsciously. You might think that this will not challenge the higher-level students enough, but they often must develop their skills and ask for information from the teacher to help them explain concepts to lower-level students.

Group by same skill level

Although some students can benefit a lot from working in varied groups, there are occasions when it makes more sense to group those of a similar level. For example, you may be using the multilevel worksheets on the Spark platform, and want students of a similar level to work together on the tasks. Sometimes, when an exercise is particularly difficult, certain students can lack confidence around those of a higher level. This is largely personality-driven and, in these cases, instructors need to use their knowledge of their students to make a judgment call.

Group by different first languages

As many teachers with a diverse classroom are well aware, low- to mid-level students with the same first language will often naturally, and unconsciously, begin speaking in their native tongue. This is frequently well meaning, and they are trying to explain something to others. Nonetheless, in most cases, it is unhelpful and can lead to those with a minority first language in the classroom feeling alienated. Placing students into groups with different first languages not only avoids these more obvious difficulties but also helps to expose students to different accents, which can help their listening and pronunciation skills in the long run. And, perhaps more importantly, they may create bonds with those from different backgrounds, which will help create an inclusive and respectful environment in your classroom community.

F SELF-EVALUATE Read the list of characteristics for people who choose a career as a chef. Check what is true about you.

Demonstrate the exercise by doing it yourself, then asking students if they think you would make a good chef.

Ask students if there are any words they don't understand and explain them before they begin the exercise. When they are finished, ask a few students to explain their answers to the class.

Evaluation 2

20-25 mins.

Ask students to discuss their answers with a partner. Tell them to try and give examples or elaborate on their choices where possible. Tell them they must listen carefully to what their partner says and make notes. When the pairs have finished talking to each other, ask students to share their partner's answers and reasoning with the class.

Presentation 3

15-20 mins.

G INVESTIGATE Work in a group. Follow the steps and research food-related careers.

This may be another opportunity to offer students advice or provide information on local services that may be helpful for job seekers, particularly those that offer services to English language learners in other languages.

H Choose a job title related to food. Go to a job search site online and see if there are any openings within 25 miles of your school or home.

For shorter classes, have students do this exercise for homework.

Before starting this exercise, remind students of useful search engines and job search websites as well as effective ways to get results from a search engine.

Show students an example by going through a job ad together. Focus on the job title and description as well as the location. Show how far away the location is using an online map site. Tell students they must do the same thing themselves and write down the relevant information covered in your example (job title, description, and distance from home or school).

Ask some volunteers to present what they found to the class.

Instructor's Notes

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F SELF-EVALUATE Read the list of characteristics for people who choose a career as a chef. Check what is true about you. Answers will vary.

- ☐ I like to lead people.
- ☐ I am very organized.
- ☐ I work hard.
- ☐ I'm a perfectionist.
- ☐ I think my ideas are the best ideas.
- ☐ I am dependable and responsible.
- ☐ I like making lists.
- ☐ I like to plan.

G INVESTIGATE Work in a group. Follow the steps and research food-related careers.

Answers will vary.

1. Go to your favorite search engine.
2. Type "food-related careers."
3. Open at least three webpages.
4. Write five new things you learn.

1. _____
2. _____
3. _____
4. _____
5. _____

H Choose a job title related to food. Go to a job search site online and see if there are any openings within 25 miles of your school or home.



A chef prepares food for customers in the kitchen of a burger bar.

Review

A **Read the menu. Fill in the name of each section.**

Menu

Main Courses

Vegetable and choice of potato included.



Grilled chicken----------$7.49
Sirloin steak ---------- $15.95
Roast lamb----------$15.89

Beverages



Soda; Mineral water----$1.19
Coffee; Tea ---------- $2.00
Milkshake----------$2.75

Side Orders



Baked potato----------$2.50
Vegetable of the day----$2.00
Rice----------$1.25

Desserts



Chocolate cake----------$5.25
Ice cream----------$2.75
Cheesecake----------$4.75

B **Number the conversation in the correct order.**

___3___ **Server:** What do you want to drink?

___6___ **Customer:** That's all, thank you.

___2___ **Customer:** Yes, I'll have the steak and a baked potato, please.

___4___ **Customer:** Mineral water, please.

___1___ **Server:** Can I take your order?

___5___ **Server:** Anything else?

C **Make more conversations with food from the menu in A.**

Learner Log

I can read a menu. ☐ Yes ☐ No ☐ Maybe

I can make a shopping list. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing, evaluating, developing study skills
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Evaluate and reflect on progress.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 1.1.1, 1.1.7, 1.2.7, 1.2.9, 2.2.1, 2.6.4, 3.5.1, 3.5.2
CCRS: RI1, RI7, L1, L5
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 7-10 mins. ■■■

Ask individuals what they like to eat. Make a list on the board of all the vocabulary students can recall from the unit. Ask students if they can remember how to make mashed potatoes. Ask for volunteers to explain each step. Encourage use of the imperative.

Introduction 5 mins. ■■■

Write all the goals from Unit 3 on the board. Show students the first page of the unit and say the six goals. Explain that today they will review the whole unit.

Note: Depending on the length of the course, you may decide to have students do Presentation and Practice for homework and then review student work as either the warm-up or another class activity.

Presentation 10-15 mins. ■■■

This presentation will cover all three pages of the review. Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.

Practice 15-20 mins. ■■

Workplace Focus

Exercises A, B: Complete tasks as assigned.

A **Read the menu. Fill in the name of each section.**

B **Number the conversation in the correct order.**

C **Make more conversations with food from the menu in A.**

BEST PRACTICE

Recycling / Review

The review and the project that follows are part of the recycling / review process. Students at this level often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten while learning other new concepts. This is because students *learn* but are not necessarily ready to *acquire* language concepts.

Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts.

Practice *(continued)*

Workplace Focus

Exercises D, E: Complete tasks as assigned.

D **Write *How much* or *How many*.**

Depending on how much your class has grasped this language point, review *how much / how many* before or after the exercise by writing count and noncount nouns on the board and asking students to make questions using them. For example, if you write the word *rice*, students should ask, *how much rice do we need?*

E **Write a word from the box under each photo.**

Consider reviewing this activity afterwards by playing a game.

Put students into pairs or groups of four. Create two sets of cards for each group. One set should contain cards with container vocabulary written on them and the other set with food vocabulary. Tell students they must organize the cards into matching pairs. For example, the card from pile 1 which says *loaf* matches with the card from pile 2 that says *bread*. Set a timer for two or three minutes and ask students to match all of the cards in the alloted time. Review the answers as a class afterwards. The team with the most matching cards wins.

Instructor's Notes

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D **Write *How much* or *How many*.**

1. How many oranges do we need?
2. How many tomatoes do we need?
3. How much milk do we need?
4. How many gallons of milk do we need?
5. How much bread do we need?
6. How much ice cream do we need?

E **Write a word from the box under each photo.**

bottle	box	can	carton	gallon	jar	loaf	pound

1. 
jar
2. 
loaf
3. 

carton
4. 
pound
5. 
bottle
6. 
can
7. 
gallon
8. 

box

Learner Log

I can locate items in a supermarket. ☐ Yes ☐ No ☐ Maybe

I can identify healthy foods. ☐ Yes ☐ No ☐ Maybe

Review

F **Read the recipe. Underline the verbs in the instructions.**

RECIPE BOX | SHOPPING LISTS | MEAL PLANNER | COOKING SCHOOL | Sign In

Beef Stew



Ingredients: *Serves 10 people*

3 pounds of beef
4 carrots
1-1/2 onions
2 potatoes
1 cup of chili sauce
1 cup of brown sugar

Instructions:

1. Chop carrots, potatoes, and onions.
2. Boil water. Add potatoes, carrots, and onions to water. Boil for 15 minutes.
3. Cook beef until brown in separate pan.
4. Add chili sauce. Mix in brown sugar.
5. Add all ingredients to vegetables and cook over low heat for two hours.

Save Recipe | Email | Print

G **Answer the questions about the recipe.** Answers will vary.

1. What is the recipe for? The recipe is for beef stew.
2. How many people does the recipe serve? It serves ten people.
3. Write three important ingredients. beef, carrots, and potatoes

H **Write the section in the supermarket and the food group for each food below.**

Food	Section	Food Group
canned green beans	Canned Goods	vegetables
loaf of bread	Bakery	grains
onions	Produce	vegetables
ground beef	Meats	protein
milk	Dairy	dairy
eggs	Dairy	protein

Learner Log

I can read recipes.
☐ Yes ☐ No ☐ Maybe

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Practice *(continued)*

F **Read the recipe. Underline the verbs in the instructions.**

As you underline the verbs, ask students to mime them to clarify that they understand the meanings.

Workplace Focus

Exercise G: Complete tasks as assigned.
Exercise H: Collect and organize information.

G **Answer the questions about the recipe.**

Have students answer the questions in full sentences.

H **Write the section in the supermarket and the food group for each food below.**

Go over the answers together as a class by drawing the table on the board and filling in the missing answers as students say them.

Evaluation — 15 mins.

Go around the room and check on students' progress. Help individuals as needed. If you see consistent errors among several students, interrupt the class and give a minilesson or review to help students feel comfortable with the concept.

Presentation — 5 mins.

Learner Log

Review the concepts of the Learner Log. Make sure students understand the concepts and how to complete the log.

BEST PRACTICE

Learner Logs

Learner logs function to help students in many different ways.

1. They serve as part of the review process.
2. They help students to gain confidence and to document what they have learned. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use over and over to check and recheck their understanding of the target language. In this way, students become independent learners.

Practice — 5 mins.

Ask students to complete the Learner Log. Ask them comprehension questions to test understanding based on the statements in the logs.

Evaluation — 2 mins.

Go over the Learner Log with students.

Application — 5–7 mins.

Ask students to record their favorite lesson or page in the unit. Remind them to write the reason why it's their favorite.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.1.1, 1.1.6, 1.2.4, 1.2.8, 4.8.1

CCRS: RI7, SL1, SL2, SL4

ELPS:

S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

S3: Speak and write about level-appropriate complex literary and informational texts and topics.

S7: Adapt language choices to purpose, task, and audience when speaking and writing.

S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Workplace Focus

Combine ideas and information; Perform basic computations; Make decisions; Exercise leadership roles; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information.

Soft Skill: Active Listening
Effective Communication

5 mins.

Direct students to the ACTIVE LISTENING note on the student book page. Tell them to keep this idea of repetition in mind throughout the project.

Introduction

5 mins.

Explain to students that in this project they will plan a menu for a family of four or five people. Direct them to the opening paragraph. Make sure they understand that their budget for the menu is $300. They should think about the three meals of the day when planning their menus.

Presentation

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

10 mins.

Prepare an example of a menu you created yourself in advance of the lesson.

Help students form teams and assign positions. Review the responsibilities of the leader and other roles. Clarify understanding by asking students what each person does in the team after you have walked them through the roles.

2. Choose a name for your family.

1–2 hours

Tell students that their group is a family. Tell them they must decide on a family surname. Ask them to talk about what types of foods they might all like to eat.

3. Fill in a calendar with your meal plans for breakfast, lunch, and dinner for one week.

The team should work together to plan meals for one week. Have them fill in a calendar accounting for three meals a day. They do not need to include snacks between meals.

4. Make a shopping list. How much of each item do you need? Estimate the prices of the items on your list. Make sure the total is under $300.

Ask teams to make a shopping list for all of the ingredients they will need to make their meals for the whole week. They may look at the advertisements in the unit or at a supermaket website to estimate the price of each item. Make sure the cost will not exceed $300.

5. Write a recipe for one of your meals.

The chef should take a leading role here. Have students use the various recipe cards in the unit as models for their recipe. Make sure they include ingredients and instructions.

6. Make a family presentation to the class. Tell the class about the meals on your menu. How much money will you spend? How much money will be left? What can you do with the money that will be left over?

Ask teams to present their meal plans, shopping lists, and recipes to the class. Prompt them to explain the thinking behind which foods they prioritized in their budget. They should answer the three questions in detail in the presentation.

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Plan a Menu

SOFT SKILL ▸ Active Listening

In this project, you will plan a family menu. You are a family of four or fi e people. You have $300 to spend on food for the next week. What can you make for breakfast, lunch, and dinner? Make a menu and go shopping.

1. Form a team of 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: **Chef**	Plan meals for the family with help from the team.	
Student 3: **Shopper**	Write a shopping list for the family with help from the team.	
Students 4/5: **Spokespeople**	Prepare a class presentation with help from the team.	

2. Choose a name for your family.

3. Fill in a calendar with your meal plans for breakfast, lunch, and dinner for one week.

Student 1: Let's have eggs for breakfast and sandwiches for lunch.

Student 2: That's a good idea. *Eggs and sandwiches.* What about a drink?

Student 3: How about orange juice for breakfast and water for lunch.

Student 4: So, let me be sure I understand, you all want *eggs and orange juice for breakfast and sandwiches and water for lunch.* Is that right?

4. Make a shopping list. How much of each item do you need? Estimate the prices of the items on your list. Make sure the total is under $300.

5. Write a recipe for one of your meals.

6. Make a family presentation to the class. Tell the class about the meals on your menu. How much money will you spend? How much money will be left? What can you do with the money that will be left over?

ACTIVE LISTENING:
Effective Communication

Listening very carefully and repeating back what you hear improves communication. It shows someone in a conversation you are listening and that you understand.

About the Photo

The photo shows people shopping for groceries in busy Central Market in Lancaster, Pennsylvania. Central Market was established in 1730 and is the oldest continuously running public farmers market in the US. The market was one of the reasons King George the second of England officially designated Lancaster as a market town in 1742. The market houses over 60 vendors with a wide array of products on sale, from gluten-free baked goods and organic vegetables to Uruguayan and Thai specialties.

- Read the title out loud. Then ask students if they are more likely to choose food because of the price or because it is healthy when they go grocery shopping. Discuss as a class.

A SURVEY Work in a group. Discuss the questions about shopping habits. Share your answers with the class.

Once groups have finished their discussions, ask for one volunteer from each group to explain the answers they came up with. Introduce them to the phrases *most of us think . . .* and *some of us think . . .* as a vehicle for speaking about what the majority and minority of the group's answers were.

B DEFINE Use an online dictionary to look up each word and write the English definition. Then look up a translation to complete the table.

Challenge students who finish early to write sentences using the new vocabulary.

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Reading Challenge

A SURVEY **Work in a group. Discuss the questions about shopping habits. Share your answers with the class.** Answers will vary.

1. How do you choose where to buy groceries or food?
2. Do you get all your food at the same store or do you shop at different stores for good deals?
3. How do you choose what food you buy in the supermarket?
4. Do you think some *brands* are better than others? If yes, what are some examples?
5. Do you *avoid* some types of food in your home? Which ones?

brands companies or producers of a product
avoid to stay away from something

B DEFINE **Use an online dictionary to look up each word and write the English definition. Then look up a translation to complete the table.** Answers will vary.

Word	Short Definition	Translation
pesticide		
organic (food)		
gluten		
increase		
conventional		

C **Read the text. Underline words you don't know. After you read, look up the new words.**

D **Choose the main idea for the first two paragraphs.**

1. Paragraph 1: (a.) choices b. cheap food c. organic is best
2. Paragraph 2: a. health food stores b. organic is expensive (c.) who sells organic

E **A topic sentence describes the main idea of a paragraph. Underline the topic sentences for the first two paragraphs.**

F **In a group, discuss how you choose what produce you buy. Do you choose organic? Do you think it is too expensive?** Answers will vary.

G **Use your ideas from F to write a paragraph on a separate piece of paper. Think carefully about your topic sentence.** Answers will vary.



People shop at Lancaster Central Market, in Lancaster, PA.

Healthy Choices vs. Budgets

1 Walk into most supermarkets, and you are faced with choices—maybe too many. The average shopper is looking for something cheap that will feed the family. Some shoppers will look for healthy choices for their families. Organic, natural, hormone-free, sugar-free, gluten-free... the choices are endless.

2 For years, only health food stores carried organic produce. Today, *USDA Organic* labels are on many products in our local supermarkets. Farmer's markets are no exception. For example, at Lancaster Central Market in Lancaster, Pennsylvania—the oldest farmer's market in the US—people can buy certified organic produce, eggs, and even flowers!

3 Organic produce is grown without pesticides and is safer for the environment. So, if health-food stores carry organic foods, does that mean they are healthier? The short answer is: probably. There are many studies looking at this question. We do know that there are small increases in some nutrients and very few pesticides in organic produce. So, if it is healthier, why not buy it? You probably already know the answer. Studies have shown that organic foods are as much as 47% more expensive!

4 So, it is up to you and your budget to choose organic or conventional. What will you do?

D Choose the main idea for the first two paragraphs.

Refer to the reading strategy on this page.

E A topic sentence describes the main idea of a paragraph. Underline the topic sentences for the first two paragraphs.

Consider preparing an underlined topic sentence in a reading from Units 1 or 2 and explain why it is a good topic sentence. Show it to the class before they do this exercise.

F In a group, discuss how you choose what produce you buy. Do you choose organic? Do you think it is too expensive?

Walk around the classroom. Politely chime in on students' discussions and ask them follow-up questions such as: *Which store do you prefer to shop at? Why?* Allow ample time for students to talk.

G Use your ideas from F to write a paragraph on a separate piece of paper. Think carefully about your topic sentence.

Remind students again of the function of a topic sentence by re-reading those in the reading passage to them.

C Read the text. Underline words you don't know. After you read, look up the new words.

After students have read the passage themselves, explain the words that they have underlined by defining them and providing example sentences. Afterwards, consider playing the audio of the passage and having them follow along at the pace of the speaker.

CASAS FOR READING

0.1.2, 0.1.5, 1.5.2, 3.5.1, 3.5.2

CCRS FOR READING

RI1, RI2, RI3, RI4, RI10, L4

READING STRATEGIES

Finding the Main Idea

In order to find the main idea, tell students to first ask themselves, "What is the point of what I'm reading?" or "What is the writer trying to say?" Point out that each paragraph usually has a main idea. Also, mention that the main idea can come anywhere in that paragraph, but usually appears at the beginning (the first or second sentence). The main idea can be easily spotted by the supporting ideas that surround it. Suggest that students ask themselves, "What idea are all of the sentences pointing to?"

About the Photo

This photo is by Trisha Krauss. It shows a miniature home office designed by Jessica Coffee, an artisan and dollhouse maker who creates intricately detailed rooms, furnishings, and houses that appear to be real in photographs.

- Introduce the unit. Say the title out loud.
- Direct students to look at the photo. Ask them if there is anything unusual about the room, before revealing that it is a miniature. Then discuss the answers to the questions as a class.
- Go over each unit outcome.

BEST PRACTICE

Being sensitive

You may have students in your class who do not have stable housing or are homeless. Instead of putting people on the spot when asking questions on sensitive topics like this, consider asking for volunteers, or allowing students to describe their neighborhood or city if appropriate. Housing is a delicate subject and should be approached accordingly.

Life Skills Focus

In this unit, students will learn how to make preparations for buying and renting a home by identifying different types of housing, completing budgets, reading classified ads, and completing application forms.

4 Housing



UNIT OUTCOMES

- Describe housing
- Interpret classified ads
- Complete a rental application form
- Identify rooms and furniture
- Make a family budget
- Explore construction-related job opportunities

Look at the photo and answer the questions.

1. What furniture can you see?
2. Which room of a house is the furniture in?

Workplace Focus

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They include *collecting and organizing information, making decisions and solving problems*, and *combining ideas and information*.

In Unit 4, Lesson 6, *Explore the Workforce* students will learn about construction-related careers. They will discover the types of jobs in this sector and read about plumbing. They will also learn about the characteristics needed for construction-related jobs, and carry out group research on the subject.

In the Team Project, student's will be using the soft skill of Collaboration.

sparkResources

All resources for the unit are centrally located on the Spark platform and include: audio, video, multilevel worksheets, digital literacy worksheets, Online Practice, and Assessment Suite.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Describe housing • Interpret classified ads • Complete a rental application form • Identify rooms and furniture • Make a family budget • Explore construction-related job opportunities	• Information questions and answers • Prepositions of location • Modals: *may* and *might*	• Housing • Rooms • Furniture • Housing advertisement abbreviations • Rental application • Budgets • Banking	The skills students learn in this unit can be applied to the following EL Civics competency areas: Consumer Economics - Banking Consumer Economics - Housing	Lesson 1: 0.1.2, 0.1.5, 1.4.1, 1.4.2, 6.7.4 Lesson 2: 0.1.2, 0.1.5, 1.4.1, 1.4.2, 7.3.3, 7.4.4 Lesson 3: 0.1.2, 0.1.5, 1.4.2, 1.4.3, 7.3.3, 7.4.4 Lesson 4: 0.1.2, 0.1.5, 1.4.1, 1.4.2, 6.1.1, 6.1.3 Lesson 5: 0.1.2, 0.1.5, 1.5.1, 1.6.1, 1.8.1 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.8.1, 7.4.4, 7.4.8, 7.7.3 Team Project: 0.1.2, 0.1.5, 1.4.2, 1.5.1, 4.8.1, 6.1.1, 6.1.3 Reading Challenge: 0.1.2, 0.1.5, 4.8.1	S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. S5: Conduct research and evaluate and communicate findings to answer questions or solve problems. S7: Adapt language choices to purpose, task, and audience when speaking and writing. S9: Create clear and coherent level-appropriate speech and text.	RI1, RI2, RI4, RI5, RI7, RI10, SL1, SL2, SL3, SL4, SL5, L1, L2, L3, L4, RF2, RF3

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LESSON 1

Looking for a Place to Live

GOAL ▶ Describe housing

A **Look at the picture. What are Ernesto and Virginia reading?** Answers will vary.



B **PREDICT** **Work in groups. Why do you think Ernesto and Virginia are looking for a new place to live? Think of three possible reasons.** Answers will vary.

C **Read and listen to the story. Why are Ernesto and his family moving?**

My name is Ernesto. My family and I moved from Venezuela to Fort Myers, Florida, last month. I have a good job here in Fort Myers, but we need to find a place to live. We are living with friends right now in a small house. We need to find a house, apartment, condominium, or mobile home. We need to buy furniture and open a bank account too. We have a lot to do.

Answers will vary. Sample answer: They are moving because they are living in a small house with friends now.

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At-a-Glance Prep

Goal: Describe housing
Grammar: Information questions
Pronunciation: Rhythm
Academic Strategies: Focused listening, predicting
Vocabulary: Housing vocabulary

Agenda

- ☐ Talk about moving house.
- ☐ Listen to a story about moving house.
- ☐ Read housing advertisements and ask questions.
- ☐ Take a survey and make a pie chart.

Resources

Heinle Picture Dictionary: Housing, pages 62–67

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.1, 1.4.2, 6.7.4
CCRS: RI1, RI2, RI4, RI7, SL1, SL2, SL3, SL4, L1, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10-15 mins.

Review the previous lesson by asking students to give example sentences with some of the newly learned words in the Reading Challenge. You could also ask students to give you some examples of how and when to use the imperative.

Keeping in mind the fact that housing can be a sensitive subject, ask students to tell you the different types of homes people usually live in in the United States. Explain the meaning of the terms *condominium*, *apartment*, *house*, and *mobile home*. Then pass around a survey in the form of a piece of paper with those words written on it. Ask students to check which they live in, without showing anyone, and then pass it to the person next to them. When all students who are willing to have contributed, tell them which type of housing most students in the class live in.

Introduction 5 mins.

Ask students to think about the place where they live. Ask: *How did you find it? What are some different ways to find housing?* State the goal: *Today, we will describe different types of housing.* Again, remember this may be a sensitive subject for some students.

Presentation 1 30-45 mins.

A **Look at the picture. What are Ernesto and Virginia reading?**

Have students open their books and look at the picture of Ernesto and Virginia. Ask students what they are reading. Ask them why they might be reading these things.

Workplace Focus

Exercise B: Interact appropriately with team members.
Exercise C: Complete tasks as assigned.

Practice 1 15-20 mins.

B **PREDICT** **Work in groups. Why do you think Ernesto and Virginia are looking for a new place to live? Think of three possible reasons.**

Have students work in groups. Ask them to read the question and predict the possible answers.

C **Read and listen to the story. Why are Ernesto and his family moving?**

Ask students to close their books then play the audio. You may need to play the audio more than once. Ask students to discuss the answers after each listening.

Evaluation 1 5-20 mins.

Direct students to the paragraph in **C**. Ask them to underline the parts of the paragraph which indicate the answers. Ask for volunteers to read what they underlined and explain their answers. You may extend the activity by giving a dictation of the story.

BEST PRACTICE

Dictation

It is very difficult for students at this level to listen and write at the same time. Teach students the dictation strategy of listening to a sentence or phrase once completely before attempting to write anything. They should repeat it in their minds. The second time they hear the sentence or phrase, they write, and the third time, they check their work.

Presentation 2

15-20 mins.

Workplace Focus

Exercise D: Collect and organize information.
Exercise F: Interact appropriately with team members.

D INTERPRET Scan the housing advertisements and look at the photos. Write the correct number next to each photo.

Review vocabulary for the types of housing. Introduce students to the verbs *buy* and *rent*. Define both terms and ask some students to explain the differences to you.

Do the activity as a class. Give a little information about the different homes and ask students to identify the picture by type of housing. For example, say: *This home is for rent for $950 a month. Which home is it?*

E Study the chart with your classmates and teacher.

Prepare students for the Practice by asking about each home. For example, ask: *How much is the home on Grove Street?* Write the question on the board and underline *How much*. Explain to students that this phrase refers to the amount of money something costs. Go over the questions in the grammar chart. Help students understand the information words. Write each one on the board and ask several questions.

Pronunciation

Stress and Rhythm

Practice the rhythm and intonation of the questions by showing students how to emphasize different words. For example, ask them to emphasize *much* or *house* in the first question in the chart. Show them how emphasizing *house* shows the speaker wants to differentiate between houses and other types of housing. Also, show how the other words are rarely emphasized.

Practice 2

15-20 mins.

F Ask a partner information questions about the advertisements in D.

Have students form two lines facing each other and ask questions to the student opposite them. Then, after one minute, ask one line to move or shift so each student is talking to a different partner.

The student at the end of the line moves to the beginning of the line. If teaching remotely, you can shuffle students in breakout rooms to approximate this experience. Listen for pronunciation mistakes and gently correct them.

Evaluation 2

5-7 mins.

Observe the activity and ask students to create additional questions based on the models.

Instructor's Notes

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D INTERPRET Scan the housing advertisements and look at the photos. Write the correct number next to each photo.

1. **FOR RENT**
Three-bedroom house
Rent: $2,500 a month
Address: 315 Madison St.
Contact Agent

2. **MOBILE HOME**
Three-bedroom mobile home
Rent: $950 a month
Address: 1700 Grove St.
Contact Agent

3. **FOR RENT**
Three-bedroom apartment
Rent: $2,000 a month
Address: 200 Atlantic Ave., #211
Contact Agent

4. **CONDO**
Three-bedroom condominium
For sale: $350,000
Address: 12 Shady Glen, #3
Contact Agent

a.  4

b.  3

c.  1

d.  2

E Study the chart with your classmates and teacher.

Information question	Answer
How **much** is the **house**?	It's $2,500 a month.
What **kind** of **hous**ing is **Num**ber **2**?	It's a mobile home.
Where is the condo**min**ium?	It's on Shady Glen.
How many **bed**rooms does the **apart**ment **have**?	It has three bedrooms.

Stress and Rhythm
Emphasize the bold syllables in the chart and say the others quickly.

F Ask a partner information questions about the advertisements in D.

G **Read about Tamara and Leo. Then ask and answer questions with a partner.**



Tamara
I live in a condominium.
It has three bedrooms.
It's on Adams Street.
I like my home.

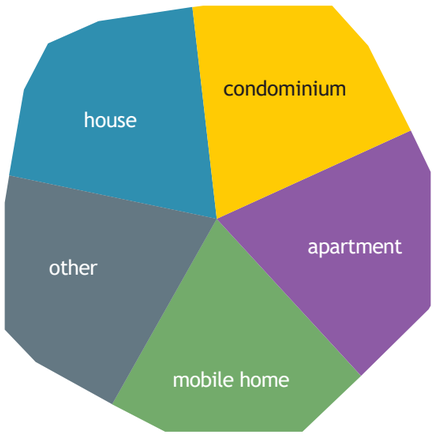


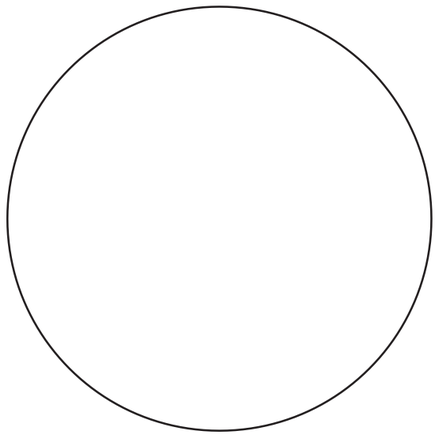
Leo
I live in an apartment.
It has one bedroom.
It's on Butcher Street.
I don't like my home. I want to move.

H **SURVEY** **Do a housing survey in your class. Ask every classmate.** Answers will vary.

What kind of home do you live in?	Number of classmates
House	
Condominium	
Apartment	
Mobile home	
Other	

I **CREATE** **Make a pie chart of your survey. Use the example to help you.** Answers will vary.





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Presentation 3
10-15 mins.

With students' books closed, ask students to listen to you describe your own home. Use the statements in **G** as models. See if students can repeat back what you say. You may choose to give the sentences as a dictation as well.

Ask students to open their books and help you create questions for each of the statements in **G**. Write the statements on the board in one column and write the questions next to them as you elicit them from the class.

Practice 3
7-10 mins.

Workplace Focus
Exercise G: Collect and organize information.
Exercise H: Interact appropriately with team members; Collect and organize information.
Exercise I: Combine ideas and information.

G **Read about Tamara and Leo. Then ask and answer questions with a partner.**

Ask students to ask one another questions about Tamara and Leo.

Evaluation 3
5-7 mins.

Observe students doing the activity. Then ask a few pairs to demonstrate their question and answer sessions to the class.

Application
10-15 mins.

Prepare students for this activity by showing them how a pie chart works. You could use the chart in **I** for your explanation or find examples of simple pie charts online.

H **SURVEY** **Do a housing survey in your class. Ask every classmate.**

Here you might ask students to do their own informal survey. They should write their own questions. Then, have them walk around the room gathering information.

I **CREATE** **Make a pie chart of your survey. Use the example to help you.**

Ask students to complete the pie chart individually with the information they have gathered. Ask for volunteers to recreate their chart on the board.

Instructor's Notes

At-a-Glance Prep

Goal: Interpret classified ad
Grammar: Questions with *which*
Academic Strategies: Focused listening, scanning
Vocabulary: Housing amenities

Agenda

- ☐ Discuss housing.
- ☐ Read about housing.
- ☐ Read classified ads.
- ☐ Write classified ads.
- ☐ Research classified ads online.

Resources

Heinle Picture Dictionary: Housing, Pages 68–75

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.1, 1.4.2, 7.3.3, 7.4.4
CCRS: RI1, RI7, SL1, SL2, L1, L5, RF3
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 10-15 mins. ■■■

Review the previous lesson by asking students to turn back to **D** on page 93. Ask comprehension questions such as: *What kind of housing is c? How much is the house?*

Workplace Focus

Exercise A: Interact appropriately with team members.
Exercise C: Complete tasks as assigned.

Introduction 10-15 mins. ■■■

Ask students where they live and how many of them would like to move. Ask questions about moving, such as: *Is it expensive to move?* State the goal: *Today, we will interpret classified ads*.

A SURVEY Talk in groups about your home.

First, briefly go over the questions. Help students with the intonation and rhythm of the questions so they can ask them effectively. In each group, ask the person answering the questions to stand so you can readily see that the group is on task. If you are concerned that this might be a sensitive subject or want to challenge students with some variety, consider printing out photos of different houses, handing them out, and having groups answer based on their photos.

Presentation 1 12-15 mins. ■■■

Ask students to look at the four houses on the page and introduce any new vocabulary, including *balcony* and *pool*.

B Listen to the descriptions and point to the correct house.

Ask students to cover **C** while they are doing **B** so they aren't able to read along.

This activity is helpful to prepare students to use the new vocabulary. Spend as much time as needed to ensure that they understand.

Practice 1 10-15 mins. ■■■

C Match the pictures with the descriptions below.

Allow students to work in groups. As they are working, ask students to tell you any words they don't know and write the words on the board. Encourage them to make educated guesses about meaning based on the way the words are used in the paragraph. If they are still struggling, write the words in an example sentence of your own on the board and encourage students to guess the meaning before telling it to them.

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LESSON 2

Finding a Home

GOAL ▶ Interpret classified ads

A SURVEY Talk in groups about your home.

1. What kind of home do you live in?
2. Is your home large or small?
3. How many bedrooms does it have?
4. Is it near public transportation?
5. Is it in the city? If not, where is it?
6. Is your home old or new?

B Listen to the descriptions and point to the correct house.

a. 2



b. 1

Balcony



c. 4



d. 3



C Match the pictures with the descriptions below.

__b__ 1. This large four-bedroom, three-bathroom house is the perfect rental. The house is older but in very good condition. The neighborhood is quiet and comfortable. There is a beautiful view from the balcony. This two-story house rents for $2,500 a month, and utilities are included.

__a__ 2. Come and see this small, one-story dream house. It's in a small and friendly neighborhood. This house rents for $1,800 a month. It has one bedroom, one bathroom, and a large kitchen. You will love it when you see it!

__d__ 3. This old and small two-bedroom, one-bathroom house has an interesting history—the same owner for 50 years. Rent it for an amazing $1,500 a month.

__c__ 4. If you want to rent a big home and money is not important, rent this very large five-bedroom, three-bathroom house with a swimming pool. $3,000 a month.

D **CLASSIFY** **Complete the table with information from C. Then ask a partner about the houses.**

EXAMPLES: Which house has a pool?
Which house has two bedrooms?

	House #1	House #2	House #3	House #4
Bedrooms	4	1	2	5
Bathrooms	3	1	1	3
Monthly rent	$2,500	$1,800	$1,500	$3,000
Amenities	Balcony, utilities included	Large kitchen		Swimming pool

E **INTERPRET** **Scan the classified ads for the houses in B. Which ad is for which house? Write the number of the house.**

1. **HOUSE FOR RENT** a

Two-bedroom, one-bathroom house with fireplace, air-conditioning, and lots of character. Near schools and shopping center.
Rent: $1,500
Address: 2234 Rolling Hills
Contact Agent

2. **HOUSE FOR RENT** d

New one-bedroom, one-bathroom house with a large kitchen and dining room.
Utilities paid.
Rent: $1,800
Address: 2200 W. Alton Ave.
Contact Agent

3. **AVAILABLE** c

Large house with five bedrooms, three bathrooms, pool, fireplace, air-conditioning, three-car garage, and a large yard.
Near schools.
Rent: $3,000 a month
Contact Agent

4. **FOR RENT** b

Four-bedroom, three-bathroom house with air-conditioning in a quiet community.
Two stories.
Utilities paid.
Rent: $2,500 a month
Contact Agent

Amenities

Amenities are extras a home has to improve value. For example: balcony, large kitchen, large backyard, or swimming pool.

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Evaluation 1

5-7 mins.

Ask students for the key words they used to identify which picture each paragraph describes.

Presentation 2

10-15 mins.

Workplace Focus

Exercise D: Collect and organize information.
Exercise E: Complete tasks as assigned.

D **CLASSIFY** **Complete the table with information from C. Then ask a partner about the houses.**

Introduce the word *which* to students. If you have time, you may decide to review all of the *wh-* questions. Do this activity as a class for additional practice with the new vocabulary.

BEST PRACTICE

Academic skills

In the lower levels of *Stand Out*, many of the activities that we refer to as academic skills are preparatory exercises that will help prepare students for the higher levels in *Stand Out*.

For example, in this activity, we ask students to summarize. Ideally, they would take notes and record important information. For now, we give them a structure to take notes so they can better determine what is important to record. As students progress, they are expected to summarize without this structure, but providing them with a base to build on helps ready them for academic skills they will need in the future.

(Shorter classes can do **E** for homework.)

Practice 2

7-10 mins.

E **INTERPRET** **Scan the classified ads for the houses in B. Which ad is for which house? Write the number of the house.**

Students have not been introduced to the abbreviations yet, but it isn't necessary to explain them at this stage. They will get additional practice in Presentation 3. Instead, allow students to guess their meanings and refer back to their guesses during the explanation in Presentation 3.

Evaluation 2

5-7 mins.

Show students scanning strategies that will help them in the future. Ask them to identify a few important words or give them specific numbers to scan for. Go over the answers and confirm that students have understood the activity.

BEST PRACTICE

Scanning

Scanning is another important academic skill. At this stage, students are not expected to scan large amounts of text. They begin by scanning basic readings to prepare them for the more difficult scanning skills they will need at higher levels.

To encourage students to scan instead of reading the classified ads in this exercise, make it a competition so students have to do it quickly.

Instructor's Notes

Presentation 3

10-12 mins.

Explain to students that abbreviations in classified ads are not necessarily standard. Since every letter in an ad costs money, abbreviations are often used to save money. To explain this, write the following abbreviations on the board: *bdroom, bdrms, bedrm*. Ask students which one they think is the best abbreviation. Ask them which one is the cheapest.

Go over the classified ads and ask additional comprehension questions.

F Look at the ads and take turns asking a partner the questions below.

Allow students to work in pairs to answer the questions. You might also choose to do this as a class.

(Shorter classes can do **G** for homework as individual assignments.)

Practice 3

10-15 mins.

Workplace Focus

Exercise G: Combine ideas and information.
Exercise H: Apply technology to a task.

G CREATE In a group, write a classified ad for a home. Answer these questions in your ad.

Before students begin the activity, review both familiar and unfamiliar vocabulary presented in **F**. Go over each word and confirm that students understand its meaning.

Next, ask students to work in groups and create their own classified ad. Encourage them to use the vocabulary you reviewed. In order for students to be sure that they have a good classified ad, instruct them to answer all of the questions in their ad. If they cannot, they will know that their ad is missing some important information.

After the groups have finished, give them an opportunity to present their ad to other groups in the class. An effective way to present these classified ads is to ask a representative of each group to write their ad on the board and then explain it. Count the number of characters. Tell them each character costs $1.00 to put in the newspaper and see how much each ad would cost.

BEST PRACTICE

Vocabulary

Vocabulary is clearly one of the most essential things students need to learn. Presenting new vocabulary in context is very important. *Stand Out* always presents vocabulary in this way. Students can sometimes be overwhelmed with too much vocabulary at this level. Make sure you identify which words are essential for them to learn so students are not frustrated with the number of new items they are exposed to. To further emphasize the practicality of the vocabulary taught in *Stand Out*, you can follow up the realia in the student book with real-life examples you find online. *Stand Out* will often ask you to do this anyway, such as in **H**, but you should feel free to do so regardless. This will help students understand how useful the vocabulary they are being taught can be in their everyday lives.

Evaluation 3

7-10 mins.

Go over each vocabulary word and confirm that students understand its meaning.

Application

10-15 mins.

H APPLY Look online to find classified ads for homes in your area. Find a home for yourself. Report to the class.

Before students get started on this exercise, show them an example of a home you found and go through the vocabulary within the ad that was covered in the lesson. Tell the students the reasons you like the home.

(Shorter classes can do **H** for homework.)

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F Look at the ads and take turns asking a partner the questions below.

RENTALS

1. FOR RENT	2. FOR RENT	3. FOR RENT
Two-bedroom, two-bathroom condo. Utilities paid and air-conditioning included. Near parks and schools. Dallas City **$1,000** More information	Four-bedroom, three-bathroom house with pool, fireplace, and balcony. 5253 Bountiful Street, Luxury Heights **$1,400** More information	Clean, three-bedroom apartment with air-conditioning. Mountain view. No pets. **$1,200** More information
4. FOR RENT	**5. FOR RENT**	**6. FOR RENT**
One-bedroom, one-bathroom apartment. New carpets. Sycamore St., Costa Mesa **$900** More information	Three-bedroom, one-bathroom condo with air-conditioning. Water included. Bridgemont **$1,400** More information	Like-new, two-bedroom mobile home. Utilities included. Seawall Estates, Newton **$1,100** More information

1. Which home is under $1,000 a month? 4
2. Which homes have air-conditioning? 1, 3, 5
3. Which home has a mountain view? 3
4. Which home has three bathrooms? 2

G CREATE In a group, write a classified ad for a home. Answer these questions in your ad. Answers will vary.

1. How much is the rent?
2. How many bedrooms are there?
3. How many bathrooms are there?
4. What amenities are there?
5. Who do you contact?
6. What's the phone number?

H APPLY Look online to find classified ads for homes in your area. Find a home for yourself. Report to the class.

LESSON 3

At the Rental Agency

GOAL ▶ Complete a rental application form

A PREDICT **Look at the picture. Where are Ernesto and Virginia? What are they doing?**

Answers will vary.



B CLASSIFY **Listen to the conversation. What do Ernesto and Virginia need? What do they want? Complete the table.** Answers may vary. Sample answers are given.

Needs	Wants
three-bedroom house	A house near schools and stores
Rent less than $2,800 a month	A yard
Two-car garage	One-story

C **Work in a group. Look at the ads and choose the best home for Ernesto and Virginia.**

Answers will vary.

1. FOR RENT

Two-bedroom, two-bathroom house with a big yard.
Utilities paid.
Near schools.

Rent: $2,400 a month
Contact Agent

2. FOR RENT

Three-bedroom, two-bathroom apartment with a big living room, a small yard, and a separate garage. Utilities paid. No deposit.

Rent: $1,850 a month
Contact Agent

3. FOR RENT

Three-bedroom, two-story house with garage.
Air-conditioning.
Near schools and shopping.
Rent: $2,650 a month
Contact Agent

4. FOR RENT

Four-bedroom, three-bathroom, one-story condo with a big yard.
No pets.

Rent: $2,200 a month
Contact Agent

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At-a-Glance Prep

Goal: Complete a rental application form
Grammar: Information questions
Academic Strategy: Focused listening
Vocabulary: Rental application vocabulary

Agenda

- ☐ Talk about needs and wants.
- ☐ Discuss rental agencies and ads.
- ☐ Read and discuss a rental application.
- ☐ Ask questions.
- ☐ Complete a rental application for your partner.

Resources

Heinle Picture Dictionary: Housing, pages 62–75

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.2, 1.4.3, 7.3.3, 7.4.4
CCRS: RI1, RI7, SL1, SL2, SL4, L1, L2, L4, RF3
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 10-15 mins.

Write *Needs* and *Wants* on the board. Say: *I need sleep. I need food.* Under *needs* on the board, write *sleep* and *food*. Say: *I want a million dollars.* Ask students to make their own lists and then share them with the class.

Introduction 5 mins.

Ask students what is needed to rent a house. Ask them what information is found on a rental application. State the goal: *Today, we will complete a rental application form.*

Presentation 1 15-20 mins.

A PREDICT **Look at the picture. Where are Ernesto and Virginia? What are they doing?**

Workplace Focus

Exercise B: Collect and organize information.
Exercise C: Interact appropriately with team members.

B CLASSIFY **Listen to the conversation. What do Ernesto and Virginia need? What do they want? Complete the table.**

Spend sufficient time with students replaying the audio. Help students understand the responsibilities of a rental agent.

Listening Script

Virginia: *Ernesto, maybe we should talk about exactly what we are looking for. We really need to move right away.*
Ernesto: *OK, what are you thinking?*
Virginia: *We really need to decide on if we want a house or an apartment first.*
Ernesto: *Well, I prefer a house if we can afford it. It has to be a three-bedroom house.*
Virginia: *We decided that we could afford up to $2,800 a month, right? Let's not spend more than that.*
Ernesto: *Right. Are there homes that cheap that we can rent?*
Virginia: *We will have to research it. A house near schools and stores is important but not necessary.*
Ernesto: *And maybe a yard so we can finally get a dog. That's not necessary, but I really want a dog.*
Virginia: *Yes, hopefully you will get your dog. You know how much I dislike stairs. Do you think we can find a one-story home? A two-story is OK, but I really don't want to deal with going up and down the stairs every time I need something.*
Ernesto: *Yes, I think that is a good idea. Some homes I looked at already don't have garages. Let's make sure it has a two-car garage. That is important.*
Virginia: *It sounds like we have a starting place. Let's start looking into it.*

Practice 1 5-7 mins.

C **Work in a group. Look at the ads and choose the best home for Ernesto and Virginia.**

Note that there might be more than one answer.

Evaluation 1 7-10 mins.

Ask a representative from each group to report to the class.

Presentation 2

15-20 mins.

Workplace Focus

Exercise D: Interact appropriately with team members.
Exercise E: Complete tasks as assigned.

D **INTERPRET** **Discuss the rental application form with your classmates and teacher.**

Ask students to close their books and briefly discuss again some of the information required when filling out a rental application form. Prompt them as needed. Accept all answers and write their ideas on the board.

Ask students to cover **E** with their notebooks or a sheet of paper and then to discuss the rental application form.

Go over the new vocabulary, particularly *landlord*, *co-applicant or spouse*, *relationship*, *prior*, and *references*.

There is a lot to teach students on this page. Make sure they understand that a reference is generally not a family member or close friend. Go over the different kinds of bank accounts. Explain to students that they can write *N / A* when the information required does not apply to them. It is also important to remind students of their rights. Many rental companies ask for a social security number but it isn't always necessary for an applicant to provide one. In fact, in some states it is illegal for companies to reject an application because a social security number isn't provided.

(Shorter classes can do **E** for homework.)

Practice 2

10-12 mins.

E **Answer the questions about the application form in D.**

Ask students to uncover the exercise. Students should work alone in order to give them practice filling out a form. Remind them that you and your school may be able to help them in some situations, but it is important that they become independent so they can manage these tasks on their own. They need to understand this application so that they will be ready to complete an application form by themselves on the next page.

BEST PRACTICE

Working ahead

Some students will be tempted to work ahead. When they do this, they will miss important information in the Presentation stage. At this level, students find it difficult to write and to listen at the same time.

Try to encourage students to stay on task and to avoid working ahead. If they work ahead, they will often finish before the other students and become bored. Always ask students to double check their answers and remind them regularly not to move on to the next exercise until instructed to do so.

Evaluation 2

5-7 mins.

Ask volunteers to write their answers. Both complete sentences and single words are acceptable.

Instructor's Notes

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D **INTERPRET** **Discuss the rental application form with your classmates and teacher.**

RENTAL APPLICATION FORM

Applicant: Ernesto Rojas Interviewed by: Paula Wharton
Present Address: 33457 Akron Street, Fort Myers, FL 33901
Phone: (239) 555-5059
Prior Address: 42A Los Budares, Carrizal 1203, Miranda, Venezuela
Social Security Number: 123-45-6789 Email Address: rojasernesto11@maildrive.com
Landlord: Fred Wharton Prior Landlord: N/A
Employer: Shift Manufacturing Position: Computer Technician
Personal References: James Baker; Lydia Johnson Relationship: Boss; Supervisor
Co-Applicant or Spouse: Virginia Rojas
Employer: Rosco Metals Position: Assembly Worker
Personal Reference: George Pratt Relationship: Supervisor

E **Answer the questions about the application form in D.**

1. What's Ernesto's present address?
   33457 Akron Street, Fort Myers, FL 33901
2. What was his address before he came to Florida?
   42A Los Budares, Carrizal 1203, Miranda, Venezuela
3. What is the name of the company where he works?
   Shift Manufacturing
4. What is the name of the company where Virginia works?
   Rosco Metals
5. Who are Ernesto's references?
   James Baker; Lydia Johnson / Boss; Supervisor

Information Questions		
What is your name?	**Where** did you live before?	**Who** is your employer?
Where do you live now?	**How** long did you live there?	**What** is your position?

F **Interview your partner and complete the application for them.**

Answers will vary.

RENTAL APPLICATION FORM

Applicant: _____ Interviewed by: _____

Present Address: _____

Phone: _____

Prior Address: _____

Social Security Number: _____ Email Address: _____

Landlord: _____ Prior Landlord: _____

Employer: _____ Position: _____

Personal References: _____ Relationship: _____

Co-Applicant or Spouse: _____

Employer: _____ Position: _____

Personal Reference: _____ Relationship: _____

Life ONLINE Rental applications request personal information. Be careful of scams!

G **Match the red flag for online rental applications (left column) with the example (right column).** **Life ONLINE**

c	1. The price is too good to be true.	a. First and last month's rent, and a $3,000 security deposit will move you into the home of your dreams.
a	2. The deposit is unusually high.	b. Send the deposit today to reserve this beautiful home. Then make an appointment to see it.
d	3. There is a sad story.	c. Pay only $500 for this two-bedroom house for rent.
b	4. You have to pay a deposit before you can see the home.	d. We must rent immediately because of a death in the family.

H **APPLY** **Look online and find a rental application form. Share it with the class.**

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Presentation 3

10-15 mins.

F **Interview your partner and complete the application for them.**

Put students into pairs. Tell them they will interview each other and complete an application form with their partner's information. You may wish to encourage students to write in their partner's book so the personal information remains with the person it is about. Afterwards, ask volunteers to share their partner's information with the class (with the permission of that partner).

Practice 3

5-7 mins.

Workplace Focus

Exercises G, H: Interact appropriately with team members.
Exercise I: Apply technology to a task.

G **Match the red flag for online rental applications (left column) with the example (right column).** **Life ONLINE**

Begin by explaining the meaning of the term *red flag*. Ask students to scan both columns for any other words or phrases they don't understand and explain them. Ask students to try and use the words they find in example sentences to clarify that they understand them. If this proves too challenging, provide example sentences yourself that differ from those in **G**.

Evaluation 3

5 mins.

Observe students as they do the activity. Ask volunteers to tell you their answers and to point out the information that leads them to choose those answers.

Application

10-15 mins.

H **APPLY** **Look online and find a rental application form. Share it with the class.**

Before they start this task, show students an example of a rental application that you found online. Tell them they can't use the same one if they find it, but go through the information on it and ask comprehension questions.

Instructor's Notes

At-a-Glance Prep

Goal: Identify rooms and furniture
Grammar: Prepositions of location
Pronunciation: /ch/, /sh/, /s/
Academic Strategy: Focused listening
Vocabulary: Furniture vocabulary

Agenda

- ☐ Make a classified ad.
- ☐ Read about Ernesto's new home.
- ☐ Learn new furniture vocabulary.
- ☐ Practice describing where things are in a house.
- ☐ Complete an invoice.

Resources

Heinle Picture Dictionary: Housing, pages 68–75

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.1, 1.4.2, 6.1.1, 6.1.3
CCRS: RI1, RI7, SL1, SL2, SL4, L1, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10-15 mins. ■■■

Ask students in groups to make a classified ad about a home. They will need to decide how many bedrooms it has, and what other amenities it has.

Introduction 5 mins. ■■■

Ask for volunteers to tell you how many bedrooms are in their home. Ask if they are large or small, and if they can fit a lot of furniture in the rooms. State the goal: *Today, we will identify rooms and furniture.* Note that this question may be sensitive to those with unstable housing situations.

Presentation 1 10-15 mins. ■■■

A INTERPRET Read about the home Ernesto is going to rent. How many bedrooms and bathrooms does it have? How much is the rent?

Ask the questions. See if students remember the meaning of *separate* from the previous lesson. Ask them if they know the meaning of *remodeled, washer / dryer, stove, oven,* and *utilities*.

Workplace Focus

Exercises B, C, D: Complete tasks as assigned.

B Listen to the descriptions. Choose the description of Ernesto's new home.

Listening Script

Home 1
This three-bedroom, two-bathroom apartment is in the perfect location—near schools, businesses, and shopping. The kitchen is not new, but it is spacious and inviting. The three bedrooms are furnished. There is even a big yard.

Home 2
There are nice homes and then there are amazing ones. This apartment has a new kitchen and is near schools. You can entertain with the large living room and beautiful view. It is on the second floor, so we also have a very nice balcony that looks over the city.

Home 3
This house is in a beautiful area near schools and a park. It has three very large bedrooms and is ideal for a growing family. Please come and see the new appliances, including a dishwasher and a washer / dryer. Don't miss this chance!

Home 4
This apartment overlooks a school, and it also has a small yard of its own. It is great for families just starting out. It is inexpensive and, with its two bedrooms and two bathrooms, you will have a perfect room for the new baby! Come and see this terrific choice.

Practice 1 5-7 mins. ■■■

C Complete the floor plan key with words from the box.

Before students do the exercise, ask which items of furniture they see in the key.

D Look at the floor plans. Which one is Ernesto's new home?

Ask students to do this practice in groups. Ask a representative from each group to explain their choice when they are ready.

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LESSON 4

We Need Furniture!

GOAL ▶ Identify rooms and furniture

A INTERPRET Read about the home Ernesto is going to rent. How many bedrooms and bathrooms does it have? How much is the rent?
It has three bedrooms, two bathrooms, and the rent is $2,600.

FOR RENT

Three-bedroom, two-bathroom house with a big living room, a separate garage, a new remodeled kitchen, new washer/dryer, dishwasher, stove, and oven.
Utilities paid and no deposit required.
Rent: **$2,600** a month

Ask inside for more information

B. Listen to the descriptions. Choose the description of Ernesto's new home.

Home 1 Home 2 Home 3 Home 4

C. Complete the floor plan key with words from the box.

bathroom
~~bedroom~~
dining room
kitchen
living room
yard



D Look at the floor plans. Which one is Ernesto's new home? The second floor plan.



E **Write the words under the furniture.**

armchair	coffee table	dining room table	end table
bookcase	couch	dresser	table lamp



couch

$950.89



table lamp

$54.49



dresser

$669.89



armchair

$549.99



dining room table

$875.00



bookcase

$225.89



coffee table

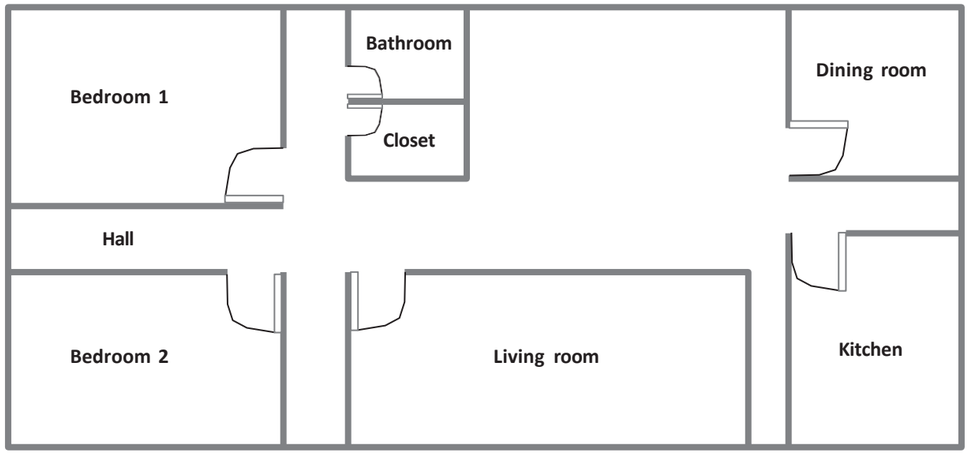
$275.99



end table

$149.99

F **PLAN** **Where would you put the furniture from E? Draw on the floor plan.** Answers will vary.



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Evaluation 1

3–5 mins.

Review the names of rooms in a home and ask students questions about their own homes. It may be a good idea to find and show a photo with typical representations of one or two different rooms.

Presentation 2

15–20 mins.

Ask students to close their books. Put students into groups of four or five. Give each group one of the following rooms: *living room*, *bedroom*, *kitchen*, or *dining room*. Ask each group to make a list of all the furniture they can think of for that room. Ask students to refrain from using picture dictionaries at this stage of the lesson. Also, to encourage group work, ask students to make only one list per group. Have them assign a recorder or writer. When they finish their lists, ask a member of each group to put the information on the board. You could also make this a competition to see which team can come up with the longest list within a certain amount of time.

BEST PRACTICE

Picture dictionaries

One of the purposes of the Presentation stage of a good lesson plan is to see what students already know. Picture dictionaries are great tools, but sometimes it is better to see what students have learned before opening them.

Also, picture dictionaries have more vocabulary than a student can process at one time. It is important for the instructor to decide what vocabulary they are going to focus on. Usually, the list should include practical vocabulary students need outside of class and the words students are most interested in knowing.

Workplace Focus

Exercises E, F: Complete tasks as assigned.

E Write the words under the furniture.

Go over each word carefully and practice correct pronunciation. Next, ask students to write the correct word under each piece of furniture.

Pronunciation /ch/ and /sh/

Students often have trouble making a distinction between the sounds /ch/ in *chair* and /sh/ in *washer*. The difference in the production of the two sounds is in the tongue placement. In /sh/ the tongue is near the top of the mouth but doesn't obstruct the airflow. However, the tongue does stop the airflow in /ch/. Other words you may include in the discussion are *chimney* and *shower*. Some students may also have trouble with /s/ as in *dresser*. They may try to make it sound like /sh/. With /s/ the tongue is lowered slightly more than with /sh/ and the airflow is even less obstructed.

Use a simple diagram to show students the difference between the three sounds, or use the back of your hand (as your tongue) propped up against the palm of the other hand (the roof of the mouth) to demonstrate. Start with /ch/. Put your knuckles up into the palm with the hand curved in a semi-shut position and say /ch/. Open the hand slightly and pull away from the palm for /sh/, and, finally, flatten the hand for /s/. Ask students to mimic your actions and then try to do the same with their tongues.

(Shorter classes can do **F** for homework.)

Practice 2

10–15 mins.

F PLAN Where would you put the furniture from E? Draw on the floor plan.

Ask students in groups to add furniture to the floor plan. If they are struggling, they can refer to their lists from Presentation 2.

Evaluation 2

10 mins.

Observe students as they do the activity. There will be a review of prepositions in the next Presentation.

Presentation 3

10-15 mins.

Review prepositions of location with students by first talking about furniture in the classroom.

G Study the photo with your classmates and teacher. Write the prepositions.

Continue reviewing prepositions by asking students about the floor plan they filled in with furniture in **F** on the previous page.

Prepare students for **H** by modeling the conversation with a few students. Make sure students mention the room and then the location relative to other things in the room. Substitute school and classroom furniture into the conversation.

Practice 3

5-7 mins.

Workplace Focus

Exercise H: Interact appropriately with team members.
Exercise I: Collect and organize information.

H Practice the conversation with a partner. Make similar conversations using the furniture and floor plan in Exercises E and F.

Evaluation 3

7-10 mins.

Ask students to describe their floor plans to a group. Then ask a few volunteers to describe their floor plans to the class. Extend this activity by asking one student from each group to sit with their back to the group and describe their floor plan while the others draw it based on what they hear. Make sure students do not copy each other's plans. When the description is finished, ask the student who described their plan to turn around and judge which of their group's drawings is the most accurate.

Application

10-15 mins.

I CALCULATE Decide what you want to buy and complete the invoice. Look at E for the prices.

Use this as another opportunity to review how to say prices correctly.

BEST PRACTICE

Prepositions of place

Point out that prepositions of place are an important part of the English language and learning them well will help students to create more complex sentences. When teaching prepositions of place, keep the following tips in mind:

- Engage students in physical movement.
- Use visual stimuli.
- Give students plenty of practice with exercises and games.
- Don't teach prepositions in isolation, but in conjunction with the words they modify.

Instructor's Notes

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G Study the photo with your classmates and teacher. Write the prepositions.



H Practice the conversation with a partner. Make similar conversations using the furniture and floor plan in exercises E and F.

Student A: Where is the end table?

Student B: It's in the living room next to the couch.

I CALCULATE Decide what you want to buy and complete the invoice. Look at E for the prices. Answers will vary.

McCarthy's Furniture Warehouse			
Quantity	**Merchandise**	**Unit price**	**Total**
1	couch	$950.89	$950.89
	armchair		
	end table		
	coffee table		
	table lamp		
	dining room table		
	dresser		
	bookcase		
		Total	

LESSON 5

Family Budget

GOAL ▶ Make a family budget

A PREDICT Look at the picture. What are Ernesto and Virginia doing? Answers will vary.



B INTERPRET Read about managing money and budgets. Underline any new words and look them up in a dictionary. Answers will vary.

Be careful with your money. Follow these steps:

- Deposit your paycheck in the bank.
- Keep cash for emergencies.
- Only withdraw money from the bank when it is part of your budget.
- Don't use credit cards a lot. Use an ATM when you need cash.

Plan your budget. Follow these steps:

- Write down how much you need every month for rent, food, gas, water, and electricity.
- Write down how much you need to buy other things, like clothes.
- Plan how much money you need every month for entertainment.
- Plan how much you can put in your savings account for emergencies and for the future.

C Match each word with a definition. Write the correct word.

ATM	budget	cash	deposit	paycheck	withdraw

1. deposit put money in the bank
2. budget a plan for your money
3. withdraw take money out of the bank
4. cash paper money and coins
5. ATM automated teller machine
6. paycheck check received for work

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At-a-Glance Prep

Goal: Make a family budget
Grammar: Modals: *might*
Academic Strategies: Focused listening, academic reading
Vocabulary: *Household expenses, income, withdrawal, monthly, deposit, bills, savings, checking*

Agenda

- ☐ Make a floor plan.
- ☐ Learn about budgets.
- ☐ Read a budget.
- ☐ Make a budget.

Resources

Heinle Picture Dictionary: Housing, pages 62–67

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.5.1, 1.6.1, 1.8.1
CCRS: RI1, RI4, RI10, SL2, L1, L4, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 15–20 mins. ■■■

Prepare in advance by drawing a simple floor plan of a room in your house. Tell students to get ready with a pen and a piece of paper for a listening activity. Then describe the floor plan and ask the students to draw it as you describe. When everyone has finished drawing, show them your floor plan, or draw it larger on the board, and ask them if theirs is the same.

Introduction 7–10 mins. ■■■

Ask volunteers how much money they spend on gas and water for their homes. Ask how much they spend on food. The word *spend* may be a new word. Try to see how many students catch on without explaining its meaning. State the goal: *Today, we will make family budgets.*

Presentation 1 15–20 mins. ■■■

A PREDICT Look at the picture. What are Ernesto and Virginia doing?

Ask students to look at the picture at the top of the page and ask what they think Ernesto and Virginia are doing. Give clues to help them guess if necessary. Write the word *budget* on the board and ask what they think it means. Write a simple budget on the board including income and expenses. Go over the new words with them.

Practice 1 7–12 mins. ■■■

Workplace Focus

Exercises B, C: Complete tasks as assigned.

Before students read, explain what the reading is about. The purpose of the article is to help them learn to use their money wisely. You may have to explain the word *wisely*. Write the two headings on the board: *Be careful with your money* and *Plan your budget*. Make sure students understand the topics before reading.

Explain to students that sometimes reading information is like focused listening and that they don't have to understand every word to be able to get the gist. Tell students that they will read **B** on their own and that they should not stop to look up words. Tell them that they will not understand every word, but they should try to understand the overall meaning of the text.

B INTERPRET Read about managing money and budgets. Underline any new words and look them up in a dictionary.

Give students only one minute and thirty seconds to read on their own. A native speaker reading at an average pace may read the passage in 35–40 seconds. Tell students how much time they will have before they begin so that they know to read fast enough to finish in the allotted time.

Finally, read the article as a class and go over words students may not know.

Evaluation 1 5–7 mins. ■■■

C Match each word with a definition. Write the correct word.

Go through the answers as a class.

Presentation 2

10-15 mins.

Workplace Focus

Exercises D, E: Manage money; Perform basic computations.

D Study Ernesto and Virginia's family budget with your classmates and teacher.

Go over all new vocabulary, such as *income*, *wages*, *insurance*, *total*, and *repairs*. Ask questions to check comprehension. Remember to give students plenty of time to respond. In this case, they may need to scan the budget to find the information. Show them how the next exercise will be a focused-listening activity where they have to listen for specific budget items and their amounts.

Ask students to predict how much the items will be and to write the amount to the right of the table. In the listening, they will write the exact amount in the correct column. Draw the table on the board and write a couple of example predictions to the right of the table so that students know what to write where.

Practice 2

10-15 mins.

E CALCULATE Listen and complete the budget. Then calculate the totals.

Listening Script

Ernesto and Virginia both work. They have to make a budget so they don't spend too much money every week. It is important that they keep track of everything they spend. Ernesto works for a company in Florida. He makes $3,000 a month. That is enough money for some things but not for everything his family needs.

Ernesto and Virginia look over their bills for the past year. They make a budget based on the amount they spent each month last year. They decide that they will spend $50 on gas and $70 on water. One of their big expenses is food. They shop every week and since their children are older, they have a lot to buy. They budgeted $1,100 a month on food.

They both drive a long distance to work, so they need money for gasoline and gasoline prices are going up. They budgeted $150 for gas. They speak to friends in Korea every month, so they also have to budget a lot for the phone bill. They decide on $250 a month for the phone.

Ernesto and his wife believe they should have a special night every week to go out to a restaurant or a show. They also want to go out as a family occasionally. Ernesto says they probably should budget a lot for entertainment, maybe $300 a month. Then they need to plan for things they need to repair around their apartment. Most of the time the landlord will pay for repairs, so they only budget $100 a month for household repairs.

Play the audio three times. Allow students to compare answers between listenings.

Evaluation 2

5-7 mins.

Go over the answers as a class. Be prepared to play the audio one more time for confirmation if necessary.

Presentation 3

7-10 mins.

F Practice the conversation with a partner. Make new conversations using the information from the budget in D.

Explain to students that they need to substitute the information from the listening with information from the budget in **D.** When the pairs are finished, ask volunteers to perform their conversations in front of the class.

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D Study Ernesto and Virginia's family budget with your classmates and teacher.

Monthly Income	
Ernesto's wages	$3,000
Virginia's wages	$3,200
Total Income	$6,200
Monthly Expenses	
Rent	$2,600
Gas	$50
Electric	$125
Water	$70
Food	$1,100
Life insurance	$91
Auto insurance	$125
Gasoline	$150
Phone	$250
Credit cards	$300
Entertainment	$300
Clothing	$200
Household repairs	$100
Savings	$500
Taxes	$900
Total Expenses	$6,861

Wage and Salary

wage = amount of money based on hours worked

salary = fixed amount paid per year

E CALCULATE Listen and complete the budget. Then calculate the totals.

F Practice the conversation with a partner. Make new conversations using the information from the budget in D.

Student A: How much do they spend on water every month?

Student B: They spend about $70.

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

Modal: *Might*			
Subject	**Modal**	**Base verb**	**Example sentence**
I /You /He /She /We /They	might	spend	We **might** spend $300 a month on food.

H **PLAN** **Work with a partner. Imagine that you are a family. Make a budget. Write the information below.** Answers will vary.

Student A: How much do you think we spend on clothing each month?

Student B: We might spend $200.

Monthly Income	
_____	_____
_____	_____
Total Income	_____
Monthly Expenses	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total Expenses	_____

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Practice 3

10-15 mins.

Workplace Focus

Exercises G, H: Interact appropriately with team members; Manage money; Perform basic computations.

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

Aid the chart by also drawing a diagram showing where *might* lies in terms of other modals of probability on the board. Place *must* at the top and *could* at the bottom with *might* in the middle. You are free to include *may* but you will need to make a judgment call on whether this will confuse students at this point.

Application

15-20 mins.

H **PLAN** **Work with a partner. Imagine that you are a family. Make a budget. Write the information below.**

Make sure students understand that this is a new budget based on what they think things might cost and that they should use an income they think is reasonable. You may want to provide them with a total income.

Ask pairs to report to the class.

Evaluation 3

10 mins.

Give constructive feedback on each report.

BEST PRACTICE

Observing student practice

Observation plays an important role in student learning. Students benefit from teacher-fronted instruction, but also learn from having the opportunity to work with each other. When students practice in groups, allow them to do so with little interference on your part. Let them practice and test their English language skills and the lesson goals on their own as they would do in everyday life. Walk between groups, answering questions if they arise, but trying to keep it to a minimum. As students become more accustomed to working with others, they will become less dependent on the teacher.

This may be a good opportunity to visit the Life Skills video page in the appendix. Videos can be found on the Spark platform.

Instructor's Notes

At-a-Glance Prep

Goal: Explore construction-related jobs

Agenda

- ☐ Interpret an infographic.
- ☐ Complete a chart.
- ☐ Read about training to become a plumber.
- ☐ Read a job post.
- ☐ Read about characteristics.
- ☐ Research construction-related careers.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.8.1, 7.4.4, 7.4.8, 7.7.3

CCRS: R1, R2, R4, SL5, RF3, L2

ELPS:

S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 10-15 mins.

Review key vocabulary and language points from the previous lesson by asking students to get into pairs and to write a list of expenses included in a family budget. Make this a competition by setting a timer and seeing which pair can come up with the most extensive list.

Introduction 5-10 mins.

In this lesson, students will learn about construction-related careers. Ask students what is meant by *construction*. Then ask students for examples of construction-related jobs and write a list on the board. Clarify the meanings of the jobs in the list.

Presentation 1 15-20 mins.

A INTERPRET Look at the chart and answer the questions.

Direct students to the jobs featured in the chart. Did the class come up with any of them in their list? Ask them what they think each career entails. Define any jobs and other vocabulary in the chart that the students aren't familiar with. Review the different levels of education.

Guide students toward the grammar chart. Use examples to explain the difference between *what* and *which*. *What* is used when there are unlimited possible answers, and *which* is used when there is a limited choice of answers. Then tell students to look at the Construction Careers 2020 chart and answer the questions.

Practice 1 5-10 mins.

Before starting **B**, go over the answers to **A** as a class and ask extra questions to check that students understand how to read the infographic.

B Use the information in the chart and ask a partner questions to complete the table. Student A asks questions 1–3. Student B asks questions 4–6.

If you think students are likely to find the task confusing, ask a student to come to the front of the class to help you demonstrate the activity. Draw the table on the board or enlarge it on a screen. Say that you are student A and they are student B. Demonstrate the activity with the student and clarify understanding from the class.

Evaluation 1 5-10 mins.

Go through the answers together as a class afterwards. Ask students to point to the places in the chart where the information for the answers is as you go through them together.

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LESSON 6

Explore the Workforce

GOAL ▶ Explore construction-related job opportunities

A INTERPRET Look at the chart and answer the questions.

1. Which career usually requires the most formal education? Architect
2. What is the recommended education for a drafter? Associate Degree
3. How much money can an electrician earn in a year? $56,900
4. For inspectors, will there be more or fewer positions available in the future? fewer

CONSTRUCTION CAREERS 2020

Job Title	Salary	Job Openings 2020	Job Outlook 2020-2030	Minimum Education
Architect	$82,320	126,700	3%	Bachelor's Degree
Inspector	$62,820	129,300	-3%	HS Diploma or Equivalent
Drafter	$57,960	191,800	-2%	Associate Degree
Plumber	$56,330	469,900	5%	HS Diploma or Equivalent
Electrician	$56,900	729,600	9%	HS Diploma or Equivalent
Carpenter	$49,520	942,900	2%	HS Diploma or Equivalent
Painter	$42,130	350,800	5%	No Formal Education
Woodworker	$33,750	247,100	8%	HS Diploma or Equivalent

Source Data: https://www.bls.gov

Information Question with *which*	Answer
Which career has the highest salary? Which careers might have fewer openings in the future?	architect inspector and drafter
Use *which* to ask the listener to choose from different choices.	

B Use the information in the chart and ask a partner questions to complete the table. Student A asks questions 1–3. Student B asks questions 4–6. Answers will vary.

Example Questions:

According to the chart, which career…

pays $56,330? will have 9% more positions in the future?
had 729,600 openings? requires no formal education?

Career Title	Information
1. Inspector	$129,300
2. Painter	$42,130
3. Carpenter	2% more positions
4. Architect	Bachelor's degree
5. Drafter	$191,800
6. Drafter	Associate degree

C **Ask your partner additional questions about the chart using *which*.**

D **Read about training for a plumber position. What are three things you need to do to become a plumber?** Do an apprenticeship for four to fi e years; take an exam; get a license.

Most plumbers prepare for a plumbing career by doing an apprenticeship for four to five years. An apprenticeship is learning from an experienced worker, often on the job. Apprentice plumbers often receive 2,000 hours of paid work and some instruction. Most states require plumbers to get a license by taking an exam.

E **Refer to A and D to answer the questions about training for a plumber job.**
Answers will vary.

1. Do you think the pay is worth the time you need to train?
2. Do you think you could learn the skill it takes to do the work?
3. Do you like this kind of work?

F **Read the job post. Check five things you think are most important.** Answers will vary.

PLUMBER'S APPRENTICE WANTED
Bixby Plumbing
Los Angeles, California
Apply **here**.

Job Type: Full-time
Benefits: Dental, Health, Vision Insurance
Salary: $35K-$44K per year
Required Experience: Experience preferred but not required

Qualities

Good communication skills
Works well with hands
Good mechanical skills
Good troubleshooting skills

You will learn to:

bid on jobs
plan work schedules
talk to customers
identify and use tools
repair pipes
identify problems and find solutions

Length of Apprenticeship

You will be prepared to take the exam for a plumber's license in as little as three years.

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C Ask your partner additional questions about the chart using *which*.

Tell students to refer to the grammar chart before asking questions. Observe the pairs, gently correcting errors with *which* as needed.

Presentation 2

20-25 mins.

D Read about training for a plumber position. What are three things you need to do to become a plumber?

Clarify understanding by asking: *What are some reasons people call plumbers?*

Ask students to underline words they don't know and explain the words to them afterwards. It may be a good idea to add any new vocabulary to a word bank in the corner of the board. See the BEST PRACTICE section on this page for more on using word banks in the classroom.

Practice 2

15-20 mins.

E Refer to A and D to answer the questions about training for a plumber job.

Encourage students to use full sentences in their responses. If necessary, provide them with a very basic sentence structure such as: *I think...because...*

BEST PRACTICE

Word banks and word journals

You can help students build vocabulary by adding new words that come up throughout the lesson to a word bank. This word bank could be placed on the board, on a separate large piece of paper that can be displayed on a wall, or in a document if you are teaching a class online.

Review the meaning of the new words at the end of class and at the beginning of the next class. Ask students to use the new words in example sentences or to describe the contexts in which they may have seen or heard the words used outside of class.

Another useful method for helping students retain vocabulary is using a word journal. If students are able to keep a separate book or document solely for the recording of new vocabulary, it can help them retain the vocabulary.

Ask students to write the word bank lists in their journals at the end of each class. You could also give regular mini homework assignments by having students write definitions and / or example sentences with the new vocabulary in their journals and handing them in to you to check.

These two simple methods can be very effective in not only increasing students' vocabulary, but also ensuring they retain new information and feel more confident using it in and outside the classroom.

F Read the job post. Check five things you think are most important.

When students have finished the exercise, ask them to explain their reasoning. They could use the same sentence structure you may have introduced in the previous exercise.

Evaluation 2

20-25 mins.

When students have finished, ask them to discuss their answers with a partner. Tell them to try and explain their choices. Tell them they must listen carefully to what their partner says and make notes. When the pairs have finished talking to each other, ask some students to share their partner's answers and reasoning with the class.

Instructor's Notes

Presentation 3

15-20 mins.

G Talk to a partner about a plumbing job. Do you think you could do the work?

When the pairs have finished their conversations, take a vote on who thinks they could do the work of a plumber by asking them to raise hands. Ask some students why they think they could or could not do the work and note some of their reasons on the board or on-screen.

H REFLECT Check what is true about you.

Go through the options and explain their meanings. Demonstrate the exercise by doing it for yourself, in front of the class.

When students are finished, ask some students to share their answers and ask them follow-up questions.

I INVESTIGATE In a group, follow the steps and research construction careers.

Tell students that, if they want, they can choose a specific construction career from the chart in **A** to research.

Ask some students to present their research and their list of five things to the class.

(Shorter classes can do **I** for homework and present their findings at the beginning of the next class.)

Instructor's Notes

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G Talk to a partner about a plumbing job. Do you think you could do the work?

H REFLECT Check what is true about you. Answers will vary.

- ☐ I like working with my hands.
- ☐ I like working by myself.
- ☐ I like working outside and inside.
- ☐ I like facts and information.
- ☐ I am flexibl .
- ☐ I like solving problems.
- ☐ I am detail-oriented.
- ☐ I am self-directed.

I INVESTIGATE In a group, follow the steps and research construction careers.

Answers will vary.

1. Go to your favorite search engine.
2. Type "construction careers."
3. Open at least three webpages.
4. Write five new things you learn.

1. _____
2. _____
3. _____
4. _____
5. _____



Workers talking at a construction site

Review

A **Complete the questions.**

1. _____What / Which_____ kind of housing do you want?
2. _____How much_____ is the rent?
3. _____Which_____ house do you want, the three- or four-bedroom?
4. _____Where_____ is the condominium? Is it on Main Street?
5. _____How many_____ bedrooms does the apartment have?

B **Scan the classified ads and answer the questions.**

1. FOR RENT
Three-bedroom, two-bathroom condo with fireplace and air-conditioning.
Near schools and park.
Utilities included.
Rent: $2,550
Contact Agent

2. FOR RENT
Two-bedroom, two-bathroom with a fireplace, air-conditioning, a large garage, and a balcony.
Near public transportation.

Rent: $2,000 a month
Contact Agent

3. AVAILABLE
Large five-bedroom, three-bathroom house with a pool.
Near schools.
Rent: $3,400 a month
Contact Agent

4. FOR RENT
Two-bedroom, one-bathroom mobile home on a spacious lot.
Utilities included.
Rent: $2,250
Contact Agent

1. Which homes have a fireplace? 1 and 2
2. Which homes have utilities included? 1 and 4
3. Which home is less than $2,100? 2
4. Which homes have air-conditioning? 1 and 2
5. Which homes are near schools? 1 and 3

Learner Log

I can describe housing. ☐ Yes ☐ No ☐ Maybe

I can interpret classified ads. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing, evaluating, developing study skills
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Evaluate and reflect on progress.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 1.4.1, 1.4.2, 1.4.3, 1.5.1, 6.1.1
CCRS: RI1, RI7, SL2, L1, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S3: Speak and write about level-appropriate complex literary and informational texts and topics.
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 7–10 mins. ■■■

Ask students about their homes. Make a list on the board of all the vocabulary students can come up with from the unit. Consider making this a competition by dividing the class into four teams, setting a timer, and seeing which group can come up with the most vocabulary.

Introduction 5 mins. ■■■

Write all the goals from Unit 4 on the board. Show students the first page of the unit and say the six goals. Explain that today, they will review the whole unit.

Note: Depending on the length of the term, you may decide to have students do Presentation and Practice for homework and then review student work as either the warm-up or another class activity.

Presentation 10–15 mins. ■■■

This presentation will cover each page of the review. Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.

Practice 15–20 mins. ■■■

Workplace Focus

Exercises A, B: Complete tasks as assigned.

A **Complete the questions.**

B **Scan the classified ads and answer the questions.**

BEST PRACTICE

Recycling / Review

The review and the project that follows are part of the recycling / review process. Students at this level often need to be reintroduced to concepts to solidify what they have learned. Many concepts are forgotten while learning other new concepts. This is because students *learn* but are not necessarily ready to *acquire* language concepts.

Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts.

Instructor's Notes

Practice *(continued)*

Workplace Focus

Exercises C, D: Complete tasks as assigned.

C **Answer the questions.**

D **Write sentences about the location of furniture in the photo. Use prepositions.**

Give students a quick review before the exercise by asking them about the location of furniture in the classroom. For online classes, use a photo of another room or use the photo from Lesson 4 on page 103.

BEST PRACTICE

Reviews as assessment

Review lessons are intended to be full-class with the usual teacher-fronted instruction. However, some teachers may prefer to use the Review section first as a progress test under typical exam conditions. The students can then swap papers with a peer and mark their answers as the teacher reads them out. After that, students will swap the papers back and the instructor can take the students step-by-step through the review test, explaining the answers with help from volunteers. Although there are ample opportunities for assessment throughout *Stand Out* 2, this is one of many ways to assess student progress at regular intervals.

Instructor's Notes

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C **Answer the questions.** Answers will vary.

1. What is your present address? _____
2. What is your prior address? _____
3. What is your employer's name? _____
4. How many children live in your house? _____
5. Give one reference. _____

D **Write sentences about the location of furniture in the photo. Use prepositions.**
Answers will vary. Sample answers given:



1. The fireplace is under the picture.
2. The lamp is in the corner.
3. The coffee table is between the couches.
4. The fi eplace is between the TV and the bookcase.
5. The couch is next to the bookcase.

Learner Log

I can identify rooms and furniture.
☐ Yes ☐ No ☐ Maybe

Review

E **Look at the rental application form. Where do you write the following information? Choose the correct answers.**

RENTAL APPLICATION

1. Date: _____ 2. Name: _____
3. Present Address: _____
4. Prior Address: _____
5. Employer: _____
6. Position: _____
7. How many adults in unit: _____
8. How many children in unit: _____

1. June 3rd
   (a.) 1 b. 2 c. 5 d. 6
2. 8237 Henderson Park Rd.
   a. 2 b. 6 (c.) 4 d. 5
3. Sift Company
   a. 1 b. 3 (c.) 5 d. 6

F **Look at the budget and write the answers.**

Monthly Income	
Ernesto's wages	$3,000
Virginia's wages	$3,200
Total Income	
Monthly Expenses	
Rent	$1,200
Gas	$63
Electric	$125
Water	$70
Food	$1,100
Life insurance	$91
Auto insurance	$125
Total Expenses	

1. What is Ernesto's income?
   $3,000 a month
2. How much is the apartment?
   $1,200 a month
3. How much are the utilities?
   $258
4. What is the total income?
   $6,200
5. What are the total expenses?
   $2,774

Learner Log

I can complete a rental application form. ☐ Yes ☐ No ☐ Maybe

I can make a family budget. ☐ Yes ☐ No ☐ Maybe

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Practice *(continued)*

E **Look at the rental application form. Where do you write the following information? Choose the correct answers.**

Workplace Focus

Exercise F: Manage money; Perform basic computations.

F **Look at the budget and write the answers.**

Evaluation

15 mins.

Go around the room and check on students' progress. Help individuals as needed. If you see consistent errors among several students, interrupt the class and give a minilesson or review to help students feel comfortable with the concept.

Presentation

5 mins.

BEST PRACTICE

Learner Logs

Learner logs function to help students in many different ways.

1. They serve as part of the review process.
2. They help students to gain confidence and to document what they have learned. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use over and over to check and recheck their understanding. In this way, students become independent learners.

Practice

5-10 mins.

Ask students to complete the Learner Log. Ask them comprehension questions based upon the statements in the Learner Log.

Evaluation

2 mins.

Go over the Learner Log with students.

Application

5–10 mins.

Ask students to record their favorite lesson or page in the unit. Remind them to write the reasoning behind their choice.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.2, 1.5.1, 4.8.1, 6.1.1, 6.1.3

CCRS: SL1, SL2

ELPS:

S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

S3: Speak and write about level-appropriate complex literary and informational texts and topics.

S7: Adapt language choices to purpose, task, and audience when speaking and writing.

S9: Create clear and coherent level-appropriate speech and text.

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information; Manage time.

Soft Skill: Collaboration
Time management

Remind students of what is meant by collaboration and effective teamwork by reviewing how they've worked together in previous team projects. Direct students to the Time Management suggestions. Tell them they should consider how much time they have for the lesson and allow a reasonable amount of time for each section. They could set a timer to make sure they are working to their timetable. Have teams assign one member as a timekeeper.

Introduction 5 mins.

In this project, teams will work as a family that is planning a move. The family will create a budget, write a classified ad, fill out a rental application, and buy and arrange furniture for the new home.

Warm-up 10 mins

Review the review section of the unit and make sure all students have recorded their progress in the Learner logs. Ask questions and challenge students in order to help them feel confident about completing the project in a team.

1. Form a team of four or five students. In your team, you need:
Students will have to choose the leader and other positions of their group. Review the responsibilities of the positions and have teams assign members to the various roles. All team members should work on every task.

2. Describe your family and the home you want. Write a classified ad for the home.

- **How many bedrooms do you need?**
- **What kind of home do you need (house, condo, apartment)?**
- **How much money can you pay for rent?**

Teams should describe their family and their family's wants and needs in a home. Then they should create a classified ad based on their wants and needs.

3. Create a rental application and fill it out.
There is a rental application form on Multilevel Worksheet Unit 4, Project, Worksheet 3 that you may provide to teams. The multilevel worksheets can be found on the Spark platform. Alternatively, students can create their own.

4. Make a family budget.
There is a budget template available on Multilevel Worksheet Unit 4, Project, Worksheet 4. Alternatively, students can create their own.

5. Make a list of the furniture you need and create an invoice for the furniture.
The decorators should lead the discussion of what furniture is needed in each room of the home. The finance planner and writer should fill out the invoice for the new furniture, including prices.

6. Make a floor plan of the home and add the furniture.
There is a template for organizing furniture available on Multilevel Worksheet Unit 4, Project, Worksheet 2. Alternatively, students can create their own. The decorators should lead the discussion, but all team members should help.

7. Report to the class. Show the floor plan and classified ad.
Call students' attention to the soft skill and discuss situations where it might be important. Consider recording the presentations on video, with the permission of the students, particularly if you are using them as part of an assessment.

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Plan a Move

SOFT SKILL ▸ Collaboration

Your team is a family that is going to move to a new home. Work together to plan the move.

1. Form a team of 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: **Finance Planner**	Make a family budget with help from the team. Plan to pay rent and buy furniture.	
Student 3: **Writer**	Write a classified ad and fill out a rental application with help from the team.	
Students 4/5: **Decorators**	Buy and arrange furniture in the home with help from the team.	

2. Describe your family and the home you want. Write a classified ad for the home.
   - How many bedrooms do you need?
   - What kind of home do you need (house, condo, apartment)?
   - How much can you pay for rent?
3. Create a rental application and fill it out.
4. Make a family budget.
5. Make a list of the furniture you need and create an invoice for furniture.
6. Make a floor plan of the home and add the furniture.
7. Report to the class. Show the floor plan and classified ad.

COLLABORATION

Time Management

You have limited time to complete the project. Plan your work first to make sure you will complete the project on time.

Suggestions:

1. **Work together** on every step of the project. Every step should be managed by different members. For example, the Financial Planner will manage writing the budget with help from everyone on the team.
2. **Estimate** how much time your team has to complete the entire project.
3. **Plan** how much time your team will take on each step of the project.
4. **Assign** a timekeeper, who can be the Team Leader, to make sure you don't get behind in your work.

About the Photo

The photo by David Kaup shows four young refugees celebrating a birthday party at the Della Lamb Community Center in Kansas City, Missouri. The Center helps to resettle refugees and other forcibly displaced people in the area. Volunteers help to raise funds in their local community and set up homes for these people before they arrive. They also help to provide transport and show them around town, among many other things.

- Direct students to the caption and read it to them. Ask them what is meant by *refugee* and define the word for them. Ask them what is the difference between a refugee and an immigrant.
- Read the title out loud and ask students what type of things we can do to help our neighbors. Write suggestions on the board.

A Work in a group. Imagine you just arrived in the United States. What do you need to do first? Number the activities in order of when you will do them. 1 = *first*.

Encourage groups to think about their own experiences moving to the US. For those who have been here a while, ask them to consider what they would have done differently.



Refugees celebrate during a Refugee Birthday Party at the Della Lamb Community Center in Kansas City, Missouri.

B Look at the words. Use a dictionary and match each word with the correct definition.

After students have finished, ask three volunteers to write an example sentence using the new vocabulary on the board for each word.

C Read the text and underline the words you don't know.

Ask students which words they underlined and explain them. Write an example sentence for each on the board and encourage students to volunteer their own example sentences.

D Answer the questions about the text.

Tell students to write a full sentence for their answer to Question 3.

E In a group, discuss these questions. Then write the line number(s) that helped you decide.

Encourage volunteers to explain the reasoning behind their answers.

F Maybe the volunteer is happy because her son wants to help people. Think of three people you help or could help. In your notebook, write what you could do for them.

Model the exercise by writing three people you know on the board and a sentence or two about how you could help each. Walk around the class observing students and offering help.

CASAS FOR READING
0.1.2, 0.1.5, 4.8.1

CCRS FOR READING
RI1, RI2, RI4, RI10

READING STRATEGIES

Clarification Strategie
Clarification strategies help students identify where they have difficulty understanding a text they are reading. Instead of rereading a text over again in its entirety, students can stop reading when they come to something that does not make sense, and think about why this is so. This might be a word, a phrase, or a sentence.

Reading Challenge

A **Work in a group. Imagine you just arrived in the United States. What do you need to do first? Number the activities in order of when you will do them. 1 = *first*.**
Answers will vary.

_____ Get housing
_____ Find schooling
_____ Buy furniture
_____ Find help from friends, family, or government agencies
_____ Find a place to sleep the first night
_____ Find food to eat
_____ Find a job
_____ Learn English

B **Look at the words. Use a dictionary and match each word with the correct definition.**

b	1. refugees	a. Money or things people give away to other people who need them
a	2. donations	b. People who leave their country because they are in danger from war or from the results of natural disasters
c	3. volunteers	c. People who give their time with no pay to help others

C **Read the text and underline the words you don't know.**

D **Answer the questions about the text.**

1. Who provides the refugee with $1,000? the US government
2. Who helps the refugee with a housing payment? Della Lamb Community Services in Kansas City
3. How does the boy in the story feel about the refugees? He was very concerned about them.

E **In a group, discuss these questions. Then write the line number(s) that helped you decide.** Answers will vary.

1. How do you know the volunteer is happy with her son? Line _____
2. How do you know how the son feels about the volunteer work and the refugee? Line _____
3. How do you know the boy wants more information? Line _____

F **Maybe the volunteer is happy because her son wants to help people. Think of three people you help or could help. In your notebook, write what you could do for them.**

Helping Neighbors

A 19-year-old refugee from Afghanistan arrives in the United States, and the government supplies $1,000 for his first three months. That is not a lot of money to live on. Fortunately, Della Lamb Community Services in Kansas City, Missouri, finds him housing and pays for his first and last month's rent through donations. Della Lamb helps refugees from other countries, like these teenage boys. They are refugees from Uganda. On this day, they were in a birthday celebration for refugees that Della Lamb organized.

Della Lamb is completely run and operated by volunteers. The many volunteers have special experiences that help form a strong community. This is a comment from one volunteer: "I had my son with me and it was such a great experience for him... it was a great exercise in looking at unit prices, generic brands,* and balancing the amount we had to spend while reminding ourselves of the overall objective* (to get them set up with basics in the house and enough food for a week, etc.). He asked me so many questions! He wanted to know if we would be able to meet them, what happens after they move in, do they speak English, how do they get jobs, and much more. He was very concerned about them! Very sweet.

The best part was when he said, 'Next time we do this, we'll...' My heart!"

generic brands products from a company that doesn't advertise (they are usually cheaper)
objective goal

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About the Photo

This photo by Katarzyna Bialasiewicz shows a 360-degree view of a white living room with a lot of furniture. It was taken with a fish-eye lens. Explain to students that a fish-eye lens can distort an image. In this case, it makes this room look larger than it is.

Direct students to the caption. Ask them for other reasons why it is always better to visit a property before deciding to rent or buy one.

Before You Watch

A Choose the types of communication you have received.

Ask students to underline any vocabulary they don't know and explain it to them. It may be useful to use realia here such as a spam voicemail message you have received or examples of spam texts and emails online.

B Complete the sentences with words from the box.

When students have finished, ask some of them the following questions and tell them they must respond with a full sentence using the words from the exercise: *What is an example of a scam you saw online? What is an example of a problem you had to report? What is something urgent you need to do when you move into a new home?*



Life ONLINE

Too Good to Be True?

You cannot tell how big a place is from photos. Always visit a property you want to rent or buy to make sure it fits your needs.

Before You Watch

A. **Choose the types of communication you have received.** Answers will vary.

- ☐ A phone call with a recorded message.
- ☐ A text from someone you don't know.
- ☐ An email IN ALL CAPS.
- ☐ An email saying you won a prize.
- ☐ A text message with a link.
- ☐ An online ad with very low prices.

B. **Complete the sentences with words from the box.**

report	scam	trick you into	urgent

1. One type of ___scam___ is when somebody tries to ___trick you into___ giving them money for an apartment that isn't real.
2. When you tell a person in charge about a problem, you ___report___ the problem.
3. Something ___urgent___ is very important and you must do something about it right away.

C. **This video is about scams and how to avoid them. What advice do you think you will hear?** Answers will vary.

While You Watch

D. **Watch the video. Choose the things you hear.**

- ☑ classified ads
- ☑ phone calls
- ☐ social media
- ☑ texts
- ☐ online videos
- ☑ online ads
- ☐ library books
- ☑ emails
- ☐ letters in the mail

E. **Read the sentences and watch the video again. Choose the signs of a scam.**

- ☑ Someone you don't know asks you for personal information.
- ☐ Your friend texts you a link to a funny video.
- ☑ An email has misspelled words and words in all caps.
- ☑ A landlord asks for money before you see an apartment.
- ☐ Your bank sends an email asking you to contact them.
- ☑ An email address doesn't match the sender's name.

After You Watch

F. **Read each sentence. Choose *T* if it is true and *F* if it is false.**

1. Sometimes scammers pretend to be from companies you know. (T) F
2. Scams always happen on the phone. T (F)
3. You should never click a link that a stranger texts you. (T) F
4. You should always do some research before you send money. (T) F
5. You should pay your rent with gift cards. T (F)

G **With a partner, write three types of scams you remember from the video. Then talk about how you can protect yourself from these scams.** Answers will vary.

_____

_____

_____

C This video is about scams and how to avoid them. What advice do you think you will hear?

- Tell students they are going to watch a video.
- Elicit pieces of advice from students and write them on the board.

While You Watch

D Watch the video. Choose the things you hear.

Before starting the exercise, ask students if there are any words on the checklist that they need you to explain. After watching, ask students if any of their ideas from **C** were mentioned in the video. Which ones? What other advice can they remember from the video?

E Read the sentences and watch the video again. Choose the signs of a scam.

Again, ask students to read the sentences before starting the exercise. Tell them to underline words they don't understand, and explain the meanings.

After You Watch

F Read each sentence. Choose *T* if it is true and *F* if it is false.

Go through the answers as a class. Ask students to tell you the reasons behind their answers by pointing out what they saw and heard in the video as proof or otherwise.

G With a partner, write three types of scams you remember from the video. Then talk about how you can protect yourself from these scams.

If necessary, play the video again one more time. Tell students to write full sentences.

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About the Photo

Demetrius Freeman took this photo. It shows people dancing to live music at the Annual Southside United Block Party in Brooklyn, New York. Block parties have been a tradition in New York for many years, and although there are reports of other types of similar gatherings, the first block parties like the ones we see all across the country today trace back to New Yorkers holding welcome home events for soldiers returning from the First World War. Block parties serve as a great opportunity for a community to come together and socialize. Often, outreach organizations, such as health clinics, set up tables too.

- Read the title out loud to introduce the unit.
- Discuss the questions about the photo.
- Ask volunteers to read the unit outcomes to the class.

Life Skills Focus

In this unit, students will learn how to identify resources available to them in their community and how to access them by various methods. They will also learn how to describe their communities and give and follow directions.

5 Our Community



UNIT OUTCOMES

- Describe your community
- Scan websites and search results
- Give and follow directions
- Read a message or letter
- Write and send a letter or email
- Identify employment in public safety careers

Look at the photo and answer the questions.

1. Where do you think this is?
2. What do you see?

This photo is the Annual Block party in Brooklyn, New York.

1. What do you think a block party is?
2. How does this block party create a sense of community?
3. How does this community event compare to events where you live?
4. How many people are dancing? What is everyone else doing?
5. Do you think these people know each other?

Workplace Focus

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They include *collecting and organizing information, making decisions and solving problems,* and *combining ideas and information*.

In Unit 5, Lesson 6, *Explore the Workforce,* students will identify employment in public safety careers. They will look at the workforce numbers for different public safety careers, read a case study about firefighters, analyze the characteristics required for this type of work, and research careers in this field.

In the Team Project, students will use the soft skill of Presentation Skills.

sparkResources

All resources for the unit are centrally located on the Spark platform and include audio, video, multilevel worksheets, digital literacy worksheets, Online Practice, and Assessment Suite.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES (STEPS)	ELPS	CCRS
• Describe your community • Scan websites and search results • Give and follow directions • Read a message or letter • Write and send a letter or email • Identify employment in public safety careers	• Information questions • Prepositions of location • Imperatives • Present continuous • Simple present • Simple present: *be* • Simple past (regular) • Simple past (irregular) • Comparatives / superlatives (count nouns)	• Public places and services • Phone directory • Compass points • Maps • Map directions • Parts of a letter	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Signs in public places • Transportation • Community Buildings, Resources, and Places • Common Activities	Lesson 1: 0.1.2, 0.1.5, 2.2.4, 2.2.5 Lesson 2: 0.1.2, 0.1.5, 2.1.1, 2.4.2, 7.3.4 Lesson 3: 0.1.2, 0.1.5, 2.2.1, 2.2.5 Lesson 4: 0.1.2, 0.1.5, 0.2.3 Lesson 5: 0.1.2, 0.1.5, 0.2.3 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.8.1, 6.7.2, 7.4.4, 7.7.3 Team Project: 0.1.2, 0.1.5, 0.2.3, 2.2.1, 2.2.5, 4.8.1 Reading Challenge: 0.1.2, 0.1.5, 2.5.8, 4.8.1	S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. S10: Make accurate use of standard English to communicate in level-appropriate speech and writing.	RI1, RI2, RI7, RI10, W1, W2, W4, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L4, L5, RF2, RF3

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LESSON 1

Getting Around Town

GOAL ▶ Describe your community

A **INTERPRET** **Read the Palm City web page. Make a list of other things you might find in the southeast.** Answers will vary.

WELCOME TO PALM CITY

HOME ABOUT CALENDAR CITY DEPARTMENTS PHOTO GALLERY CONTACT US



ABOUT

Our small planned community is perfect for family life. Enjoy a central park in the middle of the city. Beautiful homes and schools are in the northwest. The Palm City Mall has over 100 stores and is in the northeast. Spend your weekends at Valley Entertainment Center in the southeast. There is a bowling alley, a movie theater, an arcade, and much more. City Hall and many public services are in the southwest part of town. We have planned it so the bus circles our town in exactly one hour.

B **Read the web page again and complete the chart.**

North

1. Northwest — homes and schools	2. Northeast — The Palm City Mall
3. Southwest — Valley Entertainment Center	4. Southeast — City Hall and many public services

West East

South

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At-a-Glance Prep

Goal: Describe your community
Grammar: Questions with *where* and *when*
Academic Strategies: Focused listening, brainstorming, classifying
Vocabulary: *Community vocabulary, directions, northeast, northwest, southeast, southwest*

Agenda

- ☐ Do a corners activity.
- ☐ Read about Palm City.
- ☐ Read a bus schedule and ask questions.
- ☐ Talk about places in the community.

Resources

Heinle Picture Dictionary: Places Around Town, pages 46–47; Public Transportation, pages 128–129; Recreation, pages 210–227

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.2.4, 2.2.5
CCRS: RI1, RI2, RI7, SL2, SL4, L1, L5, RF3
ELPS:
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 10–15 mins.

Ask students where they live. Help them use the preposition *in* before the name of their city. Ask students what they like to do in their city. Tell them what you like to do. Write *Entertainment* on the board and list various activities you do for entertainment. Elicit student ideas to add to the list. Choose four types of entertainment and do a corners activity where each corner represents a different activity. Ask students to go to the corner that represents the activity they prefer. The corners might include *movies, restaurants, sports,* and *shopping*. When students reach their corners, have them ask one another what they like about the activity they have chosen.

Introduction 7–10 mins.

With the class, brainstorm different places to obtain services in your community. Start students off with a few ideas, such as *the post office* and *hospital*. State the goal: *Today, we will describe our community*.

Presentation 1 20–30 mins.

Write *north, south, east,* and *west* on the board and use each wall of the classroom as a compass point to demonstrate the concept. Go over the primary compass points until students are comfortable with them. Then add *northeast, northwest, southeast,* and *southwest*.

A **INTERPRET** **Read the Palm City web page. Make a list of other things you might find in the southeast.**

Read the web page with students and ask them to underline any words they don't know. Write *Places* on the board and, as a class, make a list of places mentioned in the reading. Go over the vocabulary with them. Leave the words on the board and ask students to close their books. Give students a dictation of the paragraph.

Ask students questions such as: *Where are the schools?* Write the questions and correct responses on the board: *They're in the northwest*. Review the verb *be,* in both its singular and plural forms.

Workplace Focus

Exercise B: Collect and organize information.

Practice 1 7–10 mins.

B **Read the web page again and complete the chart.**

Evaluation 1 5–7 mins.

When students have finished completing the chart, go over the answers as a class.

Workplace Focus

Exercise C: Complete tasks as assigned.
Exercise D: Interact appropriately with team members; Interpret and communicate information.

Presentation 2

10-15 mins.

C ANALYZE Look at the bus schedule. Write the names of the streets on the map.

Teach students about the bus schedule. The map is like a puzzle. Students will need to understand the bus schedule to write the missing street names on the map.

Ask questions about the schedule and about the map, such as: *What time does the bus arrive?* Be careful to allow students plenty of time to respond. Research shows that instructors, on average, answer their own questions before students have a chance to respond. However, if students are given enough time to process the information, they will often come up with the correct answer.

Prepare students for **D.** Go over the Grammar chart. Even at this level, students may still be struggling with the difference between *where* and *when*. Help them hear and pronounce the difference between the two words. Drill them on when you use *where* for several examples and suddenly switch to *when*. This will keep students focused and alert.

(Shorter classes can do **D** for homework.)

Practice 2

7-10 mins.

D Practice the conversations. Use the information in C to make new conversations.

Tell students to substitute the underlined information with information from the bus schedule to make their own conversations.

Evaluation 2

5-7 mins.

Monitor students' practice and then ask volunteers to demonstrate their exchanges in front of the class.

Instructor's Notes

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C ANALYZE Look at the bus schedule. Write the names of the streets on the map.

PALM CITY

Bus Schedule

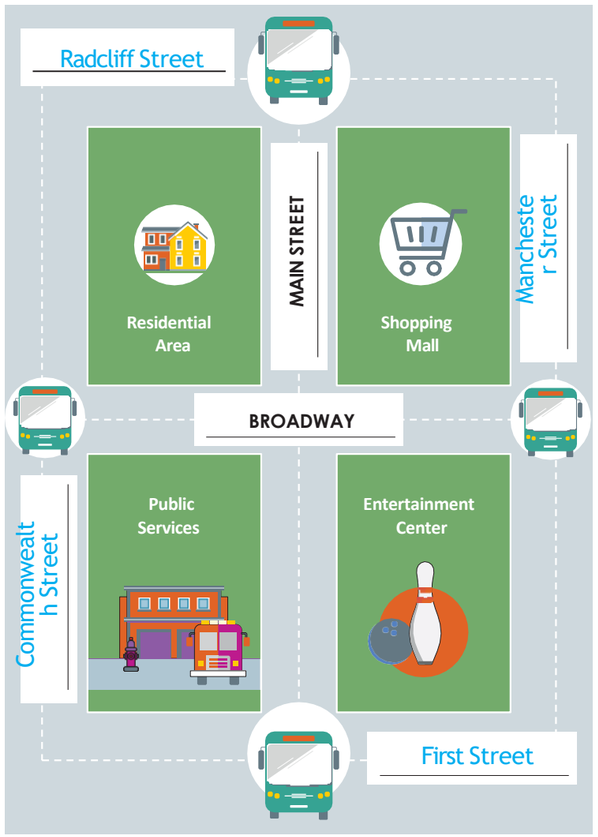
Morning Service

Residential Area
Radcliff and Main St.
7:00
8:00
9:00
10:00

Shopping Mall
Broadway and Manchester
7:15
8:15
9:15
10:15

Entertainment Center
First and Main St.
7:30
8:30
9:30
10:30

Public Services
Broadway and Commonwealth
7:45
8:45
9:45
10:45



Information Questions				
Question Word		**Subject**	**Base Verb**	
When / Where	does	the bus	stop	in the residential area?

D Practice the conversations. Use the information in C to make new conversations.

Answers will vary.

Student A: When does the bus stop in the residential area?

Student B: It stops at 7:00 a.m.

Student B: Where does the bus stop at 8:45?

Student A: It stops at public services.

E **CLASSIFY** **Read the words and write them in the correct columns. Then listen and check your answers.**

apartment	courthouse	hardware store	pharmacy
bank	department store	hospital	police station
city hall	fast-food restaurant	~~house~~	post office
clothes store	fire station	library	shoe store
condominium	gas station	mobile home	supermarket

Residential	Public Services	Retail
		
house	city hall	bank
apartment	courthouse	clothes store
condominium	fire station	department store
mobile home	hospital	fast-food restaurant
	library	gas station
	police station	hardware store
	post office	pharmacy
		shoe store
		supermarket

F **List places in your community that are close to your home.** Answers will vary.

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Presentation 3

7–10 mins.

Make a cluster diagram on the board. Label the center circle *Community* and the secondary circles *Residential*, *Public Services*, and *Retail*. As a class, brainstorm and classify places in the community and list three items off of each secondary circle.

Workplace Focus

Exercises E, F: Complete tasks as assigned.

Practice 3

15–20 mins.

E **CLASSIFY** **Read the words and write them in the correct columns. Then listen and check your answers.**

Go over each word and its correct pronunciation.

Ask students to make an educated guess as to which column each item should go in. Some items could go in more than one column. Accept all answers and ask students to write the answers in pencil in their books, but tell them to be prepared to erase the answers while listening.

Prepare students for the listening activity by explaining that they will not write the words that they hear, but check them off on their lists or draw arrows to the correct locations if there are errors.

Listening Script

In Palm City, there are public services where you can take care of any type of business that you have. For example, in the center of town, we have City Hall and the courthouse. Other public services include banks, fire stations, police stations, libraries, a post office, and a large hospital.

We also have many shops, including clothing stores and supermarkets. You can buy hammers and nails at the hardware store, and go across the street and get something to eat at several fast-food restaurants. You don't have to drive far to find gas stations, a pharmacy, shoe stores, and, of course, a very large department store.

Palm City is a great place to live. Here we have apartments, condominiums, houses, and even mobile homes.

Evaluation 3

5–7 mins.

Check the answers as a class and be prepared to play the audio again for confirmation.

Application

10–15 mins.

F **List places in your community that are close to your home.**

BEST PRACTICE

Miles to kilometers

Most students are more familiar with the metric system of measurement than the system of measurement used in the United States. In fact, it is the only industrialized country that has not adopted the metric system. Therefore, it is sometimes useful to point out the differences and / or conversion methods when U.S. measurements are presented in a lesson. For example, if students need to convert miles to kilometers, you might point out that one mile is equal to a little more than one kilometer or 1.6 kilometers. Do the same for different distances, weights, and temperatures.

Instructor's Notes

At-a-Glance Prep

Goal: Scan websites and search results
Grammar: Simple present
Pronunciation: Clarific tion
Academic Strategies: Focused listening, scanning, clarific tion strategies
Vocabulary: Community places: *attorneys, grocers, home improvement stores, lawyers, playgrounds*

Agenda

- ☐ List places in the community.
- ☐ Talk about a website.
- ☐ Read a directory.
- ☐ Listen for information.

Resources

Heinle Picture Dictionary: Community, pages 46-55

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.1.1, 2.4.2, 7.3.4
CCRS: RI1, RI2, RI7, SL2, SL3, L1, L5, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10-12 mins.

Place students in groups and ask each group to make a list of places in their community. Ask them next to identify what street each place is on. Allow them to use an online map. Write on the board: *Where is the post office?* Make sure students know how to answer the question with *on* and the name of the street. Have them ask the question about all the places on their list.

Introduction 5-7 mins.

Ask students for the phone number of the local post office. They most likely will not be able to respond. Ask them how you might find the information. Hopefully, they will say to look on the website. Say: *Today, we will scan websites and search results for important information, including phone numbers.*

Presentation 1 30-45 mins.

Make a list on the board of vocabulary words that relate to the post office. Include items such as *package*, *send*, *online*, *insurance*, *firstclass*, *tracking*, *shipping*, and *scan*.

A PREDICT Look at the website. Circle the search icon.

Ask students if there are any words on the web page that they don't understand and explain the meanings to them.

Workplace Focus

Exercises B, C: Complete tasks as assigned.

B Read the paragraph. What is the problem and the solution?

Ask the class to read the paragraph silently and then go over it as a class. Ask students to underline any words they don't understand. Explain these words. If you are using a word bank, remember to add the words from the above exercise to it. If students are using a word journal, remind them to do the same. Ask a volunteer for the problem, and another for the solution. Highlight the places in the paragraph where both the problem and solution can be found.

Practice 1 5-7 mins.

C Choose the correct answers.

Ask students to do the exercise on their own and then compare answers with a partner.

Evaluation 1 3-7 mins.

Have students discuss as a class an occasion when they had to use an English-language website. Ask them to share any difficulties they may have experienced.

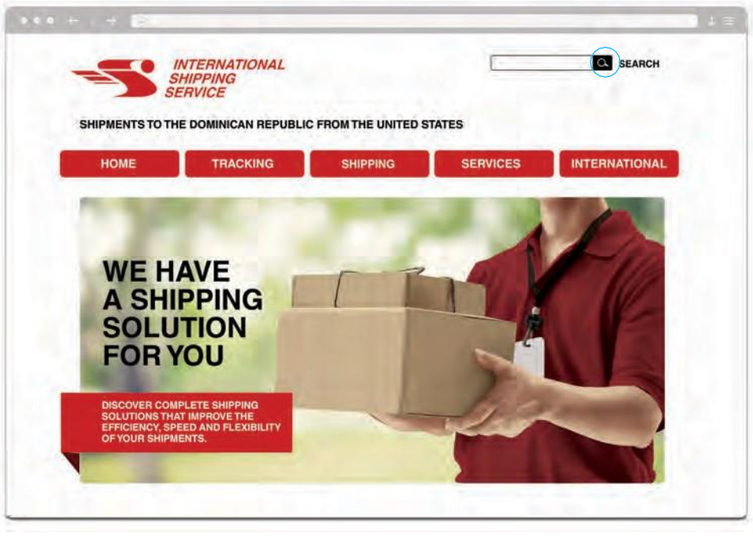
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LESSON 2

What's the Number?

GOAL ▶ Scan websites and search results

A PREDICT Look at the website. Circle the search icon.



B Read the paragraph. What is the problem and the solution?

Marie lives in Palm City. She wants to send a gift to her friend in the Dominican Republic. She needs to learn how to send a package to her friend. She goes to the website of an international shipping company to find out. She looks at the page and finally decides to click on the "International" tab. If she doesn't see the information she wants, she can always click the search icon. Answers may vary. Sample answers given. Problem: Marie wants to send a gift to her friend using an international shipping company website. Solution: She can click on the search icon to find the information she wants.
Problem: Marie doesn't know how to send a package. Solution: She goes to a website to find out.

C Choose the correct answers.

1. What does Marie want to do?
   a. She wants to get insurance.
   b. She wants to travel to the Dominican Republic.
   (c.) She wants to send a package.

2. What does Marie click on the home page?
   a. She clicks on the search icon.
   (b.) She clicks on the "International" tab.
   c. She clicks on the "Home" tab.

D **INTERPRET** **Scan the Palm City Directory. Circle any words you don't know.**

Answers will vary.

PALM CITY DIRECTORY

HOME | ABOUT | CALENDAR | BUSINESS DIRECTORY | PHOTO GALLERY | CONTACT US

DIRECTORY

- Art Galleries
- Attorneys
- Banks
- Churches
- Community Services
  - Libraries
  - Playgrounds and Parks
- Dentists
- Department Stores
- Doctors
- Furniture
- Grocery Stores
- Home Improvement
- Hospital
- Museums
- Post Office
- Real Estate Agencies
- Rental Cars
- Restaurants
- Retail
- Schools (private)
- Schools (public)
- Transportation
  - Bus Lines
  - Shuttle Service
  - Taxis
  - Train
- Travel Agencies

E **INTERPRET** **Write the links that will help Marie find locations in Palm City. Complete the table.**

Marie needs ...	Link
to send a package.	Post Office
to buy food.	Grocery Stores
a new sweater.	Department Stores
a taxi to the airport.	Transportation / Taxis
to find a place to go for dinner.	Restaurants
to repair a broken window.	Home Improvement
to see a lawyer.	Attorneys

Simple Present	
Subject	**Verb**
I / You / We / They	need, want
He / She / It	needs, wants

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Presentation 2

15–20 mins.

D **INTERPRET** **Scan the Palm City Directory. Circle any words you don't know.**

Tell students to discuss the places in the city directory in small groups. Explain that online city directories may be organized by categories rather than by specific names and addresses. Ask students to circle any words they don't know. Review the vocabulary as a class.

BEST PRACTICE

Scanning

Students at lower levels may not be accustomed to scanning for information in English. They may feel they should read and understand everything on a page to get the information they need. Do activities that require them to look over information quickly so that they are forced to scan rather than read.

The skill of scanning is closely related to focused listening. When people focus their listening, they are filtering out all extraneous information and listening for specific information. The same skill is necessary for scanning.

To prepare students for the Practice activity, remind them about the simple present, as indicated in the Grammar chart. If you would prefer to use a more complete chart, direct students to the Grammar reference in the back of the book.

Workplace Focus

Exercise E: Collect and organize information.

Practice 2

7–10 mins.

E **INTERPRET** **Write the links that will help Marie find locations in Palm City. Complete the table.**

Make sure students understand how to do this activity. They must look in the directory and find the corresponding locations. Then they must write the correct links to complete the table.

To get students started, write the names of a couple of local businesses or organizations on the board. Ask students if these places might be found in the directory and, if so, under which heading.

Evaluation 2

7–10 mins.

Name some places from the directory and ask students to guess what you need. Ask them to use full sentences, such as: *You need to see a doctor*.

BEST PRACTICE

Grammar review

As we have mentioned previously, students may be exposed to grammar structures in various lessons throughout *Stand Out*, but *acquiring* the language and grammar concepts comes at a different rate for each student. This is why it becomes very important to regularly review grammar points, especially ones where students make common errors while speaking and not thinking about form.

Instructor's Notes

Workplace Focus

Exercise F: Collect and organize information.
Exercise G: Interpret and communicate information; Interact appropriately with team members.
Exercise I: Interact appropriately with team members.

Presentation 3

30-40 mins.

F INTERPRET Study the directory with your classmates and teacher.

As you go over the directory with students, ask them comprehension questions related to the exercise.

G Listen and practice the conversation. Then ask a partner for information about the *post office, courthouse, DMV, fire department, City Hall,* and *Jefferson Middle School*.

Talk about clarification strategies. Point out that it is a good idea to repeat information back to the person providing it.

Practice 3

10-12 mins.

H CLASSIFY Cover the directory and listen to the conversations. Write the places, addresses, and phone numbers you hear in the table.

Play the audio three times and ask students to collaborate on the answers after the third listen.

Listening Script

1. **Post Office:** *Hello. Jefferson Street Post Office.*
   Marie: *I need to send some letters to family in the Dominican Republic tonight. Can I buy stamps there in the evening?*
   Post Office: *No. This post office closes at 5:00 p.m., but the post office on East Broadway Avenue is open tonight.*
   Marie: *That's great. What is the address?*
   Post Office: *It's at 151 East Broadway Avenue.*
   Marie: *OK. Do you have the phone number?*
   Post Office: *Yes. It's (520) 555-6245.*
   Marie: *Thanks for your help. Goodbye.*
2. **Marie:** *Hello. I want to get a new library card and borrow some books to read. Can you give me the address of the library?*
   Librarian: *Sure. We are at 125 East Broadway Avenue.*
   Marie: *Thanks. And let me confirm the phone number. It is (520) 555-7323, right?*
   Librarian: *Right.*
3. **Marie:** *Hello, my son wants to play baseball this summer. Is there a city baseball league for children?*
   Office Worker: *Yes, you can get information from our athletic center.*
   Marie: *Great, what is the address and phone?*
   Office Worker: *175 Main Street and the phone is (520) 555-3300.*
   Marie: *Thank you so much.*
   Office Worker: *You're welcome. Call between 8:00 a.m. and 5:00 p.m.*
4. **DMV:** *Hello, DMV.*
   Marie: *I need to find out about getting a driver's license. Can you give me some information?*
   DMV: *Yes, of course. You have to start the registration process online. Then you have to make an appointment. I'll give you the number. Do you have a pen?*
   Marie: *Yes. Go ahead.*
   DMV: *The number is (520) 555-2778.*
   Marie: *OK, great. Where is the office located?*
   DMV: *It's at 375 Western Avenue. Our hours are 8:30 a.m. to 4:00 p.m.*
   Marie: *OK. Thanks!*
5. **Police 1:** *Police Department.*
   Marie: *Hi. I lost my purse on the bus yesterday. I'm hoping someone turned it in?*
   Police 1: *Hold on. I'll transfer your call to Lost and Found.*
   Marie: *Thanks.*
   Police 2: *Lost and Found.*
   Marie: *Hi. I lost my purse on the bus yesterday.*
   Police 2: *We have some purses, but you'll have to come into our office to identify it.*
   Marie: *OK. What's your address?*
   Police 2: *It's 140 West Broadway Avenue.*
   Marie: *And what's your number?*
   Police 2: *It's (520) 555-4867.*
   Marie: *Thank you. Goodbye.*

Evaluation 3

5-7 mins.

Go over the answers to the listening activity and play the audio a final time for confirmation.

Application

5-7 mins.

I APPLY What are the most important phone numbers to have? Make a list with a group.

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F INTERPRET Study the directory with your classmates and teacher.

Palm City Government Agencies and Services

City Hall (520) 555-3300
160 W. Broadway Ave.

Courthouse (520) 555-5245
150 W. Broadway Ave.

DMV (Department of Motor Vehicles)
375 Western Ave.
Information (520) 555-2227
Appointments (520) 555-2778

Fire Department (520) 555-3473
Emergencies call 911
145 W. Broadway Ave.

Library (Public) (520) 555-7323
125 E. Broadway Ave.

Playgrounds and Parks

Department of Parks and Recreation (520) 555-7275
160 W. Broadway Ave.
Suite 15

Angel Park (520) 555-3224
137 Monroe St.

Lilly Community Park (520) 555-2211
275 Carpenter St.

Police Department (520) 555-4867
Emergencies call 911
140 W. Broadway Ave.

Schools (Public)

Jefferson Middle (520) 555-2665
122 Jefferson St.

Lincoln High (520) 555-8336
278 Lincoln Ave.

Washington Elementary (520) 555-5437
210 Washington St.

US Post Office (520) 555-6245
151 E. Broadway Ave.

G Listen and practice the conversation. Then ask a partner for information about the *post office, courthouse, DMV, fire department, City Hall,* and *Jefferson Middle School*.

Student A: Where's the post office?
Student B: It's at 151 East Broadway Avenue.
Student A: What's the phone number?
Student B: It's (520) 555-6245.

H CLASSIFY Cover the directory and listen to the conversations. Write the places, addresses, and phone numbers you hear in the table.

Place	Address	Phone
1. post office	151 East Broadway Ave.	(520) 555-6245
2. library	125 East Broadway Ave.	(520) 555-7323
3. athletic center	175 Main St.	(520) 555-3300
4. DMV	375 Western Ave.	(520) 555-2778
5. police station	140 West Broadway Ave.	(520) 555-4867

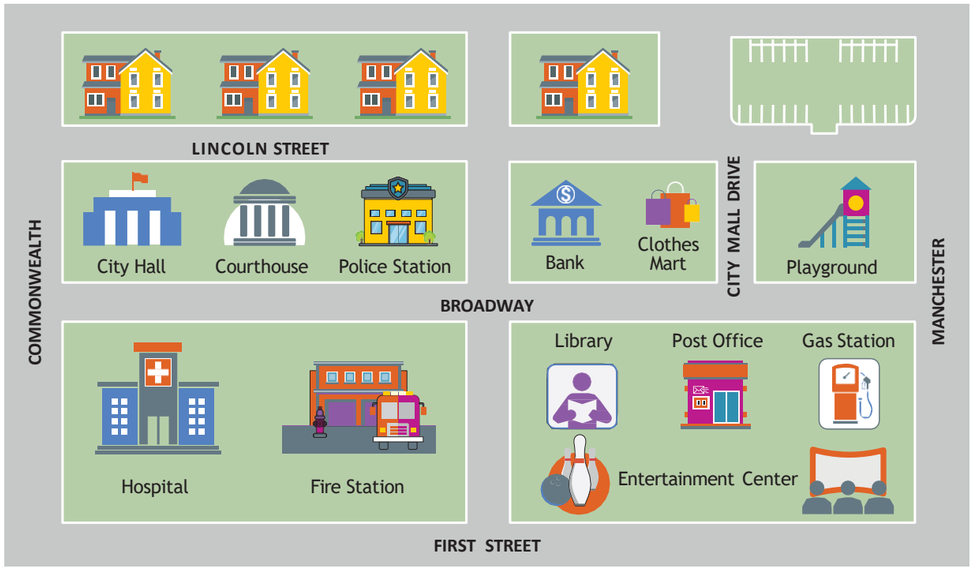
I APPLY What are the most important phone numbers to have? Make a list with a group.

LESSON 3

Finding Your Way

GOAL ▶ Give and follow directions

A **INTERPRET** **Look at the map and practice the conversation. Make new conversations with other places on the map.**



Student A: Where is the bank?

Student B: It's on Broadway.

B **Study the prepositions with your classmates and teacher.**



next to | on the corner of | between | across from

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At-a-Glance Prep

Goal: Give and follow directions
Grammar: Prepositions, imperatives
Academic Strategy: Focused listening
Vocabulary: *blocks, east, intersection, left, miles, north, right, south, turn, west*

Agenda

- ☐ Talk about places in the neighborhood.
- ☐ Review prepositions.
- ☐ Listen to and follow directions.
- ☐ Write directions.
- ☐ Study features of a map program.
- ☐ Write about the community.

Resources

Heinle Picture Dictionary: Community, pages 46-55

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.2.1, 2.2.5
CCRS: RI1, RI7, SL2, L1, RF3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review

10-15 mins. ■■■

Ask students in groups to list their favorite stores and businesses in the neighborhood. Ask them to classify the list by restaurants, businesses that provide services, clothing stores, and so on. After each group finishes its list, have a representative share it with the class. Make this task a competition by setting a timer and asking students to list as many local places under one category as they can. For example: *You have two minutes to write as many local restaurants as you can. Go!* The team with the longest list wins.

Introduction

5-7 mins. ■■■

Give directions to a place in the community not too far from the school without disclosing the place itself. Ask students to follow the directions in their minds and see if they can identify the place. Do this a few times with different locations. State the goal: *Today, we will give and follow directions.*

Workplace Focus

Exercise A: Interpret and communicate information.
Exercise C: Complete tasks as assigned.

Presentation 1

15-20 mins. ■■■

Ask students to look at the map on the Student Book page. Ask them questions about the locations.

A **INTERPRET** **Look at the map and practice the conversation. Make new conversations with other places on the map.**

Observe students to make sure they are substituting the vocabulary and street names.

B **Study the prepositions with your classmates and teacher.**

Go over the prepositions. Students may have trouble distinguishing between *in* and *on*. Show them how *in the corner* is used to describe things inside. Demonstrate by asking where items in the corner of the classroom are. Use the map to show them that *on the corner* is used to identify things outside, on the corner of a street. They may also have trouble with *across from*. Explain how *across from* is different from *in front of* because it generally means there is something in between the two things, such as a street. Define *intersection, block,* and any other new vocabulary you think the students should know.

Practice 1

7–10 mins.

C Look at the map in A. Complete the sentences with prepositions.

Ask students to do this activity on their own. They will peer-edit in the Evaluation stage.

Evaluation 1

7–10 mins.

Ask volunteers to write the complete sentences from **C** on the board. Ask the other students to check their work and make polite corrections as needed.

Workplace Focus

Exercises D, F: Complete tasks as assigned.

Presentation 2

20–30 mins.

Go over the map in **A** and discuss the locations of different places. Practice giving students directions similar to the ones in the upcoming listening activity in **E**. Ask volunteers to give directions from one location to another.

Talk about places in your own community again. Give directions from one place to another and ask students for the name of the place.

BEST PRACTICE

Using the classroom

We try to give suggestions in *Stand Out* that we feel most teachers would be comfortable with. That said, each teacher has a unique teaching style and students have different learning styles. It is important to find what your strengths are and what the needs of your students are. We encourage teachers to try new things beyond our suggestions.

One way to be creative is to try to use the learning environment in interesting ways. For example, in this lesson, you might consider putting the chairs in rows that represent streets and having the desks represent buildings. This creates a nice visual.

Another idea would be to introduce the word *steps* and ask students to guess how many steps it is from one place in the room to another. After students are comfortable using the vocabulary, show them how to transfer this experience to the real world by substituting *blocks* and / or *miles* for *steps*.

D Study the chart with your classmates and teacher.

Direct students to the Grammar chart and explain that imperatives are used to give orders, instructions, warnings, and advice. Tell students signs often use imperatives. Show them a few examples of signs that appear in the streets. Give examples of the other uses too.

Practice 2

7–10 mins.

E Listen to the conversation between Marie and her friend. Find Marie's apartment on the map and circle it.

Listening Script

Marie: *Hello.*
Ana: *Hi, Marie. I'm here!*
Marie: *Where?*
Ana: *Here in Palm City.*
Marie: *Really? Where are you right now?*
Ana: *I'm at the intersection of Main and Lincoln.*
Marie: *Wow, that's great! You can walk here. Go north on Main. Walk straight ahead for three blocks and turn left on Fairview. Go one block and turn right. Turn left on Washington. My apartment is on the right at 133 Washington, Number 15.*

Evaluation 2

3–5 mins.

Go over the exercise as a class. Be prepared to play the audio again for a final confirmation.

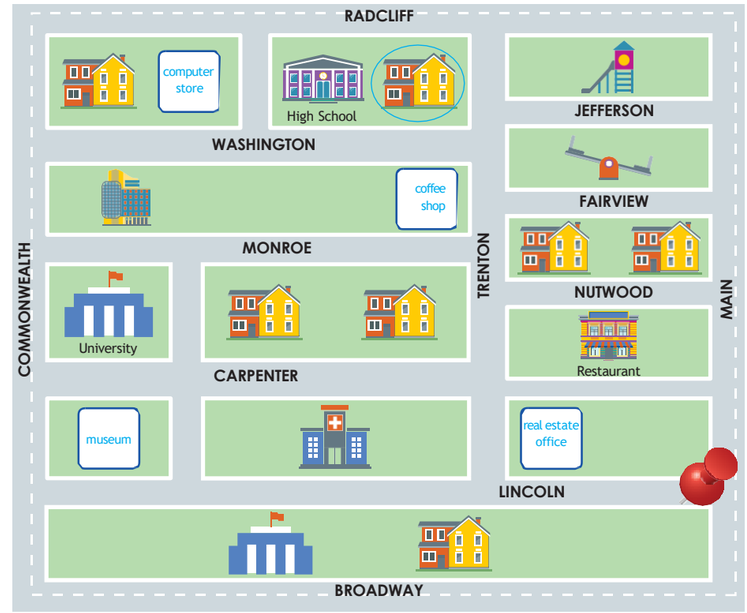
C Look at the map in A. Complete the sentences with prepositions.

1. The gas station is on the corner of Broadway and Manchester.
2. The courthouse is between City Hall and the police station.
3. The post office is next to the library.
4. The police station is across from the fire station.
5. City Hall is across from the hospital.
6. The post office is between the library and the gas station.

D Study the chart with your classmates and teacher.

Imperatives			
	Base Verb		**Example Sentence**
you	**go**	straight straight ahead	**Go** straight three blocks. **Go** straight ahead.
	turn	left right around	**Turn** left on Nutwood. **Turn** right on Nutwood. **Turn** around.
	stop	on the left on the right	**Stop** on the left. **Stop** on the right.

E Listen to the conversation between Marie and her friend. Find Marie's apartment on the map and circle it.



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F. **Listen to the directions. Follow the map in E and write the location.**
Answers on map in E.

G. **Look at the map in E again. Start at the red pin and write directions to the high school.**

The high school: Go straight ahead on Main for three blocks. Then turn left on Fairview Street. Take the first right on Trenton. Then turn left. The high school is on Washington Street, on the right.

H **Write directions to the restaurant and the university. Start at the red pin.**

Answers will vary.

Life ONLINE Map programs online or apps on smartphones have many special features that can help you find your location faster. For example, often at the bottom of the directions to a store or another place of business, the app will include the phone number and the website of the location you are looking for.

I **Draw lines to the special features of this map program.**

1. Reverse directions to find your way home
2. Choose the time you want to arrive, or you want to leave.
3. Choose the transportation you want to take or if you want to walk.
4. Enter your home address into the app or program.



J **APPLY** **Write directions from your school to your home.** Answers will vary.

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F Listen to the directions. Follow the map in E and write the location.

Ask students to complete this activity individually. Then go over the answers as a class.

Listening Script

1. *You are at the intersection of Broadway and Main. Find the museum. Go north on Main one block and turn left. Go two blocks and it's on the right.*
2. *You are at the intersection of Carpenter and Commonwealth. Find the real estate office. Go east on Carpenter two blocks and turn right. Go one block and turn left. It's on the left.*
3. *You are at the intersection of Fairview and Trenton. Find the computer store. Go north on Trenton and turn left on Washington. Walk straight ahead one block and turn right. Then turn left and it's on the left.*
4. *You are at the intersection of Commonwealth and Radcliff. Find the coffee shop. Go straight on Radcliff two blocks. Turn right on Trenton. Walk a block. It is on your right.*

Presentation 3

10-15 mins.

Show students the listening scripts in the back of this book. Print copies or enlarge the script for **F** on a screen. Ask students to identify the verbs in the four sets of directions.

Show students how in English there is almost always a subject or a word that indicates who or what is operating the verb. (You might want to refer them to the grammar reference charts in the appendix.)

G Look at the map in E again. Start at the red pin and write directions to the high school.

Briefly drill students on the imperative sentences. Explain that when people give instructions like street directions or recipes, they usually use the imperative. Remind them that they studied the imperative in an earlier unit when they wrote recipes. Make sure they understand that each verb usually indicates a new sentence, and it should be capitalized. Also, it is always a good idea to remind students that a period is needed at the end of sentences.

H Now write directions to the restaurant and the university.

Ask volunteers to read their directions to the class once they have finished the exercise.

(Shorter classes can do **I** for homework.)

Workplace Focus

Exercises I, K: Complete tasks as assigned.
Exercise J: Interpret and communicate information.

Practice 3

15-20 mins.

I Draw lines to the special features of this map program.

Life ONLINE

After the exercise, demonstrate the same features with an online map program if possible. Cover any other features you think might be useful, such as arrival and departure times, how to reverse directions, and transport.

J APPLY Write directions from your school to your home.

Evaluation 3

3-7 mins.

Ask volunteers to write their directions on the board. Have other students check that the volunteers have capitalized the first word of each sentence and street names, and that they have used periods at the end of the sentences.

At-a-Glance Prep

Goal: Read a message or letter
Grammar: Simple present, simple present: *Be*, present continuous
Academic Strategies: Focused listening, scanning, predicting
Vocabulary: *certifi ates, closer, miss, prepositions, soon*

Agenda

- ☐ Write directions.
- ☐ Read an email.
- ☐ Listen to an email.
- ☐ Complete an email.

Resources

Heinle Picture Dictionary: Community, pages 46–55

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.3
CCRS: RI1, RI2, RI7, RI10, W1, W2, W4, SL2, SL3, SL4, L1, L2, L4, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 15–20 mins.

Ask each student to write directions to a place in the community. Then have students pair up and read the directions. Students must try to determine the location based on their partner's directions.

Introduction 3–5 mins.

Write: *Dear Raquel, on the board.* Ask students what you have started.

Presentation 1 15–20 mins.

With books closed, read the email from Marie to Raquel out loud. Ask students to identify the purpose of the email. Answers might include *an invitation to visit, a description of the city,* and *a description of what Marie does every day.* Refer students back to the map on page 127. Review prepositions like *across from* by asking questions about the map.

BEST PRACTICE

Reading strategies

Like with focused listening, students should understand that they will comprehend more of the email if they don't get bogged down with all the vocabulary. Encourage them to read without stopping. If there are words they don't understand, they can underline them and ask for their meaning later, but they shouldn't stop reading.

Practice 1 7–10 mins.

A Read Marie's email to her friend Raquel in the Dominican Republic.

To encourage students to avoid stopping when they come across unfamiliar vocabulary, limit the reading time. Give two minutes. Ask students when they finish reading to close their books and look up.

When all the students are ready, ask a few comprehension questions not included in **B**, such as: *Where is Raquel from? What is Marie's job?*

Finally, ask students to open their books again. Ask questions and allow them to scan for information. Questions might include: *What does Marie do at night? What is new with Marie?*

Go to the Digital Literacy Worksheets section on the Spark platform to find Digital Safety Review Worksheets to further explore this topic with your students.

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Workplace Focus

Exercise B: Interpret and communicate information.

Evaluation 1 3–5 mins.

B Answer the questions in complete sentences. Use prepositions.

Ask students to do the activity. Check their work. Have a few volunteers write their complete sentences on the board.

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LESSON 4

Dear Raquel

GOAL ▶ Read a message or letter

A Read Marie's email to her friend Raquel in the Dominican Republic.

Dear Raquel,

How are you? I'm fine and happy. I miss the DR. I miss you too. How's everyone? I have a new job now and I really like it. I'm a nurse assistant at St. Michael's Hospital here in Palm City. I'm also studying English at the adult school.

Palm City is a nice community. There's a park on the corner near the hospital. I eat my lunch there. City Hall and the courthouse are across from the hospital. My apartment is on the corner of Washington and Wilson. I live about four blocks from the hospital.

I sometimes go to the mall at night. I eat dinner at a restaurant on Main Street or across the street at the coffee shop. I hope you can visit soon. There are lots of things we can do at night after work. I attached a picture of me in the hospital.

Your friend,

Marie

Life ONLINE Attachments like pictures or documents can be dangerous to download. Never download any attachment or click on any link from an email unless you know the sender.

B Answer the questions in complete sentences. Use prepositions.

Answers many vary. Suggested answers below:

1. Where does Marie eat lunch? Where is it?

   She eats lunch in the park. It's on the corner near the hospital.

2. Where does Marie work? Where is the building?

   She works at St. Michael's Hospital. The building is in Palm City.

3. Where is the courthouse?

   The courthouse is across from the hospital.

4. Where does Marie eat dinner? Where is the building?

   Marie eats dinner at a restaurant on Main Street or across the street at the coffee shop.

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

Simple Present	
Subject	**Verb**
I / You / We / They	eat.
He / She / It	eats.

Simple Present: *Be*		
Subject	***Be***	
I	am	happy. sad. tired.
You / We / They	are	
He / She / It	is	

Present Continuous			
Subject	***Be***	**Base Verb + *ing***	**Example Sentence**
I	am	writing	I **am** / **I'm writing** this letter in English.
You / We / They	are	going	We **are** / We**'re going** to the mall.
He / She / It	is	eating	He **is** / He**'s eating** at the coffee shop.

D **Read the email from Raquel to her friend. Circle the simple present verbs. Underline the present continuous verbs.**

Dear Judy,

I'm writing to you from Palm City in Arizona. I'm staying for a few days with my friend, Marie. I'm having a wonderful time. Palm City is beautiful. People are very friendly. We are going to Claudia's Restaurant to eat Mexican food tonight.

Marie works in the hospital here as a nurse. She goes to work early every day, and she works very hard. She loves her new job, but she's a little sad because her family and friends aren't here.

Right now, I'm doing my English homework and listening to music at Marie's house because I'm waiting for her to finish work. Wish you were here!

Love,

Raquel

E **INFER** **On a piece of paper, answer the questions in complete sentences.**

Answers will vary. Sample answers given.

1. Is Raquel happy or sad? Raquel is happy.
2. What does Marie do every day? Marie goes to work every day.
3. What is Raquel doing right now? Raquel is doing her English homework and listening to music.
4. Is Marie happy or sad? Marie is sad (because her family and friends aren't there).

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Presentation 2

10-15 mins.

Tell students that they will read an email. Tell them that they will also practice identifying the simple present and present continuous in the email.

BEST PRACTICE

Multiple structures

Often, students will learn a structure and understand it well. Other times, when a new structure is introduced, students tend to confuse the form with previously learned forms. Sometimes this confusion causes students to write a unique form that doesn't exist in English, such as: *John is eat dinner*. Some students use the *be* verb as an auxiliary when there is no need for an auxiliary verb.

Another observation is that in real life there are very few occasions when one verb form is used exclusively. Rather, two or more forms are used within the same context.

For these reasons, we occasionally combine the simple present and the present continuous in the same activity in order to help students learn to differentiate between the two structures.

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

Go over the charts with the class.

(Shorter classes can do **D** and / or **E** for homework.)

Workplace Focus

Exercise D: Complete tasks as assigned.
Exercise E: Interpret and communicate information.

Practice 2

7-10 mins.

D **Read the email from Raquel to her friend. Circle the simple present verbs. Underline the present continuous verbs.**

Ask students to do this activity on their own first and then ask them to check their work or peer-edit a partner's work. Allow students to come to conclusions about their work before you step in.

You may wish to extend the activity by using portions of the email as a dictation.

Evaluation 2

7-10 mins.

E **INFER** **On a piece of paper, answer the questions in complete sentences.**

Allow students to do this activity individually and then to report to the class or ask volunteers to write their answers on the board.

Instructor's Notes

Presentation 3

7-10 mins.

Teach students a testing technique. Tell them that at times they will have a series of listening questions on a test, and that the test will be much easier if they read the questions beforehand. This is a focused-listening principle as well.

Go over each question from the listening practice students will do next. Ask them to guess what they think the answers might be. It isn't important that they get the right answers to the questions at this point. It is important that they spend time thinking about what is to come. Take a class poll and see what people think about each question.

Workplace Focus

Exercises F, G: Complete tasks as assigned.
Exercise H: Combine ideas and information.

Practice 3

7-10 mins.

F PREDICT Read the questions and predict the answers. Then listen to the email from Raquel to her friend Judy, and check your answers.

You may need to play the audio two to three times.

Listening Script

Dear Judy,

I am writing to tell you that I am staying with Marie in Palm City for one more week. I am having a lot of fun. Marie is very nice and kind. We went to the mall last night. Today we walked in the park on her lunch break.

This city is wonderful. The weather is warm most of the time. There are many parks, stores, and restaurants. There is good bus service. The bus goes around the city in an hour and stops near the shopping mall. The shopping mall has over a hundred stores, and I go there every day. The parks are very beautiful. There are a lot of palm trees and cactus plants.

I will call you tomorrow.

Raquel.

Evaluation 3

3-5 mins.

Check students' work and be prepared to replay the audio for confirmation.

Application

5-7 mins.

G APPLY On a separate piece of paper, write sentences about the city where you live.

Tell students that they will write sentences about the city where they live. Ask them to use Questions 1-4 to guide their writing.

H CREATE Complete the email with your sentences from G.

Explain to students that they will write an email about the city where they live. Ask them to use their sentences from **G** to create the email. It may be useful to prepare your own email constructed with the same questions in advance to provide the class with an example.

Instructor's Notes

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F PREDICT Read the questions and predict the answers. Then listen to the email from Raquel to her friend Judy, and check your answers.

1. How is the weather in Palm City?

   a. cold (b.) warm c. hot

2. Where does the bus stop?

   a. near the park (b.) near the shopping mall c. near Marie's house

3. What are in the parks?

   (a.) palm trees and cactus plants b. children c. tables

G APPLY On a separate piece of paper, write sentences about the city where you live.

1. Where do you live? What is the name of your town or city?
2. Describe your city. Is it beautiful, crowded, old, new, big, or small?
3. How is the weather in your city? Is the weather cold, warm, or hot most of the time?
4. Where do you like to go in your city? Do you like to go to stores, restaurants, entertainment places, or parks?

H CREATE Complete the email with your sentences from G.

Dear _____,

I hope you are well. I'm fine. I live in _____. It is _____

LESSON 5

The City Is Beautiful!

GOAL ▶ Write and send a letter or email

A CLASSIFY Read the envelope and complete the table.

Raquel Abreu
133 Washington Street #15
Palm City, AZ 85193



Antonio Abreu
18 Calle Mozart
Santo Domingo 10413
Republica Dominicana

From:	Raquel Abreu	To:	Antonio Abreu
Street:	133 Washington Street #15	Street:	18 Calle Mozart
City:	Palm City	City:	Santo Domingo
Zip code:	85193	Zip code:	10413
State:	AZ	State:	-
Country:	USA	Country:	Republica Dominicana

B Complete the envelope from you to a partner's address. Answers will vary.



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At-a-Glance Prep

Goal: Write and send a letter or an email
Grammar: Simple past—regular and irregular
Pronunciation: Stress, *-ed* endings
Academic Strategy: Focused listening
Vocabulary: Simple past verbs

Agenda

- ☐ Talk about writing letters.
- ☐ Learn about completing envelopes.
- ☐ Learn the parts of a letter.
- ☐ Use the simple past.
- ☐ Write an email.

Resources

Heinle Picture Dictionary: Community, pages 46-55

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.3
CCRS: RI1, RI2, W2, W4, W7, W8, SL2, SL4, L1, L2, L4, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

Ask students in groups to discuss who they would like to write a letter or email to and why. Remind them to use *because*. Ask students to speak about two things they are doing that they want to share with a relative or a friend in another country.

Introduction 5 mins. ■■■

Ask how many students have gone to a post office recently. Talk about packages and insurance. Ask how much it costs to send a letter to another country. State the goal: *Today, we will write and send a letter or email.*

Presentation 1 10-15 mins. ■■■

Ask students to open their books and discuss the envelope. Ask questions to check for understanding. Do **A** as a class.

A CLASSIFY Read the envelope and complete the table.

As a class, form questions for the information: *What's your name? What's your address?* Go over the correct pronunciation and intonation for these questions.

Pronunciation Stress

Intonation and stress are very difficult in English because they change depending on the circumstances. Therefore, it is important to take every opportunity once students have grasped basic communication to compare and contrast different ways to pronounce the same statement or question. Show students that while they are in a group and asking the same question several times to different people, *your* becomes the stressed word.

Make a grid on the board. Ask groups of students to find out the name and address of each group member. If students don't want to share personal information, they can say *I'm sorry, that's private,* or invent the information.

Practice 1 7-10 mins. ■■■

B Complete the envelope from you to a partner's address.

Ask students to take the information from one member of the group and complete the envelope. You may bring real envelopes and have students address them so they can actually send correspondence to the group members.

Evaluation 1 5-7 mins. ■■■

Write some editing suggestions on the board:

1. *Capitalize all names.*
2. *Put a comma between the city and the state.*
3. *Use the two-letter postal code for states, such as CA or TX. Refer students to the state abbreviations sheet from the Welcome Unit Multilevel Worksheets which can be found on the Spark platform. If you haven't used these yet, it may be a good idea to give each student a copy. Alternatively, print a list of state abbreviations you find online.*

Ask students to peer-edit each other's envelopes.

Workplace Focus

Exercises C, D: Complete tasks as assigned.

Presentation 2

20-30 mins.

C Study the parts of a letter. Then listen to a lecture and number the parts.

Explain that letters or emails to relatives do not have to be formal and they do not have to follow any specific structure. The suggestions here can be used in more formal contexts, like business letters, and can help them improve their clarity. This is the first opportunity in *Stand Out 2* for students to be exposed to an explanation that is similar to a lecture; however, they won't be taking notes. Give students a brief lecture on the different ideas and then have them listen to the audio, and put the information in order.

BEST PRACTICE

Developing academic skills

There is a temptation to help students be successful in every activity and never permit them to make mistakes. ESL teachers are often very nurturing, but remember that part of the mission statement of *Stand Out* is to help students become independent learners. They will undoubtedly face experiences where little context or interaction occurs in an academic setting. The purpose of this activity is to give students a taste of this type of instruction.

Listening Script

Students, please listen carefully to the steps to writing a well-formatted letter. If you write letters that have good organization, the people you are writing to will understand better what you want to say. Always start with the date. Put the date on the left-hand side of the page near the top. Follow the date with your greeting. The greeting is a way to address the person you are writing to. You can use "Dear" if it is a good friend or family member.

Next, in the first paragraph, say why you are writing. We call this the purpose. You might say, for example, "I am writing because," and then give the reason.

The fourth thing you want to do is write a paragraph or more about all the things you want to say. We call this the body.

The body can be followed by a closing sentence. This can be very short. For example, you might say, "I hope to see you soon," or you could say, "I will talk to you later."

The sixth thing you should do is to give a closing. You can use "Love" for a loved one, or "Sincerely," to be more formal. Then add your name and you are done. Any questions?

You may need to play the audio several times. Allow students to discuss the lecture in groups between listenings.

Practice 2

10-12 mins.

D SEQUENCE Read the parts of the letter and put them in the correct order. Write the correct number next to each part. What do you write in a letter, but not an email?

Ask students to do this activity in pairs.

Evaluation 2

5-7 mins.

Ask volunteers to read the letter in the correct order and have the class check their work.

Instructor's Notes

C Study the parts of a letter. Then listen to a lecture and number the parts.

Parts of a letter	Example
4 body	most of the information
6 closing	*Sincerely, Love, Love always, Your friend,*
5 closing sentence	*Call me! I hope to see you soon.*
1 date	*January 20th*
3 purpose or reason	*I am writing because . . .*
2 greeting	*Dear Raquel,*
7 your name	first name, or first and last name

D SEQUENCE Read the parts of the letter and put them in the correct order. Write the correct number next to each part. What do you write in a letter, but not an email?

the date, your name

a. 5 — I'll call you tomorrow.

b. 1 — March 12th

c. 4 — This city is wonderful. The weather is warm most of the time. There are many parks, stores, and restaurants. There's good bus service. The bus goes around the city in an hour and stops near the shopping mall. The shopping mall has over a hundred stores, and I go there every day. The parks are very beautiful. There are a lot of palm trees and cactus plants.

d. 2 — Dear Judy,

e. 7 — Raquel

f. 3 — I am writing to tell you that I am staying with Marie in Palm City for one more week. I am having a lot of fun. Marie is very nice and kind. We went to the mall last night. Today, we walked in the park on her lunch break.

g. 6 — Love,

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

Simple Past (Regular)		
Subject	**Verb (Base + *ed*)**	**Example Sentence**
I / You / He / She / It / We / They	talked	I **talked** with Marie.
	wanted	She **wanted** a sandwich.
	walked	We **walked** in the park.

Simple Past (Irregular)		
Subject	**Irregular Verb**	**Example Sentence**
I / You / He / She / It / We / They	went (go)	I **went** to the park.
	ate (eat)	She **ate** at the coffee shop.
	bought (buy)	We **bought** new dresses.
	sent (send)	They **sent** a letter.

F **Complete each sentence with the past form of the verb in parentheses.**

1. I ___walked___ (walk) to Marie's house.
2. You ___went___ (go) to school yesterday.
3. She ___sent___ (send) me a letter from Palm City.
4. I ___wanted___ (want) a new sweater.
5. Raquel and Marie ___bought___ (buy) new clothes at the store.
6. We ___ate___ (eat) at the restaurant on the corner of Main and Carpenter.

G **APPLY** **Complete the sentences for yourself.** Answers will vary.

1. My city is _____.
2. There is a _____.
3. Every day, I _____.
4. Sometimes, I _____.
5. Yesterday, I _____.
6. Yesterday, I _____.

H **Write an email and send it to a classmate.**

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Presentation 3

20-30 mins.

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

Go over the charts with students carefully to make sure they understand.

Pronunciation *-ed*

Students often have trouble with the different pronunciations of the regular simple past *-ed* ending. In regular verbs with a base form that ends in a voiceless sound, the sound of *-ed* is /t/. However, when the verb ends in a voiced sound, the *-ed* is pronounced /d/. If the base verb ends in a /d/ or a /t/ sound, then the *-ed* is pronounced /ed/ or /id/.

Given the complexity of this issue, students at this level may not be ready to tackle the distinctions of pronunciation. However, students may hear the differences and be confused; therefore, it is a good idea to expose them to this principle now.

A good way to do this is to make four columns on the board but not label them immediately. Ask students to give you any verbs they can think of. (The final column is for irregular verbs. Tell them that you will include any irregular verbs they call out, but you are looking for regular verbs.) One column is for past forms that end with the voiceless /t/, one is for voiced /d/, and the third is for /ed/ or /id/. As students give you verbs, put them in the correct columns. After a few verbs, have students guess at the column the next verbs they offer belong in. Then explain the principle by asking students to put two fingers to their voice box and feel for vibration or lack of vibration when pronouncing the last sound of each of the verbs on the board.

Make sure you explain that this minilesson is to give students an awareness of the three ways that the *-ed* ending can be pronounced, but they are not expected to use the correct pronunciation each time they say a regular simple past verb at this stage.

(Shorter classes can do **F** for homework.)

Workplace Focus

Exercises F, G: Complete tasks as assigned.
Exercise H: Combine ideas and information; Apply technology to a task.

Practice 3

5-7 mins.

F **Complete each sentence with the past form of the verb in parentheses.**

Have students work on this activity on their own.

Evaluation 3

5-7 mins.

Ask volunteers to write their sentences on the board.

Application

20-30 mins.

G **APPLY** **Complete the sentences for yourself.**

Ask students to do this activity in preparation for writing a letter in **H**. Make it clear that they should answers the questions about themselves.

H **Write an email and send it to a classmate.**

Review the structures and language covered in the lesson before students start this exercise.

Visit the Spark platform to find the Email Digital Literacy Worksheet to further explore this topic with your class.

This may be a good opportunity to visit the Life Skills video page in the appendix. Videos can be found on the Spark platform.

At-a-Glance Prep

Goal: Identify employment in public safety careers

Agenda

- ☐ Give an opinion on an infographic.
- ☐ Complete a chart.
- ☐ Read about firefighters.
- ☐ Read about characteristics of firefighters.
- ☐ Research public safety careers.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.8.1, 6.7.2, 7.4.4, 7.7.3
CCRS: R1, R2, R4, SL5, RF3, L2
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 10-15 mins.

Review key vocabulary and language points from the previous lesson by preparing a simple letter or email in advance. Cut the letter into strips representing the seven parts of a letter illustrated in **C**on page 133 of the Student Book. Put students into groups and print enough copies for each group. Hand the strips in an envelope to the groups. Set a timer for two minutes. Tell the groups to put the strips in the correct order. Once the timer goes off, show students the correct order and check their answers. If you are teaching an online class, give students a document with the sentences in the incorrect order and create groups using breakout rooms.

Introduction 5-10 mins.

In this lesson students will learn to identify employment in public safety careers.

Begin by asking students what they think is meant by *public safety* and what careers they think might be part of this sector. Write a list of their suggestions on the board.

Presentation 1 15-20 mins.

A INFER Look at the infographic and give your opinion.

Allow students time to work on their own first. Tell them to make notes on the questions, then put them into pairs to discuss and compare their answers. When the pairs have finished their discussions, go through the questions as a class, asking some students to volunteer their answers.

Practice 1 5-10 mins.

Direct students toward the Grammar chart and review comparatives and superlatives, first by asking simple questions about the class. For example: *Who is the tallest in the class? Who was earlier to class, Marco or Nojun?*

B Use the information in A and complete the chart.

When students have finished, ask a volunteer to write their chart on the board and explain the answers.

Evaluation 1 5-10 mins.

Ask a few other comprehension questions to elicit responses that require use of the comparative and the superlative. Stick with careers as the context for your questions. Feel free to ask questions comparing jobs from previous Workforce lessons. The main goal here is to solidify the correct use of the grammar point.

C Ask your partner questions about the chart in B.

Encourage students to substitute information in the Grammar chart with other words in the infographic.

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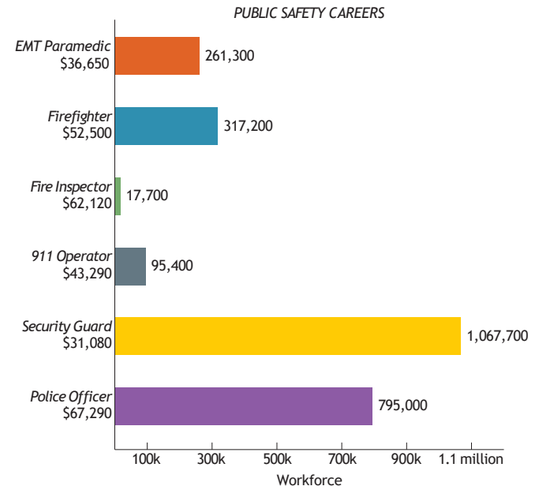
LESSON 6

Explore the Workforce

GOAL ▶ Identify employment in public safety careers

A INFER Look at the infographic and give your opinion. Answers will vary.

1. Which job do you think is easiest to get?
2. Do you think that a security guard makes enough money to support a family of four?
3. Why do you think police officers make more than the other workers?
4. Do you think you need special education or training to be a paramedic?



Comparatives / Superlatives (Count Nouns)
Which careers have ***more*** workers in the workforce ***than*** firefighters?
Which career has ***the most*** workers in the workforce?
Which careers have ***fewer*** workers in the workforce ***than*** firefighters?
Which career has ***the fewest*** workers in the workforce?

B Use the information in A and complete the chart.

Career with Fewest Workers → Career with Most Workers

fi e inspector	911 operator	EMT paramedic	firefighter	police officer	security guard

C Ask your partner questions about the chart in B.

Example Questions:

Which career has the fewest workers in the United States?
Which careers have more workers than fire inspectors?

D **Read about a firefighter career.**

Firefighting can be dangerous. Firefighters have to go into buildings that are on fire, give medical assistance, and respond to emergencies regularly. They often do other duties when waiting for a call. Their shifts can be 24 hours at a time, so many times they have to eat and sleep in the firehouse. Firefighters must also be strong and in good health.

E **INFER** **Discuss the questions about firefighters based on the reading in D.**

Answers will vary.

1. Do you think firefighters have to exercise?
2. Do you think firefighters work five days a week and have weekends off?
3. Do you think a firefighter's work is more dangerous than a police officer's work?

F **Read the information. Look up words you don't know in the dictionary.**

Firefighters have to be ready for anything. They have to be strong to carry or move heavy objects and people.

Strength
for carrying at least 100 pounds

Power
for dragging heavy hoses and sometimes victims



Flexibility
for crawling and getting into tight places

Cardiovascular Fitness
for working in difficult places where it is hard to breathe and where there is a lot of stress

Core and Back Strength
for avoiding injury because of hard physical work

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Presentation 2

20-25 mins.

D **Read about a firefighter career.**

Ask students to come up with lists in pairs of words they associate with firefighters. Go through the words together as a class, listing them on the board as students call them out. Challenge students to use some of the words in example sentences about firefighters. You could either ask them to do this by speaking on the spot, or by choosing five words and writing the sentences.

Then ask them to read the paragraph. Ask them if any of their words appeared in the text. Which ones?

Practice 2

15-20 mins.

E **INFER** **Discuss the questions about firefighters based on the reading in D.**

This activity may work well as pair work. Ask pairs to discuss the questions, highlighting the lines in the text that reveal the answers. When they have finished, ask some pairs to share their answers with the rest of the class.

F **Read the information. Look up words you don't know in the dictionary.**

Ask students for their definitions once they have finished writing them down in their notebooks. Give one or two example sentences with each new word and try to tie in the context of the diagram in **F** by asking some comprehension questions using the new vocabulary. For example: *Why do firefighters need strength? What is the adjective form of* strength*?*

Instructor's Notes

Evaluation 2

20-25 mins.

When they have finished, ask students to discuss their answers with a partner. Tell them to try and give examples or elaborate on their choices where possible. Tell them they must listen carefully to what their partner says and make notes. When the pairs have finished talking to each other, ask students to share their partner's answers and reasoning with the class.

Presentation 3

15-20 mins.

G This firefighter is working to control a fire in the Shasta-Trinity National Forest in California. Think about his job. Talk to a partner about it. Do you think you could do the work?

Ask a few students to report what they discussed with their partner to the class.

H REFLECT Check what is true about you.

Go over the characteristics vocabulary and model the exercise yourself.

I INVESTIGATE In a group, follow the steps and research public safety careers.

Shorter classes can do **H** or **I** for homework.

J Choose a job or career related to public safety. Go to a job search site online and see if there are any openings within 25 miles of your school or home.

Show students how to use the distance feature on a job website before starting this exercise. Ask them to try to find two or three openings and to copy down the job descriptions. When everyone is finished, ask some students to read the job descriptions they found to the class. Then ask the class if they think they sound like jobs they would be interested in. Why?

Instructor's Notes

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G This firefighter is working to control a fire in the Shasta-Trinity National Forest in California. Think about his job. Talk to a partner about it. Do you think you could do the work?

H REFLECT Check what is true about you. Answers will vary.

- ☐ I am enthusiastic about life.
- ☐ I think on my feet. (I come up with solutions quickly.)
- ☐ I like working in a team.
- ☐ I like solving problems.
- ☐ I like working outside.
- ☐ I like physical work.
- ☐ I learn best by doing things.
- ☐ I don't have a problem with change.

I INVESTIGATE In a group, follow the steps and research public safety careers.

Answers will vary.

1. Go to your favorite search engine.
2. Type "public safety careers."
3. Open at least three webpages.
4. Write five new things you learn.

1. _____
2. _____
3. _____
4. _____
5. _____

J Choose a job or career related to public safety. Go to a job search site online and see if there are any openings within 25 miles of your school or home.

Review

A **Read the directions and follow the routes on the map. Write the names of the places where you arrive.**



bank	hospital	library	pharmacy	post office

1. You are at the intersection of Union and Mason. Go east on Union for two blocks. Then turn left. It's on the right. post office
2. You are at the intersection of Chestnut and Powell. Go south on Powell for one block. Then go west on Lombard one block. It is across the street. library
3. You are at the intersection of Green and Mason. Go west on Green for four blocks. Then go north one block. It's on the corner. pharmacy
4. You are at the intersection of Montgomery and Vallejo. Go west on Vallejo for three blocks and turn left. Go one block. It's on the right. bank
5. You are at the intersection of Broadway and Powell. Go south on Powell. Go two blocks and turn left. It's on the right. hospital

Learner Log

I can give and follow directions.

☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing, evaluating, developing study skills
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Evaluate and reflect on progress.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.2.3, 2.2.5, 2.4.2
CCRS: RI1, W2, W4, SL4, L1, L2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
SL3: Speak and write about level-appropriate complex literary and informational texts and topics.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Make accurate use of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 7-10 mins.

With their books closed, ask students to help you make a list on the board of all the new vocabulary they can come up with from the unit. Then have a competition where students in groups will write page numbers for each item on the list. The first group to have the correct page number for each item wins.

Introduction 5 mins.

Write all the goals on the board from Unit 5. Show students the first page of the unit and say the six goals. Explain that today, they will review the whole unit.

Note: Depending on the length of the term, you may decide to have students do Presentation and Practice for homework and then review student work as either the warm-up or another class activity.

Presentation 10-15 mins.

This presentation will cover each page of the review. Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.

Practice 15-20 mins.

A **Read the directions and follow the routes on the map. Write the names of the places where you arrive.**

BEST PRACTICE

Recycling / Review

The review and the project that follows are part of the recycling / review process. Students at this level often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten while learning other new concepts. This is because students *learn* but are not necessarily ready to *acquire* language concepts.

Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts.

Instructor's Notes

Workplace Focus

Exercises B, C, D: Complete tasks as assigned.

Practice *(continued)*

B Answer the questions.

Ask students to underline any words in the questions they aren't familar with and go over them as a class before starting the exercise.

C Read the paragraph. Complete the sentences with the correct form of the verb *be*.

Ask volunteers to read each sentence in the paragraph once they have completed the exercise.

D Read the email. Circle the correct form of the verbs.

Review the different uses of the present continuous and simple present before students do this exercise. Go through the answers afterwards as a class and ask volunteers to read sentences from the email.

BEST PRACTICE

Reviews as assessment

Review lessons are intended to be full-class with the usual teacher-fronted instruction. However, some teachers may prefer to use the review section first as a progress test under typical exam conditions. The students can then swap papers with a peer and mark their answers as the teacher reads them out. After that, students will swap the papers back and the instructor can take the students step-by-step through the review test, explaining the answers with help from volunteers. Although there are ample opportunities for assessment throughout *Stand Out* 2, this is one of many ways to assess student progress at regular intervals.

Instructor's Notes

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B Answer the questions.

1. Where can you send a package? a post office
2. Where can you borrow a book? a library
3. Where can you buy gas for your car? a gas station
4. Where can you buy medicine? a pharmacy
5. Where can you eat a burger and french fries? a fast-food restaurant
6. Where can you find a doctor? a hospital
7. Where can you report a crime? a police station
8. Where can you register the birth of a new baby? city hall

C Read the paragraph. Complete the sentences with the correct form of the verb *be*.

This city is wonderful. The weather is warm most of the time. There are many parks, stores, and restaurants. There is good bus service. The bus goes around the city in an hour and stops near the shopping mall. There are over a hundred stores in the shopping mall, and I go there every day. The parks are very beautiful. There are a lot of palm trees and beautiful flowers.

D Read the email. Circle the correct form of the verbs.

Dear Roberto,

I (write / am writing) to you from Connecticut. I (sit / am sitting) on the beach. I (stay / am staying) here in Clinton with my friend Suzanna. It's very warm and sunny here in summer. We (walk / are walking) on the beach every day. We often (eat / are eating) Mexican food in the evening. On weekends, we (visit / are visiting) beautiful places along the coast.

Is it warm in Texas? I hope you (have / are having) a nice vacation there.

Your friend,

Sara

Learner Log

I can describe my community. ☐ Yes ☐ No ☐ Maybe

I can read a message or letter. ☐ Yes ☐ No ☐ Maybe

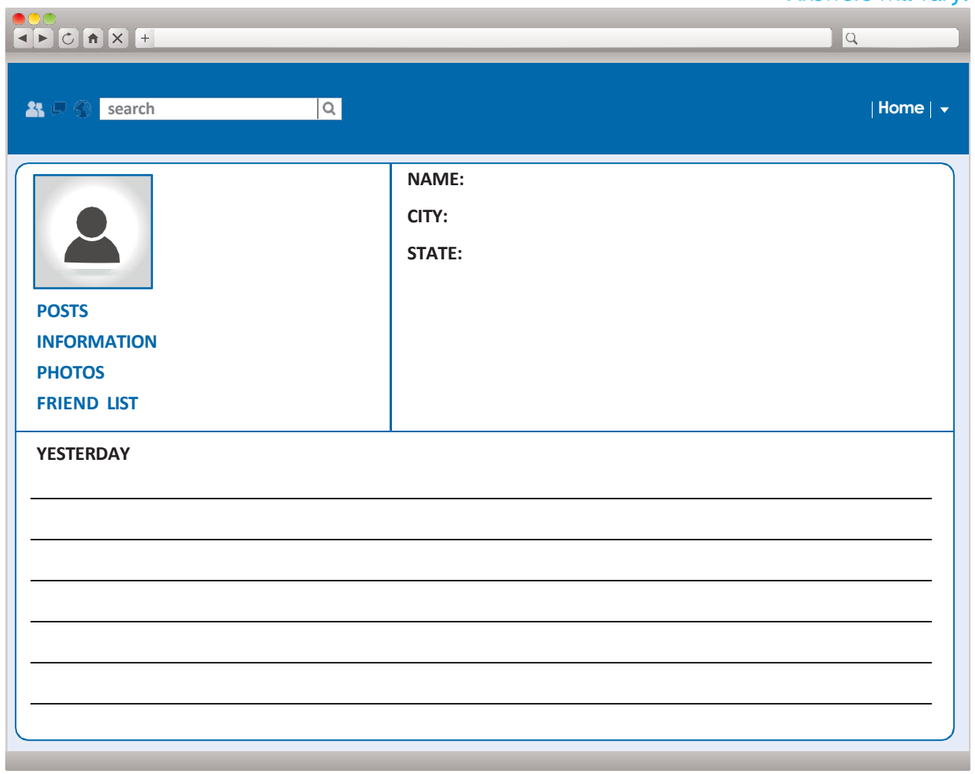
Review

E **Write down important business locations in your neighborhood. Look up their phone numbers online and add them to your list.** Answers will vary.

Location	Phone Number

F **Complete the profile and write a paragraph about what you did yesterday.**

Answers will vary.



Learner Log

I can scan websites and search results.
☐ Yes ☐ No ☐ Maybe

I can write and send a letter or email.
☐ Yes ☐ No ☐ Maybe

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Workplace Focus

Exercise E: Complete tasks as assigned.
Exercise F: Combine ideas and information.

Practice *(continued)*

E **Write down important business locations in your neighborhood. Look up their phone numbers online and add them to your list.**

Consider coming up with a list of places that would ordinarily be considered important as a class beforehand.

F **Complete the profile and write a paragraph about what you did yesterday.**

Remind students that they can use the Grammar charts on page 134 as a reference.

Evaluation

15 mins.

Go around the room and check on students' progress. Help individuals as needed. If you see consistent errors among several students, interrupt the class and give a recap on the simple past to help students feel more comfortable with the concept.

Presentation

5 mins.

BEST PRACTICE

Learner Logs

Learner logs function to help students in many different ways.

1. They serve as part of the review process.
2. They help students to gain confidence and to document what they have learned. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use over and over to check and recheck their understanding of the target language. In this way, students become independent learners.

Practice

5–10 mins.

Ask students to complete the Learner Log. Ask students to explain what vocabulary they found useful in the unit and why. See if the students can find examples to prove their understanding of the statements they need to check in the Learner Log feature in the student book.

Evaluation

2 mins.

Go over the Learner Log with students.

Application

5–7 mins.

Ask students to record their favorite lesson or page in the unit. Remind them to write the reasoning behind their answer.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.3, 2.2.1, 2.2.5, 4.8.1

CCRS: RI1, RI2, W2, W4, W8, SL1, SL2, SL4, SL5, L2

ELPS:

S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information.

Soft Skill: Presentation Skills

Presenters and Audience

Direct students to the tips for both presenters and audience members below Presentation Skills. Presentations are another good place to apply your own assessment as an extension of or in conjunction with what *Stand Out* already provides. They are also a great opportunity for peer assessment. If you use presentations for peer assessment, remember to emphasize the importance of being an active and attentive audience member.

Introduction

5 mins.

In this project, students will write a paragraph describing their community, create a map of their community, and write an email to a friend.

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

Help students form groups and assign positions in their groups. Students will have to choose who will be the leader of their group. Review the responsibilities of the leader and ask students to write the name of their leader in their books. Do the same with the remaining positions: writer, artist, and spokespeople. Make sure that students understand that each team member will help with each stage. Team members should not be working on different stages at the same time.

2. Draw a map of the community around your school. Think about these questions: What buildings are there? What are the names of the streets? Is there a city bus? Where does it stop?

Before students begin drawing the map, the artist should lead the team in discussing the questions.

3. Write a paragraph about your community. Then write an email to a friend. Invite him or her to visit you.

The writer should lead the production of a paragraph and an email.

As an alternative activity, students could create a brochure about their city. Show examples of brochures online so students know what is meant. Show them some of the basic ways to fold or divide a piece of paper so it looks like a brochure. This could also be done using appropriate software if available.

4. Present your work to the class.

Make sure that all group members are included in the presentation. Paragraphs, maps, and brochures should be posted and / or photocopied to share with the class after the presentation. Have students assist with the work of making the materials

Consider recording the presentations on video with the permission of the students, particularly if you are using them as part of an assessment. Students will prepare better for formal presentations if they are videoed. Another approach is for students to video themselves and polish their presentations before giving them to the class.

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Describe Your Community

SOFT SKILL ▸ Presentation Skills

In a group, you are going to describe your community and write an email to a friend.

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 about your community with help from the team.	
Student 3: **Artist**	Make a map of your community with help from the team.	
Students 4/5: **Spokespeople**	Prepare a class presentation with help from the team.	

2. Draw a map of the community around your school. Think about these questions: What buildings are there? What are the names of the streets? Is there a city bus? Where does it stop?
3. Write a paragraph about your community. Then write an email to a friend. Invite him or her to visit you.
4. Present your work to the class.

PRESENTATION SKILLS

Presenters

1. Organize and practice in your group first.
2. Stand in presentation order.
3. Have a visual for your part of the presentation. For example, in this project you have a map, a paragraph, and a postcard.
4. Make eye contact.
5. Speak clearly and loud enough that people can hear.

Audience

Rate the presenters. Use this rubric.

Organization	Visuals	Eye Contact	Voice Loud Enough
not organized	no visuals	No member makes eye contact.	No member speaks loudly enough.
Some members know their parts.	cannot see visuals	Some members make eye contact.	Some members speak loudly enough.
Everyone knows their part.	can see all visuals	All members make eye contact.	All members speak loudly enough.

About the Photo

This photo by Jeffrey Isaac Greenberg shows fruit cups with pineapples, strawberries, and other assorted fruits at the M and M Marketplace in Hillsboro, Oregon. The Marketplace houses over eighty independent businesses, strives to promote local entrepeneurship, and serves as a place for the local community to shop and, most importantly, eat different types of cuisine from all over the world.

- Ask your students if there are similar places in their local communities.
- Read the title out loud and ask students what they think it means.

A In this unit, we practiced describing a community, but is a community more than streets and buildings? Look up the definition of community in the dictionary and write it.

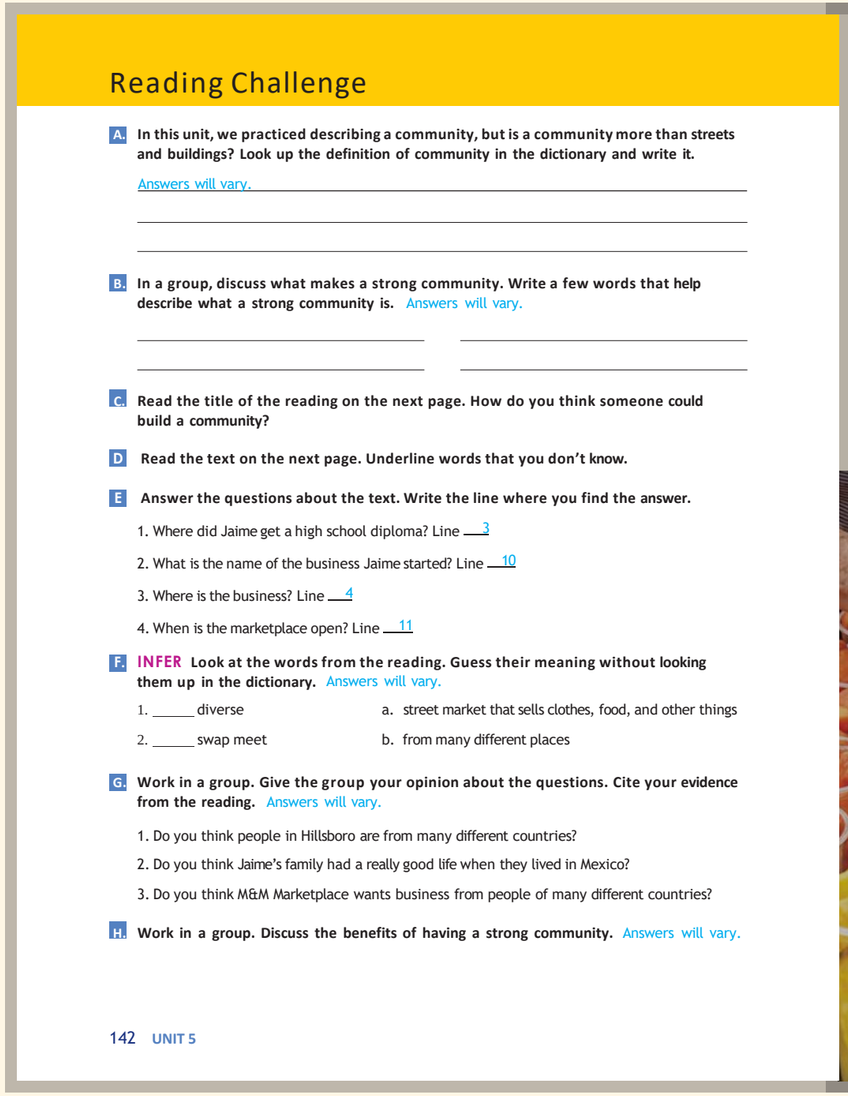
When students have finished, ask a volunteer to write the definition on the board. Check if anyone else found a different definition and write that too. Work together to simplify the definition and ask comprehension questions to make sure students are clear on the meaning.

B In a group, discuss what makes a strong community. Write a few words that help describe what a strong community is.

Begin by giving an example or two of what you believe makes a strong community. Consider telling a story from your past about a time you felt welcome or were helped by those in your community.

C Read the title of the reading on the next page. How do you think someone could build a community?

Emphasize the word *build*. Ask students what they think it might mean in this particular context.



Reading Challenge

A. **In this unit, we practiced describing a community, but is a community more than streets and buildings? Look up the definition of community in the dictionary and write it.**

Answers will vary.

B. **In a group, discuss what makes a strong community. Write a few words that help describe what a strong community is.** Answers will vary.

C. **Read the title of the reading on the next page. How do you think someone could build a community?**

D **Read the text on the next page. Underline words that you don't know.**

E **Answer the questions about the text. Write the line where you find the answer.**

1. Where did Jaime get a high school diploma? Line 3
2. What is the name of the business Jaime started? Line 10
3. Where is the business? Line 4
4. When is the marketplace open? Line 11

F. **INFER** **Look at the words from the reading. Guess their meaning without looking them up in the dictionary.** Answers will vary.

1. _____ diverse — a. street market that sells clothes, food, and other things
2. _____ swap meet — b. from many different places

G. **Work in a group. Give the group your opinion about the questions. Cite your evidence from the reading.** Answers will vary.

1. Do you think people in Hillsboro are from many different countries?
2. Do you think Jaime's family had a really good life when they lived in Mexico?
3. Do you think M&M Marketplace wants business from people of many different countries?

H. **Work in a group. Discuss the benefits of having a strong community.** Answers will vary.

142 UNIT 5



Building Community in Hillsboro

Jaime Miranda, an immigrant from Mexico, grew up in Mexico City. His family migrated to the United States when he was nine years old, looking for a better life. They ended up in Oregon, where he was the first member of his family to get a high school diploma and attend college. He started a business in Hillsboro.

Hillsboro is a city of just over 100,000 people and is one of the most racially **diverse** communities in Oregon. People of all kinds make up the community. The Hillsboro website reads: "...big cities and large institutions don't necessarily produce *greatness*; people do."

Jaime decided to help other immigrants build their own businesses by starting a local **swap meet** called M&M Marketplace. It started with 20 businesses and, in just over 20 years, has grown to 80. Now the marketplace is open every weekend and has sports, entertainment, and recreation for all ages.

The website for M&M Marketplace reads: "...we want to invite people of all cultures and nationalities to be part of our market, thus contributing to our growth and cultural diversity."

Fruit cups are a popular snack sold at the M&M Marketplace.

READING CHALLENGE 143

D Read the text on the next page. Underline words that you don't know.

If you are using a word bank, remember to add these words to it. The same goes for your students if they have word journals.

E Answer the questions about the text. Write the line where you find the answer.

Ask volunteers for the lines they chose and ask them to explain why they think they are the correct lines.

F INFER Look at the words from the reading. Guess their meaning without looking them up in the dictionary.

Tell students to look at the way the words are used in the reading. Help them to understand that the context may help them work out the answers.

G Work in a group. Give the group your opinion about the questions. Cite your evidence from the reading.

Help groups break down the task by telling them to first underline the parts of the reading that support their answers and then to work together to come up with a reason for each.

H Work in a group. Discuss the benefits of having a strong community.

Ask students to choose one group member to make notes. When students have finished their discussions, open up the topic to a wider class discussion.

CASAS FOR READING
0.1.2, 0.1.5, 2.5.8, 4.8.1

CCRS FOR READING
RI1, RI2, RI4, RI8, RI10

READING STRATEGIES

Citing Facts
Reading the text closely allows us to determine what is clearly or explicitly stated. Later, we can make logical inferences from what we read. This allows us to cite specific evidence to support our conclusions.

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About the Photo

- This photo shows a group of construction workers stretching during a daily morning exercise routine. The workers are preparing to begin work on Exempla Good Samaritan Medical Center in Lafayette, Colorado.
- Direct students to the photo. Read the description and the questions on page 145.
- After going through the questions as a class, put students into pairs and ask them to talk about how people usually prepare for a day of work.

Life Skills Focus

In this unit, students will learn how to identify illnesses and what they can do to seek treatment in general and in emergencies. They will also describe the practices that contribute to a healthy lifestyle.

6 Health



144

145

UNIT OUTCOMES

- Describe healthy practices
- Identify illnesses
- Make a doctor's appointment
- Read medicine labels
- Identify and describe emergencies
- Explore careers in the medical field

Look at the photo and answer the questions.

1. Where are these people? What are they doing?
2. What are some benefits of exercise?

A group of construction and iron workers stretch and bend before their workday starts at Exempla Good Samaritan Medical Center in Lafayette, Colorado.

1. This morning workout has helped these workers avoid accidents for almost a year. Why do you think this is?
2. What are these people wearing? Why?
3. Do you think it's easy to stretch in these clothes?

Workplace Focus

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They include *collecting and organizing information, making decisions and solving problems,* and *combining ideas and information*.

In Unit 6, Lesson 6, *Explore the Workforce*, students will learn about careers in the medical field. They will compare and contrast healthcare career salaries, learn about educational requirements and qualifications, and conduct research.

In the Team Project, students will practice the soft skill of Active Listening.

sparkResources

All resources for the unit are centrally located on the Spark platform and include: audio, video, multilevel worksheets, digital literacy worksheets, Online Practice, and Assessment Suite.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES (STEPS)	ELPS	CCRS
• Describe healthy practices • Identify illnesses • Make a doctor's appointment • Read medicine labels • Identify and describe emergencies • Explore careers in the medical field	• Infinitives • Simple present • Comparative and superlative adjectives • Simple past (regular) • Simple past (irregular) • Simple past: *Be* • Modal: *should*	• Healthy practices • Illnesses • Symptoms • Remedies • Parts of the body • Making medical appointments • Medicines and medicine labels • Emergencies: medical, police, and fire	The skills students learn in this unit can be applied to the following El Civics competency areas: • Health—Emergencies • Health—Pharmacy • Health—Health Care • Health—Foods • Recreation • Common Activities	Lesson 1: 0.1.2, 0.1.5, 3.5.7, 3.5.9 Lesson 2: 0.1.2, 0.1.5, 3.6.3 Lesson 3: 0.1.2, 0.1.5, 3.6.4 Lesson 4: 0.1.2, 0.1.5, 3.3.1, 3.3.2, 3.4.1 Lesson 5: 0.1.2, 0.1.5, 2.1.2, 2.5.1, 6.6.5, 6.7.4 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.4.3, 4.8.1, 6.6.5, 6.7.3, 7.4.4, 7.7.3 Team Project: 0.1.2, 0.1.5, 3.3.2, 3.3.4, 3.6.3, 4.8.1 Reading Challenge: 0.1.2, 0.1.5, 2.5.1	S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. S7: Adapt language choices to purpose, task, and audience when speaking and writing. S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	RI1, RI2, RI4, RI7, RI10, W1, W2, SL1, SL2, SL4, SL5, L1, L2, L3, L4, L5, RF2, RF3

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LESSON 1

A Healthy Life

GOAL ▶ Describe healthy practices

A **Match the statements with the photos. Write *a*, *b*, *c*, or *d*.**

c 1. How much sleep you need changes as you age. How many hours of sleep do you think adults and children need?

d 2. Some experts are sounding an alarm about screen time outside of work. How much screen time do you think people should have outside of work?

a 3. The amount of physical activity adults need depends on whether they want to lose weight, maintain weight, or meet fitness goals. How much exercise do adults need a day?

b 4. Many people become emotional, frustrated, or nervous because of stress and anxiety. What can people do about stress?

a.



b.



c.



d.



B **SURVEY** **Work in a group. Discuss the questions in A and complete the sentences.**

Answers will vary.

1. We think that adults need _____ hours of exercise a week.
2. We think that adults should have no more than _____ hours of screen time outside of work.
3. Our class thinks stress is when people worry a lot. We think people can _____ _____.
4. We think adults need _____ hours of sleep every night. We think that children need _____ hours of sleep a night.

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At-a-Glance Prep

Goal: Describe healthy practices
Grammar: Infiniti es
Academic Strategies: Focused listening, predicting
Vocabulary: *healthy, remedies, smoking, stress, symptoms, unhealthy*

Agenda

- ☐ Discuss exercise.
- ☐ Discuss healthy and unhealthy practices.
- ☐ Read about stress.
- ☐ Listen for advice about healthy practices.
- ☐ Make health goals.

Resources

Heinle Picture Dictionary: Health, pages 132–137

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.4.1, 4.4.2, 4.7.3
CCRS: RI1, RI2, W1, W2, SL1, SL2, SL4, L1, L3, L5, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 15–20 mins. ■■■

Ask students what they think about exercise. Pass out 3-by-5 index cards and ask students to write how many minutes they exercise every week. Make sure they don't write their names on the cards. Then have them turn in their cards to a pair of volunteers to tally. One volunteer will read out the minutes and the other will write them on the board. They might use categories like *0, under 30 minutes, 30–60 minutes,* and so on. If you are using a virtual classroom, ask students to message the volunteers their answers directly.

Introduction 10–15 mins. ■■■

Write *healthy* on the board and see if students can tell you some healthy things to do. Write them in a list on the board. State the goal: *Today, we will describe healthy practices.*

Presentation 1 7–10 mins. ■■■

Continue the list from the Introduction and ask students to help you also list unhealthy practices.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

A **Match the statements with the photos. Write *a, b, c,* or *d*.**

Go over the photos and ask questions. Make sure students understand the vocabulary.

Practice 1 12–15 mins. ■■■

B **SURVEY** **Work in a group. Discuss the questions in A and complete the sentences.**

Ask students to conduct a survey. Divide students into two large groups. Instruct students to ask and discuss the questions in **A** and record the group members' answers. Have students tally their answers and complete the sentences with the information they gather.

BEST PRACTICE

Conducting class surveys

Surveys allow students to practice the target language in context. In order to prepare for a survey, do the following:

- Create a survey worksheet with the questions to be asked.
- Read through the questions and model correct pronunciation.
- Explain how to conduct the survey and clarify any doubts.

Evaluation 1 7–10 mins. ■■■

After the survey, write the questions on the board and then have a member from each group write their numbers for questions 1, 2, and 4.

Presentation 2

15-20 mins.

Tell students that doctors say that a little stress is OK and may be helpful. It makes life interesting, but too much stress is not good. With students' books closed, ask students what types of things they can do to overcome stress.

Write *Symptoms* and *Treatments* on the board as the headings for two columns of a chart. Do not discuss the meanings of these words yet, but see if the students can understand through the context by writing an example of your own in each column. See how many examples students can add to the chart.

Workplace Focus

Exercises C, F: Complete tasks as assigned.
Exercise E: Collect and organize information.

C PREDICT Look at the photo. What is the man's problem? What can he do?

Elicit answers from the students. Encourage them to think about the discussion you just had and the chart on the board to answer the questions.

D Read about stress. Define the words *treatments* and *symptoms* in line 3.

Read the paragraph as a class and discuss any unfamiliar words. Ask students if they agree with the text. As a class, try to come up with a one-sentence definition of *stress*. Ask students to read around the words to try and guess the meanings from the context. Ask them if there are any synonyms that could replace the words.

E CLASSIFY Complete the table about stress.

Work on this chart with students. Compare it to what was written on the board earlier in this Presentation. Students are at a point now where they can get the general gist of some simpler articles online and in newspapers. You might consider identifying a short paragraph or simple article about stress for them to read and discuss as a class. Make sure to choose something level-appropriate or just above their level. If the article includes some vocabulary students don't understand, this can be a good thing as it encourages them to use contextual clues to comprehend meaning.

Practice 2

7-10 mins.

F IDENTIFY Read the list below in a group. Check (✓) the healthy practices.

This lesson has a lot of group discussion. Mix up the groups so that students are not discussing these topics with the same students as in Practice 1. Write on the board: *Smoking is not healthy because...* Ask students to use this sentence starter to begin their discussions.

Evaluation 2

10-12 mins.

Ask representatives from each group to visit with another group in the class and compare notes. Then go over each statement as a class. Prompt students to give reasons for their answers.

Instructor's Notes

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C PREDICT Look at the photo. What is the man's problem? What can he do?

D Read about stress. Define the words *treatments* and *symptoms* in line 3. Answers will vary.

1 Many people have stress. Stress can make people tired, it can make them lose
2 sleep, it can cause problems like *high blood pressure*, and it can even cause heart
3 problems. There are treatments for the symptoms of stress! Doctors say that exercise,
4 a balanced diet, meditation, and rest can help. Exercise and a good diet help people
5 to think more clearly and have more energy. When people exercise, they sleep
6 better, too.

high blood pressure health condition that can cause problems like heart disease

E CLASSIFY Complete the table about stress.

balanced diet	heart problems	lose sleep	rest
exercise	high blood pressure	meditation	tired

Symptoms	Remedies (Cures)
tired	exercise
lose sleep	balanced diet
high blood pressure	meditation
heart problems	rest

F IDENTIFY Read the list below in a group. Check (✓) the healthy practices.

- ☑ eat three meals a day
- ☐ sleep twelve hours
- ☐ work twelve hours a day
- ☐ smoke
- ☑ exercise every day
- ☑ play sports
- ☐ eat a lot of candy
- ☐ drink alcohol regularly
- ☑ rest and take breaks

G **PREDICT** **Guess the missing information. Then listen to the lecture and check your answers.**

1. Doctors say adults need to exercise ___30___ minutes a ___day___.
2. Doctors say adults need to eat ___three___ balanced meals a day.
3. Doctors say all adults need to go in for a checkup ___one___ time(s) a ___year___.
4. Doctors say we should not ___smoke___.
5. Doctors say we should take ___vitamins___.

habit something a person does every day
vitamin pill or liquid containing things to keep the body healthy

H **Read the questions and choose the answers for yourself.** Answers will vary.

1. Are you tired during the day?	Yes	No
2. Do you need more sleep?	Yes	No
3. Do you have a balanced diet?	Yes	No
4. Do you take vitamins?	Yes	No
5. Do you have a checkup every year?	Yes	No

Infinitives		
Subject	**Verb**	***to* + Base Verb**
I	need	to exercise.

I **APPLY** **Write your health goals.**

EXAMPLE: I need to exercise 30 minutes every day. Answers will vary.

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Presentation 3

10-15 mins.

Take a class poll to find out how many meals a day students eat. Then ask students what they know about vitamins. Find out how many students take vitamins.

Tell students that they will listen to some audio and that they are to complete the sentences in the book. Go over the sentences in **G** first. As a class, ask for predictions. Then prepare students for focused listening.

Practice 3

7-10 mins.

Workplace Focus

Exercises G, H, I: Complete tasks as assigned.

G **PREDICT** **Guess the missing information. Then listen to the lecture and check your answers.**

Listening Script

Good health habits are very important, but many people don't follow simple health rules that will help them live longer and enjoy life more. For example, doctors say adults should exercise 30 minutes a day, but many people don't exercise 30 minutes in a week. Doctors also say that we should eat at least three balanced meals a day. Seeing the doctor is important too. All adults should get a checkup once a year. Smoking is not healthy, so doctors agree that people should not smoke. Some doctors also believe we should take vitamins every day.

Evaluation 3

3-5 mins.

Check the answers to **G** as a class.

Application

7-10 mins.

H **Read the questions and choose the answers for yourself.**

Ask students to quickly review the chart about the infinitive verb form and clarify understanding before moving on to **I**.

I **APPLY** **Write your health goals.**

This exercise could also work well as homework.

Instructor's Notes

At-a-Glance Prep

Goal: Identify illnesses
Grammar: Comparatives and superlatives
Academic Strategies: Focused listening, tables
Vocabulary: Parts of the body

Agenda

- ☐ Rank exercises.
- ☐ Talk about body parts.
- ☐ Listen and read about symptoms.
- ☐ Describe ailments.

Resources

Heinle Picture Dictionary: Health, pages 132–137

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.2, 4.1.8, 4.5.1
CCRS: RI1, RI2, RI10, SL1, SL2, SL4, L1, L2, L5, RF2, RF3
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10–15 mins.

Write the following items on the board: *walking, riding a bicycle, swimming, running, playing soccer, going to the gym, cleaning the house,* and *working in the yard.* Ask students in groups to rank these activities from 1–8, with 1 being the most beneficial exercise. Then ask the groups to report to the class.

Introduction 5–7 mins.

Ask students how often they have been sick in the past year and how often they go to the doctor. As a class, brainstorm different ailments and write them on the board. State the goal: *Today, we will identify illnesses.*

Presentation 1 15–20 mins.

Go over the list of ailments that you created on the board. Pantomime each ailment and ask students to guess what you are pantomiming. Prepare 3-by-5 index cards with the names of ailments on them. Ask volunteers to pantomime while their classmates guess the ailment.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

A IDENTIFY Look at the photo and write the words.

Go over the body parts. Have students quiz themselves by pointing to parts of the body and asking a partner to name the part.

Practice 1 7–10 mins.

B Practice the conversation. Make new conversations using the words in A.

Put students into pairs for the exercise. Make sure they switch roles after a few exchanges so both students are able to practice asking and answering questions.

Evaluation 1 3–5 mins.

Observe and listen carefully to students' pronunciation. After the practice, ask various students: *What's the matter?* Ask for random answers or point to a body part and ask them to respond appropriately.

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LESSON 2

What's the Matter?

GOAL ▶ Identify illnesses

A IDENTIFY Look at the photo and write the words.

arm(s)	ear(s)	foot (feet)	head	mouth	nose	stomach
chest	eye(s)	hand(s)	leg(s)	neck	shoulder(s)	

B Practice the conversation. Make new conversations using the words in A.

Student A: What's the matter?
Student B: My head hurts.

Student A: What's wrong?
Student B: My arms hurt.



1. head
2. ear(s)
3. neck
4. chest
5. stomach
6. hand(s)
7. eye(s)
8. nose
9. mouth
10. shoulder(s)
11. arm(s)
12. leg(s)
13. foot (feet)

C **Write the words under the photos. Then listen and write the number of the conversation above each picture.**

cough	fever	headache	runny nose	sore throat

2 4 1 3 5







headache cough runny nose fever sore throat

D **Read. Use a dictionary to find the meaning of any new words.**

A cold and the flu are similar illnesses and have some of the same symptoms. The symptoms of a cold are a low fever, a sore throat, a headache, and a runny nose. People usually have a cold for one or two weeks. People with the flu feel very tired and sick. They often have a high fever, a dry cough, a headache, and muscle aches. Just like a cold, people can have the flu for one or two weeks. Many people get a cold or the flu every year and hate them both!

E **CLASSIFY** **Compare cold and flu symptoms. Complete the table.**

Cold Symptoms	Flu Symptoms
low fever	high fever
sore throat	dry cough
headache	headache
runny nose	muscle aches

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Presentation 2

20-25 mins.

Write the words *ailments* and *symptoms* on the board. Then ask students what they think the words mean. Point out to students that an ailment is an illness. Remind students that a symptom is a change in the body that indicates that someone has an ailment. Pantomime a stomachache and ask students what ailment they think you have. Next, ask students what symptoms they saw you demonstrating. Write *stomachache* on the board under ailments. Then write *stomach pains* on the board under symptoms.

Workplace Focus

Exercises C, D: Complete tasks as assigned.
Exercise E: Collect and organize information.

C Write the words under the photos. Then listen and write the number of the conversation above each picture.

Prepare students for the focused-listening activity. Stop the audio occasionally to help students understand what they need to do. You may prepare them for the listening by saying the words and asking them to point to the photos first.

Listening Script

1. **Patient:** *Doctor, this cold is terrible. I have a runny nose, and I feel so tired.*
Doctor: *You may have the flu. Let's check a few things.*
Patient: *Is the flu dangerous?*
Doctor: *Sometimes, but you may just have a cold.*
Patient: *Do I need to stay home from work?*
Doctor: *Maybe. Let's find out first if the runny nose is because of a cold or the flu.*

2. **Female:** *I am feeling really sick.*
Male: *What's the matter?*
Female: *I'm not sure. I do know that I have a terrible headache.*
Male: *Maybe you should sit down and get some rest.*
Female: *Maybe, but I have so much work to do.*

3. **Don:** *Hello.*
Supervisor: *Hello, Don. How are you feeling?*
Don: *Oh, not too well. I have a high fever.*
Supervisor: *When do you think you will be back to work?*
Don: *Probably not for another week. I am having trouble shaking this thing.*
Supervisor: *Well, just get a lot of rest. We are thinking of you.*
Don: *Thanks.*

4. **Female:** *You don't look very well.*
Male: *Yes, I am a little under the weather.*
Female: *You are sick? What's the problem?*
Male: *I have a cough that won't stop. I've been hacking all day.*
Female: *I have some cough syrup you can try. It has worked for me in the past.*

5. **Nelson:** *Marie, why do you have your hand to your throat?*
Marie: *I have had this same sore throat for three days. It hurts to talk.*
Nelson: *Maybe you shouldn't talk then.*
Marie: *That's a good idea, but I have to answer phones for my job. You know I am a receptionist.*
Nelson: *Maybe it is time to stay home.*
Marie: *Maybe.*

(Shorter classes can do **D** and **E** for homework.)

Practice 2

10-15 mins.

The listening activity familiarized students with the vocabulary they will need when they read **D.** Ask students what some key words mean and then read out loud the sentences which contain those words to highlight the ways they are used in context.

D Read. Use a dictionary to find the meaning of any new words.

E CLASSIFY Compare cold and flu symptoms. Complete the table.

Have students do **D** and **E** by themselves, not in pairs or groups. Ask them to read through the paragraph without stopping. They can underline unfamiliar words, but should not look them up.

Evaluation 2

5-7 mins.

Go over the answers to **E** with the class and review the paragraph. Ask students which words they underlined and explain the meanings. Then quiz students on the differences between a cold and the flu.

Presentation 3

10-15 mins.

F Study the chart with your classmates and teacher.

Help students understand superlative forms. Show that they function as adjectives and not nouns by putting appropriate nouns after them. Students should understand that comparatives and superlatives work to modify nouns.

(Shorter classes can do **G** for homework.)

Practice 3

10-15 mins.

Workplace Focus

Exercises G, H: Collect and organize information; Interact appropriately with team members.

G RANK Work in a group. Look at the illnesses and symptoms. Rank them from *1* to *8*. Rank the most serious as *1*.

Walk around the room and make sure that students are using comparative and superlative forms in their discussions.

Evaluation 3

7-10 mins.

Ask the groups to report to the class. Encourage them to use comparatives and superlatives in their reports.

Application

10-15 mins.

H LIST Work in a group. Make a list of illnesses and symptoms that you think are the most common.

Arrange students in groups. Ask students to think about the illnesses and symptoms they have had. Have students make a list of the most common ones they can think of.

Instructor's Notes

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F Study the chart with your classmates and teacher.

Adjective	Comparative Adjective	Superlative Adjective
serious	more serious less serious	the most serious the least serious
common	more common less common	the most common the least common

G RANK Work in a group. Look at the illnesses and symptoms. Rank them from *1* to *8*. Rank the most serious as *1*. Answers will vary.

1. _____ a backache
2. _____ a cold
3. _____ a headache
4. _____ a runny nose
5. _____ a sore throat
6. _____ a stomachache
7. _____ a toothache
8. _____ the flu

H LIST Work in a group. Make a list of illnesses and symptoms that you think are the most common. Answers will vary.

LESSON 3

Making an Appointment

GOAL ▶ Make a doctor's appointment

A Read. What is the problem and a solution? Answers will vary.

My name is Yasir. I'm from Somalia. I like school and I want to learn English, but I don't go to class very much. I'm tired a lot. I need to see a doctor, but I'm very nervous because I don't speak English well. My teacher says the doctor can help me feel better. Maybe I can bring a friend to help me.

B Study the charts with your classmates and teacher.

Simple Past (Regular)	
Subject	**Verb (Base + *ed*)**
I / You	walked.* (walk)
He / She / It	talked.* (talk)
We / They	smoked.* (smoke) played.* (play) waited.* (wait)

Simple Past (Irregular)	
Subject	**Verb**
I / You	had. (have)
He / She / It	went. (go)
We / They	said. (say)

*See the pronunciation note.

Simple Past: *Be*		
Subject	***Be***	**Example Sentence**
I / He / She / It	was	I **was** sick.
You / We / They	were	You **were** at the hospital.

Past Tense

Notice how we pronounce the end sound when speaking about the past.

/t/ = walk/t/, talk/t/, smoke/t/

/d/ = play/d/

/ɪd/ = wait/ɪd/

C Listen to Yasir. Match the two parts of each sentence.

e 1. He was	a. to smoke.
b 2. He went	b. to the doctor.
c 3. The doctor said	c. to stop smoking.
a 4. He continued	d. a heart attack.
d 5. He had	e. tired a lot.

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At-a-Glance Prep

Goal: Make a doctor's appointment
Grammar: Simple past—regular, irregular, *Be*
Academic Strategies: Focused listening, bar graphs
Vocabulary: *appointment, checks, credit card, heart attack, insurance, pay method*
Pronunciation: Simple past *-ed* endings

Agenda

- ☐ Make a bar graph.
- ☐ Read about Yasir.
- ☐ Practice the simple past.
- ☐ Listen and read about making an appointment.
- ☐ Make a conversation.

Resources

Heinle Picture Dictionary: Health, pages 132–137

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.1, 4.1.2, 4.1.3, 4.1.6, 7.4.4, 7.7.3
CCRS: RI1, RI2, SL1, SL2, SL4, L1, L2, L3, L4, L5, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review

15–20 mins. ■■■

Conduct a class discussion about how often people get sick. Make a bar graph about headaches for the whole class. Ask students how often they get headaches or another ailment. Label the y-axis *Number of Students*. Label the x-axis *Times a Year*, broken into four sections: 0–10 times, 11–20 times, 20–30 times, and more than 30 times.

Introduction

5–7 mins. ■■■

Pantomime illnesses as you did in the previous lesson. Encourage students to ask: *What's the matter?* Respond this time with the problem and ask what you should do. Answers will vary, but some students will suggest going to the doctor. State the goal: *Today, we will learn how to make a doctor's appointment.*

Presentation 1

20–30 mins. ■■■

A Read. What is the problem and a solution?

Ask students to read the paragraph themselves and underline any words they don't understand. Encourage other students to try and define those words for their peers in a class discussion.

Workplace Focus

Exercises B, C: Complete tasks as assigned.

B Study the charts with your classmates and teacher.

Pronunciation

Simple Past

Review the three different sounds of regular verb endings in the simple past. Write a table with three columns on the board (*t* / *d* / *id*) and read sentences from the Grammar chart out loud. Ask students which category the simple past verb goes in, based on the pronunciation. Quiz them further with other example sentences and regular simple past verbs, and write them in the chart. Ask students to copy the chart into their notebooks as a reference.

Pronunciation

Notice how we pronounce the end sound when speaking about the past.

/t/: walked, talked, smoked

/d/: played

/ɪd/: waited

Practice 1

7–10 mins. ■■■

C Listen to Yasir. Match the two parts of each sentence.

Students should use their acquired linguistic knowledge to predict how to match the sentence parts. Tell them to focus on the final words of the sentence parts on the left and the first word of those on the right. They should ask themselves if those words can fit together gramatically. Go over this concept and then prepare students for listening.

Note: The listening script for **C** is on page 153a.

Evaluation 1

5–7 mins.

Go over the answers as a class and then listen to the audio one more time as a final check.

Listening Script

After three years, my life changed. I was tired a lot. I went to the doctor, and he said to stop smoking. I didn't know smoking was bad for my heart. He said it was very dangerous to smoke because I could get cancer or have a heart attack. I continued to smoke and three months later, I had a heart attack.

Presentation 2

30–40 mins.

Pronunciation of the simple past is sometimes problematic. Students learn this mostly by hearing and practicing over time, but it is still good to remind them of the different pronunciations for simple past verbs depending on each verb's last sound. Another way to practice this pronunciation point is by having students identify a voiced and a voiceless sound. Ask them to put two fingers on their voice box and pronounce different voiced and voiceless sounds. Voiced sounds are followed by /d/ and voiceless are followed by /t/ in regular simple past forms.

D PREDICT **What is the job in the photo? What questions does this person ask?**

Elicit the questions from the students and write them on the board, clarifying any unknown vocabulary. Read the questions out loud with careful attention to natural intonation and ask students to repeat them after you.

Go over **E** and **F** as a class and have students make predictions about what they will hear.

Practice 2

7–10 mins.

Workplace Focus

Exercise E: Interpret and communicate information.
Exercise F: Complete tasks as assigned.

E PREDICT **Match the questions to the answers. Then listen to the conversation to check your answers.**

You may need to play the audio a few times.

Listening Script

Receptionist: *Good afternoon. Alliance Medical Offices. How can I help you?*
Yasir: *I need to make an appointment with Dr. Hernandez.*
Receptionist: *Very good. What's your name?*
Yasir: *Yasir Abdi*
Receptionist: *And, Yasir, are you a new patient?*
Yasir: *Yes, I am.*
Receptionist: *Why do you want to see the doctor?*
Yasir: *I'm tired all the time.*
Receptionist: *What's your date of birth?*
Yasir: *June 28, 1971*
Receptionist: *Where do you live?*
Yasir: *1427 Hamilton Street*
Receptionist: *What's your phone number?*
Yasir: *It's (212) 555-5755*
Receptionist: *When can you see the doctor?*
Yasir: *Anytime on Monday or Tuesday*
Receptionist: *Dr. Hernandez can see you at 10 a.m. on Tuesday.*
Yasir: *Fine. Thank you.*
Receptionist: *How will you pay? Do you have insurance?*
Yasir: *No, I don't. I'll pay by check.*
Receptionist: *That's fine. We'll see you then.*
Yasir: *Thank you. Goodbye.*

F **Read. Then answer the questions.**

Staying Safe Online

This is a good time to use or review the Digital Safety worksheet in the Digital Literacy Worksheets section of the Spark platform.

Life ONLINE

Evaluation 2

5–7 mins.

Go over the answers with students and have a class discussion about other ways to stay safe online.



D PREDICT **What is the job in the photo? What questions does this person ask?**

E PREDICT **Match the questions to the answers. Then listen to the conversation to check your answers.**

c 1. What's your name?	a. 1427 Hamilton Street
h 2. What's your date of birth?	b. Yes, I am.
f 3. Why do you want to see the doctor?	c. Yasir Abdi
e 4. What's your phone number?	d. No, I don't.
a 5. Where do you live?	e. (212) 555-5755
g 6. When can you see the doctor?	f. I'm tired all the time.
d 7. Do you have insurance?	g. Monday or Tuesday
b 8. Are you a new patient?	h. June 28, 1971

F **Read. Then answer the questions.**

Life ONLINE

Information about your health is private. Your healthcare provider keeps your information on a secure website. You can log in to the website to access information like your appointments, test results, and medical history. Keep your username and password safe and do not share them with anyone.

1. A secure website is _____.

   a. a website about healthcare (b.) a website that is safe

2. Choose the information that is on a secure website.

   (a.) current medications b. doctor's office address

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G **Listen and complete the table.**

Name	Symptom(s)	Time and Day	Method of Payment
1. Yasir Abdi	tired all the time	10 a.m. Tuesday	check
2. Ming ___Nguyen___	headaches	3 p.m. today	cash
3. Michael ___Chan___	stomachaches	2 o'clock Monday	credit card
4. Antonio Marco	toothache and fever	now	insurance
5. Sam ___Hosker___	sore throat	6 o'clock today	check

H **Choose an illness and complete the table.** Answers will vary.

Name (What's your name?)	Symptom(s) (What's the matter?)	Time and Day (When can you see the doctor?)	Method of Payment (How will you pay?)

I **Use the information from H to make a conversation with a partner. Make an appointment to see the doctor.** Answers will vary.

Receptionist: Hello, Alliance Medical Offices. Can I help you?
Sick Student: Hello, I want to make an appointment to see Dr. Hernandez.
Receptionist: OK. What's your name?
Sick Student: _____
Receptionist: _____
Sick Student: _____
Receptionist: _____
Sick Student: _____
Receptionist: _____
Sick Student: _____

J **Perform your conversation for the class.**

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Presentation 3

10-15 mins.

Go over what each heading of the chart represents.
Discuss possible payment methods.

Practice 3

10-15 mins.

Workplace Focus

Exercise G: Interpret and communicate information.
Exercise H: Complete tasks as assigned.
Exercise I: Interact appropriately with team members.

G **Listen and complete the table.**

Listening Script

1. **Receptionist:** *What's your name?*
Patient: *Yasir Abdi*
Receptionist: *And, Yasir, are you a new patient?*
Patient: *Yes, I am.*
Receptionist: *Why do you want to see the doctor?*
Patient: *I'm tired all the time.*
Receptionist: *When can you see the doctor?*
Patient: *Anytime on Monday or Tuesday*
Receptionist: *Dr. Hernandez can see you at 10 a.m. on Tuesday.*
Patient: *Fine. Thank you.*
Receptionist: *How will you pay? Do you have insurance?*
Patient: *No, I don't. I'll pay by check.*
Receptionist: *That's fine. We'll see you then.*
Patient: *Thank you. Goodbye.*

2. **Receptionist:** *Hello. Can I help you?*
Patient: *Yes. This is Ming Nguyen—M-I-N-G, N-G-U-Y-E-N. I need an appointment to see the doctor. I have terrible headaches every day.*
Receptionist: *Every day?*
Patient: *Yes. Every day for a week now.*
Receptionist: *Can you come in at 3 p.m. today?*
Patient: *That would be fine.*
Receptionist: *Do you have insurance?*
Patient: *No, I will pay cash.*
Receptionist: *Sounds good. We will see you at three.*
Patient: *Thanks. Goodbye.*

3. **Receptionist:** *Hello. Dr. Angelo's office. What can I do for you?*
Patient: *I need an appointment as soon as possible.*
Receptionist: *Is this an emergency?*
Patient: *No, not really. I need to see him about the stomachaches I have after I eat certain foods.*
Receptionist: *OK. You can come in next Monday at two o'clock in the afternoon.*
Patient: *That sounds fine, but isn't there anything sooner?*
Receptionist: *I'm afraid not. What's your name?*
Patient: *My name is Michael Chan—C-H-A-N. Do you take credit cards?*
Receptionist: *Yes, we do. We take all major credit cards.*
Patient: *Thanks. I'll see you then. Goodbye.*

4. **Receptionist:** *Hello. Can you hold, please?*
Patient: *No. This is very important. My brother, Antonio Marco, is a regular patient with you and he has a very bad toothache. He also has a fever.*
Receptionist: *Come right in.*
Patient: *Right now?*
Receptionist: *Yes, right now.*
Patient: *Thanks! We have dental insurance.*
Receptionist: *Excellent. We will be waiting for you.*

5. **Receptionist:** *Hello. Dr. Albert's office. Can I help you?*
Patient: *Yes, my throat hurts a lot.*
Receptionist: *Do you want an appointment?*
Patient: *Yes, I do.*
Receptionist: *Are you a new patient?*
Patient: *No. My name is Sam Hosker—H-O-S-K-E-R. I was there last week for a physical.*
Receptionist: *Oh, yes, Mr. Hosker. When can you come in?*
Patient: *I can come in at six o'clock today.*
Receptionist: *That's a little late, but I think the doctor can see you then.*
Patient: *Can I pay by check?*
Receptionist: *Yes, of course.*
Patient: *Thanks very much.*

Evaluation 3

7-15 mins.

Be prepared to play the audio again.

Application

15-20 mins.

H **Choose an illness and complete the table.**

I **Use the information from H to make a conversation with a partner. Make an appointment to see the doctor.**

Ask pairs to work together to create a conversation.

J **Perform your conversation for the class.**

Ask for volunteers to perform their conversations.

At-a-Glance Prep

Goal: Read medicine labels
Grammar: Modal: *should*
Academic Strategy: Focused listening
Vocabulary: *acid indigestion, chew, chicken pox, directions, pills, syrup, tablets, teaspoon, uses, warnings*

Agenda

- ☐ Practice making an appointment.
- ☐ Read medicine labels.
- ☐ Match labels to medicines.
- ☐ Learn more about the modal *should*.
- ☐ Listen for doctor's advice.
- ☐ Use *should* in sentences.

Resources

Heinle Picture Dictionary: Pharmacy, pages 142–143

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.5, 4.1.7
CCRS: RI1, RI7, W1, SL1, SL2, SL4, L1, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10–15 mins. ■■■

Ask students to present the conversations they created in the previous lesson to the class. Give them about five minutes to prepare in pairs first. Then ask for volunteers to perform.

Introduction 15–20 mins. ■■■

Pantomime a few illnesses and encourage students to ask: *What's the matter?* Then ask students: *What should I do?* State the goal: *Today, we will read medicine labels*.

Presentation 1 30–40 mins. ■■■

Draw a chart on the board with two columns: *Ailments* and *Medicine*. Write five ailments in the left-hand column and ask students to think of medicines or remedies for the right-hand column and write their suggestions in the chart.

Workplace Focus

Exercises A, B, C: Complete tasks as assigned.

A INTERPRET Underline the words from the box on the medicine label.

Briefly go over the vocabulary. Make sure students are not working ahead in the book and trying to do the Practice before you finish the Presentation. Ask students why they would take this medication, how often they would take it, and if there is anything to be careful about when taking it.

Practice 1 8–10 mins. ■■■

B Match the words with the examples.

C DEFINE Match the words with the definitions and examples.

Ask students to complete **B** and **C** individually.

Evaluation 1 5–8 mins. ■■■

Check answers as a class. Go over the new vocabulary again briefly.

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LESSON 4

Take Two Tablets

GOAL ▸ Read medicine labels

A INTERPRET Underline the words from the box on the medicine label.

aches and pains	exceed	reduce	tablets	uses
directions	persist	symptoms	teenagers	warning





B Match the words with the examples.

c 1. Directions	a. for relief of headaches
a 2. Uses	b. Don't drive.
b 3. Warning	c. Take two tablets.

C DEFINE Match the words with the definitions and examples.

c 1. teenager	a. not lasting a long time
a 2. temporary	b. continues
d 3. do not exceed	c. someone between the ages of 13 and 19
b 4. persists	d. no more than

D **Look at the medicines with your classmates and teacher.**

a



cough syrup

b



pain reliever

c



antacid

E **IDENTIFY** **Read the uses, directions, and warnings for each medicine in D. Look up any new words in a dictionary. Then write the correct medicine.**

Uses

b — for temporary relief of headaches or muscle aches and fever

a — for temporary relief of coughs and throat irritation due to infections

c — for fast relief of acid indigestion and stomach pain

Directions

c — Chew 2-4 tablets as needed.

b — Adults take one or two tablets with water every four hours while symptoms persist. Do not exceed 12 tablets in 24 hours.

a — Take two teaspoons every four hours.

Warning

b — Children or teenagers with the flu or chicken pox should NOT take this medicine.

c — Do not chew more than 12 tablets in 24 hours.

a — If throat pain persists or coughing is serious, contact your doctor.

Ginger tea can help treat indigestion, sickness, and even stress.



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Presentation 2

15-20 mins.

Go over the list of medications and ailments you created on the board. Introduce the phrase or the concept of brand names. Ask students to help you identify brand names of medicines. Talk to students about brand names and other medicines. Also, write *over-the-counter medications* and *prescription medications* on the board. Discuss the difference between the two.

Draw three columns on the board with the following headings: *Uses*, *Directions*, and *Warnings*. Discuss the headings and put a possible sentence you might see on a medicine label in each column. This is a great time to bring in sample bottles with directions on them. If you do this, pass them around and ask students to read the authentic labels.

Next, write the following items on the board:

Take three tablets two times a day.
Don't take this medicine and drive.
For temporary relief of sore throat pain.

Ask students to identify which of the three columns these sentences and phrases fall into.

Prepare students for the Practice by listing a few other words on the board: *syrup*, *chew*, *muscle*, *irritation*, *acid indigestion*, and *acute*. See how many of these words students already know and then help them understand the others by pantomiming. Tell students that as they do the exercises, the meanings of the words will become clearer.

D Look at the medicines with your classmates and teacher.

Go over any new vocabulary. Pantomime an ailment. Ask students what you need to do. Encourage them to ask: *What's the matter*?

For example:

Students: *What's the matter?*
Teacher: *I have a stomachache (or acid indigestion). What medicine do I need?*
Students: *You need antacid.*

(Shorter classes can do **E** for homework.)

Practice 2

10-12 mins.

Workplace Focus

Exercise E: Complete tasks as assigned.

E **IDENTIFY** **Read the uses, directions, and warnings for each medicine in D. Look up any new words in a dictionary. Then write the correct medicine.**

Evaluation 2

7-10 mins.

Go over the answers to **E** as a class.

Instructor's Notes

Presentation 3

10-15 mins.

Write on the board the sentences students used in the previous Presentation. For example: *You need antacid.* Quickly review the simple present. Remind students to use the third-person singular *s: He needs antacid.*

Note: In Spanish, words like *should* and *can* are verbs and not modals. In English, modals don't function like verbs because they don't change form with different subjects. Keep this in mind if you have Spanish-speaking students, or students whose first language this also applies to.

Workplace Focus

Exercise F: Complete tasks as assigned.
Exercise I: Interact appropriately with team members.

F Study the chart with your classmates and teacher.

As you go over the chart, give examples and ask students questions such as: *Should I take an antacid?* Then ask: *What should I do?*

Practice 3

7-10 mins.

G PREDICT Predict which statements are true. Listen to the doctor's instructions. Check (✓) what the patient should do.

Listening Script

Alexi: *Doctor, I am not sure I understand your instructions.*
Doctor: *OK, let's go over them again. It is very important that you understand.*
Alexi: *Yes, I know. I just forget easily.*
Doctor: *That's OK. You can read all about it here on the back of the medicine. It says, "Take three pills two times a day with water."*
Alexi: *Water?*
Doctor: *Water is best, but you can take it with juice if you like.*
Alexi: *Thanks. Is it OK to drive?*
Doctor: *No, you shouldn't drive. It says that here, under "Precautions." Oh, and take aspirin every day, too.*
Alexi: *OK. I will take the aspirin and the other medicine as you have directed me. Thank you!*

Evaluation 3

5-7 mins.

Go over the answers and be prepared to play the audio again.

Application

10-15 mins.

H Read your answers to G. Write statements to describe what you should do with cough syrup. Use the statements for the pain reliever as a model.

When students are finished writing their sentences, ask volunteers to write theirs on the board.

I APPLY Find a medicine label at home or online. Share its *uses*, *directions*, and *warnings* with the class.

This exercise could be done as homework, with brief presentations on what they found at the beginning of the next class.

J Go to the Lifeskills Video Appendix and complete the Unit 6 activities.

Instructor's Notes

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F Study the chart with your classmates and teacher.

Modal: *Should*			
Subject	***Should***	**Base Verb**	**Example Sentence**
I	should shouldn't	take	I **should** take two tablets.
You		chew	You **shouldn't** chew this tablet.
He / She / It		drink	He **shouldn't** drink alcohol with this medicine.
It		hurt	It **shouldn't** hurt.
We / They		swallow	They **should** swallow this tablet with water.

G PREDICT Predict which statements are true. Listen to the doctor's instructions. Check (✓) what the patient should do.

1. ☐ He should take medicine and drive.
2. ☐ He should take two pills three times a day.
3. ☑ He should take the pills with water.
4. ☑ He should take three pills two times a day.
5. ☐ He should drink a little alcohol with the medicine.
6. ☑ He should take aspirin and medicine as directed by the doctor.

H Read your answers to G. Write statements to describe what you should do with cough syrup. Use the statements for the pain reliever as a model.

Answers will vary. Sample answers given.

Pain reliever:

You should take this medicine for temporary relief of headaches.

You should take one or two tablets every four hours.

Teenagers with chicken pox shouldn't take this medicine.

Cough syrup:

You should take cough syrup for temporary relief from coughing.

You should take two teaspoons every four hours.

If sore throat (pain) persists or coughing is acute, you should contact your doctor.

I APPLY Find a medicine label at home or online. Share its *uses*, *directions*, and *warnings* with the class.

J Go to the Lifeskills Video Appendix and complete the Unit 6 activities.

LESSON 5

It's an Emergency!

GOAL ▶ Identify and describe emergencies

A IDENTIFY **Look at the emergencies. Label them *medical, police,* and *fire*.**



1. medical



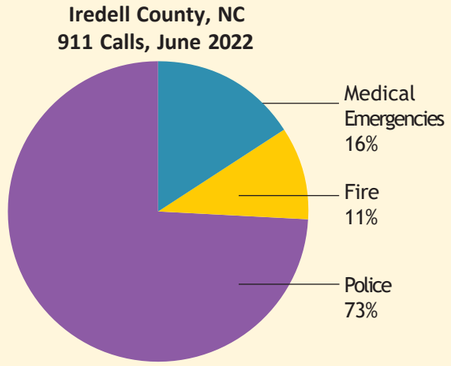
2. fire



3. police

B **Read the paragraph and underline the statistics that you see.**

Iredell County is located in North Carolina in the United States. It has a website that gives information about the county. According to the website, the county was formed in 1788. It is in the middle of the state and, in 2020, the population was 186,693 people. The website of the sheriff's department also states that, in June 2022, they had 14,428 emergency calls for police assistance, 2,071 calls for fires, and 3,211 medical emergency calls.



C **Answer the questions about the paragraph and pie chart.**

1. How many medical emergencies did the county have?
   a. 186,693 b. 16% (c.) 3,211
2. How old is the county?
   (a.) over 200 years old b. 1788 c. June 2022
3. What percentage of calls were for the police?
   (a.) 73% b. 16% c. 11%

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At-a-Glance Prep

Goal: Identify and describe emergencies
Grammar: Irregular simple past verbs, *should* for advice
Pronunciation: Intonation and rhythm
Academic Strategies: Focused listening, pie charts, percentages
Vocabulary: *chest pains, choking, heart attack, poison, robbery*

Agenda

- ☐ Review Lesson 1.
- ☐ Read a pie chart and read for information.
- ☐ Identify 911 problems and make a call.
- ☐ Listen for 911 information.
- ☐ Make decisions about 911 calls.
- ☐ Use *should* to give advice.

Resources

Heinle Picture Dictionary: Health, pages 132-137

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.7.3, 4.6.1
CCRS: RI1, RI2, RI4, RI7, RI10, SL1, SL2, SL4, L1, L5, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10-15 mins.

Ask students in groups to look back at Lesson 1. Ask them to identify what people *should* and *shouldn't* do based on what doctors say and their own ideas. They may use **F** as a model.

Introduction 7-10 mins.

Ask students when they should call 911. Give examples and have them respond with a thumbs-up or -down. For example, say: *You are having a heart attack.* (thumbs-up) *You have a cold.* (thumbs-down) State the goal: *Today, we will identify and describe emergencies.*

Presentation 1 10-15 mins.

Write *medical*, *police*, and *fire* on the board. Ask students to think of emergencies for each.

A IDENTIFY **Look at the emergencies. Label them *medical*, *police*, and *fire*.**

Discuss the implications and some details of the photos as a class. Ask students to cover the paragraph and look at the pie chart. Discuss how to read the chart and ask questions about the percentages.

BEST PRACTICE

Charts, graphs, and multilevel instruction

The information in charts and graphs can be complicated and intense or it can be simple; however, for the most part it isn't text-heavy. This means that low-level students can get as much out of a chart or graph as high-level students. Once students are able to interpret charts and graphs, they can understand a lot of information with very little English experience.

Practice 1 8-12 mins.

B Read the paragraph and underline the statistics that you see.

Workplace Focus

Exercise C: Interpret and communicate information.

C Answer the questions about the paragraph and pie chart.

This is another opportunity for students to read and answer questions independently to check their understanding. Don't have students working in pairs at this point. This task is good practice for a standardized reading test such as CASAS.

Evaluation 1

8-10 mins.

Ask students to go over the answers to **C** in pairs and peer-edit if necessary.

Presentation 2

10-15 mins.

Review the differences between *medical*, *police*, and *fire* emergencies. Make a cluster diagram on the board and brainstorm examples of each. Be sure to include *robbery* and *car accidents*.

Workplace Focus

Exercises D, E: Complete tasks as assigned.

D Listen and practice the conversation.

Pronunciation

Intonation

Go over the intonation and rhythm in the conversation. A good way to do this is to ask students several times to identify the words that are most important for the meaning. Have students underline them in the conversation and then say only these words. Ask: *Which words should have more emphasis than the rest?* Finally, add the other words, but de-emphasize them.

For example, students should underline the following words in the first three lines:

Operator: What . . . emergency?
Teresa: It's . . . MEDICAL emergency.
Operator: What's . . . problem?

Practice 2

10-15 mins.

E Use the emergencies below to practice the conversation in D again.

Evaluation 2

5-7 mins.

Ask volunteers to demonstrate in front of the class. Then ask for volunteers to improvise with you.

Presentation 3

5-7 mins.

Go over the new words from the lesson including the photos in **A** and from Practice 1 and 2. Have students indicate which photo from **E** you describe by holding up the corresponding number of fingers.

Practice 3

7-10 mins.

F IDENTIFY Read the emergencies and discuss any new words as a class. Then listen to the conversations and choose the correct answer.

When students understand the new vocabulary, ask volunteers to use the new words in example sentences.

Listening Script

1. **Operator:** *911. What's your emergency?*
   Rodrigo: *Please help! My house is on fire, and it is very serious.*
   Operator: *What is your address?*
   Rodrigo: *It's 3562 West Fallbrook Avenue.*
   Operator: *And your name, sir?*
   Rodrigo: *Rodrigo Martinez.*
   Operator: *I am calling the fire department now. Please do not go back into your house.*
   Rodrigo: *No, I won't. Thank you so much!*

2. **Operator:** *911. What is the emergency?*
   Anya: *I think my cousin is having a heart attack!*
   Operator: *Please try to stay calm. Is your cousin conscious?*
   Anya: *Yes, but she is having sharp chest pains.*
   Operator: *I will send the paramedics. What is your name and address?*

3. **Operator:** *911. What is the emergency?*
   Caller: *I lost my wallet, and I think someone stole it.*
   Operator: *You were robbed?*
   Caller: *Yes, I guess so. I think a man bumped into me and took it right out of my pocket.*
   Operator: *Where are you?*
   Caller: *I am on the corner of Walnut and Wall Street.*
   Operator: *I will send a police unit there immediately.*

4. **Operator:** *911. What's your emergency?*
   Caller: *I am sick and really can't move. Please send the paramedics.*
   Operator: *Are you in pain?*
   Caller: *Yes, it is my chest.*
   Operator: *You have chest pains?*
   Caller: *Yes, and I am dizzy and very uncomfortable.*
   Operator: *I will send the paramedics ASAP. What is your name and address?*

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D Listen and practice the conversation.

Operator: 911. What is your emergency?
Teresa: It's a medical emergency.
Operator: What's the problem?
Teresa: My friend is having chest pains.
Operator: I will send an ambulance immediately. What's the address of the emergency?
Teresa: The address is 9976 West Burma Street.
Operator: What's your name and phone number?
Teresa: My name is Teresa, and my cell number is (502) 555-4334. Please hurry!

Simple Past (Irregular)	
Base Verb	**Past**
break	broke
drink	drank

E Use the emergencies below to practice the conversation in D again.



is unconscious



is choking



drank poison

F IDENTIFY Read the emergencies and discuss any new words as a class. Then listen to the conversations and choose the correct answer.

1. a. robbery b. car accident (c.) fire
2. (a.) heart attack b. fire c. robbery
3. a. car accident (b.) robbery c. fire
4. a. fire b. robbery (c.) heart attack

G SURVEY Read the table with your classmates and teacher. Underline the words you don't know. Complete the table in groups. Answers will vary. Sample answers are given.

	Always call 911.	Never call 911.	Take medicine.	Brand name of medicine
She has a cold.		✓	✓	
A cat is in a tree.		✓		
She has terrible chest pains.	✓		✓	
They have the flu.		✓	✓	
The man is not breathing.	✓			
There is no food in the house.		✓		
I am very tired.		✓		
He coughs every day.		✓	✓	
She has a sore throat.		✓	✓	
She has a stomachache.			✓	
She broke her arm.				
He accidentally drank poison.	✓			

H Practice the conversation. Use the information in G to make new conversations.

Student A: What's the matter?

Student B: He accidently drank poison.

Student A: You need to call 911.

Advice	
You should	take call
You need	**to** take **to** call

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Evaluation 3

7-10 mins.

Check students' work and play the audio again. Ask students other questions about the audio. For example, for Conversation 1, ask students to write the address. For Conversation 2, ask who is having the problem and who is called to help. For Conversation 3, ask what was lost and who is called. For Conversation 4, ask what the caller should do if they are alone.

Application

10-15 mins.

Workplace Focus

Exercise G: Collect and organize information; Interact appropriately with team members.
Exercise H: Interact appropriately with team members.

G SURVEY Read the table with your classmates and teacher. Underline the words you don't know. Complete the table in groups.

Ask students to highlight any words in the table that they don't understand. Clarify meaning using example sentences before moving on to the exercise.

H Practice the conversation. Use the information in G to make new conversations.

Tell students to work with a partner. Monitor their conversations, paying attention to pronunciation, intonation, and grammar usage. Ask volunteers to perform their conversations in front of the class.

BEST PRACTICES

In front of the class

Sometimes students are shy about performing or presenting in front of the class. Help them understand that it is expected that they will be a little nervous the first few times that they do it. Having students perform or present in front of the class is an excellent way to prepare them to use the language in the real world when they may also be nervous and feel under pressure.

This may be a good opportunity to visit the Life Skills video appendix. Videos can be found on the Spark platform.

Instructor's Notes

At-a-Glance Prep

Goal: Explore careers in the medical fiel

Agenda

- ☐ Answer questions about an infographic.
- ☐ Ask and answer questions with *Be* (past).
- ☐ Read about nursing types and qualifications.
- ☐ Read about characteristics.
- ☐ Research health careers.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.4.3, 4.8.1, 6.6.5, 6.7.3, 7.4.4, 7.7.3

CCRS: R1, R2, R4, SL5, RF3, L2

ELPS:

S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 10-15 mins. ■■■

Review key vocabulary and language points from the previous lesson by telling students you have various ailments and asking for their advice. Tell them they must use *should* in their responses.

Introduction 5-10 mins. ■■■

In this lesson students will learn to identify employment in the medical field.

Begin by asking students which careers they think might be part of this sector. Write a list of their suggestions on the board.

Presentation 1 15-20 mins. ■■■

A INTERPRET Work in a group. Look at the graph. What was the most common profession in 2008? How do you know?

Read out the various job titles on the graph and ask students to repeat after you. Ensure that they're using the correct pronunciation for each. Ask them what they think some of these jobs entail. Then put students into groups of three or four to work on the task together.

Practice 1 5-10 mins. ■■■

Guide students towards the Grammar chart and review asking and answering questions with *Be* in the simple past with them. Do not ask the questions from the chart as this will be covered in **B**, but ask other, unrelated questions about the past and encourage students to answer in full sentences. For example: *"Who was the president in 2008?" "Who won the Champions League soccer tournament in 2023?"* Write their full-sentence answers on the board.

B ANALYZE Use the chart in A to answer the questions in full sentences.

Remind students of the structure of responses to questions with *Be* in the past, by going through the answers you wrote on the board and highlighting the parts of speech in the structure. Most full-sentence responses will follow the same pattern. Then tell students to write their answers to the three questions.

Instructor's Notes

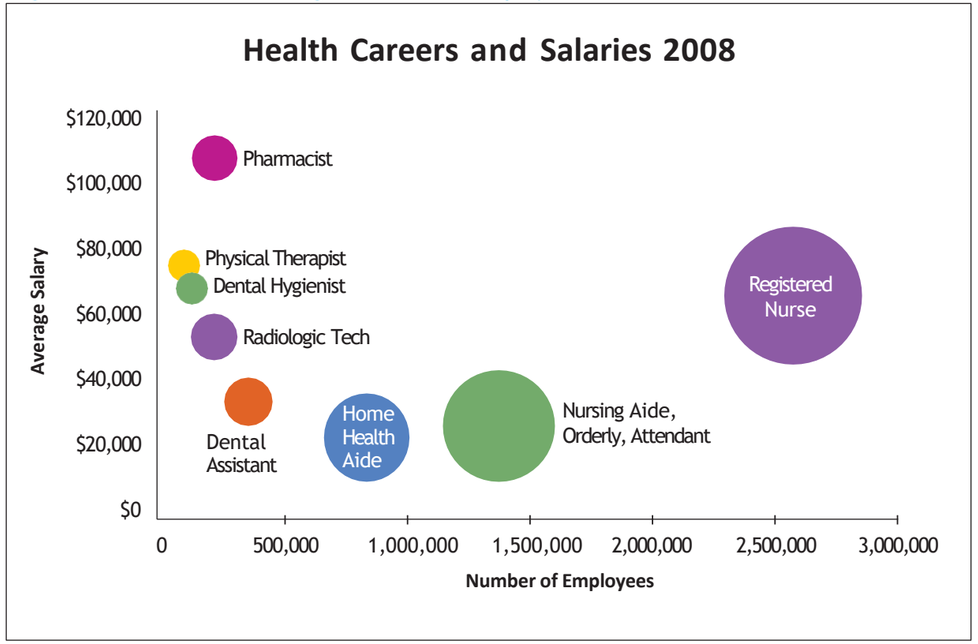
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LESSON 6

Explore the Workforce

GOAL ▶ Explore careers in the medical field

A INTERPRET Work in a group. Look at the graph. What was the most common profession in 2008? How do you know? Answers will vary. Sample answers given.
Registered nurse. It had the largest number of employees.



Ask and Answer with *Be* (Past)			
	Subject	***Be***	
Question	What	was	the most common profession in 2008?
Answer	Registered nurse	was	the most common profession.
Question	What	were	the professions with pay between 60k and 80k?

B ANALYZE Use the chart in A to answer the questions in full sentences.

1. What was the best paid profession in 2008?
   The best paid profession in 2008 was pharmacist.
2. What were the two professions with the lowest pay?
   The two professions with the lowest pay were home health aide and nursing aide.
3. What were the professions with pay between 60k and 80k?
   The professions with pay between 60k and 80k were dental hygienist and physical therapist.

C **Work with a partner. Practice asking and answering the questions in B with a partner. Then use the chart in A to ask new questions.**

D **Listen and write the letter of the correct nurse description.**

Kind of Nurse	Education You Need	Time It Takes
CNA Certified Nursing Assistant	State-Approved Certificate or Diploma	4 to 12 weeks
LPN Licensed Practical Nurse	State-Approved Certificate or Diploma	12-18 months
RN Registered Nurse	Associate Degree in Nursing (ADN) or Bachelor of Science in Nursing (BSN)	2 years 4 years
APRN Advanced Practice Registered Nurse	Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP)	2 years (post graduate)

1. __b__ Takes care of patients and gives medication. Also keeps records and talks to health providers. Helps patients understand their treatment.
2. __a__ Works in hospitals and nursing and residential care facilities. A nurse usually gives them jobs to do. Helps patients with daily activities.
3. __d__ Can diagnose problems and manage patients. They can order tests and, in some states, they can also prescribe medication.
4. __c__ They take vitals and give medication when directed by doctors and RNs.

E **INVESTIGATE** **In a group, research online what the salary is for each type of nurse in your state.** Answers will vary.

CNA: _____

LPN: _____

RN: _____

APRN: _____

F **Work in a group. Discuss which kind of nurse you would choose to be.**

EXAMPLE: I think LPN is the best for me because I can make a good salary, but I don't have to go to school for very long.

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Evaluation 1

5-10 mins.

When students have finished, ask volunteers to come to the board and write their full-sentence answers. Then model asking questions with *Be* in the past by asking students one or two other questions about the infographic using the same structures as those in the chart. Ask no more than two as they will be doing this themselves in **C**.

C Work with a partner. Practice asking and answering the questions in B with a partner. Then use the chart in A to ask new questions.

Have students substitute information in the Grammar chart with other words in the infographic. Walk around the room monitoring the pairs. Make sure they are using the correct structure in both questions and answers.

Presentation 2

20-25mins.

D Listen and write the letter of the correct nurse description.

You may need to play the audio at least twice.

Listening Script

a. Certified Nursing Assistants work in hospitals and nursing and residential care facilities. A nurse usually gives them jobs to do. They help patients with daily activities.

b. Registered Nurses, or RNs, take care of patients and give medication. They also keep records and talk to health providers. Registered nurses help patients understand their treatment.

c. Licensed Practical Nurses take vitals and give medication when directed by doctors and registered nurses.

d. An Advanced Practice Registered Nurse, or APRN, can diagnose problems and manage patients. They can order tests and, in some states, they can also prescribe medication.

Practice 2

15-20 mins.

E INVESTIGATE In a group, research online what the salary is for each type of nurse in your state.

Remind students of the best types of wording to use for search engines. It might be useful to prepare for this task in advance by gathering a few reliable sources where average salaries are clearly spelled out on the website, but allow students to do their own research before helping them out.

F Work in a group. Discuss which kind of nurse you would choose to be.

Model by explaining which type of nurse you would prefer to be and explain your reasoning based upon your characteristics, preferences, and your willingness to become qualified to whatever extent suits you best. This will help students consider these various factors in their group discussions.

Instructor's Notes

Evaluation 2

20-25mins.

Give students plenty of time for these discussions and assign a notetaker to each group. Ask the notetaker to stand up and report on their group members' answers and reasons once the discussions are over. Direct follow-up questions to the individual whose answer is being explained, rather than to the notetaker.

Presentation 3

15-20 mins.

G REFLECT Check what is true about you.

Go over the characteristics vocabulary and do the exercise yourself to model.

H INVESTIGATE Work in a group. Follow the steps and research healthcare careers.

Shorter classes can do **I** for homework.

I Choose a job title related to healthcare. Go to a job search site online and see if there are any openings within 25 miles of your school or home. Make notes and report to the class.

Remind students how to use the distance feature on a job website before starting the exercise. Ask them to try to find two or three openings and to write down the job descriptions. When everyone has finished, ask some volunteers to read a job description they found to the class. Then ask the class if they think it sounds like a job they would be interested in. Why?

Instructor's Notes

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G REFLECT Check what is true about you. Answers will vary.

- ☐ I like to help people.
- ☐ I am warm and caring.
- ☐ I am social.
- ☐ I am sympathetic.
- ☐ I like setting up procedures.
- ☐ I make decisions after collecting facts.
- ☐ I understand what people's needs are.
- ☐ I do not like to change my plans.

H INVESTIGATE Work in a group. Follow the steps and research healthcare careers.

Answers will vary.

1. Go to your favorite search engine.
2. Type "healthcare careers."
3. Open at least three websites.
4. Write five new things you learn.
5. _____
6. _____
3. _____
4. _____
5. _____

I Choose a job title related to healthcare. Go to a job search site online and see if there are any openings within 25 miles of your school or home. Make notes and report to the class.



Student nurses train at a nursing program.

Review

A **Look at the photo and write the body parts.**



1. head
2. eye(s)
3. nose
4. shoulder(s)
5. arm(s)
6. leg(s)
7. foot / feet
8. ear(s)
9. neck
10. mouth
11. chest
12. stomach
13. hand(s)

B **Match each illness to the advice.**

c	1. I have a headache.	a. You should go to the dentist.
a	2. I have a bad toothache.	b. You should call 911 right now.
d	3. I have a stomachache.	c. You should take a pain reliever.
b	4. I have chest pains.	d. You should chew some antacid tablets.

Learner Log

I can identify illnesses.

☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing, evaluating, developing study skills
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Evaluate and reflect on progress.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.4.1, 4.4.2, 4.5.1, 4.6.1, 4.7.3
CCRS: SL2, L1, RF2
ELPS:
SL2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
SL10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 7-10 mins.

With their books closed, ask students to help you make a list on the board of all the vocabulary they can come up with from the unit. Then have a competition where students in groups will write page numbers for each item on the list. The first group to have the correct page number for each item wins.

Introduction 5 mins.

Write all the goals from Unit 6 on the board. Show students the first page of the unit and say the six goals. Explain that today they will review the whole unit.

Note: Depending on the length of the term, you may decide to have students do Presentation and Practice for homework and then review student work as either the warm-up or another class activity.

Presentation 10-15 mins.

This presentation will cover all three pages of the review. Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.

Practice 15-20 mins.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

A **Look at the photo and write the body parts.**

B **Match each illness to the advice.**

BEST PRACTICE

Recycling / Review

The review and the project that follows are part of the recycling / review process. Students at this level often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten while learning other new concepts. This is because students *learn* but are not necessarily ready to *acquire* language concepts.

Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts.

Practice *(continued)*

C Give someone advice on how to stay healthy. Write two things the person should do and two things he or she shouldn't do. Use the photos to help you.

Review using *should* for advice by saying you have an illness and asking the class to volunteer advice. Correct structure as needed. Once you feel students are prepared, let them begin the exercise.

D Complete the sentences with the simple past form of the verbs in parentheses.

Ask volunteers to write the sentences on the board when everybody has finished the exercise.

E Match the section of the medicine label to the information.

BEST PRACTICE

Reviews as assessment

Review lessons are intended to be full-class with the usual teacher-fronted instruction. However, some teachers may prefer to use the review section first as a progress test under typical exam conditions. The students can then swap papers with a peer and mark their answers as the teacher reads them out. After that, students will swap the papers back and the instructor can take the students step-by-step through the review test, explaining the answers with help from volunteers. Although there are ample opportunities for assessment throughout *Stand Out* 2, this is one of many ways to assess student progress at regular intervals.

Instructor's Notes

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C Give someone advice on how to stay healthy. Write two things the person should do and two things he or she shouldn't do. Use the photos to help you.

Answers will vary. Sample answers given.






should do

a. You should get plenty of rest.

b. You should exercise regularly.

shouldn't do

a. You shouldn't smoke.

b. You shouldn't let stress build up.

D Complete the sentences with the simple past form of the verbs in parentheses.

1. Yesterday, I had (have) a terrible headache.
2. Suzanne was (be) sick last week.
3. Last summer, we talked (talk) to the doctor.
4. I went (go) to the hospital on Monday.
5. They called (call) the doctor five minutes ago.
6. Last year, the children were (be) sick a lot.
7. The doctor said (say) I shouldn't smoke.
8. He went (go) to the doctor's last week.

E Match the section of the medicine label to the information.

1. c Uses
2. a Directions
3. b Warning

a. Take two tablets three times a day.

b. Do not take more than 12 tablets in 24 hours.

c. for the temporary relief of aches and pains

Learner Log

I can describe healthy practices. ☐ Yes ☐ No ☐ Maybe

I can make a doctor's appointment. ☐ Yes ☐ No ☐ Maybe

Review

F **Put the conversation in the correct order.**

6	**Mario:**	66345 West Malvern Avenue.
7	**Operator:**	Is anyone injured?
2	**Mario:**	There is a fire!
1	**Operator:**	911. What's your emergency?
3	**Operator:**	A fire? What's your name?
8	**Mario:**	I don't think so. Please hurry.
10	**Mario:**	Thank you!
9	**Operator:**	Yes, sir. They will be there very soon.
5	**Operator:**	Yes, of course. What is the address?
4	**Mario:**	Mario de la Vega. Please send the fire department.

G **Write the symptom under each picture and a possible medicine.**

1. 

Symptom: headache
Medicine: pain reliever

2. 

Symptom: fever
Medicine: pain reliever

3. 

Symptom: cough
Medicine: cough syrup

4. 

Symptom: stomachache
Medicine: antacid

Learner Log

I can read medicine labels.
☐ Yes ☐ No ☐ Maybe

I can identify and describe emergencies.
☐ Yes ☐ No ☐ Maybe

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Practice *(continued)*

Workplace Focus

Exercises F, G: Complete tasks as assigned.

F **Put the conversation in the correct order.**

G **Write the symptom under each picture and a possible medicine.**

Evaluation

15 mins.

Go around the room and check on students' progress. Help individuals as needed. If you see consistent errors among several students, interrupt the class and give a minilesson or review to help students feel comfortable with the concept.

Presentation

5 mins.

Learner Log

Review the concepts of the Learner Log.

BEST PRACTICE

Learner Logs

Learner Logs function to help students in many different ways.

1. They serve as part of the review process.
2. They help students to gain confidence and to document what they have learned. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use over and over to check and recheck their understanding of the target language. In this way, students become independent learners.

Practice

5–10 mins.

Ask students to complete the Learner Log. Ask them comprehension questions to test understanding based on the statements in the Learner Log.

Evaluation

2 mins.

Go over the Learner Log with students.

Application

5–7 mins.

Ask students to record their favorite lesson or page in the unit.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.8.1

CCRS: W1, W2, W8, SL1, SL2, SL4, SL5

ELPS:

S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

S3: Speak and write about level-appropriate complex literary and informational texts and topics.

S4: Construct level-appropriate oral and written claims and support them with reasoning and evidence.

S7: Adapt language choices to purpose, task, and audience when speaking and writing.

S9: Create clear and coherent level-appropriate speech and text.

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information; Manage time.

Soft Skill: Active Listening

Giving feedback

When students give feedback, it is imperative feedback is constructive. There are a few simple ways to achieve this.

Students should refrain from interrupting or correcting a presenter while they are speaking. Those giving feedback should lead with praise before moving on to constructive criticism and, if possible, end with positive feedback. Being specific and referencing particular points or information covered in a presentation helps the presenter feel valued and reminds them that the audience is listening to them carefully. Finally, it is essential to be realistic. Feedback should be about what can be changed rather than something the presenter has no control over.

Introduction

5 mins.

In this project, students will produce a health pamphlet. Explain that a pamphlet is the same as a brochure. Find examples of pamphlets and bring them to class, or show them online.

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

Help students form groups and assign positions in their groups. Students will have to choose who will be the leader of their group. Review the responsibility of the leader and ask students to write the name of their leader in their books. Do the same with the remaining positions: nurse, health expert, and artists.

Explain that all students should work on every task. Students shouldn't go on to the next stage until the previous one is complete.

2. Health Expert, tell your team three things people should do to be healthy and three things people should not do.

Have the health expert lead the discussion and begin with their own suggestions before opening the discussion to suggestions from the rest of the team. Have the health expert decide which are the best suggestions and note them down.

3. Think of three common illnesses to include in your pamphlet and describe them.

Have groups choose three illnesses and their treatments.

4. Nurse, tell your team about medicines people should take for these illnesses.

Compliment: "That's a great medicine for a cough."
Improvement: "I don't think that medicine is the best choice for a headache. Let's think about a different choice."

5. Artists, collect and organize the information to design a pamphlet with pictures.

If you have access to computers, allow artists to create presentations on them and choose their own images. Alternatively, hand out colored pens, pencils, large sheets of paper, and anything else you have in the classroom they might need.

6. Choose a student to present the information and practice the presentation.

Have groups give their presentations. Make sure that all group members participate but make sure one student introduces and leads the presentation. Consider videoing the presentations. Students will prepare better for formal presentations if they are videotaped. Another approach is for students to videotape themselves and polish their presentations before giving them to the class. Remember to respect the wishes of any student who would prefer not to appear on camera.

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Make a Health Pamphlet

SOFT SKILL ▸ Active Listening

In a group, you are going to design a health pamphlet for the community. The pamphlet will give health tips and explain what medicines to take for common illnesses.

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: **Nurse**	Give advice on medicines for three illnesses.	
Student 3: **Health Expert**	Give advice on three things to do to stay healthy.	
Students 4/5: **Artists**	Design pamphlet and prepare a class presentation with help from the team.	

2. Health Expert, tell your team three things people should do to be healthy and three things people should not do.
3. Think of three common illnesses to include in your pamphlet and describe them.
4. Nurse, tell your team about medicines people should take for these illnesses.

   Compliment: "That's a great medicine for a cough."

   Improvement: "I don't think that medicine is the best choice for a headache. Let's think about a different choice."
5. Artists, collect and organize the information to design a pamphlet with pictures.
6. Choose a student to present the information and practice the presentation.

ACTIVE LISTENING:

Giving Feedback

Feedback is not only about how something can improve. It is also about complimenting others on their ideas.

About the Photo

This photo shows Renan Ozturk peeking out of a tent at a mountain camp. Six months after a near-fatal accident in the Grand Tetons, Wyoming, Renan got together with Jimmy Chin and Conrad Anker to make a documentary about their climb up Shark's Fin on Mount Meru in the Indian Himalayas. The climb was tough and involved the three men living on the mountain for almost two weeks, the whole time enduring temperatures around minus 20 degrees. The documentary won an award at the Sundance Film Festival in 2015.

- Introduce the explorer, Renan Ozturk, and read the title out loud. Then discuss the meaning of the word *passion*.
- Ask students if they have a passion. Ask students if they have an obsession. Then discuss how they draw the line between the two.

A Work in a group. Put the activities in order from least dangerous (1) to most dangerous (7).

When students have finished the exercise, ask for a volunteer to write their list on the board. Correct as needed.

B Read the title and skim the text. What is the dangerous passion?

Remind students that they should not read the article but skim for clues to what they are looking for. When a student volunteers the correct answer, ask them why they think it is dangerous and what makes it a passion.

C Read. Underline any words you don't know.

Ask students to read about Renan Ozturk. Explain the meaning of any underlined words and ask students to use them in context to clarify their understanding.

D What is another good title for the text?

Ask students to identify the main idea in each paragraph to help them come to a conclusion about the overall subject and, therefore, the answer.

E In line 3, *a little equipment* means _____.

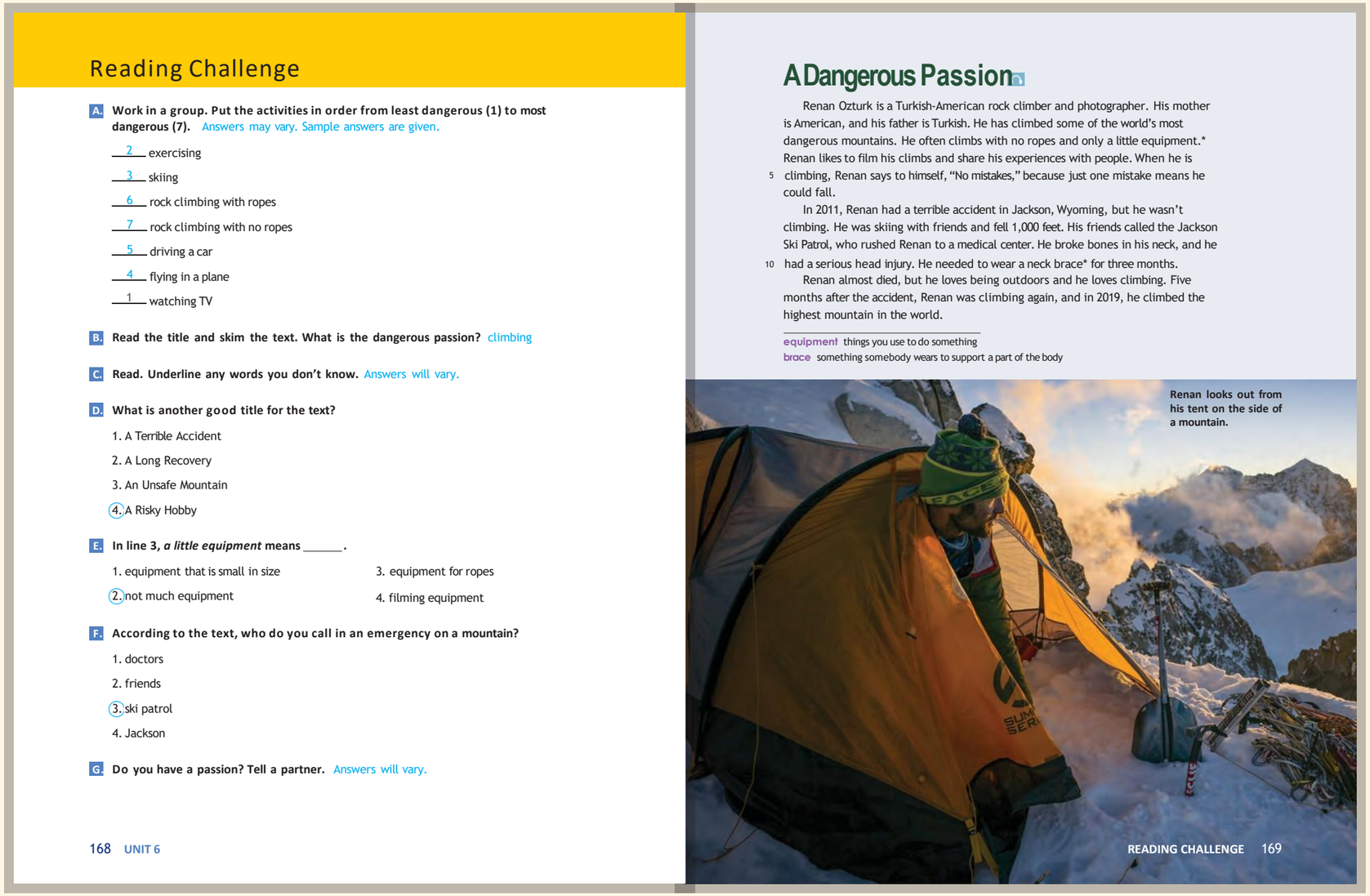
Clarify understanding by asking students to tell you what they have "a little" of. Elicit example sentences using the phrase.

F According to the text, who do you call in an emergency on a mountain?

Tell students to underline the sentence that led them to their answer. Ask a volunteer to read the sentence and explain the reason behind their choice.

G Do you have a passion? Tell a partner.

Begin by describing a passion of yours in some detail. Then ask students to discuss the question with a partner. Ask for volunteers to explain their answers after students have had ample time for discussion.



Reading Challenge

A. Work in a group. Put the activities in order from least dangerous (1) to most dangerous (7). Answers may vary. Sample answers are given.

2 exercising
3 skiing
6 rock climbing with ropes
7 rock climbing with no ropes
5 driving a car
4 flying in a plane
1 watching TV

B. Read the title and skim the text. What is the dangerous passion? climbing

C. Read. Underline any words you don't know. Answers will vary.

D. What is another good title for the text?

1. A Terrible Accident
2. A Long Recovery
3. An Unsafe Mountain
4. A Risky Hobby

E. In line 3, *a little equipment* means _____.

1. equipment that is small in size
2. not much equipment
3. equipment for ropes
4. filming equipment

F. According to the text, who do you call in an emergency on a mountain?

1. doctors
2. friends
3. ski patrol
4. Jackson

G. Do you have a passion? Tell a partner. Answers will vary.

168 UNIT 6

A Dangerous Passion

Renan Ozturk is a Turkish-American rock climber and photographer. His mother is American, and his father is Turkish. He has climbed some of the world's most dangerous mountains. He often climbs with no ropes and only a little equipment.* Renan likes to film his climbs and share his experiences with people. When he is climbing, Renan says to himself, "No mistakes," because just one mistake means he could fall.

In 2011, Renan had a terrible accident in Jackson, Wyoming, but he wasn't climbing. He was skiing with friends and fell 1,000 feet. His friends called the Jackson Ski Patrol, who rushed Renan to a medical center. He broke bones in his neck, and he had a serious head injury. He needed to wear a neck brace* for three months.

Renan almost died, but he loves being outdoors and he loves climbing. Five months after the accident, Renan was climbing again, and in 2019, he climbed the highest mountain in the world.

equipment things you use to do something
brace something somebody wears to support a part of the body

Renan looks out from his tent on the side of a mountain.

READING CHALLENGE 169

CASAS FOR READING

0.1.2, 0.1.5, 4.1.2, 4.1.9

CCRS FOR READING

RI1, RI2, RI8, R10, L4

READING STRATEGIES

Identifying the Main Idea and Details

Every paragraph has a main idea and details. The main idea is the sentence that speaks about all the other sentences in just a few words. The rest of the sentences are details. They present information related to the other sentences, but don't say anything that applies to every sentence in the paragraph.

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7 Work, Work, Work



UNIT OUTCOMES

- Evaluate learning and work skills
- Identify jobs and job skills
- Apply for a job
- Interview for a job
- Follow instructions in an office
- Compare and contrast jobs in business administration

Look at the photo and answer the questions.

1. Where are the women in the photo?
2. What is the machine in this photo?

Two women work on an assembly line at the General Motors Flint Assembly Plant in Flint, Michigan.

1. What is an assembly line?
2. Do you think the two women in the photo have a difficult job? Why?

About the Photo

This photo was taken by Bill Pugliano. It shows two women working on an assembly line in Flint, Michigan. They are helping to put together a GM truck engine. The plant is GM's oldest in North America, has been running since 1947, and employs over 750 people. Flint has a long history as an automotive industry town and various plants and factories have employed large portions of the community since the first auto industry boom in the 1940s.

- Introduce the unit by reading the title out loud. Ask students if they have jobs.
- Tell students that the unit title is also an expression. Ask students what they think the title means. Discuss and explain the meaning to the class.
- Have a volunteer read the caption out loud. Then have students look at the photo. Ask students to answer the questions on page 171.
- Go over each unit outcome.

Life Skills Focus

In this unit, students will learn how to identify skills relevant to academia and the workplace. They will also learn interview skills.

Workplace Focus

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They are not individually identified. Other workplace skills are indicated. They include *collecting and organizing information*, *making decisions and solving problems*, and *combining ideas and information*.

In Unit 7, Lesson 6, *Explore the Workforce*, students will learn about careers in business administration. They will read about the different tiers and types of work in this sector, compare and contrast them, and learn about salaries and required skills.

In the Team Project, students will practice the soft skill of Active Listening.

spark Resources

All resources for the unit are centrally located on the Spark platform and include audio, video, multilevel worksheets, digital literacy worksheets, Online Practice, and Assessment Suite.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS
• Evaluate learning and work skills • Identify jobs and job skills • Apply for a job • Interview for a job • Follow instructions in an office • Compare and contrast jobs in business administration	• Future: *will* (affirmative) • *can / can't* • Future: *will* (negative) • Simple past • Negative simple past • Simple past: *be* • Negative simple past: *be* • Imperatives	• Work evaluations • Job titles • Job tools and skills • Job applications • Job posts and abbreviations • Job interviews • Office equipment and directions • Goals: personal, academic, and vocational	The skills students learn in this unit can be applied to the following El Civics competency areas: • Employment—Resources • Employment—Soft Skills

STEPS

CASAS COMPETENCIES	ELPS	CCRS
Lesson 1: 0.1.2, 0.1.5, 3.5.7, 3.5.9 Lesson 2: 0.1.2, 0.1.5, 3.6.3 Lesson 3: 0.1.2, 0.1.5, 3.6.4 Lesson 4: 0.1.2, 0.1.5, 3.3.1, 3.3.2, 3.4.1 Lesson 5: 0.1.2, 0.1.5, 2.1.2, 2.5.1, 6.6.5, 6.7.4 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.4.3, 6.6.5, 7.4.4, 7.7.3 Team Project: 0.1.2, 0.1.5, 4.1.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.8.1 Reading Challenge: 0.1.2, 0.1.5, 4.1.2, 4.1.9	S3: Speak and write about level-appropriate complex literary and informational texts and topics. S5: Conduct research and evaluate and communicate findings to answer questions or solve problems. S9: Create clear and coherent level-appropriate speech and text.	RI1, RI2, RI3, RI4, RI10, SL1, SL2, SL5, L1, L2, L3, L4, RF2, RF3

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LESSON 1

A Good Student and Employee

GOAL ▶ Evaluate learning and work skills

A LIST What characteristics do a good student and a good employee have? Answers will vary.

Student	Employee

B Read about Dasma and good work habits. Underline any new words. Answers will vary.



Dasma is an English student in Dearborn, Michigan. She needs a job. She had several jobs before she started studying. She was a cashier and an administrative assistant. She's a good worker and a good student. She comes to school on time every day, participates, and has a positive attitude. She helps other students and they help her.

Good work habits are very important in the United States. Employees who come on time, work hard, and cooperate are more successful than other employees. Good work habits in the classroom are similar to good work habits in the workplace.

C EVALUATE Are you a good student with good work habits? Circle the number that best describes you. Answers will vary.

	Never			Always
1. I come to class every day.	1	2	3	4
2. I come to class on time.	1	2	3	4
3. I participate in class and in groups.	1	2	3	4
4. I do my homework.	1	2	3	4
5. I listen carefully.	1	2	3	4
6. I help others.	1	2	3	4

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At-a-Glance Prep

Goal: Evaluate learning and work skills
Grammar: Future: *will*—affirmative and negative
Academic Strategies: Focused listening, reading for main idea
Vocabulary: *evaluation, habits, positive attitude, several, skills*

Agenda

- ☐ Talk about skills and goals.
- ☐ Read about work habits.
- ☐ Read evaluation forms.
- ☐ Use *will* to talk about the future.
- ☐ Set goals.

Resources

Heinle Picture Dictionary: Jobs, pages 146-149

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.4.1, 4.4.2, 4.7.3
CCRS: RI1, RI2, RI7, SL1, SL2, SL4, L1, L2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 15-20 mins.

Write the following words on the board: *Listening, Reading, Writing, Speaking*. Indicate one word for each corner of the room. Ask students to go to the corner that represents the most important skill they need to work on. Write *Goals* on the board. Ask students in the corners to identify a goal they would like to work on relative to the skill they chose. Give some examples, such as: *I would like to read better so I can understand the newspaper*. Teach them how to use *so* and how it relates to *because*. Have students state their goals to their classmates in the corner and then write their goals down.

Introduction 3-7 mins.

Ask students if they have work goals. For example: *I want to get a better job; I want to be a supervisor*. Then state the lesson goal: *Today, we will evaluate learning and work skills*.

Presentation 1 20-30 mins.

Workplace Focus

Exercises A, C: Complete tasks as assigned.

A LIST What characteristics do a good student and a good employee have?

Have students list the things that make a good student. Give an example, such as: *come to school every day*.

B Read about Dasma and good work habits. Underline any new words.

Give students 60 seconds to read the first paragraph and then tell them to close their books. Ask students who the paragraph is about. Ask if Dasma has a job, needs a job, or needs to find a school to learn English. Finally, ask if Dasma has any skills. Discuss the meaning of *skills*, then ask students to open their books and identify Dasma's skills.

Read the second paragraph with students and ask them if they agree, disagree, or don't have an opinion.

Go over the skills and study habits in **C**. Make sure students understand their meanings.

Practice 1 7-10 mins.

C EVALUATE Are you a good student with good work habits? Circle the number that best describes you.

Ask students to do this activity individually. After they have finished, have them compare and discuss their answers with a partner.

Evaluation 1

3-5 mins.

Ask volunteer pairs to report to the class.

BEST PRACTICE

Reading for understanding

We have discussed scanning for specific information and suggested that this kind of reading is similar to focused listening. Now we want students to find the main idea of a text. This skill is similar to scanning, but students should read more slowly. They should not get bogged down by words they don't understand, and they should avoid rereading every sentence before reading the entire passage all the way through. A good technique is to give students a minimal amount of time to read and then to have them close their books. Then ask broad comprehension questions.

Presentation 2

10-15 mins.

D INTERPRET Look at Dasma's employee evaluation form from 2023.

Tell students that skills at school are similar to skills in the workplace. Ask them to open their books and to study the evaluation form. Ask comprehension questions about the form.

BEST PRACTICE

Asking questions about photos, pictures, and forms

It is important to get students to look at and study photos, pictures, and forms in *Stand Out*. Sometimes, as in this case, students may look at the form but not really understand what it is or how it applies to them. To help motivate them to look at the details of the form, ask questions such as: *Who is the employee? What is an employee? Who is the supervisor? What is a positive attitude? Do you have a good attitude?*

Workplace Focus

Exercise E: Interpret and communicate information.
Exercise F: Complete tasks as assigned; Interact appropriately with team members.

E Listen to the conversation between Dasma and her boss about her evaluation. Check the correct information (*E*, *G*, or *NI*) on the form.

Go over the audio slowly, pausing at intervals.

Listening Script

Patricia: *Hello, Dasma. Please come in.*
Dasma: *Thank you.*
Patricia: *As you know, I evaluated you yesterday. I want you to know that we appreciate your work. I especially appreciate your attitude. You are always so happy and cheerful. I gave you an "E" for "Exceeds Expectations" on your attitude.*
Dasma: *Thank you. I guess I am cheerful because I am so happy to work here.*
Patricia: *Well, it shows. Now let's go down the list. I also gave you an "E" for "Attendance." You are doing great, you always come in on time. I gave you a "Good" for "Quality of Work." Your communication skills and attention to detail are noted.*
Dasma: *Thank you. I really try to do a good job.*
Patricia: *I know. Keep it up. I have given you "Exceeds Expectations" on "Commitment," and "Relations with Others." You are becoming a great employee. I can tell that you have a commitment to the company because you help other employees often and try to be a positive person communicating with them.*
Dasma: *What is this "NI"?*
Patricia: *That means "Needs Improvement." You will want to learn as much as you can over the next six months so we can rate you as "Good" or "Exceeds Expectations" here. For now, under "Job Knowledge," I had to give you an "NI."*
Dasma: *OK, I'll work on it! Thank you.*

Practice 2

7-10 mins.

F RANK In a group, talk about which characteristics are the most important to have at work. Number the characteristics from 1 to 6. *1* is the most important characteristic.

Some students may be tempted to do this activity on their own. Remind students what *ranking* means and ask them to choose a representative to list the ranking of the group on the board. This might help students to work in a group and not independently.

Evaluation 2

7-10 mins.

Go over the lists on the board and compare the rankings.

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D INTERPRET Look at Dasma's employee evaluation form from 2023.

Fairview Hotel Employee Performance Review

Name: Dasma Shir **Supervisor:** Patricia Bastos
Position: Administrative Assistant
Date: January 4th, 2023

EVALUATION

	E = Exceeds Expectations	G = Good	NI = Needs Improvement
1. Attendance	☑	☐	☐
2. Quality of Work	☐	☑	☐
3. Commitment	☑	☐	☐
4. Relations with Others	☑	☐	☐
5. Job Knowledge	☐	☐	☑
Dasma is a new employee. She still has more to learn.			
6. Attitude	☑	☐	☐
Dasma enjoys her job and is always cheerful.			

Supervisor's signature: _____

Employee's signature: _____

E Listen to the conversation between Dasma and her boss about her evaluation. Check the correct information (*E*, *G*, or *NI*) on the form.

F RANK In a group, talk about which characteristics are the most important to have at work. Number the characteristics from 1 to 6. *1* is the most important characteristic.

Answers will vary.

_____ Comes to work on time
_____ Does quality work
_____ Is committed to the company
_____ Works well with others
_____ Understands the job
_____ Has a positive attitude

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

Future: *Will* (Affirmative)			
Subject	***Will***	**Base Verb**	**Example Sentence**
I	will	come	I **will come** to class on time.
You		listen	You **will listen** carefully and follow directions.
He		work	He **will work** hard.
She		understand	She **will understand** the job.
It		help	It **will help.**
We		have	We **will have** a positive attitude.
They		do	They **will do** their homework.

Future: *Will* (Negative)			
Subject	***Will***	**Base Verb**	**Example Sentence**
I / You	will not (won't)	come	I **won't come** to class late.
He / She		leave	He **won't leave** class early.
It		help	It **won't help.**
We / They		forget	We **will not forget** our homework.

H **Complete the sentences with the future form of the verbs in parentheses. Use the affirmative for things that are good to do at school. Use the negative for things that are bad to do at school.**

1. I ___will come___ (come) to school on time every day.
2. Barry ___won't smoke___ (smoke) in class.
3. We ___will participate___ (participate) in groups.
4. You ___will have___ (have) a positive attitude.
5. They ___will not forget___ (forget) their notebooks.
6. I ___will listen___ (listen) carefully.

I **PLAN** **Work with a partner. Talk about two things you plan to do at school. In your notebook, write your ideas and your partner's ideas using the future.** Answers will vary.

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Presentation 3
10-15 mins.

Revisit goals briefly and discuss what goals students might like to make, based on what they have studied in this lesson.

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

Show students that they can express their goals using the future.

Practice 3
7-10 mins.

Workplace Focus

Exercise H: Complete tasks as assigned.
Exercise I: Interact appropriately with team members.

H **Complete the sentences with the future form of the verbs in parentheses. Use the affirmative for things that are good to do at school. Use the negative for things that are bad to do at school.**

Have students complete these sentences individually. Play the audio after students have completed the activity.

Listening Script

1. I will come to school on time every day.
2. Barry won't smoke in class.
3. We will participate in groups.
4. You will have a positive attitude.
5. They will not forget their notebooks.
6. I will listen carefully.

Evaluation 3
5-7 mins.

Ask students to write the full sentences on the board and allow everyone to check their work.

Application
10-15 mins.

I **PLAN** **Work with a partner. Talk about two things you plan to do at school. In your notebook, write your ideas and your partner's ideas using the future.**

Demonstrate the activity by giving some examples of a few things you plan to do at school. Monitor pairs by walking around the classroom, listening, and offering help as needed.

Instructor's Notes

At-a-Glance Prep

Goal: Identify jobs and job skills
Grammar: *can, can't*
Academic Strategies: Focused listening, brainstorming
Vocabulary: Occupation and tool vocabulary

Agenda

- ☐ Talk about jobs and occupations.
- ☐ Discuss tools and skills.
- ☐ Read job history information.
- ☐ Write about skills.
- ☐ Write things you and a partner can do.

Resources

Heinle Picture Dictionary: Jobs, pages 146–151, 160–165

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.2, 4.1.8, 4.5.1
CCRS: RI1, RI2, RI7, SL2, L1, L5, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10–15 mins.

Write on the board: *What do you do?* Ask various students this question. At first, students may describe what they are doing at the moment.

Then ask a few other students to name their jobs or occupations. Explain that the question *What do you do?* often means *What is your job?*

Make a list of students' jobs on the board. Make sure they know that being a student or a homemaker can also be considered a job. Help students with pronunciation as needed.

Introduction 3–5 mins.

Look at the list you have created with students' input on the board. Ask students if they can think of any other jobs and add them to the list. State the goal: *Today, we will identify jobs and job skills.*

Presentation 1 15–20 mins.

Workplace Focus

Exercise A: Complete tasks as assigned.
Exercise B: Interact appropriately with team members.

A IDENTIFY Write each job title under the correct picture.

Ask students to look at the photos in **A.** Go over the vocabulary and ask students to tell you where to write each word. Work on pronunciation.

Explain that many occupation words can be formed by identifying the verb that best describes the occupation. Hence, *worker* comes from *work*, *runner* comes from *run*, and so on.

Pronunciation Schwa /ə/

In English, many unaccented vowels have a *schwa* sound. Now that students are using many more multisyllabic words, it is time to introduce the schwa. Say the word *delivery*. Help students see that when speaking at a normal pace, Americans will pronounce the schwa sound, or "uh," as opposed to what would be expected by non-native speakers. Show them that it is pronounced: d "uh" liv "uh" ry.

Similarly, the final *r* in most words that identify jobs, such as *doctor* and *gardener*, can be preceded by an *o* or an *e* but they have the same final sound.

Prepare students for **B** by asking them what each person does. Quiz them on the vocabulary by describing a job and asking students to indicate which photo you are describing by the number of fingers they hold up.

Practice 1 7–10 mins.

B Practice the conversation. Make new conversations using the information in A.

Evaluation 1 5–7 mins.

Ask volunteers to demonstrate their conversations for the class. Then improvise with a few students.

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LESSON 2

What Can You Do?

GOAL ▶ Identify jobs and job skills

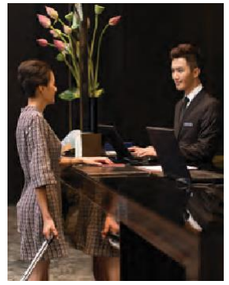
A IDENTIFY Write each job title under the correct picture.

administrative assistant	home health aide	hotel clerk	musician
construction worker	homemaker	landscaper	retail salesperson



Kim

1. homemaker



Chang

2. hotel clerk



Ivan

3. construction worker



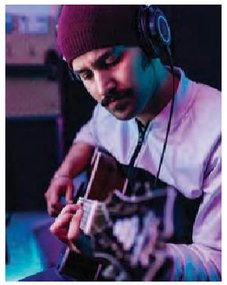
Diwa

4. home health aide



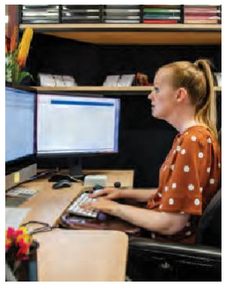
Imani

5. retail salesperson



Avi

6. musician



Claire

7. administrative assistant



Keegan

8. landscaper

B Practice the conversation. Make new conversations using the information in A.

Student A: What does Claire do?

Student B: She's an administrative assistant.

C **Work with a partner. Look at the tools and instruments. Discuss what they are used for.**


blood pressure monitor


wrench


wheelbarrow


computer

D **CLASSIFY** **Look at the jobs and write one or two tools or instruments for each job. Then complete the skills using the words in the box.** Answers will vary.

builds houses	helps students	repairs machinery	writes emails
checks blood pressure	listens carefully	trims trees	writes programs
checks people in	prepares meals		

Job	Tool or Instrument	Skill
administrative assistant		
computer programmer		
construction worker		
cook		
hotel clerk		
landscaper		
mechanic		
nurse		
student		
teacher		

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Presentation 2

20-30 mins.

Draw a cluster diagram on the board. Label the center cluster *Jobs*. Next, label four secondary circles: *Store / Office*, *School*, *Private Service*, and *Public Service*. As a class, brainstorm more words for the clusters. Students can also use the occupations listed on the previous page.

Write the word *tools* on the board. Pantomime a few tools such as hammer and broom. Encourage students to give you examples demonstrating how to use the words, instead of trying to make a formal definition.

Workplace Focus

Exercise C: Interact appropriately with team members.
Exercise D: Collect and organize information.

C Work with a partner. Look at the tools and instruments. Discuss what they are used for.

Have students work in pairs. Ask students to look at the tools and instruments in the photos and then talk about what they are used for.

To prepare for **D**, tell students to review the people and their job titles in **A**. Ask them to look carefully at each photo for clues.

Practice 2

10-15 mins.

D CLASSIFY Look at the jobs and write one or two tools or instruments for each job. Then complete the skills using the words in the box.

Go over the list of jobs in the left-hand column. Then ask students to decide which tools each person would use. Point out that more than one tool could be used. Have students write their answers in the center column. Next, go over each skill in the box above. Explain vocabulary that students question or may not know. Ask students to write the correct skill required for each job.

You may choose to do **D** as part of the Presentation stage and have pairs of students practice a question-and-answer drill for the Practice. The drill would go like this:

Question: *What does a mechanic do?*
Answer: *A mechanic fixes cars.*
Question: *What tools does a mechanic use?*
Answer: *A mechanic uses a wrench and sometimes a hammer.*

Evaluation 2

7-10 mins.

Go over the chart in **D** as a class.

Instructor's Notes

Presentation 3

10-15 mins.

Workplace Focus

Exercises E, F: Interpret and communicate information.
Exercise G: Interact appropriately with team members.

E INTERPRET Dasma is interviewing for a job. Read the skills and work history sections of her job application. Then listen and write the dates and job responsibilities.

Ask students to read Dasma's application. Review the skills that Dasma has as a class. Then ask students to look at the positions Dasma has had and the companies she has worked for. Say that this is Dasma's work history. Explain that the work history is part of a larger employment application form and that they will be completing one in a later lesson. Now ask students to listen and complete this section on the application.

Listening Script

Interviewer: *Thank you for coming in for this job interview. Let's go over your application. It says here that you worked from June 2016 to November 2019 as a cashier. Is that right?*
Dasma: *That's right. I collected money.*
Interviewer: *Did you also help customers?*
Dasma: *Yes, I did. It was a great job. Also, you see that from December 2019 to November 2022, I was an administrative assistant. I typed letters, wrote reports, and scheduled meetings.*
Interviewer: *Did you answer phones?*
Dasma: *No, I didn't.*

Go over the Grammar chart in preparation for Practice 3.

(Shorter classes can do **F** for homework.)

Practice 3

8-10 mins.

F According to Dasma's job application in E, what can she do? Write sentences about her skills.

Ask students to work on this activity individually.

Evaluation 3

5-7 mins.

Ask volunteers to write their sentences on the board and allow them an opportunity to peer-edit if necessary.

Application

10-15 mins.

G Work with a partner. What can you do? What can your partner do?

When the pairs have finished, ask volunteers to report what they spoke about to the class.

Instructor's Notes

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E INTERPRET Dasma is interviewing for a job. Read the skills and work history sections of her job application. Then listen and write the dates and job responsibilities.

SKILLS
Skills: comfortable with office computer programs and applications, strong in customer service
Languages: French, Arabic (fluent), and English (beginner)

WORK HISTORY

Position	Company	From	To	Responsibilities
Administrative Assistant	Fairview Hotel			

Reason for Leaving I left to attend school. Administrative Assistant: From December, 2019 to November, 2022; Duties: typed letters, wrote reports, and scheduled meetings

Position	Company	From	To	Responsibilities
Cashier	Al Ameer Restaurant			

Reason for Leaving I moved. Cashier: From June, 2016 to November, 2019; Duties: collected money, helped customers

Can	*Can't*
I **can** type.	I **can't** type.
He **can** type.	He **can't** type.

F According to Dasma's job application in E, what can she do? Write sentences about her skills. Answers will vary. Sample answers given.

1. She can type letters, write reports, and schedule meetings.
2. She can use computer programs and applications.
3. She can speak and write French and Arabic.
4. She is studying English.

G Work with a partner. What can you do? What can your partner do? Answers will vary.

You	Your partner

LESSON 3

Job Hunting

GOAL ▶ Apply for a job

A INTERPRET **Scan the job posts. Complete the table.**

APARTMENT MANAGER
Full-time position for a bilingual (Spanish and English) apartment manager.
Must have two years' experience in painting and doing minor maintenance.

FULL-TIME COOK
Full-time cook position at Martha's Kitchen.
No experience required as training will be given.
Flexible hours.

CASHIER
Part-time cashier position at Franklin's Cinema.
$11.00 per hour.
No experience necessary.

DRIVER
Full-time driver position for Alexander's Furniture Warehouse.
$16.75 per hour.
Commercial driver's license required.
Monday-Friday, 6:00 a.m.-2:30 p.m.

LEGAL ASSISTANT
Full-time position for a bilingual (Farsi and English) legal assistant at Smith and Khan Law Offices.
Good organizational skills required.
Available immediately.

ESL TEACHER
Part-time position for an ESL teacher at Casper Education Center.
BA and one year's teaching experience required.
Benefits available.

BA
A **B**achelor of **A**rts degree is a degree from a university.

Information	Jobs
full-time	apartment manager, cook, legal assistant, driver
part-time	cashier, ESL teacher
paid hourly	cashier, driver
needs a BA degree	ESL teacher
needs a driver's license	driver
needs no experience	cashier, cook

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At-a-Glance Prep

Goal: Apply for a job
Grammar: *do* and *don't* for advice
Pronunciation: Emphasis
Academic Strategy: Focused listening
Vocabulary: *BA*, classified ad ocabulary

Agenda

- ☐ Talk about employment status.
- ☐ Read classified ads.
- ☐ Request an application.
- ☐ Complete an application.

Resources

Heinle Picture Dictionary: Jobs, pages 146-151

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.1, 4.1.2, 4.1.3, 4.1.6, 7.4.4, 7.7.3
CCRS: RI1, RI7, SL2, L1, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review

10-15 mins. ■■■

Do a "corners" activity where you send students to different corners of the room based on the following categories: *employed, unemployed but looking, unemployed and not looking*, and *retired.*

Ask students to interview each other in their corners. Write these questions on the board as a guide:

Employed: *Where do you work? When do you start work?*
Unemployed: *What job do you want? Where do you want to work?*
Not employed: *What do you do? Where do you live?*
Retired: *What do you do? Where do you live?*

Introduction

3-5 mins. ■■■

Tell students a little bit about your recent work history. Go over how you got your current job. State the goal: *Today, we will apply for a job.*

Presentation 1

15-20 mins. ■■■

Ask students where they can find information on jobs that are available. They might mention help wanted signs in store windows, newspapers, and the internet. Ask students what part of the newspaper has information about jobs. If they don't know, tell them that they can find information about jobs in the classified ads under *Employment*.

Ask students to open their books and go over the classified ads with them. Ask them to circle all the job titles. Teach them to scan the ads for important words as they have learned to do for focused listening.

Practice 1

12-15 mins. ■■■

Workplace Focus

Exercise A: Collect and organize information.

A INTERPRET **Scan the job posts. Complete the table.**

Draw the table on the board or display it onscreen. First, allow students to do the activity alone, without help. When they have finished, ask volunteers to fill out the table on the board. Add any information that students may have missed and make small corrections to what they've written as needed, without focusing heavily on errors. Afterwards, ask students to read the ads again and to point out any words they don't understand.

Practice 1 *(continued)*

Workplace Focus

Exercises B, C: Interact appropriately with team members.
Exercise D: Interpret and communicate information.

B Ask and answer questions with a partner about the information in the ads in A.

Review the new vocabulary. Review also what *benefits* and *organizational skills* are. Explain the meaning of a *commercial driver's license*.

Evaluation 1

3–7 mins.

Check students' work and discuss answers as a class.

Presentation 2

15–20 mins.

Go over the pronunciation feature with students.

C COLLABORATE Read about the people with your classmates and teacher. Practice pronunciation by emphasizing the words and syllables in bold. Then, with a partner, decide which job in A is best for each person.

When pairs have finished, ask volunteers to explain their choices.

Practice 2

8–10 mins.

D Listen to Gloria and Esteban talk about some of the job posts in A. Write the titles of the jobs they are talking about.

Play the audio three times. You may choose to stop between listenings if students struggle with this activity to give them time to write notes and think about their answers.

Listening Script

1. Esteban: *Gloria, I really need a job right away. I don't speak a lot of English and don't have much experience, but I know I can work really hard. What do you think I should do?*
Gloria: *Let's look online and see what we can find.*
Esteban: *Good idea. Here we go. Here's one. It says, "no experience necessary," and it pays $11 an hour. Maybe I should call them.*

2. Gloria: *Esteban, do you have good organizational skills? Here's a full-time job in an office.*
Esteban: *I'm not very organized. Maybe that's not a good job for me.*
Gloria: *You can learn those skills easily.*
Esteban: *I don't think I want to be in an office all day.*
Gloria: *Well, I think you should look at full-time jobs too.*

3. Esteban: *Look, Gloria! Here's a job that says they will train me to cook. I love to eat, so maybe this is the best job for me. Only it doesn't say anything about the pay.*
Gloria: *You cooking? That is a lot of work!*
Esteban: *You know that I don't mind working hard.*

4. Gloria: *Maybe you should be a driver. You can do that job with no problem. You have a commercial driver's license and can follow directions. You work hard too.*
Esteban: *That's the job for me. I'm going to apply for the driver position.*

Evaluation 2

7–10 mins.

Be prepared to play the audio again and check students' answers.

BEST PRACTICE

Scanning

Scanning is a technique that is used to find important information without reading every word. It requires that the reader glance quickly through the text.
To help students practice this skill, make finding information a game in which students see how fast they can find the information you ask for. You might decide to divide the class into two teams and ask a question such as: *Which position pays $10 an hour?* The first person on either team who raises his or her hand wins a point for the team, provided that the answer is correct.

Presentation 3

7–10 mins.

Workplace Focus

Exercise E: Complete tasks as assigned.
Exercise F: Complete tasks as assigned.
Exercise G: Complete tasks as assigned.

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B Ask and answer questions with a partner about the information in the ads in A.

EXAMPLE:

1. Is the apartment manager job full-time or part-time?
2. How much experience do you need for the apartment manager job?
3. How many languages do you need to speak for the apartment manager job?

C COLLABORATE Read about the people with your classmates and teacher. Practice pronunciation by emphasizing the words and syllables in bold. Then, with a partner, decide which job in A is best for each person.

1. **Sil**via is a **hard** worker. She can work **full**-time or **part**-time. She speaks **Eng**lish well. She can work in an **office** and is very organized.

Job: Legal assistant

2. **Tanh** is always on time for **work**. He has a **driv**er's license and knows how to drive a **truck**.

Job: Driver

3. **Let**i has **three** children and wants to stay home with them, but she needs to **work**. She can **fix** things around the house. Her **rent** is **very** expensive.

Job: Apartment manager

4. **Ri**go needs a **full**-time po**sit**ion. He doesn't have any ex**per**ience. He wants to learn something **new**.

Job: Cook

Stress

Place stress on words or syllables that are important in a sentence:
Who is a hard worker?
SILvia is a hard worker.
What kind of worker is Silvia?
Silvia is a **HARD** worker.

D Listen to Gloria and Esteban talk about some of the job posts in A. Write the titles of the jobs they are talking about.

1. Cashier
2. Legal assistant
3. Cook
4. Driver

E **APPLY** **Complete the application for yourself.** Answers will vary.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION	
Name:	Date:
Address:	
Social security number:	Phone:
Position applied for:	

SKILLS
Skills:
Languages:

WORK HISTORY

Position	Company	From	To	Responsibilities

Reason for Leaving

Position	Company	From	To	Responsibilities

Reason for Leaving

F **Read some Dos and Don'ts of applying for a job online. Look up any new words in a dictionary.**

Do...

- study the job post to learn what the company is looking for.
- prepare a resume that matches the position. Use keywords in your resume.
- check that the site is real, not fake. Research the company before you apply.
- review your application before sending it. Answer all the questions.
- make sure to send your application through a secure website with a login.

Don't...

- lie in your application.
- apply if you think the company may be fake.
- pay to apply for a job.
- email your social security number.

Life ONLINE

Be very careful with your social security number. Scammers can use it to steal your identity. Legally, you don't have to give your number until you get the job, but some employers want it so they can do background checks. Politely ask why they need the number if you are worried about it.

G **Search online for "job search websites" for your area. Write three URLs in your notebook.** Answers will vary.

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E **APPLY** **Complete the application for yourself.**

Have students complete the exercise. Then review the answers and go over each statement. Focus on correct pronunciation and intonation. Practice with individuals and make sure students are ready to go on to **F**.

Practice 3

10-15 mins.

F **Read some Dos and Don'ts of applying for a job online. Look up any new words in a dictionary.**

Life ONLINE

Social Security Numbers and Employers.

Make sure to draw attention to this information on the student book page.
It is important to help students be aware of their rights. Show them how they can politely ask why someone needs their social security number.
Research the law on this mattter in your state and explain or write it clearly, so students are able to understand it and, if need be, quote it.

Evaluation 3

7-10 mins.

G **Search online for "job search websites" for your area. Write three URLs in your notebooks.**

Ask students which website they prefer most and why. Extend this activity by asking students to search for a particular type of job and asking which site has the most results for that job type.

Instructor's Notes

At-a-Glance Prep

Goal: Interview for a job
Grammar: Simple past
Pronunciation: Regular simple past verbs
Academic Strategy: Focused listening
Vocabulary: *along with, among other things, employee, employer, firm, in erviewee, interviewer, prospective*

Agenda

- ☐ Complete an application.
- ☐ Listen to a job interview.
- ☐ Read about job interviews.
- ☐ Review the simple past.
- ☐ Practice a job interview.

Resources

Heinle Picture Dictionary: Documents, pages 42-43

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.5, 4.1.7

CCRS: RI1, RI2, RI7, RI10, SL1, SL2, SL4, SL5, L1, L4, RF2, RF3

ELPS:

S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

S3: Speak and write about level-appropriate complex literary and informational texts and topics.

S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

Provide students with copies of job application examples you found online. Go over some of the additional information, such as references. Ask students to complete a draft. When they have finished or as they are doing the activity, you may choose to correct them and then give students a second application that they can complete and have ready as a template for applying for a job in the future. They can then transfer the information over to the actual form received from a company. You could either provide a template by email, or print out copies and hand them to the students during class.

Introduction 15-20 mins. ■■■

Ask students where they worked before the job they have now. Students will often respond with a city. Help them understand that you are asking what the name of the company or business was. As a second question, ask students what their job was, or what they did. Help them remember that when you ask this question, you want them to respond with a job title. Tell them that in a job interview, they may need to talk about past jobs. State the goal: *Today, we will learn to interview for a job.*

Presentation 1 15-20 mins. ■■■

Ask students to open their books and to cover **C**.

A Dasma is interviewing for another job. Look again at her work history.

Go over the work history with students and check understanding. Go over the statements in **B** and ask them to predict the answers before listening.

Practice 1 10-15 mins. ■■■

Workplace Focus

Exercise B: Interpret and communicate information

B Listen to the conversation and choose *True* or *False*.

Make sure that students have **C** covered in their books. This activity will be difficult because students have been used to listening for one or two words that are familiar. This time, they may react early when they hear Ms. Cardoza ask a question. Students may write the answer before hearing Dasma correct the statements. Play the audio several times and ask students to confirm their answers.

Evaluation 1 10-12 mins. ■■■

C Read and listen to the conversation. Check your answers to B.

Put students in pairs and ask them to read the conversation together. After they have read it once, ask them to switch roles and read it one more time.

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LESSON 4

Job Interviews

GOAL ▶ Interview for a job

A Dasma is interviewing for another job. Look again at her work history.

WORK HISTORY				
Position	**Company**	**From**	**To**	**Responsibilities**
Administrative Assistant	Fairview Hotel	December 2019	November 2022	
Reason for Leaving I left to attend school.				
Position	**Company**	**From**	**To**	**Responsibilities**
Cashier	Al Ameer Restaurant	June 2016	November 2019	
Reason for Leaving I moved.				

B Listen to the conversation and choose *True* or *False*.

1. Dasma was a cashier at Al Ameer Restaurant.	(True)	False
2. Dasma was a desk clerk at the Fairview Hotel.	True	(False)
3. Dasma answered the phone at the Fairview Hotel.	True	(False)
4. Dasma talked to guests at the Fairview Hotel.	True	(False)

C Read and listen to the conversation. Check your answers to B.

Ms. Cardoza: Good afternoon, Ms. Shir. Please sit down. I have your application here. You were a desk clerk at the Fairview Hotel and before that you were a cashier. Is that right?

Dasma: I was an administrative assistant at the Fairview Hotel. I wasn't a desk clerk.

Ms. Cardoza: Oh, yes, that's right. What kind of work did you do?

Dasma: I checked reservations and wrote emails.

Ms. Cardoza: So, you didn't answer the phone or talk to guests?

Dasma: No, I didn't talk to guests, but I learn quickly and speak many languages.

Ms. Cardoza: Did you work in the evenings?

Dasma: No, I didn't work in the evenings. I finished at 6:30 p.m.

Ms. Cardoza: Thank you, Ms. Shir. We will call you.

D **Read about job interviews. Look up any new words in the dictionary.**

The job interview is an important step in getting a job. Yes, the application is important—a well-presented application can help you get an interview, but a bad interview means no job! **Interviewers** look for many things in an interview. **Among other things**, the **employer** wants an **employee** who has a positive attitude and is confident. The employer knows that a worker with a good attitude will probably work hard and stay on the job.

The **prospective** employee will show confidence in many ways in the interview. For example, he or she will look the employer in the eye and give a **firm** handshake. He or she will speak confidently and listen carefully to the questions. The **interviewee** will also dress nicely and be prepared for the interview by doing research about the company and the position. All of these things—**along with** not smoking, eating, or chewing gum—will ensure a good interview.

E **SOLVE** **Match the new words with the definitions or examples.**

b	1. along with	a. company; boss; supervisor
g	2. among other things	b. including
h	3. employee	c. possible in the future
a	4. employer	d. strong
d	5. firm	e. the person giving the interview
f	6. interviewee	f. the person in the interview who is looking for a job
e	7. interviewer	g. There are many things. This is one of them.
c	8. prospective	h. worker

F **Some interviews are online. Read the list. With a group. Write a check (✓) next to the things you should do in an online interview, and write X next to what you should not do.**

Life ONLINE

be casual during X	keep a messy desk X
choose a busy place before X	look into the camera during ✓
prepare your materials before ✓	answer your phone during X
come a few minutes early ✓	test the technology before ✓

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BEST PRACTICE

Reviewing scripts

To reinforce focused listening, you can guide students to the listening scripts available on the Spark platform and in the back of this book. In **B** and **C** the script is included in the activity. When reviewing the scripts, students will see many words that they may not have understood during the listening. Go over these as a class. It is also helpful for students to work on intonation and rhythm. If students have access to the audio, you might suggest that they practice these features outside of class.

Presentation 2

15-20 mins.

Ask students what makes a good job interview. Draw two columns on the board, one labeled *What to do* and the other labeled *What not to do*. Ask students to help you come up with ideas for each column. You might ask them, for example, if it is OK to chew gum during a job interview.

Workplace Focus

Exercises D, E: Complete tasks as assigned.

D **Read about job interviews. Look up any new words in the dictionary.**

Give students four minutes to read the paragraph alone. Ask them to close their books when they finish. When everyone is ready, ask some comprehension questions about the reading. This reading is slightly above the students' level. Let them know this and explain that they will have to read passages like this one in higher levels, so this is a good opportunity to practice with a more advanced text. Ask students to open their books and underline the words they are not sure of and to look them up in their dictionaries. Discuss the words as a class. Dissuade students from looking at the practice that will follow.

(Shorter classes can do **E** for homework.)

Practice 2

7-10 mins.

E **SOLVE** **Match the new words with the definitions or examples.**

Evaluation 2

5-10 mins.

Go over each word and ask students to write the sentences in the paragraph where the word is used.

Presentation 3

10-15 mins.

F **Some interviews are online. Read the list. With a group. Write a check (✓) next to the things you should do in an online interview, and write X next to what you should not do.**

Life ONLINE

Video Calling Etiquette

For further study on this subject, check out the *Video Calling Review* worksheet in the *Digital Literacy Worksheets* section on the Spark platform.

Be sure to model the pronunciation of regular simple past verbs with students.

Instructor's Notes

Practice 3

7-10 mins.

Workplace Focus

Exercise G: Complete tasks as assigned.
Exercise H: Interact appropriately with team members; Combine ideas and information.

G Study the charts with your classmates and teacher.

Evaluation 3

5-7 mins.

Go through the charts as a class. Ask comprehension questions and review the ending sounds for simple past verbs covered in Unit 6.

Application

20-30 mins.

H Refer to A and answer the questions using the negative simple past.

If possible, display **A** on a screen so students can reference it without switching from page to page. Alternatively, put students in pairs and have one of them open the book to **A**.

I CREATE Work with a partner. Write a conversation that is a job interview. Share it with the class.

BEST PRACTICE

Writing conversations

Writing conversations may not be an easy task for many students, so as much practice as possible is needed. Give students the following writing tips:

- Keep the exchanges short and simple.
- Use vocabulary and grammar taught in lessons.
- Don't let one person speak for too long.
- Avoid using dialogue tags, such as *he said* or *she said*.
- Read the conversation out loud when finished.

Instructor's Notes

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G Study the charts with your classmates and teacher.

Simple Past (Regular)	
Subject	**Past Verb (Base + *-ed*)**
I / He / She / It We / You / They	checked. worked. cooked.

Simple Past: *Be*	
Subject	***Be***
I / He / She / It	was.
We / You / They	were.

Negative Simple Past (Regular)		
Subject	***Did + not***	**Base Verb**
I / He / She / It We / You / They	did not (didn't)	check. work. cook.

Negative Simple Past: *Be*	
Subject	***Be + not***
I / He / She / It	was not (wasn't).
We / You / They	were not (weren't).

H Refer to A and answer the questions using the negative simple past.

1. Was Dasma a student in 2022?
   Dasma ___wasn't___ a student in 2022. She was a student in 2023.
2. Did Dasma move in 2015?
   Dasma ___didn't / did not move___ in 2015. She moved in 2019.
3. Did Dasma work at the Fairmont Hotel?
   Dasma ___didn't / did not work___ at the Fairmont Hotel. She worked at the Fairview Hotel.
4. Did Dasma and Ms. Cardoza talk about the weather?
   Dasma and Ms. Cardoza ___didn't / did not talk___ about the weather. They talked about Dasma's work experience.
5. Were Dasma and Ms. Cardoza at a restaurant?
   Dasma and Ms. Cardoza ___weren't / were not___ at a restaurant. They were in an office.
6. Was Dasma late for the job interview?
   Dasma ___wasn't / was not___ late for the interview. She was on time.

I CREATE Work with a partner. Write a conversation that is a job interview. Share it with the class. Answers will vary.

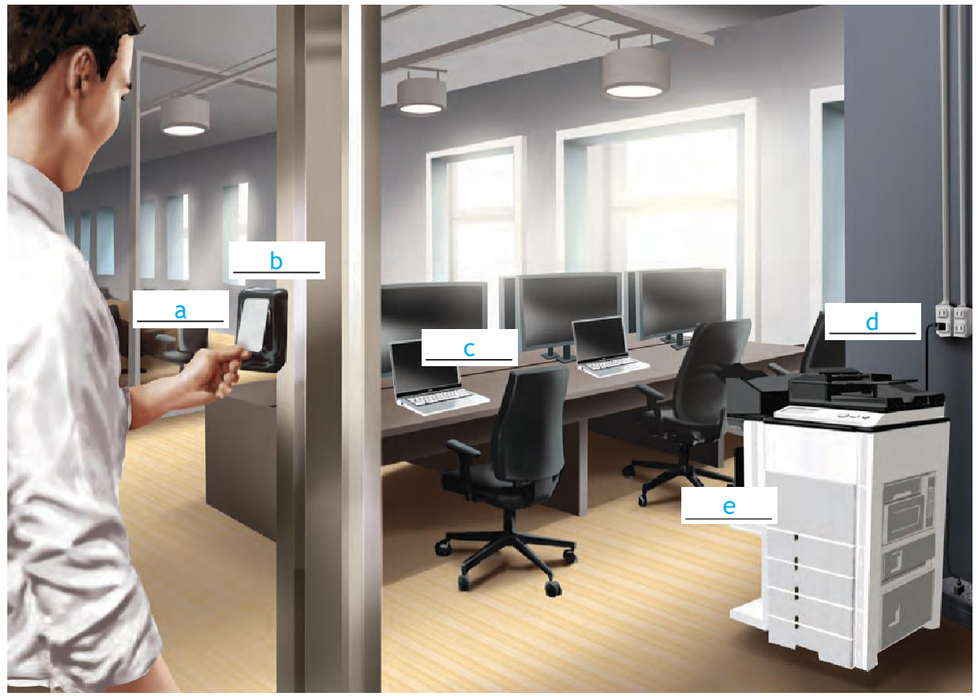
LESSON 5

How Does It Work?

GOAL ▶ Follow instructions in an office

A IDENTIFY **Write the correct letter next to each object in the picture.**

a. badge	b. badge reader	c. laptop	d. plug	e. printer/copier



B SEQUENCE **Listen to the instructions for the copier. Number the instructions in the correct order.**

4 Choose the number of copies.

2 Place the original on the glass.

1 Open the lid.

5 Press the Start button.

3 Close the lid.

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At-a-Glance Prep

Goal: Follow instructions in an office
Grammar: Imperatives
Academic Strategy: Focused listening
Vocabulary: *connect, enter, place, press, turn on*

Agenda

- ☐ Practice job interviews.
- ☐ Talk about office vocabulary.
- ☐ Write instructions for a copy machine.
- ☐ Learn new vocabulary.
- ☐ Write more instructions.

Resources

Heinle Picture Dictionary: Office, pages 154-155

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.7.3, 4.6.1
CCRS: SL1, SL2, L1, RF3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

Ask students who participated in the previous lesson to practice their new interviews from the application and present them to the class. Teach students appropriate etiquette when their classmates are performing in front of the class. Students should be paying attention and not doing other work or talking.

Introduction 7-10 mins. ■■■

Give directions to a few students. For example, ask a student to stand up, walk to the door, open the door, close the door, return to his or her seat, and sit down. Ask the class to list all the verbs they just heard. Then ask them to write out the directions. Help students see that, like other directions or instructions they have studied in *Stand Out* (medicine labels, recipes, etc.), the directions begin with an imperative verb. Check to see that students begin every sentence with a verb. State the goal: *Today, we will learn to follow instructions in an office.*

Presentation 1 15-20 mins. ■■■

Write the names of several office machines on the board. Discuss what verbs might be included in instructions for these machines. Include words such as *put, open, close, turn on, choose, select*, etc. Don't worry about coming up with complete instructions at this time.

As a class, brainstorm instructions for a copy machine.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

A IDENTIFY Write the correct letter next to each object in the picture.

Go over the vocabulary and talk in detail about the office picture. Ask questions about the picture to confirm understanding.

Go over the verbs in **B**. Ask students in groups to briefly predict the correct order of the statements in **B**.

Practice 1 10-15 mins. ■■■

B SEQUENCE Listen to the instructions for the copier. Number the instructions in the correct order.

Listening Script

It is important that you follow the instructions carefully while using this copier. Using the copier in any other way can cause paper jams and many other problems. First, open the lid. It will automatically start the machine. Next, place the original on the glass. You will see arrows to direct you where you should place the original. Next, close the lid and then choose the number of copies. If you don't choose anything, it will automatically make one copy. If you choose too many copies, you can cancel and try again. Finally, press the start button and wait for your copies.

Evaluation 1 8-10 mins. ■■■

Ask a student to write the statements from **B** on the board. Allow students to peer-edit.

Presentation 2

20–30 mins.

Workplace Focus

Exercises C, D: Complete tasks as assigned.

C Write the names of the objects.

Look at the photos with students. As a class, label the machines.

Next, ask students to demonstrate what each word in the vocabulary box in **D** means. You might decide to do a charades game. Put each word on a 3-by-5 index card. Have students select a card and pantomime the action.

Practice 2

10–15 mins.

D Use the words from the box to complete the directions. Then write the task that you want to complete. You may use some of the words more than once.

Review the vocabulary before students begin. Pantomime each word to be sure that students understand its meaning. If the exercise appears to be challenging for students, an alternative approach would be to assign a machine to different groups or pairs. Have students compare directions.

Evaluation 2

7–10 mins.

Go over answers carefully with students. Give students further practice by asking them to pantomime the different actions.

Instructor's Notes

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C Write the names of the objects.



1. projector



2. copier/printer



3. tablet

D Use the words from the box to complete the directions. Then write the task that you want to complete. You may use some of the words more than once.

choose	close	enter	open	put	wait
click	connect	follow	press	select	

1. **Task:** print a document

Open the document on your computer.
Select File > Print.
Choose / Select the number of copies.
Click the Print button.

2. **Task:** get into the office

Put your badge in front of the badge reader.
Wait for the light to turn green.
Open the door.
Enter the office.

3. **Task:** scan a document

Connect the machine to a computer or a network.
Open the lid.
Put the item face down on the screen.
Close the lid.
Press Start.
Follow the instructions on your computer screen.

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

Imperatives		
	Base Verb	**Example Sentence**
~~you~~	open follow print	Open the document. Follow the instructions on your computer screen. Print your document.

F **We use imperatives to give instructions. Write the instructions for the objects in C. Start each sentence with a verb.** Answers will vary. Sample answers given.

Projector Instructions

Turn on the projector. Plug the video cable into the computer. Open your document.

Share your screen.

Copier Instructions

Open the lid. Put the document on the glass. Close the lid. Choose the number of copies.

Press Start.

Tablet Instructions

Turn on the device. Enter your password to unlock the tablet. Click on the application you want to use.

G **APPLY** **Work in a group. Think of another machine (microwave, washing machine, vending machine, etc.) and write instructions. Look for ideas online.** Answers will vary.

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Presentation 3

10-12 mins.

Workplace Focus

Exercise F: Interpret and communicate information.
Exercise G: Interact appropriately with team members; Interpret and communicate information.

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

Ask students to find the grammar charts on imperatives in the Grammar Reference section in the back of their books to become more acquainted with the grammar point.

Practice 3

10-15 mins.

F **We use imperatives to give instructions. Write the instructions for the objects in C. Start each sentence with a verb.**

Students should write the sentences in paragraph form. Monitor for correct punctuation.

Evaluation 3

10 mins.

Check each student's book as he or she completes the activity. Offer help as needed.

Application

10-15 mins.

G **APPLY** **Work in a group. Think of another machine (microwave, washing machine, vending machine, etc.) and write instructions. Look for ideas online.**

Tell students that each student must contribute to the writing of the instructions. Help with any questions they might have.

This may be a good opportunity to visit the Life Skills video page in the appendix. Videos can be found on the Spark platform.

Instructor's Notes

At-a-Glance Prep

Goal: Compare and contrast jobs in business administration

Agenda

- ☐ Answer questions about an infographic.
- ☐ Learn about job titles and duties.
- ☐ Read about administrative assistants.
- ☐ Read about English skills needed for a job.
- ☐ Research office careers.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.4.3, 6.6.5, 7.4.4, 7.7.3
CCRS: R1, R2, R4, SL5, RF3, L2
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

Review key vocabulary and language points from the previous lesson by asking volunteers to tell you the directions for using a projector and a printer.

Introduction 5-10 mins. ■■■

In this lesson students will learn to identify employment opportunities in business administration.

Begin by asking students what careers they think might be part of this sector. Write a list of their suggestions on the board.

Presentation 1 15-20 mins. ■■■

A INTERPRET Look at the infographic and answer the questions.

Read out the various job titles on the graph and ask students to repeat after you. Ensure that they are using the correct pronunciation for each. Ask them what they think some of these jobs entail. This task could work well as pair work. Pairs could choose two questions each to answer, then report back to their partner.

Practice 1 5-10 mins. ■■

B Match the job title with the description.

Ask students to do this exercise individually. Then go through the answers as a class. Ask volunteers to turn their answers into sentences by combining the two parts and forming a sentence. Clarify understanding of the duties of these different business administration careers and ask students in pairs if they can think of one more duty for each position. Ask each pair for their answers and correct as needed.

Instructor's Notes

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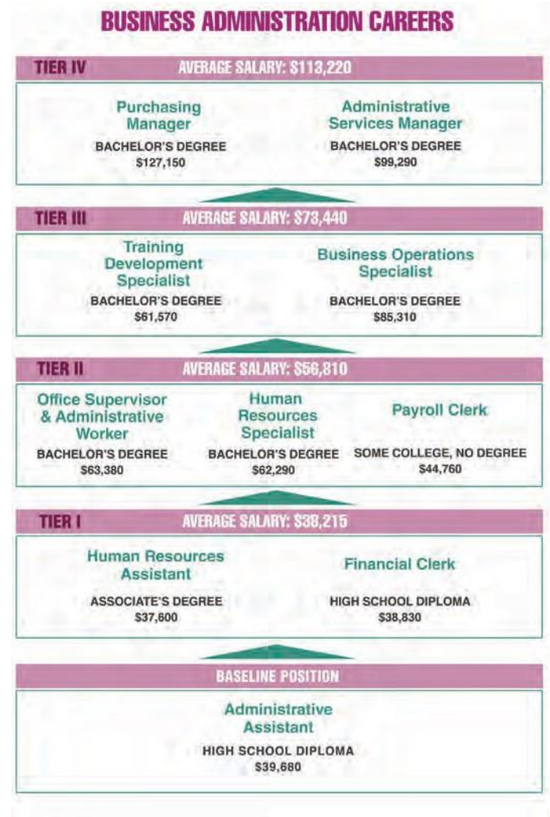
LESSON 6

Explore the Workforce

GOAL ▶ Compare and contrast jobs in business administration

A INTERPRET Look at the infographic and answer the questions.

1. What education do you need for an administrative assistant position?
   high school diploma
2. How much more is the average salary for Tier IV than Tier III?
   $39,780
3. What are the three positions that pay between $30,000 and $40,000?
   Human Resources Assistant, Financial Clerk, Administrative Assistant
4. What positions don't require a Bachelor's degree?
   Administrative Assistant, Financial Clerk, Human Resources Assistant, Payroll Clerk



B Match the job title with the description.

c	1. Payroll Clerk	a. manages employees who buy products for the company or organization
a	2. Purchasing Manager	b. develops training for employees
d	3. Human Resources Specialist	c. manages the payment of wages to employees
e	4. Financial Clerk	d. helps find and hi e new employees
b	5. Training Development Specialist	e. handles money and helps customers with financial t ansactions

C **Ask a partner what workers do in different positions.**

Example:

Student 1: *What does an office supervisor do?*

Student 2: *An office supervisor makes sure all office work is done on time and also does many tasks in the office, like filing and producing reports.*

D **Look at the graphic. What parts of the administrative assistant position do you think are most difficult for you? Circle them in the picture.** Answers will vary.



E **Work with a group. Rank the job duties from easiest (1) to most difficult (6).** Answers will vary.

_____ send emails

_____ write reports

_____ use software programs

_____ design and maintain filing system

_____ maintain financial in ormation

_____ communicate effectively with employees and administrators

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Evaluation 1

5–10 mins.

C **Ask a partner what workers do in different positions.**

When they have finished, ask volunteer pairs to perform their conversations in front of the class.

Presentation 2

20–25 mins.

D **Look at the graphic. What parts of the administrative assistant position do you think are most difficult for you? Circle them in the picture.**

Life ONLINE

As emailing is one of the job elements in the infographic, this may be a good time to utilize the Email Digital Literacy Worksheet, which can be found on the Spark platform. Not only does it go into detail about structuring and writing emails, but it also covers the various terms used in email programs and software that will come in handy for students. It may also be good at this point to tell students who are confide t enough to make sure their email language settings are now switched to English so they can familiarize themselves with terms such as *inbox*, *outbox*, *drafts*, and *spam*.

Practice 2

15–20 mins.

E **Work with a group. Rank the job duties from easiest (1) to most difficult (6).**

Assign one member of each group the role of notetaker. Monitor group discussions and ask questions as you walk around the classroom. Remind students that they should give reasons for their answers. When the discussions are finished, give students some time to gather their notes. Then ask a member of each group to present their rankings and reasons. Did most groups agree on numbers 1 to 6? Ask them if their answers are related to the difficulty of the duties in general and, if so, how they might change if they answered the questions in terms of their current English language competency and a job that requires English. This may help to find out what they find intimidating and to highlight areas they might need further support with. Remember, multilevel worksheets, digital literacy worksheets, and online practice can all help to bolster and reinforce what is covered in the Student Book. All of these can be found on the Spark platform.

Instructor's Notes

Evaluation 2

20-25 mins.

F Read about English skills needed to be an effective administrative assistant. Where can you go to improve your writing skills?

Ask students to read the paragraph twice to themselves and to underline words they don't understand. Explain the new vocabulary to them and draw a table with two columns on the board, one for places they can learn writing skills and another for the description of said places. You could explain the differences to them yourself and ask comprehension questions to clarify meaning. Alternatively, you can ask students in groups to research the different places online by assigning a different place to each group and tasking them with coming up with a description to present to the class and write in the table on the board.

Presentation 3

15-20 mins.

G Work with a partner. Talk about what you learned about an administrative assistant position. Do you think you can do the work?

Monitor conversations and ask follow-up questions as you walk around the class checking on pairs.

H REFLECT Check what is true about you.

Ask students to give examples of jobs where each attribute might be considered important or useful.

I INVESTIGATE Work in a group. Follow the steps and research office careers. Write five new things you learn.

Ask students to think about how they organize themselves and assign roles in team projects, and to do something similar with their roles in this task. There should be researchers, writers, and a presenter. Ask assigned presenters to present their findings to the class once the exercise is finished.

J Choose a job title related to office work. Do a job search online and see if there are any openings within 25 miles of your school or home. What are three duties of the position according to the job post? Write them in your notebook.

Remind students how to use the distance feature on a job website before starting the exercise. Ask them to try to find two or three openings and to write down the job descriptions. When everyone has finished, ask some volunteers to read a job description they found to the class. Then ask the class if they think it sounds like a job they would be interested in. Why?

Instructor's Notes

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F Read about English skills needed to be an effective administrative assistant. Where can you go to improve your writing skills? Answers will vary.

Administrative assistants need good skills in writing standard English. They can learn these skills in English as a Second Language classes, standard English classes, and business writing courses at community colleges, adult schools, private language schools, vocational business schools, or through e-learning. If you pay close attention to detail and work hard, you can achieve your goals. If you have good writing skills, the quality of your work will improve your chances of getting a job.

G Work with a partner. Talk about what you learned about an administrative assistant position. Do you think you can do the work? Answers will vary.

H REFLECT Check what is true about you. Answers will vary.

- ☐ I am friendly.
- ☐ I am good at organizing.
- ☐ I like working closely with others.
- ☐ I manage my time well.
- ☐ I follow instructions well.
- ☐ I like solving problems.
- ☐ I am detail-oriented.
- ☐ I am helpful.

I INVESTIGATE Work in a group. Follow the steps and research office careers. Answers will vary.

1. Go to your favorite search engine.
2. Type "office careers."
3. Open at least three websites.
4. Write five new things you learn.
5. _____
6. _____
7. _____
8. _____
9. _____

J Choose a job title related to office work. Do a job search online and see if there are any openings within 25 miles of your school or home. What are three duties of the position according to the job post? Write them in your notebook. Answers will vary.

Review

A **Look at the two sections from Youssouf's job application.**

SKILLS				
Technical Skills: Advanced programming; knowledge of many software programs				
Languages: French (bilingual)				
WORK HISTORY				
Position	**Company**	**From**	**To**	**Responsibilities**
Computer Programmer	Datamix Computers	June, 2021	Present	
Reason for Leaving				
Position	**Company**	**From**	**To**	**Responsibilities**
Assembly Worker	Datamix Computers	April, 2017	May, 2021	
Reason for Leaving Promotion				

B **Look at the skills section. Write sentences about what Youssouf can and can't do.**

1. speak French Youssouf can speak French.
2. speak Spanish Youssouf can't speak Spanish.
3. build a house Youssouf can't build a house.
4. use software programs Youssouf can use software programs.

C **Look at Youssouf's job history. Complete the sentences with the correct negative or affirmative form of the verb in parentheses.**

1. Youssouf did not / didn't work (work) at Datamix Computers in 2016.
2. Youssouf was (be) an assembly worker at Datamix Computers in 2018.
3. Youssouf started (start) his first job at Datamix in April, 2017.
4. Youssouf was not / wasn't (be) a programmer from April, 2017 to May, 2021.
5. Youssouf did not / didn't change (change) his job in April, 2021.

Learner Log

I can interview for a job.
☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Focused listening, reviewing, evaluating, developing study skills
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Evaluate and reflect on progress.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.4.1, 4.4.2, 4.5.1, 4.6.1, 4.7.3
CCRS: RI1, RI7, L1, RF3
ELPS:
SL2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
SL10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10–15 mins.

With their books closed, ask students to help you make a list on the board of all the vocabulary they can come up with from the unit. Then have a competition where students in groups will write page numbers for each item on the list. The first group to have the correct page number for each item wins.

Introduction 5 mins.

Write all the goals from Unit 7 on the board. Show students the first page of the unit and say the six goals. Explain that today they will review the whole unit.

Note: Depending on the length of the term, you may decide to have students do Presentation and Practice for homework and then review student work as either the warm-up or another class activity.

Presentation 10-15 mins.

This presentation will cover the first three pages of the review. Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.

Practice 15-20 mins.

A **Look at the two sections from Youssouf's job application.**

B **Look at the skills section. Write sentences about what Youssouf can and can't do.**

C **Look at Youssouf's job history. Complete the sentences with the correct negative or affirmative form of the verb in parentheses.**

BEST PRACTICE

Recycling / Review

The review and the project that follows are part of the recycling / review process. Students at this level often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten while learning other new concepts. This is because students *learn* but are not necessarily ready to *acquire* language concepts.

Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts.

Practice *(continued)*

Workplace Focus

Exercises D, E, F: Complete tasks as assigned.

D Write the name of the objects.

Check for correct spelling.

E Match the correct verb with the instruction.

You could extend this activity by putting students into pairs and asking each partner to create a matching activity. They should write instructions and then mix up the second part of each sentence and present it as in **E**. When they have finished, they can ask their partner to complete the exercise they created. After the pairs have done each other's exercises, ask some volunteers to write their exercises on the board.

F Complete the sentences about school with the future (*will*) affirmative or negative.

Once students have completed the exercise, ask volunteers to write full sentences on the board with their answers included.

Instructor's Notes

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D Write the name of the objects.







1. projector 2. copier / printer 3. tablet

E Match the correct verb with the instruction.

c	1. Press	a. the paper in the machine.
a	2. Place	b. the instructions.
b	3. Follow	c. Start.

F Complete the sentences about school with the future (*will*) affirmative or negative.

1. I will come (come) to work on time every day.
2. We will not / won't eat (eat) in class.
3. They will not / won't play (play) basketball in class.
4. I will work (work) with a partner.
5. You will do (do) the homework every day.
6. They will have (have) a good attitude.
7. She will not / won't sleep (sleep) in class.
8. Dasma will like (like) this class.

Learner Log

I can follow instructions in an office. ☐ Yes ☐ No ☐ Maybe

I can evaluate learning and work skills. ☐ Yes ☐ No ☐ Maybe

Review

G **Write the name of the job under the picture.**



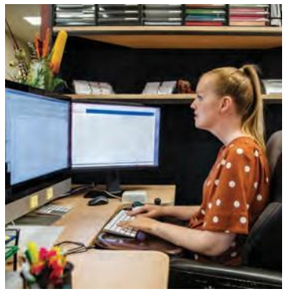
1. musician



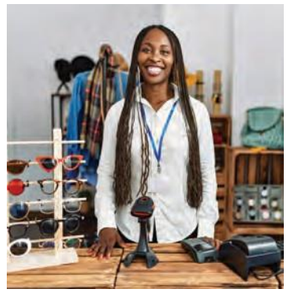
2. construction worker



3. hotel clerk



4. administrative assistant



5. retail salesperson



6. landscaper

H **Read the job posts. Complete the table below.**

HELP WANTED
Full-time facilities manager at John Adams School.
No experience needed.
$17 an hour.
Benefits included.

HELP WANTED
Part-time mechanic.
One year's experience required.
$20.00 per hour.

HELP WANTED
Full-time nurse position at Mayfield Hospital Tuesday through Saturday.
AA degree and one year's experience required.

Position	Pay	Experience	Part-time/Full-time
1. facilities manager	$17/hour	none	full-time
2. mechanic	$20/hour	1 year	part-time
3. nurse	-	1 year	full-time

Learner Log

I can identify jobs and job skills.
☐ Yes ☐ No ☐ Maybe

I can apply for a job.
☐ Yes ☐ No ☐ Maybe

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Practice *(continued)*

G **Write the name of the job under the picture.**

H **Read the job posts. Complete the table below.**

Evaluation
15 mins.

Go around the room and check on students' progress. Help individuals as needed. If you see consistent errors among several students, interrupt the class and give a minilesson or review to help students feel comfortable with the concept.

Presentation
5 mins.

Learner Log

Review the concepts of the Learner Log. Make sure students understand the concepts and how to complete the log.

BEST PRACTICE

Learner Logs

Learner Logs function to help students in many different ways.

1. They serve as part of the review process.
2. They help students to gain confidence and to document what they have learned. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use over and over to check and recheck their understanding. In this way, students become independent learners.

Practice
5–10 mins.

Ask students to complete the Learner Log. Ask them comprehension questions to test understanding based on the statements in the Learner Log.

Evaluation
2 mins.

Go over the Learner Log with students.

Application
5–7 mins.

Ask students to record their favorite lesson or page in the unit. Make sure they explain why it is their favorite. By this point, they should be able to explain at greater length and with more detail than previously.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.8.1

CCRS: SL1, SL2, W2, W4

ELPS:

SL3: Speak and write about level-appropriate complex literary and informational texts and topics.

SL9: Create clear and coherent level-appropriate speech and text.

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information; Manage time.

Soft Skill: Active Listening
Asking for Clarification

Direct students to the tips on asking for clarification. Go over the phrases to model natural intonation and pronunciation. Acknowledge and compliment students when you notice them using these phrases appropriately in the future.

Introduction

In this project, teams will form a committee to hire an individual. Teams will create the company, write a classified ad for a job opening, prepare an application form, and prepare interview questions. Students perform the interviews by having individuals from other groups apply for jobs. At the end of the interviews, the group chooses whom they will hire.

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

Help students form groups and assign positions in their groups. Students will have to choose who will be the leader of their group. Review the responsibility of the leader and ask students to write the name of their leader in their books. Do the same with the remaining positions: recruiter, designer, and interviewers.

Explain that all students should work on every task. Students shouldn't go on to the next stage until the previous one is complete.

2. You are the owners of a new company. What is the name of your company? What kind of company is it?

Have students answer the two questions as they come up with ideas.

3. What job are you going to advertise? What information will you put in the advertisement?

Have students write a classified ad. Remind them of classified ad language by showing examples from the unit.

4. What questions will you have on the application form? What questions will you ask at the job interview?

Have students create an application form for the position and write interview questions. Remind students of the most common questions asked in any interview if they are struggling to come up with enough questions.

5. Interview four students for your job.

Encourage students to ask follow-up questions as well as those they have written together.

6. Decide who you will hire and present your work to the class.

Have students perform the interviews. After students have formed small groups, visit each one. Pretend you are looking for a job and have groups interview you. Be sure to model good interviewing standards: don't sit until asked, shake hands, make eye contact, and so on.

Send one student from each group to another for an interview. Give them three minutes and then ask them to return to their group. Repeat this process until each student has had the opportunity to be interviewed. Have groups spend some time discussing the candidates and deciding who is best for the position.

Ask the groups to announce whom they will hire.

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Make Your Own Company

SOFT SKILL ▸ ACTIVE LISTENING

In a group, you are going to make a new company. Write job advertisements and interview new employees.

1. Form a team of 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: **Recruiter**	Write a classified ad with help from the team.	
Student 3: **Designer**	Prepare an application form with help from the team.	
Students 4/5: **Interviewers**	Prepare interview questions with help from the team.	

2. You are the owners of a new company. What is the name of your company? What kind of company is it?
3. What job are you going to advertise? What information will you put in the advertisement?
4. What questions will you have on the application form? What questions will you ask at the job interview?
5. Interview four students for your job.
6. Decide who you will hire and present your work to the class.

ACTIVE LISTENING

Asking for Clarification

When sharing ideas, it is important that you understand all the ideas clearly. One way to do that is to ask for clarification. Here are some ways to ask for clarification.

Could you say that again, please?
What do you mean exactly?
If I understand correctly, you mean...
I'm sorry, I didn't hear you.

It is also very important that you show respect for the person speaking with your body language by nodding, making eye contact, and not looking down at your phone or around the room.

About the Photo

This photo shows Elizabeth Dinamarca Clarke, who has made a successful career for herself as an educator.

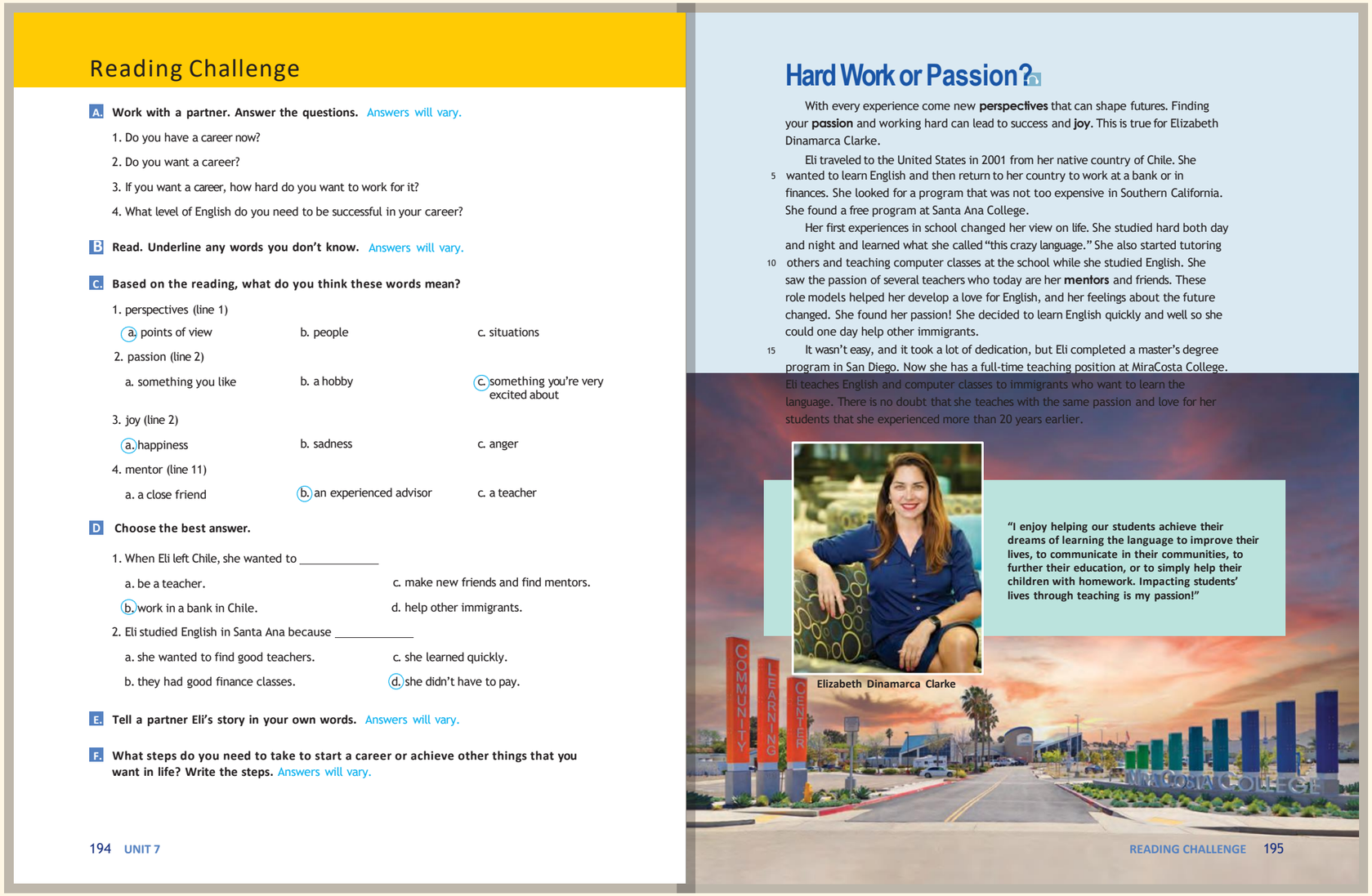
- Ask a volunteer to read the title of the reading to the class. Then ask students to discuss what they think the article might be about.
- Ask a volunteer to read the quote next to the photo out loud. Explain any words in the quote that they don't understand.

A Work with a partner. Answer the questions.

Monitor the conversations and show interest in students' answers and discussions. Ask follow-up questions. Give students plenty of time to mull over these questions and listen carefully. By this stage in the course, you should notice that they are speaking with much more confidence on the subject of careers. Ask some volunteers to answer the questions in front of the class.

B Read. Underline any words you don't know.

Explain the underlined words to students, then ask volunteers to read parts of the reading out loud once meaning has been clarified.



Reading Challenge

A. Work with a partner. Answer the questions. Answers will vary.

1. Do you have a career now?
2. Do you want a career?
3. If you want a career, how hard do you want to work for it?
4. What level of English do you need to be successful in your career?

B Read. Underline any words you don't know. Answers will vary.

C. Based on the reading, what do you think these words mean?

1. perspectives (line 1)
   (a.) points of view — b. people — c. situations
2. passion (line 2)
   a. something you like — b. a hobby — (c.) something you're very excited about
3. joy (line 2)
   (a.) happiness — b. sadness — c. anger
4. mentor (line 11)
   a. a close friend — (b.) an experienced advisor — c. a teacher

D Choose the best answer.

1. When Eli left Chile, she wanted to _____
   a. be a teacher. — c. make new friends and find mentors.
   (b.) work in a bank in Chile. — d. help other immigrants.
2. Eli studied English in Santa Ana because _____
   a. she wanted to find good teachers. — c. she learned quickly.
   b. they had good finance classes. — (d.) she didn't have to pay.

E. Tell a partner Eli's story in your own words. Answers will vary.

F. What steps do you need to take to start a career or achieve other things that you want in life? Write the steps. Answers will vary.

194 UNIT 7

Hard Work or Passion?

With every experience come new **perspectives** that can shape futures. Finding your **passion** and working hard can lead to success and **joy**. This is true for Elizabeth Dinamarca Clarke.

Eli traveled to the United States in 2001 from her native country of Chile. She wanted to learn English and then return to her country to work at a bank or in finances. She looked for a program that was not too expensive in Southern California. She found a free program at Santa Ana College.

Her first experiences in school changed her view on life. She studied hard both day and night and learned what she called "this crazy language." She also started tutoring others and teaching computer classes at the school while she studied English. She saw the passion of several teachers who today are her **mentors** and friends. These role models helped her develop a love for English, and her feelings about the future changed. She found her passion! She decided to learn English quickly and well so she could one day help other immigrants.

It wasn't easy, and it took a lot of dedication, but Eli completed a master's degree program in San Diego. Now she has a full-time teaching position at MiraCosta College. Eli teaches English and computer classes to immigrants who want to learn the language. There is no doubt that she teaches with the same passion and love for her students that she experienced more than 20 years earlier.

"I enjoy helping our students achieve their dreams of learning the language to improve their lives, to communicate in their communities, to further their education, or to simply help their children with homework. Impacting students' lives through teaching is my passion!"

Elizabeth Dinamarca Clarke

READING CHALLENGE 195

C Based on the reading, what do you think these words mean?

Encourage students to read around the words to try and understand based on context. Tell them to try replacing the word in the text with one of the options to see if it still makes sense.

D Choose the best answer.

Tell students to do this exercise on their own. When they are finished, ask for volunteers to give the answer, the reason they chose their answer, and where they found it in the text.

E Tell a partner Eli's story in your own words.

Ask for volunteers to present their explanations of the story to the class.

F What steps do you need to take to start a career or achieve other things that you want in life? Write the steps.

Tell students to think both of the reading and their own personal goals and what they can do to achieve them as they write their steps.

CASAS FOR READING

0.1.2, 0.1.5, 4.1.2, 4.1.9

CCRS FOR READING

RI1, RI2, RI5, RI8, RI10, L4

READING STRATEGIES

Analyzing Texts through Group Discussion

One successful approach to analyzing texts is through group discussion. It is important to allow students the opportunity to discuss a text in small groups so they can think through questions and look for answers collectively. Group members can provide different insights and cite particular details that their classmates may have overlooked.

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8 Goals and Lifelong Learning



About the Photo

This photo was taken by Drew Angerer. It shows a group of 50 brand-new US citizens from 33 diffferent nations reciting the Oath of Allegiance at a naturalization ceremony at Rockefeller Center in New York City. The Rockefeller Center complex has been designated a National Historic Landmark. Its buildings and public art collection contain many famous murals, sculptures, and other unique architectural elements.

- Introduce the unit by reading the title out loud.
- Ask students to look at the photo and have a volunteer read the caption to the class. Then ask students how the title is related to the photo.
- Ask students to look at the photo again and discuss the answers to the questions as a class.
- Go over the unit outcomes.

Life Skills Focus

In this unit, students will learn how to identify goals they have and how to reach them by developing plans and recording their progress.

UNIT OUTCOMES

- Identify goals
- Set academic goals
- Set work goals
- Solve problems
- Write down goals
- Explore employment opportunities in education

Look at the photo and answer the questions.

1. Why do you think there are so many flags in this photo?
2. Why are the people holding up their right hands in this photo?

New US citizens from 33 different countries recite the Oath of Allegiance during a naturalization ceremony at the Rockefeller Center in New York City.

1. What is a naturalization ceremony?
2. What is the Oath of Allegiance?
3. Where do these types of ceremonies happen in your local area?

Workplace Focus

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They are not individually identified. Other workplace skills are indicated. They include *collecting and organizing information, making decisions and solving problems,* and *combining ideas and information*.

In Unit 8, Lesson 6, *Explore the Workforce*, students will learn about employment opportunities in education. They will read about cost of living in different parts of the US, and complete exercises on a case study about counselors.

In the Team Project, students will practice the soft skill of Presentation Skills.

sparkResources

All resources for the unit are centrally located on the Spark platform and include audio, video, multilevel worksheets, digital literacy worksheets, Online Practice, and Assessment Suite.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Identify goals • Set academic goals • Set work goals • Solve problems • Write down goals • Explore employment opportunities in education	• Future plans: *want to, hope to, plan to* • Future: *be going to* • *Because* • Future: *will* • Past with *so*	• Goals: personal, academic, and vocational • US educational system • Education • Learning resources • Parts of a paragraph	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Employment-Soft skills • Community Resources-Education	Lesson 1: 0.1.2, 0.1.5, 4.4.5, 7.1.1, 7.5.1 Lesson 2: 0.1.2, 0.1.5, 6.7.4, 7.1.1, 7.2.3, 7.5.1 Lesson 3: 0.1.2, 0.1.5, 4.4.5, 6.6.5, 7.1.1, 7.1.2, 7.2.3 Lesson 4: 0.1.2, 0.1.5, 2.5.6, 7.2.7, 7.3.1, 7.3.2, 7.5.5 Lesson 5: 0.1.2, 0.1.5, 4.4.5, 6.6.5, 7.1.1, 7.1.2 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 7.4.4, 7.7.3 Team Project: 0.1.2, 0.1.5, 4.4.5, 4.8.1, 7.1.1, 7.1.2, 7.1.3, 7.5.1 Reading Challenge: 0.1.2, 0.1.5, 7.1.1, 7.1.2, 7.1.3, 7.5.1	S3: Speak and write about level-appropriate complex literary and informational texts and topics. S7: Adapt language choices to purpose, task, and audience when speaking and writing. S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	RI1, RI2, RI3, RI4, RI5, RI7, RI10, SL1, SL2, SL3, SL4, SL5, W1, W2, W4, W6, W7, W9, W10, L1, L2, L3, L4, RF2, RF3

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LESSON 1

What Is Success?

GOAL ▶ Identify goals

A **Read and discuss.**

What is success? One dictionary defines success as "getting something you want." Some people think that means a good job and a lot of money. Other people think that means a healthy life, love, and family. What does success mean for you?

B **RANK** **What is most important to you? Number the items from 1 to 6. 1 is the most important to you.** Answers will vary.

_____ family

_____ money

_____ entertainment

_____ employment

_____ friends

_____ education

C **Read about Kossi's goals.**

Kossi is from Togo. Togo is a country in West Africa. Kossi's career is important to him. He wants to be a pediatrician one day. He loves kids and likes to help people. He is studying English and wants to get an Associate degree in science first. Then he plans to go to a university. He is working in a restaurant and also as an administrative assistant to make money so he can go to school. Kossi knows that he will need to work very hard to be successful and reach his goals.

D **Work in a group. Talk about the questions.** Answers will vary.

1. What is Kossi's career goal?
2. Why do you think he wants to be a pediatrician?
3. Why do you think he has more than one job now?

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At-a-Glance Prep

Goal: Identify goals
Grammar: Future plans with *want to, hope to, plan to,* and *be going to*
Academic Strategies: Focused listening, predicting
Vocabulary: *goals, graduate, success, to become*

Agenda

- ☐ Rank what is important to you.
- ☐ Read and answer questions.
- ☐ Listen to identify goals.
- ☐ Talk about the future.
- ☐ Write about the future.

Resources

Heinle Picture Dictionary: Life Events, pages 30-31

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.4.5, 7.1.1, 7.5.1
CCRS: RI1, RI2, SL2, L1, L5, RF3
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

Write *one million dollars* on the board and ask students if they would do things differently if they had a lot of money. Ask them to answer the following questions in groups:

1. Would you quit your job?
2. Would you buy a new house?
3. Would you put the money in the bank and live the same as you do now?
4. Would you spend all the money on things you need?

You may need to have a short discussion on the use of the conditional, but this is not the focus of the lesson and this structure is studied in another level. The purpose here is to get students talking about values so they can set reasonable goals for themselves based on things they believe in.

Introduction 3 mins. ■■■

Write the word *goal* on the board. Ask students what a goal is. See if any student has a goal he or she would like to share. State the goal: *Today, we will identify goals*.

Presentation 1 10-15 mins. ■■■

A **Read and discuss.**

Workplace Focus

Exercise B: Complete tasks as assigned.
Exercise C: Collect and organize information.

B **RANK** **What is most important to you? Number the items from 1 to 6. 1 is the most important to you.**

This task may be difficult for some students because they may not have thought about their values in this way, or they may be concerned about what the "right" answer is. Help them understand that everyone is different. You might also suggest that their values can change over time. Ask them what they think the ranking might be for a teenage daughter or son.

Discuss students' rankings as a class. Don't place your own values above students' values. At this point, you may decide not to share your ranking so students are not influenced by your ideas.

Practice 1 10-15 mins. ■■■

C **Read about Kossi's goals.**

Have students read the paragraph on their own. Give them three minutes. Then ask them to discuss the paragraph by doing **D**.

D **Work in a group. Talk about the questions.**

Have groups share their individual answers about the paragraph in **C** and try to reach agreement where there are any differences.

Evaluation 1

7-10 mins.

Monitor the group conversations and ask follow-up questions. Ask some volunteers from each group to report on their conversations to the rest of the class.

Presentation 2

10-15 mins.

Write *success* on the board. Ask students what success means to them. Does it mean a good family, a good job, a good education, or a combination of different elements?

E Read about goal setting. Discuss goals you have with the class.

Do this activity as a class to make sure students understand the vocabulary from the paragraph and are ready for the listening. Allow time for a lively discussion, noting down important points or vocabulary on the board.

Practice 2

10-15 mins.

Workplace Focus

Exercise F: Complete tasks as assigned.
Exercise G: Collect and organize information.

F Listen to Carmen's goals and check the goals that you hear.

Be prepared to play the audio three times. Play it once and have students discuss it as a class. Next, play it again and ask them to discuss their answers. Then play it a third time for students to confirm their answers.

Listening Script

My name is Carmen Mendoza. I'm from Guatemala. I came to the United States two years ago. I have many plans for my education. My goal is to be a counselor for adults. Maybe I can work in an adult school or a college. I want to speak English better, and I want a better job. Right now, I work at night, and I'm very tired all the time, so I don't like my job. I plan to get my high school diploma, and then I want to go to college to study counseling. I need to attend a university to be a counselor. When I graduate, I want to get a good job. I want to keep that job and maybe buy a house or condo with the money I earn. I want to move to a safer neighborhood. I don't know if I'm going to get married or become a US citizen, but I know I need a good education.

Evaluation 2

7-10 mins.

G CLASSIFY Look at Carmen's goals in F. Write them in the correct boxes.

Do this activity as a class.

BEST PRACTICE

Classifying

Classifying is an important skill that allows us to understand and make sense of new information by grouping or putting it in order. Being able to classify also helps us organize what we already know and develop deeper personal meanings and new ways of understanding.

Instructor's Notes

E Read about goal setting. Discuss goals you have with the class.

Goal setting is important because it helps people think about their future and work toward it. If we don't have goals, it may take us longer to get what we want in life. It is important to set goals that are difficult, but goals that we can really reach. For best success, we should review our goals often and we should write them down.

F Listen to Carmen's goals and check the goals that you hear.

- ☑ buy a house
- ☐ get married
- ☐ have children
- ☐ become a citizen
- ☑ get a job
- ☑ keep a job
- ☐ learn new skills at work
- ☐ get a promotion
- ☑ get a better job
- ☑ study English
- ☐ participate in her child's school
- ☑ get a high school diploma
- ☑ go to college
- ☑ graduate from college

G CLASSIFY Look at Carmen's goals in F. Write them in the correct boxes.

Personal and Family

Carmen wants to buy a house.
She wants to move to a safer neighborhood.

Vocational (work)

Carmen wants to be a counselor.
She wants to get a better job. She wants to keep that job.

Academic (educational)

She wants to study English.

Carmen wants to get a high school diploma. She wants to go to college and graduate.

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

Future Plans: *Want to, Hope to, Plan to*		
Subject	**Verb**	**Infinitive (*to* + Base)**
I / You / We / They	hope, want, plan	to study in school for three years. to graduate from college. to get married.
He / She / It	hopes, wants, plans	

Future Plans: *Be Going to*		
Subject	***Be Going to***	**Base Verb**
I	am going to	get a high school diploma.
You / We / They	are going to	participate in class.
He / She / It	is going to	buy a house.

	want to	*hope to*	*plan to*	*be going to*	
less definite	◄			►	more definite

I **Complete the sentences expressing future plans with the correct form of the verbs.**

1. Carmen and Marie want to speak (want / speak) English.
2. I plan to come (plan / come) to class on time every day.
3. Marie hopes to be (hope / be) a nurse someday.
4. Lien is going to graduate (be going to / graduate) from college.
5. Marco and I plan to visit (plan / visit) Mexico in the future.
6. They want to move (want / move), but they have a three-year lease.

J **PLAN** **Write two of your future plans. Then ask a partner about their future plans.**

My future plans

Answers will vary.

My partner's future plans

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Presentation 3

10-15 mins.

Explain that there are various ways of expressing the future in English. Tell the class that we use *hope to* when we are speaking about our future wants and desires. Give one or two examples of your own and write them on the board. Ask students what their hopes are for the future.

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

This chart may seem complicated for this level only because it is difficult to pinpoint exactly how definite someone is about his or her plans. Tell students that *hope*, *want*, and *plan* mean slightly different things to different people, but they all serve to express the future. *Will* will be discussed in subsequent lessons, so there is no need to introduce it here; however, it is likely that a student might ask about it. You can explain to them that *will* is more definite than *going to*.

(Shorter classes can do **I** for homework.)

Practice 3

7-10 mins.

Workplace Focus

Exercise I: Complete tasks as assigned.
Exercise J: Interact appropriately with team members; Interpret and communicate information.

I **Complete the sentences expressing future plans with the correct form of the verbs.**

Evaluation 3

7-10 mins.

Ask students to write the completed sentences on the board and to peer-edit classmates' work as needed.

Application

10-15 mins.

J **PLAN** **Write two of your future plans. Then ask a partner about their future plans.**

Students will have ample time to write about their hopes and goals. They may write some here, but it isn't necessary at this time. Here, they should specifically be writing plans and using *plan to*.

Instructor's Notes

At-a-Glance Prep

Goal: Set academic goals
Grammar: *Because*
Academic Strategies: Reading a pie chart, note-taking, scanning
Vocabulary: *BA, GED, residence*

Agenda

- ☐ Identify types of goals.
- ☐ Read a pie chart about education.
- ☐ Study educational opportunities for adults in the United States.
- ☐ Write academic goals.

Resources

Heinle Picture Dictionary: Life Events, pages 30-31

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 6.7.4, 7.1.1, 7.2.3, 7.5.1
CCRS: RI1, RI7, RI10, SL2, SL4, L1, L2, L3, L4, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 15-20 mins.

Review page 199. Discuss all the possible goals in **F** again. Write *Personal and Family*, *Vocational*, and *Academic* on the board as headings for three columns. Ask students to work in groups to categorize all of the goals.

Introduction 5-7 mins.

State the goal: *Today, we will learn to set academic goals*.

Presentation 1 15-20 mins.

Draw a circle on the board and divide it into four equal parts. Write 25% in each piece of the pie. Show students how 25% is the same as 25/100 or 25 out of 100.

Workplace Focus

Exercise A: Interpret and communicate information.
Exercise B: Interact appropriately with team members.
Exercise C: Complete tasks as assigned.

A INTERPRET Discuss the pie chart with your classmates and teacher.

Ask students to study the pie chart. Go over the new vocabulary. You can also diagram the higher education process on the board if you have time. Continue discussing the chart by asking questions.

Practice 1 10-15 mins.

B Practice the conversation. Make new conversations using the information in the pie chart.

Model the correct way of expressing decimals. Then ask students to practice with a partner.

C PLAN Write one academic goal that you have. Use the grammar in Lesson 1 to express future plans.

Briefly discuss the information on page 200 as needed.

Evaluation 1 5-7 mins.

Ask volunteers to share their academic goals with the class.

D Listen to the lecture. Write down two or more diplomas, certificates, or degrees you hear.

Listening Script

In adult schools, you can learn English, but many students decide to go on and study more after they learn a little English. For example, some adult schools have high school classes, and you can earn a high school diploma. Other adult schools have classes to help you prepare for a test. If you pass the test, you earn a GED, or General Equivalency Diploma. This diploma is similar to a high school diploma. Certificates for specific trades like nursing, computer programming, and mechanics can be earned from trade schools, some junior colleges, and some adult schools. You can also earn an Associate of Art or an Associate of Science Degree from these schools. A Bachelor of Arts or Bachelor of Science degree is something adults earn from a four-year college or university course. After earning a Bachelor's degree, adults can study more and receive additional degrees.

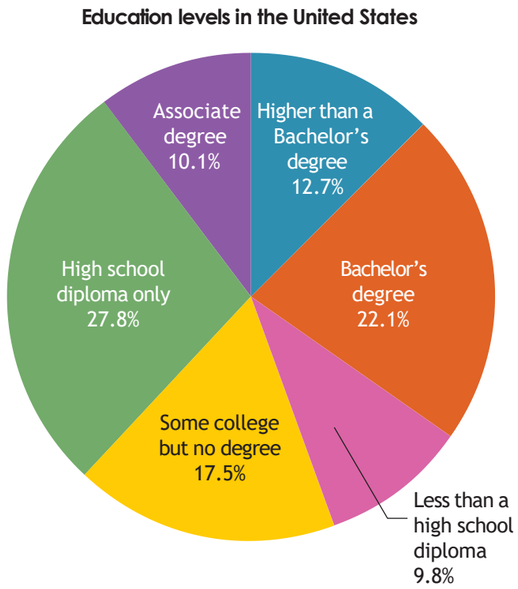
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LESSON 2

Education in the United States

GOAL ▸ Set academic goals

A INTERPRET Discuss the pie chart with your classmates and teacher.



B Practice the conversation. Make new conversations using the information in the pie chart.

Student A: What percentage of people in the United States has less than a high school diploma?

Student B: 9.8%

C PLAN Write one academic goal that you have. Use the grammar in Lesson 1 to express future plans. Answers will vary.

_____

_____

D Listen to the lecture. Write down two or more diplomas, certificates, or degrees you hear. Answers will vary.

_____

_____

E **Read and discuss the educational choices adults have in the United States.**

High School Diploma
Some adult schools have high school classes where you can earn a high school diploma.

Certific tes
Certific tes for specific t ades like nursing, computer programming, and mechanics can be earned from trade schools, some junior colleges, and some adult schools.

BA / BS Degree
These are called Bachelor of Arts or Bachelor of Science degrees. Adults earn these degrees from a four-year college or university.

GED
Some adult schools have classes to help you prepare for a test. If you pass the test, you earn a GED, or General Equivalency Diploma. This diploma is similar to a high school diploma.

AA / AS Degree
This is called an Associate of Arts or an Associate of Science degree. Adults earn this degree from a two-year junior or community college.

Graduate Degree
After earning a Bachelor's degree, adults can study more and receive additional degrees.

Adult Schools
These schools are sometimes free. Students learn basic skills like reading and writing. They can learn about jobs and computers. These schools can help students get their GED and some certific tes.

Junior Colleges / Community Colleges
These schools are not expensive for residents. They offer two-year academic, technical, and vocational courses. They help students prepare for universities or jobs. Students can study part time in the evenings or on the weekends.

Colleges / Universities
These schools prepare students for jobs and careers. They are often very expensive. They offer four-year academic courses.

Trade Schools
These schools are sometimes expensive. They help students learn job-related skills, such as computers or mechanics.

F **Read again. Match the questions to the answers.**

b 1. Why is it good to get a high school diploma?
c 2. Why do people go to a two-year college?
d 3. Why do people go to a university?
a 4. Why do people go to an adult school?

a. to learn how to read and write English or to get a GED
b. to get a better job or prepare to go to a two-year college or university
c. to get an Associate degree, to get a better job, or to prepare to go to a university
d. to qualify for a career or to get a Bachelor's degree

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Presentation 2
15-20 mins.

Ask students to close their books and listen to information about degrees and opportunities in the United States.

Ask students to listen for and list the different degrees and diplomas mentioned.

BEST PRACTICE

Note-taking
Students will do more note-taking in the next levels. This is a difficult skill because learners need to separate what is important from what isn't. We have prepared students for note-taking in Book 2 by giving them a framework. Here, we merely ask them to identify the broadest topic. If you think students are ready for more, play the recording three times and ask them for one piece of information about each opportunity.

Now, ask students to open their books and look over the information in print. Go over any new vocabulary.

Workplace Focus
Exercises D, E: Interact appropriately with team members.

(Shorter classes can do **E** for homework.)

Practice 2
10-15 mins.

E **Read and discuss the educational choices adults have in the United States.**

Have students read independently, underlining words they don't understand. Then explain those words and clarify understanding by asking for example sentences or comprehension questions about them. Finally, read as a class.

Evaluation 2
3-5 mins.

Have a group discussion on the choices covered in the reading. Ask students if they have considered any of these choices. Which ones? Why?

Workplace Focus
Exercise F: Complete tasks as assigned.

Presentation 3
20-30 mins.

Ask students to close their books and discuss again the school system for adults in the United States.

Ask students to list the types of schools.

Practice 3
10-15 mins.

F **Read again. Match the questions to the answers.**

Give students time to skim the reading to help them answer the questions.

Instructor's Notes

Evaluation 3

10 mins.

Ask students to check answers with a partner. Then go through the answers as a class.

Application

20-25 mins.

G Students can earn some degrees online. Look at the table of advantages and disadvantages. Search online for "advantages and disadvantages of online courses." Complete the table.

Once students have completed their tables, draw a table on the board and ask students, pairs, or groups to fill in the answers on the board. Elicit as many answers as possible from each group. Correct what is written on the board as needed.

Workplace Focus

Exercise H: Combine ideas and information.

H Study the chart with your classmates and teacher.

Go over the Grammar chart and prepare students for **I.** Make sure students understand that generally we don't use commas before *because*. Also, point out that *because* is usually followed by a subject and verb.

BEST PRACTICE

SMART goals

At this level, students need to start exploring why they make goals and how to make goals that are useful and achievable. Consider the SMART goal technique when discussing goals with students. It suggests that goals should be **s**pecific, **m**easurable, **a**ttainable, **r**easonable, and **t**imely.

I PLAN Read the example and write your own story.

For shorter classes, consider asking students to do this exercise for homework.

Online Qualifi ations.

Life ONLINE

Discuss the different types of online qualific tions students can receive. Prepare a few examples and, if possible, a list of resources for those students who may be interested. It is important to remember that online courses in English may be difficult or some students, but they are also often a lower cost and more convenient option. Encourage students to weigh up the costs and benefits be ore embarking upon an online course.

Instructor's Notes

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G Students can earn some degrees online. Look at the table of advantages and disadvantages. Search online for "advantages and disadvantages of online courses." Complete the table. Answers will vary.

Advantages	Disadvantages
flexible schedule	less collaboration with other students

H Study the chart with your classmates and teacher.

	Because		
Statement	**Reason**		
	Because	**Subject + Verb**	**Information**
Marie plans to go to college	because	she wants	to be a nurse.
Lien hopes to learn English		she plans	to go to college.
They hope to go to an adult school		they want	to learn English.
I want to go to a trade school		I want	to be a mechanic.

I PLAN Read the example and write your own story. Answers will vary.

Ahmed wants to start an auto-repair business because he likes to work with his hands. He hopes to learn English and get a high school diploma. Then he plans to attend a trade school.

Life ONLINE

You may already be familiar with online English classes, but did you know you can earn an Associate degree, BA / BS, or even a Master's degree online? These are great, flexible options for adults balancing work, family, and long-term goals.

LESSON 3

Workplace Goals

GOAL ▶ Set work goals

A **Listen to and read about Carmen's work goals.**

Carmen has many goals. She wants to have a career. She wants to be a counselor in an adult school or a college because she wants to help people. She needs to go to school for many years to study, but first she needs to learn English. She will go to Clear Mountain Adult School for two more years. She is going to learn English and get a GED. Carmen also needs to work. She needs a part-time job now, and later she plans to work at a school for more experience.

B **INTERPRET** **Study the timeline and talk about Carmen's plans with a partner.**

Carmen's Plan

Year 1	Year 3	Year 4	Year 5	Year 7	Year 9
Go to Clear Mountain Adult School Get a part-time job	Get a high school diploma Start Mountain Heights Community College	Get a part-time job as a teacher's aide	Transfer to a university	Get a part-time job in the career office of the university	Graduate from the university with a BA degree Get a job as a counselor

EXAMPLE: **Student A:** What does Carmen plan to do in year 1?
Student B: She plans to go to Clear Mountain Adult School and get a part-time job.



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At-a-Glance Prep

Goal: Set work goals
Grammar: Future with *will*
Pronunciation: Emphatic statements
Academic Strategy: Listening for the main idea, focused listening, Venn diagrams
Vocabulary: *career*, *counselor*, *timelines*

Agenda

- ☐ Discuss the US educational system.
- ☐ Read about Carmen.
- ☐ Future with *will*
- ☐ Compare Carmen's and Kossi's goals.
- ☐ Discuss Ahmed's goals.
- ☐ Write personal work goals.

Resources

Heinle Picture Dictionary: Life Events, pages 30-31

Pacing

■ 1.5 hour classes ■ 2.5 hour classes ■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.4.5, 6.6.5, 7.1.1, 7.1.2, 7.2.3
CCRS: RI1, RI2, RI7, SL2, L1, RF2, RF3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins.

Ask students to describe the educational systems in their countries and compare them to those in the United States. Have them refer to pages 201 and 202. Ask them to first discuss in groups and then to share their ideas with the class.

Introduction 5-7 mins.

Review **H** on page 203. Ask students to share some of their goals and the reasons for those goals. Note any goals with work-related reasons. State the lesson goal: *Today, we will set work goals*.

Presentation 1 30-40 mins.

A **Listen to and read about Carmen's work goals.**

With books closed, ask students to listen to the paragraph about Carmen and her goals. Ask students to identify the main idea. Then ask comprehension questions.

Read the paragraph as a class. Ask students to underline any words they don't understand. Discuss the new vocabulary as a class. Ask additional comprehension questions and study the timeline. Tell students that they will make their own timelines later.

Practice 1 5-7 mins.

B **INTERPRET** **Study the timeline and talk about Carmen's plans with a partner.**

Evaluation 1 5-7 mins.

Ask individuals what they plan to do in one year. Ensure that they use the correct structure in their responses.

Instructor's Notes

Presentation 2

15-20 mins.

Ask students to look back at page 200. Discuss the Grammar charts and remind students that the continuum chart is subjective.

C Study the charts with your classmates and teacher.

Drill students by going over the timeline on the previous page. Ask them what Carmen will do and by when.

Pronunciation

Emphatic expressions

Sometimes words are emphasized in English to express firmness or resolution. In this case, show students how giving more emphasis on *will* makes the speaker's declaration a commitment. You might do this by asking a student to ask you the same question three times. For example:

Student: *Will you teach tomorrow?*
Teacher: *Yes, I will.*
Student: *Will you teach tomorrow?*
Teacher: *Yes, I will teach tomorrow.*
Student: *Will you teach tomorrow?*
Teacher: *Yes, I WILL teach tomorrow.*

Ask students to close their books and draw a Venn diagram on the board. One circle is for Carmen and the other for Kossi, as on page 205. Ask students to go back to pages 198 and 204 and to avoid looking at page 205. See if students can fill in the Venn diagram about Carmen and Kossi from the information on those pages.

Once students have made an attempt to complete the diagram, draw a similar Venn diagram on the board and go over it with students. Then, ask them to open to this page and check their work.

Practice 2

15-20 mins.

Workplace Focus

Exercise D: Complete tasks as assigned; Interpret and communicate information.

D COMPARE Look at the diagram and write sentences about Carmen's and Kossi's future plans. Use either *will* or *be going to*.

Remind students to use uppercase letters where necessary and to complete each sentence with a period.

Evaluation 2

10-15 mins.

Ask students to swap papers and peer-edit for the proper use of grammar structures, uppercase letters, and periods. Then, have each student write the sentence they peer-edited on the board.

Instructor's Notes

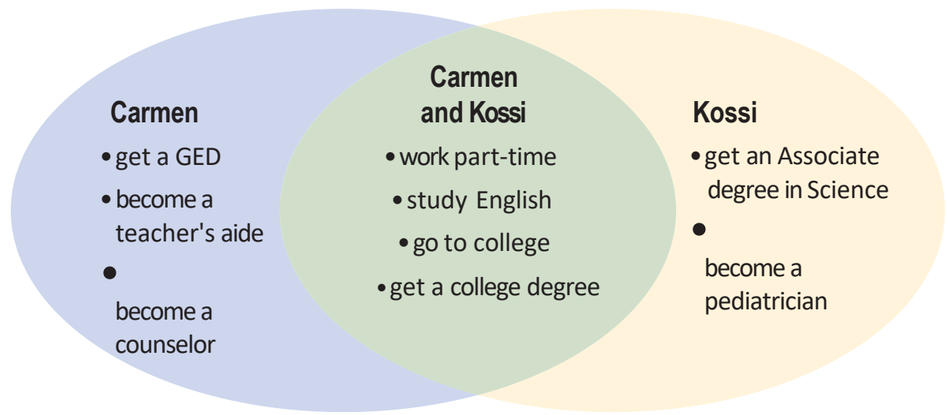
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C Study the charts with your classmates and teacher.

Future: *Will*			
Subject	***Will***	**Base Verb**	**Information**
I / You / He / She / It / We / They	will	go	to school for two more years.
		study	English this year.

Future: *Be Going To*			
Subject	***Be going to***	**Base Verb**	**Information**
I	am going to	get	a GED.
You / They	are going to	study	medicine.
He / She / It	is going to	go	to college.
Use *will* for something you hope to do in the future or for a promise. Use *be going to* for definite plans for the future.			

D COMPARE Look at the diagram and write sentences about Carmen's and Kossi's future plans. Use either *will* or *be going to*. Answers may vary. Sample answers given.



1. Carmen is going to become a counselor.
2. Carmen will get her GED.
3. Carmen and Kossi are going to work part-time.
4. They both are going to go to college.
5. Kossi will get an Associate degree in Science.
6. Kossi will become a pediatrician.

E **PREDICT** **What does Ahmed do? What do you think his plan is?**



F **INTERPRET** **Read Ahmed's timeline.**

Ahmed's Plan			
Year 1	**Year 2**	**Year 3**	**Year 4**
Go to Clear Mountain Adult School	Get a part-time job in an automobile shop	Go to a community college and study auto mechanics and accounting	Start an auto-repair business

G **PREDICT** **Match the statements to the reasons. Then listen and check your answers.**

d	1. Ahmed wants to get a part-time job in an automobile shop	a. because he wants to be self-employed.
a	2. Ahmed needs to start his auto-repair business	b. because he wants to study auto mechanics and accounting.
c	3. Ahmed needs to go to Clear Mountain Adult School	c. because he wants to learn English.
b	4. Ahmed plans to go to a community college	d. because he wants experience in auto repair.

H **PLAN** **Write a work goal. Use *because* and write why you want to reach this goal.**

Answers will vary.

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Presentation 3

7-10 mins.

Have students close their books. Write four years across the board: *2023, 2024, 2025, and 2026.* Then ask students to listen as you describe Ahmed's timeline from page 206. They should write what Ahmed plans to do in each of the years.

E **PREDICT** **What does Ahmed do? What do you think his plan is?**

Have students open their books and look at the photo of Ahmed. Discuss the picture in detail, encouraging students to use predictive language.

F **INTERPRET** **Read Ahmed's timeline.**

Go over the timeline and have students check their answers to **E**.

Prepare them for listening by asking them to predict the answers to **G**.

Workplace Focus

Exercise G: Interpret and communicate information.
Exercise H: Complete tasks as assigned.

Practice 3

10-15 mins.

G **PREDICT** **Match the statements to the reasons. Then listen and check your answers.**

Evaluation 3

5 mins.

Have students listen and check their predictions.

Listening Script

Ahmed knows exactly what he wants to do with his life. First, he wants to go to school. He wants to go to school because he wants to learn English. He can get a better job if he speaks English. Ahmed is very good with his hands. He was a mechanic in Afghanistan. He wants to get a part-time job in an automobile shop because he wants experience in auto repair in the United States. Next, he plans to go to a community college. He wants to study auto repair and also accounting. This will help him prepare to start his own auto repair business so he can be self-employed.

Application

10-15 mins.

H **PLAN** **Write a work goal. Use *because* and write why you want to reach this goal.**

Model this activity by writing a goal of your own using *because* on the board.

Instructor's Notes

At-a-Glance Prep

Goal: Solve problems
Grammar: *Because* and *so*
Academic Strategies: Focused listening, predicting
Vocabulary: Simple past verbs, *so*

Agenda

- ☐ Talk about careers and education.
- ☐ Discuss problems and solutions.
- ☐ Use *so*.
- ☐ Read about resources for learning.
- ☐ Read about libraries.

Resources

Heinle Picture Dictionary: Life Events, pages 30–31; Library, pages 54–55

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.5.6, 7.2.7, 7.3.1, 7.3.2, 7.5.5
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ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 15-20 mins. ■■■

Ask students to share their work goals. Write the following jobs on the board:

carpenter
lawyer
nurse
computer programmer
teacher

Ask students in groups to decide what kind of education a person would need if he or she had a goal to have one of these professions or careers. Have volunteers present their group's conclusions to the class. Encourage them to explain why they chose their answers.

Introduction 5-7 mins. ■■■

Ask students what they can do if they have problems reaching their goals. Ask them where they might find information to help them keep their goals. State the goal: *Today, we will discuss how to solve problems.*

Presentation 1 15-20 mins. ■■■

A PREDICT Why isn't Gonzalo sitting with the other students? How does he feel?

Ask students to open their books and look at Gonzalo. Ask the question and write students' answers on the board.

B Read Gonzalo's story.

Ask students to underline any words they don't understand. Explain the new words to them. Ask a few comprehension questions and refer back to their answers from **A**. Were any of their predictions correct?

Practice 1 10-15 mins. ■■■

Workplace Focus

Exercise C: Complete tasks as assigned.

C SOLVE Look at Gonzalo's problems and find the solutions. Match the problem to the solution. There is more than one solution for every problem.

Ask students to complete this activity individually and then to compare their answers with the student sitting next to them.

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LESSON 4

Lifelong Learning

GOAL ▶ Solve problems

A PREDICT Why isn't Gonzalo sitting with the other students? How does he feel?

Answers will vary.



B Read Gonzalo's story.

Gonzalo's first day at Eastwood Adult School was difficult. He didn't speak English, and many students only spoke Spanish or Portuguese. He wanted to go home, but he didn't. He went to school every day. He worked hard and listened carefully. Now he can speak and understand English.

C SOLVE Look at Gonzalo's problems and find the solutions. Match the problem to the solution. There is more than one solution for every problem.

Problems	Solutions
a, c, h 1. didn't speak English	a. asked a friend for help
d, g 2. wanted a high school diploma	b. looked online
e, f 3. wanted to go to the library	c. went to school every day
a, b 4. didn't have a job	d. worked hard and listened carefully
	e. called for the address
	f. looked on a map
	g. talked to a counselor
	h. took online courses

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

Because		
Statement		**Reason or Problem**
Carmen plans to go to college They hope to go to an adult school She asked for help He asked a friend	because	she wants to be a nurse. they want to learn English. she didn't speak English. he didn't have a job.

So		
Reason or Problem		**Statement**
Carmen wants to be a nurse, They want to learn English, She didn't speak English, He didn't have a job,	so	she plans to go to college. they hope to go to an adult school. she asked for help. he asked a friend.

E **PREDICT** **Predict what Gonzalo did to resolve his problems. Then listen and check your answers.**

Problem	Ask a friend / neighbor	Talk to the police	Go to school	Look online	Go to the library	Talk to a counselor	Ask the teacher
1. He didn't speak English.	X		X		X		
2. He didn't have a job.				X			
3. He didn't know where to find information about citizenship.				X			X
4. He needed to find a home for his family.				X			
5. He needed to find a school for his children.	X						
6. He didn't know what to do in an emergency.	X	X					

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Evaluation 1

3-5 mins.

Go over students' answers as a class.

Presentation 2

15-20 mins.

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

Help students see the relationship between *because* and *so*. Go over the aspects of the simple present negative.

Workplace Focus

Exercise E: Interpret and communicate information.
Exercise F: Complete tasks as assigned.

E **PREDICT** **Predict what Gonzalo did to resolve his problems. Then listen and check your answers.**

Listening Script

My name is Gonzalo. School is difficult for me, but I want to learn English. I asked a friend for help, and he told me to go to school. I also listened to music and used computers in the library. I didn't have a job, but I needed money, so I looked for work online. I found a great job.

I am interested in becoming a citizen, too. I asked my teacher for advice, and he said I should look online for information.

When I arrived in the United States, I couldn't find a home. I tried to read online posts for rentals. It was hard at first, but I understood enough to find a home for my family.

When my family arrived, my next task was to find a school for my children. When we moved in, I asked my neighbor for help finding the right school for my children. We became good friends. I also was very nervous because I didn't know what to do in an emergency. My neighbor told me to talk to a police officer if I ever have any emergency. That is great to know.

Encourage students to make notes. Play the audio at least twice.

Evaluation 2

7-10 mins.

Check students' work. Draw the chart from **E** on the board and explain the answers to the class.

Instructor's Notes

Practice 2

10–12 mins.

F On a separate piece of paper, write sentences about Gonzalo. Use *so*.

Ask students to write at least three sentences. When they have finished, ask volunteers to write their sentences on the board.

Presentation 3

10–15 mins.

Tell students that part of overcoming obstacles is getting good information. Ask them where they might find good information. Answers might include the library, friends, teachers, and the internet.

Workplace Focus

Exercise G: Complete tasks as assigned.
Exercises H, I: Interpret and communicate information.
Exercise J: Interact appropriately with team members.

G Match the resource with the way it can help. There can be more than one answer.

Do this activity as a class. Discuss the different possibilities and when each resource might be appropriate. Ask students if they use these resources for any other reasons. If students need help finding these resources, or don't know much about the services they offer, use this opportunity to share useful information with them by providing useful links to websites.

Practice 3

7–10 mins.

H INTERPRET Read the flyer.

Ask students to read the flyer on their own and to answer the questions as best they can.

I List the things you can do at the Mountain View Public Library.

Ask students to do this activity on their own and have them focus on the activities at the library.

Evaluation 3

5–7 mins.

Ask volunteers to write their answers on the board.

Application

10–15 mins.

J APPLY Tell a group where you go for help when you have a problem. Look at E for examples of problems.

Instructor's Notes

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F On a separate piece of paper, write sentences about Gonzalo. Use *so*.

EXAMPLE: Gonzalo didn't speak English, so he went to school.

G Match the resource with the way it can help. There can be more than one answer.

Answers may vary. Sample answers given.

b 1. the public library	a. give advice on health and legal problems
d 2. the internet	b. lend books or videos
a 3. help line	c. offer classes in English, computer programming, or art
c 4. an adult education center	d. give information about the latest news and job posts

H INTERPRET Read the flyer.

Mountain View Public Library

Monday-Thursday: 9:00 a.m.–9 p.m.
Friday-Saturday: 9 a.m.–5 p.m.
Sunday: 1 p.m.–5:00 p.m.

The Mountain View Public Library has books for adults and children of every age. Our collection includes books in more than 40 languages, available online or in print.

Kids are always welcome to come for story hour and our clay time fun group. Adults can take one of our ESL or citizenship classes, or join us for our monthly Adult Book Club discussions.

For more information, check our website or come to the information desk at the main entrance. Our services are free to all state residents.

I List the things you can do at the Mountain View Public Library.

Answers may vary. Sample answers given.

1. You can borrow books.
2. You can take kids to story hour or clay time fun group.
3. You can take ESL or citizenship classes.
4. You can join Adult Book Club discussions.

J APPLY Tell a group where you go for help when you have a problem. Look at E for examples of problems.

LESSON 5

My Goals

GOAL ▶ Write down goals

A INFER Look at the pictures. What are Marie's plans in each picture?



1. Marie plans to study.



2. Marie plans to become a nurse.



3. Marie plans to get married.



4. Marie plans to start a family.

B Listen and write the sentences in order.

First, Marie plans to study nursing and work part-time as a home health aide.

Second, she plans to become a registered nurse.

Third, she plans to get married.

Fourth, she plans to start a family.

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At-a-Glance Prep

Goal: Write down goals
Grammar: Adverbs that show chronological order
Academic Strategies: Focused listening, paragraph writing
Vocabulary: Ordinal numbers

Agenda

- ☐ Discuss where you will be in ten years.
- ☐ Talk about goals.
- ☐ Talk to a friend about goals.
- ☐ Read about goals.
- ☐ Write about goals.

Resources

Heinle Picture Dictionary: Life Events, pages 30–31

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.4.5, 6.6.5, 7.1.1, 7.1.2
CCRS: RI1, RI2, W2, W3, W4, SL1, SL2, L1, L2, L3, L4, RF3
ELPS:
S3: Speak and write about level-appropriate complex literary and informational texts and topics.
S9: Create clear and coherent level-appropriate speech and text.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review

10–15 mins. ■■■

Ask students to imagine where they will be in ten years. Ask them to write down one or two sentences about where they think they will be. Then, ask them to form groups and to read their sentences to the group.

Introduction

10–15 mins. ■■■

Ask students what they think is the most important goal a person can have—*educational*, *personal*, *family*, or *work*. Students may come to the conclusion that the goals are interconnected and that one goal can't be said to be more important than another. State the goal: *Today, we will write our goals and write a paragraph about them.*

Presentation 1

7–10 mins. ■■■

Workplace Focus

Exercise A: Interpret and communicate information.
Exercise B: Complete tasks as assigned.

A INFER Look at the pictures. What are Marie's plans in each picture?

Go over each picture as a class. Elicit ideas from students. Ask them to identify whether each picture depicts a personal, family, work, or an educational goal.

Remind students about ordinal numbers and prepare them for the listening. Help students identify with the pictures by asking them if they want or have a high school diploma, if they want to get married or are married, if they have or want to have children, and what job they might want in the future.

Practice 1

10–15 mins. ■■■

B Listen and write the sentences in order.

Note that the audio doesn't use *first, second*, etc. These have been omitted in order to get students thinking about paragraph organization. Notice that the answers are really in the pictures above that were already discussed, but students may choose to insert other things that are mentioned.

Listening Script

My career is most important to me. I plan to study nursing and work part-time as a home health-care aide. Then, I am going to get my degree in nursing and become a registered nurse—at least, this is my plan. I will save some money because I want to get married soon. My boyfriend's name is Deon. After we get married, we plan to have children. Maybe there will be money to go to the movies sometimes, too. I will work hard to make my plans come true.

Evaluation 1

3–5 mins. ■■■

Ask students to share their sentences with the rest of the class. Discuss any questions or uncertainty about the order. Then elicit and write on the board a list of transition words to replace *second*, *third*, and *fourth* (e.g., *Then, Next, After that, Finally*).

Presentation 2

15-20 mins.

With books closed, make a chart with four columns. Write the headings: *personal*, *family*, *academic*, and *work*. Ask students to brainstorm in groups with their books closed and come up with four items for each column. Then ask one or two member(s) of each group to go to other groups to see if they can add to their lists.

Workplace Focus

Exercise C: Complete tasks as assigned.
Exercise D: Interact appropriately with team members; Combine ideas and information.

C Read the goals below. Check (✓) any goals you have.

Ask students to work individually to complete this activity about themselves. Then, have them share their goals with the class. Ask them if there are any goals that are not listed that they would like to add based on the charts they made in their groups for Presentation 2.

Practice 2

10-15 mins.

D COMPARE Work with a partner. Complete the diagram.

Put students into pairs. You may choose to put stronger writers with weaker ones. After they have written the information. Have volunteers write their goals in a diagram on the board.

Evaluation 2

10 mins.

Observe students as they do the activity. Ask them follow up questions about the goals they have written. Correct spelling and grammar where necessary.

BEST PRACTICE

Pairing stronger students with weaker ones

Most classes have students of mixed abilities. This should not, however, hinder teachers from pairing students. The use of pair work is essential if you are to involve all members of the class. It is important to keep in mind that students will generally support and learn from each other. If teachers are worried about students with stronger abilities dominating their partners, they can assign tasks within the pairings that ensure that partners engage equally in the activity at hand.

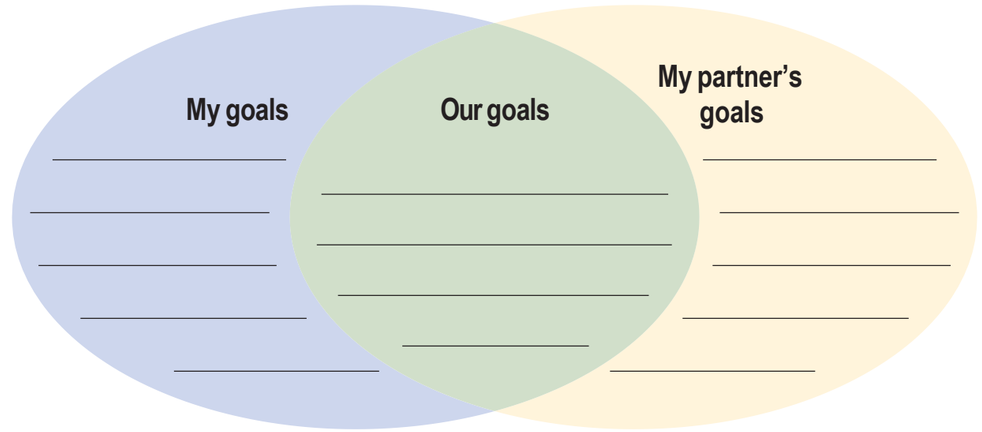
Instructor's Notes

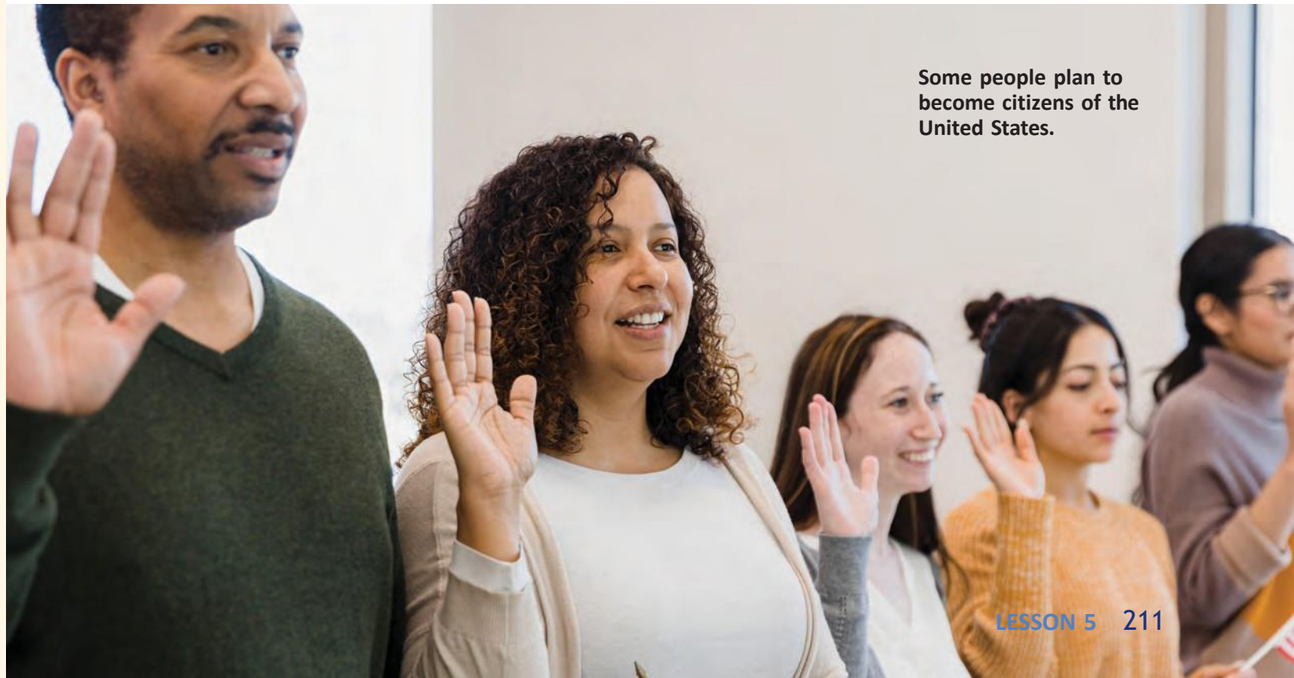
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C Read the goals below. Check (✓) any goals you have. Answers will vary.

- ☐ buy a house
- ☐ get married
- ☐ have children
- ☐ become a citizen
- ☐ get a job
- ☐ keep a job
- ☐ learn new skills at work
- ☐ get a promotion
- ☐ get a better job
- ☐ study English
- ☐ participate in child's school
- ☐ get a high school diploma
- ☐ go to college
- ☐ graduate from college

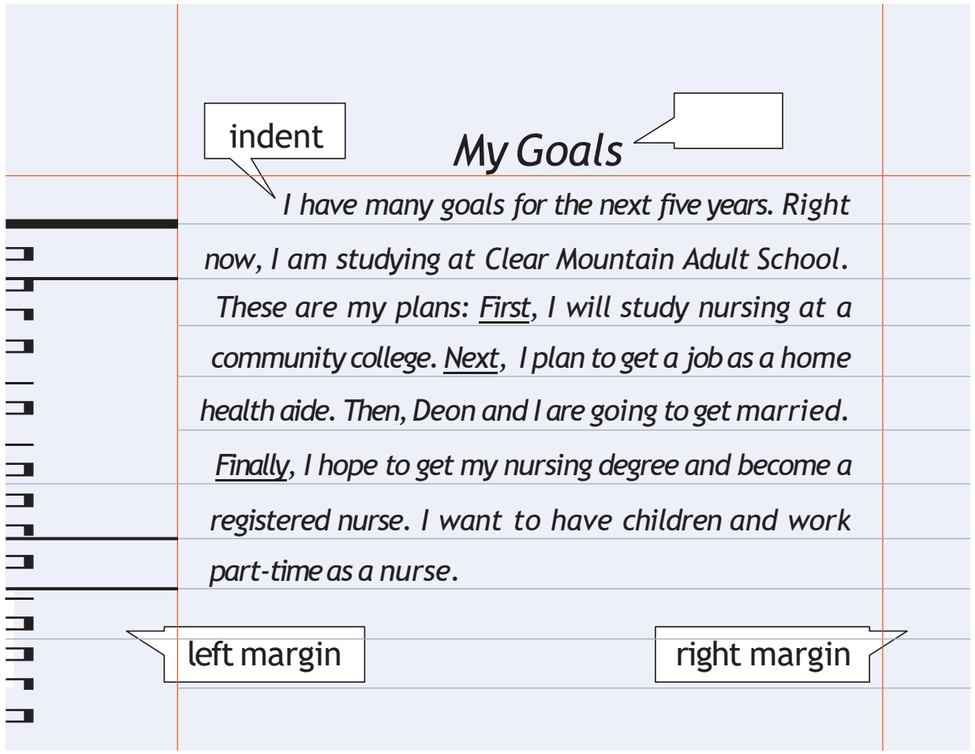
D COMPARE Work with a partner. Complete the diagram. Answers will vary.





Some people plan to become citizens of the United States.

E **Study the paragraph and the correct formatting with your classmates and teacher.**



F **Read the paragraph again. Look at the underlined words. What do they show?**

G **PLAN** **Write your plans for the next five years.** Answers will vary.

First, I _____.

Next, _____.

Then, _____.

Finally, _____.

H **CREATE** **Write a paragraph about your goals. Use the example paragraph in E as a model. When you are finished, share it with the class.**

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Presentation 3

10-15 mins.

The previous activities in this lesson are intentionally shorter to leave more time for this presentation and the following Practice and Application. You may choose to do this lesson over two days. Up to this point, students have been asked to write paragraphs, and they will write much more in the next level. This is a very good time to help them refine what they write.

E **Study the paragraph and the correct formatting with your classmates and teacher.**

To extend this activity, prepare the following in advance of the lesson. Type the sentences from the paragraph on to a document with spaces under each and cut the sentences into strips. Make enough copies so students can have one set of sentences per pair. Then ask students to put the strips in order to create a paragraph. When each pair is finished, ask them to open their books and compare their paragraph with the one in **E**. Go over the important points of the paragraph, including indenting, margins, and ordinal numbers.

Practice 3

10-15 mins.

Workplace Focus

Exercise G: Complete tasks as assigned.
Exercise H: Interpret and communicate information.

F **Read the paragraph again. Look at the underlined words. What do they show?**

G **PLAN** **Write your plans for the next five years.**

Give students plenty of time for this exercise.

Evaluation 3

5-7 mins.

Ask volunteers to write their sentences on the board in paragraph form and allow peer-editing if needed.

Application

20-30 mins.

H **CREATE** **Write a paragraph about your goals. Use the example paragraph in E as a model. When you are finished, share it with the class.**

Explain to them that *next* and *then* are interchangeable and that they can add another use of either of these two words into the body of their paragraph but to keep an eye on their punctuation because *then* is often not followed by a comma.

This would be a good time to check out the *Life Skills video* page for Unit 8 in the back of the book. The video can be found on the Spark platform.

Instructor's Notes

At-a-Glance Prep

Goal: Explore employment opportunities in education

Agenda

- ☐ Answer questions about an infographic.
- ☐ Have a discussion about cost of living.
- ☐ Listen to an audio and complete an outline about counselors.
- ☐ Read about characteristics.
- ☐ Research educational careers.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.4.3, 4.8.1, 6.6.5, 6.7.3, 7.4.4, 7.7.3

CCRS: R1, R2, R4, SL5, RF3, L2

ELPS:

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 10-15 mins.

Review key vocabulary and language points from the previous lesson by asking students to find a partner they didn't work with in the last lesson. Have them tell each other some of their goals, and then ask volunteers to report to the class on their partner's goals.

Introduction 5-10 mins.

In this lesson, students will explore employment opportunities in education.

Begin by asking students which careers they think might be part of this sector. Write a list of their suggestions on the board.

Presentation 1 15-20 mins.

A Read about the cost of living and study the map.

Explain the different parts of the chart.

Practice 1 5-10 mins.

Tell students to look at the chart below the map. Explain the meanings of the different jobs and categorizations. Review the way to say large numerical figures by asking a few comprehension questions that do not appear in **B**.

B In your notebook, answer the questions about the map.

Ask students to work individually and then to compare notes with a partner. This is a good opportunity for peer-editing. Elicit the answers from volunteers and ask them to explain how and where they found their answers. Write the answers in full sentences on the board.

Instructor's Notes

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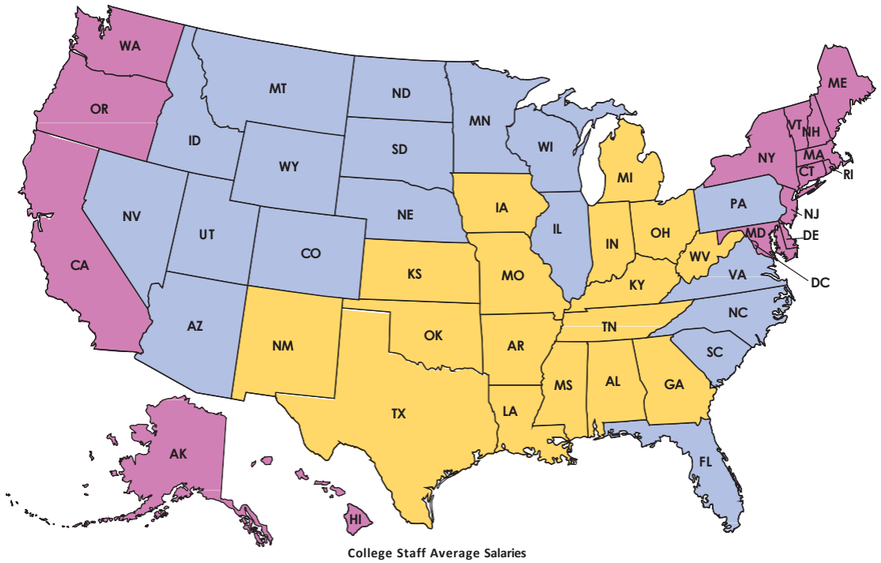
LESSON 6

Explore the Workforce

GOAL ▸ Explore employment opportunities in education

A Read about the cost of living and study the map.

In the United States, the cost of living is different from state to state. Cost of living is a calculation of the cost of things like housing, food, utilities, and other items people need to live every day. Most of the time, salaries are higher when the cost of living is higher. Within a state, the cost of living is often higher in big cities than outside mostly because of housing costs. Many colleges and universities are in big cities.



College Staff Average Salaries

	Teacher's Aide	Counselor	English Professor	Dean
Low Cost of Living	$52,012	$64,916	$90,707	$101,166
Average Cost of Living	$52,577	$67,942	$91,682	$106,890
High Cost of Living	$55,056	$75,486	$99,291	$116,681

B In your notebook, answer the questions about the map.

1. How much does an English teacher earn in states with high cost of living? $99,291
2. Compared to a high cost of living state, how much less does a counselor make in a low cost of living state? $10,570 less
3. Name three states with: a) a low cost of living, b) an average cost of living, and c) a high cost of living. Answers will vary.

C **Work in a group. Discuss which states you think have the best financial benefits for educators. Share your ideas with the class.**

D **Listen and choose all the statements that are true about counselors.**

- ☐ Counselors do students' homework for them.
- ☑ Counselors answer questions about classes at the school.
- ☑ Counselors help students' social skills.
- ☑ Counselors on average make over $60,000 a year.
- ☐ Counselors need only an Associate degree.
- ☐ Counselors need only a Bachelor's degree.
- ☑ Counselors usually need a Master's degree.
- ☑ Most states require counselors to get a credential or certific te.
- ☐ Most of the time, counselors work alone to get experience.
- ☑ Counselors often work with other counselors in internships to get experience.
- ☑ Counselors need analytical skills and compassion.
- ☐ Counselors need skills in sports to be successful.
- ☑ Counselors need good communication skills.

E **Complete the outline of the listening using the statements from D.**

Answers will vary. Sample answers given.

I. Introduction

a. Counselors help students answer questions about school.

b. They also help students' social skills.

c. Counselors make over $60,000 a year.

II. Education & Requirements

a. Master's degree

b. state credential or certific te

c. internship

III. Skills

a. analytical skills and compassion

b. good communication skills

F **Describe to a partner what a counselor is and what a counselor can do. Use E to help you.**

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Evaluation 1

5–10 mins.

Challenge the pairs to ask each other further questions about the table. Monitor them, paying special attention to grammar and ensuring they answer in full sentences. Ask some pairs to perform their question-and-answer sessions in front of the class.

C **Work in a group. Discuss which states you think have the best financial benefits for educators. Share your ideas with the class.**

Allow students sufficient time for these discussions. Tell groups to choose someone to present their answers and reasoning to the class once their discussions are finished.

Presentation 2

20-25 mins.

D **Listen and choose all the statements that are true about counselors.**

You may need to play the audio at least twice.

Listening Script

School counselors in colleges and universities help students mostly when they have questions about school. They also help them develop social skills like working with other students and teachers. A good counselor can motivate students to stay in school and finish their studies. Career counselors usually make on average over $60,000 a year. Being a counselor is hard work and often requires ongoing training.

School counselors usually have a master's degree and also need a credential or certificate from the state where they work. Counselors often have to complete an internship as well. An internship is an opportunity for students to work with an experienced counselor.

Students who want to be counselors need certain skills. Analytical skills are important. Counselors have to look at information about students' grades, interests, and tests to see how they can help them be successful. Counselors also need to have compassion. Compassion means they care about the students they are helping. They must work well with other people and have good listening and speaking skills.

Every college or university has counselors. A good counselor can make a big difference in students' lives.

Practice 2

15-20 mins.

E **Complete the outline of the listening using the statements from D.**

Play the audio at least twice. Ask students to check their answers and peer-edit with a partner before going over the answers as a class. Ask students if they heard any words they'd like to know the meaning of and explain the meaning to them. Clarify their understanding of the meaning by asking volunteers to say some example sentences. Remind students to make notes of new vocabulary and to practice writing example sentences with them to cement the words and their meanings in their minds.

F **Describe to a partner what a counselor is and what a counselor can do. Use E to help you.**

Direct students back to their answers in **E** and tell them to read them again before noting down an answer.

Instructor's Notes

Evaluation 2

20-25 mins.

After students use their notes to describe the role to their partner, tell them to work together to write a succinct answer which they can volunteer to read to the class. Listen to and write down a number of these answers on the board and come up with a clear answer or definition as a class.

Presentation 3

15-20 mins.

G This counselor from a community college is talking to a prospective student and a parent. Work with a partner. Discuss with a partner what you learned about a counselor position. Do you think you could do the work of this counselor with the right education?

Ask students to consider their skills and characteristics rather than their qualifications. They should assume they are qualified for the role in order to answer the question.

H REFLECT Check what is true about you.

Ask students if there are any words they don't understand in the options before starting the exercise.

I INVESTIGATE In a group, follow the steps, and research educational careers.

Tell students to consider the way they assign and choose roles in their team projects when doing this exercise. They should have researchers, writers, and presenter roles. They should come up with at least five new things they learned and explain them in detail, working on the way they will present their research together. When they have completed the exercise, ask the groups to present their research to the class.

J Choose a job title related to education. Go to a job search site online and see if there are any openings within 50 miles of your school or home. What is the job with the most posts?

Remind students how to use a distance feature on a job website before starting the exercise. Ask them to try to find two or three openings and to write down the job descriptions. When everyone has finished, ask some volunteers to read the job descriptions they found to the class. Then ask the class which type of education-related job has the most posts. Why do they think this is the case?

Instructor's Notes

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G This counselor from a Community College is talking to a prospective student and a parent. Work with a partner. Discuss with a partner what you learned about a counselor position. Do you think you could do the work of this counselor with the right education?



H REFLECT Check what is true about you. Answers will vary.

- ☐ I am friendly.
- ☐ I am a people person.
- ☐ I like spending time with others.
- ☐ I am organized.
- ☐ I am persuasive.
- ☐ I like speaking in front of people.
- ☐ I am compassionate.
- ☐ I like to help others.

I INVESTIGATE In a group, follow the steps, and research educational careers.

Answers will vary.

1. Go to your favorite search engine.
2. Type "educational careers."
3. Open at least three websites.
4. Write five new things you learn.

1. _____
2. _____
3. _____
4. _____
5. _____

J Choose a job title related to education. Go to a job search site online and see if there are any openings within 50 miles of your school or home. What is the job with the most posts?

Review

A **Use the words to complete the paragraph.**

Associate	Bachelor's	community	diploma	elementary

Children in the United States start _elementary_ school at fi e or six years old. Next, they usually go to a junior high school or middle school, and then to high school. When they finish high schoo , they receive a (n) _diploma_. After that, they can get a job, or go to a junior college or a (n) _community_ college for two years, where they get a(n) _Associate_ degree. They can also go to a university for four years and get a(n) _Bachelor's_ degree.

B **Match the words with the definitions.**

d	1. resident	a. finish high school or ollege
e	2. vocational	b. person who advises other people
b	3. counselor	c. related to studying
c	4. academic	d. person who lives in a country or state
a	5. graduate	e. related to your job

C **Ask three classmates about their goals. Write sentences about them.** Answers will vary.

1. _____
2. _____
3. _____

Learner Log I can set academic goals.
☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Focused listening, reviewing, evaluating, developing study skills
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Evaluate and reflect on progress.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes
■ 3+ hour classes

Standards Correlations

CASAS: 4.4.5, 7.1.1, 7.1.2, 7.1.3, 7.5.1
CCRS: RI1, RI2, W2, W3, W4, W5, L1, L2, RF3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 7-10 mins.

Put students into groups. Ask them to write as many new vocabulary words covered in Unit 8 as they can in a list. Set a timer for five minutes. When the timer goes off, ask students how many words they have. The team with the most words is the winner, but you should ask them to read the words so you can write them on the board and check that they are definitely in the unit. Afterwards, ask other groups to volunteer any vocabulary the winning group didn't mention. Then ask for volunteers to use some of the words from the board in sentences.

Introduction 5 mins.

Write all the goals from Unit 8 on the board. Show students the first page of the unit and say the goals. Explain that today they will review the whole unit.

Note: Depending on the length of the term, you may decide to have students do Presentation and Practice for homework and then review student work as either the warm-up or another class activity.

Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.

Practice 15-20 mins.

Workplace Focus

Exercises A, B: Complete tasks as assigned.
Exercise C: Interact appropriately with team members.

A Use the words to complete the paragraph.

Once everyone has completed the task, ask for a volunteer to read the paragraph out loud to the class. You may prefer to ask a number of volunteers to read each part of the passage that contains an answer.

B Match the words with the definitions.

Once students have completed the exercise, as you go through the answers, ask for volunteers to give you an example sentence with each word.

C Ask three classmates about their goals. Write sentences about them.

You could either put students in small groups to ask each other the questions or put them in pairs and have them interview each other, then team up with another pair. This is a good opportunity to have students who don't usually sit together interact.

BEST PRACTICE

Recycling / Review

The review and the project that follows are part of the recycling / review process. Students at this level often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten while learning other new concepts. This is because students learn but are not necessarily ready to acquire language concepts.

Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts.

Practice *(continued)*

Workplace Focus

Exercises D, E: Combine ideas and information.

D Read about Teresa. Use the words from the box to label the parts of the paragraph.

After the class has finished the exercise, go over the answers. You may want to find another example of a paragraph online or write one yourself, and ask them to label that too in order to make sure the terms and meanings have definitely sunk in.

E Write a paragraph about yourself. Use *plan to, hope to, want to, going to,* and *will* to talk about your future plans. Choose one of the titles below.

Depending on how confident you are that most students have understood the grammar well, consider modeling by writing a simple paragraph about yourself on the board before they start the exercise. Go over it carefully, and be sure to erase the paragraph before they begin theirs.

Instructor's Notes

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D Read about Teresa. Use the words from the box to label the parts of the paragraph.

indent	left margin	right margin	title

indent — *My Family* — title

My name is Teresa. I came to the United States two years ago. My husband works very hard. He is an auto mechanic here in Chicago. He plans to start his own business soon. We have a daughter. Her name is Graciela. I'm going to learn English, so I can help Graciela with her homework.

left margin — right margin

E Write a paragraph about yourself. Use *plan to, hope to, want to, going to,* and *will* to talk about your future plans. Choose one of the titles below. Answers will vary.

1. My Family
2. My Job
3. My Goals

Learner Log

I can write down goals.

☐ Yes ☐ No ☐ Maybe

Review

F **Read the goals and write *P / F* for personal or family goals, *V* for vocational goals, or *A* for academic goals.**

1. A get a high school diploma
2. P / F travel around the world
3. A / V learn programming at a trade school
4. P / F have two children
5. V get a part-time job
6. P / F buy a house
7. P / F read a novel
8. V work in a doctor's office

G **List resources where you can find help when you have a question about your education and career.** Answers will vary.

H **Use the correct form of the words in parentheses to express future plans.**

1. Kimberly will (will) work in a doctor's office someday.
2. Paul and Kimberly are going to (be going to) have a baby.
3. She hopes to (hope to) finish school before the baby comes.
4. He wants to (want to) get a better job before the baby comes.
5. They plan to (plan to) build a new baby's room in their home.

I **Complete the sentences about yourself.** Answers will vary.

1. I want to _____.
2. I hope to _____.
3. I plan to _____.
4. I am going to _____.
5. I will _____.

Learner Log

I can identify goals.	I can set work goals.	I can solve problems.
☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe

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Practice *(continued)*

F **Read the goals and write *P / F* for personal or family goals, *V* for vocational goals, or *A* for academic goals.**

When students are finished and you have been over the answers, ask for volunteers to give you a goal of their own for the different categories.

G **List resources where you can find help when you have a question about your education and career.**

Use this opportunity to remind students of where they can find this type of information.

H **Use the correct form of the words in parentheses to express future plans.**

Ask for volunteers to read each sentence out when the class is finished the exercise.

I **Complete the sentences about yourself.**

Evaluation 10 mins.

Go around the room and check on students' progress. Help individuals as needed. If you see consistent errors among several students, interrupt the class and give a minilesson or review to help students feel comfortable with the concept.

Presentation 5 mins.

Learner Log

Review the concepts of the Learner Log. Make sure students understand the concepts and how to complete the log.

BEST PRACTICE

Learner Logs

Learner Logs function to help students in many different ways.

1. They serve as part of the review process.
2. They help students to gain confidence and to document what they have learned. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use over and over to check and recheck their understanding of the target language. In this way, students become independent learners.

Practice 5 mins.

Ask students to complete the Learner Log.
Ask students to give examples for each of the statements covered.

Evaluation 2 mins.

Go over the Learner Log with students.

Application 5-7 mins.

Ask students to record their favorite lesson or page in the unit and to write an explanation of why it is their favorite.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.4.5, 4.8.1, 7.1.1, 7.1.2, 7.1.3, 7.5.1

CCRS: W2, W3, W4, W5,W6, W7, SL1, Sl2, SL4, RF3

ELPS:

S3: Speak and write about level-appropriate complex literary and informational texts and topics.

S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Workplace Focus

Combine ideas and information; Manage money; Make decisions; Exercise leadership roles; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information.

Soft Skill: Presentation Skills

5 mins.

Use Technology for Presentations

Direct students to the Presentation Skills information at the bottom of page 219. Take them through the information step-by-step, paying close attention to difficult vocabulary and harder to grasp concepts. Tell them they should keep this model and these tips in mind when putting together their presentation, if they are using technology to do so.

Introduction

In a group, you are going to make a timeline of your goals.

After forming teams, students will draw a five-year timeline for their team. Each student will add three personal goals to the timeline. Then the teams will present their work. Encourage students to use this opportunity to practice good nonverbal communication when presenting. Go through the tips above.

1. Form a team of three or four students.

2. Draw a timeline for your group for the next five years.

3. Each team member writes three goals on pieces of paper and puts them on the timeline.

4. Show your timeline to the other groups.

There is a timeline worksheet available on the Multilevel Worksheets section of the Spark platform. Ask the groups to share their timelines with another group as a practice session before presenting to the class. Tell groups to give the practicing group constructive criticism about the presentations, stating at least two things they liked, and at least one thing that could be improved on.

Portfolio

You are going to write a paragraph and make a timeline of your goals to include in your personal portfolio.

This activity is a synthesis of the themes of *Stand Out*. Individuals will make a personal portfolio, including a timeline and three paragraphs.

1. Make a timeline on a large piece of paper. On your timeline, write what you want to do for the next five years.

Have students make a personal timeline. They can make their own, or use the worksheet in the Multilevel Worksheets section of the Spark platform.

2. Write a paragraph about your family.

3. Write a paragraph about what you are doing now in your life.

4. Write a paragraph about your plans for the next five years.

You can simply ask students to do this in their notebooks, or they can use the worksheet in the Multilevel Worksheets section of the Spark platform.

5. Show your paragraphs to a partner and ask for comments. Use the comments to improve your writing.

Remind students that they should be constructive and highlight the positives as well as any errors or places where their peer's writing can be improved. You can have them simply write notes about their partner's work followed by verbal feedback, or you could hand out to students the editing checklist which is included in the Multilevel Worksheet on the Spark platform.

6. Make a cover sheet for your timeline and your paragraphs.

Either ask students to create their own, or provide students with the cover sheet worksheet in the Multilevel worksheets.

7. Present your portfolio to the class and read your paragraphs.

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Make a Timeline

SOFT SKILL ▸ Presentation Skills

In a group, you are going to make a timeline of your goals.

1. Form a team of three or four students.
2. Draw a timeline for your group for the next five years.
3. Each team member writes three goals on pieces of paper and puts them on the timeline.
4. Show your timeline to the other groups.

Portfolio

You are going to write a paragraph and make a timeline of your goals to include in your personal portfolio.

1. Make a timeline on a large piece of paper. On your timeline, write what you want to do for the next five years.
2. Write a paragraph about your family.
3. Write a paragraph about what you are doing now in your life.
4. Write a paragraph about your plans for the next five years.
5. Show your paragraphs to a partner and ask for comments. Use the comments to improve your writing.
6. Make a cover sheet for your timeline and your paragraphs.
7. Present your portfolio to the class and read your paragraphs.

PRESENTATION SKILLS

Use Technology for Presentations

Using a computer presentation program can help improve your presentation. It will also help you organize your ideas. For example, here is one way you can organize a presentation for this project.

Slide 1: Title and name of team members.
Slide 2: Team member 1 timeline and paragraph.
Slide 3–5: Other team members' timelines and paragraphs.
Slide 6: Summary of your team's work.

Tips for Preparing the Slides

1. Make sure the font size is big enough.
2. Keep the pages simple.
3. Use transitions between slides.

Tips for Presenting with Technology

1. Practice first.
2. Don't read slides. Keep eye contact with the audience as much as possible.
3. Don't block the screen.
4. Speak slowly and clearly.

About the Photo

This photo shows students who have benefited from the hard work of National Geographic Explorer Kakenya Ntaiya whose dream to give every girl in her community a chance to go to school and lead a violence-free life has been realized through the opening of schools and educational programs, that have helped to educate over 700 girls who may otherwise have missed out on the opportunity.

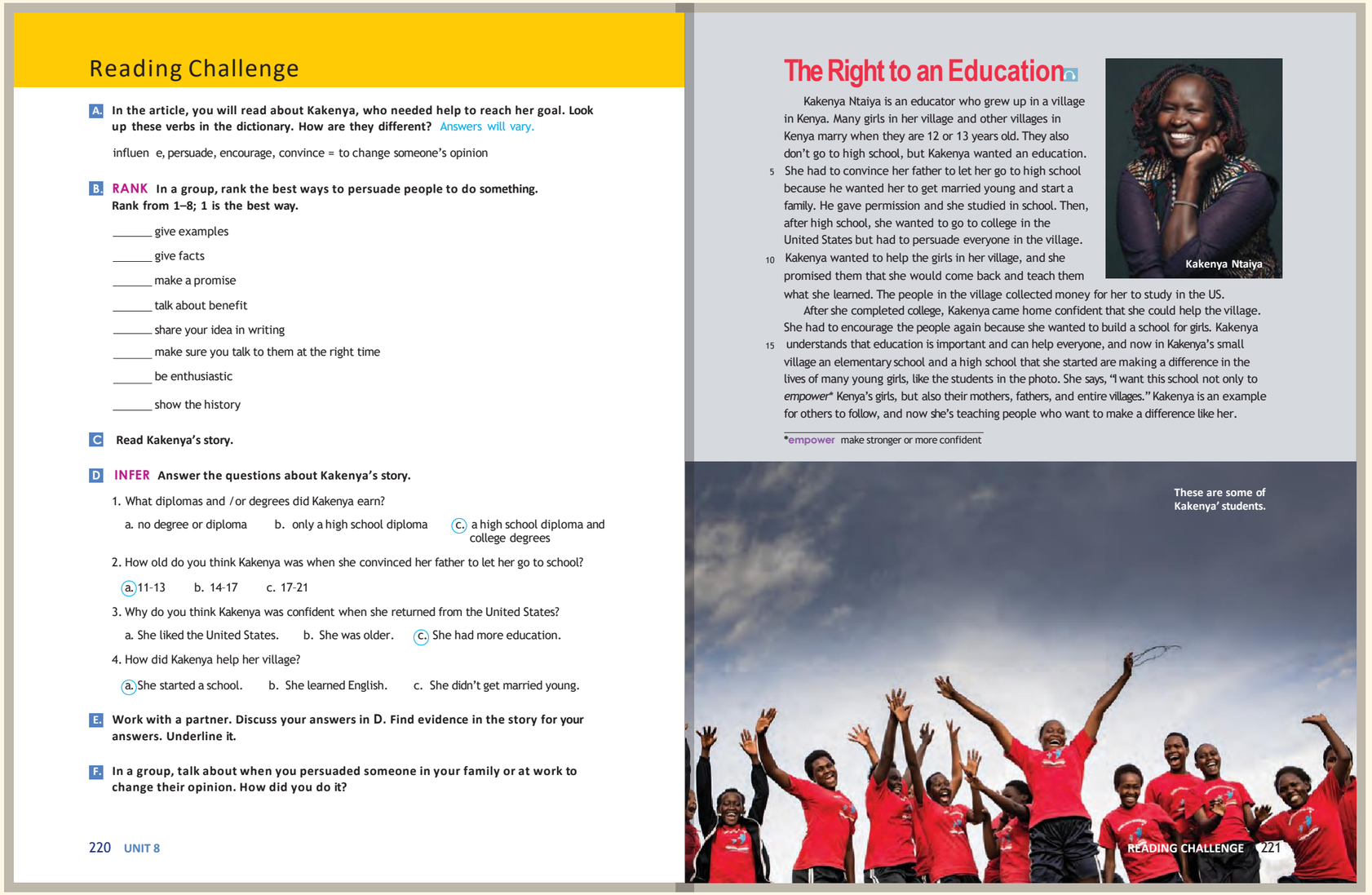
- Introduce the Explorer, Kakenya Ntaiya, as students look at the photo.
- Read the title out loud.
- Ask students what is Kakenya's plan. Then, ask students what they think the problem is for some girls in Kenya.
- Discuss as a class.

A In the article, you will read about Kakenya, who needed help to reach her goal. Look up these verbs in the dictionary. How are they different?

Encourage students to look up the words and write the definitions, then come to their conclusions independently. Then, ask them to compare their answers with a partner.

B RANK In a group, rank the best ways to persuade people to do something. Rank from 1–8; 1 is the best way.

Ask students to take a vote if they can't agree on their list. At least one student should write one sentence giving a reason for each choice being where it is in the list. When the groups have finished, ask them to present their lists and to explain their choices.



Reading Challenge

A. **In the article, you will read about Kakenya, who needed help to reach her goal. Look up these verbs in the dictionary. How are they different?** Answers will vary.

influen e, persuade, encourage, convince = to change someone's opinion

B. **RANK** **In a group, rank the best ways to persuade people to do something. Rank from 1–8; 1 is the best way.**

_____ give examples
_____ give facts
_____ make a promise
_____ talk about benefit
_____ share your idea in writing
_____ make sure you talk to them at the right time
_____ be enthusiastic
_____ show the history

C **Read Kakenya's story.**

D **INFER** **Answer the questions about Kakenya's story.**

1. What diplomas and / or degrees did Kakenya earn?
   a. no degree or diploma b. only a high school diploma (c.) a high school diploma and college degrees
2. How old do you think Kakenya was when she convinced her father to let her go to school?
   (a.) 11–13 b. 14–17 c. 17–21
3. Why do you think Kakenya was confident when she returned from the United States?
   a. She liked the United States. b. She was older. (c.) She had more education.
4. How did Kakenya help her village?
   (a.) She started a school. b. She learned English. c. She didn't get married young.

E. **Work with a partner. Discuss your answers in D. Find evidence in the story for your answers. Underline it.**

F. **In a group, talk about when you persuaded someone in your family or at work to change their opinion. How did you do it?**

220 UNIT 8

The Right to an Education

Kakenya Ntaiya is an educator who grew up in a village in Kenya. Many girls in her village and other villages in Kenya marry when they are 12 or 13 years old. They also don't go to high school, but Kakenya wanted an education. She had to convince her father to let her go to high school because he wanted her to get married young and start a family. He gave permission and she studied in school. Then, after high school, she wanted to go to college in the United States but had to persuade everyone in the village. Kakenya wanted to help the girls in her village, and she promised them that she would come back and teach them what she learned. The people in the village collected money for her to study in the US.

After she completed college, Kakenya came home confident that she could help the village. She had to encourage the people again because she wanted to build a school for girls. Kakenya understands that education is important and can help everyone, and now in Kakenya's small village an elementary school and a high school that she started are making a difference in the lives of many young girls, like the students in the photo. She says, "I want this school not only to *empower** Kenya's girls, but also their mothers, fathers, and entire villages." Kakenya is an example for others to follow, and now she's teaching people who want to make a difference like her.

*empower make stronger or more confident

Kakenya Ntaiya

These are some of Kakenya' students.

READING CHALLENGE 221

CASAS FOR READING

0.1.2, 0.1.5, 7.1.1, 7.1.2, 7.1.3, 7.5.1

CCRS FOR READING

RI1, RI2, RI6, RI8, RI10

READING STRATEGIES

Personalizing the Text

One thing that makes reading such a pleasurable activity is that readers generally personalize or relate to what they are reading. The depth at which one connects to a text largely depends on content. However, looking for common points that you share with the writer's work improves comprehension and builds interest.

C Read Kakenya's story.

Read the Reading Strategies section on this page before asking students to begin reading. Tell students to underline words they don't understand. When they have finished, ask volunteers to summarize the reading. Help them with their summaries by asking follow-up questions. Then explain any words students don't know. Finally, ask for four volunteers to read different sections of the passage out loud to the class.

D INFER Answer the questions about Kakenya's story.

Have students do this exercise by themselves.

E Work with a partner. Discuss your answers in D. Find evidence in the story for your answers. Underline it.

Tell students to underline the parts of the story that answer the questions and to discuss the reasons behind their choices with their partner. Ask some pairs to explain their answers to the class.

F In a group, talk about when you persuaded someone in your family or at work to change their opinion. How did you do it?

Provide students with an example of your own to model what they should share in their conversations. Ask for a volunteer or two from each group to explain another group member's story.

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About the Photo

These photos show content creater, TV presenter, and radio host Alex Sigrist at two different times in his life. Ask students to work in pairs to write a list of the differences between the photos. Then, ask them which photo they think is the newest. Why? (The one on the left is the most recent.)

Before You Watch

A Work in a group. Ask and answer the questions.

Allow time for this discussion. Draw a two-column table on the board with the titles *now* and *the past* and elicit answers from the groups. Write them down after the discussions are over.

B Match each word with the correct definition.

After going through the answers with students, challenge each student to write an example sentence using each of the new words based on the definitions. Ask for volunteers to read their sentences to the class. Correct any errors and write an example sentence for each of your own to clarify any confusion with the definitions.

C This video is called *Advice to My Younger Self*. Discuss with a partner what advice you think the video will give.

After the pairs have finished their discussions, write some predictions from each pair on the board.



Life ONLINE

Advice to My Younger Self

Which of these photos do you think Alex would use for his professional social media account? Why?

Before You Watch

A **Work in a group. Ask and answer the questions.** Answers will vary.

1. Which social media sites or messaging apps do you use? Why do you use them?
2. Do you use social media or messaging apps differently now than you did in the past? How?

B **Match each word with the correct definition.**

d	1. crush	a. a group of people born and living during the same time
f	2. embarrassing	b. a feeling of sadness or disappointment about a past action
a	3. generation	c. hidden from others; something that only a few people know
e	4. post	d. a person you have strong romantic feelings for
b	5. regret	e. put something online so many people can see it
c	6. secret	f. making you feel foolish or stupid

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C **This video is called *Advice to My Younger Self*. Discuss with a partner what advice you think the video will give.** Answers will vary.

While You Watch

D **Watch the video. Choose the correct word or phrase to complete each sentence.**

1. Alex says that his generation **grew up** / **got hurt** with social media.
2. Alex used his away message to send secret messages to his **mom** / **crush**.
3. Alex learned that posting something online means **everyone** / **only your friends** can see it.
4. Alex thinks the photos of him at parties in college are **embarrassing** / **fun**.
5. Alex wishes he had **fewer** / **more** photos and videos of traveling in South Korea.
6. Alex says he **wants** / **doesn't want** to change his past.

E **Watch the video again. What is NOT a piece of advice Alex gives?**

1. Don't post private messages for everyone to see.
2. Don't talk to multiple friends at the same time.
3. Don't post embarrassing photos.
4. Take lots of photos, but only post a few.

After You Watch

F **Work in a group. Discuss what Alex means when he says:** Answers will vary.

1. "My generation grew up with social media. I mean really *grew up*."
2. "As embarrassing as these internet life lessons were, I don't want to change the past."

G **Work with a partner. Write three pieces of advice you can remember from the video. Do you follow this advice in your own life? Are there any internet life lessons you have learned?** Answers will vary.

_____

_____

_____

LIFE ONLINE 223

VIDEO STRATEGIES

Multitasking

Tell students that it is possible to engage in another activity while watching a video. Ask students to think about a time when they were watching TV, for example, and doing something else simultaneously. Explain that this is called *multitasking*. Taking notes while listening and watching is an essential academic skill and a good assessment of how comfortable they are becoming with the language.

While You Watch

D Watch the video. Choose the correct word or phrase to complete each sentence.

Play the video once, then replay it, stopping where the answers appear and repeating what Alex says.

E Watch the video again. What is NOT a piece of advice Alex gives?

Elicit answers and then check by skipping to the part of the video where Alex provides the answer. Ask students if any of their predictions in **C** were correct. If so, which ones?

After You Watch

F Work in a group. Discuss what Alex means when he says:

1. "My generation grew up with social media. I mean really *grew up*."
2. "As embarrassing as these internet life lessons were, I don't want to change the past."

After their discussions, ask a representative from each group to present their answer and their reasoning.

G Work with a partner. Write three pieces of advice you can remember from the video. Do you follow this advice in your own life? Are there any internet life lessons you have learned?

Once pairs have finished talking, ask them to contribute to a list of life lessons on the board. Feel free to let this question lead into a more free-flowing and natural class discussion.

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Life Skills Video Practice

UNIT 1 What Does He Look Like?

A BEFORE Discuss the questions with a partner.

1. You find someone's wallet on the floor. What do you do?
2. Have you ever lost an important item? If so, what did you lose?

B WHILE Write *Mr. Patel, Mateo,* or *Timothy Roberts* to show who completed the action.

1. He leaves the store. Mr. Patel
2. He returns the wallet. Mr. Patel
3. He directs a customer to the boy's section. Mateo
4. He finds a wallet. Mateo
5. He shakes Mr. Patel's hand. Timothy Roberts

C AFTER Write *1st* for the *first customer* and *2nd* for the *second customer*.

1. Which customer is in their 30s? 1st
2. Which customer has brown pants? 2nd
3. Which customer has curly hair? 2nd
4. Which customer has a red shirt? 1st

UNIT 2 Do You Have the Receipt?

A BEFORE Discuss the questions with a partner.

1. Have you ever returned an item? If you have, what was it?
2. Why did you return the item?

B WHILE Watch the video and complete the parts of the conversation.

Mrs. Smith: Well, I want to (1) return this sweater, but I don't have the receipt.

Mateo: Well, you can (2) exchange it for something else in the store.

Mrs. Smith: Actually . . . I really like that (3) blouse over there.

Mateo: Well, maybe you can exchange this (4) sweater for that blouse over there.

C AFTER Read the statements. Write *T* for true and *F* for false.

1. Hector doesn't know how to use the cash register. T
2. Mateo takes a break. T
3. Mrs. Smith wants to return a green sweater. F
4. Hector tells Mrs. Smith she is his first customer. T
5. Mrs. Smith tells Mr. Patel she is not happy with the service at the shop. F

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UNIT 1 What Does He Look Like?

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Write *Mr. Patel, Mateo,* or *Timothy Roberts* to show who completed the action.

Read the directions out loud and write each name on the board. Then explain that students will write the name that shows who completed the action.

Play the video and have students watch and listen.

Play the video again. Then ask students to write the correct name next to each sentence.

Play the video once more and have students check their answers.

AFTER

C Write *1st* for the *first customer* and 2nd for the *second customer*.

Ask students to answer the questions based on their memory of the video.

UNIT 2 Do You Have the Receipt?

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Watch the video and complete the parts of the conversation.

You may need to play the video twice for this exercise.

AFTER

C Read the statements. Write *T* for true and *F* for false.

Ask students to answer the questions based on their memory of the video.

UNIT 3 Let's Make a Shopping List

A BEFORE Discuss the questions with a partner.

1. When you go to the supermarket, do you make a shopping list?
2. What items do you always buy when you go to the supermarket?

B WHILE Watch the video. Choose what Mrs. Sanchez needs to buy.

- ☑ two pounds of ground beef
- ☑ a dozen eggs
- ☐ an onion
- ☐ garlic
- ☑ a green bell pepper
- ☑ ketchup
- ☑ breadcrumbs
- ☐ milk
- ☐ salt and pepper
- ☑ oregano
- ☐ basil
- ☑ ice cream

C AFTER Number the events in the correct order.

- 4 Hector reminds his mother to buy ice cream.
- 3 Mrs. Sanchez reads her list.
- 5 Mrs. Sanchez thanks Hector.
- 2 Hector agrees to help his mother with the shopping list.
- 1 Hector enters the kitchen where his mother is writing a list.

UNIT 4 Every Penny Counts

A BEFORE Discuss the questions with a partner.

1. What do you spend too much money on?
2. What can you do to save money?

B WHILE Watch the video. Read the statements and write *T* for true and *F* for false.

1. Hector wants something to eat. T
2. Mr. and Mrs. Sanchez are making a family budget. T
3. The coffee maker breaks when Hector tries to use it. F
4. Mr. Sanchez hopes to save money on another item so he can buy a new microwave. T
5. Hector and his parents go shopping for a coffee maker. F

C AFTER In your notebook write one sentence with each of the words in the box.

budgets	earn	expenses	plan	save	spend

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UNIT 3 Let's Make a Shopping List

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Watch the video. Choose what Mrs. Sanchez needs to buy.

Ask students to watch the video, paying attention to what Mrs. Sanchez says.

Play the video again and ask students to take notes on the items Mrs. Sanchez mentions.

Have students read the list and then circle the items Mrs. Sanchez needs to buy.

Play the video once more and have students check their answers.

AFTER

C Number the events in the correct order.

Have students read the list of events.

Ask students to put the events in the order in which they happened in the video. Tell students to number the events 1–5, with 1 being the first e ent.

Review the exercise as a class. Then play the video once again to check answers.

UNIT 4 Every Penny Counts

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Watch the video. Read the statements and write *T* for true and *F* for false.

Play the video and ask students to watch and listen carefully. Replay the video. Have students complete the exercise. Play the video once more and have students check their answers.

AFTER

C In your notebook write one sentence with each of the words in the box.

Begin by clarifying meaning of the words by asking volunteers to define them

Then write an example or two of your own to model the exercise.

Ask students to write their sentences and, when they've finishe , ask volunteers to come and write some of their sentences on the board.

UNIT 5 Where Is the Post Office?

A BEFORE Discuss the questions with a partner.

1. What can you do at the post office?
2. How do you get to the nearest post office from your home?

B WHILE Watch the video. Choose the correct words to complete directions to the post office.

1. Get (off / down) at the mall.
2. Walk (towards / away from) the library.
3. Turn (left / right) on Nutwood.
4. The post office is (on / at) the left.

C AFTER Number the events in the correct order.

___4___ The man gives Naomi directions to the post office.

___3___ A man sits on the bench.

___1___ Naomi is sitting by herself on the bench writing to Tara.

___2___ Naomi writes that the people are very friendly.

___6___ Naomi's bus arrives.

___5___ The man gets on his bus.

UNIT 6 I've Got a Splitting Headache

A BEFORE Read the problems and give advice. Write your answers in your notebook.

Answers will vary.

1. I have a headache.
2. I cut my finger.
3. My stomach hurts.

B WHILE Watch the video and complete the parts of the conversation.

Hector: Mr. Patel, do we have any (1) ___aspirin___?

Mr. Patel: Let me guess. Mateo has a (2) ___headache___?

Mr. Patel: (3) ___Ibuprofren___ is a little stronger than the others.

Mateo: How much (4) ___should___ I take?

Mr. Patel: You (5) ___shouldn't take___ more than six per day.

C AFTER Match each sentence with the appropriate response.

___c___ 1. I have a cut.
___a___ 2. I have a headache.
___b___ 3. My stomach hurts.
___d___ 4. I'm very tired.

a. Would you like some aspirin?
b. Take some antacid.
c. You'd better clean it with alcohol.
d. You should get some rest.

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UNIT 5 Where Is the Post Office?

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Watch the video. Choose the correct words to complete directions to the post office.

Explain that students will complete directions to the post office.

Play the video and ask students to watch and listen.

Play the video again so that students can complete the directions.

Play the video once more and ask students to check their answers.

AFTER

C Number the events in the correct order.

Have students read over the events listed below.

Point out that the first one is done or them.

Review as a class through discussion or by playing the video once again.

UNIT 6 I've Got a Splitting Headache

BEFORE

Read the title and ask students what they think the video will be about.

A Read the problems and give advice. Write your answers in your notebook.

When students have finished the xercise, ask volunteers to read their responses to the class.

WHILE

B Watch the video and complete the parts of the conversation.

Play the video and ask students to watch and listen.

Play the video again. Then ask students to complete the conversation.

AFTER

C Match each sentence with the appropriate response.

Ask students to match each sentence with the appropriate response in the right-hand column.

Review as a class.

UNIT 7 Being on Time Is Very Important

A BEFORE Discuss the questions with a partner. Answers will vary.

1. Do you like to receive constructive feedback?
2. Why do you think giving and receiving feedback is important at work?

B WHILE Watch the video and complete the parts of the conversation.

Mr. Patel: Being on (1) ___time___ for work is very important.

Hector: I'll work (2) ___hard___ to get here early from now on.

Mr. Patel: That's good Hector. That's a very good (3) ___attitude___ to have.

Hector: I really am (4) ___doing___ my best to learn all about the job.

C AFTER Match each sentence with the appropriate response.

___c___ 1. I'm very pleased with your work.	a. I'll stay late tonight and catch up.
___d___ 2. You're late again.	b. I can type and enter data very fast.
___b___ 3. What kinds of skills do you have?	c. Thank you. I try my best.
___a___ 4. We are behind schedule.	d. I'll be on time tomorrow.

UNIT 8 Sounds Like a Good Plan

A BEFORE Discuss the questions with a partner.

1. Do you set goals for yourself?
2. Describe a goal that you achieved. What did you do to achieve it?

B WHILE Watch the video and complete the parts of the conversation.

Naomi: It teaches you how to (1) ___make___ goals and achieve them.

Naomi: "To be (2) ___successful___ in life, you need to set goals."

Mateo: (3) ___Goals___ give your life a sense of (4) ___direction___.

Naomi: "First, you need to (5) ___set___ your goal. Then, you need to make a (6) ___plan___ for achieving your goal."

Naomi: You have to make a plan that goes (7) ___step___-by-step.

C AFTER In your notebook, write the steps Naomi, Mateo, and Hector plan to take to achieve their goals.

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UNIT 7 Being on Time Is Very Important

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

WHILE

B Watch the video and complete the parts of the conversation.

Explain to students that they will watch the video and then complete the conversation.

Play the video and ask students to watch and listen carefully.

Play the video again. Then have students complete the activity.

AFTER

C Match each sentence with the appropriate response.

Explain to students that each sentence on the left has a response.

Review as a class by asking one volunteer to read a sentence and another to give the response.

UNIT 8 Sounds Like a Good Plan

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Watch the video and complete the parts of the conversation.

Tell students to watch the video and complete the conversation.

Play the video and ask students to watch and listen carefully.

Play the video again. Then ask students to complete the activity.

AFTER

C In your notebook, write the steps Naomi, Mateo, and Hector plan to take to achieve their goals.

Ask students to think about the goals Naomi, Mateo, and Hector spoke of in the video.

Ask students to write the steps they plan to take to achieve those goals.

Discuss as a class.

Vocabulary List

PRE-UNIT pp. 2–11

angry
frustrated
happy
nervous
number
sad
tired

UNIT 1 pp. 12–37

actor
aunt
blizzard
brother
career
cloudy
construction engineer
daughter
dust storm
eyes
father
firestorm
flood
foggy
food scientist
granddaughter
grandfather
grandmother
grandson
hair
heavy
height
hurricane
husband
mother
nephew
niece
nurse
old
parents
rainy
salesperson
short
sister
snowy
social worker
son
sunny
tall
thin
tornado
uncle
weight
wife
windy
young

UNIT 2 pp. 38–63

baseball cap
blouse
boots
coat
commute
dress
gig worker
gloves
hustling
income
isolation
jeans
juggling
pants
parental leave
sandals
scarf
shirt
shoes
shorts
skirt
sneakers
socks
suit
sunglasses
sweater
t-shirt
tie

UNIT 3 pp. 64–89

add
baker
baking needs
beverage
boil
bottle
box
breakfast
can
canned goods
carton
chef
chop
cook
dairy
dessert
dinner
drain
earnings
frozen foods
fruit
gallon
grains
hospitality
jar
loaf
lunch
main course
meats
mix
opening
peel
pound
produce
protein
restaurant manager
salad
sandwich
side order
soup
supermarket
training
vegetables
whip

UNIT 4 pp. 90–115

apartment
architect
armchair
ATM
balcony
bathroom
bedroom
bookcase
budget
cash
coffee table
condominium
couch
deposit
dining room
dining room table
drafter
dresser
electrician
end table
expense
for sale
house
inspector
kitchen
lamp
living room
mobile home
paycheck
plumber
pool
rent
withdraw
yard

UNIT 5 pp. 118–143

arcade
bank
bowling alley
city hall
clothes store
courthouse
department store
EMT
entertainment center
fast-food restaurant
fire station
firefighter
gas station
hardware store
hospital
library
movie theater
paramedic
pharmacy
police station
post office
safety
security guard
shoe store
shopping mall
911 operator

UNIT 6 pp. 144–169

aches and pains
antacid
arm
backache
chest
cold
cough
cough syrup
dental assistant
dental hygienist
directions
ear
emergency
exceed
eye
fever
foot
hand
head
headache
health care
heart problem
high blood pressure
leg
mouth
muscle aches
neck
nose
nursing aide
orderlies
pain reliever
persist
pharmacist
physical therapist
radiologic tech
reduce
registered nurse
runny nose
shoulder
sore throat
stomach
stomachache
stress
symptoms
tablets
teenagers
the flu
tooth (teeth)
toothache
uses
warning

UNIT 7 pp. 170–195

administrative assistant
apartment manager
badge
badge reader
blood pressure monitor
cashier
commitment
computer
computer programmer
construction worker
copier
delivery person
driver
home health aide
homemaker
hotel clerk
human resources specialist
landscaper
laptop
manager
musician
payroll clerk
plug
positive attitude
printer
punctuality
purchasing manager
retail salesperson
wheelbarrow
work habits
wrench

UNIT 8 pp. 196–221

adult school
Associate Degree
Bachelor's Degree
certificate
college
community college
cost of living
counselor
dean
diploma
GED (General Equivalency Diploma)
goals
graduate
Master's Degree
professor
trade school
university

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Irregular Verb List

Base Verb	Simple Past	Base Verb	Simple Past
be	was, were	give	gave
bring	brought	go	went
build	built	have	had
buy	bought	make	made
choose	chose	meet	met
come	came	put	put
do	did	read	read
drive	drove	see	saw
drink	drank	send	sent
draw	drew	sleep	slept
eat	ate	speak	spoke
feel	felt	teach	taught
fin	found	write	wrote

PRE-UNIT

The Verb *Be*			
Subject	***Be***	**Feelings**	**Example Sentence**
I	am	fine	I **am** fine. (I**'m** fine.)
You / We / They	are	nervous sad tired	You **are** nervous. (You**'re** nervous.) We **are** sad. (We**'re** sad.) They **are** tired. (They**'re** tired.)
He / She / It	is	happy angry frustrated	He **is** angry. (He**'s** angry.) She **is** frustrated. (She**'s** frustrated.)

Possessive Adjectives		
Pronoun	**Possessive Adjective**	**Example Sentence**
I	My	**My** address is 3356 Archer Blvd.
You	Your	**Your** phone number is (123) 555-5678.
He	His	**His** last name is Yang.
She	Her	**Her** first name is Lien.
It	Its	**Its** number is 10.
We	Our	**Our** teacher is Mr. Kelley.
They	Their	**Their** home is in Minneapolis.

Questions with *Can*			
Can	**Pronoun**	**Verb**	**Example Sentence**
Can	you	help speak answer repeat say spell	Can you help me? Can you speak slower? Can you answer the question? Can you repeat that, please? Can you say it again, please? Can you spell it, please?

UNIT 1

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.

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

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

Simple Present			
Subject	**Verb**	**Information**	**Example Sentence**
I / You / We / They	live eat go make play	in California lunch to school dinner soccer	I **live** in California. I **eat** lunch at 4:00 p.m. You **go** to school at 8:00 a.m. We sometimes **make** dinner. They **play** soccer on Saturday.
He / She / It	lives** eats* goes** makes* plays**	in California lunch to school dinner soccer	She **lives** in California. He **eats** lunch at 12:00 p.m. Nadia **goes** to school at 10:00 a.m. Gilberto **makes** dinner. She **plays** soccer on Friday.
Pronunciation: */s/ **/z/			

UNIT 2

Negative Simple Present			
Subject	**Negative**	**Base Verb**	
I / You / We / They	don't	wear	sandals.
He / She	doesn't		

Comparative and Superlative Adjectives		
Adjective	**Comparative Adjective**	**Superlative Adjective**
cheap	cheaper	the cheapest
expensive	more expensive	the most expensive

Present Continuous			
Subject	***Be***	**Verb + *-ing***	**Example Sentence**
I	am	wearing	I **am wearing** a sweater right now.
You / We / They	are		We **are wearing** shoes.
He / She / It	is		She **is wearing** sunglasses today.

	Near	**Not Near**
Singular	this	that
Plural	these	those

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UNIT 3

Questions with *Can*			
Can	**Pronoun**	**Base Verb**	**Example Question**
Can	I	take help	Can I take your order? Can I help you?
Can	you		Can you take my order? Can you take our order, please? Can you help me? Can you help us?

Some / Any	
Question	Do we need **any** milk?
Statement	We need **some** milk.

Count and Noncount Nouns		
Count Nouns	Use *many* with nouns you can count.	How *many* tomatoes do we need? How *many* pounds of tomatoes do we need?
Noncount Nouns	Use *much* with nouns you cannot count.	How *much* flour do we need? How *much* rice do we need?

Imperatives		
	Base Verb	**Example Sentence**
~~you~~	drain	**Drain** the water.
	chop	**Chop** the potatoes.
	peel	**Peel** the potatoes.

Negative Imperatives			
	Negative	**Base Verb**	**Example Sentence**
~~you~~	do not don't	boil	**Do not boil** the water. (**Don't boil** the water.)
		use	**Do not use** salt. (**Don't use** salt.)
		cook	**Do not cook** in the microwave. (**Don't cook** in the microwave.)

UNIT 4

Information Question	Answer
How much is the house?	It's $2,500 a month.
What kind of housing is Number 2?	It's a mobile home.
Where is the condominium?	It's on Shady Glen.
How many bedrooms does the apartment have?	It has three bedrooms.

Information Questions	
What is your name?	**How** long did you live there?
Where do you live now?	**Who** is your employer?
Where did you live before?	**What** is your position?

Modal: *Might*			
Subject	**Modal**	**Base Verb**	**Example Sentence**
I / You / He / She / It / We / They	might	spend	We **might** spend $300 a month on food.

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UNIT 5

Imperatives			
	Base Verb		**Example Sentence**
~~you~~	**go**	straight straight ahead	**Go** straight three blocks. **Go** straight ahead.
	turn	left right around	**Turn** left on Nutwood. **Turn** right on Nutwood. **Turn** around.
	stop	on the left on the right	**Stop** on the left. **Stop** on the right.

Present Continuous			
Subject	***Be***	**Base Verb + *ing***	**Example Sentence**
I	am	writing	I **am** / I'**m writing** this letter in English.
You / We / They	are	going	We **are** / We'**re going** to the mall.
He / She / It	is	eating	He **is** / He'**s eating** at the coffee shop.

Simple Past (Regular)		
Subject	**Verb (Base + *ed*)**	**Example Sentence**
I / You / He / She / It / We / They	talked	I **talked** with Marie.
	wanted	She **wanted** a sandwich.
	walked	We **walked** in the park.

Simple Past (Irregular)		
Subject	**Irregular Verb**	**Example Sentence**
I / You / He / She / It / We / They	went (go)	I **went** to the park.
	ate (eat)	She **ate** at the coffee shop.
	bought (buy)	We **bought** new dresses.
	send (sent)	They **sent** a letter.

UNIT 6

Adjective	Comparative Adjective	Superlative Adjective
serious	more serious less serious	the most serious the least serious
common	more common less common	the most common the least common

Simple Past (Regular)	
Subject	**Verb (Base + *ed*)**
I / You	walked.* (walk)
He / She / It	talked.* (talk)
We / They	smoked.* (smoke) played.* (play) waited.* (wait)

Simple Past (Irregular)	
Subject	**Verb**
I / You	had (have)
He / She / It	went (go)
We / They	said (say)

Simple Past: *Be*		
Subject	***Be***	**Example Sentence**
I / He / She / It	was	I **was** sick.
You / We / They	were	You **were** at the hospital.

Infinitives		
Subject	**Verb**	***to* + Base Verb**
I	need	to exercise.

Modal: *Should*			
Subject	***Should***	**Base Verb**	**Example Sentence**
I	should shouldn't	take	I **should** take two tablets.
You		chew	You **shouldn't** chew this tablet.
He / She / It		drink	He **shouldn't** drink alcohol with this medicine. She **should** take this medicine for a headache.
It		hurt	It **shouldn't** hurt.
We / They		swallow	They **should** swallow this tablet with water.

Ask and Answer with *Be* (Past)			
	Subject	***Be***	
Question	What	was	the most common profession in 2008?
Answer	Registered nurse	was	the most common profession.
Question	What	were	the professions with pay between 60k and 80k?

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UNIT 7

Future: *Will* (Affirmative)			
Subject	***Will***	**Base Verb**	**Example Sentence**
I	will	come	I **will come** to class on time.
You		listen	You **will listen** carefully and follow directions.
He		work	He **will work** hard.
She		understand	She **will understand** the job.
It		help	It **will help.**
We		have	We **will have** a positive attitude.
They		do	They **will do** their homework.

Future: *Will* (Negative)			
Subject	***Will***	**Base Verb**	**Example Sentence**
I / You	will not (won't)	come	I **won't come** to class late.
He / She		leave	He **won't leave** class early.
It		help	It **won't help.**
We / They		forget	We **will not forget** our homework.

Can	*Can't*
I **can** type.	I **can't** type.
He **can** type.	He **can't** type.

Simple Past (Regular)	
Subject	**Past Verb (Base + *-ed*)**
I / You / He / She / It / We / They	checked. worked. cooked.

Simple Past: *Be*	
Subject	***Be***
I / He / She / It	was.
We / You / They	were.

Negative Simple Past (Regular)		
Subject	***Did* + *not***	**Base verb**
I / You / He / She / It / We / They	did not (didn't)	check. work. cook.

Negative Simple Past: *Be*	
Subject	***Be* + not**
I / He / She / It	was not (wasn't).
We / You / They	were not (weren't).

Imperatives		
	Base Verb	**Example Sentence**
~~you~~	open follow print	Open the document. Follow the instructions on your computer screen. Print your document.

UNIT 8

Future Plans: *Want to, Hope to, Plan to*		
Subject	**Verb**	**Infinitive (*to* + Base)**
I / You / We / They	hope, want, plan	to study in school for three years. to graduate from college. to get married.
He / She / It	hopes, wants, plans	

Future Plans: *Be Going to*		
Subject	***Be Going to***	**Base Verb**
I	am going to	get a high school diploma.
You / We / They	are going to	participate in class.
He / She / It	is going to	buy a house.

Because			
Statement	**Reason**		
	Because	**Subject + Verb**	**Information**
Marie plans to go to college	because	she wants	to be a nurse.
Lien hopes to learn English		she plans	to go to college.
They hope to go to an adult school		they want	to learn English.
I want to go to a trade school		I want	to be a mechanic.

Future: *Will*			
Subject	***Will***	**Base Verb**	**Information**
I / You / He / She / It / We / They	will	go	to school for two more years.
		study	English this year.

Future: *Be Going to*			
Subject	***Be going to***	**Base Verb**	**Information**
I	am going to	take	the GED.
You / We / They	are going to	study	medicine.
He / She / It	is going to	go	to college.
Use *will* for something you hope to do in the future or for a promise. Use *be going to* for definite plans for the future.			

Because		
Statement		**Reason or Problem**
Carmen plans to go to college They hope to go to an adult school She asked for help He asked a friend	because	she wants to be a nurse. they want to learn English. she didn't speak English. he didn't have a job.

So		
Reason or Problem		**Statement**
Carmen wants to be a nurse, They want to learn English, She didn't speak English, He didn't have a job,	so	she plans to go to college. they hope to go to an adult school. she asked for help. he asked a friend.

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LIFE ONLINE VIDEO 1: Too Good to Be True?

Did you ever see a classified ad for your dream home with an unbelievably low price? Maybe the ad said this is a special opportunity. Or maybe the ad said that you have to send money immediately to rent that home! Bad news: that ad was probably a scam.

A scam is when someone tries to trick people into giving them money or information. Scams can happen over the phone, text, email, in online ads, and even in person. The people who do this are called scammers.

So, how do you know that something is a scam? And what can you do to protect yourself and your information from scammers?

Here are some tips to help you identify scams.

First, be careful if someone you don't know contacts you. Sometimes scammers pretend to be from a company you know and ask you to give them information, saying there is an urgent problem.

If you receive an email, look at the email address. Is the name in the email address the same as the sender's name? Does it have a lot of numbers or words that aren't spelled correctly? Are there a lot of words in all capital letters? These are all signs the email might be a scam.

If you get a phone call, ask the person for their name and their company's information. Then look for that information online. Have people reported a scam from this organization?

The most important rule is: If you don't know who the person is, do not give them any personal information—it is probably a scam. Only give this information to organizations you know, and only when *you* contact *them*.

Second, be careful if something seems too good to be true. Maybe you see an online ad for a nice car, a beautiful apartment, or some high-end electronics at a very low price. Make sure to do some research and ask questions.

What are normal prices for that product? Why is this one less expensive? Is there something wrong with the product?

Look at other online ads. Do you see the same photos somewhere else? Some scammers copy photos of other products and make ads for products that aren't real.

If you see a beautiful apartment for rent online, make sure you visit it before you sign a lease or pay a deposit. If you cannot visit, ask a friend to do it, but make sure that beautiful apartment is real.

Maybe you get a text from someone you don't know, telling you to click a link because you won a prize. Don't click that link! And don't write back. The best thing to do is to block that sender and delete the text.

Remember, if something seems too good to be true, it probably is.

Third, if you respond to an ad, does the seller make unusual requests? Do they ask for money before you talk to them? Do they ask you to pay them with gift cards?

If so, be very careful! Ask the person for a reference and don't do anything that makes you feel uncomfortable.

When renting a home, read your lease carefully and make sure you understand it before signing. And pay for your rent with a check, not cash. If someone does not let you do these things, they might be a scammer.

If a situation is very complicated or confusing, it's always a good idea to ask *why?* In one very famous scam, a stranger asks you to send them money so that they can send you even more money later. You know what happens? The scammer takes your money and never sends you anything in return . . . you don't want to be that person!

There are a lot of great opportunities out there. And if you are careful and you do some research, you will find the real opportunities and stay safe from scams.

LIFE ONLINE VIDEO 2: Advice to My Younger Self

Alex Sigrist: When you grow up, you make mistakes and get hurt. You touch a hot stove and you burn your hand. You learn to check if the stove is hot before touching it again.

Using the internet is the same, I think. My generation grew up with social media. I mean, really grew up. I've learned so many lessons using the internet for the last 25 years.

The first time I joined a messaging app, I was so excited to talk to friends. But it was different from using a phone. We could talk to multiple friends at the same time—and I did some embarrassing things. I can't believe I used to do this.

There was this thing called an "away message." When we were going to be away from the computer, we could leave away messages for our friends so they would know we were busy. Well, I was childish . . . dumb. I would leave away messages that were actually secret messages to my crush, hoping she would read them. For example, I'd leave song lyrics about a brown-haired girl, hoping my crush would realize it was about her.

If I could talk to my younger self, I'd tell me to never, ever do that. Everyone could read that away message. My classmates, my best friends, my little brother . . . everyone! I probably looked so pathetic.

Lesson number one: when you put something on the internet, everyone can see it.

The first year I went to university, a new social networking site opened up. Only college students could join it. We'd go to parties and post pictures. There were some photos that were beyond cringeworthy. What was I thinking?

A few years later, everyone could join it . . . including my mom. And, of course, she could see every single embarrassing picture I posted from my college days.

Lesson number two: don't post anything online that you wouldn't want your mother to see.

In 2009, I started posting videos online. They were fun videos. I had just moved to South Korea, and there were so many things I wanted to show my friends and family. It is such a cool country. The food, the people . . . everything about it!

And there were some embarrassing videos, for sure.

But when I look back at those videos, do you know my biggest regret? I didn't take more pictures and videos. I wish I'd known how precious those memories would become. I should have taken more pictures and videos, especially with those friends who are no longer in my life.

Lesson number three: Take lots of pictures and videos, but don't post all of them.

As embarrassing as these internet life lessons all were, would I change anything? Anything at all?

Nothing—I'd do everything exactly the same again. Why? Growing up is just a part of life.

We make mistakes, we learn from them, and we become better people. That's in real life and on the internet too. No regrets.

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Life Skills Video Scripts

UNIT 1 What Does He Look Like?

Mr. Patel: Good morning, Mateo.
Mateo: Good morning.
Mr. Patel: How is everything?
Mateo: Good.
Mr. Patel: Can you do me a favor?
Mateo: Sure. What is it?
Mr. Patel: I need to go out for a few minutes. Can you look over the store while I'm out?
Mateo: Sure. No problem.
Mr. Patel: Thank you. I'll be back soon.
Customer 1: Excuse me. I'm looking for a gift for my wife. Can you direct me to the women's section?
Mateo: Sure, that would be right over there.
Customer 1: Thanks.
Mateo: Can I help you find something
Customer 2: Yes, I'm looking for a shirt. Not for me—for my son.
Mateo: How old is your son?
Customer 2: He's 12.
Mateo: That would be in the boy's department. That's right over there.
Customer 2: OK, thanks.
Mateo: Um-hmm.
Mr. Patel: Hey, Mateo, I'm back. Was everything OK?
Mateo: I think so. But look what I found.
Mr. Patel: A wallet? Does it have a driver's license?
Mateo: No, but it has a credit card. It says Timothy Roberts.
Mr. Patel: Who was this person? Can you tell me what he looks like?
Mateo: Well, there were two customers, and I'm not sure which one left the wallet.
Mr. Patel: OK, can you describe the first cus omer? How old was he?
Mateo: Thirties.
Mr. Patel: And what did he look like?
Mateo: Bald, red shirt, khaki pants. And he needed something for his wife, so I directed him to the women's section.
Mr. Patel: Very good. Now tell me about the second customer.
Mateo: Forties, blond curly hair, blue shirt, brown pants.
Mr. Patel: Where did he go?
Mateo: He needed something for his son, so he went to the boy's section.
Mr. Patel: Very good. I'll see if I can find this Timothy Roberts.
Mateo: Forties, blond curly hair, blue shirt, brown pants.
Mr. Patel: Excuse me, are you Timothy Roberts?
Customer 2: Yes, I am. How did you know?
Mr. Patel: I might have something of yours. Are you missing anything?
Customer 2: I don't think so . . . Wait a minute . . . Where's my wallet?
Mr. Patel: Does this look familiar?
Customer 2: Yes, that's it. Thank you—very much!
Mr. Patel: You're very welcome, sir. I'm glad I could help.

UNIT 2 Do You Have the Receipt?

Mateo: OK. So you're sure you understand everything?
Hector: I think so. It doesn't seem too difficu .
Mateo: OK. Great. Well, I could use a break, so I'll be back in a few minutes. I will see you later.
Hector: OK. I'll see you when you get back.
Mrs. Smith: Hector?
Hector: Mrs. Smith! How are you?
Mrs. Smith: I'm fin , thanks. What are you doing here? I didn't know you worked here.
Hector: It's my first d y. And you are my first cus omer! How can I help you?
Mrs. Smith: Well, I have a little problem.
Hector: Really? What is it?
Mrs. Smith: I want to return this sweater.
Hector: Oh? OK. What's wrong with it?
Mrs. Smith: Well, my sister gave it to me for my birthday. But it's too big, and I don't really like the color. I don't usually wear red.
Hector: OK, let me see. Uh, do you have the receipt?
Mrs. Smith: Er . . . No, I don't. Do I need the receipt?
Hector: Yes, I think you do. Yes, you do need the receipt to return it.
Mateo: Hello, Mrs. Smith. Is everything OK?
Mrs. Smith: Well, I want to return this sweater, but I don't have the receipt. It was a present.
Mateo: Oh, I see. Well, you can exchange it for something else in the store. Do you see anything you'd like in the store?
Mrs. Smith: Actually, I really like that blouse over there.
Mateo: Well, maybe you can exchange this sweater for that blouse over there.
Hector: Here you are, Mrs. Smith. This looks just your size.
Mrs. Smith: Great. It's perfect. How much is it?
Hector: It is $59.50.
Mrs. Smith: Oh . . . the sweater was only 52 dollars. What can I do?
Mateo: Oh, that's OK. You can just pay the difference. That would be $7.50.
Mrs. Smith: OK, that's fin . Thanks, Mateo.
Mr. Patel: Hello, boys. Everything OK here?
Mrs. Smith: Why, yes, Mr. Patel. Everything is just fin . I wanted to return something, and Hector and Mateo have been very helpful.
Mr. Patel: Is that so?
Mrs. Smith: Yes. They helped me make an exchange. The service has been excellent. I think you have a couple of good employees, Mr. Patel.
Mr. Patel: Fantastic! Good work, boys!
Hector / Mateo: Just doing our jobs!

UNIT 3 Let's Make a Shopping List

Hector: Hey, Ma. What are you doing?
Mrs. Sanchez: Me? Oh, I'm just making a shopping list
Hector: That's a pretty long list. Are you making something special?
Mrs. Sanchez: Your favorite.
Hector: Meatloaf?
Mrs. Sanchez: Absolutely! Can you help me check the shopping list?
Hector: Sure, just read it to me and I'll check it.
Mrs. Sanchez: OK. Two pounds of ground beef.
Hector: We've got some chicken, but no ground beef.
Mrs. Sanchez: A dozen eggs.
Hector: We've only got one egg. I don't suppose that's enough.
Mrs. Sanchez: Hardly. What about onions?
Hector: We've got an onion and some garlic too.
Mrs. Sanchez: Good. Those are my secret ingredients. Um, look in the refrigerator again. Do we have a green bell pepper?
Hector: We have a red bell pepper. Isn't that good enough?
Mrs. Sanchez: Oh, no, we really need a green bell pepper. What else do we need?
Hector: Don't we need ketchup?
Mrs. Sanchez: Oh, that's right. One bottle of ketchup.
Hector: And bread crumbs. This is almost empty.
Mrs. Sanchez: Um, what about milk? Do we have any milk?
Hector: Yeah, we have a gallon of milk. Do we need any spices?
Mrs. Sanchez: Check the spice rack. Do we have any pepper and salt?
Hector: Yeah, we have plenty of pepper and salt. Don't we need oregano for meatloaf?
Mrs. Sanchez: Oh, yes! And we also need some basil. What would I do without you?
Hector: I guess you'd just make something simple. I just remembered something you forgot--the most important thing of all.
Mrs. Sanchez: Really? I think I wrote down everything we need.
Hector: Did you write ice cream?
Mrs. Sanchez: Oh, of course! How could I forget? Well, thanks, sweetie.

UNIT 4 Every Penny Counts

Mrs. Sanchez: Welcome home, dear. How was school?
Hector: Great, but really busy. I didn't have time for lunch.
Mrs. Sanchez: Oh, well, there's something in the refrigerator. Just heat it in the microwave.
Hector: OK. What are you guys doing?
Mr. Sanchez: Well, your mother and I are making a family budget.
Hector: Yeah?
Mr. Sanchez: We thought it might help us plan how we use our money. That way, maybe we can save some money.
Hector: What kinds of things are on the budget?
Mrs. Sanchez: Everything. We are making a list of all of our expenses, and then we can compare that with how much we earn. And that will help us estimate how much we have left over at the end of the month.
Hector: Sounds like a plan.
Hector: Hey . . . what's going on?
Mrs. Sanchez: Oh, no! That microwave is so old. It must be broken.
Hector: What about my lunch?
Mr. Sanchez: What about the microwave? Looks like we'll have to buy a new one.
Mrs. Sanchez: But I was planning to buy a new coffee maker. I don't think we have it in the budget to get a new microwave too.
Mr. Sanchez: But we need a microwave!
Mrs. Sanchez: OK. I guess I'll have to look for a microwave when I go to the store for the coffee maker.
Mr. Sanchez: Maybe we can save some money by not buying something else. That way we can pay for the microwave.
Hector: Hey . . . let's just all go the store together now, and that way we can look for a new microwave and a coffee maker.
Mrs. Sanchez: That's a good idea. Then the two of you can help me.
Hector: OK. That's great. Then we can stop at Casa Romero for lunch. I am so hungry!
Mrs. Sanchez: Now wait a minute, Hector. Eating out at a restaurant? I really don't think that fits our budge .
Hector: But Mom, I am so hungry. Please.
Mrs. Sanchez: Well . . . let's see if we can afford it. We do have some money set aside for entertainment-movies, dinner, things like that. But we've used most of it for this month already.
Hector: Don't we have any money for emergencies?
Mr. Sanchez: I hardly think that lunch is an emergency!
Hector: I am really hungry.
Mrs. Sanchez: OK, I think I have an idea.
Hector: What?
Mrs. Sanchez: Maybe you and I can go get the coffee maker and then we can pick up some pizzas on the way home.
Mr. Sanchez: And what about me?
Mrs. Sanchez: Well, you can stay here and fix the microwave. That way, we can save the money for a new microwave, and we can all have pizza for lunch!

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Hector: That sounds like a great idea, Mom. You're a genius!
Mrs. Sanchez: OK. Just let me get my things and we can go.
Mr. Sanchez: And I guess I'll get my tools and get started! That better be a really good pizza!

UNIT 5 Where Is the Post Office?

Naomi: Dear Tara, How are you? I'm fin , thank you very much. I miss you, but I really like Glendale so far. It's not too far from L.A. The weather is nice and sunny here all the time. There is only one small problem. I can't find a ything! Right now, for example, I am sitting at the bus stop. I need to find the post office. Which bus do I take? I don't know. Hmm . . . Somebody is sitting next to me at the bus stop. Maybe I will ask him . . . Excuse me.
Passerby: What?
Naomi: I'm sorry for bothering you. Can I ask a favor?
Passerby: Sure. How can I help?
Naomi: I need to find the post office. Do you know where the post office is?
Passerby: Yes. The post office is downtown.
Naomi: How do I get downtown?
Passerby: Take the Number 7. Get off t the mall.
Naomi: OK.
Passerby: Then walk towards the library. Turn left on Nutwood. Go straight three blocks. The post office is on the left. It's that simple.
Naomi: Oh, that is simple. Thank you very much!
Passerby: You're welcome. Here comes my bus. Good luck!
Naomi: Thanks again. Goodbye! Good news! I got directions to the post office. In case you want to know, it's downtown, three blocks from the library.The people here are very friendly. I think you would like it. Here comes my bus! Talk to you soon—Naomi

UNIT 6 I've Got a Splitting Headache

Mateo: Hey, Hector. What's new?
Hector: There was a fi e downtown last night. Did you hear about it?
Mateo: No, I didn't. What happened?
Hector: Two buildings burned. It was bad.
Mateo: Did anybody get hurt?
Hector: It doesn't say. There was a cat in one of the buildings. It jumped from a window and broke its leg.
Hector: Mateo, it was only a cat.
Mateo: I know, I know.
Hector: So don't cry about it.
Mateo: I'm not crying.
Hector: What's the matter, then?
Mateo: I've got a headache.
Hector: Is it that bad?
Mateo: Yeah, it's the worst headache I ever had in my life.
Hector: Why do you have such a bad headache?
Mateo: I think it's because I'm quitting coffee.
Hector: Do you drink that much coffee?
Mateo: About two cups a day. Is that a lot? Anyway, I decided to quit. And now I've got a splitting headache.
Hector: Well, quitting coffee will do that to you.
Mateo: Do we have any aspirin?
Hector: I'm not sure. I— Oh, Mr. Patel, do we have any aspirin?
Mr. Patel: Let me guess. Mateo has a headache?
Hector: How can you tell?
Mr. Patel: Let's check the first aid it. Let's see . . . alcohol, iodine, bandages, tweezers . . . Here we are. Ibuprofen, acetaminophen, aspirin.
Mateo: What's the difference?
Mr. Patel: They're very similar. They can all be used to treat headaches. Ibuprofen is a little stronger than the others, though.
Mateo: How much should I take?
Mr. Patel: Take one now, and then take another in four hours. You shouldn't take more than 6 per day, and you shouldn't take it for more than 10 days in a row.
Mateo: Hopefully my headache will be gone by then. Do you mind?
Hector: Hey, whoa, you'd better not. That's coffee.
Mr. Patel: Here, have some water instead.
Mateo: Good idea.

UNIT 7 Being on Time Is Very Important

Hector: Mr. Patel. Good morning.
Mr. Patel: Good morning, Hector. You're just in time.
Hector: Yes, sir. I know. I tried to get here earlier, but the bus was running late.
Mr. Patel: It's OK, Hector. You're not late. But try to come a little earlier so that you can prepare before you start working.
Hector: Yes, sir. I know, sir. I'll leave earlier tomorrow. I just didn't know that the bus was going to take so long.
Mr. Patel: Well, better safe than sorry. Being on time for work is very important, especially when you are just starting.
Hector: Thank you, Mr. Patel. I'll work hard to get here early from now on.
Mr. Patel: That's good, Hector. That's a very good attitude to have. Having the right attitude is very important for a good employee. You seem to be doing a very good job so far.
Hector: I am. I really am doing my best to learn all about the job.
Mr. Patel: I can see that. Mateo and the other employees tell me that you are very hard-working and you listen carefully when learning new things.
Hector: Well, I try. But sometimes it is a little confusing.
Mr. Patel: That's alright, Hector. Everyone makes mistakes sometimes. But if you listen carefully, are cooperative with the other employees, and are always helping the customers, I am sure you will do a very good job here.
Hector: Thank you, Mr. Patel, and I'm grateful for the opportunity to work here.
Mr. Patel: I'm really glad you feel that way. And some day in the future, the training that you get on this job is going to help you get another job.
Hector: Yes, I know. I'm not sure what I want to do in the future, but I know that the experience I get at this job will help me prepare for lots of other things.
Mr. Patel: That's true. And good work skills will always be very important.
Mateo: Good morning.
Mr. Patel: I'm so glad you could join us.
Mateo: I'm sorry I'm late, but . . .
Mr. Patel: No "buts"! We were just talking about the importance of good habits and being on time. And now you come in late.
Mateo: Mr. Patel, I told you . . .
Mr. Patel: You have been working here for a long time, Mateo. You should show Hector good work habits.
Mateo: But Mr. Patel, I told you last week that I would be a little late today.
Mr. Patel: You did?
Mateo: Yes, I had an exam today, remember? I explained to you that I would be a little late.
Mr. Patel: Oh . . . That's right. I totally forgot, but now I remember. Sorry about that, Mateo.
Mateo: Thanks for understanding, Mr. Patel.
Mr. Patel: Not a problem, Mateo. I just hope you did well on your exam. Persistence and perseverance. Those are good qualities to have too, Hector. You can learn a thing or two from Mateo.

UNIT 8 Sounds Like a Good Plan

Hector: Hey, Naomi.
Naomi: Oh, hi, you guys.
Mateo: Are you taking a break?
Naomi: Yes and no.
Hector: What do you mean?
Naomi: I'm not working, but I'm reading a book about goals.
Hector: What kind of book is that?
Naomi: Well, it's called a "self-help book." It teaches you how to make goals and achieve them.
Hector: That sounds interesting. What does it say?
Naomi: It says here: "It is becoming more and more difficult o get a good job and make enough money. To be successful in life, you need to set goals."
Mateo: That makes sense. Goals give your life a sense of direction.
Naomi: That's right! "First you need to set your goal. Then you need to make a plan for achieving your goal."
Hector: Could you explain that a little more?
Naomi: You can't just cross your fingers and s y, "I hope my dreams come true."You have to make a plan that goes step by step. My dream, for example, is to be a graphic artist. So, first I h ve to go to art school. Then I'll get an internship. That's my plan for the next three years.
Mateo: That sounds like a good plan.
Naomi: What about you, Mateo? What are your goals?
Mateo: Well, I enjoy working at the store. I like working with people and I like working with money. So I'm going to get a degree in business and management.
Hector: That's cool.
Mateo: Yeah. I want to get my degree. And if I get a job in a big store, I can become a manager.
Naomi: Wow! Sounds like you really know what you want to do.
Mateo: One day, I might even want to open a store of my own.
Hector: That would be great!
Mateo: And when I have enough money, I'd like to buy a house and a car of my own. Maybe even get married too!
Hector: Married? You don't even have a girlfriend!
Naomi: Well, it's good to know what you want.
Hector: I know what I want to do!
Naomi: Oh really? What's that?
Hector: I want to be a journalist.
Naomi: Hector Sanchez, the reporter. I can see it now!
Mateo: On the front page of the L.A. Times!
Hector: I'm already taking classes in journalism. And I want to get a job on the school newspaper.
Naomi: That's great.
Mateo: Good job, my man. Does that mean you're going to quit Patel's store?
Hector: Not just yet. It's good to take things step by step.
Mateo: Speaking of step by step, are you guys ready **to** go?

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PRE-UNIT

LESSON 1

B pg 3

Mario: Hello. What's your name?
Lien: My name is Lien.
Mario: Nice to meet you, Lien. I'm Mario.
Lien: Hi, Mario. Nice to meet you, too.
Mario: Welcome to our class, Lien.

C pg 3

Mario: Hello. What's your name?
Lien: My name is Lien.
Mario: Nice to meet you, Lien. I'm Mario.
Lien: Hi, Mario. Nice to meet you, too.
Mario: Welcome to our class, Lien.

Suma: Hello. What's your name?
Esteban: I'm Esteban. I'm new.
Suma: My name is Suma. Welcome!
Esteban: Thanks, I'm a little nervous.

Asad: I'm Asad. It's nice to meet you. This is my first d y.
Li: I'm Li. Welcome to the class. It's nice to meet you, too.
Abdul: Hello, I'm Abdul. What's your name?
Nadia: I'm Nadia. Are you new?
Abdul: Yes, I am. I hope this is a good class.
Nadia: It is. The teacher is great.

E pg 4

/m/ /m/ /m/
I'm nervous. We have a test.
I'm so sad. My friend isn't coming.
I'm tired. I didn't get very much sleep last night.
I'm happy. It's Friday!
I'm a little angry.
I'm frustrated because this is difficu .

LESSON 2

C pg 6

Ms. Parelli: Welcome to our class. It is great to have you here.
Abeo: Thanks. I'm a little nervous.
Ms. Parelli: No need to be. What's your name?
Abeo: It's Abeo — A-B-E-O — Amadi—A-M-A-D-I.
Ms. Parelli: OK, Abeo. Where do you live?
Abeo: I live on County Road—C-O-U-N-T-Y—in Minneapolis—M-I-N-N-E-A-P-O-L-I-S.
Ms. Parelli: Thanks. You're from Nigeria, right?
Abeo: Right. Excuse me. What is your name?
Ms. Parelli: It's Ms. Parelli.
Abeo: How do you spell that?
Ms. Parelli: It's P-A-R-E-L-L-I.
Abeo: It's nice to meet you, Ms. Parelli.

D pg 7

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 40, 50, 60, 70, 80, 90, 100

E pg 7

1. (619) 555-6391
2. (312) 555-5100
3. (786) 555-2852
4. (915) 555-5280
5. (323) 555-3967
6. (347) 555-1743

F pg 7

Marie: I'm new. Do I need to complete a registration form?
Teacher: Yes.I can help you. First, what is your phone number?
Marie: It's (508) 555-4769.
Teacher: OK, I have it. Where are you from?
Marie: I'm from Haiti.

Taxi Driver: Where to?
Aung: I live in Boyle Heights.
Taxi Driver: Oh. That's a little far.
Aung: I know, but I don't have time to take the bus.
Taxi Driver: OK, what is your address?
Aung: It's 6789 Third Street.

Luis: It is good to meet you. I hope we can talk again soon.
Maria: Of course. What's your phone number?
Luis: It's (860) 555-7892, and my address is 3745 Hamilton Street.

LESSON 3

D pg 10

Mr. Jones: Alicia, please write a sentence on the board.
Alicia: Excuse me?
Mr. Jones: Write a sentence on the board.
Alicia: I'm sorry, I don't understand.
Mr. Jones: I can help you.
Alicia: OK.

LESSON 3, PRONUNCIATION

Yes / No Questions

When we ask questions that have a yes or no answer, we raise the pitch of our voice on the last syllable of the sentence.

Can you help me?
Can you speak slower?

I pg 11

1. Stand up.
2. Sit down.
3. Open your book to page 33.
4. Say your address.
5. Repeat your address.
6. Close your book, look at the teacher, and say hello to the teacher.

UNIT 1

LESSON 1

D pg 15

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.

LESSON 1, PRONUNCIATION

Question Intonation

Is she married?
Where is Grace from?

F pg 16

1. Lien is from Ho Chi Minh City, Vietnam.
2. She is 28 years old.
3. She lives in Los Angeles.
4. Mario is 27 years old.
5. He also lives in Los Angeles.
6. He is from Mexico.
7. Mario and Lien are not married. They are friends.

LESSON 2

A pg 17

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.

H pg 19

Thank you all for coming to the party. I want to see how much I know about each of you, so I will start with Thanh and work my way around the room.

Thanh is a good friend. She lives in Seattle with her three sisters. I think my three brothers would be very interested in meeting them.

Ricardo and Patty, you've been married for four years and already have two children, right? Your children's names are Zack and Courtney.

I think Orlando has the most cousins of any of us. I understand you have 38 cousins. Wow! I hope you know all their names.

Maria, you are a great niece to me. I appreciate how you and your two sisters worked so hard to make this party happen. Sophie and I are happy to be here with our only child so far, Colleen.

LESSON 3

C pg 21

We studied Manny's class and came up with the following conclusions: There are seven people with brown eyes, and two people with blue eyes. There is even one person with green eyes. I think her name is Dalva.

LESSON 4

B pg 23

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.

D pg 24

Gilberto is very busy every day. He has plenty to do. For example, tomorrow, on the ninth, he will go to school and work, and then he will cook dinner when he gets home. On Saturday the nineteenth, he will work overtime. This is good financiall , but it's hard work. Gilberto plays soccer on Sundays, and this gives him a break. Gilberto also studies English. He goes to school fi e days a week. He goes to school Monday, Tuesday, Wednesday, Thursday, and Friday.

LESSON 5

B pg 26

Hello, everyone! Today's international weather map shows that Mexico City is cloudy with temperatures around 77 degrees. A beautiful day in the city of Port-au-Prince. Port-au-Prince is sunny with a warm

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temperature of 85 degrees. To the south, Rio de Janeiro is a sunny 95 degrees. We see that Ho Chi Minh City is cloudy with a temperature of 90 degrees, and the weather in Lagos is rainy with a daytime temperature of 88 degrees. Kabul is sunny and warm at a temperature of 72 degrees. Today's national weather report shows that New York City is snowy with a temperature of 32 degrees. Chicago is also snowy today with a cold temperature of 21 degrees. Los Angeles is foggy today with temperatures around 64 degrees, and San Francisco is windy with daytime temperatures of around 54 degrees. That's all for now. We'll be back with international weather updates in one hour.

READING CHALLENGE

A Shrinking Population

Family size around the world is shrinking. In 1950, the world fertility rate was fi e 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?

UNIT 2

LESSON 1

B pg 40 and **C** pg 40

The Hernandez family lives in a part of California where the average daytime temperature is over 60 degrees Fahrenheit in the winter months and 90 in the summer months. It is very common to see people in their free time wearing shorts, T-shirts, and sandals year-round. Most people wear sweaters or sweatshirts on cooler days, but many continue to wear shorts. This picture is in Los Angeles, and the temperature is 88 degrees.

The Hernandez family celebrates winter holidays in Colorado–1,000 miles from Los Angeles. People wear warm clothes for much of December. In Denver, it is common for the temperature in December to be around 6 degrees during the day. The Hernandez family packs warm clothes like heavy jackets, scarves, gloves, and long pants for their annual visit. This picture is in Denver, and the temperature is 10 degrees.

LESSON 2

F pg 44

Salesperson: May I help you, miss?
Customer: Yes, I want to buy these pants. Can you tell me how much they cost?
Salesperson: Of course. They are on sale, and I think the price is . . . Yes, they are $22.00 plus tax.
Customer: Thanks. I will get two pairs, please.

Customer: Excuse me. I want to buy these sneakers, gloves, and these socks. How much are they?
Salesperson: Well, let's see. The sneakers are $15.00, the gloves are $10, and I think the socks are cheap. Let me look—yes, they are $3.00 a pair. Good deal!

Customer: I need a scarf right away, but these are so expensive.
Salesperson: Well, they are not cheaper anywhere else. I think you will find th t $25.00 for a scarf is a good deal.
Customer: OK, and I also need a hat.
Salesperson: We do have hats on sale for $18.00.
Customer: That's the sale price?
Salesperson: I'm afraid so.

LESSON 3

B pg 46

1.
The Nguyen brothers live in Florida and are on their way to a party. One of the brothers is wearing a fl wered shirt and black shoes. He is ready to go and looking good!

2.
One of the brothers is bigger than the rest. He is wearing an extra-large, blue, striped, short-sleeved shirt.

3.
The most stylish of the brothers always wears long-sleeved shirts. He looks good in anything he wears.

4.
The oldest of the brothers is worried that he doesn't have fancy clothes to wear. He is wearing a large red sweater and work boots. He is a good-looking guy though, so it shouldn't be a problem.

5.
The youngest brother wears small shirts and often wears green pants. I think he thinks the color looks good on him.

6.
One final ord about the biggest guy. He usually wears black shoes and black pants.

LESSON 4

A pg 49 and **B** pg 49

Come to Sam's Uniform Company this Tuesday, Wednesday, and Thursday! We're having an end-of-season blowout sale! Do you want to save money? Of course, you do! Listen carefully for special coupon savings on select clothing.

Shop Sam's Uniform Company for big savings on men's shirts. Men's shirts are now only $22 with a coupon. You save $4! What a deal!

Big savings this month at Sam's Uniform Company! Women's pants—regularly $45—are on sale for only $36! Come in now before this special offer ends.

Today and tomorrow only—all Sam's sneakers are on sale for only $15.40. No coupon necessary!

We have baseball caps for every fan at Sam's. A special savings of $3 off all baseball caps or every purchase made with a Sam's coupon. Look for coupons in the mail or in your local newspaper.

LESSON 5

B pg 52

Customer: Excuse me. Can you help me?
Salesperson: Sure. What can I do for you?
Customer: I want a cap and a few other things.
Salesperson: What color do you want?
Customer: I want this black one, but it is too expensive.
Salesperson: Oh, I'm sorry. Maybe a yellow one?
Customer: I prefer orange.

C pg 52

1.
Customer: Excuse me. Can you help me?
Salesperson: Sure. What can I do for you?
Customer: I want a cap and a few other things.
Salesperson: What color do you want? We have an assortment.
Customer: I want this black one, but it is too expensive.
Salesperson: Oh, I'm sorry. Maybe a yellow one?
Customer: I prefer orange.

2.
Customer: My wife asked me to pick up an umbrella for her.
Salesperson: We have plenty of umbrellas. What color does she want?
Customer: She said she doesn't want anything plain, but it has to go with her brown dress.
Salesperson: How about this green one? It will look good with brown.
Customer: I'll take it!

3.
Customer: I really need some jeans.
Salesperson: We have blue jeans and black jeans. How about these blue ones?
Customer: No, thank you. I want the black ones.
Salesperson: OK, here you go. What size do you wear?

4.
Salesperson: Do you need some socks?
Customer: Yes, I need socks for running.
Salesperson: So, do you want some white athletic socks?
Customer: That would be great. Thanks.

F pg 53

1. That cap is yellow and this cap is orange.
2. That umbrella is red and this umbrella is green.
3. Those jeans are blue and these jeans are black.
4. These socks are white and those socks are yellow.

I pg 54

Manager: May I help you?
Customer: Yes, I want to return these jeans.
Manager: Yes, sir. Why do you want to return them?
Customer: They don't fi .
Manager: OK. Do you have the receipt?
Customer: Oh, no, I don't.
Manager: I'm sorry, you can't return them without a receipt, but you can exchange them.
Customer: OK. Maybe I will get those brown ones over there.
Manager: That's fin , sir.

REVIEW

D pg 59

1. Maria is wearing red pants and a pink blouse.
2. Alan is wearing new shoes and socks.
3. Marjorie and Paula are wearing beautiful dresses.
4. The children are wearing shorts.
5. I am wearing a suit and tie.
6. We are wearing coats.
7. She is wearing a new scarf.

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READING CHALLENGE

What do your clothes say about you?

Are you more intelligent if you wear glasses? Are you unprofessional if you don't wear a suit to the office? Many people think this is true. We all make assumptions about people based on their clothing. Tony used to work as a bartender. He says that he got bigger tips when he wore glasses. He also says that people thought he was more intelligent when he wore a nice shirt and tie. On the other hand, Tony says his friends think he seems arrogant when he wears a suit.

When we don't know a person, we make assumptions based on their appearance. These assumptions can be wrong, but first imp essions count, and if we want to show our professional side, we need to think carefully about what we wear. If two people attend a formal job interview, and one wears a suit while the other wears a T-shirt and jeans, what message does that communicate to the interviewer?

Our clothes tell a personal story and communicate messages. What stories will your clothes tell?

UNIT 3

LESSON 1

B pg 66

My name is Gabriel. I'm a cook in my father's restaurant. His name is Augustin. My mother, sister, and brother work here too. We have American food in our restaurant. I want to have some food from other countries too. Maybe someday we can have an international restaurant.

E pg 67

1.

Server: Good afternoon, sir. Are you ready to order?
Customer: Yes, thanks. I'm very hungry.
Server: We'll take care of that. What would you like?
Customer: I'd like the Super Burger.
Server: Great, the Super Burger Combo, right?
Customer: Yes. Can I have a dinner salad, too?
Server: Sure. Your food will be coming right up.
Customer: Thanks.

2.

Server: Hello. Can I take your order?
Customer: Yes. We would like two sirloin steaks—rare—with potatoes and the vegetable of the day.
Server: OK, two sirloin steak lunches. Do you want dinner salads with that?
Customer: No, thank you, but could you please hurry? We have an appointment in an hour.
Server: What would you like to drink?
Customer: Water is fin .Thanks.

3.

Server: Hi. Are you about ready?
Customer: Yes. Can I have the Caesar salad, please?
Server: Sure. Anything to drink?
Customer: Yes, a glass of milk would be great.
Server: OK, the Caesar and a milk.
Customer: Oh, and how about some fruit on the side?
Server: Sounds good. It will only be a few minutes.
Customer: Thanks.

LESSON 2

C pg 69

Every Thursday morning, Augustin and Silvia make a shopping list. They look at the food they have in the kitchen to make sure they only buy what they need and don't get extra food they may waste.

Augustin says they need ground beef. Silvia says they don't need turkey, and they don't need tuna fish or chicken. Augustin says they need ham and bacon. Silvia says they need lettuce, carrots, and tomatoes, and they don't need fresh fruit, sugar, or flou .

In the afternoon, Augustin visits different stores to buy the supplies. Meat is expensive, so he buys all the meat from a large store that only sells food for restaurants. However, he likes to visit the local market to buy fresh fruit and vegetables.

LESSON 2, PRONUNCIATION NOTE

Plurals in English can have one of three sounds. Listen:
/s/: carrots, soups, cakes
/z/: cartons, pounds, jars, bottles, loaves, bags, cans, gallons
/ɪz/: boxes, sandwiches. Make sure to add an extra syllable sound to these words.

H pg 71

1. How many bananas do we need?
2. How many bottles of oil do we need?
3. How much oil do we need?
4. How much flour do e need?
5. How many apples do we need?
6. How many pounds of apples do we need?

LESSON 3

B pg 72

Welcome to the Fresh Basket Cook Challenge! The show where it's free to shop and you cook till you drop. Today's cooks will take home $10,000! Here's your challenge.

First, you have to shop for fresh fruits and vegetables in the produce section. You have to use at least one seasonal fruit or vegetable in your dish. The produce section is on the right side of the store. From there, head to the meat section at the back of the store. You can pick any item in that section. Next, fill our cart with your favorite canned goods in Aisle 3, and then stop by Aisle 4 to pick up flou , sugar, and salt. You need to use those products in your dessert. From there, grab frozen foods from Aisle 5. In this aisle, you can also pick some ice cream to go with your dessert. Before you start cooking, don't forget to stop by the dairy section on the left side of the store. There we left a secret ingredient for each of you.
Are you ready? I can't wait to taste your food! Get ready. Set. Shop!

LESSON 3, PRONUNCIATION

Rhythm
Where are the cookies?

G pg 74

Manager: Can I help you?
Customer: Yes, I can't find se eral items. Do you think you could help me?
Manager: That's why I'm here. What do you need?
Customer: Well, I can't find the beet .
Manager: What kind do you want—canned, fresh, or frozen?
Customer: Canned, please.
Manager: OK, let's go over to the canned goods section—Aisle 3—to find the beet .
Customer: I also need muffi .
Manager: Those are in the bakery section—Aisle 2.
Customer: And the strawberries . . . I need frozen, please.
Manager: The frozen foods section is right here in Aisle 5.
Customer: Thanks so much. I suppose I can find the chicken breasts. They are with the other meats in the meat section—back of the store, am I right?
Manager: Yes, that's right.

LESSON 4

A pg 75

Nutrition means the food we eat and how much we eat of each food group. Good nutrition is important. When we eat good food, our bodies are stronger, and we stay healthy. MyPlate is a guide that helps people choose the best foods for a balanced diet. It's healthy to eat food from each of the main food groups.

LESSON 5

F pg 78

1.

Heat oven to 350 degrees. Combine cake mix, water, oil, and eggs in a large bowl. Pour mixture into a pan. Bake for 35 minutes.

2.

Fry ground beef. Drain excess grease. Cut tomatoes, onions, cheese, and lettuce. Fry corn tortillas until crisp. Add ground beef, cheese, tomatoes, and lettuce to the fried tortillas.

READING CHALLENGE

Healthy Choices vs. Budgets

Walk into most supermarkets, and you are faced with choices—maybe too many. The average shopper is looking for something cheap that will feed the family. Some shoppers will look for healthy choices for their families. Organic, natural, hormone-free, sugar-free, gluten-free . . . the choices are endless.

For years, only health food stores carried organic produce. Today, USDA Organic labels are on many products in our local supermarkets. Farmer's markets are no exception. For example, at Lancaster Central Market in Lancaster, Pennsylvania—the oldest farmer's market in the US—people can buy certified o ganic produce, eggs, and even fl wers!

Organic produce is grown without pesticides and is safer for the environment. So, if health food stores carry organic foods, does that mean they are healthier? The short answer is: probably. There are many studies looking at this question. We do know that there are small increases in some nutrients and very few pesticides in organic produce. So, if it is healthier, why not buy it? You probably already know the answer. Studies have shown that organic foods are as much as 47% more expensive!

So, it is up to you and your budget to choose organic or conventional. What will you do?

UNIT 4

LESSON 1

C pg 92

My name is Ernesto. My family and I moved from Venezuela to Fort Myers, Florida, last month. I have a good job here in Fort Myers, but we need to find a place to live. We are living with friends right now in a small house. We need to find a hous , apartment, condominium, or mobile home. We need to buy furniture and open a bank account too. We have a lot to do.

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LESSON 1 PRONUNCIATION

E

Stress and Rhythm

How **much** is the **house**?
What **kind** of **hous**ing is **Num**ber **2**?
Where is the condo**min**ium?
How many **bed**rooms does the a**part**ment **have**?

LESSON 2

B pg 95

1.
This large four-bedroom, three-bathroom house is the perfect rental. The house is older but in very good condition. The neighborhood is quiet and comfortable. There is a beautiful view from the balcony. This two-story house rents for $2,500 a month, and utilities are included.

2.
Come and see this small, one-story dream house. It's in a small and friendly neighborhood. This house rents for $1,800 a month. It has one bedroom, one bathroom, and a large kitchen. You will love it when you see it!

3.
This old and small two-bedroom, one-bathroom house has an interesting history—the same owner for 50 years. Rent it for an amazing $1,500 a month.

4.
If you want to rent a big home and money is not important, rent this very large fi e-bedroom, three-bathroom house with a swimming pool. $3,000 a month.

LESSON 3

B pg 98

Virginia: Ernesto, maybe we should talk about exactly what we are looking for. We really need to move right away.
Ernesto: OK, what are you thinking?
Virginia: We really need to decide on if we want a house or an apartment firs .
Ernesto: Well, I prefer a house if we can afford it. It has to be a three-bedroom house.
Virginia: We decided that we could afford up to $2,800 a month, right? Let's not spend more than that.
Ernesto Right. Are there homes that cheap that we can rent?
Virginia: We will have to research it. A house near schools and stores is important but not necessary.
Ernesto: And maybe a yard so we can finally get a do . That's not necessary, but I really want a dog.
Virginia: Yes, hopefully you will get your dog. You know how much I dislike stairs. Do you think we can find a on -story home? A two-story is OK, but I really don't want to deal with going up and down the stairs every time I need something.
Ernesto: Yes, I think that is a good idea. Some homes I looked at already don't have garages. Let's make sure it has a two-car garage. That is important.
Virginia: It sounds like we have a starting place. Let's start looking into it.

LESSON 4

B pg 101

Home 1
This three-bedroom, two-bathroom apartment is in the perfect location—near schools, businesses, and shopping. The kitchen is not new, but it is spacious and inviting. The three bedrooms are furnished. There is even a big yard.

Home 2
There are nice homes and then there are amazing ones. This apartment has a new kitchen and is near schools. You can entertain with the large living room and beautiful view. It is on the second floo , so we also have a very nice balcony that looks over the city.

Home 3
This house is in a beautiful area near schools and a park. It has three very large bedrooms and is ideal for a growing family. Please come and see the new appliances, including a dishwasher and a washer / dryer. Don't miss this chance!

Home 4
This apartment overlooks a school, and it also has a small yard of its own. It is great for families just starting out. It is inexpensive and, with its two bedrooms and two bathrooms, you will have a perfect room for the new baby! Come and see this terrific choi e.

LESSON 5

E pg 102

Ernesto and Virginia both work. They have to make a budget so they don't spend too much money every week. It is important that they keep track of everything they spend. Ernesto works for a company in Florida. He makes $3,000 a month. That is enough money for some things but not for everything his family needs.

Ernesto and Virginia look over their bills for the past year. They make a budget based on the amount they spent each month last year. They decide that they will spend $50 on gas and $70 on water. One of their big expenses is food. They shop every week and since their children are older, they have a lot to buy. They budgeted $1,100 a month on food.

They both drive a long distance to work, so they need money for gasoline and gasoline prices are going up. They budgeted $150 for gas. They speak to friends in Korea every month, so they also have to budget a lot for the phone bill. They decide on $250 a month for the phone.

Ernesto and his wife believe they should have a special night every week to go out to a restaurant or a show. They also want to go out as a family occasionally. Ernesto says they probably should budget a lot for entertainment, maybe $300 a month. Then they need to plan for things they need to repair around their apartment. Most of the time the landlord will pay for repairs, so they only budget $100 a month for household repairs.

LESSON 6

D pg 108

Most plumbers prepare for a plumbing career by doing an apprenticeship for four to fi e years. An apprenticeship is learning from an experienced worker, often on the job. Apprentice plumbers often receive 2,000 hours of paid work and some instruction. Most states require plumbers to get a license by taking an exam.

READING CHALLENGE

Helping Neighbors

A 19-year-old refugee from Afghanistan arrives in the United States, and the government supplies $1,000 for his first th ee months. That is not a lot of money to live on. Fortunately, Della Lamb Community Services in Kansas City, Missouri, finds him housing and p ys for his first and last mo th's rent through donations. Della Lamb helps refugees from other countries, like these teenage boys. They are refugees from Uganda. On this day, they were in a birthday celebration for refugees that Della Lamb organized.

Della Lamb is completely run and operated by volunteers. The many volunteers have special experiences that help form a strong community. This is a comment from one volunteer: "I had my son with me and it was such a great experience for him . . . it was a great exercise in looking at unit prices, generic brands, and balancing the amount we had to spend while reminding ourselves of the overall objective (to get them set up with basics in the house and enough food for a week, etc.). He asked me so many questions! He wanted to know if we would be able to meet them, what happens after they move in, do they speak English, how do they get jobs, and much more. He was very concerned about them! Very sweet.

The best part was when he said, 'Next time we do this, we'll . . . 'My heart!"

UNIT 5

LESSON 1

E pg 122

In Palm City, there are public services where you can take care of any type of business that you have. For example, in the center of town, we have City Hall and the courthouse. Other public services include banks, fi e stations, police stations, libraries, a post office, and a large hospital.

We also have many shops, including clothing stores and supermarkets. You can buy hammers and nails at the hardware store and go across the street and get something to eat at several fast-food restaurants. You don't have to drive far to find gas stations, a pharmacy, shoe stores and, of course, a very large department store.

Palm City is a great place to live. Here we have apartments, condominiums, houses, and even mobile homes.

LESSON 2

B pg 122

Marie lives in Palm City. She wants to send a gift to her friend in the Dominican Republic. She needs to learn how to send a package to her friend. She goes to the website of an international shipping company to find ou . She scans the page and finally decides to click on the "International" tab. If she doesn't see the information she wants, she can always click the search icon.

G pg 125

Student A: Where's the post office?
Student B: It's at 151 East Broadway Avenue.
Student A: What's the phone number?
Student B: It's (520) 555-6245.

H pg 125

Post Office: Hello, Jefferson Street Post Office.
Marie: I need to send some letters to family in the Dominican Republic tonight. Can I buy stamps there in the evening?
Post Office: No. This post office closes at fi e p.m., but the post office on East Broadway Avenue is open tonight.

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Marie: That's great. What is the address?
Post Office: It's at 151 East Broadway Avenue.
Marie: OK. Do you have the phone number?
Post Office: Yes. It's (520) 555-6245.
Marie: Thanks for your help. Goodbye.

Marie: Hello. I want to get a new library card and borrow some books to read. Can you give me the address of the library?
Librarian: Sure. We are at 125 East Broadway Avenue.
Marie: Thanks. And let me confi m the phone number. It is (520) 555-7323, right?
Librarian: Right.

Marie: Hello, my son wants to play baseball this summer. Is there a city baseball league for children?
Office worker: Yes, you can get information from our athletic center.
Marie: Great, what is the address and phone?
Office worker: 175 Main Street and the phone is (520) 555-3300.
Marie: Thank you so much.
Office worker: You're welcome. Call between eight a.m. and fi e p.m.

DMV: Hello, DMV.
Marie: I need to find out about getting a d iver's license. Can you give me some information?
DMV: Yes, of course. You have to start the registration process online. Then you have to make an appointment. I'll give you the number. Do you have a pen?
Marie: Yes. Go ahead.
DMV: The number is (520) 555-2778.
Marie: OK, great. Where is the office located?
DMV: It's at 375 Western Avenue. Our hours are eight-thirty a.m. to four p.m.
Marie: OK. Thanks!

Police 1: Police Department.
Marie: Hi. I lost my purse on the bus yesterday. I'm hoping someone turned it in?
Police 1: Hold on. I'll transfer your call to Lost and Found.
Marie: Thanks.
Police 2: Lost and Found.
Marie: Hi. I lost my purse on the bus yesterday.
Police 2: We have some purses, but you'll have to come into our office to identify it.
Marie: OK. What's your address?
Police 2: It's 140 West Broadway Avenue.
Marie: And what's your number?
Police 2: It's (520) 555-4867.
Marie: Thank you. Goodbye.

LESSON 3

E pg 127

Marie: Hello.
Ana: Hi, Marie. I'm here!
Marie: Where?
Ana: Here in Palm City.
Marie: Really? Where are you right now?
Ana: I'm at the intersection of Main and Lincoln.
Marie: Wow, that's great! You can walk here. Go north on Main. Walk straight ahead for three blocks and turn left on Fairview. Go one block and turn right. Turn left on Washington. My apartment is on the right at 133 Washington, Number 15.

F pg 128

1. You are at the intersection of Broadway and Main. Find the museum. Go north on Main one block and turn left. Go two blocks and it's on the right.
2. You are at the intersection of Carpenter and Commonwealth. Find the real estate office. Go east on Carpenter two blocks and turn right. Go one block and turn left. It's on the left.
3. You are at the intersection of Fairview and Trenton. Find the computer store. Go north on Trenton and turn left on Washington. Walk straight ahead one block and turn right. Then turn left and it's on the left.
4. You are at the intersection of Commonwealth and Radcliff. Find the coffee shop. Go straight on Radcliff two blocks. Turn right on Trenton. Walk a block. It is on your right.

LESSON 4

F pg 131

Dear Judy,
I am writing to tell you that I am staying with Marie in Palm City for one more week. I am having a lot of fun. Marie is very nice and kind. We went to the mall last night. Today we walked in the park on her lunch break.

This city is wonderful. The weather is warm most of the time. There are many parks, stores, and restaurants. There is good bus service. The bus goes around the city in an hour and stops near the shopping mall. The shopping mall has over a hundred stores, and I go there every day. The parks are very beautiful. There are a lot of palm trees and cactus plants. I will call you tomorrow.
Raquel

LESSON 5

C pg 133

Students, please listen carefully to the steps to writing a well-formatted letter. If you write letters that have good organization, the people you are writing to will understand better what you want to say. Always start with the date. Put the date on the left-hand side of the page near the top. Follow the date with your greeting. The greeting is a way to address the person you are writing to. You can use *dear* if it is a good friend or family member. Next, in the first pa agraph, say why you are writing. We call this the purpose. You might say, for example, "I am writing because," and then give the reason. The fourth thing you want to do is write a paragraph or more about all the things you want to say. We call this the body. The body can be followed by a closing sentence. This can be very short. For example, you might say, "I hope to see you soon," or you could say, "I will talk to you later." The sixth thing you should do is to give a closing. You can use *love* for a loved one, or *sincerely* to be more formal. Then add your name and you are done. Any questions?

READING CHALLENGE

Building Community in Hillsboro

Jaime Miranda, an immigrant from Mexico, grew up in Mexico City. His family migrated to the United States when he was nine years old, looking for a better life. They ended up in Oregon, where he was the first member of his family to get a high school diploma and attend college. He started a business in Hillsboro.

Hillsboro is a city of just over 100,000 people and is one of the most racially diverse communities in Oregon. People of all kinds make up the community. The Hillsboro website reads: "...big cities and large institutions don't necessarily produce greatness; people do."

Jaime decided to help other immigrants build their own businesses by starting a local swap meet called M&M Marketplace. It started with 20 businesses and, in just over 20 years, has grown to 80. Now the marketplace is open every weekend and has sports, entertainment, and recreation for all ages.

The website for M&M Marketplace reads: "...we want to invite people of all cultures and nationalities to be part of our market, thus contributing to our growth and cultural diversity."

UNIT 6

LESSON 1

G pg 148

Good health habits are very important, but many people don't follow simple health rules that will help them live longer and enjoy life more. For example, doctors say adults should exercise 30 minutes a day, but many people don't exercise 30 minutes in a week. Doctors also say that we should eat at least three balanced meals a day. Seeing the doctor is important, too. All adults should get a checkup once a year. Smoking is not healthy, so doctors agree that people should not smoke. Some doctors also believe we should take vitamins every day.

LESSON 2

C pg 150

Patient: Doctor, this cold is terrible. I have a runny nose, and I feel so tired.
Doctor: You may have the fl . Let's check a few things.
Patient: Is the flu dange ous?
Doctor: Sometimes, but you may just have a cold.
Patient: Do I need to stay home from work?
Doctor: Maybe. Let's find out first if the ru y nose is because of a cold or the fl .

Female: I am feeling really sick.
Male: What's the matter?
Female: I'm not sure. I do know that I have a terrible headache.
Male: Maybe you should sit down and get some rest.
Female: Maybe, but I have so much work to do.

Don: Hello.
Supervisor: Hello, Don. How are you feeling?
Don: Oh, not too well. I have a high fever.
Supervisor: When do you think you will be back to work?
Don: Probably not for another week. I am having trouble shaking this thing.
Supervisor: Well, just get a lot of rest. We are thinking of you.
Don: Thanks.

Female: You don't look very well.
Male: Yes, I am a little under the weather.
Female: You are sick? What's the problem?
Male: I have a cough that won't stop. I've been hacking all day.
Female: I have some cough syrup you can try. It has worked for me in the past.

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Nelson: Marie, why do you have your hand to your throat?
Marie: I have had this same sore throat for three days. It hurts to talk.
Nelson: Maybe you shouldn't talk then.
Marie: That's a good idea, but I have to answer phones for my job. You know I am a receptionist.
Nelson: Maybe it is time to stay home.
Marie: Maybe.

D pg 150

A cold and the flu a e similar illnesses and have some of the same symptoms. The symptoms of a cold are a low fever, a sore throat, a headache, and a runny nose. People usually have a cold for one or two weeks. People with the flu eel very tired and sick. They often have a high fever, a dry cough, a headache, and muscle aches. Just like a cold, people can have the flu or one or two weeks. Many people get a cold or the flu e ery year and hate them both!

LESSON 3, PRONUNCIATION

Notice how we pronounce the end sound when speaking about the past.
/t/: walked, talked, smoked
/d/: played
/ld/: waited

C pg 152

After three years, my life changed. I was tired a lot. I went to the doctor, and he said to stop smoking. I didn't know smoking was bad for my heart. He said it was very dangerous to smoke because I could get cancer or have a heart attack. I continued to smoke and three months later, I had a heart attack.

LESSON 3

E pg 153

Receptionist: Good afternoon. Alliance Medical Offices. How can I help you?
Yasir: I need to make an appointment with Dr. Hernandez.
Receptionist: Very good. What's your name?
Yasir: Yasir Abdi.
Receptionist: And, Yasir, are you a new patient?
Yasir: Yes, I am.
Receptionist: Why do you want to see the doctor?
Yasir: I'm tired all the time.
Receptionist: What's your date of birth?
Yasir: June 28, 1971.
Receptionist: Where do you live?
Yasir: 1427 Hamilton Street.
Receptionist: What's your phone number?
Yasir: It's (212) 555-5755.
Receptionist: When can you see the doctor?
Yasir: Anytime on Monday or Tuesday.
Receptionist: Dr. Hernandez can see you at ten a.m. on Tuesday.
Yasir: Fine. Thank you.
Receptionist: How will you pay? Do you have insurance?
Yasir: No, I don't. I'll pay by check.
Receptionist: That's fin .We'll see you then.
Yasir: Thank you. Goodbye.

G pg 154

1.
Receptionist: What's your name?
Patient: Yasir Abdi.
Receptionist: And, Yasir, are you a new patient?
Patient: Yes, I am.
Receptionist: Why do you want to see the doctor?
Patient: I'm tired all the time.
Receptionist: When can you see the doctor?
Patient: Anytime on Monday or Tuesday.
Receptionist: Dr. Hernandez can see you at ten a.m. on Tuesday.
Patient: Fine. Thank you.
Receptionist: How will you pay? Do you have insurance?
Patient: No, I don't. I'll pay by check.
Receptionist: That's fin .We'll see you then.
Patient: Thank you. Goodbye.

2.
Receptionist: Hello. Can I help you?
Patient: Yes. This is Ming Nguyen—M-I-N-G, N-G-U-Y-E-N. I need an appointment to see the doctor. I have terrible headaches every day.
Receptionist: Every day?
Patient: Yes. Every day for a week now.
Receptionist: Can you come in at three p.m. today?
Patient: That would be fin .
Receptionist: Do you have insurance?
Patient: No, I will pay cash.
Receptionist: Sounds good. We will see you at three.
Patient: Thanks. Goodbye.

3.
Receptionist: Hello. Dr. Angelo's office. What can I do for you?
Patient: I need an appointment as soon as possible.
Receptionist: Is this an emergency?
Patient: No, not really. I need to see him about the stomachaches I have after I eat certain foods.
Receptionist: OK. You can come in next Monday at two o'clock in the afternoon.
Patient: That sounds fin ,but isn't there anything sooner?
Receptionist: I'm afraid not. What's your name?
Patient: My name is Michael Chan—C-H-A-N. Do you take credit cards?
Receptionist: Yes, we do. We take all major credit cards.
Patient: Thanks. I'll see you then. Goodbye.

4.
Receptionist: Hello. Can you hold, please?
Patient: No. This is very important. My brother, Antonio Marco, is a regular patient with you and he has a very bad toothache. He also has a fever.
Receptionist: Come right in.
Patient: Right now?
Receptionist: Yes, right now.
Patient: Thanks! We have dental insurance.
Receptionist: Excellent. We will be waiting for you.

5.
Receptionist: Hello. Dr. Albert's office. Can I help you?
Patient: Yes, my throat hurts a lot.
Receptionist: Do you want an appointment?
Patient: Yes, I do.
Receptionist: Are you a new patient?
Patient: No. My name is Sam Hosker—H-O-S-K-E-R. I was there last week for a physical.
Receptionist: Oh, yes, Mr. Hosker. When can you come in?
Patient: I can come in at six o'clock today.
Receptionist: That's a little late, but I think the doctor can see you then.
Patient: Can I pay by check?
Receptionist: Yes, of course.
Patient: Thanks very much.

LESSON 4

G pg 157

Alexi: Doctor, I am not sure I understand your instructions.
Doctor: OK, let's go over them again. It is very important that you understand.
Alexi: Yes, I know. I just forget easily.
Doctor: That's OK. You can read all about it here on the back of the medicine. It says, "Take three pills two times a day with water."
Alexi: Water?
Doctor: Water is best, but you can take it with juice if you like.
Alexi: Thanks. Is it OK to drive?
Doctor: No, you shouldn't drive. It says that here, under "Precautions." Oh, and take aspirin every day too.
Alexi: OK. I will take the aspirin and the other medicine as you have directed me. Thank you!

LESSON 5

D pg 159

Operator: 911. What is your emergency?
Teresa: It's a medical emergency.
Operator: What's the problem?
Teresa: My friend is having chest pains.
Operator: I will send an ambulance immediately. What's the address of the emergency?
Teresa: The address is 9976 West Burma Street.
Operator: What's your name and phone number?
Teresa: My name is Teresa, and my cell number is (502) 555-4334. Please hurry!

F pg 159

1.
Operator: 911. What's your emergency?
Rodrigo: Please help! My house is on fi e, and it is very serious.
Operator: What is your address?
Rodrigo: It's 3562 West Fallbrook Avenue.
Operator: And your name, sir?
Rodrigo: Rodrigo Martinez.
Operator: I am calling the fi e department now. Please do not go back into your house.
Rodrigo: No, I won't. Thank you so much!

2.
Operator: 911. What is the emergency?
Anya: I think my cousin is having a heart attack!
Operator: Please try to stay calm. Is your cousin conscious?
Anya: Yes, but she is having sharp chest pains.
Operator: I will send the paramedics. What is your name and address?

3.
Operator: 911. What is the emergency?
Caller: I lost my wallet, and I think someone stole it.
Operator: You were robbed?
Caller: Yes, I guess so. I think a man bumped into me and took it right out of my pocket.

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Operator: Where are you?
Caller: I am on the corner of Walnut and Wall Street.
Operator: I will send a police unit there immediately.

4.
Operator: 911. What's your emergency?
Caller: I am sick and really can't move. Please send the paramedics.
Operator: Are you in pain?
Caller: Yes, it is my chest.
Operator: You have chest pains?
Caller: Yes, and I am dizzy and very uncomfortable.
Operator: I will send the paramedics ASAP. What is your name and address?

LESSON 6

D pg 162

a. Certified Nursing ssistants work in hospitals and nursing and residential care facilities. A nurse usually gives them jobs to do. They help patients with daily activities.
b. Registered Nurses, or RNs, take care of patients and give medication. They also keep records and talk to health providers. Registered Nurses help patients understand their treatment.
c. Licensed Practical Nurses take vitals and give medication when directed by doctors and Registered Nurses.
d. An Advanced Practice Registered Nurse, or APRN, can diagnose problems and manage patients. They can order tests and, in some states, they can also prescribe medication.

READING CHALLENGE

A Dangerous Passion

Renan Ozturk is a Turkish-American rock climber and photographer. His mother is American, and his father is Turkish. He has climbed some of the world's most dangerous mountains. He often climbs with no ropes and only a little equipment. Renan likes to film his climbs and share his experiences with people. When he is climbing, Renan says to himself, "No mistakes," because just one mistake means he could fall.

In 2011, Renan had a terrible accident in Jackson, Wyoming, but he wasn't climbing. He was skiing with friends and fell 1,000 feet. His friends called the Jackson Ski Patrol, who rushed Renan to a medical center. He broke bones in his neck, and he had a serious head injury. He needed to wear a neck brace for three months.

Renan almost died, but he loves being outdoors, and he loves climbing. Five months after the accident, Renan was climbing again, and in 2019, he climbed the highest mountain in the world.

UNIT 7

LESSON 1

B pg 172

Dasma is an English student in Dearborn, Michigan. She needs a job. She had several jobs before she started studying. She was a cashier and an administrative assistant. She's a good worker and a good student. She comes to school on time every day, participates, and has a positive attitude. She helps other students and they help her.

Good work habits are very important in the United States. Employees who come on time, work hard, and cooperate are more successful than other employees. Good work habits in the classroom are similar to good work habits in the workplace.

E pg 173

Patricia: Hello, Dasma. Please come in.
Dasma: Thank you.
Patricia: As you know, I evaluated you yesterday. I want you to know that we appreciate your work. I especially appreciate your attitude. You are always so happy and cheerful. I gave you an E for "Exceeds expectations" on your attitude.
Dasma: Thank you. I guess I am cheerful because I am so happy to work here.
Patricia: Well, it shows. Now, let's go down the list. I also gave you an E for "Attendance." You are doing great, you always come in on time. I gave you a good for "Quality of Work." Your communication skills and attention to detail are noted.
Dasma: Thank you. I really try to do a good job.
Patricia: I know. Keep it up. I have given you "exceeds expectations" on "Commitment," and "Relations with Others." You are becoming a great employee. I can tell that you have a commitment to the company because you help other employees often and try to be a positive person communicating with them.
Dasma: What is this NI?
Patricia: That means "Needs Improvement." You will want to learn as much as you can over the next six months so we can rate you as *good* or *exceeds expectations* here. For now, under "Job Knowledge," I had to give you an NI.
Dasma: OK, I'll work on it! Thank you.

H pg 174

1. I will come to school on time every day.
2. Barry won't smoke in class.
3. We will participate in groups.
4. You will have a positive attitude.
5. They will not forget their notebooks.
6. I will listen carefully.

LESSON 2

E pg 177

Interviewer: Thank you for coming in for this job interview. Let's go over your application. It says here that you worked from June 2016 to November 2019 as a cashier. Is that right?
Dasma: That's right. I collected money.
Interviewer: Did you also help customers?
Dasma: Yes, I did. It was a great job. Also, you see that from December 2019 to November 2022, I was an administrative assistant. I typed letters, wrote reports, and scheduled meetings.
Interviewer: Did you answer phones?
Dasma: No, I didn't.

LESSON 3, PRONUNCIATION

Stress

Place stress on words or syllables that are important in a sentence:
Who is a hard worker?
Silvia is a hard worker.

What kind of worker is Silvia?
Silvia is a HARD worker.

D pg 179

Esteban: Gloria, I really need a job right away. I don't speak a lot of English and don't have much experience, but I know I can work really hard. What do you think I should do?
Gloria: Let's look online and see what we can fin .
Esteban: Good idea. Here we go. Here's one. It says, "no experience necessary" and it pays $11 an hour. Maybe I should call them.

Gloria: Esteban, do you have good organizational skills? Here's a full-time job in an office.
Esteban: I'm not very organized. Maybe that's not a good job for me.
Gloria: You can learn those skills easily.
Esteban: I don't think I want to be in an office all day.
Gloria: Well, I think you should look at full-time jobs too.

Esteban: Look, Gloria! Here's a job that says they will train me to cook. I love to eat, so maybe this is the best job for me. Only it doesn't say anything about the pay.
Gloria: You cooking? That is a lot of work!
Esteban: You know that I don't mind working hard.

Gloria: Maybe you should be a driver. You can do that job with no problem. You have a commercial driver's license and can follow directions. You work hard too.
Esteban: That's the job for me. I'm going to apply for the driver position.

LESSON 4

B pg 181 and **C** pg 181

Ms. Cardoza: Good afternoon, Ms. Shir. Please sit down. I have your application here. You were a desk clerk at the Fairview Hotel and before that you were a cashier. Is that right?
Dasma: I was an administrative assistant at the Fairview Hotel. I wasn't a desk clerk.
Ms. Cardoza: Oh, yes, that's right. What kind of work did you do?
Dasma: I checked reservations and wrote emails.
Ms. Cardoza: So, you didn't answer the phone or talk to guests?
Dasma: No, I didn't talk to guests, but I learn quickly and speak many languages.
Ms. Cardoza: Did you work in the evenings?
Dasma: No, I didn't work in the evenings. I finished t six-thirty p.m.
Ms. Cardoza: Thank you, Ms. Shir. We will call you.

LESSON 5

B pg 184

It is important that you follow the instructions carefully while using this copier. Using the copier in any other way can cause paper jams and many other problems. First, open the lid. It will automatically start the machine. Next, place the original on the glass. You will see arrows to direct you where you should place the original. Next, close the lid and then choose the number of copies. If you don't choose anything, it will automatically make one copy. If you choose too many copies, you can cancel and try again. Finally, press the start button and wait for your copies.

LESSON 6

F pg 189

Administrative assistants need good skills in writing standard English. They can learn these skills in English as a Second Language classes, standard English classes, and business writing courses at

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community colleges, adult schools, private language schools, vocational business schools, or through e-learning. If you pay close attention to detail and work hard, you can achieve your goals. If you have good writing skills, the quality of your work will improve your chances of getting a job.

READING CHALLENGE

Hard Work or Passion?

With every experience come new perspectives that can shape futures. Finding your passion and working hard can lead to success and joy. This is true for Elizabeth Dinamarca Clarke.

Eli traveled to the United States in 2001 from her native country of Chile. She wanted to learn English and then return to her country to work at a bank or in finan es. She looked for a program that was not too expensive in Southern California. She found a free program at Santa Ana College.

Her first xperiences in school changed her view on life. She studied hard both day and night and learned what she called "this crazy language." She also started tutoring others and teaching computer classes at the school while she studied English. She saw the passion of several teachers who today are her mentors and friends. These role models helped her develop a love for English, and her feelings about the future changed. She found her passion! She decided to learn English quickly and well so she could one day help other immigrants.

It wasn't easy, and it took a lot of dedication, but Eli completed a Master's degree program in San Diego. Now she has a full-time teaching position at MiraCosta College. Eli teaches English and computer classes to immigrants who want to learn the language. There is no doubt that she teaches with the same passion and love for her students that she experienced more than twenty years earlier.

UNIT 8

LESSON 1

C pg 198

Kossi is from Togo. Togo is a country in West Africa. Kossi's career is important to him. He wants to be a pediatrician one day. He loves kids and likes to help people. He is studying English and wants to get an Associate degree in science firs . Then he plans to go to a university. He is working in a hotel and also as a medical assistant to make money so he can go to school. Kossi knows that he will need to work very hard to be successful and reach his goals.

E pg 199

Goal setting is important because it helps people think about their future and work toward it. If we don't have goals, it may take us longer to get what we want in life. It is important to set goals that are difficu , but goals that we can really reach. For best success, we should review our goals often and we should write them down.

F pg 199

My name is Carmen Mendoza. I'm from Guatemala. I came to the United States two years ago. I have many plans for my education. My goal is to be a counselor for adults. Maybe I can work in an adult school or a college. I want to speak English better, and I want a better job. Right now, I work at night, and I'm very tired all the time, so I don't like my job. I plan to get my high school diploma, and then I want to go to college to study counseling. I need to attend a university to be a counselor. When I graduate, I want to get a good job. I want to keep that job and maybe buy a house or condo with the money I earn. I want to move to a safer neighborhood. I don't know if I'm going to get married or become a US citizen, but I know I need a good education.

LESSON 2

D pg 201

In adult schools, you can learn English, but many students decide to go on and study more after they learn a little English. For example, some adult schools have high school classes, and you can earn a high school diploma. Other adult schools have classes to help you prepare for a test. If you pass the test, you earn a GED, or General Equivalency Diploma. This diploma is similar to a high school diploma. Certific tes for specific t ades, like nursing, computer programming, and mechanics, can be earned from trade schools, some junior colleges, and some adult schools. You can also earn an Associate of Art or an Associate of Science degree from these schools. A Bachelor of Arts or Bachelor of Science degree is something adults earn from a four-year college or university course. After earning a bachelor's degree, adults can study more and receive additional degrees.

E pg 202

High School Diploma

Some adult schools have high school classes where you can earn a high school diploma.

Certificates

Certific tes for specific t ades like nursing, computer programming, and mechanics can be earned from trade schools, some junior colleges, and some adult schools.

BA / BS Degree

These are called Bachelor of Arts or Bachelor of Science degrees. Adults earn these degrees from a four-year college or university.

GED

Some adult schools have classes to help you prepare for a test. If you pass the test, you earn a GED, or General Equivalency Diploma. This diploma is similar to a high school diploma.

AA / AS Degree

This is called an Associate of Arts or an Associate of Science degree. Adults earn this degree from a two-year junior or community college.

Graduate Degree

After earning a bachelor's degree, adults can study more and receive additional degrees.

Adult Schools

These schools are sometimes free. Students learn basic skills like reading and writing. They can learn about jobs and computers. These schools can help students get their GED and some certific tes.

Junior Colleges / Community Colleges

These schools are not expensive for residents. They offer two-year academic, technical, and vocational courses. They help students prepare for universities or jobs. Students can study part time in the evenings or on the weekends.

Colleges / Universities

These schools prepare students for jobs and careers. They are often very expensive. They offer four-year academic courses.

Trade Schools

These schools are sometimes expensive. They help students learn job-related skills, such as computers or mechanics.

LESSON 3

A pg 204

Carmen has many goals. She wants to have a career. She wants to be a counselor in an adult school or a college because she wants to help people. She needs to go to school for many years to study, but first she needs o learn English. She will go to Clear Mountain Adult School for two more years. She is going to learn English and get a GED. Carmen also needs to work. She needs a part-time job now, and later she plans to work at a school for more experience.

G pg 206

Ahmed knows exactly what he wants to do with his life. First, he wants to go to school. He wants to go to school because he wants to learn English. He can get a better job if he speaks English. Ahmed is very good with his hands. He was a mechanic in Afghanistan. He wants to get a part-time job in an automobile shop because he wants experience in auto repair in the United States. Next, he plans to go to a community college. He wants to study auto repair and also accounting. This will help him prepare to start his own auto-repair business so he can be self-employed.

LESSON 4

B pg 207

Gonzalo's first d y at Eastwood Adult School was difficu . He didn't speak English, and many students only spoke Spanish or Portuguese. He wanted to go home, but he didn't. He went to school every day. He worked hard and listened carefully. Now, he can speak and understand English.

E pg 208

My name is Gonzalo. School is difficult or me, but I want to learn English. I asked a friend for help, and he told me to go to school. I also listened to music and used computers in the library. I didn't have a job, but I needed money, so I looked for work online. I found a great job.

I am interested in becoming a citizen too. I asked my teacher for advice, and he said I should look online for information.

When I arrived in the United States, I couldn't find a home. I tried to read online posts for rentals. It was hard at firs , but I understood enough to find a home for my family.

When my family arrived, my next task was to find a school or my children. When we moved in, I asked my neighbor for help finding the ight school for my children. We became good friends. I also was very nervous because I didn't know what to do in an emergency. My neighbor told me to talk to a police officer if I ever have any emergency. That is great to know.

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LESSON 5

B pg 210

My career is most important to me. I plan to study nursing and work part-time as a home health-care aide. Then I am going to get my degree in nursing and become a registered nurse—at least, this is my plan. I will save some money because I want to get married soon. My boyfriend's name is Deon. After we get married, we plan to have children. Maybe there will be money to go to the movies sometimes too. I will work hard to make my plans come true.

LESSON 6

A pg 213

In the United States, the cost of living is different from state to state. Cost of living is a calculation of the cost of things like housing, food, utilities, and other items people need to live every day. Most of the time, salaries are higher when the cost of living is higher. Within a state, the cost of living is often higher in big cities than outside mostly because of housing costs. Many colleges and universities are in big cities.

D pg 214

School counselors in colleges and universities help students mostly when they have questions about school. They also help them develop social skills like working with other students and teachers. A good counselor can motivate students to stay in school and finish their studie .Career counselors usually make on average over $60,000 a year. Being a counselor is hard work and often requires ongoing training.

School counselors usually have a master's degree and also need a credential or certific te from the state where they work. Counselors often have to complete an internship as well. An internship is an opportunity for students to work with an experienced counselor.

Students who want to be counselors need certain skills. Analytical skills are important. Counselors have to look at information about students' grades, interests, and tests to see how they can help them be successful. Counselors also need to have compassion. Compassion means they care about the students they are helping. They must work well with other people and have good listening and speaking skills.

Every college or university has counselors. A good counselor can make a big difference in students' lives.

READING CHALLENGE

The Right to an Education

Kakenya Ntaiya is an educator who grew up in a village in Kenya. Many girls in her village and other villages in Kenya marry when they are 12 or 13 years old. They also don't go to high school, but Kakenya wanted an education. She had to convince her father to let her go to high school because he wanted her to get married young and start a family. He gave permission and she studied in school. Then, after high school, she wanted to go to college in the United States, but had to persuade everyone in the village. Kakenya wanted to help the girls in her village, and she promised them that she would come back and teach them what she learned. The people in the village collected money for her to study in the US.

After she completed college, Kakenya came home confide t that she could help the village. She had to encourage the people again because she wanted to build a school for girls. Kakenya understands that education is important and can help everyone, and now in Kakenya's small village an elementary school that she started is making a difference in the lives of many young girls. She says, "I want this school not only to empower Kenya's girls, but also their mothers, fathers, and entire villages." Kakenya is an example for others to follow, and now she's teaching people who want to make a difference like her.

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Video Viewing Strategies

Video Repeats

The first viewing i troduces students to content. The second and subsequent viewings allow students to watch objectively and focus on specific ontent.

Comprehension While Viewing

There are several strategies that teachers can use while viewing to help students better understand videos. These involve manipulation of the video to suit your needs:

1. **Stop or pause** the video while watching.
2. **Rewind the video** to clarify meaning and understanding.
3. **Watch the video** again with different objectives or purposes in mind.
4. **Adjust the viewing speed** (if possible) to focus on specific visual .

True / False Statements

Explain to students that there are strategies for correctly answering true / false statements.

1. Look for extreme *modifier* that might make the question or statement false, such as *all*, *always*, *never*, *only*, *none* and *nobody*.
2. Look for a qualifying word that might make the question or statement true, such as *usually*, *probably*, *often*, *most*, and *sometimes*.
3. Look for negative words and prefi es, such as *not* and *un-*.

Multitasking

Tell students that it is possible to engage in another activity while watching a video. Ask students to think about at time when they were watching TV, for example, and doing something else simultaneously. Explain that this is called multitasking. Point out that in a previous exercise students looked at pictures, read job titles, and matched jobs to the correct pictures while watching and listening to the video. This is an another example of multitasking.

Matching Quotes

Explain to students that a video still or picture from the video will often give them clues on matching quotes. Ask students to look at the number of people in the picture, the setting or scene, whether the person is male or female, age and / or physical characteristics.

Best Practices

There are many ways to use video in the classroom. Students should rarely watch a video without some kind of task. You might introduce comprehension questions before they watch so they know what they are looking for. Following are some techniques that you may try for variety beyond the comprehension checks and other ideas already presented in this lesson.

Freeze Frame: Pause the video during viewing and use it like a picture dictionary, identifying and expanding on the vocabulary.

Silent Viewing: Show the video in segments without sound so students can guess at the story line. This helps them to understand that listening is more than just the words people say.

Prediction Techniques: Show portions of the video and ask students to predict what will come next.

Listening without Viewing: This helps students create their own image of what is happening. After a discussion, allow students to watch the video and the sound together.

Back-to-Back: In pairs, one student faces the video and the other faces away. Play the video without sound and ask the student viewing to report to the student who is facing away what is happening.

Summary Strips: Create strips of sentences that describe the events. Have students watch the video and then put the strips in the correct order, or ask students to predict the story line before watching and then check their answers.

Visual Memory

When students complete an exercise that requires them to match pictures from a video with the correct descriptions, it is important for them to be able to recall what they saw. Visual memory skills are those that allow a person to remember visual details. Students can improve their visual memory by paying close attention to colors, types of dress, weather conditions, number of people, scenery, etc.

Sequencing Events

Ask students to take notes while they are watching the video and pay particular attention to the events as they occur. Later, have students review their notes and identify a central theme. Similar to a reading, the theme of the video is the main event. All of the other events are details related to this theme, presented in a certain order. Students' notes will generally show this order. Sequencing events allows students to recall specific detail . It also helps them to understand the central theme of the video.

Visual-Detailing

Visual-detailing refers to identifying and listing individual or minute images in a video. Since we generally use both sight and hearing as we watch videos, we balance the two depending on our focus or concentration. When using visual-detailing, we make a conscious decision to allow our eyes to do the work to pick out key details from the video.

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The *Stand Out* Lesson Planner methodology ensures success!

Stand Out ensures student success through good lesson planning and instruction. Each of the six Lessons in every Unit has a lesson plan. Unlike most textbooks, the Lesson Planner was written before the student book materials. A lot of learning occurs with the student books closed, so by writing the lesson plans first, we could ensure that each objective was clearly achieved. Each lesson plan follows a systematic and proven format:

W	Warm-up and / or review
I	Introduction
P	Presentation
P	Practice
E	Evaluation
A	Application

Warm-up and / or review

The warm-up activities establish a context and purpose to the lesson. Exercises use previously learned content and materials that are familiar to students from previous lessons.

Introduction

In the introduction step, exercises focus the students' attention on the goals of the lesson by asking questions, showing visuals, telling a story, etc. Instructors should state the objective of the lesson and tell students what they will be doing. The objective should address what students are expected to be able to do by the end of the lesson.

Presentation

The presentation activities provide students with the building blocks and skills they need to achieve the objectives set in the introduction. The exercises introduce new information to the students through visuals, realia, description, listenings, explanation, or written text. This is the time to check students' comprehension.

Practice

Practice activities provide meaningful tasks for students to practice what they have just learned through different activities. These activities can be done as a class, in small groups, pairs, or individually. All of these activities are student-centered and involve cooperative learning. Instructors should model each activity, monitor progress, and provide feedback.

Evaluation

Evaluation ensures that students are successful. Instructors should evaluate students on attainment of the objective set at the start of the lesson. This can be done by oral, written, or demonstrated performance. At this point, if students need more practice, instructors can go back and do additional practice activities before moving on to the application.

Application

Application activities help students apply new knowledge to their own lives or new situations. This is one of the most important steps of the lesson plan. If students can accomplish the application task, it will build their confiden e to be able to use what they've learned out in the community. The Team Projects are an application of unit objectives that involves task-based activities with a product.

In addition to each lesson plan following the WIPPEA model, each Unit in *Stand Out* follows this same approach. The first lesson is al ays an Introduction to the Unit, introducing new vocabulary and the basic concepts that will be expanded upon in the unit. The following four lessons are the Presentations and Practices for the unit topic. Following the six lessons is a Review lesson, which allows students to do more practice with everything they already learned. The Team Project is an Application for everything they learned in the unit.

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Key
National capital
State capital
Other city
0 400 Miles
0 400 Kilometers
Albers Conic Equal-Area Projection
CANADA
Vancouver
Seattle
Olympia
WASHINGTON
Portland
Salem
OREGON
Boise
IDAHO
Helena
MONTANA
NORTH DAKOTA
Bismarck
MINNESOTA
SOUTH DAKOTA
Pierre
Minneapolis
St. Paul
WISCONSIN
Milwaukee
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Pacific Ocean
Gulf of Mexico
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MEXICO
CUBA
BAHAMAS
ASIA
Barrow
Nome
Fairbanks
ALASKA
Anchorage
Juneau
CANADA
Bering Sea
Gulf of Alaska
22°N
Honolulu
HAWAI'I
Pacific Ocean
20°N
Hilo
0 100 Miles
0 100 Kilometers
160°W
155°W

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