STAND OUT 3

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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ISBN-13: 978-0-357-96440-8
90000
9 780357 964408

STAND OUT LESSON PLANNER

NATIONAL GEOGRAPHIC LEARNING

STAND OUT 3

Evidence-Based Learning for Life, College, and Career

LESSON PLANNER



FOURTH EDITION

STACI JOHNSON
ROB JENKINS

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

ON THE COVER

At the time of publication, Dr. Possu Huang was an Assistant Professor and research scientist at the Bioengineering Department at Stanford University in California. His work focuses on protein design.

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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

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Online Practice
Assessment Suite
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STAND OUT 3

Evidence-Based Learning for Life, College, and Career

LESSON PLANNER

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Stand Out 3: Evidence-Based Learning for Life, College, and Career, Fourth Edition
Staci Johnson and Rob Jenkins
Lesson Planner

Publisher: Sherrise Roehr
Executive Editor: Sarah Kenney
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Director of Global Marketing: Ian Martin
Heads of Regional Marketing:
Charlotte Ellis (Europe, Middle East and Africa
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Manufacturing Buyer: Terrence Isabella
Composition: MPS North America LLC

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Lesson Planner
ISBN: 978-0-357-96440-8

200 Pier 4 Boulevard
Boston, MA 02210
USA

Locate your local office at **international.cengage.com/region**

Visit online at **ELTNGL.com**
Visit our corporate website at **www.cengage.com**

Printed in China
Print Number: 01 Print Year: 2023

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Acknowledgments

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Ventura College; Los Angeles Mission College, CA

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ROB JENKINS



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 a 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 real life 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**

As we teach, learn, work, and interact more online and with our devices, it has become increasingly apparent that there is 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' Book by a new Life Online feature and video, and a fully revamped and expanded digital experience on *Stand Out's* Spark 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** goes beyond what is shown in the Student's Book, providing teachers with guidance for implementation, differentiation, expansion, and time management.
- **Listening Scripts** are integrated into the unit pages for easy access.

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

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** Spark provides nearly fifty activities of additional Online Practice for each Student Book unit, including CASAS activity types found on the STEPS test.
- **Digital experience** A full Student eBook is available on 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 in the Student eBook.
- **Mobile-compatible** Designed with your students in mind, all of this content is available for use on a mobile phone.

For Teachers

- **Classroom Presentation Tool** Available online and offline use, the Classroom Presentation Tool integrates the Student's Book content with all media resources and interactive activities to help you deliver the class you want to your students.
- Completely revised **Assessment Suite** is aligned to CASAS and the new STEPS test.
- Robust **reporting functionality** in the Course Gradebook to demonstrate achievement and inform for reteaching opportunities.
- Downloadable **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 **Getting to Know You** *Page 2*	**Goal:** Introduce yourself and greet others **Grammar:** Simple present; Contractions	**Goal:** Write about yourself **Grammar:** Simple past **Review:** Present continuous **Academic:** Write a paragraph **Life Online:** Paragraph formatting; Tips for online classes	**Goal:** Identify goals **Academic:** Compare and contrast; Set goals **Writing:** Description of goals					
1 **Balancing Your Life** *Page 12*	**Goal:** Analyze and create schedules **Grammar:** Adverbs of frequency **Pronunciation:** Stress **Life Online:** Calendar apps **Academic:** Create a schedule	**Goal:** Identify goals and obstacles and suggest solutions **Grammar:** Future time clauses with *when* **Writing:** Listing goals **Academic:** Active reading; Focused listening	**Goal:** Write about a personal goal **Writing:** Write a paragraph	**Goal:** Analyze study habits **Academic:** Active reading; Inference	**Goal:** Manage time **Academic:** Interpret a pie chart; Focused listening **Academic:** Complete an outline	**Workforce Goal:** Learn about character traits important for work **Academic:** Read an infographic **Workforce:** Understand career clusters **Civics:** Acquiring and evaluating information **Academic:** Skim	**Goal:** Make a schedule **Soft Skill:** Collaboration: Sharing ideas	*A Dreamer* **Academic:** Read for specific information
2 **Consumer Smarts** *Page 38*	**Goal:** Identify places to purchase goods and services **Grammar:** *get* + past participle (causative)	**Goal:** Interpret advertisements **Life Online:** Online purchases	**Goal:** Compare products **Academic:** Compare and contrast **Grammar:** Comparatives; Superlatives	**Goal:** Identify and compare purchasing methods **Life Online:** Online payments **Grammar:** Modals: *have to* and *must*	**Goal:** Make a smart purchase **Academic:** Create a sequence **Writing:** Sequencing transition words	**Workforce Goal:** Learn about sales and marketing careers **Academic:** Interpret a pie chart	**Goal:** Two advertisements and a purchase plan **Soft Skill:** Presentation: Plan your presentation	*Rising to the Challenge* **Academic:** Read for understanding

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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 **Housing** *Page 64*	**Goal:** Interpret classified ads **Grammar:** Comparatives and superlatives using nouns **Academic:** Scan for details	**Goal:** Make decisions **Grammar:** Review *Yes / No* questions and answers with *do* **Pronunciation:** Rising and falling intonation	**Goal:** Arrange and cancel utilities **Life Online:** Paperless bills **Grammar:** Review information questions	**Goal:** Create a budget **Academic:** Budget arithmetic; Read a bar graph **Life Online:** Getting the best deal	**Goal:** Write a formal letter **Grammar:** Past continuous + *while* **Writing:** A formal email	**Workforce Goal:** Compare property management careers **Academic:** Evaluate a bar graph	**Goal:** Create a housing plan **Soft Skill:** Active Listening: Listen attentively	*Tiny House Living* **Academic:** Active reading; Make inferences
4 **Our Community** *Page 90*	**Goal:** Ask for information **Grammar:** Information questions **Life Online:** Research information **Pronunciation:** Rising and falling intonation	**Goal:** Interpret charts and compare information **Life Online:** Useful banking tips **Academic:** Interpret online information	**Goal:** Use map apps **Academic:** Read a map; Understand systems **Civics:** Public services	**Goal:** Identify daily activities **Academic:** Focused listening **Grammar:** Adverbial clauses with *before*, *after*, and *when* **Pronunciation:** Pausing	**Goal:** Describe a place **Academic:** Write a paragraph **Writing:** Transitions	**Workforce Goal:** Compare careers in banking **Academic:** Interpret data	**Goal:** Create a community brochure **Soft Skill:** Active listening: Listen carefully	*Giving Back* **Academic:** Identify synonyms
Life Online Video *Page 116*								
5 **Health** *Page 118*	**Goal:** Identify parts of the body **Academic:** Make recommendations **Grammar:** Modal *should*	**Goal:** Communicate symptoms **Grammar:** Present perfect; *For* and *since*	**Goal:** Identify and analyze health habits **Grammar:** Future conditional **Academic:** Reflect on habits	**Goal:** Analyze nutrition information **Review:** Imperatives **Academic:** Active listening	**Goal:** Interpret fitness information **Life Online:** Step counter apps	**Workforce Goal:** Compare health-related careers **Academic:** Understand charts **Writing:** Write about career preference	**Goal:** Create a healthy-living plan **Soft Skill:** Collaboration: Express disagreements politely	*Blue Zones* **Academic:** Active reading, Word connotations

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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 **Getting Hired** *Page 144*	**Goal:** Identify job titles and skills **Life Online:** Research using key words **Grammar:** Review simple present **Writing:** Job skills	**Goal:** Identify job skills and personality traits **Grammar:** Infinitives and gerunds; Gerunds and nouns after prepositions	**Goal:** Interpret job advertisements **Academic:** Active reading **Writing:** Create an ad	**Goal:** Complete a job application **Life Online:** Professional social media sites **Academic:** Understanding forms	**Goal:** Interview for a job **Grammar:** *Would rather*	**Workforce Goal:** Discover a career in general management **Academic:** Understand statistics	**Goal:** Create a job ad for a job fair **Soft Skill:** Collaboration: Brainstorm ideas **Life Online:** Collaboration tools	*Should You Learn a Trade?* **Civics:** Learn about pay in the trades **Academic:** Scan for details
7 **On the Job** *Page 170*	**Goal:** Compare employee behavior and attitudes **Academic:** Focused listening **Grammar:** Possessive adjectives and possessive pronouns	**Goal:** Interpret a pay stub **Academic:** Read for understanding; Make calculations	**Goal:** Analyze benefit information **Academic:** Focused listening **Life Online:** Technology at work	**Goal:** Identify safe workplace behavior **Grammar:** *Could* and *might*	**Goal:** Communicate at work **Academic:** Focused listening **Grammar:** Polite requests and responses **Pronunciation:** Rising intonation for polite requests	**Workforce Goal:** Discover human resources jobs information **Academic:** Interpret	**Goal:** Create an employee handbook **Soft Skill:** Collaboration: Polite suggestions	*Know Your Rights* **Academic:** Read for understanding
8 **Citizens and Community** *Page 196*	**Goal:** Identify US geographical locations **Civic:** Find information in a map **Academic:** Focused listening	**Goal:** Compare and contrast ideas **Grammar:** Comparing and contrasting ideas	**Goal:** Compare the branches of US government functions of government officials **Civic:** Understand **Writing:** Write about job preferences	**Goal:** Express opinions **Grammar:** Modal *should* **Life Online:** Municipal apps	**Goal:** Write a speech **Grammar:** Conditional statements **Writing:** Expressing opinions	**Workforce Goal:** Learn about careers in local government bar graph; Conduct a poll **Academic:** Read a	**Goal:** Run for mayor **Soft Skill:** Presentation: Public speaking	*Time for a Change* **Academic:** Scan for details

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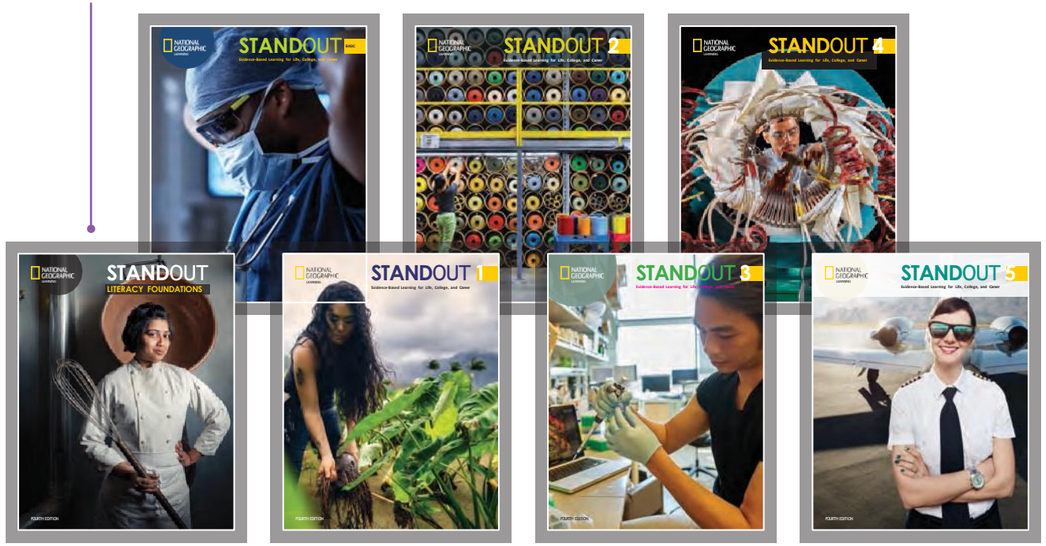
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NEW AND UPDATED IN *STAND OUT*, FOURTH EDITION

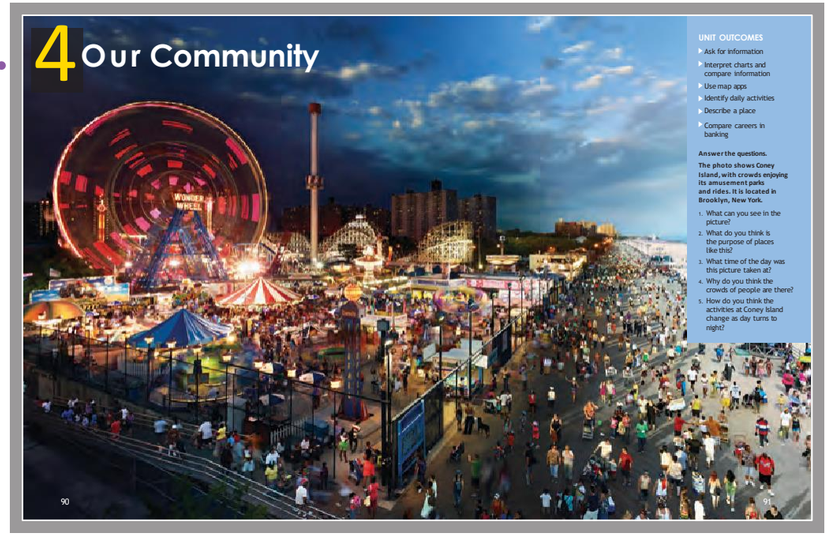
Now in its fourth edition, *Stand Out* is a seven-level, standards-based adult education program with a track record of real-world results. Close alignment to WIOA objectives and College and Career Readiness Standards provides adult students with language and skills for success in the workplace, college,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

New Literacy level

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

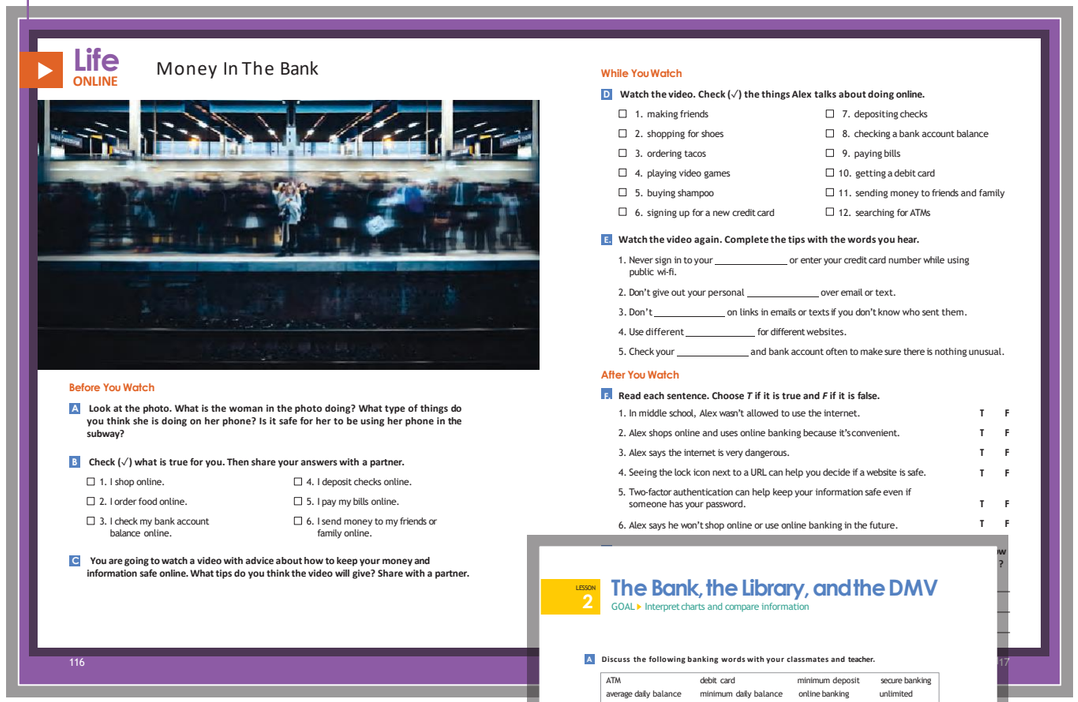


Each unit opens with a dynamic image to introduce the theme and engage learners in meaningful conversations from the start.



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.


Life ONLINE

Money In The Bank

Before You Watch

A Look at the photo. What is the woman in the photo doing? What type of things do you think she is doing on her phone? Is it safe for her to be using her phone in the subway?

B Check (✓) what is true for you. Then share your answers with a partner.

- ☐ 1. I shop online.
- ☐ 2. I order food online.
- ☐ 3. I check my bank account balance online.
- ☐ 4. I deposit checks online.
- ☐ 5. I pay my bills online.
- ☐ 6. I send money to my friends or family online.

C You are going to watch a video with advice about how to keep your money and information safe online. What tips do you think the video will give? Share with a partner.

While You Watch

D Watch the video. Check (✓) the things Alex talks about doing online.

- ☐ 1. making friends
- ☐ 2. shopping for shoes
- ☐ 3. ordering tacos
- ☐ 4. playing video games
- ☐ 5. buying shampoo
- ☐ 6. signing up for a new credit card
- ☐ 7. depositing checks
- ☐ 8. checking a bank account balance
- ☐ 9. paying bills
- ☐ 10. getting a debit card
- ☐ 11. sending money to friends and family
- ☐ 12. searching for ATMs

E Watch the video again. Complete the tips with the words you hear.

1. Never sign in to your _____ or enter your credit card number while using public wi-fi.
2. Don't give out your personal _____ over email or text.
3. Don't _____ on links in emails or texts if you don't know who sent them.
4. Use different _____ for different websites.
5. Check your _____ and bank account often to make sure there is nothing unusual.

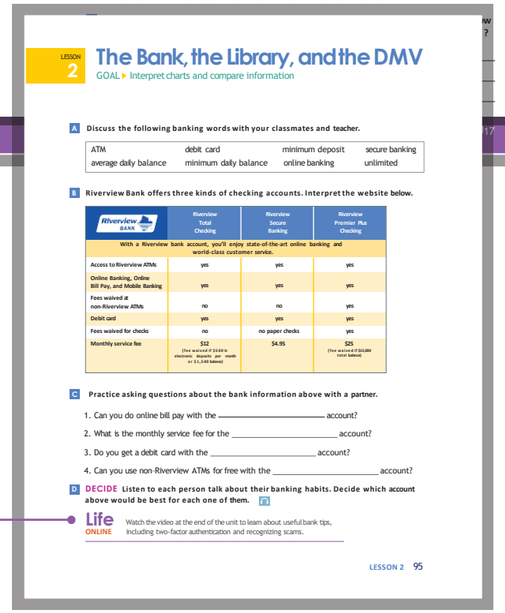
After You Watch

F Read each sentence. Choose *T* if it is true and *F* if it is false.

1. In middle school, Alex wasn't allowed to use the internet. T F
2. Alex shops online and uses online banking because it's convenient. T F
3. Alex says the internet is very dangerous. T F
4. Seeing the lock icon next to a URL can help you decide if a website is safe. T F
5. Two-factor authentication can help keep your information safe even if someone has your password. T F
6. Alex says he won't shop online or use online banking in the future. T F

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


LESSON 2

The Bank, the Library, and the DMV

GOAL ▸ Interpret charts and compare information

A Discuss the following banking words with your classmates and teacher.

ATM	debit card	minimum deposit	secure banking
average daily balance	minimum daily balance	online banking	unlimited

B Riverview Bank offers three kinds of checking accounts. Interpret the website below.

Riverview BANK	Riverview Total Checking	Riverview Secure Banking	Riverview Premier Plus Checking
With a Riverview bank account, you'll enjoy state-of-the-art online banking and world-class customer service.			
Access to Riverview ATMs	yes	yes	yes
Online Banking, Online Bill Pay, and Mobile Banking	yes	yes	yes
Fees waived at non-Riverview ATMs	no	no	yes
Debit card	yes	yes	yes
Fees waived for checks	no	no paper checks	yes
Monthly service fee	$12 (Fee waived if $1000 in electronic deposits per month or $1,500 balance)	$4.95	$25 (Fee waived if $10,000 total balance)

C Practice asking questions about the bank information above with a partner.

1. Can you do online bill pay with the _____ account?
2. What is the monthly service fee for the _____ account?
3. Do you get a debit card with the _____ account?
4. Can you use non-Riverview ATMs for free with the _____ account?

D DECIDE Listen to each person talk about their banking habits. Decide which account above would be best for each one of them.

Life ONLINE Watch the video at the end of the unit to learn about useful bank tips, including two-factor authentication and recognizing scams.

LESSON 2 95

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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.

LESSON 6

Explore the Workforce

GOAL ▸ Learn about character traits important for work

A **Discuss the following in a small group.**

1. Do you work? If so, what is your job?
2. Do you work full-time or part-time?
3. Are you happy with your job or would you like a different job?
4. What is the difference between a job and a career?

JOB: when a person performs tasks in exchange for payment

CAREER: a choice which results in a person learning skills and getting experiences in a particular industry to earn money

B **INTERPRET** **There are sixteen career clusters recognized in the US. Here is a graphic showing six main fields and the corresponding career clusters. Read the infographic. What field do you think jobs 1–4 belong in?**

1. architect
   a. government and public administration
   b. finance
   c. industrial and engineering technology
2. nurse
   a. human services
   b. health services
   c. education and training
3. farmer
   a. natural resources and agriculture
   b. finance
   c. manufacturing
4. musician
   a. marketing
   b. arts and communication
   c. human services



LESSON 6

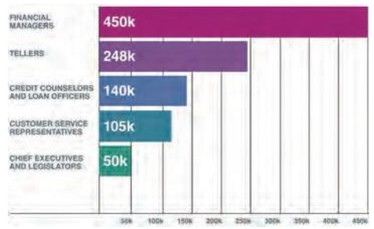
Explore the Workforce

GOAL ▸ Compare careers in banking

A **Imagine you want to work in a bank. Answer the following questions in a small group.**

1. What are the job choices in a bank?
2. What skills are needed to be a bank employee?
3. What character traits are needed to be a bank employee?

B **Look at the graph below. What does it show? Come up with a title for this graph and write it below.**



C **ANALYZE** **Choose the correct answer.**

1. How many people work as customer service representatives?
   a. 50,000 b. 105,000 c. 140,000 d. 245,000
2. Which job has the most people in the workforce?
   a. financial managers b. credit counselors
   c. chief executives d. customer service representatives

LESSON 6

Explore the Workforce

GOAL ▸ Discover a career in general management

A **What does a general manager do? Write a brief description with a partner.**

A general manager _____

_____

B **Look at the statistics below and ask and answer questions with a partner.**



1. What is the average age of a general manager?
2. How many general managers are there in the US?
3. What is the most common degree for a general manager?
4. Is it more common for a general manager to be male or female?

C **Look at the statistics below. Using the information above, fill in the some of the missing words. Guess the rest. Then listen and confirm your answers.**

1. General managers are paid an average annual _____ of $65,517.
2. 29% of all general managers are _____, while 71% are _____.
3. The average age of a working general manager is _____ years old.

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

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

Team Project

Create a Community Brochure

SOFT SKILL ▸ Active listening

Imagine that a new family has moved into your neighborhood and you want to tell them all about your community. With your team, create a brochure about your community.

1. Form a team of four or five students. Choose a position for each member of your team.

Position	Job Description	Student Name(s)
Student 1: Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Writer	Write information for brochure with help from the team.	
Student 3: Designer	Design brochure layout and add artwork.	
Students 4/5: City Representatives	Help writer and designer with their work.	

2. Make a list of everything you want to include in your brochure, for example: information about the library, banks, and other local services.
3. Create the text for your community brochure.
4. Create a map of your community. Then create artwork for your community brochure.
5. Present your brochure to the class.

Active Listening

Listen carefully

Listen carefully while each team is presenting. How is their presentation different than yours? How is it the same?



Public sculptures, like The Bean in Chicago, are great places for people to meet in towns and cities.

Reading Challenge

A **PREDICT** **Look at the company's logo in the photo. What do you think it is a picture of? What types of food and drink do you think they serve at this café?**

B **Match the vocabulary word to its correct meaning.**

_____ 1. brunch	a. money that a person gets if he or she loses his or her job
_____ 2. pandemic	b. evidence that something is true
_____ 3. unemployment	c. a meal that combines breakfast and lunch
_____ 4. proof	d. a disease that happens to people all over the world

C **Read the text.**

D **SEQUENCE** **Put the events in the correct order.**

_____ Carolina collected unemployment.
__1__ Carolina lived in Guatemala City.
_____ Carolina lost her job.
_____ Carolina worked as a housekeeper.
_____ Carolina built her café.
_____ Carolina found a chef and business partner.
_____ Carolina crossed the border with her mother.
_____ Carolina opened Tikal Café.

E **On a separate piece of paper, rewrite the sentences in D in the correct order, adding in extra details from the text. Sometimes, change the name Carolina to "she" to avoid too much repetition and add transitions like *such as, then, next*, etc.**

EXAMPLE: Carolina lived in Guatemala City. In 2008, she came to the US with her mother. Then…

F **EXPAND** **Imagine you are planning a visit to Brooklyn for brunch. What would you order?**

Rising to the Challenge

Tikal Café is a brunch and coffee shop located in Brooklyn, New York. If you go to its website, you will see delicious menu items such as Avocado Toast, Winter Porridge, a Walnut Pesto Quesadilla and Coconut Yogurt. You can drink Matcha, Iced Lavender Lattes, or Cold Brew Coffee. But what you won't see on the website is that the café is owned by an immigrant, Carolina Hernandez from Guatemala.

Carolina is from Guatemala City, Guatemala, and came to the US with her mother in 2008. For over 10 years, she worked two to three jobs so she could save up enough money to open her own business. Sometimes, she worked 18-hour days. She used the money from her housekeeping job to survive and pay her bills. And she used the money from her food serving job to save for her dream.

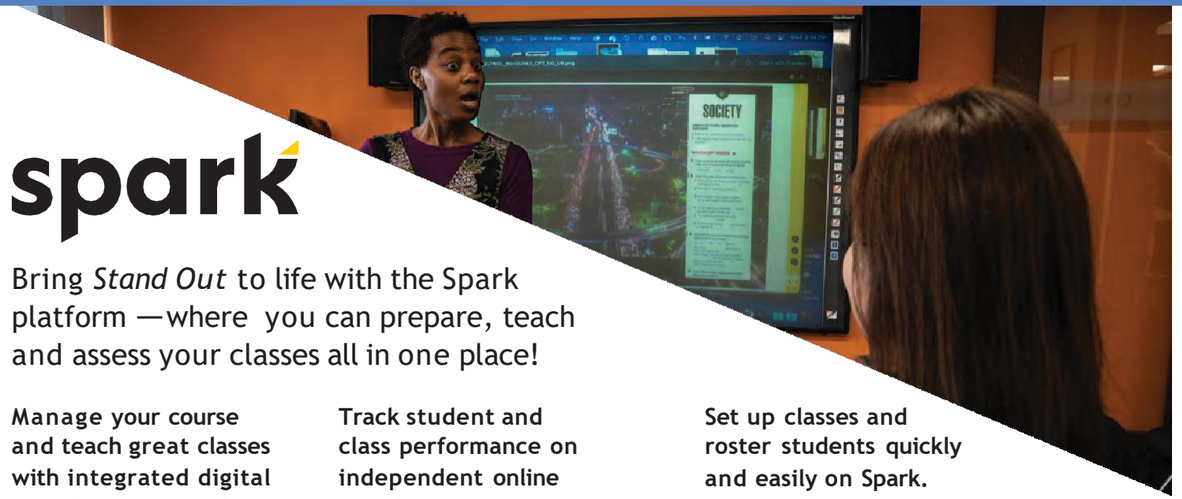
Unfortunately, when the pandemic hit in 2020, she lost all of her jobs. She was able to collect unemployment, but she wasn't happy. Carolina was a hard worker and wanted to work to earn her money, not sit on the couch and watch Netflix. So, she found a business partner, who is now the chef at the café, and picked out a location close to her home. She started with an empty space and eventually built Tikal Café, a neighborhood spot where locals can come to enjoy a cup of coffee and a delicious meal. From housekeeper to restaurant owner—Carolina is living proof of the American Dream.



Carolina Hernandez's hard work made her dream come true.

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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 Getting to Know You	
Lesson 1: Introduce yourself and greet others	0.1.2, 0.1.5, 0.2.1, 0.2.2
Lesson 2: Write about yourself	0.1.2, 0.1.5, 0.2.1
Lesson 3: Identify goals	0.1.6, 0.2.1, 7.1.1, 7.4.4, 7.4.8, 7.7.3
Unit 1 Balancing Your Life	
Lesson 1: Analyze and create schedules	0.1.2, 0.1.5, 0.2.4
Lesson 2: Identify goals and obstacles and suggest solutions	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: Write about a personal goal	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: Analyze study habits	0.1.2, 0.1.5, 7.4.1, 7.4.3
Lesson 5: Manage time	0.1.2, 0.1.5, 6.7.4, 7.4.1, 7.5.5
Lesson 6: Learn about character traits important for work	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 Consumer Smarts	
Lesson 1: Identify places to purchase goods and services	0.1.2, 0.1.5, 1.2.6, 7.4.4, 7.7.3
Lesson 2: Interpret advertisements	0.1.2, 0.1.5, 1.2.1, 1.2.3, 1.2.5, 7.4.4, 7.7.3
Lesson 3: Compare products	0.1.2, 0.1.5, 1.2.2
Lesson 4: Identify and compare purchasing methods	0.1.2, 0.1.5, 1.2.1, 1.2.2, 1.3.1
Lesson 5: Make a smart purchase	1.2.2. 1.3.1
Lesson 6: Learn about sales and marketing careers	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 Housing	
Lesson 1: Interpret classified ad	0.1.2, 0.1.5, 1.4.1, 1.4.2, 7.4.4, 7.7.3
Lesson 2: Make decisions	0.1.2, 0.1.5, 1.4.1, 7.2.7
Lesson 3: Arrange and cancel utilities	0.1.2, 0.1.5, 1.4.4, 1.5.3
Lesson 4: Create a budget	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: Write a formal letter	0.1.2, 0.1.5, 0.2.3, 1.4.7, 7.2.7
Lesson 6: Compare property management careers	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 Our Community	
Lesson 1: Ask for information	0.1.2, 0.1.5
Lesson 2: Interpret charts and compare information	0.1.2, 0.1.5, 1.8.3, 2.5.6, 7.4.8
Lesson 3: Use map apps	0.1.2, 0.1.5, 2.2.1, 2.2.5
Lesson 4: Identify daily activities	0.1.2, 0.1.5, 0.2.4, 7.2.6
Lesson 5: Describe a place	7.2.6
Lesson 6: Compare careers in banking	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 Health	
Lesson 1: Identify parts of the body	0.1.2, 0.1.5, 3.6.1
Lesson 2: Communicate symptoms	0.1.2, 0.1.5, 3.6.3
Lesson 3: Identify and analyze health habits	0.1.2, 0.1.5, 3.4.2, 3.5.9
Lesson 4: Analyze nutrition information	0.1.2, 0.1.5, 3.5.1, 3.5.3, 3.5.5, 3.5.9, 6.7.3
Lesson 5: Interpret fitness information	0.1.2, 0.1.5, 3.5.9
Lesson 6: Compare health-related 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 Getting Hired	
Lesson 1: Identify job titles and skills	0.1.2, 0.1.5, 4.1.8
Lesson 2: Identify job skills and personality traits	0.1.2, 0.1.5, 4.1.8, 4.1.9
Lesson 3: Interpret job advertisements	4.1.3, 4.1.8, 4.1.9
Lesson 4: Complete a job application	0.1.2, 0.1.5, 4.1.2
Lesson 5: Interview for a job	0.1.2, 0.1.5, 4.1.5, 4.1.7
Lesson 6: Discover a career in general management	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 On the Job	
Lesson 1: Compare employee behavior and attitude	0.1.2, 0.1.5, 4.1.9, 4.4.1
Lesson 2: Interpret a pay stub	0.1.2, 0.1.5, 4.2.1
Lesson 3: Analyze benefit information	0.1.2, 0.1.5, 4.2.5
Lesson 4: Identify safe workplace behavior	0.1.2, 0.1.5, 4.3.3, 4.5.1
Lesson 5: Communicate at work	0.1.2, 0.1.5, 4.4.1, 4.6.1, 4.7.3
Lesson 6: Discover human resources jobs	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 Citizens and Community	
Lesson 1: Identify US geographical locations	0.1.2, 0.1.5, 5.2.4, 5.2.6
Lesson 2: Compare and contrast ideas	0.1.2, 0.1.5, 5.1.4, 5.1.6, 5.5.8
Lesson 3: Compare the branches of the US government	0.1.2, 0.1.5, 5.5.2, 5.5.3, 5.5.4, 5.5.8, 5.5.9
Lesson 4: Express opinions	0.1.2, 0.1.5, 7.3.1, 7.3.2, 7.3.4
Lesson 5: Write a speech	0.1.2, 0.1.5, 5.1.6, 5.5.8, 5.5.9
Lesson 6: Learn about careers in local government	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.

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

PRE-UNIT

Getting to Know You

UNIT OUTCOMES

- Introduce yourself and greet others
- Write about yourself
- Identify goals





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. They can also be 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. Also ask if they need your support with validating or navigating in 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.

Getting to Know You

- Introduce the unit. Greet students by saying *Hello* and *Hi*.
- Ask students to look at the photos. Elicit the greetings people say to each other when they meet for the first time. Write any useful vocabulary on the board.
- Discuss the unit outcomes with students. Ask them if they know anything about the other students or if any of them have educational goals. Write any useful vocabulary on the board next to the vocabulary for greetings you elicited earlier.

Life Skills Focus

In this unit, students will learn how to greet people they meet for the first time. They will learn about the educational goals of their classmates.

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*. Lesson 6 *Explore the Workforce*, covers the sixteen career clusters defined by the US Department of Labor throughout the series. This explicit workforce 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, multi-level worksheets, digital literacy worksheets, Online Practice, and Assessment Suite.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Introduce yourself and greet others • Write about yourself • Identify goals	• Contractions • Present simple • Simple past	• Application terms • Paragraph writing: *successful, paragraph, margins, indent, title, formatting, model* • US educational system and educational terms: *graduate, college, university, vocational, achieve, goal*	The skills students learn in this unit can be applied to almost every area of EL Civics as they help students to function effectively within US society.	Lesson 1: 0.1.2, 0.1.5, 0.2.1, 0.2.2 Lesson 2: 0.1.2, 0.1.5, 0.2.1 Lesson 3: 0.1.6, 0.2.1, 7.1.1, 7.4.4, 7.4.8, 7.7.3	• 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, 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, RI3, RI7, W2, W4, W5, SL1, SL2, SL6, L1, L2, L5

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At-a-Glance Prep

Goal: Introduce yourself and greet others
Grammar: Contractions
Vocabulary: *application, registration, date of birth, first nam , last name, middle initial, occupation, education, goal*

Agenda

- ☐ Introduce the class.
- ☐ Fill out a school application.
- ☐ Interview your classmates.
- ☐ Introduce your classmates.
- ☐ Greet your classmates.

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: SL1, SL2, SL6
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 5-10 mins. ■■■

As students enter the class, introduce yourself by shaking hands with each student and saying: *Nice to meet you.*

Workplace Focus

Exercise A: Complete tasks as assigned.

Introduction 5-10 mins. ■■■

Welcome students to the class and introduce yourself. Give students any practical information they need, such as what days the class meets, what time it meets, and how long it meets for. State the goal: *Today, we will introduce ourselves and greet others.*

Presentation 1 5 mins. ■■■

Write the word *application* on the board. Ask students what types of applications they are familiar with. Their answers may include applications for a credit card, a driver's license, or a school registration form. Talk about the meaning of the word. Explain that when you fill out an application, you are *applying* for something. Ask students if they had to fill out an application to enroll in your English class. Ask them what information was on the application. Make a list on the board, such as name, address, telephone number, etc.

Have students turn to the school registration form in their books. Go over the registration form and make sure students understand all of the information they will need to fill in. If necessary, tell students your middle name if you have one, or ask one or two students what their middle name is and write the intitial on the board.

Practice 1 10-15 mins. ■■■

A Complete the school registration form.
Have students work alone to fill out the school registration form.

Evaluation 1 10 mins. ■■■

Walk around the classroom. Make sure students are filling out the form correctly.

Workplace Focus

Exercise C: Interpret and communicate information.

Presentation 2 5-10 mins. ■■■

Ask students questions based on the information they provided on the form. Ask them to help you write a few questions on the board such as: *What is your first name? What is your middle initial?* Ask for two volunteers to practice asking and answering these questions.

Practice 2 15-20 mins. ■■■

B Write three questions to ask your classmates about the information on their registration forms.
Point out the example. Have students choose from the questions on the board or write their own, based on the information on the registration form. (Shorter classes can do this exercise for homework.)

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LESSON 1

Nice to Meet You!

GOAL ▶ Introduce yourself and greet others

A Complete the school registration form. Answers will vary.

SANTA ANA ADULT SCHOOL

REGISTRATION FORM

First Name _____ Middle Initial _____ Last Name _____

Address:

Number and Street _____

City _____ State _____ Zip _____

Phone: Home ☐ Cell ☐ _____

Email Address _____ Date of Birth (mm/dd/yyyy) _____

Languages Spoken _____

Occupation _____

B Write three questions to ask your classmates about the information on their registration forms. Answers will vary.

EXAMPLE: What is your first name?

1. _____
2. _____
3. _____

C SURVEY Write your questions from B in the table and interview two classmates. Use the conversations below as models. Answers will vary.

You: What is your first name?
Student A: My first name is Michel.

You: Where are you from?
Student A: I'm from Haiti.

You: What's your first name?
Student B: My first name is Selma.

You: Where are you from?
Student B: I'm from Brazil.

Contractions
What is = *What's*
What's your name?

Question	Student A	Student B

D Introduce the two classmates you interviewed to the rest of the class.

EXAMPLE: This is Michel. His last name is Caron. He is from Haiti.
This is Selma. Her last name is Bezerra. She's from Brazil.

E Juan and Michel take English class together. Read and practice their conversation.

Juan: Good morning.
Michel: Morning!
Juan: How are you today?
Michel: Great! How about you?
Juan: Fine, thanks.

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CONTRACTIONS

Go over the grammar chart with students and help them with the difference in pronunciation between *What is* and *What's*. Make sure students understand that contractions have the same meaning as the longer version of the phrase, but they are used in more informal conversation. See if students can come up with some other contractions they know.

C SURVEY Write your questions from B in the table and interview two classmates. Use the conversations below as models.

Point out the conversations. Model the activity by asking a student the questions and writing their answers in your table. Have students walk around the classroom and interview two classmates, writing their answers down in their books.

BEST PRACTICE

Modeling

In order to better prepare students for a speaking activity, it is always good to model the target language first. fter explaining to students what they are supposed to do, you can model the activity in a variety of different ways.

1. Divide the class in half and have half of the class take one role while the other half takes the second role.
2. Ask a student volunteer to do the interview with you, switching roles after you have completed the activity one time.
3. Ask for two student volunteers to model the interview.

Model activities as many times as needed so that students will feel confide t in their own attempts.

Go to the Spark platform for suggestions on promoting digital literacy and the worksheets that introduce / practice computer hardware terminology and online class etiquette.

Evaluation 2

10-20 mins.

Walk around the classroom and observe students as they interview one another.

D Introduce the two classmates you interviewed to the rest of the class.

Model an introduction first, and then point out the example. Ask a volunteer to introduce the classmates he or she interviewed. If you don't have time for each student to introduce the classmates they interviewed, have students introduce them to another student in the class.

Presentation 2

E Juan and Michel take English class together. Read and practice their conversation.

Model the conversation with the class (see Best Practice: Modeling). Have students read the conversation then practice with different partners.

Instructor's Notes

Workplace Focus

Exercise H: Interact appropriately with team members.

Presentation 3

5–10 mins.

Point out the photo and the caption. Elicit from students how they accompany a greeting in their culture. For example: embrace / hug, kiss on the cheek, bow.

F Listen to the greetings and possible responses.

Play the audio for **F**. Encourage students to repeat each greeting and response as they hear it.

Practice 3

5–10 mins.

G Listen to the greetings and respond after each one.

Tell students they will hear the greetings from the first chart again and, this time, they must respond to them. Play the audio as many times as students need.

Evaluation 3

5–10 mins.

Walk around the classroom and listen to students as they respond to the greetings.

Application

10–20 mins.

H APPLY Greet three different classmates. Ask them a few personal information questions like the ones you wrote in B.

As a class, write a conversation on the board, complete with a greeting and a few personal information questions. Have students walk around the room and have conversations with three different classmates. After they have spoken with three classmates, erase the conversation from the board. Encourage students to talk to three more classmates they haven't met yet, creating the conversation as they go. Ask for volunteers to share what they learned about the classmates they interviewed.

Instructor's Notes

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F Listen to the greetings and possible responses.

Greetings	Possible Responses
Hi!	Hello!
Good morning!	Morning!
How are you today?	Fine. / Great!
How's it going?	Pretty good.
How are you doing?	OK. / Not bad.
What's up?	Nothing.
What's new?	Not much.

Online Greeting Situations	Possible Responses
mouth moves, no sound	You're muted!
Type 'hi' in the chat box	Type 'hi' back in the chat box

G Listen to the greetings and respond after each one.

H APPLY Greet three different classmates. Ask them a few personal information questions like the ones you wrote in B.



There are many different ways to accompany a greeting. In the United States, the most common is a handshake.

LESSON 2

Tell Your Story

GOAL ▶ Write about yourself

A Read about Akiko.



Santa Ana is the second largest city in Orange County, California.

My name is Akiko Sugiyama. We live in Santa Ana, California. I'm a student at Santa Ana Adult School. I came to the United States five years ago from Japan with my husband and three children. My husband works in a computer assembly factory. I go to school and take care of our children. We are both studying English because we want to be successful in this country. Someday we hope to buy a house and send our children to college.

B Answer the questions about Akiko.

1. When did Akiko come to the United States? She came to the United States fi e years ago.
2. Where is she from? She is from Japan.
3. Who did she come to the United States with? She came with her husband and three children.
4. Where does she live? She lives in Santa Ana, California.
5. What does her husband do? Her husband works in a computer assembly factory.
6. What does she do? She goes to school and takes care of the / her children.
7. Why is she studying English? She is studying English because she wants to be successful.
8. What are her future goals? She would like to buy a house and send her children to college.

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At-a-Glance Prep

Goal: Write about yourself
Grammar: Present simple
Academic Strategy: Paragraph writing
Vocabulary: *successful, paragraph, margins, indent, title, formatting, model*

Agenda

- ☐ Define and read a paragraph.
- ☐ Write information about yourself.
- ☐ Study paragraph format.
- ☐ Write a paragraph.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.1
CCRS: RI3, W2, W4, W5, SL1, SL2, L1, L2, L5
ELPS
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, 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 5–10 mins. ■■■

Review greetings by having students greet three classmates. Extend the review by having them ask two information questions to each person they greet.

Workplace Focus

Exercise A: Complete tasks as assigned.

Introduction 1 min. ■■■

State the goal: *Today, we will be writing about ourselves.*

Presentation 1 5–10 mins. ■■■

Write the word *paragraph* on the board. Ask students to help you define it. Explain that a paragraph is a group of sentences that are about the same topic. Ask students where they might find paragraphs. Their answers might include (online) newspapers, books, magazines, blogs, etc.

A Read about Akiko.

Ask students to read the paragraph to themselves. Then ask for a volunteer to read the paragraph aloud to the class. Go over any vocabulary questions students might have.

Practice 1 10–15 mins. ■■■

B RESTATE Answer the questions about Akiko.

Have students write the answers to the questions by themselves. When they are finished, have them discuss their answers with a partner.

Evaluation 1 3–5 mins. ■■■

Go over the answers as a class.

Instructor's Notes

Presentation 2

10-15 mins.

Write the following table on the board:

	Akiko	*You*
school		
native country		
family members		
job		
future goals		

As a class, fill in the column for Akiko. Then have students work with a partner and talk about how they would fill in the column for themselves.

Practice 2

15-20 mins.

C Answer the questions about yourself.

Have students write the answers to the questions in their books. When they are finished, have them share their answers with a partner. (Shorter classes can do this exercise for homework.)

BEST PRACTICE

Partners

Throughout this book, students will be asked to work with a partner. Working with a partner can help students feel more confide t as they may feel more comfortable talking to just one person than to the whole class. In the beginning, it may be easier to have them talk to the person sitting next to them. However, as the class progresses, it is a good idea to pair them up with different students to help build a strong sense of community in the classroom. There are several ways to pair students:

1. Give students either the beginning or end of a sentence and have them find the student with the other half.
2. Have students find another student who speaks a different native language.
3. Have students work with the person in front, behind, to the right, or to the left of them.

Evaluation 2

5-10 mins.

Evaluate students by asking the questions from **C**. Call on various students to answer each question.

Go to the Spark platform for the digital literacy worksheet on computer hardware if students need an introduction to it.

Presentation 3

5-10 mins.

D ANALYZE Study the layout of the paragraph.

Go over Akiko's paragraph with students, pointing out all of the formatting features. As you go over each formatting aspect, have students put their fingers on the place you are referring to. For example: *Point to the title.*

Life ONLINE

Ask students to read the Life Online tip. Ask students if they use a computer or tablet when they write. If necessary, show an image of a keyboard and point out the Tab key.

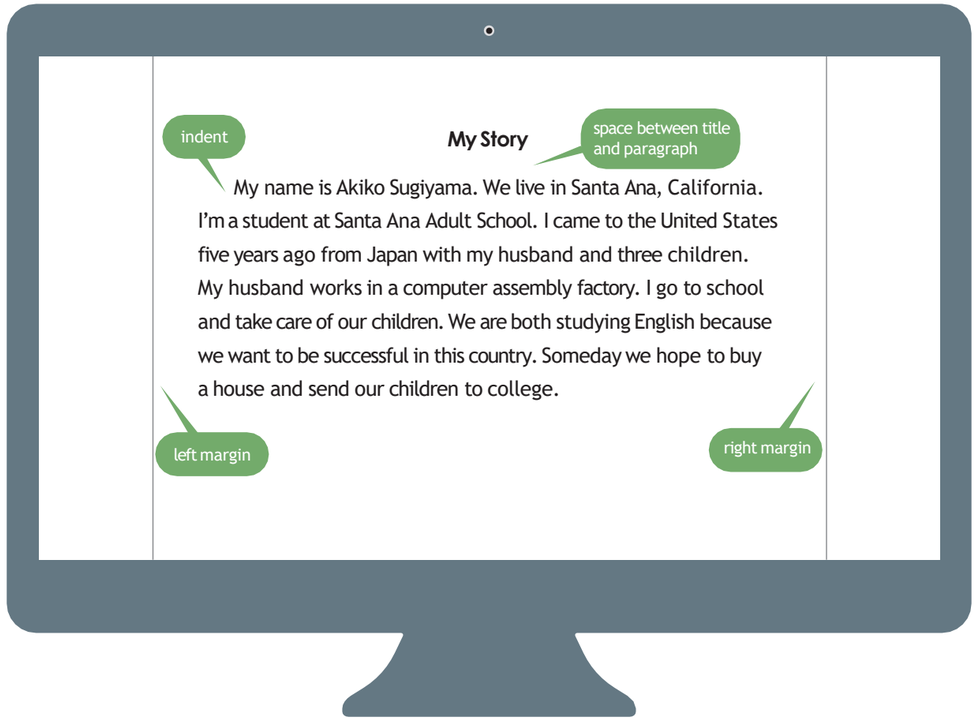
Instructor's Notes

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C Answer the questions about yourself. Answers will vary.

1. When did you come to this country? _____
2. Where are you from? _____
3. Who did you come to this country with? _____
4. Where do you live? _____
5. What do you do? _____
6. Why are you studying English? _____
7. What are your future goals? _____

D ANALYZE Study the layout of the paragraph.



Life ONLINE

When you use a computer or tablet to type your paper, there are automatically margins for your writing. But you still have to indent (TAB) your paragraphs and put a blank / empty line (press *Enter*) between your title and the beginning of your paragraph.

E **Look at the paragraph below. What is wrong with the formatting? Discuss with a partner.**

All About Me
My name is Basel. I'm a new student at Big Pine Adult School. We moved to the United States last year from Afghanistan. I didn't finish high school in my country, so I'm here at the adult school to get my GED. I want to go to a college for computer programming. Someday I would like to make video games.

No blank / empty line between title and paragraph; No indentation for paragraph;

Right margin not respected.

F **COMPARE** **Write a paragraph about yourself with the answers you wrote in C. Use correct paragraph formatting like in Akiko's paragraph in D.** Answers will vary.

G **COMPARE** **Share your paragraph with a partner. Did your partner use correct paragraph formatting?** Answers will vary.

TIPS FOR ONLINE CLASSES

1. A breakout room is a place where you can work with a partner online. It's important to understand the assignment before you go into your breakout room, so make sure you ask your teacher questions first.
2. If you are doing this online, make sure to raise your hand online so your teacher can call on you when you're ready to introduce your classmates.
3. Share your work with your class by sharing your screen or holding your book up to the camera for your classmates to see.

Life ONLINE

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Workplace Focus

Exercise E: Combine ideas and information.

Application

15-25 mins.

E **Look at the paragraph below. What is wrong with the formatting? Discuss with a partner.**

Assign students to pairs (see Best Practice: Partners, page 7a). Have them discuss the problems with the paragraph and write their answers. Compare answers as a class.

Practice 3

10-15 mins.

Have students take out a lined piece of paper and copy Akiko's paragraph, using correct formatting.

Note: For more practice on the present simple, you can ask students to find all of the present simple verbs in Akiko's paragraph.

Evaluation 3

10-15 mins.

Walk around the classroom and observe students. Point out any formatting mistakes they make.

F **COMPARE** **Write a paragraph about yourself with the answers you wrote in C. Use correct paragraph formatting like in Akiko's paragraph in D.**

Remind students to use Akiko's paragraph as a model. At this point, it is OK if they copy most of her sentences, inserting their own personal information.

G **COMPARE** **Share your paragraph with a partner. Did your partner use correct paragraph formatting?**

Instructor's Notes

At-a-Glance Prep

Goal: Identify goals
Grammar: Simple past
Academic Strategies: Comparing and contrasting, setting goals, writing a paragraph
Vocabulary: *community college, elementary school, graduate, high school, junior high school, kindergarten, middle school, preschool, technical school, vocational, university, achieve*

Agenda

- ☐ Learn about the US educational system.
- ☐ Understand educational abbreviations.
- ☐ Discuss your educational system.
- ☐ Set educational goals.

Pacing

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

Standards Correlations

CASAS: 0.1.6, 0.2.1, 7.1.1, 7.4.4, 7.4.8, 7.7.3
CCRS: W2, L1, 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.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 5-10 mins.

Have students take out their paragraphs from the previous lesson and ask for a few volunteers to read their paragraphs aloud.

Workplace Focus

Exercises A, B: Collect and organize information.

Introduction 5-10 mins.

Ask students a few questions about education: *Did you go to school in your native country? Did you graduate from high school in your native country?* State the goal: *Today, we will identify our goals.*

Presentation 1 15-20 mins.

A This flowchart represents the educational system in the United States. Read the flowchart with your teacher.

Start at the bottom and work your way up the flowchart, discussing each educational step in the US.

B PREDICT What do the abbreviations in the table stand for and mean? Ask your teacher for help.

Display or copy the chart on the board and fill in the answers as you go over them with students.

BEST PRACTICE

Abbreviations

Explain to students that an abbreviation is a shortened form of a word or phrase. Tell them that the letters in an abbreviation are usually taken from the word or phrase itself. Point out that an abbreviation is not the same thing as a contraction, such as *I'm* or *she's*. Tell students that it is not the same thing as the initials we might use for our names either. Write the following examples of common abbreviations on the board.

1. States: Georgia - GA, Florida - FL, California - CA
2. Locations: Avenue - Ave., Road - Rd., Street - St.
3. Internet: Laugh out loud - LOL, Bye for now - BFN

Now ask students to create their own list of abbreviations for common words they have seen. Ask students to share their lists with the class.

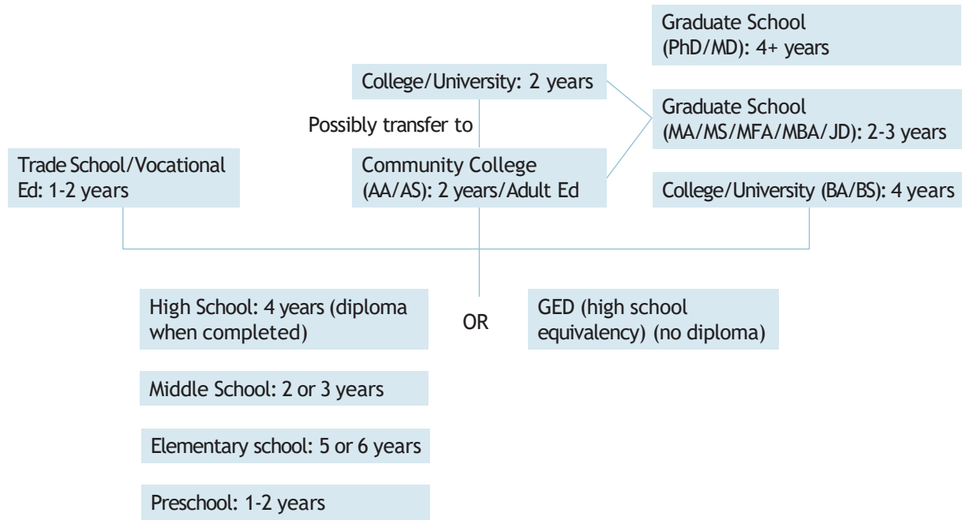
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LESSON 3

Are You College Bound?

GOAL ▶ Identify goals

A This flowchart represents the educational system in the United States. Read the flowchart with your teacher.



B PREDICT What do the abbreviations in the table stand for and mean? Ask your teacher for help.

Abbreviation	Stands for . . .	Meaning
AA	Associate of Arts	two-year degree from a community college with an art-related major
BA	Bachelor of Arts	a four-year degree with arts-related major
BS	Bachelor of Science	a four-year degree with a science-related major
MA	Master of Arts	a degree from a graduate school with an arts-related major
MS	Master of Science	a degree from a graduate school with a science-related major
PhD	Doctor of Philosophy	an advanced degree from a graduate school (a doctorate): the major can be related to arts or sciences
EdD	Doctor of Education	a professional doctorate that prepares students for administrative or specialized positions in education

C **Go online. What are some other abbreviations for degrees?** Answers will vary.

D. **Choose the best answer. Look back at the flowchart if you need help.**

1. What is the lowest level of education in the United States?

   a. kindergarten (b.) preschool c. graduate school

2. How many years do students go to high school?

   a. three years b. two years (c.) four years

3. What is the highest degree you can get?

   a. MA b. MS (c.) PhD

4. Where can you get a BA or BS degree?

   (a.) college b. graduate school c. technical college

E. **COMPARE** **Draw a flowchart to show your country's educational system. Compare your flowchart with a classmate's.** Answers will vary.

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Workplace Focus

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

Practice 1

5–10 mins.

C **Go online. What are some other abbreviations for degrees?**

Have students search online. If necessary, suggest a search engine. Encourage students to share what they found with a partner.

D **Choose the best answer. Look back at the flowchart if you need help.**

Have students answer the questions by themselves.

Evaluation 1

5 mins.

Go over the answers as a class.

Presentation 2

5–10 mins.

Have students look back at the flowchart on page 9. Ask them questions to help them compare the US educational system to the systems in their countries: *Does your country have preschool? At what age do children go to preschool? How many years of elementary school does your country have?*

Practice 2

15–20 mins.

E **COMPARE** **Draw a flowchart to show your country's educational system. Compare your flowchart with a classmate's.**

Have students work by themselves to create a flowchart showing their country's educational system. If you have some students from the same country, you may want to put these students in pairs to create the flowchart together.

Evaluation 2

10–15 mins.

Ask for some volunteers to draw their flowcharts on the board. If resources allow, students could create posters of their flowcharts and display them. As a class, discuss how these flowcharts are different from the flowchart describing the US educational system.

Instructor's Notes

Workplace Focus

Exercises F, G: Combine ideas and information.

Presentation 3

5-10 mins.

Go through the educational flow-chart with students, either on the board or in the book. Starting at the bottom, explain your educational background. For example: *I didn't go to preschool. I started kindergarten when I was six, and I started elementary school when I was seven.*

Practice 3

5-10 mins.

F Check (✓) the educational levels you have completed. Circle the educational level you would like to achieve.

Have students check the educational level they have achieved and circle the educational level they want to achieve.

Evaluation 3

5-10 mins.

Walk around the classroom and help students as necessary.

Application

10-20 mins.

G COMPOSE How do you plan to achieve your educational goals? Write a paragraph. Write a title for your paragraph.

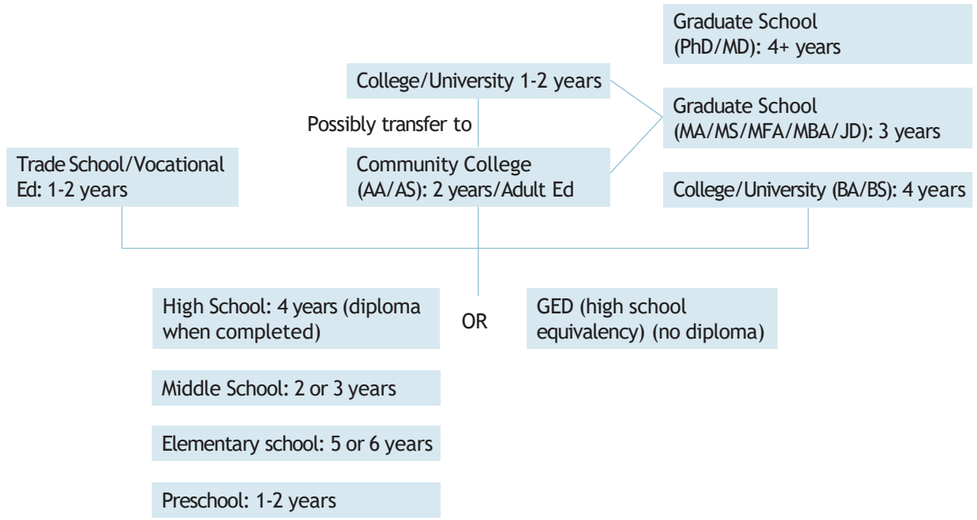
Brainstorm ideas with students about what they will write in their paragraph. Write their ideas on the board in note form (key words and phrases, not complete sentences, to model brainstorming). Have students work alone on their paragraphs and then share with a partner when they have finished.

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

Instructor's Notes

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F Check (✓) the educational levels you have completed. Circle the educational level you would like to achieve. Answers will vary.



G COMPOSE How do you plan to achieve your educational goals? Write a paragraph. Write a title for your paragraph. Answers will vary.

1 Balancing Your Life



About the Photo

In this photo, we can see a young woman practicing yoga in her home. The photo was taken by photographer Ali Abdollahi during the COVID-19 outbreak, when around the world many countries went into lockdown. It was a time when people needed to find ways to maintain their usual routines as much as they could for their well-being.

- Introduce the unit. Ask students what the title of the unit means. Ask them to look at the unit outcomes for clues.
- Ask students to look at the photo. Ask them what they can see and to find a link between the title and the image.
- Ask students to read the caption and discuss the questions in pairs.
- Discuss the unit outcomes with students and write any key vocabulary on the board.

Life Skills Focus

In this unit, students will identify and analyze activities and responsibilities in their own lives as well as the lives of others and learn how to manage them by applying different strategies.

UNIT OUTCOMES

- Analyze and create schedules
- Identify goals and obstacles, and suggest solutions
- Write about a personal goal
- Analyze study habits
- Manage time
- Learn about character traits important for work

Answer the questions.

A young woman practiced yoga at home because yoga centers where closed during the COVID outbreak.

1. What do you do in your free time?
2. What activities do you do every day?
3. How do you balance your free time and activities you do every day?
4. Describe what you see in this photo.
5. Do you think the yoga pose this young woman is doing is difficult? Why?
6. How is this woman balancing her life?

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 career clusters and they will learn about character traits important for work. Students will also analyze job ads in relation to character traits.
- In the Team Project, students practice the soft skill of collaboration as they complete the project.
- Digital Literacy Tips in lessons raise awareness of the benefits to students of using apps to keep track of their schedules.

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Analyze and create schedules • Identify goals and obstacles and suggest solutions • Write about a personal goal • Analyze study habits • Manage time • Learn about character traits important for work	• Adverbs of frequency • Future time clauses with *when*	• Schedules and time • Goals • Paragraphs • Study habits	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, 0.2.4 Lesson 2: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6, 7.2.7 Lesson 3: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6, 7.2.7 Lesson 4: 0.1.5, 7.4.1, 7.4.3 Lesson 5: 6.7.4, 7.4.1, 7.5.5 Lesson 6: 4.1.3, 4.1.6, 7.4.4, 7.4.8, 7.7.3 Team Project: 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	• S1: Can 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, 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.	RI1, RI2, RI3, RI4, RI7, W2, W4, W5, W6, SL1, SL2, SL3, L1, L3

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LESSON 1

Everyday Life

GOAL ▶ Analyze and create schedules

A *routine* is something you regularly do. For example: Luisa runs four mornings a week. Luisa watches a movie every Saturday at 7 p.m.

A ANALYZE Look at Luisa's schedule. What are her routines?

Answers will vary.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 a.m. – 7 a.m.	5:45 Run		5:45 Run		5:45 Run	6:00 Yoga	5:45 Run
7 a.m. – 9 a.m.	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog 8:00 Breakfast with co-workers	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog 8:00 Work	7:00 Walk the dog
9 a.m. – 11 a.m.	9:00 Work	9:00 Grocery shopping	9:00 Work	9:00 Run errands	9:00 Work	10:00 Shopping	
11 a.m. – 1 p.m.							
1 p.m. – 3 p.m.		1:00 Work		1:00 Work		2:00 Meet friends	1:00 Meet friends
3 p.m. – 5 p.m.							
5 p.m. – 7 p.m.							5:00 Family dinner
7 p.m. – 9 p.m.	7:00 ESL class	8:00 Computer class	7:00 ESL class	8:00 Computer class		7:00 Watch a movie	

B Ask questions about Luisa's schedule. Use the conversation below as a model.

Answers will vary.

Student A: What time does Luisa start work?

Student B: She starts work at 9:00 a.m. on Mondays, Wednesdays, and Fridays.

Student A: When does she have ESL class?

Student B: She has ESL class on Mondays and Wednesdays at 7:00 p.m.

Life ONLINE There are apps that people use to keep track of their schedule. Do you use a calendar app? What do you use it for? Share.

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At-a-Glance Prep

Goal: Analyze and create schedules
Grammar: Adverbs of frequency
Pronunciation: Focus
Academic Strategy: Reading a schedule
Vocabulary: *schedule*, *routine*, adverbs of frequency

Agenda

- ☐ Talk about schedules.
- ☐ Take a dictation.
- ☐ Use adverbs of frequency.
- ☐ Practice focus in pronunciation.
- ☐ Write your schedule.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.4
CCRS: RI7, SL1, SL2, L1
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 5-10 mins. ■■■

Write the word *schedule* on the board. Ask students: *What is a schedule?* They may mention a bus or train schedule. Present the idea of a personal schedule to them before you ask the following questions: *What information goes on a schedule? Who keeps schedules? Do any of you have a schedule? What information do you keep on it?*

Workplace Focus

Exercise B: Interact appropriately with team members.

Introduction 1 min. ■■■

State the goal: *Today, we will analyze and create a schedule.*

Presentation 1 10-15 mins. ■■■

A ANALYZE Look at Luisa's schedule. What are her routines?

Point out the explanation of a routine. Elicit / Provide an example: *You come to this class every...* After students study Luisa's schedule, ask them specific questions about it. For example: *What activity does Luisa do on Mondays, Wednesdays, and Saturdays? When does she go to work?* Ask additional questions to familiarize students with the schedule.

Practice 1 10-15 mins. ■■■

B Ask questions about Luisa's schedule. Use the conversation below as a model.

Model the conversation with one or two students then have students ask and answer questions about Luisa's schedule with a partner.

Ask students to read the Life Online tip. Ask students about the schedule apps they use. List the options they give on the board.

Life ONLINE

Instructor's Notes

Practice 1 *(continued)*

Workplace Focus
Exercises C, E: Complete tasks as assigned.

C INTERPRET Ask questions about Luisa's schedule again. This time, use *How often . . . ?* Answer the questions using the frequency expressions from the box.

Go over the frequency expressions and model the example with students. Have students work with a partner. Make sure they take turns asking and answering questions.

Evaluation 1
5 mins.

Observe students while they work. When they are finished, ask them additional questions about the schedule using *How often . . . ?*

Presentation 2
15–25 mins.

Dictate the following sentences (See Best Practice: Dictation).

1. The children *always* go to school on time.
2. Do you *usually* work on Saturdays?
3. Their family is *rarely* at the park.
4. I am *generally* in good spirits.
5. *Sometimes*, José studies in the library.
6. José studies in the library *often*.
7. Yes, I *always* do.
8. No, he *usually* isn't.

Ask students to underline the word in each sentence that tells how often something happens. Have volunteers write these words on the board. Explain that these words are called *adverbs of frequency*. Have students look at each pair of sentences (Sentences 1 and 2, Sentences 3 and 4, etc.) and try to find a pattern with the order of the verb and the adverb of frequency. Help them discover the rules. Then, go over the chart in **D**.

Practice 2
10–15 mins.

D Where do frequency adverbs go in a sentence? Study the charts below.

Go over the chart as a class. Provide an example about your schedule then elicit sentences from students using frequency adverbs to describe their schedules. (Shorter classes can do this exercise for homework.)

BEST PRACTICE

Dictation
The purpose of dictation is to help students improve their listening skills.

1. Write the following steps on the board and go over them:
   Listen first. (The most important step!)
   Repeat it to yourself.
   Write.
2. To encourage students to listen carefully, tell them that you will only read the statements one time.
3. Tell students to listen to the whole sentence before they begin writing. Remind them that if they start writing before you've finished talking, they won't hear the end of what you say.
4. Dictate the sentences (one time each) at a normal pace, pausing after each one to allow students time to write.
5. Once you've finished dictating, have students check their answers with a partner or group. Encourage them to write down what they missed or fix what they think they got wrong.
6. Read the dictation one more time at normal speed. This time, don't pause.
7. Ask volunteers to write each statement on the board.
8. Ask the class to check the statements and have different volunteers come up to the board and correct what they think is wrong.
9. Continue having students check the statements until all of them are correct.

E Write the frequency adverb in parentheses in the correct place. Remember, sometimes the adverb can go in more than one place.

Go over the example with students and make sure they understand the directions.

Evaluation 2
5–10 mins.

Go over the answers as a class by asking volunteers to write the completed sentences on the board.

Stress
Have students read the information in the note. Play the audio as students read the sentences. Ask students which words are stressed. Help them understand that they are the most important words; the words that carry more meaning. Have the class repeat the sentences, then call on individuals to repeat them.

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C INTERPRET Ask questions about Luisa's schedule again. This time, use *How often . . . ?* Answer the questions using the frequency expressions from the box.

Answers will vary.

every morning	every weekday	every Sunday	three times a week
every other day	every Saturday	once a week	twice a week

EXAMPLE: **Student A:** How often does Luisa have dinner with her family?
Student B: Luisa has dinner with her family every Sunday.
Or Luisa has dinner with her family once a week.

D Where do frequency adverbs go in a sentence? Study the charts below.

0% 50% 100%

never rarely sometimes usually always

Placement Rules for Frequency Adverbs	Examples
Before the main verb	Luisa *always / usually / often* **goes** running. She *sometimes / rarely / never* does yoga.
After the main verb *be*	She is *usually* busy on the weekends.
Sometimes / usually / often can come at the beginning or at the end of a sentence	*Usually / Sometimes,* Luisa starts work in the morning. Luisa starts work in the morning *sometimes / often*.
Between the subject and the verb in short answers	Yes, she *always* does. / No, she *usually* isn't.
Rarely and *never* are negative words. Do not use them with *not*.	Correct: She *never* plays tennis. Incorrect: She ~~doesn't~~ *never* plays tennis.

E Write the frequency adverb in parentheses in the correct place. Remember, sometimes the adverb can go in more than one place.

1. Roberto (rarely) finishes his homework before class. (rarely)
2. Jerry comes to class on time. (always)
3. Sue eats lunch with her husband. (sometimes)
4. Our teacher sits at her desk while she is teaching. (never)
5. Elia goes running in the morning before school. (often)
6. Hugo works at night. (usually)

Stress

In a phrase or sentence, certain words get the most stress.
Luisa OFTEN goes RUNNING.
She is NEVER HOME on the weekends.
SOMETIMES, I go to the MOVIES.
He RARELY studies in the MORNING.

F **Use frequency adverbs to write sentences about Luisa. Look back at her schedule in A.**

1. Luisa usually starts work in the morning. Answers will vary.
2. _____
3. _____
4. _____

G **Practice reading the sentences you wrote in F. Which words are the most important in each sentence?**

H **CREATE** **Make a schedule of everything you do in one week. Tell a partner about your schedule.** Answers will vary.

EXAMPLE: I NEVER cook on my day off because I'm a cook in a restaurant!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 a.m. – 7 a.m.							
7 a.m. – 9 a.m.							
9 a.m. – 11 a.m.							
11 a.m. – 1 p.m.							
1 p.m. – 3 p.m.							
3 p.m. – 5 p.m.							
5 p.m. – 7 p.m.							
7 p.m. – 9 p.m.							

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Presentation 3

5–10 mins.

Have students turn back to page 14 in their books and look at Luisa's schedule. Ask them questions using frequency adverbs, such as: *Does Luisa always run in the morning?* If they say *no* to any of the questions, ask them to use a different adverb of frequency to make the answer true. For example: *Luisa often goes running in the morning.*

Practice 3

10–15 mins.

F **Use frequency adverbs to write sentences about Luisa. Look back at her schedule in A.**

Have students write three sentences in their books. (Shorter classes can do this exercise for homework.)

Evaluation 3

5–10 mins.

Ask for volunteers to write their sentences on the board. Evaluate the sentences as a class, making sure the frequency adverbs are in the correct place.

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

G **Practice reading the sentences you wrote in F. Which words are the most important in each sentence?**

Have students work with a partner. Walk around the classroom and listen. Have students underline the stressed word in each of their sentences.

Application

10–20 mins.

H **CREATE** **Make a schedule of everything you do in one week. Tell a partner about your schedule.**

After students create a schedule, have them talk about it with a partner using present simple verbs and adverbs of frequency. If time allows, students can write sentences about their schedules.

Instructor's Notes

At-a-Glance Prep

Goal: Identify goals and obstacles and suggest solutions

Grammar: *When* in the future

Academic Strategies: Active reading, focused listening

Vocabulary: *goals*, *obstacle*, *solution*, *personal*, *occupational*

Agenda

- ☐ Discuss goals, obstacles, and solutions.
- ☐ Use *when* in the future.
- ☐ Create a goal chart.
- ☐ Write about your goals.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6, 7.2.7

CCRS: RI1, RI2, RI3, W6, SL1, SL2, L1

ELPS:

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, 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 5-10 mins.

Write the word *goal* on the board. Ask students to help you define it. Write down anything they say that could be considered a definition of the word. Keep in mind that you are trying to elicit definitions, not examples.

Introduction 5-10 mins.

Have students open their books and look at the picture of Bolin and his family. Ask them what Bolin is thinking about how he is feeling. State the goal: *Today, we will identify goals and obstacles and suggest solutions*.

Presentation 1 10-15 mins.

A Look at the picture. Bolin is worried about the future. What is he thinking about?

Write students' ideas on the board. Some of the words will be useful when they read the text.

B Read about Bolin.

Have students silently read the story. When they are finished, read the story out loud so they can hear the correct intonation. Ask basic comprehension questions, such as: *Why won't his boss promote him?* Then ask students if they have any vocabulary questions.

Practice 1 10-15 mins.

C A *goal* is something you would like to achieve in the future. What are Bolin's three goals?

Go over the definition of *goal* and find the first goal together. Have students find the other two goals by themselves.

Instructor's Notes

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LESSON 2

Goals, Obstacles, and Solutions

GOAL ▸ Identify goals and obstacles, and suggest solutions

A Look at the picture. Bolin is worried about the future. What is he thinking about?

Answers will vary.



B Read about Bolin.

Bolin's life is going to change very soon. His wife, Daiyu, is going to have twins in July. His parents are going to come from China to live in the United States. He's happy, but his apartment will to be too small for everyone. He needs a better job, but his boss *won't* promote him because he doesn't have a college degree.

Bolin has three goals. When his parents come to the United States, he will buy a house large enough for two families. His father will work and help pay for the house. His mother will help take care of the children. Then Bolin plans to go to night school and get his bachelor's degree. When he graduates, he will apply for a new position at work. He will work hard to achieve his goals.

*won't = will not

C A *goal* is something you would like to achieve in the future. What are Bolin's three goals?

1. He will buy a house.
2. He plans to go to night school and get his bachelor's degree.
3. He will apply for a new position at work.

D **An *obstacle* is a problem; something that gets in the way of your goal. Bolin has two obstacles. What are they?**

1. His apartment is too small for everyone.
2. His boss won't / will not promote him because he doesn't have a college degree.

E **Review vocabulary and write about Bolin's solutions.**

1. What is a goal? A goal is something you would / 'd like to achieve in the future.
2. What is an obstacle? An obstacle is a problem or something that gets in the way of your goal.
3. What is a solution? A solution is a way to solve a problem.
4. Bolin's apartment is too small. What is his solution?
   His solution is to buy a house / he will buy a house.
5. Bolin needs a better job. What is his solution? His solution is to go to night school / He will go to night school and get his bachelor's degree. When he graduates, he will apply for a new position.

F **IDENTIFY** **Listen to Tuba and Lam. Identify their goals, obstacles, and solutions and write them in the spaces.**

1. **Goal:** Tuba wants to get a job to help her husband.



Obstacle: Her obstacle is _____.

Solutions:

a. She can work part-time while her children are in school.
b. Her mother can help around the house and help take care of the children.

1. **Goal:** Lam wants to send his grandchildren to college.



Obstacle: His obstacle is _____.

Solutions:

a. His grandchildren can apply for scholarships.
b. His grandchildren can work part-time while going to school.

G **Read how to use *when* to talk about goals.**

1. *When* Bolin *graduates*, he *will* apply for a new position at work.

   This sentence means: *First*, he will graduate. *Then* he will apply for a new position at work.

2. *When* his parents *come* to the United States, he *will* buy a house.

   This sentence means: *First*, his parents will come to the United States. *Then* he will buy a house.

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Practice 1 *(continued)*

D **An *obstacle* is a problem; something that gets in the way of your goal. Bolin has two obstacles. What are they?**

Go over the definition of *obstacle* and find the first obstacle together. Have students find the second obstacle by themselves.

Workplace Focus

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

E **Review vocabulary and write about Bolin's solutions.**

Have students complete the items by themselves.

Evaluation 1

5–10 mins.

Go over the answers as a class. Make sure students understand all the definitions. Go back to Bolin's story and ask students what Bolin's solutions are.

Presentation 2

5–10 mins.

Tell students they will listen to two different speakers talk about their goals. Write the words *goal*, *obstacle*, and *solutions* on the board. Tell students that they will listen for these items.

BEST PRACTICE

Focused listening

The purpose of focused listening is to learn how to pick out important information.

1. Tell students that they don't need to understand every word to grasp the speaker's meaning.
2. Present the context.
3. Make sure students understand what they are listening for.
4. Start with a few examples and allow students to gain confidence.
5. After students complete the task, ask them to summarize what they heard.

Practice 2

15–20 mins.

F **IDENTIFY** **Listen to Tuba and Lam. Identify their goals, obstacles, and solutions and write them in the spaces.**

Play the audio for **F**. Ask students to identify each person's goal, obstacle, and solutions. Have them fill in the answers in their books.

Listening Script

My name is Tuba Kambriz. I came here from Afghanistan five years ago. My husband had to come here for business, so my whole family moved here. Right now, we don't have enough money to pay the bills, so my goal is to get a job to help my husband with money. But I have an obstacle—time. It will be difficult to work because I have to take care of the children and the house. One solution is to work part-time while my children are in school. Another solution is to ask my mother to help out around the house and help take care of the children. If we all work together, we will achieve our goal.

I'm Lam and I came to the United States from Vietnam many years ago. The most important people in my life are my grandchildren. My goal is to send my grandchildren to college. But there is an obstacle. We don't have enough money to send them to college. I want them to have the education I never did, so I think it's very important for them to go to school. My wife thought of one solution. She suggested they apply for scholarships. This is a good idea because both girls are very smart. The girls came up with another solution. They said they could work part-time while going to school. We have been saving every penny we can to help them. I hope everything works out in the end.

Evaluation 2

5–10 mins.

Go over the answers as a class. See if students can suggest any more solutions.

Presentation 3

15–20 mins.

Have students close their books and take out a sheet of paper. Dictate the following sentences:

1. When Bolin's parents come from China, his house will be too small for everyone.
2. Bolin will buy a two-family house when his parents move to the United States.
3. When he graduates, Bolin will apply for a new position at work.

After students write the sentences, write them on the board and have students check their work. Have volunteers underline the verbs in the *when* clause with one line and in the other clause with two lines. Help them find the pattern of verb forms.

G **Read how to use *when* to talk about goals.**

Go over the examples and explanations.

H **Study the chart.**

Go over the grammar chart with students. Answer questions as needed.

Workplace Focus

Exercise J Collect and organize information; Exercise K Interact appropriately with team members.

Practice 3

10-15 mins.

I **Complete the sentences below with your own ideas.**

Go over the example with students and have them complete the sentences on their own.

Evaluation 3

10-15 mins.

Ask for volunteers to write their completed sentences on the board. Go over the answers as a class. Encourage other students to share what they wrote.

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

Application

10-20 mins.

J **CLASSIFY** **Bolin has a *personal* goal (buy a new home), an *educational* goal (graduate from college), and a *professional* goal (get a new position at work). What are your goals? Write them in the table below.**

Make sure students understand the different types of goals before you have them complete the chart. As a class, come up with a few examples for each type. Walk around the classroom and help students with vocabulary as they are writing down their goals.

K **In groups, discuss your goals for the future.**

Put students in small groups and have them spend 5–10 minutes discussing their future goals. Encourage them to use *when*. After students have finished talking, have them write sentences about their goals using *when* and *will*.

L **APPLY** **Write your goals on a separate piece of paper. Hang it up in a place where you can read your goals each day.**

Discuss with students how writing their goals down and posting them where they will see them each day will help them stay focused and make sure they are working toward their goals. Model the activity by writing one or two of your goals on a piece of paper. For example: *I want to study for an MA*.

Instructor's Notes

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H **Study the chart.**

Future Time Clauses with *When*			
When **+ Subject**	**Verb (present)**	**Subject + *Will***	**Base Verb**
When Bolin	graduates,	he will	**apply** for a new position at work.*
When his parents	come to the United States,	he will	**buy** a house.
*Note: Place a comma after the *when* clause when it begins the sentence. The order of the clauses does not matter. You can also say, *Bolin will apply for a new position at work when he graduates.*			

I **Complete the sentences below with your own ideas.** Answers will vary.

1. When Bolin's parents come to the United States, his house will be too small.
2. When Bolin's parents come to the United States, they will buy a bigger house.
3. When Bolin's mother comes to stay, she will take care of the children.
4. When Bolin gets his bachelor's degree, his boss will promote him.
5. When Bolin gets a better job, he will have achieved his goals.

J **CLASSIFY** **Bolin has a *personal* goal (buy a new home), an *educational* goal (graduate from college), and a *professional* goal (get a new position at work). What are your goals? Write them in the table below.** Answers will vary.

Personal	Educational	Professional
1.	1.	1.
2.	2.	2.
3.	3.	3.

K **In groups, discuss your goals for the future.**

EXAMPLE: When I graduate, I will get a new job.

L **APPLY** **Write your goals on a separate piece of paper. Hang it up in a place where you can read your goals each day.**

LESSON 3

The Future

GOAL ▶ Write about a personal goal

A **Complete the paragraph below with *obstacles and solutions*.**

In the previous lesson, you wrote about your goals. Goals are things you want to achieve. Sometimes, we can have problems achieving them. These problems are called _____obstacles_____. When we figure out how to solve these problems, we have _____solutions_____.

B **ANALYZE** **Choose one of the goals you wrote in the table in Lesson 2. Think of one obstacle to reaching your goal and two possible solutions.** Answers will vary.

Goal: _____

Obstacle: _____

Solutions:

1. _____

_____

_____

2. _____

_____

_____

C **Share your ideas with a partner. Can your partner suggest other solutions?**

D **What is a paragraph? Discuss the following terms with your teacher.**

- A *paragraph* is a group of sentences about the same topic.
- A *topic sentence* is usually the first sentence in a paragraph. It introduces the topic or *main idea*.
- *Support sentences* are the sentences that follow the topic sentence. They give *details* about the topic.
- A *conclusion sentence* is the final sentence of the paragraph. It gives a *summary* of the paragraph.

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At-a-Glance Prep

Goal: Write about a personal goal
Academic Strategy: Writing a paragraph
Vocabulary: *topic, support, conclusion*

Agenda

- ☐ Discuss goals, obstacles, and solutions.
- ☐ Identify topic, support, and conclusion sentences in a paragraph.
- ☐ Write about your goal.

Pacing

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

Standards Correlations

CASAS: 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
CCRS: W4, W5, SL1, SL2, SL3
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 5-10 mins. ■■■

Ask students to give you examples of goals. Write everything they say on the board, but put their ideas in three separate clusters without giving the clusters a name: *personal*, *educational*, and *occupational*. Once you have quite a few goals on the board, ask students to read over each cluster separately and try to identify the type of goals it contains.

Workplace Focus

Exercises C. D: Interpret and communicate information.

Introduction 5-10 mins. ■■■

A **Complete the paragraph below with *obstacles* and *solutions*.**

State the goal: *In this lesson, we will write about a personal goal.* Ask students to complete the paragraph. Then read the completed paragraph to the class.

Presentation 1 10-15 mins. ■■■

Ask for a volunteer to share his or her goals with the class. Write the list on the board. Ask the class to come up with some possible obstacles to reaching these goals. Then have students come up with a few solutions for each obstacle. Repeat this presentation until you think all of the students are comfortable with the terms *goal*, *obstacle*, and *solution*.

Practice 1 10-15 mins. ■■■

B **ANALYZE** **Choose one of the goals you wrote in the table in Lesson 2. Think of one obstacle to reaching your goal and two possible solutions.**

Have students complete this activity by themselves.

Evaluation 1 5-10 mins. ■■■

C **Share your ideas with a partner. Can your partner suggest other solutions?**

After students complete this activity, ask for volunteers to share their goals, obstacle, solutions, and any additional solutions their partner came up with.

Presentation 2 5-10 mins. ■■■

Write the word *paragraph* on the board. Ask if students can remember what a paragraph is. Write their ideas on the board.

D **What is a paragraph? Discuss the following terms with your teacher.**

Go over the parts of a paragraph with students.

E **Read the paragraph Tuba wrote about her goal.**

As a class, read the paragraph. Then discuss the different parts of the paragraph.

Practice 2

5–10 mins.

Have students close their books. Quiz them on the different parts of a paragraph by reading sentences from Tuba's paragraph out loud and asking students which type of sentence they are —topic, support, or conclusion.

Evaluation 2

5–10 mins.

Make sure students are calling out the correct sentence type.

Presentation 3

5–10 mins.

Ask students to choose one of the sentence types and write an example sentence on a sheet of paper. You may have to get them started by giving them an example. Have them keep their sentences secret. Collect the papers and read each one out loud. The class must guess if it is a topic sentence, a support sentence, or a conclusion sentence.

BEST PRACTICE

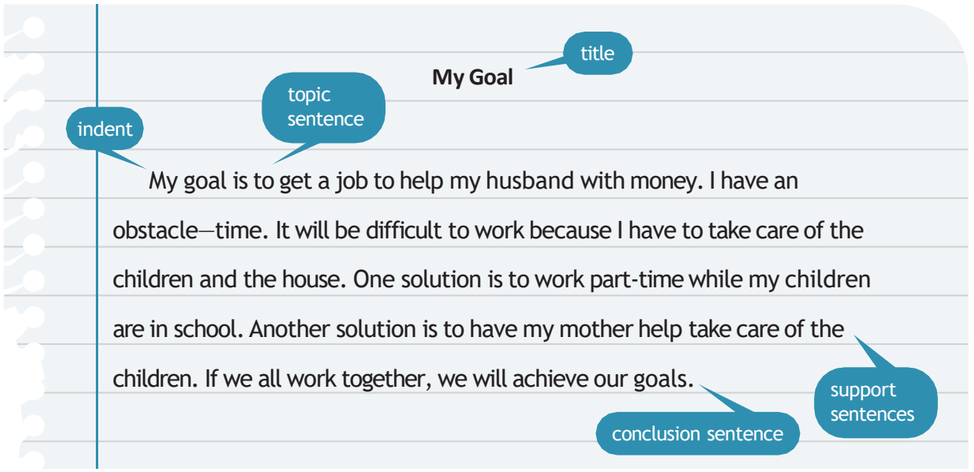
Monitoring student responses

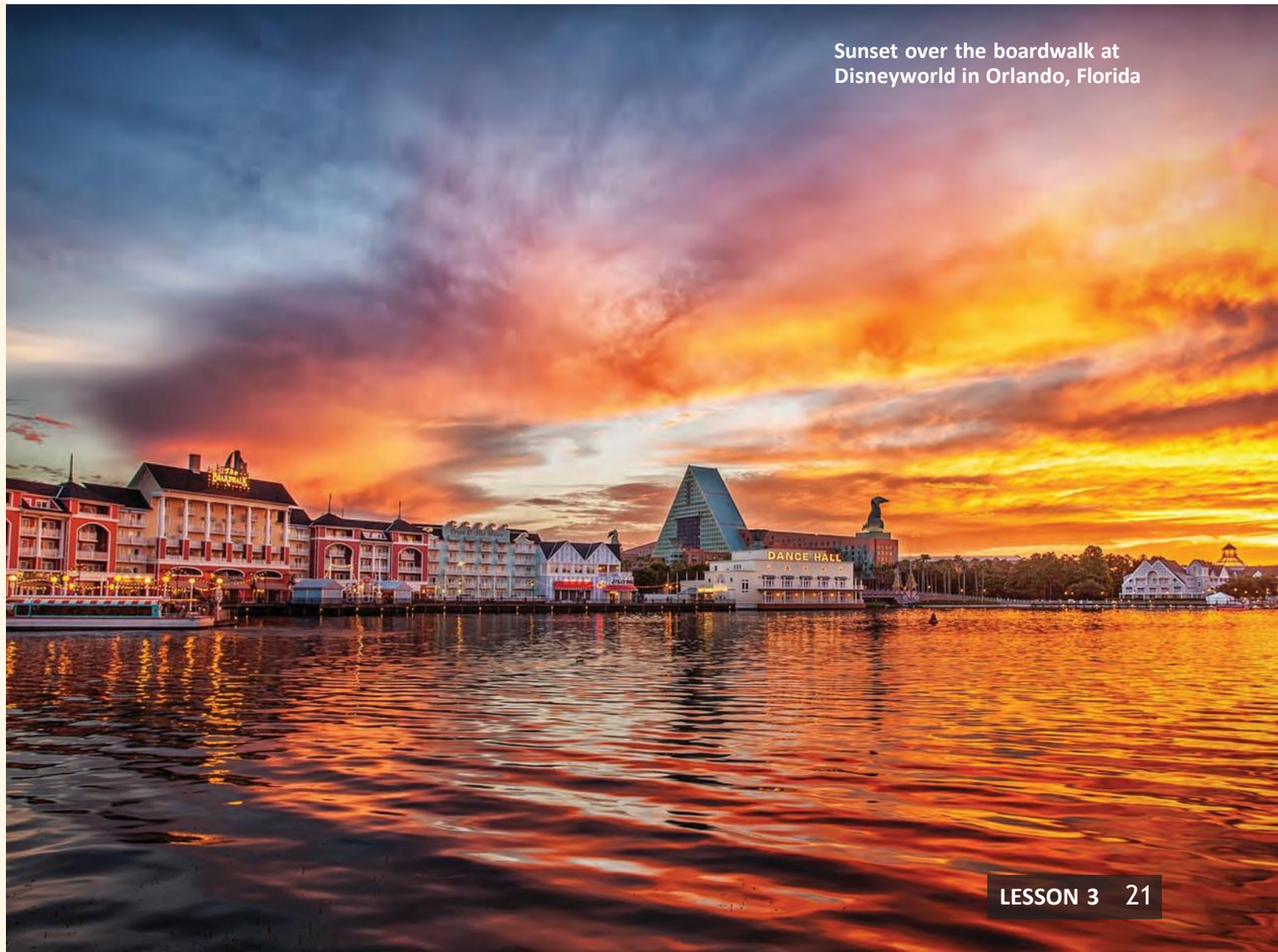
An easy way to monitor responses is to have students simply respond verbally with a word. However, by blurting out one-word answers, stronger students sometimes overwhelm students who need more time to think when asked for a verbal response. You may choose other ways for students to respond where students are less likely to "go along with the crowd." One such response could be to use 3-by-5 cards with different responses on them. Students then respond by holding up the card with the answer they think is correct. If you choose to use this method, have students create the actual cards themselves so they also get writing practice.

Instructor's Notes

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E **Read the paragraph Tuba wrote about her goal.**





Sunset over the boardwalk at Disneyworld in Orlando, Florida

F ANALYZE **Look again at Tuba's paragraph in E and answer the questions. Then write ideas for your own paragraph about the goal you chose in B.**

1. What is Tuba's topic sentence?

My goal is to get a job to help my husband with money.

2. Tuba's support sentences are about her obstacle and her two possible solutions. What are her support sentences?

It will be difficul to work because I have to take care of the children and the house. One solution is to work part-time while my children are in school. Another solution is to ask my mother to help take care of the children.

3. What is Tuba's conclusion sentence?

If we all work together, we will achieve our goals.

1. Write your topic sentence.

Answers will vary.

2. Write your three support sentences.

a. Answers will vary.

b.

c.

3. Write your conclusion sentence.

Answers will vary.

G **On a separate piece of paper, write a paragraph about your goal using correct paragraph formatting.** Answers will vary.

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Workplace Focus

Exercise F: Collect and organize information;
Exercise G: Combine ideas and information.

Practice 3

5-10 mins.

F ANALYZE **Look again at Tuba's paragraph in E and answer the questions. Then write ideas for your own paragraph about the goal you chose in B.**

Have students complete the information about Tuba's paragraph individually then compare with a partner. After they have discussed their answers, have them work individually again to brainstorm ideas for a paragraph about themselves. Provide vocabulary as necessary then have students develop their ideas into sentences.

Evaluation 3

10-20 mins.

As a class, go over the answers about Tuba's paragraph. Then ask for volunteers to read some of their ideas out loud. If you have time, you may want to ask volunteers to write their sentences on the board so you can go over them as a class.

Application

20-30 mins.

G **On a separate piece of paper, write a paragraph about your goal using correct paragraph formatting.**

Monitor as students write, providing help with vocabulary as needed. If time allows, when students have finished, have them exchange paragraphs with a partner and read each other's texts.

BEST PRACTICE

Error correction

There is often the temptation to overcorrect students. Students will make errors, but too much correcting without explanation can intimidate students so much that they are afraid to produce the target language. We suggest that you correct students only on the concept you are teaching or have taught. In this case, focus on the sentence types more than the grammar. If you want to focus on some grammar errors, limit yourself to the ones you have already taught in this course.

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

Instructor's Notes

At-a-Glance Prep

Goal: Analyze study habits
Academic Strategies: Active reading, inference
Vocabulary: *study habits, distractions, beneficia , harmful, improve, concentrate, go over*

Agenda

- ☐ Discuss good and bad study habits.
- ☐ Listen and read about study habits.
- ☐ Use new vocabulary.
- ☐ Describe your study habits.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 7.4.1, 7.4.3
CCRS: RI1, RI2, RI4, SL1, SL3, L3
ELPS:
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, 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 5-10 mins. ■■■

Ask the class to list the three main parts of a paragraph (topic sentence, support sentences, and conclusion sentence). Tell them that a good paragraph, like a good story, has a beginning, middle, and end.

A Answer the following questions. Then compare answers with a partner.

Review the questions as a class before students begin the exercise. Ask students to discuss the questions with a partner. Ask pairs to share their answers with the class.

Workplace Focus

Exercises A, C: Complete tasks as assigned;
Exercise B: Interpret and communicate information.

Introduction 5-10 mins. ■■■

Ask students to list good and bad study habits. Write the list on the board. You may have to get them started with a few examples. State the goal: *Today, we will analyze study habits.*

Presentation 1 5-10 mins. ■■■

B COMPARE Look at the first picture. What is Luisa doing? Do you think she is learning anything? Why or why not? Look at the second picture. What is Michel doing? Is he learning anything? Discuss your ideas with a partner.

When students have finished discussing their ideas in pairs, discuss the questions as a class.

Practice 1 5-10 mins. ■■■

C Listen to the information about study habits and take notes. What are good and bad study habits?

Ask students to put their pencils down and listen for good and bad study habits, nothing else. You may want to play the audio for **C** more than once.

Note: The listening script is on the next page.

Evaluation 1 5-10 mins. ■■■

Draw two columns on the board and label them *good* and *bad*. Ask students to report what they heard in the audio and write the study habits in the correct columns.

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LESSON 4

Study Habits

GOAL ▶ Analyze study habits

A Answer the following questions. Then compare answers with a partner.

Answers will vary.

1. Where do you like to study?

_____

2. When do you usually study?

_____

3. How long do you study for?

_____

4. Do you listen to music when you study? Why or why not?

_____

_____

B COMPARE Look at the first picture. What is Luisa doing? Do you think she is learning anything? Why or why not? Look at the second picture. What is Michel doing? Is he learning anything? Discuss your ideas with a partner. Answers may vary.

Luisa is sitting on the floor trying to do her homework. I don't think she is learning anything because the TV is on and she is disorganized.





Michel is working at his desk. Yes, he is learning because he is organized and he is studying.

C Listen to the information about study habits and take notes. What are good and bad study habits?

Answers may vary, but may include: Bad—not studying before class, studying with distractions around, and copying a friend's homework; Good—studying at the same time every day, finding a good place to study that is quiet and comfortable, so you can concentrate, and doing homework on your own. Afterwards, check your answers with a friend.

D **Read about study habits below.**

Good study habits can be very *beneficial* to you and your education. On the other hand, bad study habits can be *harmful* to your educational goals. First, let's talk about bad study habits.

Many people have very busy schedules, and it is difficult for them to find time to study. One bad study habit is not studying before class. Another bad study habit is studying with *distractions* around, such as television, people talking, or loud music. A third bad habit is copying a friend's homework. These are just a few bad study habits, but you can easily change them into good study habits.

There are many ways that you can *improve* your study habits. First, try to study at the same time every day. Do not make appointments at this time. This is your special study time. Second, find a good place to study, a place that is quiet and comfortable, so you can *concentrate*. Finally, do your homework on your own. Afterwards, you can find a friend to help you *go over* your work and check your answers.

E **INTERPRET** **According to the reading, what are some bad study habits? Add one more idea.**

not studying before class

studying with distractions around

copying a friend's homework

Additional answers will vary.

F **INTERPRET** **According to the reading, what are some good study habits? Add one more idea.**

studying at the same time every day

finding a good place to study

doing your homework on your own

Additional answers will vary.

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Presentation 2

10-15 mins.

D **Read about study habits below.**

BEST PRACTICE

Active reading

The purpose of active reading is to help students engage their reading-comprehension skills so they can tackle any reading with confidence. Explain that they may not understand the passage on the first reading. Help them realize that to understand a reading, they may need to read it more than once—maybe even three or four times.

Pre-reading: Teach students that anticipating the content of a reading and recalling information they already know about the topic will help make the reading easier to understand.

First reading: Focus on the main ideas by asking students to find the topic sentence in each paragraph or to summarize the main point of each paragraph.

Second reading: Show students how to scan the reading quickly to find details that support the main ideas or that answer the post-reading questions.

Guessing from context: Encourage students to guess the meaning of new words from context by analyzing the words surrounding the vocabulary item. They should not let unknown words slow down their reading and should use a dictionary only after they are familiar with the context.

When students have finished, ask them some basic comprehension questions about the passage to see if they understand the general ideas.

Practice 2

10-15 mins.

(Shorter classes can do these exercises for homework.)
Have students complete the two exercises by themselves.

E **INTERPRET** **According to the reading, what are some bad study habits? Add one more idea.**

In pairs, have students first identify the paragraph where the negative habits are listed / located (Paragraph 2). Ask them to locate the bad study habits. Then ask them to come up with an additional idea.

F **INTERPRET** **According to the reading, what are some good study habits? Add one more idea.**

In pairs, have students identify the good study habits. Then ask them to come up with an additional idea.

Evaluation 2

5-10 mins.

Go over the answers as a class. Encourage volunteers to share their ideas with the class.

Instructor's Notes

Workplace Focus

Exercises G, H: Complete tasks as assigned;
Exercises I, K: Interpret and communicate information.

Presentation 3

5–10 mins.

Discuss the vocabulary from the reading. Help students with pronunciation and definitions.

G Match each word or phrase with its correct definition. Write the letter.

Have students complete as much of the exercise as they can before providing help.

Practice 3

5–10 mins.

H Fill in the blanks with a word or phrase from G.

Have students complete the activity individually then compare answers with a partner.

Evaluation 3

3 mins.

Go over the answers as a class.

Application

10–20 mins.

I Choose three words or phrases from G and write sentences about your study habits on a separate piece of paper. Share your sentences with a partner.

Monitor as students write their sentences, providing help as needed.

J Think about your study habits. Fill in the table below.

Tell students that they don't need to write full sentences—only notes. Provide an example, *quiet place*.

K COMPARE Share your answers with a partner. Which study habits are the same? Which study habits are different? Do you agree with these opinions?

Have students discuss what they wrote in their charts and identify similarities and differences. Then share answers as a class.

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

BEST PRACTICE

Peer teaching strategy: Pair sharing

After presenting an activity, give students a few minutes to think and complete the task. Then ask students to share their work and discuss with a partner. After discussion, ask partners to share their answers with the class.

This strategy engages the whole class. It gives students ample time to think about and discuss their answers before presenting them to the entire class. Pair sharing facilitates large class discussions. Students are more comfortable participating knowing they have thought deeply and thoroughly about the questions and answers.

Instructor's Notes

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G Match each word or phrase with its correct definition. Write the letter.

1. d beneficial	a. bad for you
2. a harmful	b. get better
3. f distractions	c. review or check again
4. b improve	d. good for you
5. e concentrate	e. think hard about something
6. c go over	f. things that disturb your studying

H Fill in the blanks with a word or phrase from G.

1. My English will improve if I practice every day.
2. Please be quiet. I can't concentrate on my homework.
3. Studying with a friend can be beneficia because you can help each other.
4. When you finish taking a test, go over your answers again.
5. It's hard to study when there are distractions. Turn off the TV!
6. Bad study habits can be harmful to your educational goals.

I Choose three words or phrases from G and write sentences about your study habits on a separate piece of paper. Share your sentences with a partner. Answers will vary.

J Think about your study habits. Fill in the table below. Answers will vary.

Good Study Habits	Bad Study Habits
1.	1.
2.	2.
3.	3.

K COMPARE Share your answers with a partner. Which study habits are the same? Which study habits are different? Do you agree with these opinions? Answers will vary.

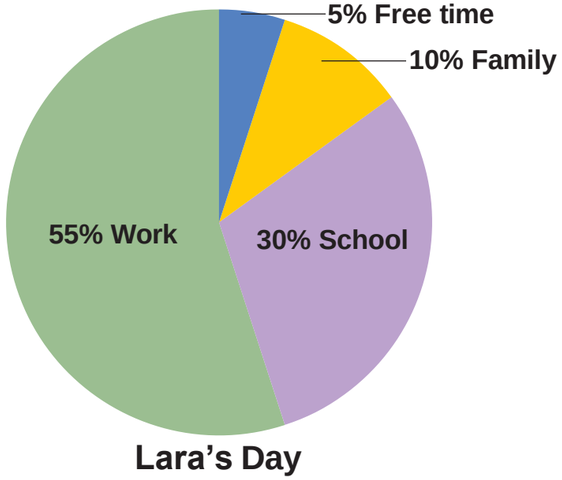
LESSON 5

Time Management

GOAL ▶ Manage time

A **Read about Lara's problem.**

Lara doesn't spend enough time with her family. The pie chart shows how Lara spends her time. She rarely has any free time to relax. Lara wants to find a way to balance her time, so she has decided to attend a lecture at school to learn better time-management strategies.



B **Answer the questions about Lara.**

1. What is Lara's goal?

   Lara's goal is to (find a way) balance her time.

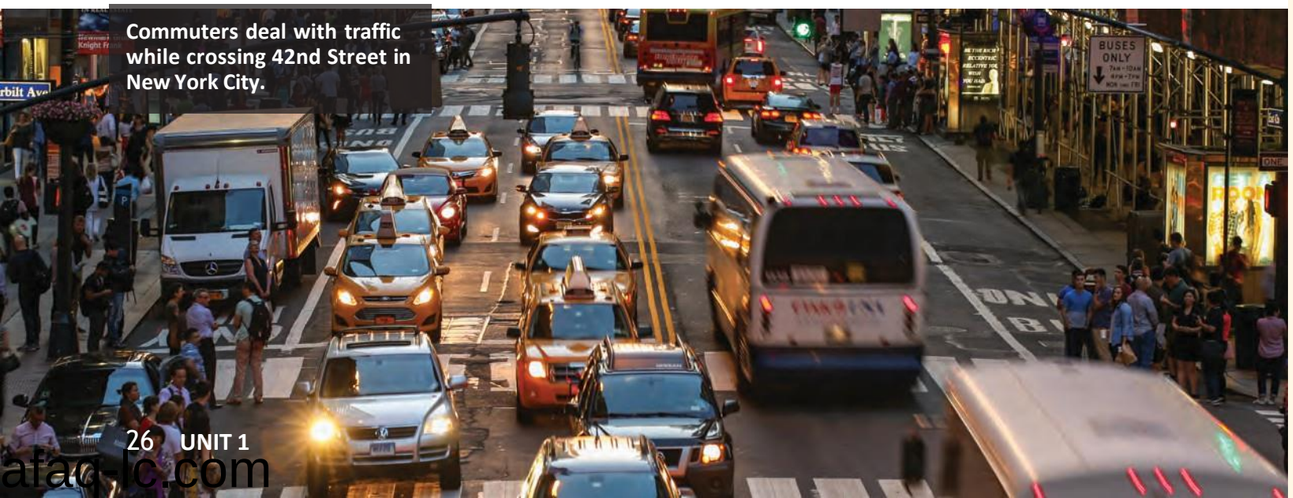
2. What is her obstacle?

   Her obstacle is that she rarely has any free time to relax.

3. What is her solution?

   Her solution is to (attend a lecture to) learn better time-management skills.

C **Listen to the lecture about time management. Listen for the main ideas. Do you agree?**



Commuters deal with traffic while crossing 42nd Street in New York City.

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At-a-Glance Prep

Goal: Manage time
Math: Read and create a pie chart
Academic Strategies: Complete an outline, focused listening
Vocabulary: *balance, accomplish, task, time slot, benefit*

Agenda

- ☐ Read about a problem.
- ☐ Listen to a lecture on time management.
- ☐ Complete an outline.
- ☐ Create a pie chart.
- ☐ Discuss your time-management strategies.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 6.7.4, 7.4.1, 7.5.5
CCRS: RI1, RI7, SL2, SL3
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 5–10 mins. ■■■

Go over the study-habit chart from Lesson 4. Have students read their list of good habits. Ask how many people followed each habit the day before. Provide or elicit suggestions on how to make these habits a part of students' daily routine.

Introduction 5–10 mins. ■■■

Write *time management* on the board and ask students what it means. If they have trouble providing a definition, ask for examples that help clarify the term. State the goal: *Today, we will identify time-management strategies.*

Presentation 1 10–15 mins. ■■■

Have students look at Lara's pie chart. Ask questions about how Lara spends her time. Ask if students think she balances her time well. If not, where are her problem areas?

A **Read about Lara's problem.**

Ask for a volunteer to read this paragraph out loud. Ask students: *What is Lara's problem? What does she want to do? How do you think she could solve her problem?*

Practice 1 10–15 mins. ■■■

B **Answer the questions about Lara.**

Have students work with a partner.

Evaluation 1 3 mins. ■■■

Go over the answers as a class.

Presentation 2 15–20 mins. ■■■

C **Listen to the lecture about time management. Listen for the main ideas. Do you agree?**

Tell students to put their pencils down and listen for main ideas. After they listen, ask students what they heard. Write their ideas on the board.

Note: The listening script is on the next page.

Instructor's Notes

Presentation 2 *(continued)*

Workplace Focus

Exercise E: Collect and organize information.

D DISCUSS When you listen to a lecture, you can use an outline to help record important information. Look at the outline below and discuss it with your teacher.

Ask students if they have ever seen or used an outline before. Explain to them the purpose of the different levels of an outline. Go over the sentences already filled in in the outline. Then prepare students for the focused listening activity.

Note: This listening and outline activity may be difficult for students, so do as much pre-listening discussion as possible to prepare them.

Practice 2

15–20 mins.

E Listen to the lecture on time management again and complete the outline in D.

Have students close their books. Play the audio. The first time you play it, ask students just to listen. The second time, have them open their books and ask them to fill in the blanks in the outline as they listen. Play the audio as many times as needed. Then ask students to share their sentences with a partner. After most students have completely filled in the outline, play the audio once again and have them check their answers.

BEST PRACTICE

Active listening

Encourage students to be *active* when listening to lectures. Explain to students that being an *active listener* means paying full attention to what is being said rather than just hearing the message. Provide students with the following tips to help them develop their *active listening skills*:

1. Listen for main ideas and specific details.
2. Tell students to take notes during the lecture, only writing information that will help them to remember the most important points.
3. Ask students to make sure that their notes are clear and easy to read.
4. Encourage students to use abbreviations if possible.
5. Tell students to add question marks next to points and details they are not sure about for later class discussions.
6. Always ask students to review their notes after listening.

Listening Script

Time management is important for several reasons. First of all, it helps you stay organized. Second of all, you can make sure you are accomplishing everything that needs to get done. And thirdly, you can make time for family and friends and things that matter most. One of the best ways to manage your time is to keep a schedule. First, write down everything you need to do in a week. This includes work, school, children, and other tasks. Then put each of these into a time slot. Of course, you have to follow your schedule. And most important, check things off once they have been completed. There are some easy ways to add more time to your day. One, wake up a few minutes earlier. Even ten or fifteen minutes will give you some extra time to study or do things around the house. Two, have your family or friends help you with things you need to get done. For example, having your children help you with the housework will help you finish twice as fast. Three, try doing two tasks at once. Instead of just eating lunch, eat lunch and review your verb tenses. We call this killing two birds with one stone! There are some other important things to consider about time management. First of all, remember the important people in your life. Did you put time in your schedule to visit them, write them a letter, or even call them? Also, remember your values. If you value exercise, you must schedule time to exercise. And finally, you are the boss of your schedule. Don't let your schedule control you.

Managing your time will give you several benefits in life. You will find that you have more free time. In addition, you will feel less stressed because you are more organized. Also, you will have time to see the people in your life who matter most. And lastly, you will feel better about yourself.

Evaluation 2

10–20 mins.

Project or copy the outline on to the board. Have students come up one at a time to fill in the blanks, or call on different volunteers to tell you how to fill them in. On completion, play the audio one last time for students to check their answers.

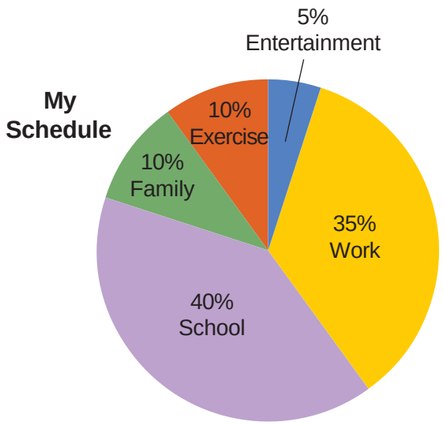
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D DISCUSS When you listen to a lecture, you can use an outline to help record important information. Look at the outline below and discuss it with your teacher.

1. Why is time management important?
   a. You stay organized.
   b. You accomplish everything that needs to get done.
   C. You make time for family, friends, and things that matter most.
2. How do you keep a schedule?
   a. Write down everything you need to do in a week.
   b. Put each task in a time slot.
   c. Follow your schedule.
   d. Check off things that have been completed.
3. How can you add more time to your day?
   a. You can wake up earlier.
   b. You can ask your family or friends to help you.
   c. You can try doing two tasks at once.
4. What are other important things to consider about time management?
   a. Remember the important people in your life.
   b. Remember your values.
   c. You are the boss of your schedule.
5. What are the benefits of managing your time?
   a. You will have more time.
   b. You will feel less stressed.
   C. You will have time to see the people who matter most.
   d. You will feel better about yourself.

E Listen to the lecture on time management again and complete the outline in D.

F **A pie chart is a circle that is divided up into parts that equal 100%. Look at the pie chart, fill in the percentages below, and add them up. Do they equal 100%?**



Work:	35 %
School:	40 %
Family:	10 %
Exercise:	10 %
Entertainment:	5 %
TOTAL	100 %

G **On a separate piece of paper, create a pie chart to show how you spend your time. Make sure your chart equals 100%!** Answers will vary.

H **REFLECT** **Answer the following questions about your own time-management strategies.** Answers will vary.

1. What problems do you have with time?

   I work ten hours a day, and I don't have time to study.

2. How could you add more time to your day? (Think about what you learned from the lecture.)

3. What are some time-management skills you learned that you would like to use in your life?

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Workplace Focus

Exercises F, G: Perform basic computations.

Presentation 3

10-15 mins.

Draw a pie chart on the board and show the class how you would fill it in to show your schedule. Then have the class look back at Lara's pie chart on page 26 and compare it to yours. Ask them questions such as: *Who works more—me or Lara? Who has more free time?*

Brainstorm a list of different ways to spend time that students could put in a pie chart (work, school, exercise, entertainment, hobbies, volunteering, etc.).

F **A pie chart is a circle that is divided up into parts that equal 100%. Look at the pie chart, fill in the percentages below, and add them up. Do they equal 100%?**

The purpose of a pie chart is to represent information (percentages) in an easy-to-understand way. Do the exercise as a class, making sure students understand the purpose of a pie chart and the fact that the pie pieces must equal 100%.

Practice 3

5-10 mins.

G **On a separate piece of paper, create a pie chart to show how you spend your time. Make sure your chart equals 100%!**

Have students fill in the pie chart. Remind them to look at the one you have just drawn on the board as well as Lara's if they need some ideas.

Evaluation 3

5-10 mins.

Ask a few volunteers to display their charts or to come to the board and draw their charts for the class. Compare the different charts.

Application

10-20 mins.

H **REFLECT** **Answer the following questions about your own time-management strategies.**

Have students answer these questions on their own. When they have finished, have them get into small groups and share what they have written.

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

Instructor's Notes

At-a-Glance Prep

Goal: Learn about character traits important for work

Agenda

- ☐ Jobs and careers
- ☐ Career clusters
- ☐ Character traits
- ☐ Job advertisements
- ☐ A job for you

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 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. ■■■

Write *Jobs* on the board and have students help you to brainstorm different jobs. Write their ideas on the board. If necessary, get them started by writing *teacher*. Explain that in this unit, they learned about goals, obstacles, and solutions. Talk about how having a job and a career might be one of their goals. Introduce the concept of career by saying, *I am a teacher, I have a career in education*. Have students read the definitions of *job* and *career*.

Introduction 5-10 mins. ■■■

Ask students about their jobs. Tell them that, throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today, we will reflect on the character traits important for different jobs*.

Presentation 1 15-20 mins. ■■■

A Discuss the following in a small group.

Go over the questions briefly then assign students to groups to discuss them. Monitor and provide vocabulary as needed.

Call on one person from each group to summarize the group's answers. For example, ask, *How many of you work? Do you all work full-time?* etc.

Elicit examples of careers, as possible. For example, Engineering, Health Services. If students can't provide examples, they will see some in **B**. Have a class discussion of why a career might be more valuable in the long run than just a job to pay the bills.

Practice 1 5-10 mins. ■■■

B INTERPRET There are sixteen career clusters recognized in the US. Here is a graphic showing six main fields and the corresponding career clusters. Read the infographic. What field do you think jobs 1–4 belong in?

Have students look at the chart, and elicit what the term *career cluster* refers to. After they complete the activity, have them compare answers with a partner.

Instructor's Notes

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LESSON 6

Explore the Workforce

GOAL ▸ Learn about character traits important for work

A Discuss the following in a small group. Answers will vary.

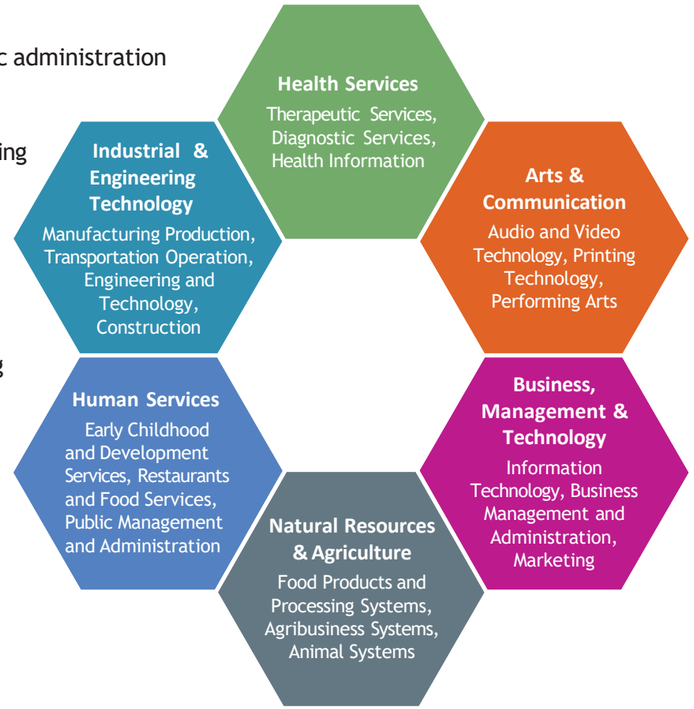
1. Do you work? If so, what is your job?
2. Do you work full-time or part-time?
3. Are you happy with your job or would you like a different job?
4. What is the difference between a job and a career?

JOB:
when a person performs tasks in exchange for payment

CAREER:
a choice which results in a person learning skills and getting experience in a particular industry to earn money

B INTERPRET There are sixteen career clusters recognized in the US. Here is a graphic showing six main fields and the corresponding career clusters. Read the infographic. What field do you think jobs 1–4 belong in?

1. architect
   a. government and public administration
   b. finance
   c. industrial and engineering technology
2. nurse
   a. human services
   b. health services
   c. education and training
3. farmer
   a. natural resources and agriculture
   b. finance
   c. manufacturing
4. musician
   a. marketing
   b. arts and communication
   c. human services



C **As a class, discuss the career clusters and jobs listed below. Write the job next to the career cluster.**

~~food server~~	airplane mechanic	computer programmer	film editor
cable TV installer	appliance repair person	park ranger	artist
technical support representative		hotel housekeeper	

Career Cluster	Example Jobs
Hospitality and Tourism	**Food server** hotel housekeeper, park ranger
Manufacturing	airplane mechanic, appliance repair person
Arts, A/V Technology and Communications	artist; film editor; cable TV installer
Information Technology	computer programmer; technical support representative

D **Add one or two more jobs to each career cluster.** Answers will vary.

E **REFLECT** **Circle the character traits that describe you.** Answers will vary.

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

F **Think about what character traits are needed to do different jobs. For example, if you are a food server, you might be good with people, outgoing, organized, compassionate. Can you think of other character traits that a food server might have?** Answers will vary.

CHARACTER TRAITS: words that describe the qualities that make you who you are

Choose two of the jobs from above and write down the character traits needed to perform them.

Job	Character Traits Needed

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Evaluation 1

5-10 mins.

Go over the answers to **B** as a group and make sure students understand how to read the chart. Then ask them to suggest other jobs for each cluster.

Presentation 2

20-25 mins.

C **As a class, discuss the career clusters and jobs listed below. Write the job next to the career cluster.**

Go over the jobs in the box and the career clusters in the chart to check understanding. Have students write the jobs in the chart. Check answers as a class.

D **See if you can add one or two more jobs to each career cluster.**

Have students work with a partner to complete the activity. Call on different pairs to share one of their suggestions. Copy the chart onto the board or project it and add the jobs.

E **REFLECT** **Circle the character traits that describe you.**

Go over the definition of *character traits*. Share some traits that describe you that would be familiar to students from having worked with you. For example: *creative*, *organized*, *friendly*. Before having students do the activity, remind them how to use a dictionary. Clarify any vocabulary questions, then ask students to circle the adjectives that describe them.

Practice 2

15-20 mins.

(Shorter classes can do Practice 2 for homework.)

F **Think about what character traits are needed to do different jobs. For example, if you are a food server, you might be good with people, outgoing, organized, compassionate. Can you think of other character traits that a food server might have?**

Write *teacher* on the board and ask students what traits a teacher needs to have. Write their ideas on the board. Go over the chart. Have students compare their chart with a partner when they have finished.

Evaluation 2

20-25 mins.

Share answers as a class. Have students justify their decisions if there are differences of opinions.

BEST PRACTICE

Promoting self-awareness

Helping students become aware of their character traits and the kind of job that would fit these traits, and being able to talk about them in English, will help students feel more confident about being able to reach their goals. Some may not be looking for a job or a career, help them see that these traits are important in other areas of their lives.

Make sure students feel comfortable talking about themselves in this personal way (character traits) by ensuring a safe and non-judgmental atmosphere in the classroom where everyone is listened to and respected.

Instructor's Notes

Presentation 3

15-20 mins.

In Units 2–8 of *Stand Out 3*, students will be introduced to a specific career option within a cluster. This section of the lesson prepares them for this. Let students know that in *Stand Out*, they will explore different jobs so they have a better idea about what is expected in the workplace in the US.

Ask students what they can do if they want to get a job or change jobs. Ask them where they can look for a job. Write their answers on the board. These might include: *ask friends and family*, *look in the local newspaper*, *look at a community center*, *look online*. Provide the word *advertisement* if it doesn't come up.

G SKIM Read the job advertisement quickly. Then answer the questions.

Have students read the questions, then tell them to read the advertisement quickly to find the information they need to answer the questions. When students have finished, have them compare answers with a partner. Go over the answers as a class, then tell students to read the advertisement again slowly and underline any new vocabulary. Go through their vocabulary questions, encouraging other students to help explain new words, as possible.

Practice 3

10-15 mins.

(Shorter classes can do Practice 3 for homework.)

H RELFECT Would this job be a good fit for you? Why or why not?

Have students discuss the questions with a partner, then call on different students to share their answers with the class.

I Go online and find a job that fits your character traits.

Help students get started with their searches. Suggest search engines and search terms they could use. For example, they should include the town / city / county they could work in and the career cluster or a specific type of job.

Evaluation 3

5-10 mins.

Monitor as students carry out their searches and provide help as needed. When they have finished, call on different students to share the job advertisement they found and why it fits their character traits. Alternatively, students could share and explain their reasons in small groups, while you monitor the groups. Encourage students to ask each other questions.

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. We also recognize that some guidance would be advisable in the classroom itself.

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

Also, many of the searches are part of the application stage in the book. Again, we hope students carry application beyond the classroom, but it is imperative that they do application activities in class as well so that the teacher can monitor their efforts and assure that all students participate. In the authors' view, the application is the most important part of the lesson.

Instructor's Notes

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G SKIM Read the job advertisement quickly. Then answer the questions.

Answers will vary. Suggested answers:

Penelope's Garden is looking for an individual to join our team. Our ideal candidate is self-driven, motivated, trustworthy, punctual, and reliable.

Responsibilities

- Welcome and greet customers as they enter the store.
- Offer help and provide direct assistance to customers.
- Answer customer questions and concerns.
- Process purchases, returns, and exchanges.
- Handle customer complaints in a calm and professional manner.
- Report anything unusual or any major incidents to management.
- Organize and replenish front stock and help merchandise store.
- Maintain a clean and tidy work and retail space.
- Be enthusiastic and informative about all products.
- Take direction from and report to assigned supervisor.

Qualifications

- Friendly and outgoing personality
- Excellent verbal skills
- Experience in a florist shop or specialty sales experience; Computer skills
- Able to problem solve as issues arise

Available shifts and compensation: We have available shifts all days of the week. Compensation is $15.00 - $18.00/hour.

1. What do you think Penelope's Garden is? a flo ist / gardening store
2. What does this job pay? $15.00-$18.00/hour
3. Do you have to use a computer? Yes
4. If you are organized, is this a good job for you? Yes, because you have to organize stock and process purchases, returns, and exchanges.
5. If you like to work by yourself, is this a good job for you? No, because you need to speak to customers.

H REFLECT Would this job be a good fit for you? Why or why not? Answers will vary.

I Go online and find a job that fits your character traits.

Review

A **Exchange books with a partner. Have your partner complete the schedule.**

Answers will vary.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

B **Write sentences about your partner's schedule using the frequency adverbs.**

Answers will vary.

1. (always) _____
2. (usually) _____
3. (often) _____
4. (sometimes) _____
5. (rarely) _____
6. (never) _____

C **Now share your sentences with your partner and see if he or she agrees. Use the conversation below as a model.**

Student A: You always work in the evenings.

Student B: Yes, I do.

D **Complete the sentences with the correct verb form.**

1. When Jason ___gets___ (get) a better job, he ___will buy___ (buy) a new house.
2. Lilia ___will join___ (join) her sister at college when she ___finishe___ (finish) her ESL class.
3. We ___will run___ (run) a marathon when we ___complete___ (complete) our training program.
4. When Maria ___gets___ (get) her bachelor's degree, she ___will ask___ (ask) her boss for a raise.

Learner Log I can analyze and create schedules.
☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing previously learned material
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: 0.1.2, 0.1.5, 7.1.1, 7.2.7, 7.4.1, 7.4.3
CCRS: RI4, L1
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 5-10 mins.

In groups, have students list five ways to more effectively manage their time. Ask them to try to come up with ways different from those mentioned in the time-management lecture in Lesson 5.

Workplace Focus

Exercises A, B, C: Interact appropriately with team members.

Introduction 5-10 mins.

Ask students as a class to try to recall (in general) all the goals of this unit without looking at their books. Then remind them of the goals they omitted, if any. Write all the unit goals on the board: analyze and create a schedule; identify goals, obstacles, and solutions; write about your goals; analyze study habits; identify time-management strategies; learn about character traits important for work. Show students the first page of the unit and mention the six outcomes. State the goal for the review: *Today, we will review everything you have learned in this unit.*

Presentation 10-15 mins.

Quickly go to the first page of each lesson. Discuss the goal of each one. Ask simple questions to remind students of what they have learned.

Note: Since there is little presentation in the review, you can assign the review exercises for homework and go over them in class the following day.

Practice 20-25 mins.

Note: There are two ways to do the review: (1) Do the exercises one at a time and, as students complete each one, go over the answers. (2) Briefly go through the instructions of each exercise, allow students to complete all of the exercises at once, and then go over the answers.

A Exchange books with a partner. Have your partner complete the schedule.

Tell students to write activities they do during the week in the schedule. Point out that their partner is going to use this information to write sentences.

B Write sentences about your partner's schedule using the frequency adverbs.

Monitor and provide help as needed. Remind students to focus on the position of the adverbs.

C Now share your sentences with your partner and see if he or she agrees. Use the conversation below as a model.

After students have written their sentences, have them exchange books again and check if they agree with the sentences their partner wrote.

D Complete the sentences with the correct verb form.

Have students compare answers with a partner, then check as a class.

Learner Log 5-10 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to continue working on this objective.

Practice *(continued)*

25-30 mins.

Workplace Focus

Exercise F: Collect and organize information.

E What are your goals for the future? Write sentences about your future goals using *when*.

Monitor and provide vocabulary as needed.

F Think of one obstacle and one solution for each goal you wrote in E. Complete the chart.

Once they have completed the chart, have students discuss their goals, obstacles, and solutions with a partner. Monitor and ask questions to encourage students to discuss their ideas further.

G Match each word or phrase to its correct meaning.

Have students complete the activity individually, then check answers as a class.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to continue working on this objective.

BEST PRACTICE

Recycling / Review

The review process 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 is 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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E What are your goals for the future? Write sentences about your future goals using *when*. Answers will vary.

1. When I finish this course, I will take the GED exam.
2. _____
3. _____
4. _____
5. _____

F Think of one obstacle and one solution for each goal you wrote in E. Complete the chart. Answers will vary.

	Goal	Obstacle	Solution
2.			
3.			
4.			
5.			

G Match each word or phrase to its correct meaning. Draw a line.

d 1. paragraph	a. introduces your topic, or main idea
a 2. topic sentence	b. give details about your topic
b 3. support sentences	c. gives a summary of everything you wrote
c 4. conclusion sentence	d. a group of sentences about the same topic

Learner Log

I can identify goals and obstacles and suggest solutions. ☐ Yes ☐ No ☐ Maybe

I can write about a personal goal. ☐ Yes ☐ No ☐ Maybe

Review

H **Read the following sentences that make up a paragraph. Label each as a *topic* sentence (T), a *support* sentence (S), or a *conclusion* sentence (C). Remember, there can only be one topic sentence and one conclusion sentence.**

1. I will buy books to study with and I will study very hard. S
2. Within the next two years, I hope to have my license. C
3. When I'm ready, I will register for the test. S
4. My goal for the future is to get my real estate license. T
5. When I am close to taking the test, I will ask my friend to help me. S

I **On a separate piece of paper, rewrite the sentences above in the correct order using correct paragraph formatting. Write a title for the paragraph.** Answers will vary.

J **Write two good study habits.** Answers may vary.

1. Studying at the same time every day.
2. Finding a good place to study.

K **Write two good time-management strategies.** Answers may vary.

1. Keep a schedule.
2. Remember the important people in your life / your values.

L **Write the correct word or phrase from the box for each definition.**

beneficial	concentrate	distractions	go over
goal	harmful	improve	obstacle

1. bad for you — harmful
2. get better at something — improve
3. good for you — beneficia
4. think hard about something — concentrate
5. something you want to achieve — goal
6. a problem — obstacle
7. review something or check it again — go over
8. things that bother you when you are studying — distractions

Learner Log

I can analyze study habits. ☐ Yes ☐ No ☐ Maybe

I can manage time. ☐ Yes ☐ No ☐ Maybe

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Practice *(continued)*

25–30 mins.

Workplace Focus

Exercises H, I, J, L: Complete tasks as assigned.
Exercise K: Manage time.

H **Read the following sentences that make up a paragraph. Label each as a *topic* sentence (T), a *support* sentence (S), or a *conclusion* sentence (C). Remember, there can only be one topic sentence and one conclusion sentence.**

Have students discuss their answers with a partner, then confirm as a class.

I **On a separate piece of paper, rewrite the sentences above in the correct order using correct paragraph formatting. Write a title for the paragraph.**

Monitor and help students with formatting as needed.

J **Write two good study habits.**

Have students write their good study habits and then compare them with a partner. *Are they the same or different?*

K **Write two good time-management strategies.**

After students have written their time-management strategies, create two lists as a class: one for study habits and one for time-management strategies. If possible, display these in the classroom as a poster so that students can keep them in mind.

L **Write the correct word or phrase from the box for each definition.**

Evaluation

25–30 mins.

Go around the classroom 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.

Instructor's Notes

Standards Correlations

CASAS: 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

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

ELPS:

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, 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.

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

Direct students to the Soft Skill feature. Explain how in the workplace, collaboration is a very important skill. Explain how work projects can be developed and completed more easily and effectively when people work together, when they collaborate. This is because each person brings different ideas, experiences, and skills to the project. Explain to students that they will practice this skill by making sure everyone is listened to when they share an idea. Point out Step 3 on the project page.

Warm-up

10 mins

Ask questions in order to help students feel confident about completing the project in a team.

Introduction

10 mins.

Let students know in this lesson that they will be designing a weekly schedule that will include goals, obstacles, solutions, good study habits, and time-management strategies.

Presentation

10-15 mins.

1. Form a team of four or five students. Choose a position for each member of your team.

Have students form in groups of four or five.

Have students choose their positions in the group. To do this, go through each step in the project. Explain the role of the person who will lead that step. Make sure students understand that they will complete one step before going on to the next and that although each person has a specific task, they will work together on each step.

Practice / Evaluation / Application

1-2 hours

The team leader's job is not associated with a step but has the responsibility of making sure everyone participates and speaks English.

In **Step 2**, for example, the designer will create the schedule but all team members will contribute information and suggestions. In **Step 3**, the team leader can lead the exercise to decide on a goal. The secretary can lead the discussion of study habits in **Step 4**. In **Step 5**, students will bring everything together as a team to make their poster. The team leader makes sure everyone has some part in the presentation in **Step 6**.

When students give their presentations in **Step 6**, be sure to assign the rest of the class a task to carry out as they listen. For example, they could write down each team's goal in a chart.

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Make a Schedule

SOFT SKILL ▸ Collaboration

With a team, you will design a weekly schedule that includes your class and study time. You will identify good study habits and time-management strategies.

1. Form a team of four or five students. Choose a position for each member of your team.

Position	Job Description	Student Name
Student 1: Leader	Check that everyone speaks English and participates.	
Student 2: Secretary	Take notes on study habits and time-management strategies.	
Student 3: Designer	Design a weekly schedule.	
Students 4/5: Assistants	Help the secretary and the designer with their work.	

2. Design a weekly schedule. On your schedule, write in the days and times you have English class.

3. Decide on a goal that is related to learning English. Then think of one obstacle to your goal and two solutions.

COLLABORATION:

Sharing Ideas

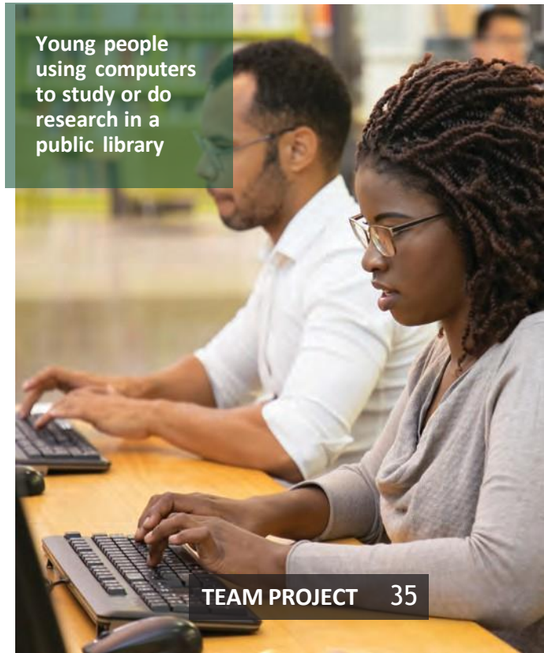
As a team, you need to decide on a goal. Think of ways to let everyone express their ideas so that everyone is heard.

1. Go around in a circle and have each person say their idea. Then discuss and vote.
2. Have each person write their idea on a piece of paper. Have one person read the papers aloud and then vote.

4. Make a list of good study habits and a list of time-management strategies you would like to use.

5. Make a poster with all of the information from above: weekly schedule, goal, obstacle, solutions, good study habits, and time-management strategies.

6. Present your poster to the class.



Young people using computers to study or do research in a public library

About the Photo

This photo shows monarch butterflies. Monarchs are not only beautiful but also very strong. For the winter, Monarch butterflies migrate south from southeast Canada and northeast United States all the way to the mountains of central Mexico. They travel up to 3,000 miles (4,828km) and face many challenges along the way, such as the weather, extreme temperatures, and a shrinking habitat.

- Introduce the idea of 'Dreamers'. Tell students they are going to read about Areli Morales, a Dreamer who has worked and been successful.
- Ask students to look at the photo and describe what they can see. If necessary, elicit the name *monarch butterfly*. Write it on the board. Talk about its migration and the long and difficult journey it makes.
- Ask students to read the caption on their own and then discuss it as a class.

A PREDICT Answer the questions before you read.

Have students look at the pictures, the title, and the first sentence of the text, then ask them to discuss the questions in pairs. Gather feedback from students and write key vocabulary on the board.

B Read about Areli Morales.

Ask students to read the text quickly without stopping to look up new words. Tell them to identify the main ideas. Go over the answers to the questions in **A**. Ask students if their predictions were correct.

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Reading Challenge

A PREDICT Answer the questions before you read. Answers will vary.

1. What is a "Dreamer"?
2. What do you think Areli's profession is?
3. What are illustrations?
4. Have you heard of the Dream Act or DACA? If so, what do you know?

B Read about Areli Morales.

C ANALYZE Find the correct answer.

1. What line talks about Areli's obstacle?
   a. line 3 b. line 7-8 c. line 12 d. line 18
2. In what line do we learn about the solution to her obstacle?
   a. line 3 b. line 9 c. line 12 d. line 18
3. Where do we see that she realized her goal?
   a. line 3 b. line 9 c. line 12 d. line 15-16

D. Look at the photo of the monarch butterflies. What do you think they symbolize?

E. Monarch butterflies migrate every year, travel long distances, and face many obstacles. What are some of the obstacles that migrants face?

F. REFLECT Think about your life so far. Do you have a story similar to Areli's? Write it in your notebook and share it with a partner. Answers will vary.

A Dreamer

Areli is a Dreamer. She was born in Puebla, Mexico. She lived there with her grandmother and cousins because her parents had moved to the United States to get better jobs and provide for their family. Areli was confused. She didn't want to leave her grandmother's house and move away from everything she knew. But she hated being away from her parents.

Eventually, Areli's parents were able to bring her to live with them in New York. At first, she didn't like New York. It was loud and busy and fast. She couldn't speak English and the kids at school teased her. They called her illegal because she wasn't a US citizen. She was worried that she could be sent back to Mexico.

But finally, the US began to feel like home to Areli. She realized that America is the land of opportunity. On June 15, 2012, President Barack Obama announced a temporary program called DACA, allowing Dreamers to come forward, pass a background check, and apply for work permits. Areli's DACA was approved and she finally felt like she could pursue her dreams.

She attended and graduated from CUNY Brooklyn College with a bachelor's degree in childhood bilingual education and is currently a substitute elementary school teacher. She wanted to tell her story to other immigrant children and in 2021, she published a children's book called *Areli is a Dreamer*. She hopes that her book will help children understand what people like her go through to realize their American dream.



Every autumn monarch butterflies migrate to Mexico to spend the winter.

C ANALYZE Find the correct answer.

Tell students to read the text more slowly and focus on the details. Have them answer the questions then compare with a partner. Check the answers as a class, then clarify any vocabulary questions. Finally, have students read the text again.

CCRS FOR READING

RI1, RI2, RI3, RI4, SL1, L3

D Look at the photo of the monarch butterflies. What do you think they symbolize?

Make sure students understand the word *symbolize*. Ask them to think about Areli's story and what they know about monarch butterflies. Then have them discuss the question with a partner. Share ideas as a class.

E Monarch butterflies migrate every year, travel long distances, and face many obstacles. What are some of the obstacles that migrants face?

Have students think about possible obstacles individually first and write a list. Monitor and provide vocabulary as necessary. Then put students into pairs to compare their lists and complete a single list. Finally, have pairs share their lists as a class. If you have a large class, you might want to put two or three pairs together to share and discuss their lists instead of doing this as a whole class.

F REFLECT Think about your life so far. Do you have a story similar to Areli's? Write it in your notebook and share it with a classmate.

Have students brainstorm ideas first. Tell them to only write down words and phrases, not full sentences.

Review the elements of a paragraph, then have students write about their experience. Ask students to exchange paragraphs and read each other's story.

READING STRATEGIES

Skimming and scanning

Skimming and scanning are two reading strategies that allow students to cover a large amount of text quickly.

- Skimming requires students to quickly look over a piece of text in order to get the "gist," or the main idea.
- Scanning requires students to examine a piece of text to look for specific information.

2 Consumer Smarts



About the Photo

Photographer Sean Gallup, a news photographer, took this photo at the IFA Consumer Electronics Trade Fair in Berlin. Exhibitors at the fair present their latest products to the general public.

In this photo, the display is huge and creates one large image by showing a part of the image on each television screen.

- Introduce the unit.
- Ask: *Is anything in this photo familiar to you?* Clarify any doubts about where the man is and what he is looking at. Discuss questions as a class.
- Go over the unit outcomes. Then ask: *What was your last purchase? Where did you buy it?*

Life Skills Focus

In this unit, students will learn how to become smart consumers by identifying places to purchase goods and services and making smart choices as they gain knowledge about different commercial transactions.

UNIT OUTCOMES

- Identify places to purchase goods and services
- Interpret advertisements
- Compare products
- Identify and compare purchasing methods
- Make a smart purchase
- Learn about sales and marketing careers

Answer the questions.

1. Where is this person?
2. What goods can be purchased in this place?

A visitor looks at LED televisions on display at a home electronics and appliances trade fair in Berlin, Germany.

1. What is this display made out of?
2. Why do you think the person is taking a picture of it?
3. Does this marketing display make you more likely to buy a TV? Or is it just cool?

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 be introduced to a range of careers in sales and marketing. They will also learn to interpret job ads.
- On the Team Project page, students practice the soft skill of presentation as they complete the project.
- Digital Literacy Tips in lessons raise awareness of the benefits of using the internet for price checking and shopping.

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
• Identify places to purchase goods and services • Interpret advertisements • Compare products • Identify and compare purchasing methods • Make a smart purchase • Learn about sales and marketing careers	• *get* + past participle (causative) • Comparative adjectives • Superlative adjectives • Modals: *have to* and *must* • Transition words	• Consumer goods and services • Advertisements • Computers • Money and shopping	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Consumer education • Banking system

STEPS

CASAS COMPETENCIES	ELPS	CCRS
Lesson 1: 0.1.2, 0.1.5, 1.2.6 Lesson 2: 1.2.3, 1.2.5, 7.4.4 Lesson 3: 0.1.2, 0.1.5, 1.2.2 Lesson 4: 1.2.1, 1.2.2, 1.3.1 Lesson 5: 1.2.2. 1.3.1 Lesson 6: 7.4.4, 7.4.8, 7.7.3 Team Project: 1.3.1, 4.8.1, 4.8.5 Reading Challenge: 7.4.4, 7.7.3	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, 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.	RI1, RI2, RI3, RI4, RI7, RI8, RI9, W1, W2, W4, W6, SL1, SL2, SL6, L1, L2, L5

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LESSON 1

Shopping for Goods and Services

GOAL ▶ Identify places to purchase goods and services

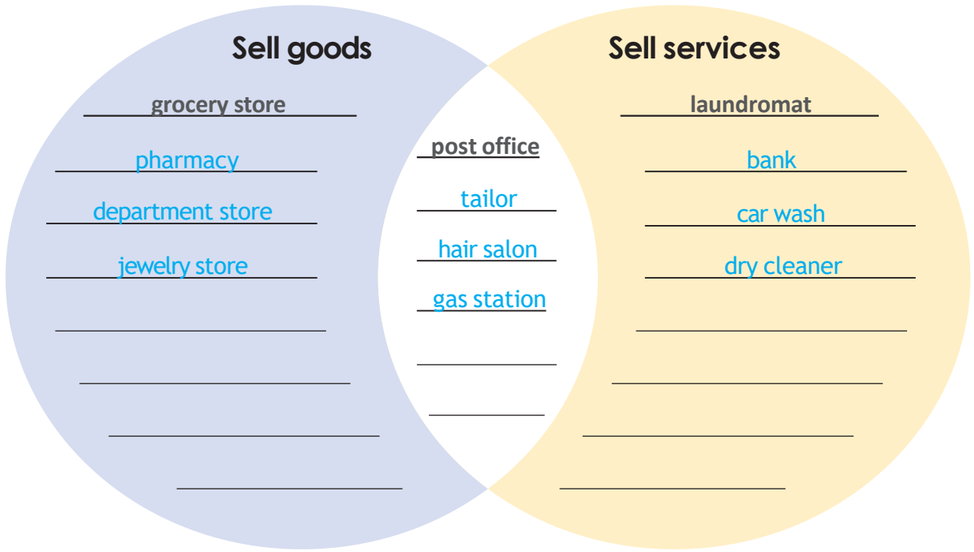
A **Look at the photos. What goods or services can you purchase at these places?**
Answers will vary.





B **CLASSIFY** **Which of the places below sell goods and which sell services? Which sell both? Complete the diagram.**

bank	dry cleaner	hair salon	pharmacy
car wash	gas station	jewelry store	~~post office~~
department store	~~grocery store~~	~~laundromat~~	tailor



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At-a-Glance Prep

Goal: Identify places to purchase goods and services
Grammar: *get* + past participle (causative)
Vocabulary: *consumer, goods, services, laundromat, gas station, pharmacy, jewelry store, bank, post office, department store, grocery store, car wash, tailor, office supply store, drugstore, dry cleaner, hardware store*

Agenda

- ☐ Identify goods and services.
- ☐ Use the form *to get something done*.
- ☐ Use past participles.
- ☐ Ask about your neighborhood.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.6, 7.4.4, 7.7.3
CCRS: RI1, RI2, RI4, SL6, L1
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 5–10 mins. ■■■

Write the word *shopping* on the board. Ask students to make a list on a sheet of paper of all the different kinds of stores they shop at during a typical week. Then ask them to list places they go for services during the week, such as the bank or the post office.

Workplace Focus

Exercise B: Collect and organize information.

Introduction 5–10 mins. ■■■

Write the words *goods* and *services* on the board. Ask students which list names places to purchase goods and which list names places to purchase services. Ask them to give you examples from each list. State the goal: *Today, we will identify places to purchase goods and services*.

Presentation 1 10–15 mins. ■■■

A **Look at the photos. What goods or services can you purchase at these places?**
Use this activity to clarify the differences between goods and services. Write each place on the board and add the goods and services students suggest. Discuss any that students disagree with.

B **CLASSIFY** **Which of the places below sell goods and which sell services? Which sell both? Complete the diagram.**
Do this activity as a class. Copy the diagram onto the board. Ask two students to write the class's answers—one student listing places that sell goods, the other listing places that sell services. Point out the places that sell both goods and services and have students give examples of both for each place.

Instructor's Notes

Ask students where you can find certain items. For example: *Where can I find a couch?* (At the furniture store.) *Where can I get my hair cut?* (At the hair salon.) Write a few similar questions on the board. Talk about the differences between asking about goods and asking about services. Have volunteers ask you the same kinds of questions.

Workplace Focus

Exercise C: Complete tasks as assigned.

Practice 1

10-15 mins.

C EXPLAIN Where can you purchase each of the following items? Write the places. Some items may have more than one answer. Check (✓) if this is an item you could / would buy online.

Have students complete this exercise with a partner by asking questions. For example: *Where can I find / buy …?*

(Shorter classes can do this exercise for homework.)

Evaluation 1

10-15 mins.

Walk around the classroom and listen to students as they complete the exercise. When everyone has finished, ask for volunteers to ask and answer the questions.

Presentation 2

5-10 mins.

D We use the expression *to get something done* when we talk about services we purchase. Study the chart with your teacher.

Go over the chart with students. Write on the board: *car / wash, nails / paint, car / fix.* Elicit sentences with *get* from the students.

Instructor's Notes

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C EXPLAIN Where can you purchase each of the following items? Write the places. Some items may have more than one answer. Check (✓) if this is an item you could / would buy online. Answers will vary.

1. medicine	pharmacy	yes ☐	no ☐
2. a table	furniture store	yes ☐	no ☐
3. a notebook	office supply store	yes ☐	no ☐
4. a bracelet	jewelry store	yes ☐	no ☐
5. boots	shoe store	yes ☐	no ☐
6. a refrigerator	appliance store	yes ☐	no ☐
7. bread	grocery store	yes ☐	no ☐
8. motor oil	gas station	yes ☐	no ☐
9. a shirt	department store	yes ☐	no ☐
10. stamps	post office	yes ☐	no ☐

D We use the expression to *get something done* when we talk about services we purchase. Study the chart with your teacher.

To Get Something Done				
Subject	***Get***	**Object**	**Past Participle**	**Example Sentence**
I	get	my hair	cut.	I get my hair cut every month. (present)
She	got	her clothes	cleaned.	She got her clothes cleaned yesterday. (past)



Two entrepreneurs set up a dry cleaner where people can get their clothes cleaned.

E **Where can you receive the following services?**

1. get your hair cut — hair salon
2. get your checks cashed — bank
3. get your clothes repaired — tailor
4. get your car washed — car wash
5. get your car fixed — gas station
6. get your clothes washed — laundromat

F **Answer the following questions in complete sentences. Listen and check your answers.**

1. Where do you get your hair cut?
   I get my hair cut at the hair salon.
2. Where did you get your prescription filled?
   I got my prescription filled at the pharmacy / drugstore.
3. Where do you get your packages mailed?
   I get my packages mailed at the post office.
4. Where did you get your keys made?
   I got my keys made at the hardware store.
5. Where did you get your gas tank filled up?
   I got my gas tank filled up at the gas station.
6. Where do you get your clothes washed?
   I get my clothes washed at the laundromat.

G **APPLY** **Imagine you are new to the neighborhood. Ask your partner questions about places in the area.**

EXAMPLE: **Student A:** Where can I get my car washed?
Student B: You can get your car washed at the car wash on Maple Street.

H **Think of a shopping center near your school or home. Go online and see what stores the shopping center has. Make a list to share with your class.** Answers will vary.

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Workplace Focus

Exercises E, F: Complete tasks as assigned; Exercise G: Interact appropriately with team members.

Practice 2

15-20 mins.

E **Where can you receive the following services?**

Have students complete the activity individually then compare answers with a partner. Help with pronunciation of the places as needed.

F **Answer the following questions in complete sentences. Listen and check your answers.**

Go over the example with students. Point out that each item is a question and they should write the answer.

Evaluation 2

5-10 mins.

As students complete each exercise, go over the answers as a class. For **F**, ask volunteers to write their sentences on the board.

Application

10-20 mins.

G **APPLY** **Imagine you are new to the neighborhood. Ask your partner questions about places in the area.**

Ask students to make a list of ten things they are looking for in the neighborhood, either goods or services. Then have them walk around the room with their lists and ask ten other students one question each. For example: *Where can I buy groceries?* Have them write down the answers they get next to the items on their list. When students have finished, have them share their answers with the class.

H **Think of a shopping center near your school or home. Go online and see what stores the shopping center has. Make a list to share with your class.**

If you have internet access in your classroom, show students how to find the mall directory of a local mall online. Students could work in groups to do this activity. Encourage each group to choose a different mall in the area / town so that they don't all share the same information.

Instructor's Notes

At-a-Glance Prep

Goal: Interpret advertisements
Academic Strategy: Test-taking skills
Vocabulary: *advertisement, ad, discount, price, offe , expire, cut, sale, regular, save, percent off, installation, guarantee, warranty*

Agenda

- ☐ Talk about advertisements (ads).
- ☐ Read ads.
- ☐ Interpret ads.
- ☐ Write an ad.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.1, 1.2.3, 1.2.5, 7.4.4, 7.7.3
CCRS: RI1, RI4, RI7, W2, W6, SL1
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.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins. ■■■

Review Lesson 1 by asking students where you might go to find a particular item or service. At first, allow students to call out answers. Then call on individual students to make sure everyone is included in the activity.

Introduction 5-10 mins. ■■■

Discuss the following questions with your class: *What are advertisements? Where can you find them? What information can you find in advertisements?* Write student answers to this last question on the board. State the goal: *Today, we will interpret advertisements.*

Presentation 1 10-15 mins. ■■■

A FIND OUT Discuss the following questions with your classmates.
Have students look at the questions in their books and fill in the answers based on what you have just discussed.

Life ONLINE
Ask students to read the **Life Online** tip. Ask students if they shop online, what kind of things they have bought, etc. Clarify their understanding of *discounts* and *coupons*.

B Read the advertisements.
Give students a few minutes to look over the ads. Then begin asking them questions, such as: *How much is the oil change? What is the regular price of bikes? What is the starting cost of the earbuds?* Continue quizzing them until you feel they grasp how to find the information to answer your questions correctly. Make sure they understand all of the vocabulary in the ads.

BEST PRACTICE

Reading advertisements
Explain to students that advertisements use a special kind of language because their purpose is generally to encourage or persuade someone to buy or do something. Point out that because of limited space, advertisements use fewer words and language that is easy to understand.

Tell students that advertisements rarely use complete sentences and rely on short phrases instead. Also, point out that there is little punctuation in advertisements, if any.

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LESSON 2

Advertisements

GOAL ▶ Interpret advertisements

A FIND OUT Discuss the following questions with your classmates. Answers will vary.
Advertisements are messages that try to persuade you to buy a product or service.

1. What are advertisements? Where can you find them? They can be found on TV, in magazines, online, and on billboards in the street.
2. What information can you find in advertisements? price, brand name, use, where to buy the item, etc.

Life ONLINE
It's important to see some things in person before buying, but to get the best price, consider purchasing online. Google's shopping filter will compare prices from different vendors. You can also add a coupon extension to your browsers that will automatically check all available discounts for a product before you check out.

B Read the advertisements.

1.
SAVE ON AN OIL CHANGE AT BOB'S AUTO SERVICE
Most cars now only $59.95. Includes up to five quarts of oil, new oil filter, and labor.
Offer expires August 5th
CLICK HERE FOR AN ESTIMATE

2.
FUN FOR THE ENTIRE FAMILY WITH THE NEW ENERX SYSTEM
Stream movies and live TV, listen music, AND play games with this all-in-one system.
Register now for free installation
CLICK HERE

3.
MUSIC FACTORY OUTLET SALE
CLICK HERE
Top of the line earbuds starting at $79. Noise cancelling headphones starting from $110.
30%-70% off original prices of well-known name brands.
$10 discount with code: STEREO10.

4.
BIKE SALE
AT WHEEL WORLD
SAVE 25%
Regular priced bikes at $299 now on sale for $249. All bikes come with a one-year warranty.
▶ CLICK HERE TO VISIT OUR SITE

C **INTERPRET** **Read the ads. Find the word or phrase in the box. Match each with the correct meaning.**

warranty	installation	~~lowest price available~~	free	everything included	expire

1. starting from lowest price available
2. guarantee warranty
3. no charge free
4. to come to an end expire
5. all in one everything included
6. to set up for use installation

D. **Read the ads again and choose the correct answers.**

1. What does the oil change NOT include?
   - ☐ oil
   - ☐ oil fil er
   - ☑ windshield wiper flui
2. When does the offer expire for the oil change?
   - ☐ May 8th
   - ☐ August 8th
   - ☑ August 5th
3. What does the entertainment system not include?
   - ☐ live TV
   - ☐ music
   - ☑ speakers
4. How much is the entertainment system?
   - ☐ $150
   - ☐ $79.95
   - ☑ It doesn't say.
5. According to the ad, who is the entertainment system good for?
   - ☐ dads
   - ☐ kids
   - ☑ the entire family
6. What is for sale at the Music Factory outlet?
   - ☐ earbuds only
   - ☐ headphones only
   - ☑ earbuds and headphones
7. What is the discount at Music Outlet?
   - ☐ $79
   - ☐ $110
   - ☑ 30-70%
8. What is the regular price of the bikes?
   - ☐ $150.00
   - ☑ $299.00
   - ☐ $250.00
9. How much are the bikes discounted?
   - ☐ $25
   - ☑ 25%
   - ☐ $37.00
10. Which item(s) come with a warranty?
    - ☐ entertainment systems
    - ☑ bicycles
    - ☐ entertainment systems and bicycles

E. **REFLECT** **Which product do you like the best? Why?** Answers will vary.

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C **INTERPRET** **Read the ads. Find the word or phrase in the box. Match each with the correct meaning.**

Go over the vocabulary items as a class and have students write the meanings in their books.

Workplace Focus

Exercises D, E: Complete tasks as assigned.

Practice 1

10-15 mins.

D **Read the ads again and choose the correct answers.**

Have students check answers with a partner.

BEST PRACTICE

Test-taking skills

Exercise D can be used as a practice test if you'd like to give your students exposure to standardized tests. Many standardized tests that students take are multiple-choice and students have to fill in a bubbl . This is a good chance to teach students the following points:

1. No talking is allowed during a test.
2. Look for key words you recognize in the question.
3. When you know the answer, fill in the bubble completely.
4. If you don't know the answer, try to eliminate one or two of the choices and then make a guess.

Evaluation 1

5 mins.

Go over the correct answers as a class.

Presentation 2

10-15 mins.

Have students look back at the ads and, as a class, discuss each one. *What makes the ad interesting or uninteresting? Would you consider buying this product? Why or why not?* Discuss the concept of marketing with students. Talk about how companies create ads to try to get you to buy their products. Talk about television advertising as well.

Practice 2

5-15 mins.

E **REFLECT** **Which product do you like the best? Why?**

Have students answer these questions by themselves and encourage them to write several reasons why they chose the ad they did. (Shorter classes can do this exercise for homework.)

Evaluation 2

10-20 mins.

Have students raise their hands to indicate which ad they liked best. Designate each corner in the room for one of the ads and have students go to the corner of the ad they chose. Once in the corner, have students discuss the reasons they wrote for their preference. Then ask each group to report its top three reasons to the class.

BEST PRACTICE

Corners

Corners is a cooperative learning technique where students go to different corners of the room based on a common interest. Once in the corner, they can discuss their interests, perform a conversation, or answer questions that they have been given.

Instructor's Notes

Workplace Focus

Exercises F, H: Collect and organize information.

Presentation 3

5-10 mins.

Direct students' attention to the two ads on page 45. Ask them what these ads are for. If necessary, elicit the word *services*. Ask students if they have ever seen any ads like these online or somewhere else.

Practice 3

5-10 mins.

F Read the two ads and complete the table.

Look at the ads briefly as a class. Ask, *What service are they offering? What are the names of the two companies?* Then have students read the ads in detail and complete the table.

Evaluation 3

10-15 mins.

Go over students' answers to **F** as a class. Then encourage students to share their answers.

Application

10-20 mins.

G JUSTIFY Which cleaning service would you choose? Why?

Have students compare answers and reasons with a partner. Go over students' answers as a class.

H Choose a product or service you want to sell. On a separate piece of paper, create a similar chart to the one in F and complete it.

Put students in groups and make sure they understand their task. Tell students that when they finish, they will present their ad to the class. Have them complete the table then create a poster ad with the information from their table.

I APPLY Find some online ads. What special offers do they include?

Students can do this activity with a partner. Have them share what they find with another pair and decide which is the best special offer.

Instructor's Notes

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F Read the two ads and complete the table.





Cleaning Services		
Company	**Happy Helpers**	**Kate's Cleaners**
Phone Number	714-555-7382	562-555-0191
Product or Service	House cleaning	House cleaning
Price	$20 per room / $25 per bathroom	$60 per hour
Discounts	$20 off with ad	20% off first two services
Other Information	Same-day service	They bring their own cleaning supplies

G JUSTIFY Which cleaning service would you choose? Why? Answers will vary.

H Choose a product or service you want to sell. On a separate piece of paper, create a similar chart to the one in F and complete it.

I APPLY Find some online ads. What special offers do they include? Answers will vary.

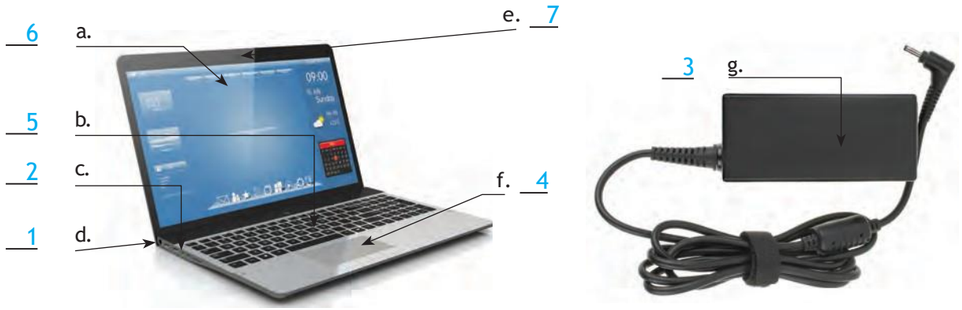
LESSON 3

Making Comparisons

GOAL ▶ Compare products

A IDENTIFY Label the different parts of the laptop. Write the numbers.

1. headphones jack	2. power cable socket	3. power cable	4. touchpad
5. keyboard	6. display	7. camera	



B What should you look for when you buy a laptop? Point to the adjectives.

Weight: Is the computer heavy or light?
Price: Is the computer expensive or cheap?
Display: Is the screen large or small?
Hard Drive: Is the hard drive big or small?
Memory: How much memory does the computer have?

C DESCRIBE Use the adjectives from B to talk about the laptops in the table.

EXAMPLE: The JCN laptop has a large display.

	JCN	Doshiba	Vintel	Shepland	Kontaq
Price	$1,310	$248	$695	$1,350	$469
Display size	17.3”	14”	14”	13.5”	15.6”
Weight	5.6 lbs	3.96 lbs	3.52 lbs	3.06 lbs	3.75 lbs
Memory	16GB	4GB	12GB	16GB	8GB
Hard drive	512GB	64GB	256GB	512GB	128GB
Battery life	10 hours	14 hours	10 hours	17 hours	5.5 hours
Touchscreen	No	No	Yes	Yes	No

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At-a-Glance Prep

Goal: Compare products
Grammar: Comparative and superlative adjectives
Academic Strategies: Compare and contrast
Vocabulary: *touchpad*, *screen*, *memory*, comparative and superlative adjectives, irregular adjectives

Agenda

- ☐ Identify the parts of a computer.
- ☐ Use comparative adjectives.
- ☐ Use superlative adjectives.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.2
CCRS: RI1, RI7, SL1, L1
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 5 mins. ■■■

Go over the ads from Lesson 2 and ask students basic questions about their content to refresh their memories.

Workplace Focus

Exercise C: Interpret and communicate information; Exercises B, C: Perform basic computations.

Introduction 5-10 mins. ■■■

Introduce the concept of comparison by asking students if they look at more than one ad before purchasing something. Ask them why or why not. Ask them why they might want to look at more than one ad. Write their reasons on the board. State the goal: *Today, we will compare products.*

Presentation 1 15-20 mins. ■■■

A IDENTIFY Label the different parts of the laptop. Write the numbers.

Go over the laptop vocabulary as a class. If you have laptops in the classroom, use one to point out the parts of a computer.

B What should you look for when you buy a laptop? Point to the adjectives.

Mention other factors besides speed, screen size, memory, price, and hard-drive size. These might include type and compatibility (PC or Mac), built-in features (USB and HDMI ports), warranties, and technical support.

C DESCRIBE Use the adjectives from B to talk about the laptops in the table.

Ask students to give you sentences about the laptops. Write their sentences on the board. Introduce comparative adjectives by asking students questions such as *Which laptop is cheaper, the JCN or the Vintel?* When they answer, write a comparative statement on the board such as *The Vintel is cheaper than the JCN.* Do a few examples and use the examples to explain comparative and superlative adjectives.

Instructor’s Notes

Presentation 1 *(continued)*

Workplace Focus

Exercise G: Interpret and communicate information.

D Study the chart with your classmates and teacher.

After going through the chart, refer students back to the examples on the board from **C** and underline the comparative adjectives. Go over the spelling rules providing further examples for each one.

SPELLING RULES

Comparatives

Remind students of the following rules:

1. One-syllable words, consonant-vowel-consonant: double the final letter
2. Words that end in *-y*: change the *-y* to *-i*
3. Words that end in *-e*: add an *-r*

Practice 1

10-15 mins.

E Use the rules in D and the spelling rules to make comparative adjectives.

Go over the example with students and have them complete the exercise by themselves.

F Make comparative sentences about the laptops in C. Listen and check your answers.

Do item 1 with students and have them complete the exercise by themselves. Play the audio and ask students to check their answers.

Evaluation 1

5 mins.

Go over answers as a class by asking volunteers to write the answers on the board. Play the audio for students to check their answers to **F**.

Presentation 2

10-15 mins.

Have students take out a piece of paper and write down what is most important to them when choosing a laptop. Provide help and examples as needed. For example, if they like to play video games, screen size and speed might be important. If they like to work with pictures and video, hard-drive space and speed might be important. Also, cost is probably an important factor. Ask for a few volunteers to share what is most important to them.

Practice 2

5-10 mins.

Have students look back at **C** and decide which laptops they are interested in.

G EVALUATE Talk to your partner. Which laptop in C would you buy? Using comparatives, give three reasons for your choice.

In pairs, have students decide which laptop they would buy. Have them generate three reasons using comparatives.

Evaluation 2

5-10 mins.

Walk around the classroom and listen to students as they discuss the laptops.

Instructor's Notes

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D Study the chart with your classmates and teacher.

Comparatives				
	Adjective	**Comparative**	**Rule**	**Example Sentence**
Short Adjectives	cheap	cheaper	Add *-er* to the end of the adjective.	Your computer was *cheaper* than my computer.
Long Adjectives	expensive	**more** expensive	Add *more* before the adjective.	The new computer was *more expensive* than the old one.
Irregular Adjectives	good, bad	**better, worse**	These adjectives are irregular.	The computer at school is *better* than this one.
Remember to use *than* after a comparative adjective followed by a noun.				

E Use the rules in D and the spelling rules to make comparative adjectives.

1. slow — slower
2. small — smaller
3. wide — wider
4. big — bigger
5. heavy — heavier
6. fast — faster
7. beautiful — more beautiful
8. interesting — more interesting

Spelling Rules

hot → **hotter**
easy → **easier**
large → **larger**
pretty → **prettier**

F Make comparative sentences about the laptops in C. Listen and check your answers.

1. The Kontaq / expensive / Vintel
   The Kontaq is less expensive than the Vintel.
2. The JCN's battery life / long / the Kontaq's battery life
   The JCN's battery life is longer than the Kontaq's battery life.
3. The Doshiba / heavy / the Vintel
   The Doshiba is heavier than the Vintel.
4. The JCN's hard drive / big / the Kontaq's hard drive
   The JCN's hard drive is bigger than the Kontaq's hard drive.

G EVALUATE Talk to your partner. Which laptop in C would you buy? Using comparatives, give three reasons for your choice. Answers will vary.

H **Study the chart with your teacher.**

Superlatives				
	Adjective	**Superlative**	**Rule**	**Example Sentence**
Short Adjectives	cheap	**the** cheap**est**	Add *the* before and *-est* to the end of the adjective.	Your computer is **the cheapest.**
Long Adjectives	expensive	**the most** expensive	Add *the most* before the adjective.	He bought **the most expensive** computer in the store.
Irregular Adjectives	good, bad	**the best, the worst**	These adjectives are irregular.	The computers at school are **the best.**
Always use *the* before a superlative.				

I **Use the rules in H and the spelling rules to make superlative adjectives.**

1. slow — the slowest
2. small — the smallest
3. wide — the widest
4. big — the biggest
5. heavy — the heaviest
6. fast — the fastest
7. beautiful — the most beautiful
8. interesting — the most interesting

Spelling Rules

hot → **the hottest**
easy → **the easiest**
large → **the largest**
pretty → **the prettiest**

J **Make superlative sentences about the laptops in C.**

1. large — The JCN laptop has the largest display.
2. expensive — The Shepland laptop is the most expensive.
3. cheap — The Doshiba laptop is the cheapest.
4. light — The Shepland laptop is the lightest.
5. long battery life — The Shepland laptop has the longest battery life.
6. small hard drive — The Doshiba laptop has the smallest hard drive.

K **APPLY** **Write six questions about the laptops in C using comparatives and superlatives in your notebook. Ask your classmates to answer your questions. Then discuss which laptop you would get. Remember to discuss what you would use it for. Is it for web browsing, email, games, or for editing photos? Don't forget to think about the accessories you will need.**

EXAMPLE: Which laptop is faster, the JCN or the Vintel?

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Workplace Focus

Exercise K: Interact appropriately with team members.

Presentation 3

5-10 mins.

Have students look back at the table in **C.** Ask them a few superlative questions, such as: *Which laptop is the cheapest? Which laptop is the most expensive?*

H **Study the chart with your teacher.**

Remind students about the spelling rules. Elicit further example sentences from students. Write them on the board and have the class help you correct them as needed, using the chart to help them.

SPELLING RULES

Superlatives

Remind students of the following rules:

1. One-syllable words, consonant-vowel-consonant: double the final letter
2. Words that end in *-y*: change the *-y* to *-i*
3. Words that end in *-e*: drop the *-e*

Practice 3

5-10 mins.

I **Use the rules in H and the spelling rules to make superlative adjectives.**

Go over the example with students and have them complete the exercise by themselves.

J **Make superlative sentences about the laptops in C.**

Go over the example with students and have them complete the exercise by themselves.

Evaluation 3

5 mins.

Go over answers as a class by asking volunteers to write the answers on the board.

STRESS

Remind students about pronunciation focus. They practiced focus in Unit 1. Explain to them that in comparative and superlative statements, the adjective is the word that will get the focus.

The Doshiba laptop is the FASTEST.

The Kontaq is SLOWER than the Vintel.

Application

15-25 mins.

K **APPLY** **Write six questions about the laptops in C using comparatives and superlatives in your notebook. Ask your classmates to answer your questions. Then discuss which laptop you would get. Remember to discuss what you would use it for. Is it for web browsing, email, games, or for editing photos? Don't forget to think about the accessories you will need.**

Go over the example with students and, as a class, write a few more questions. Then have students write questions on their own, not using any of the ones from the board. Walk around the classroom and help students with their questions. When students have finished, have them walk around the room and practice asking their questions. Put students into pairs or small groups to discuss which laptop they would buy and why. Call on one person from each group to share their decisions.

Instructor's Notes

At-a-Glance Prep

Goal: Identify and compare purchasing methods
Grammar: Modals: *have to* and *must*
Academic Strategies: Compare and contrast
Vocabulary: *cash*, *check*, *credit card*, *debit card*, *advantages*, *disadvantages*, *must*, *have to*

Agenda

- ☐ Identify purchasing methods.
- ☐ Discuss advantages and disadvantages of purchasing methods.
- ☐ Use *have to* and *must* appropriately.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.1, 1.2.2, 1.3.1
CCRS: W1, W4, SL1, SL2, L1
ELPS:
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.
S9: Create clear and coherent level-appropriate speech and text.

Warm-up and Review 10-15 mins.

Write the words *tall*, *short*, *thin*, and *happy* on the board. Ask students to help you come up with more adjectives that can describe people. Review comparative and superlative adjectives by having students write statements comparing two people they know. Ask volunteers to write their sentences on the board.

Introduction 5-10 mins.

A IDENTIFY Terron uses four different ways to make purchases. What are they?

This exercise focuses on the following purchasing methods: cash, personal check, credit card, and debit card. Write these methods on the board. State the goal: *Today, we will identify and compare purchasing methods.* Write *advantages* and *disadvantages* on the board. Ask students if they know the meaning of either word. Go over the definitions and give them a few examples.

Presentation 1 10-15 mins.

B Write the correct word next to its description. You will use some of the items twice.

Do this activity as a class.

BEST PRACTICE

Personal checks

Point out to students that the use of personal checks has been gradually declining in recent years. More and more people prefer paperless payment options such as credit and debit cards or online transactions.

One disadvantage of using personal checks is the inconvenience of the time required to fill them out. Another disadvantage is acceptance. Many stores today have stopped accepting personal checks from customers.

Personal checks are still used though. Some people prefer paying for things with physical paper (cash or check). Others like the security that personal checks provide. They believe that they are much safer than using cash, cards, or paying for things online.

Instructor's Notes

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LESSON 4

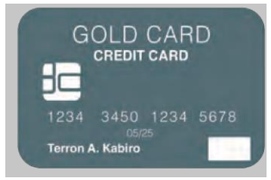
Cash or Charge?

GOAL ▸ Identify and compare purchasing methods

A IDENTIFY Terron uses four different ways to make purchases. What are they?











B Write the correct word next to its description. You will use some of the items twice.

cash	credit card	debit card	online payment	personal check

1. This is a written request to your bank asking them to pay money out of your account. personal check
2. This allows you to borrow money to make purchases. credit card
3. Coins and bills are this. cash
4. This allows a store to take money directly from your account to pay for purchases. debit card
5. This allows you to buy now and pay later. credit card
6. You can get cash out of the ATM with this. credit card / debit card
7. You can use your phone to do this. online payment

C **COMPARE** **Talk about the advantages and disadvantages of each purchasing method. Use the conversation below as a model. Then complete the table.** Answers will vary.

Student A: Cash is good because it is quick and easy.

Student B: Yes, but if you lose cash, you cannot replace it.

Life ONLINE

What are the benefits of making online payments? The money can arrive quickly. You don't have to pay for a stamp. It is more secure (your mail could get stolen). Can you think of some other benefits?

	Cash	Credit Card	Debit Card	Personal Check
Advantages	quick and easy			
Disadvantages	can't replace			

D **Talk to a partner about the purchasing method you prefer and why.**

E **Listen to Terron and his wife, Leilani, talk about purchasing methods. Make a list of the things they say they *have* to do and *must* do.**

Have to	*Must*
get groceries get a credit card keep pulling cash out of the ATM go into the bank tomorrow	go to the ATM tomorrow pay off the credit card every month

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Workplace Focus

Exercise D: Interpret and communicate information; Exercise E: Collect and organize information.

Practice 1

10-15 mins.

Ask students if they make online payments. Elicit reasons why or why not. Have students read the **Life Online** tip and suggest other benefits if they can

Life ONLINE

C **COMPARE** **Talk about the advantages and disadvantages of each purchasing method. Use the conversation below as a model. Then complete the table.**

Model the conversation with the group. Make sure they understand that they have to discuss the different purchasing methods and complete the table. Assign them to small groups to carry out the activity.

Evaluation 1

10-15 mins.

Write the table on the board and ask a representative from each group to come up and fill in some of their group's ideas.

D **Talk to a partner about the purchasing method you prefer and why.**

You may want to do this as a corners activity, designating each of the four corners in your room as *cash*, *check*, *credit card*, and *debit card*. Have them work with the other students in that corner to make a list of reasons why they like to use this purchasing method.

Presentation 2

5-10 mins.

Write the words *must* and *have to* on the board. See if students can help you define the meaning of the two items by giving you example sentences. The structure isn't as important as the meaning at this point.

Practice 2

15-20 mins.

E **Listen to Terron and his wife, Leilani, talk about purchasing methods. Make a list of the things they say they *have to* do and *must* do.**

Go over the directions with students and tell them they will be listening for *must* and *have to* and the phrases that follow them.

1. Play the audio with student books closed. Tell students just to listen.
2. Have them open their books and see if they can remember anything to write in the table.
3. Play the audio again and have them write what they hear.
4. Have them share their answers with a partner and fill in what they missed.
5. Play the audio one final time.

Listening Script

Leilani: *Terron, you must go to the ATM tomorrow because we are out of cash.*
Terron: *What do you need cash for?*
Leilani: *I have to get groceries and I need to pick up the dry cleaning.*
Terron: *We really have to get a credit card. That way, we don't have to keep pulling cash out of the ATM.*
Leilani: *Yes, but if we get a credit card, we must pay it off every month. I don't want monthly debt hanging over our heads.*
Terron: *I agree. I have to go into the bank tomorrow anyway to cash my check, so I'll get a credit card application for us to fill out then.*

Evaluation 2

5-10 mins.

Make two columns on the board, one titled *have to* and the other labeled *must*. Ask volunteers to come up and write what they heard in the correct columns.

Instructor's Notes

Workplace Focus

Exercise H: Combine ideas and information.

Presentation 3

10-15 mins.

F We use *must* and *have to* when something is necessary. *Must* is a little stronger than *have to*. Study the chart below with your teacher.

Go over the chart with the class. Provide one or two examples about yourself with *have to* and *must* (related to the topic of paying for things, or goods and services). Write them on the board. Elicit further examples from students.

Practice 3

5-10 mins.

G Complete each statement with the correct form of *must* or *have to* and a verb from the box.

Look at the example together, then have students complete the activity individually. Have them compare answers with a partner and discuss any they disagree on.

Evaluation 3

3 mins.

Go over the answers as a class, making sure students used the base form of the verb after the modal.

Application

10-20 mins.

H APPLY Choose one purchasing method and write a paragraph in your notebook on why you think it is better than the rest. Use one of the topic sentences below to get you started. Use comparative and superlative adjectives.

Before beginning this activity, review writing a paragraph with students. Elicit what they remember about how to write a paragraph. Refer them back to Pre-Unit, Lesson 2, and Unit 1, Lesson 3, if necessary.

Have students exchange paragraphs with a partner when they have finished so they read each other's texts.

Instructor's Notes

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F We use *must* and *have* to when something is necessary. *Must* is a little stronger than *have* to. Study the chart below with your teacher.

Must vs. *Have to*			
Subject	**Modal**	**Base Verb**	**Example Sentence**
I / You / We / They	have to must	save pay off	I **have to** save money for a vacation. I **must** pay off my credit card every month.
He / She / It	has to must	keep	She **has to** keep track of her money. He **must** keep track of his money.

G Complete each statement with the correct form of *must* or *have to* and a verb from the box.

check	keep	make	pay	put

1. You must pay your bills if you want a good credit history.
2. You have to put your cash in a safe place.
3. You must keep track of the online payments you make.
4. You must pay the minimum amount on your credit card every month.
5. You have to make sure you have enough money in the bank when you write a personal check.
6. You must check your balance before you get cash out of an ATM.

H APPLY Choose one purchasing method and write a paragraph in your notebook on why you think it is better than the rest. Use one of the topic sentences below to get you started. Use comparative and superlative adjectives. Answers will vary.

Topic Sentence 1: The best purchasing method is always cash.

Topic Sentence 2: I use a debit card to make purchases.

Topic Sentence 3: Personal checks are the best way to purchase items.

Topic Sentence 4: In my opinion, you should always use credit cards to make purchases.

Topic Sentence 5: Online payments make life easier.

LESSON 5

Think before You Buy

GOAL ▶ Make a smart purchase

A **Read about making smart purchases.**

You make a smart purchase when you think and plan before you buy something. First of all, you make a decision to buy something. This is the easy part. The second step is comparison shopping. You comparison shop by reading advertisements, going to different stores, and talking to friends and family. Third, you choose which product you are going to buy.

Do you have enough money to buy this product? If you don't, the next step is to start saving. This may take a while depending on how much you need to save. Once you have enough money, you are ready to make your purchase. If you follow these steps to make a purchase, you will be a smart consumer. And smart consumers make smart purchases!

B **SEQUENCE** **Order the steps from 1 to 5 according to the text above.**

5 make the purchase

2 read advertisements

1 decide to buy something

3 choose the best deal

4 save money

C **Rewrite the steps in B after the words below.**

First, decide to buy something.

Second, read advertisements.

Next, choose the best deal.

Then, save money.

Finally, make the purchase.



A busy day on Fifth Ave. in New York City

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At-a-Glance Prep

Goal: Make a smart purchase
Grammar: Transition words
Academic Strategy: Sequence writing
Vocabulary: *comparison shopping, save, smart consumer, sequencing, transitions*

Agenda

- ☐ Read about making a smart purchase.
- ☐ Order steps.
- ☐ Use sequencing transitions.
- ☐ Write a paragraph with transitions.
- ☐ Identify steps to make a smart purchase.

Pacing

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

Standards Correlations

CASAS: 1.2.2, 1.3.1
CCRS: RI1, RI2, W1, W4, SL1, L1, L5
ELPS:
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, 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.
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 5-10 mins.

Write *cash*, *check*, *credit*, and *debit* on the board. Designate each corner of the room a different method of payment. Ask students to choose their least favorite purchasing method and go to that corner. Have them work with the other students in that corner to make a list of reasons why they don't like to use this purchasing method.

Workplace Focus

Exercises A, B, C: Complete tasks as assigned.

Introduction 5-10 mins.

Write *smart purchase* on the board. Ask students what they think this means. Ask them what they would do if they were going to make a smart purchase. Write their ideas on the board. State the goal: *In this lesson, we will learn about making smart purchases*.

Presentation 1 10-15 mins.

A **Read about making smart purchases.**

Read the paragraph out loud to students. Then ask them to read it silently to themselves. Ask them some comprehension questions about the paragraph, such as: *What is a smart purchase? How do you comparison shop? What do smart consumers do?* Then ask if they have any questions about vocabulary.

Practice 1 10-15 mins.

B **SEQUENCE** **Order the steps from 1 to 5 according to the text above.**

Go over the directions and have students find the first step in the paragraph. Then have them number the rest of the steps by themselves.

C **Rewrite the steps in B after the words below.**

Go over the transitions, saying each one and having students repeat. Then have students complete the sentences with the information from **B**.

Evaluation 1 3 mins.

Go over the answers as a class, making sure all of the students have the steps in the correct order.

Workplace Focus

Exercise F: Combine ideas and information.

Presentation 2

5-10 mins.

D ***Sequencing transitions*** **are used to describe stages of a process. Study the examples in the box.**

Explain that *next* and *then* can come before or after any transition, but they must come after the first step.

Practice 2

15-20 mins.

(Shorter classes can do these exercises for homework.)

E **Put the steps in the correct order.**

Point out the explanation of the use of *you*. Help students see how the sentences in **E** are not referring to them, or to any particular person or people, but to people in general. Have students work with a partner to put the steps in the correct order.

Evaluation 2

10-20 mins.

Go over the answers to **E** as a class and see if everyone agrees on the order of the steps.

F **APPLY** **Add sequencing transitions to the steps above to write a paragraph about making a smart purchase.**

Have students compare their paragraphs and discuss any different sequencing transitions choices they have. Monitor and check that the different options are appropriate.

Instructor's Notes

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D ***Sequencing transitions*** **are used to describe stages of a process. Study the examples in the box.**

First,	First of all,	Second,	Second of all,	Third,
Fourth,	Next,	Then,	Lastly,	Finally,

E **Put the steps in the correct order.**

You
Use *you* to talk about people in general.

4 You decide to buy it.

2 You find out the p ice.

1 You see something in a store you want to buy.

6 You decide to use your credit card.

3 You think about if you have enough money to pay for it or not.

7 You pay for it.

5 You think about if you want to pay cash or use your credit card.

F **APPLY** **Add sequencing transitions to the steps above to write a paragraph about making a smart purchase.** Answers will vary.

First, you see something in a store you want to buy. Second, you find out the price. Next, you think about if you have enough money to pay for it or not. Then, you decide to buy it. Next, you think about if you want to pay cash or use your credit card. Then, you decide to use your credit card. Finally, you pay for it.

G APPLY Imagine you are going to buy a laptop. In groups, decide on a list of considerations to make a smart purchase. Answers will vary.

1. Decide to buy a laptop.
2. Decide what type of laptop to buy.
3. Look for the best price.
4. Think about if you have enough money to buy the laptop.
5. Save money to pay for the laptop.
6. Think about if you want to pay cash or use your credit card.
7. Decide to use your credit card.
8. Pay for it.

H COMPOSE Write a paragraph about buying a laptop. Use sequencing transitions. Answers will vary.

First, decide to buy a laptop. Second, decide what type of laptop you want to buy. Third, look for the best price. Next, think about if you have enough money to buy the laptop. Then, save money to pay for the laptop. Next, think about if you want to pay cash or use your credit card. Then, decide to use your credit card. Finally, pay for it.



Having the right equipment helps with work and studying.

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Workplace Focus

Exercise G: Interact appropriately with team members; Exercise H: Combine ideas and information.

Presentation 3

5-10 mins.

Remind students what they learned about laptops in Lesson 3. Ask them if they can remember the price of the laptop they liked best. Then ask them what laptop they would buy and why? Ask them what they think the best purchasing method would be.

Practice 3

10-15 mins.

G APPLY Imagine you are going to buy a laptop. In groups, decide on a list of considerations to make a smart purchase.

Elicit a few ideas about what you need to think about if you want to buy a laptop. Assign students to small groups to carry out the activity. Monitor and provide help as needed.

Evaluation 3

10-15 mins.

Ask volunteers to write their groups' steps on the board.

Application

10-20 mins.

H COMPOSE Write a paragraph about buying a laptop. Use sequencing transitions.

Elicit the sequencing transition words and write them on the board. Refer students back to page 53 as necessary. Explain to students that they are now going to write a paragraph individually using the steps they decided on as a group. Monitor and provide help as needed.

Instructor's Notes

At-a-Glance Prep

Goal: Learn about sales and marketing careers

Agenda

- ☐ Marketing and sales
- ☐ Salaries
- ☐ Duties and traits
- ☐ Sales manager job description

Pacing

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

Standards

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 6.7.4, 7.4.4, 7.4.8, 7.7.3

CCRS: R1, R2, SL5, RF3, L1

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.

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

In this lesson, students are introduced to the difference between careers in marketing and sales. They will learn key terms and compare the salaries for jobs related to these careers. Students will also look at job duties and character traits. Finally, students will review different types of degrees and analyze what degrees sales managers generally have.

Warm-up and Review 10-15 mins. ■■■

Write *career clusters* on the board and have students recall the ones they saw in Unit 1. Write their ideas on the board. Elicit examples of jobs associated with each cluster, followed by character traits required for the jobs they suggest. Write these on the board as students call them out.

Introduction 5-10 mins. ■■■

Write *marketing* and *sales* on the board and elicit vocabulary related to these two areas. Write students' ideas on the board. Remind students that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today we will learn about sales and marketing careers*.

Presentation 1 15-20 mins. ■■■

A COMPARE What is the difference between *Sales* and *Marketing*? Discuss with a group. Then read.

Assign students to small groups to discuss the question. Share ideas a class. Then point out the Useful terms and their definitions and have students read them before they read the two texts. Ask about the differences between the two careers. Answer any vocabulary questions. Ask students which career cluster marketing and sales belong to. (Business, Management & Technology)

Practice 1 5-10 mins. ■■■

B ANALYZE Look at the chart. Which are the worst / best paid jobs?

Go over the jobs and salaries as a class and answer the questions.

C Discuss with a partner. What do you think the people in these jobs do?

Point out the example and elicit other things an insurance agent does. For example: *talks to clients, attends meetings, etc.* Have students list activities for the other jobs on the list.

Evaluation 1 5-10 mins. ■■■

Monitor as students carry out **C** and provide help with vocabulary as needed. Call on different pairs to share their ideas.

BEST PRACTICE

Writing students' ideas on the board

When carrying out the warm-up or introducing a topic through eliciting, it is an effective strategy to write students' contributions on the board as they call them out. This helps other students clarify that they have heard their classmates correctly, confi ms how words are spelled, and encourages other students to participate since what they see on the board may prompt their own prior knowledge.

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LESSON 6

Explore the Workforce

GOAL ▸ Learn about sales and marketing careers

A COMPARE What is the difference between *Sales* and *Marketing*? Discuss with a group. Then read.

What is Marketing?	What are Careers in Sales?
Marketing is advertising, sales strategies, and media planning. These create brand awareness to sell a product or service. Marketing could be traditional, such as radio, television and billboard ads, or more modern strategies, such as internet ads and social media.	Careers in sales involve selling a product or service. Salespeople are good at promoting the best features of a product to the consumer. Both marketing and sales careers require people who understand the target audience and the consumer's decision-making process.

B ANALYZE Look at the chart. Which are the worst / best paid jobs?

Common Sales and Marketing Jobs	
JOB	**NATIONAL AVERAGE SALARY**
Retail Sales Associate	$25,251 / year
Telemarketer	$27,602 / year
Social Media Manager	$44,689 / year
Marketing Specialist	$50,818 / year
Copywriter	$55,648 / year
Sales Representative	$58,722 / year
Insurance Agent	$59,430 / year
Marketing Manager	$67,791 / year
Sales Manager	$76,022 / year
Product Manager	$106,415 year

Useful terms

brand: the name of the company with their logo is the "brand"

brand awareness: how familiar a consumer is with a brand or its products

consumer: the person buying the product or service

target audience: the specific type of person who will buy a product. For example, older people with hearing loss are the "target audience" for hearing aids.

C Discuss with a partner. What do you think the people in these jobs do?

EXAMPLE: I think an Insurance Agent sells insurance.

D **What do you think a sales manager does? Listen and complete the job description below.**

Job Description: Sales Manager

Salary: $76,022

Duties: A sales manager is in charge of a team of sales associates and helps them achieve their sales goals. A sales manager finds, hires, and trains new employees. Sales managers check on the progress of their associates and help if they need it. They also create sales reports and make sure the customers are satisfied.

E **What traits are needed to be a good sales manager? Circle the traits below.**

Answers will vary.

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

F **REFLECT** **Do you think you would be a good sales manager? Why or why not? Write a few sentences and then share with a partner.** Answers will vary.

G **Review the different types of degrees in the Pre-Unit. Complete the chart.**

Education	Number of Years to Complete
High School Diploma	4
Associate Degree	2
Bachelor's Degree	4
Master's Degree	2

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Presentation 2

20-25 mins.

D **What do you think a sales manager does? Listen and complete the job description below.**

Ask students to explain what information a job description might contain. Have them read the paragraph and complete any answers they think they know. Play the audio for **D**. Tell students to listen first then write. Give students time to write their answers, then play the audio again. Have students compare answers with a partner. Play the audio again if necessary. Check answers as a class. Clarify any vocabulary doubts.

Practice 2

15-20 mins.

(Shorter classes can do this exercise for homework.)

E **What traits are needed to be a good sales manager? Circle the traits below.**

Go over the character traits as a class by asking students to explain the meaning of each one. Have students circle the traits individually then compare with a partner. Share answers as a class. Discuss any that students don't agree on.

F **REFLECT** **Do you think you would be a good sales manager? Why or why not? Write a few sentences and then share with a partner.**

Tell students to think about some of their own traits and write them down. Then have them identify a sales manager's duties in the paragraph in **D**. Tell them to focus on the verbs. For example: *help*, *hire*, *train*, etc. Have students write their sentences then share and discuss them with a partner.

Evaluation 2

20-25 mins.

Monitor as students write their sentences in **F**. Ask questions to help them clarify their ideas and / or develop them further as needed.

BEST PRACTICE

Planning before writing

In the workplace, students may need to write reports, informative texts, and other types of texts. Therefore, developing strategies that will help them to write effectively and coherently is important.

Brainstorming ideas and vocabulary before writing a text, as suggested in **F**, is a good strategy for students to use when they carry out writing activities throughout *Stand Out*. These pre-writing steps help students clarify their ideas, put them in a suitable order, and activate vocabulary in English.

Presentation 3

15-20 mins.

Ask students about the different levels of education they saw in the Pre-Unit (*elementary*, *middle*, *high school*, *college*, etc.). Have students go back to the list of jobs on page 55 and ask them what level of education they think you might need for each job.

G **Review the different types of degrees in the Pre-Unit. Complete the chart.**

Students may refer back to the Pre-Unit if they need help completing the chart.

Instructor's Notes

Practice 3

10-15 mins.

(Shorter classes can do these exercises for homework.)

H INTERPRET Look at the pie chart below. What information can you find in the chart?

Go over the chart as a class and decide together what information it provides.

I Choose the correct answer.

Have students complete the activity individually then compare their answers with a partner. Check answers as a class.

J Go online and find a job advertisement for a sales manager. Answer the following questions.

Help students get started with their searches. Suggest search engines and search terms they could use as needed. It might be helpful to have some examples ready to show them. Project them in class if possible.

Evaluation 3

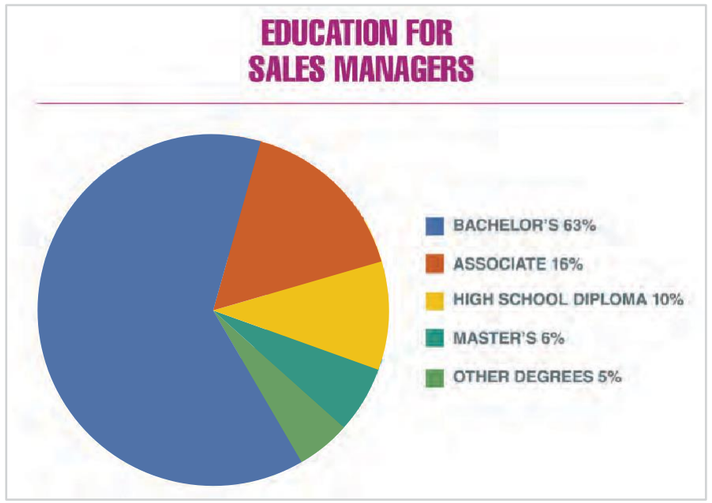
5-10 mins.

Monitor as students are carrying out their searches and provide help as needed. Students could work on this in pairs and then share what they found out with another pair. Students could also share in small groups, decide which job is the best, and then explain their reasons to the class.

Instructor's Notes

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H INTERPRET Look at the pie chart below. What information can you find in the chart?
Answers will vary.



Percentages of types of degrees taken by Sales Managers

I Choose the correct answer.

1. ___c___ of sales managers have only a high school diploma.
   a. 63% b. 16% (c.) 10% d. 6%
2. Many sales managers have a ___a___ .
   (a.) Bachelor's degree b. Associate degree c. Master's degree d. high school diploma
3. You need to get a Master's degree to be a sales manager.
   a. True (b.) False
4. ___b___ of sales managers have an Associate degree.
   a. 63% (b.) 16% c. 10% d. 6%

J Go online and find a job advertisement for a sales manager. Answer the following questions. Answers will vary.

1. What is the job title?
2. Where is the job?
3. Is it full-time or part-time?
4. What is the salary range?
5. What experience does the job need?

Review

A **Where can you purchase the following goods or services? Write the places below.**
Answers will vary.

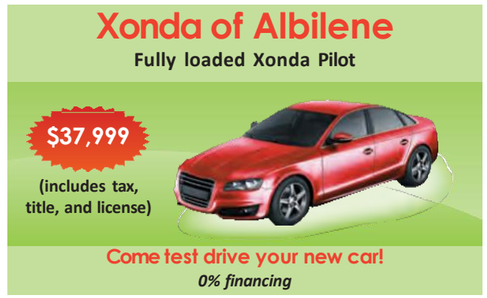
1. shampoo — drugstore
2. soccer ball — department store
3. stamps — post office
4. prescription refill — pharmacy
5. washing machine — appliance store
6. fruit — grocery store
7. clothes cleaned — laundromat
8. shoes — shoe store

B **Write the present form of *get* and the past participle of the verb in parentheses.**

1. He gets his car washed at the local car wash. (wash)
2. She gets her hair cut at the hair salon. (cut)
3. He gets his car fi ed at the automotive shop. (fix)
4. They get their clothes cleaned at the dry cleaners. (clean)

C **Read the ads from two car dealerships and answer the questions below.**





1. Which car is cheaper? Hill's Xonda is cheaper.
2. What is good about the offer from Hill's? Free gas for a year.
3. What is good about the offer from Albilene? 0% financin , tax, title, and license included.
4. Which dealership would you buy from? Answers will vary.
   Why? Answers will vary.

Learner Log

I can identify places to purchase goods and services. ☐ Yes ☐ No ☐ Maybe

I can interpret advertisements. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategy: Reviewing
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: 1.2.1, 1.2.2, 1.3.1
CCRS: W2, W4, L1
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.
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 5–10 mins. ■■■

In groups, have students come up with a list of ways to make a smart purchase.

Workplace Focus

Exercises A, B, C: Complete tasks as assigned.

Introduction 5–10 mins. ■■■

Ask students to try to recall (in general) all the goals of this unit without looking at their books. Then remind them of the goals they omitted, if any. (Unit goals: Identify places to purchase goods and services, interpret advertisements, compare products, identify and compare purchasing methods, make a smart purchase, learn about sales and marketing careers.) Write all the goals from Unit 2 on the board. Show students the first page of the unit and mention the six goals. State the goal: *Today, we will review everything you have learned in this unit.*

Presentation 10–15 mins. ■■■

Quickly go to the first page of each lesson. Discuss the goals of each. Ask simple questions to remind students of what they have learned.

Practice 20–25 mins. ■■■

Note: There are two ways to do the review: (1) Go through the exercises one at a time and, as students complete each one, go over the answers. (2) Briefly go through the instructions of each exercise, allow students to complete all of the exercises at once, and then go over the answers.

A **Where can you purchase the following goods or services? Write the places below.**

Write a few goods and services on the board and ask students where you can buy them / get them done. Then have students complete the exercise.

B **Write the present form of *get* and the past participle of the verb in parentheses.**

Remind students to think about whether each sentence needs *get* or *gets*. Have students complete the sentences individually and compare answers with a partner.

C **Read the ads from two car dealerships and answer the questions below.**

Have students look at the ads and tell you the key information. For example, who is selling, what are they selling, and how much are they selling it for. Then have students answer the questions.

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 document what they have learned. Consequently, students see that they are making progress and want to move forward in 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.

Evaluation

20–25 mins.

Go around the classroom 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.

Learner Log

5–10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this goal.

Workplace Focus

Exercise E: Combine ideas and information.

Practice *(continued)*

25–30 mins.

D Complete the following statements with a comparative or a superlative adjective. Use *than* where necessary.

Review comparative and superlative adjectives with the class by providing or eliciting examples. Write on the board or show pictures of two similar products that are relevant to the students (e.g., cell phones, notebooks), and have students make comparisons. Add a third product and elicit superlative comparisons. Refer students back to the charts in Lesson 3 if necessary. Then have students complete the statements.

E Imagine that you are going to buy a new car—your dream car. Write sentences comparing your old car to your new car.

Go over the instructions and the example. Make sure students understand that they are imagining; the sentences don't need to be true.

F What is the best restaurant in your neighborhood? Write sentences comparing this restaurant to all the other restaurants in the neighborhood.

Ask students about restaurants they like to go to. Write the names on the board. Then ask why they like these places. Write their reasons on the board, providing vocabulary as needed. After students have written their sentences, have them share with a partner. Call on volunteers to share their comparisons with the class.

Instructor's Notes

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D Complete the following statements with a comparative or a superlative adjective. Use *than* where necessary.

1. My new watch was cheaper than my old watch. (cheap)
2. This computer is the fastest one in the store. (fast)
3. That mirror is taller than the one we have now. (tall)
4. This box is much heavier than that one. What's in it? (heavy)
5. The most beautiful paintings in the world are painted by that artist. (beautiful)
6. Do you think that the book is more interesting than the movie? (interesting)
7. I always pay by credit card. It's the easiest way to pay. (easy)
8. My neighbor's house is bigger than our house. (big)
9. Do you think this car is better than the one you have? (good)

E Imagine that you are going to buy a new car—your dream car. Write sentences comparing your old car to your new car. Answers will vary.

My new car is faster than my old car.

F What is the best restaurant in your neighborhood? Write sentences comparing this restaurant to all the other restaurants in the neighborhood. Answers will vary.

Talk and Wok has the friendliest service in the neighborhood.

Learner Log

I can compare products.

☐ Yes ☐ No ☐ Maybe

Review

G **Write a sentence about each of the following purchasing methods. Use *must* or *have to*.** Answers will vary.

1. cashier's check: You must be careful not to lose a cashier's check.
2. cash: _____
3. personal check: _____
4. online payment: _____
5. credit card: _____

H **Imagine that your friend is going to buy a new television. What steps would you tell him or her to take? Write them below.** Answers will vary.

1. Decide what kind of television to buy.
2. Read advertisements about the television or visit different stores.
3. Choose the best deal on the television.
4. Save money for the television.
5. Buy the television.

I **Write a paragraph using the steps you wrote above. Use sequencing transitions.** Answers will vary.

First, decide what kind of television to buy. Second, read advertisements about the television or visit different stores. Next, choose the best deal on the television. Then, save money for the television. Finally, buy the television.

J **Choose four new words from this unit. Write each word and an example sentence on an index card. Study the words while you are traveling to school or eating your breakfast.**



Learner Log

I can identify and compare purchasing methods. ☐ Yes ☐ No ☐ Maybe

I can make a smart purchase. ☐ Yes ☐ No ☐ Maybe

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Evaluation

25–30 mins.

Go around the classroom and check 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.

Learner Log

5–10 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this goal.

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 is 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.

Workplace Focus

Exercises G, H, I, J: Complete tasks as assigned.

Practice *(continued)*

25–30 mins.

G **Write a sentence about each of the following purchasing methods. Use *must* or *have to*.**

Review *must* and *have to* with the class by eliciting when they are used and a few example sentences. Then have students write their sentences and compare them with a partner. Invite volunteers to write one of their sentences on the board.

H **Imagine that your friend is going to buy a new television. What steps would you tell him or her to take? Write them below.**

Have students recall the steps taken to buy something: look in stores, read ads, compare prices, etc. Have them write the steps for their friend then compare with a partner.

I **Write a paragraph using the steps you wrote above. Use sequencing transitions.**

Elicit sequencing transitions then tell students to convert the steps they wrote in **H** into a paragraph using the transition words. Monitor and provide help as needed.

J **Choose four words from this unit. Write each word and an example sentence on an index card. Study the words while you are traveling to school or eating your breakfast.**

Prepare a small set of cards to show students, and / or project a flashcards app, and explain that this is a good strategy to review and learn vocabulary. After students have created their cards, put them in pairs to test each other. One student shows a word card and the other student has to provide a sentence or give a definition.

Evaluation

25–30 mins.

Go around the classroom and check 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.

Learner Log

5–10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this goal.

BEST PRACTICE

Mini lessons

A *mini lesson* is a short lesson that focuses on a particular skill or concept. It is usually connected to a larger lesson that can either precede or follow it.

Mini lessons are important because they allow teachers to teach or re-teach points in a quick manner. Valuable classroom time is not lost on workbook or textbook exercises that are more effectively used in other contexts.

Mini lessons should be between 5 and 10 minutes (the shorter, the better). They are good springboards for error correction and using authentic student work.

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.2, 1.3.1, 4.8.1, 4.8.5

CCRS: W2, SL1, SL2

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.

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: Presentation

Plan Your Presentation

Explain how in the workplace, being able to develop and give an effective presentation is a very important skill. For example, workers might be asked to present a report or a new product, explain a new strategy or plan of action, or provide a comparison of two processes or two services / products. Tell students that they will practice this skill by preparing and giving two presentations. Point out the two parts of this project.

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 3-hour class, but we recommend two days to give students enough time to fully develop their ideas. The projects are designed to be done in several steps. Each student leads one step.

Warm-up

10 mins

Ask questions in order to help students feel confident about completing the project in a team.

Introduction

10 mins.

Let students know that in this lesson, they will be creating advertisements and purchasing plans.

Presentation

10-15 mins.

1. Form a team of four or five students. Choose positions for each member of your team.

Tell students that before they can start the project, they must form teams. It's a good idea to vary how you group them from project to project.

Practice / Evaluation / Application

1-2 hours

Part 1—Create Advertisements
Part 2—Create a Purchase Plan

Now that students are in groups, ask them to choose their positions in the group. To do this, go through the job descriptions and then each step in the project. Make sure students understand that they will complete one step before going on to the next and that, although each person has a specific task, they will work together on each step.

The team leader's job is not associated with a step but has the responsibility of making sure everyone participates and speaks English.

In **Part 1**, **Step 1** for example, the secretary will write the advertisement and the designer will create the ad, but all team members will contribute information and suggestions. In **Part 1**, **Step 2**, and **Part 2**, **Step 4**, the spokespeople will plan the presentations, but with input from the other members of the team. The secretary takes notes during all the stages.

Point out the information about giving presentations. Encourage students to take notes to help them (key words, numbers, etc.) but not in complete sentences, so that they won't be tempted to read.

When students give their presentations in **Part 1**, **Step 2**, and **Part 2**, **Step 4**, be sure to assign the rest of the class a task to carry out as they listen. For example, they could write down a question to ask each team. Then call on different students to ask a question after each of the presentations.

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Two Advertisements and a Purchase Plan

SOFT SKILL ▸ Presentation

1. Form a team of four or five students. Choose positions for each member of your team.

Position	Job Description	Student Name(s)
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Secretary**	Write the advertisement with help from the team. Take notes for the team.	
Student 3: **Designer**	Design an advertisement layout.	
Students 4/5: **Spokespeople**	Plan presentations.	

Part 1—Create Advertisements

1. Create two different advertisements for the same product or service.
2. Present your ads to the class and then display them in the classroom.

Part 2—Create a Purchase Plan

1. Take time to evaluate and choose a product or service to buy from all the ads on the wall.
2. Compare two of the ads, writing four comparative statements about why one is better than the other.
3. Choose one product or service to buy and write a purchase plan—the considerations needed to make a smart purchase.
4. Present your comparisons and purchase plan to the class.

Presentation:

Plan Your Presentation

Your presentation should be more than just reading from your notes. Each person should choose one part to present. Choose what is interesting to you, and find a way to make it interesting to your listeners.

About the Photo

This photo shows Carolina Hernandez outside the Tikal Café in Brooklyn, New York. Tikal is the name of an important archaeological site in Guatemala, Carolina's home country. Carolina is the owner of the Tikal Café. Opening her own business had been her dream since she arrived in the US. It took her a little over 10 years and a lot of hard work to make her dream come true.

- Tell students they are going to read about a café owner in New York.
- Read the title and ask students what they think it refers to. Have students look at the photo for clues.
- Ask students to describe what they see in the photo. Write the vocabulary on the board. Activating vocaculary in this way before students read helps them be more prepared for the text.

A PREDICT Look at the company's logo in the photo. What do you think it is a picture of? What types of food and drink do you think they serve at this café?

Have students answer the questions with a partner. Then compare ideas as a class. Ask students if they know what or where Tikal is. Explain that the logo is one of Tikal's pyramids.

B Match the vocabulary word to its correct meaning.

Have students complete the activity individually. Tell them they will check the answers when they read the text.

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Reading Challenge

A. PREDICT Look at the company's logo in the photo. What do you think it is a picture of? What types of food and drink do you think they serve at this café? Answers will vary.

B. Match the vocabulary word to its correct meaning.

c	1. brunch	a. money that a person gets if he or she loses his or her job
d	2. pandemic	b. evidence that something is true
a	3. unemployment	c. a meal that combines breakfast and lunch
b	4. proof	d. a disease that happens to people all over the world

C. Read the text.

D. SEQUENCE Put the events in the correct order.

5 Carolina collected unemployment.
1 Carolina lived in Guatemala City.
4 Carolina lost her job.
3 Carolina worked as a housekeeper.
7 Carolina built her café.
6 Carolina found a chef and business partner.
2 Carolina crossed the border with her mother.
8 Carolina opened Tikal Café.

E. On a separate piece of paper, rewrite the sentences in D in the correct order, adding in extra details from the text. Sometimes, change the name Carolina to "she" to avoid too much repetition and add transitions like *such as, then, next,* etc. Answers will vary.

EXAMPLE: Carolina lived in Guatemala City. In 2008, she came to the US with her mother. Then…

F. EXPAND Imagine you are planning a visit to Brooklyn for brunch. What would you order? Answers will vary.

Rising to the Challenge

Tikal Café is a brunch and coffee shop located in Brooklyn, New York. If you go to its website, you will see delicious menu items such as Avocado Toast, Winter Porridge, a Walnut Pesto Quesadilla and Coconut Yogurt. You can drink Matcha, Iced Lavender Lattes, or Cold Brew Coffee. But what you won't see on the website is that the café is owned by an immigrant, Carolina Hernandez from Guatemala.

Carolina is from Guatemala City, Guatemala, and came to the US with her mother in 2008. For over 10 years, she worked two to three jobs so she could save up enough money to open her own business. Sometimes, she worked 18-hour days. She used the money from her housekeeping job to survive and pay her bills. And she used the money from her food serving job to save for her dream.

Unfortunately, when the pandemic hit in 2020, she lost all of her jobs. She was able to collect unemployment, but she wasn't happy. Carolina was a hard worker and wanted to work to earn her money, not sit on the couch and watch Netflix. So, she found a business partner, who is now the chef at the café, and picked out a location close to her home. She started with an empty space and eventually built Tikal Café, a neighborhood spot where locals can come to enjoy a cup of coffee and a delicious meal. From housekeeper to restaurant owner—Carolina is living proof of the American Dream.



Carolina Hernandez's hard work made her dream come true.

C Read the text.

Have students read the title and say what they think the *challenge* might be. Tell them to read the text and underline the vocabulary words from **B.** Confirm the meaning of the words in **B.**

D SEQUENCE Put the events in the correct order.

Have students complete the exercise then compare their answers with a partner. Check answers as a class.

E On a separate piece of paper, rewrite the sentences in D in the correct order, adding in extra details from the text. Sometimes, change the name Carolina to "she" to avoid too much repetition and add transitions like *such as, then, next,* etc.

Make sure students understand how to use *such as*. Tell them they are going to write a paragraph using the transition words to connect the events. When they have finished, have them share their paragraph with a partner.

F EXPAND Imagine you are planning a visit to Brooklyn for brunch. What would you order?

Put students into groups to discuss their orders. Depending on students' online access, you could have them visit the Tikal Café website to look at the menus. Alternatively, you could project or print copies of the different menus if possible. Call on different students to share their decisions.

CASAS FOR READING

7.4.4, 7.7.3

CCRS FOR READING

RI1, RI2, RI3, RI4, W2, W4, L1, L2

READING STRATEGIES

Scanning for Vocabulary

Scanning involves looking for numbers, symbols, words, and other information in a passage. It is also a good way for students to learn new vocabulary based on context or how each word is used in a sentence.

- First, have students scan the passage and underline or circle each new word.
- Then ask students to read the sentences where the new vocabulary words are found and guess the meanings.

3 Housing



About the Photo

Boston's famous Skinny House is located at 44 Hull Street in Boston's North End. It is a four-story house and is called a "skinny" house because it is barely 10 feet wide. The house only has five doors. A legend says that the plot of land was inherited by two brothers. One brother went to the Civil War and the other brother built a large house leaving only a sliver of land for the brother. The brother, when he returned, built the Skinny House to spite his brother. These type of houses are called "spite houses."

- Introduce the unit. Ask volunteers to tell the class what type of housing they live in. Write different answers on the board.
- Ask students to look at the photo. Then read the caption and ask what is unusual about the house.
- Have students look at the photo again and answer the questions. Ask them to discuss their answers in pairs. Then discuss as a class.
- Go over the unit outcomes.

Life Skills Focus

In this unit, students will learn how to find housing and manage all aspects that come with moving into a new place of residence. They will also learn how to manage money and make decisions based on budgets.

UNIT OUTCOMES

- Interpret classified ads
- Make decisions
- Arrange and cancel utilities
- Create a budget
- Write a formal letter
- Compare property management careers

Answer the questions.

Boston's famous Skinny House is located at 44 Hull Street in Boston's North End. It is a four-story house and is called a "skinny" house because it is barely 10 feet wide. The house only has five doors.

1. What type of housing do you see in the photo?
2. How many windows does the Skinny House have?
3. Do you think a family could live comfortably in this house?
4. What makes a house comfortable?

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 3, Lesson 6, *Explore the Workforce* students will compare property management careers. Students will focus on the jobs of leasing consultants, community managers, and maintenance technicians.
- In the Team Project, students practice the soft skill of Active listening as they complete the project.
- Digital Literacy Tips in lessons raise awareness of setting up an account with utility companies to receive digital rather than paper bills.

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	CASAS COMPETENCIES (STEPS)	ELPS (STEPS)	CCRS
• Interpret classified ads • Make decisions • Arrange and cancel utilities • Create a budget • Write a formal letter • Compare property management careers	• Comparatives and superlatives using nouns • *Yes / No* questions and answers • Information questions • Past continuous • Past continuous with *while*	• Classified ads • Utilities • Budget • Home maintenance	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Housing and tenant rights • Banking system • Consumer education • Safety and security	Lesson 1: 1.4.2, 7.4.4, 7.7.3 Lesson 2: 0.1.5, 1.4.1, 7.2.7 Lesson 3: 0.1.5, 1.4.4, 1.5.3 Lesson 4: 6.1.1, 6.1.2, 6.7.2 Lesson 5: 0.2.3, 1.4.7, 7.2.7 Lesson 6: 4.1.6, 4.8.1, 6.7.3 Team Project: 1.5.1, 4.8.1, 4.8.5 Reading Challenge: 1.4.2, 7.4.4, 7.7.3	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, 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.	RI1, RI2, RI3, RI4, RI7, W2, W4, W5, W6, SL1, SL2, SL3, SL6, L1, L2, L3

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LESSON 1

House Hunting

GOAL ▶ Interpret classified ads

A EXPLAIN Think about the place where you live. How did you find it? What are some different ways to find housing? Answers will vary.

B Online classified ads and social media sites have housing information. Write the title of each ad. Then rank them in order from your favorite (1) to least favorite (6).

a. Sunny studio	d. Spacious four-bedroom
b. Sunny one-bedroom with high ceilings	e. Large apartment with garage and pool
~~c. Two-bedroom in a gated community~~	f. Charming condo with balcony



1. Two-bedroom in a gated community
This clean two-bedroom has one bathroom, air conditioning, new appliances, and is near freeways. It is situated in a gated community. Gas, water, and trash collection are included. Available August 1st. $1,495 Contact Agent

2. Sunny studio
This sunny first-floor studio has a yard, stove, and a refrigerator. Cats are OK. The first and last month's rent and security deposit are required. $850 Contact Agent

3 Spacious four-bedroom
This spacious four-bedroom condo has a pool, a garage, a washer and dryer, and is close to local schools. No pets allowed. $3,000 Contact Agent

4. Charming condo with balcony
This charming one-bedroom condo is in great condition. It has one bathroom, a carport, a large balcony, carpeting, and it's an easy walk to the town center. $1,300 Contact Agent

5. Sunny one-bedroom with high ceilings
This sunny, one-bedroom with a huge veranda has a one-car garage, a washer and dryer, high ceilings, and a security guard. $1,100 Contact Agent

6. Large apartment with garage and pool
This large apartment has two floors, three bedrooms, two bathrooms, a garage, and a pool. $2,200 Contact Agent

C Work with a partner. Make a list of the housing vocabulary in B that is new to you. Discuss with your classmates and teacher. Answers will vary.

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At-a-Glance Prep

Goal: Interpret classified ad
Grammar: Comparatives and superlatives using nouns
Academic Strategy: Scanning
Vocabulary: *classified a , carport, charming, balcony, condition, security guard, hookup*

Agenda

- ☐ Identify types of housing.
- ☐ Read classified ads.
- ☐ Form comparatives using nouns.
- ☐ Form superlatives using nouns.
- ☐ Scan for information.
- ☐ Compare rental properties.

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, 7.4.4, 7.7.3
CCRS: RI1, RI4, SL1, SL2, L1
ELPS:
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, 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.

Warm-up and Review 5-10 mins. ■■■

Write *housing* on the board. Ask students to name different types of housing. Write their ideas on the board. Ask students to tell you in what ways these types of housing differ. Write useful vocabulary that comes up on the board.

Workplace Focus

Exercise C: Collect and organize information.

Introduction 5-10 mins. ■■■

A EXPLAIN Think about the place where you live. How did you find it? What are some different ways to find housing?
Call on volunteers to answer these questions. State the goal: *Today, we will interpret classified ads*.

Presentation 1 10-15 mins. ■■■

Have students open their books and look at the ads. Then ask them questions such as: *How much is the rent for #3? How many bedrooms does #2 have?* At this point, try not to answer students' questions about vocabulary.

B Online classified ads and social media sites have housing information. Write the title of each ad. Then rank them in order from your favorite (1) to least favorite (6).
Have students carry out the activity individually. Ask a few students which apartment they prefer and why they prefer it.

Practice 1 10-15 mins. ■■■

C Work with a partner. Make a list of the housing vocabulary in B that is new to you. Discuss with your classmates and teacher.
Once pairs have completed their lists, discuss the new vocabulary as a class and make sure everyone understands the different features. Then have pairs identify features that are necessary and features that are only desirable. If they get stuck, tell them to ask other pairs. Some students may have different opinions about each.

Evaluation 1 5-10 mins. ■■■

Have volunteers write the titles of the ads on the board. Ask pairs to write housing vocabulary words underneath. Remind them about items like garages, pets, and appliances. Continue with different students until the housing has been described. Once students are familiar with the vocabulary, ask them to read the ads again. Answer any questions.

Workplace Focus

Exercise D: Interact appropriately with team members;
Exercises E, F, G: Complete tasks as assigned.

Presentation 2

5-10 mins.

Ask students questions about the ads in **B**. Use comparative and superlative forms: *Which rental is the biggest? Which rental is the cheapest? Which rental is more expensive—#3 or #6?* Review comparative and superlative forms with students. Then ask them more questions such as: *Which rental has the most bedrooms?* and *Which condo has cheaper rent—#3 or #4?* Write the answers on the board in complete sentences. Use these sample sentences to explain the rules for using comparatives and superlatives with nouns.

D COMPARE Discuss the questions about the ads in B with your partner.

After students have discussed and answered the questions, check them as class. Then have students underline the comparative phrases: *has higher rent; has more bathrooms / bedrooms*.

E Study the charts.

Consider having students work out the grammar rules before going over the charts as a class (see BEST PRACTICE: Presenting Grammar). Briefly review count and noncount nouns if necessary. Refer back to the phrases students underlined in **D**. Ask further questions about the rentals in **B**. For example: *Which one has the lowest rent? Which ones have more features?*

BEST PRACTICE

Presenting grammar

One way to present grammar that will allow students to figure out the rules for themselves is through dictation.

1. Have students close their books.
2. Dictate the sentence examples from the grammar chart.
3. Ask volunteers to write the sentences on the board.
4. Once you have all the correct sentences written on the board, ask students to help you formulate the grammar rules.

Practice 2

10-15 mins.

(Shorter classes can do the following two exercises for homework.)

F Complete the sentences with *more* or *most*.

Have students complete the activity individually and then compare with a partner.

G Complete the sentences with *fewer*, *less*, *fewest*, or *least*.

Remind students to pay attention to whether the nouns are count or noncount. Have them compare their answers with a partner.

Evaluation 2

10-15 mins.

Go over the answers as a class, asking volunteers to read the completed sentences out loud.

Instructor's Notes

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D COMPARE Discuss the questions about the ads in B with your partner.

1. Which one-bedroom apartment has higher rent? 4
2. Look at ads 1 and 5. Which apartment has more bedrooms? 1
3. Look at ads 1 and 6. Which apartment has more bathrooms? 6

E Study the charts.

Comparatives Using Nouns	
Our new apartment has **more bedrooms** than our old one. Our old apartment had **fewer bedrooms** than our new one.	Use *more* or *fewer* to compare count nouns.
Rachel's apartment gets **more light** than Pablo's apartment. Pablo's apartment gets **less light** than Rachel's apartment.	Use *more* or *less* to compare noncount nouns.

Superlatives Using Nouns	
Rachel's apartment has **the most bedrooms**. Phuong's apartment has **the fewest bedrooms**.	Use *the most* or *the fewest* for count nouns.
Rachel's apartment has **the most light**. Phuong's apartment has **the least light**.	Use *the most* or *the least* for noncount nouns.

F Complete the sentences with *more* or *most*.

1. Kim's house has _____more_____ bedrooms than Jen's house.
2. The Worshams' apartment gets the _____most_____ light.
3. That condo has _____more_____ appliances than this one.
4. Her house has the _____most_____ rooms.

G Complete the sentences with *fewer*, *less*, *fewest*, or *least*.

1. John's house has _____fewer_____ bathrooms than Brad's place.
2. The small condo has _____less_____ light than the big one.
3. The small condo has the _____least_____ space.
4. Their apartment has the _____fewest_____ windows.

H **SCAN** **Work with a partner. Scan the rental ads and ask and answer the questions. Answer in complete sentences.** Answers will vary.

a. This first-floor apartment has two bedrooms, 1.5 bathrooms, a garage, and a gym.
Price: $1,275 per month **Security deposit:** $500 Contact Agent

b. This large five-bedroom, two-bathroom house with a two-car garage, washer / dryer hookups, and high ceilings is in a quiet neighborhood.
Price: $3,200 per month **Security deposit:** $2,000 Contact Agent

c. This beautiful three-bedroom condo has three bathrooms, a garage for two cars, a large patio, and wood floors. It is located close to local shops.
Price: $1,700 per month **Security deposit:** $600 Contact Agent

d. This bright, top-floor studio has a balcony and new appliances. Cats are OK. First and last month's rent are due at signing.
Price: $1,000 per month **Security deposit:** $550 Contact Agent



1. Which place has more bathrooms: the house or the condo?
The condo has more bathrooms.
2. Which place has the most bedrooms?
The house has the most bedrooms.
3. Which place has the highest rent?
The house has the highest rent.
4. Which place has more bedrooms: the condo or the apartment?
The condo has more bedrooms.
5. Which place has the lowest security deposit?
The apartment has the lowest security deposit.

Scan
Quickly look for the answers in a text without reading everything.

I **Write sentences using comparatives and superlatives to compare the rentals in H.** Answers will vary.

1. The apartment has fewer bedrooms than the house. _____.
2. _____
3. _____
4. _____
5. _____
6. _____

J **Search for classified housing ads online or on social media. Find an ad that you like and share your notes with the class.**

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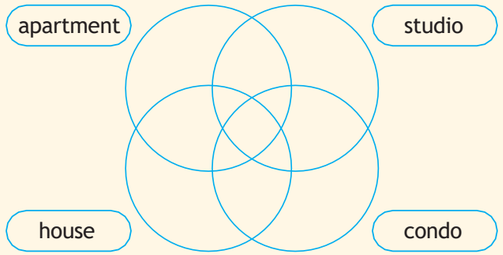
Workplace Focus

Exercise H: Interact appropriately with team members;
Exercise I: Complete tasks as assigned;
Exercise J: Apply technology.

Presentation 3

5-10 mins

Draw a large four-circle Venn diagram on the board.



Ask students to help you come up with the similarities and differences between each of these housing types and fill in the diagram.

BEST PRACTICE

Graphic organizers

Graphic organizers, such as Venn diagrams, allow students to think critically. However, four-circle diagrams are rather complicated. Therefore, it is a good idea to create the diagram on the board so students can see how to complete it.

Practice 3

15-20 mins.

H **SCAN** **Work with a partner. Scan the rental ads and ask and answer the questions. Answer in complete sentences.**

Explain to students how to scan. Point out the explanation in the book so they can refer back to it as needed. Tell them they don't need to read every word in the ad to find the answer to the questions; they just need to look for the key words from the questions in the ads. For example, in the first item, the key words are *bathrooms*, *house*, and *condo*. Ask students to help you come up with the key words in the rest of the questions before they begin working with their partners.

Evaluation 3

5-10 mins.

Go over the answers as a class by calling on pairs to read the questions and answers.

Application

10-20 mins.

I **Write sentences using comparatives and superlatives to compare the rentals in H.**

Go over the example with the class. Monitor as they complete the rest of the sentences, providing help as needed. Check answers as a class by having students write the sentences on the board.

J **Search for classified housing ads online or on social media. Find an ad that you like and share your notes with the class.**

If possible, search for an ad online and / or on social media, projecting as you do it, so that students can see the steps. Remind them they'll need to put the name of the town / city / area where they want to look for a rental. Depending on the size of your class, put students into pairs or small groups to share the ad they found. Monitor groups and encourage them to make comparisons between their ads.

Instructor's Notes

At-a-Glance Prep

Goal: Make decisions
Grammar: *Yes / No* questions and answers
Pronunciation: Rising intonation
Academic Strategies: Active reading, focused listening
Vocabulary: *preferences, yard, pool, air-conditioning, garage, tennis courts, carpeting*

Agenda

- ☐ Write an ad.
- ☐ Identify housing preferences.
- ☐ Ask *Yes / No* questions.
- ☐ Use rising intonation.
- ☐ Talk about your housing preferences.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.1, 7.2.7
CCRS: RI1, SL1, SL2, SL3, L1
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 10-15 mins. ■■■

Review Lesson 1 by having students write a classified ad for the place where they live, using the target vocabulary. Then have them share their ad with a partner.

Introduction 5-10 mins. ■■■

Ask students how many bedrooms they have in the place where they live. Ask them if they have a pool or garage. Ask them about pets. After a few questions, write *Housing Preferences* on the board. Explain this term. State the goal: *Today, we will make decisions about housing*.

Presentation 1 10-15 mins. ■■■

A Read about the Nguyen family.

Have students open their books and ask some questions about the picture: *What is the family doing? How many people are in the family?*

Ask students to follow along as you read the paragraph out loud. Ask some comprehension questions. Then have them read the paragraph silently. You can also play the audio of the paragraph for students to listen to.

Practice 1 10-15 mins. ■■■

B INTERPRET Listen to the Nguyen family talk about their housing preferences. Check the boxes next to the things they would like to have in their new apartment.

Tell students to read through the items listed before they listen. Have students listen with their books closed the first time you play the audio. Then have them open their books and check the items they remember. Play the audio again and give students time to finish checking the things mentioned. Play the audio once more if necessary.

Listening Script

Mariana: *I think it's time to move. This apartment is too small.*
Vu: *I'm making more money now. I think we can afford a bigger place.*
Truyen: *Alright! Now I can have my own room.*
Mariana: *Not so fast. We are not that rich, but it is hard with all four of you sharing one room. We need one bedroom for the girls and one for the boys.*
Vu: *Yes. A three-bedroom would be perfect.*
Truyen: *I want two bathrooms. Some people take hours to do their hair!*
Mariana: *We don't have air-conditioning. I want air-conditioning in the new place.*
Vu: *Air-conditioning would be really nice. It gets so hot in the summer.*
Truyen: *Can we get a pool too?*
Vu: *Well, we don't really need a pool. Let's try to find a place that has one.*
Truyen: *Don't forget we need a yard for the dog. We don't have one now.*
Mariana: *Of course, we want a nice space for Fluffy.*
Vu: *Let's get on the computer and start looking for a place today!*

Evaluation 1 5 mins. ■■■

C Compare your answers with a partner.

After students have compared with a partner, go over **B** as a class. Explain any preferences listed that students might not understand.

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LESSON 2

Time to Move

GOAL ▶ Make decisions

A Read about the Nguyen family.



The Nguyen family lives in Cedarville, Texas. Vu Nguyen came from Vietnam twenty years ago and met his wife, Mariana, in Texas. The Nguyens have four children—two sons and two daughters. They are currently living in a two-bedroom apartment, which is too small for all six of them. They would like to stay in Cedarville, but they need a bigger place. Vu recently got a raise at work, so the Nguyen family wants to move.

B INTERPRET Listen to the Nguyen family talk about their housing preferences. Check the boxes next to the things they would like to have in their new apartment.

1. ☐ 2 bedrooms	6. ☐ tennis courts	11. ☑ yard
2. ☑ 3 bedrooms	7. ☑ pool	12. ☑ air-conditioning
3. ☑ 2 bathrooms	8. ☐ security guard	13. ☐ carpeting
4. ☐ 3 bathrooms	9. ☐ big windows	14. ☐ balcony
5. ☐ convenient location	10. ☐ garage	15. ☐ washer/dryer

C Compare your answers with a partner.

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

Review: *Yes / No* Questions and Answers with *Do*				
Questions				Short Answers
Do	**Subject**	**Base Verb**	**Example Question**	
Do	I / you / we / they	have	Do they have a yard?	Yes, they do. / No, they don't.
Does	he / she / it	want	Does she want air conditioning?	Yes, she does. / No, she doesn't.

E **Practice asking and answering *Yes / No* questions with a partner. Use the Nguyen family preferences in B.**

Student A: Do they want <u>five bedrooms</u>?

Student B: No, they don't.

***Yes/No* Questions**

Do they have a yard?

Do you want five bedrooms?

Does it have a balcony?

F **CONSTRUCT** **Write *Yes / No* questions that you could ask the Nguyens.** Answers will vary.

1. Do you want a bathtub?
2. _____
3. _____
4. _____
5. _____
6. _____

G **With a partner, practice asking and answering your questions.**

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Workplace Focus

Exercises E, F, G: Complete tasks as assigned; Exercises E, G: Interact appropriately with team members.

Presentation 2

10-15 mins.

D Study the chart with your classmates and teacher.

Go over the chart with the class, modeling the examples so students notice your rising intonation. Ask different students questions about where they live. For example: *Do you have a garage? Do you have a pet? Do you want to have a pool?* Model *Yes, I do. / No, I don't.* Encourage students to ask you questions.

RISING INTONATION

Ask students some *Yes / No* questions and ask them if your voice goes up or down at the end of each one. Students should be able to recognize the rising intonation in your voice. Explain that this rising intonation helps the listener know that you are asking a *Yes / No* question that requires an answer.

Read the examples in the note in **E**, emphasizing rising intonation as you do so. Have students repeat after you as a class and then call on individuals to demonstrate rising intonation as they read the questions.

Practice 2

5-15 mins.

E Practice asking and answering *Yes / No* questions with a partner. Use the Nguyen family preferences in B.

Go over the example with students. Follow the steps in Best Practice: Modeling before beginning this activity. As students carry out the activity in pairs, monitor and help with intonation.

BEST PRACTICE

Modeling

Before students practice a question / answer exchange in pairs, it is a good idea to model it in a few different ways until they understand what to do.

1. Read the example.
2. Ask only the question in the example and have the whole class respond.
3. Have the class ask you the question and you respond.
4. Divide the class in half. Have one half ask the question and the other half respond.
5. Ask a volunteer to practice with you.
6. Ask two volunteers to demonstrate for the class.

F CONSTRUCT Write *Yes / No* questions that you could ask the Nguyens.

Ask several students the example question and have them answer it. Then elicit further questions they could ask. As students write their questions, monitor and provide help as needed.

G With a partner, practice asking and answering your questions.

As students practice their questions in pairs, monitor and ensure students are focusing on their intonation. Remind them that without rising intonation, it doesn't sound like a *Yes / No* question.

Evaluation 2

10-20 mins.

Ask volunteers to write their questions on the board, then go over them as a class. Ask volunteers to read their questions out loud using rising intonation.

Instructor's Notes

_____

_____

_____

_____

_____

_____

_____

Workplace Focus

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

Presentation 3

5–10 mins.

Ask students what things they would include in a list of housing preferences if they were looking for a new place to live. List their ideas on the board.

H VISUALIZE **Imagine you are going to buy or rent a new home. Write the number of bedrooms and bathrooms you want. Then check your preferences. Add other preferences that are not on the list.**

Have students complete the checklist based on their personal preferences. When they have finished, call on individual students and ask them questions about what they prefer, such as: *(Angela), how many bedrooms do you want? (Jared), do you want a garage?* Make sure students answer, *Yes, I do. / No, I don't.* to the *Yes / No* questions.

Practice 3

5–10 mins.

I Write five *Yes / No* questions you can ask your partner about his or her housing preferences. Do not write the answers yet.

Explain to students that they will be writing questions they want to ask their partners. Monitor, checking for correct question structure.

Evaluation 3

10–15 mins.

Ask volunteers to write their questions on the board. As a class, go over the grammar. Then have the whole class practice asking the questions with rising intonation.

Application

10–20 mins.

J Work with a partner. Ask and answer the questions from I.

Walk around the classroom and help students as they complete the exercise. Encourage students to use good rising intonation. Students can write their partner's answers in the spaces in **I**.

BEST PRACTICE

Pairing students

Throughout the course, students will have many opportunities to work with partners. As a teacher, you can pair students in many ways based on the requirements of the activity; students' abilities and language level; or the desire to build a stronger classroom community. Below are some suggestions for pairing students:

1. Let students choose who they would like to work with.
2. Have students work with the student sitting next to, in front of, or behind them.
3. Pair students with students who don't speak their native language.
4. Number the students—first half the class and then the other half—and have them find their matching number partner.

Instructor's Notes

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H VISUALIZE **Imagine you are going to buy or rent a new home. Write the number of bedrooms and bathrooms you want. Then check your preferences. Add other preferences that are not on the list.** Answers will vary.

_____ bedrooms

_____ bathrooms

- ☐ yard
- ☐ balcony
- ☐ pool
- ☐ washer / dryer
- ☐ air conditioning
- ☐ convenient location
- ☐ garage
- ☐ carport
- ☐ refrigerator
- ☐ _____
- ☐ _____
- ☐ _____

I Write five *Yes / No* questions you can ask your partner about his or her housing preferences. Do not write the answers yet. Answers will vary.

1. Do you want a balcony?

Answer: _____

2. _____

Answer: _____

3. _____

Answer: _____

4. _____

Answer: _____

5. _____

Answer: _____

6. _____

Answer: _____

J Work with a partner. Ask and answer the questions from I.

LESSON 3

Paying the Bills

GOAL ▶ Arrange and cancel utilities

A **Discuss the questions with your classmates.**

1. What are utilities? Utilities are extra costs for an apartment or house. Utilities include electricity, heat, gas, water, etc.
2. What utilities do you pay for?
   Answers will vary.
3. If you rent, does your landlord pay for any utilities?
   Answers will vary.
4. What information can you find on your utility bills?
   Answers will vary.

Information Questions

What's your address?

Where do you live?

When will you be moving?

B **INTERPRET** **Read the gas bill and answer the questions.**

Southern Texas Gas

View Past Bills | Reading My Bill | Billing FAQs | Contact Us

Billing Date	Account Number	Billing Period	Total Amount Due
6/29	89100710875	5/23–6/27	$33.50

Name **Vu Nguyen**
Service Address **3324 Maple Road**
Cedarville, TX 77014

Summary of Charges			
Customer Charge	33 days	x 0.16438=	5.42
Baseline	15 Therms	x 0.65133=	14.77
Over Baseline	10 Therms	x 0.82900=	13.29
Gas Charges			33.48
State Regulatory Fee 25 Therms		x 0.00076=	.02
Taxes and Fees on Gas Charges			.02
Total Gas Charges Including Taxes and Fees			**$33.50**
Thank you for your payment 6/06			$37.65
Current payment due by 7/25.			

Life ONLINE

Most companies offer a "paperless bill" option. This means you will not receive a paper bill in the mail. You can go online and create an account to access your digital bill.

1. What is Vu's account number? 89100710875
2. How much is their gas bill this month? $33.50
3. How much did they pay last month? $37.65
4. Which bill was more expensive: this month's or last month's? last month's bill
5. When is the latest Vu can pay? the 25th of July

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At-a-Glance Prep

Goal: Arrange and cancel utilities
Grammar: Information questions
Pronunciation: Falling intonation
Academic Strategy: Focused listening
Vocabulary: *utility, baseline, therms, arrange, cancel*

Agenda

- ☐ Discuss utilities.
- ☐ Interpret a gas bill.
- ☐ Practice focused listening.
- ☐ Identify information questions.
- ☐ Arrange and cancel utilities.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.4, 1.5.3
CCRS: RI1, RI7, SL1, SL2, SL3, SL6, L1
ELPS:
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, 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.

Warm-up and Review 5 mins. ■■■

Review Lesson 2 by asking individual students about their housing preferences using *Yes / No* questions.

Workplace Focus

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

Introduction 5-10 mins. ■■■

Write the word *utilities* on the board. Ask students if they know what this word means. Ask them to give you some examples of utilities. State the goal: *Today, we will learn how to arrange and cancel utilities.*

Presentation 1 15-20 mins. ■■■

Have students open their books and look at the gas bill. Go over it with them, explaining all the parts and any new vocabulary they might not understand.

Therm: a therm is 100,000 BTUs. It is a standard unit for measuring heat.

Baseline: the amount of natural gas needed to meet the minimum basic needs of the average home. Gas companies are required to bill the baseline amount at their lowest residential rates. The goal is to encourage efficient use of natural gas.

Practice 1 10-15 mins. ■■■

A **Discuss the questions with your classmates.**

Have students discuss the questions in small groups.

B **INTERPRET** **Read the gas bill and answer the questions.**

Have students complete this activity individually then compare their answers with a partner.

Evaluation 1 5 mins. ■■■

Go over the answers as a class.

Instructor's Notes

Workplace Focus

Exercises C, D: Complete tasks as assigned.

Presentation 2

10-15 mins.

Ask students to imagine they are moving to a new home. Tell them they need to cancel the electricity in their current home and get it turned on at their new home. Ask them how they would do this. (Call the electric company.) Ask what sort of information they would need to give to the company's representative to make this happen.

Practice 2

5-10 mins.

Tell students they will be listening to Vu call the electric company to prepare for his family's move. Direct their attention to **C** and tell them they will be listening for four pieces of information.

BEST PRACTICE

Focused listening

The purpose of teaching focused listening is to help students learn how to understand the main ideas in a conversation even when they don't understand every word.

It's important to remind students that they will not understand every word each time they do a focused listening activity. Otherwise, they may become frustrated and stop listening all together. Preparing students for the listening activity will make them much more effective listeners.

1. Explain the context of the conversation.
2. Ask students what they think they might hear.
3. Show students specifically what they are listening for.

C Vu and his family are getting ready to move. Vu calls the electric company to speak to a customer service representative. Listen and write short notes for the following information.

Remind students that they don't need to understand every word of the conversation. Play the audio then have students compare their answers with a partner. Play the audio again then check answers as a class.

Listening Script

Recording: *Thank you for calling Texas Electric. Your call is very important to us. Please choose from the following options. For new service or to cancel your existing service, press 1. To report a problem with your service, press 2. If you have questions about your bill, press 3. For all other questions, press 4.*
(Vu presses 1.) *Thank you. Just one moment.*
Representative: *Hello, my name is Kristen. How may I help you?*
Vu: *Um, yes. My family is moving next week. We need to cancel our current service and get service in our new home.*
Representative: *What is your current address?*
Vu: *3324 Maple Road.*
Representative: *Are you Vu Nguyen?*
Vu: *Yes.*
Representative: *When would you like the service turned off?*
Vu: *Next Wednesday, please.*
Representative: *And what is your new address?*
Vu: *5829 Bay Road.*
Representative: *And when would you like the service turned on?*
Vu: *This Monday, please.*
Representative: *OK. Your current service will be turned off sometime on Wednesday, the eleventh. Your new service will be on before eight on Monday morning of the ninth. Is there anything else I can do for you?*
Vu: *No, that's it.*

D INTERPRET Listen to the audio again and answer the questions.

Have students read the questions before you play the audio. Point out that for each question, they need to listen for four pieces of information. Play the audio. Give students time to complete their notes before playing the audio again. Encourage students to compare with a partner, then play the audio once more.

Evaluation 2

5 mins.

Go over the answers with the class.

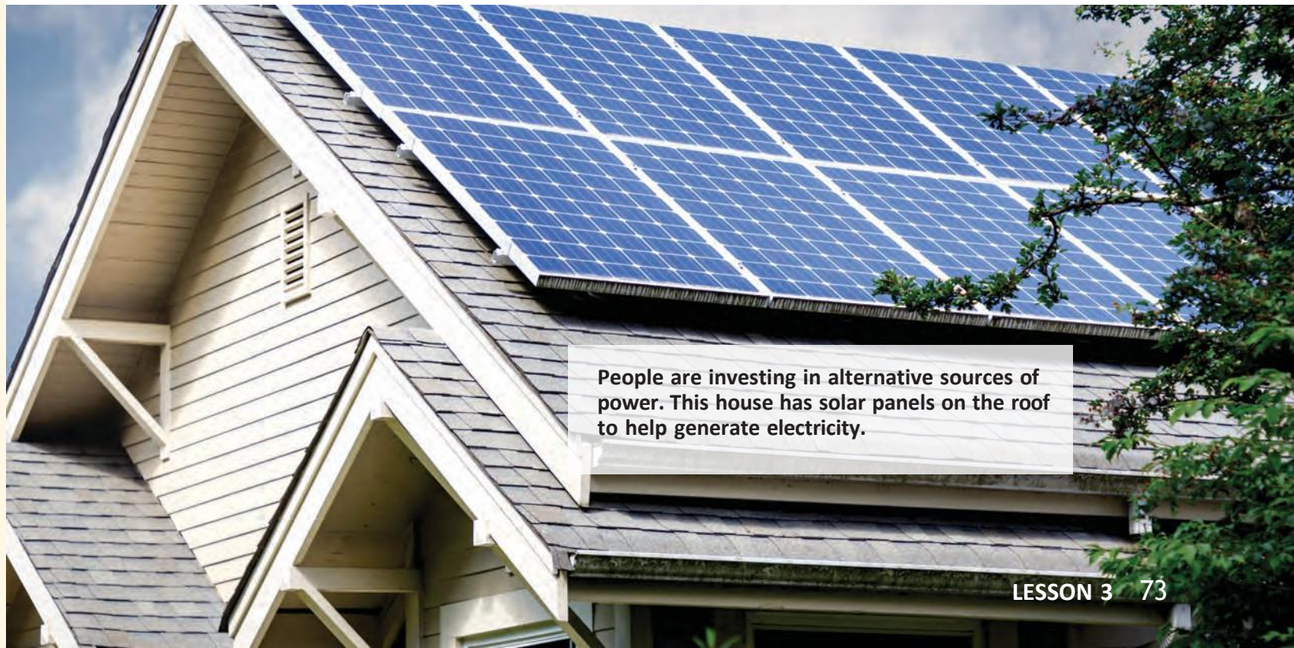
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C Vu and his family are getting ready to move. Vu calls the electric company to speak to a customer service representative. Listen and write short answers for the following information.

1. Name of the company: Texas Electric
2. Name of the representative: Kristen
3. When Vu wants service turned off: Wednesday the 11th
4. When Vu wants service turned on: Monday the 9th

D INTERPRET Listen to the audio again and answer the questions.

1. The first voice is recorded and gives four choices. What are they?
   a. get new service or cancel existing service
   b. report a problem with (your) service
   c. questions about billing / your bill
   d. all other questions
2. What information does Vu give to the gas company?
   a. his current address
   b. when he'd like the service turned of f
   c. when he'd like the service turned on
   d. his new address



People are investing in alternative sources of power. This house has solar panels on the roof to help generate electricity.

E **Study the chart.**

Information Questions	
Question Words	**Example Questions**
How	**How** may I help you?
What	**What** is your current address?
When	**When** would you like your service turned off?

F **Read and listen to the conversation. Underline the information questions.**

Recording: Thank you for calling Southern Texas Gas. Your call is very important to us. Please wait for the next available customer service representative.

Representative: Hello, my name is Liam. How may I help you?

Vu: Um, yes. My family is moving next week, and we need to have our gas turned off here and get the gas turned on in our new home.

Representative: What is your current address?

Vu: 3324 Maple Road.

Representative: What is your name, sir?

Vu: Vu Nguyen.

Representative: When would you like the gas turned off?

Vu: Next Wednesday, please.

Representative: And what is your new address?

Vu: 5829 Bay Road.

Representative: And when would you like the gas turned on in your new home?

Vu: This Monday, please.

Representative: OK. Your current service will be turned off sometime on Wednesday the 11th, and your new service will be on before eight on Monday morning, the 9th. Is there anything else I can do for you?

Vu: No, that's it.

G **Practice the conversation in F. Make a new conversation using your own information. Remember to practice rising and falling intonation.** Answers will vary.

H **EVALUATE** **With a partner, discuss ways to reduce the cost of your electric bill. What can you do to save energy?** Answers will vary.

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RISING AND FALLING INTONATION

Ask students a few information questions. Ask if your voice goes up or down at the end of each question. Students should be able to recognize the rising and falling intonation. Explain that this rising and falling intonation helps the listener know that you are asking a question that requires an answer.

Go over the examples in the chart, emphasizing the intonation. Have students practice by repeating after you, first as a class and then individually.

Workplace Focus

Exercises E, F, G: Complete tasks as assigned; Exercise G, H: Interact appropriately with team members.

Presentation 3

5-10 mins.

Go over the information questions in the chart and ask students how these questions are different from the *Yes / No* questions they studied in the previous lesson. Point out that they start with information words (*who*, *what*, *why*, *when*, and *how*) as opposed to *do* or *does*.

Note: At this point, it is not important that students master the grammatical structure of information questions. It is more important that students recognize the difference between the two types of questions so they know how to respond to the different intonation.

E Study the chart.

Ask different students the questions in the chart. Encourage students to ask you and other students different questions.

Practice 3

5-10 mins.

F Read and listen to the conversation. Underline the information questions.

Evaluation 3

5-10 mins.

Have students share their answers with a partner. Then check answers as a class, calling on different students to say the questions. Model the rising then falling intonation in information questions again as needed (refer students back to **A**).

Application

15-25 mins.

G Practice the conversation in F. Make a new conversation using your own information. Remember to practice rising and falling intonation.

Have students work in pairs practicing the conversation. Have them do it once as it is in the book, then again using their own information. Make sure students switch roles so that they both have an opportunity to practice answering the questions.

H EVALUATE With a partner, discuss ways to reduce the cost of your electric bill. What can you do to save energy?

Have students look at the picture on page 73 and tell you what they can see. Ask why people want to use solar panels. Use one of the pairing techniques suggested on page 71a to put students into new pairs for this activity. Then have them discuss ways of reducing their electric bill. Have them share their ideas with another pair. Have them form a group (of four) with another pair and share their ideas. Then call on each group to share one of their ideas. Write the ideas on the board to create a class list.

Instructor's Notes

At-a-Glance Prep

Goal: Create a budget
Academic Strategies: Focused listening, reading a bar graph
Math: Budget arithmetic
Vocabulary: *budget, salary, total, average, subtract, graph, maintenance*

Agenda

- ☐ List monthly expenses.
- ☐ Complete a budget.
- ☐ Calculate a budget.
- ☐ Make a bar graph.
- ☐ Create a budget.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.1.6, 1.5.1, 6.0.3, 6.1.1, 6.1.2, 6.7.2
CCRS: RI1, SL1, SL2, SL3
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 if they have questions about utilities.

Introduction 5-10 mins.

A What do you spend money on every month? Make a list.

Elicit a few monthly expenses from the class. Have students make their lists by themselves.

B Share your list with a partner. Add anything that you forgot to your list.

When pairs have finished, make a class list on the board. Then write the word *budget* on the board. Ask students if they know what this term means. Ask about their experience with budgets. State the goal: *Today, we will create a budget*.

Presentation 1 10-15 mins.

Have students close their books. Play the conversation. Ask students what the couple is discussing. See if students can remember any details about the conversation.

Practice 1 10-15 mins.

C INTERPRET Listen to Mariana and Vu talk about their finances. Fill in the missing information.

Have students open their books to page 75 and look at the couple's budget. Play the audio again. Have students listen for the information they need to complete the budget. Play the audio as many times as needed. When most of the students have all of the information, go over the budget as a class.

Note: Listening Script appears on next page.

Instructor's Notes

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LESSON 4

How Much Can We Spend?

GOAL ▶ Create a budget

A What do you spend money on every month? Make a list. Answers will vary.

rent

B Share your list with a partner. Add anything that you forgot to your list.

C INTERPRET Listen to Mariana and Vu talk about their finances. Fill in the missing information.

INCOME	
Vu's Salary	$4,500
Mariana's Salary	$1,600
Total Income	$6,100

EXPENSES	
Rent	$2,350
Utilities	
Electricity	$100
Gas	$40
Cell phones	$85
Cable TV + Internet	$124.99
Streaming service	$19.99
Groceries	$550
Auto	
Gas and maintenance	$400
Car loan	$0
Total Expenses	$3,669.98

Life ONLINE

Cable and internet bundle prices change. Make sure to check the prices of several providers to make sure you are getting the best deal. Sometimes it can be worth changing companies every couple of years-providers will give a discount to get customers back!

D **Answer the following questions about the Nguyens' budget with a partner.**

1. What is their total income?

   $6,100

2. What are their total expenses?

   $3,669.98

3. How much extra cash do they have left after all the bills are paid? (*Hint:* Subtract total expenses from total income.)

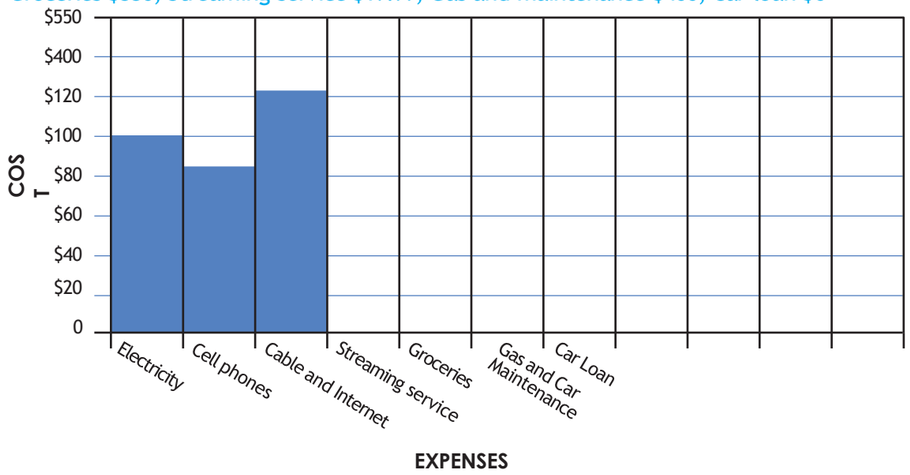
   $2,430.02

4. In your opinion, what are some things they forgot to budget for? Answers will vary.

5. What do you think they should do with their extra money? Answers will vary.

E **ILLUSTRATE** **Look at the bar graph for the Nguyen family's expenses. Complete the graph with their expenses from C. Do not include rent.**

Groceries $550; Streaming service $19.99; Gas and maintenance $400; Car loan $0



F **Include any other items you think the Nguyens should add to their budget and the amount for each in the graph.** Answers will vary.

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Listening Script

Mariana: *Now that you are making more money, I think we need to make a new budget.*
Vu: *OK, let's talk about income first. With the raise, my income will be $4,500 a month.*
Mariana: *Great! And with my part-time job, I'm still making about $1,600 a month.*
Vu: *OK, that's it for income. The rent for our new apartment is going to be $2,350 a month. It's a bigger place so our utilities are going to go up.*
Mariana: *Yeah, I was thinking our gas bill will probably be around $40 a month and our electricity will be about $100, especially with that air conditioning.*
Vu: *That sounds about right. What about the phone, cable, and internet?*
Mariana: *Well, if we use the same companies, they will be the same.*
Vu: *Is the phone bill really $85 a month?*
Mariana: *Yes, it's an average. It includes long-distance calls to your mom in Vietnam.*
Vu: *I see. How much do you spend on groceries each month?*
Mariana: *About $550. That shouldn't change. Um, what do we spend on the car?*
Vu: *Good news. We paid off the loan last month. Now the only expense is gas and maintenance.*
Mariana: *Right. Let's budget $400 for that.*
Vu: *OK, well, it looks like we've got some extra money. Let's talk about how we can use it.*

Practice 1 *(continued)*

D **Answer the following questions about the Nguyens' budget with a partner.**

Make sure students understand that they need to use the information from the listening activity to answer the questions. Use one of the grouping techniques to ensure students vary who they work with.

Evaluation 1

10–15 mins.

Go over the answers to **D** as a class. Make a list on the board of students' answers to items 4 and 5.

Workplace Focus

Exercise E: Combine ideas and information; Collect and organize information.

Presentation 2

5–10 mins.

Explain the bar graph to students, showing them how the Nguyens' budget information is represented. Ask students questions about the graph to make sure they understand it, such as: *What does the first bar represent? How much did the Nguyens spend on electricity? What things are written at the bottom of the graph? What things are written on the left side of the graph?*

Practice 2

10–15 mins.

E **ILLUSTRATE** **Look at the bar graph for the Nguyen family's expenses. Complete the graph with their expenses from C. Do not include rent.**

For this activity, you could let students choose to work individually or with a partner. Review answers as a class, if possible projecting or drawing the graph on the board and adding the missing expenses.

F **Include any other items you think the Nguyens should add to their budget and the amount for each in the graph.**

Make sure students understand that they are going to add the things they decided were missing from the budget in **D**, Item 4. Tell them to first give amounts to the items and then add them to the bar chart. When they have finished, add the new items and amounts to the graph on the board / screen.

Evaluation 2

10–15 mins.

Walk around the classroom and observe students.

Workplace Focus

Exercise G: Interact appropriately with team members; Make decisions and solve problems; Collect and organize information; Perform basic computations; Manage money.

Presentation 3

5–10 mins

Set the stage for the practice activity by putting students into groups and presenting the following information from the student's book to them:

- You are a family of two adults and three children ages two, five, and eight.
- You live in a four-bedroom house that you are renting.
- Both adults in your household have full-time jobs.
- You have two cars, one that you own (no payment) and the other that you are leasing.

Have each group decide what two jobs the adults have and how much each of them makes. Then have them decide how much per month they spend on the leased car.

Practice 3

15–20 mins.

G APPLY Work as a team to create a family budget. Use the following information:

Walk around the classroom and help the teams as they work on their budgets.

Evaluation 3

10 mins.

Ask for the groups to present their budgets to the class. If you have a large group, have each group present their budget to another group.

Application

10–20 mins.

H ILLUSTRATE Use the information you provided in G to make a bar graph.

Students could continue working in the same group for this activity; however, it might be helpful for students to create the bar chart individually. Review graphs as a class, discussing the differences.

Instructor's Notes

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G APPLY Work as a team to create a family budget. Use the following information:

Answers will vary.

- Your family has two adults and three children. The children are two, five, and eight.
- You live in a four-bedroom house that you rent.
- Both adults have full-time jobs.
- You have two cars, one that you own (no payments) and the other that you make payments on.

Decide what your total household income is. Fill in the amounts that you would spend each month on expenses, and make a realistic budget based on your total income.

INCOME	
Salary 1	_____
Salary 2	_____
Total Income	_____
EXPENSES	
Rent	_____
Utilities	_____
Electricity	_____
Gas	_____
Cell phones	_____
Cable and internet	_____
Streaming service	_____
Food	_____
Groceries	_____
Eating out	_____
Entertainment	_____
Auto	_____
Gas and maintenance	_____
Car loan	_____
Insurance	_____
Registration	_____
OTHER	
_____	_____
_____	_____
_____	_____
_____	_____
Total Expenses	_____

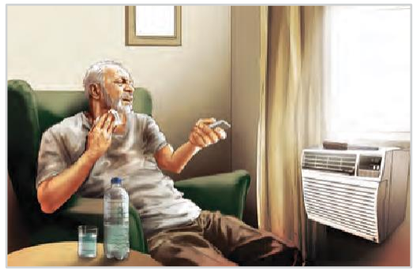
H ILLUSTRATE Use the information you provided in G to make a bar graph.

LESSON 5

Tenant's Rights

GOAL ▶ Write a formal letter

A DETERMINE Look at the pictures. Do you ever have these problems in your home? Are you a do-it-yourself person or do you call someone to make repairs?



a. The air conditioner isn't working.



b. There are roaches and mice in the kitchen.



c. The electricity went out.



d. The faucet is leaking.

B Who can you call to fix each problem? Match the person with the problem.

1. __c__ electrician
2. __a__ handyman
3. __b__ exterminator
4. __d__ plumber

C Practice the conversation with a partner. Use the situations in A to make new conversations.

Tenant: Hello. This is John in Apartment 3B.
Landlord: Hi, John. What can I do for you?
Tenant: The air conditioning in our apartment isn't working. (*State the problem.*)
Landlord: OK. I'll send a handyman over to fix it tomorrow. (*State the solution.*)
Tenant: Thanks.

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At-a-Glance Prep

Goal: Write a formal letter
Grammar: Past continuous, past continuous with *while*
Academic Strategy: Writing a business letter
Vocabulary: *repairs, fix, oaches, mouse, mice, electrician, plumber, exterminator*

Agenda

- ☐ Talk about household problems.
- ☐ Identify repairpersons.
- ☐ Use the past continuous with *while*.
- ☐ Study the format of a business letter.
- ☐ Write a letter to a landlord.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.3, 1.4.7, 7.2.7
CCRS: W2, W4, W5, L1
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 5-10 mins.

Review the concept of budgets with students. Ask them why it is important to keep a monthly budget.

Introduction 5-10 mins.

Ask students what types of household repairs have to be done in their house or apartment. Ask them who does the repairs. Then ask them who pays for the repairs. State the goal: *Today, we will learn how to write a formal letter.*

Presentation 1 10-15 mins.

A DETERMINE Look at the pictures. Do you ever have these problems in your home? Are you a do-it-yourself person or do you call someone to make repairs?

Have students describe what they can see in each picture and explain the problems. Make sure students understand the four problems depicted in the pictures.

B Who can you call to fix each problem? Match the person with the problem.

Do this activity as a class. Preview the conversation in **C** with students. Practice it with a volunteer. Then ask two more volunteers to demonstrate the conversation.

Practice 1 10-15 mins.

C Practice the conversation with a partner. Use the situations in A to make new conversations.

Have students use the examples in the pictures from **A** and then add two more problems they may themselves have had. Elicit other typical problems in rental properties.

Evaluation 1 10-15 mins.

Walk around the classroom. Help with vocabulary as needed.

Instructor's Notes

Workplace Focus

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

Presentation 2

5-10 mins.

D Indira had a bad night in her apartment. Read about what happened.

Have students read the paragraph silently to themselves before you read it out loud to them. Ask them what four problems Indira had. Ask how students would have solved these problems. You can also play the audio for students to listen to the paragraph.

E Study the charts. Then underline examples of the past continuous in the paragraph in D.

Explain that when one past event is interrupted by a more recent past event, we use the past continuous for the earlier, longer event and the simple past for the shorter, more recent event. Use the chart in the student book to explain the use of *while*.

Write example sentences from Indira's story labeling the actions *long* or *short*.

For example:

While I was making dinner, I saw a mouse.
LONG SHORT

Practice 2

15-20 mins.

F Use *while* to combine the two sentences.

Have students work alone before they check their answers with a partner.

Evaluation 2

10-20 mins.

Ask volunteers to read their combined sentences out loud. Evaluate them as a class.

Instructor's Notes

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D Indira had a bad night in her apartment. Read about what happened.

I had a terrible night. While I was making dinner, I saw a mouse. Then the electricity went out while I was studying. It was dark, so I went to bed. But I couldn't sleep. The faucet was dripping all night. The neighbors were shouting and their dog was barking too. Perhaps I should move!

E Study the charts. Then underline examples of the *past continuous* in the paragraph in D.

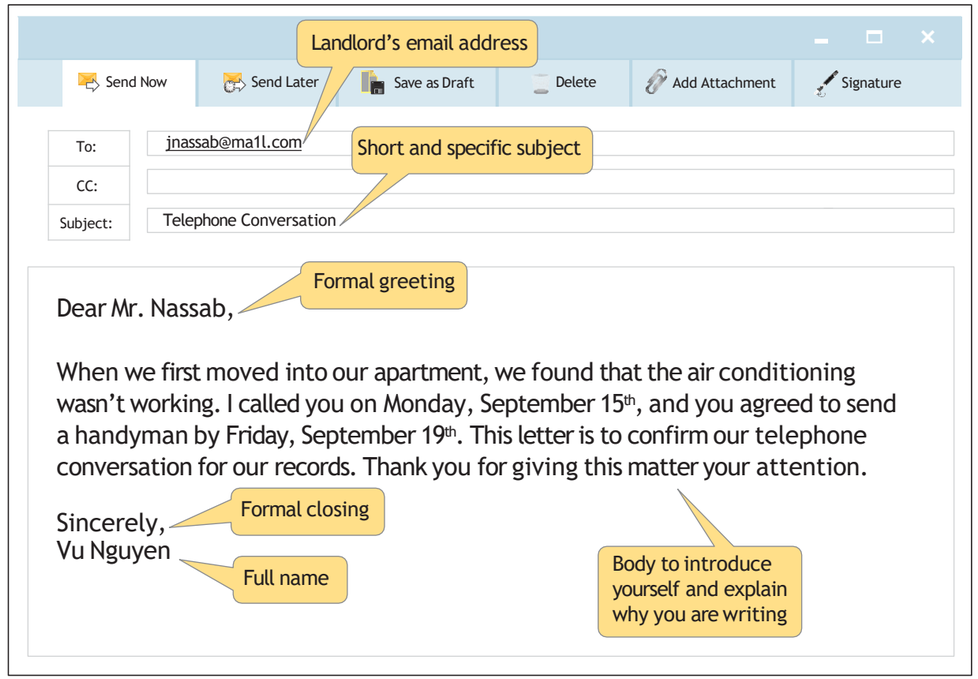
Past Continuous			
Subject	***Be***	**Verb + *ing***	**Example Sentence**
I / He / She / It	was	making	I **was making** breakfast.
You / We / They	were	studying	They **were studying**.
Use the past continuous to talk about things that started in the past and continued for a period of time.			

Past Continuous Using *While*			
Subject	***Be***	**Verb + *ing***	**Example Sentence**
I / He / She / It	was	making	While I **was making** dinner, I saw a mouse.
You / We / They	were	studying	The electricity went out while we **were studying**.
To connect two events that happened in the past, use the past continuous with *while* for the longer event. Use the simple past for the shorter event. ***Note:*** You can reverse the two clauses, but you need a comma if the *while* clause comes first.			

F Use *while* to combine the two sentences.

1. He was sleeping. The phone rang.
   While he was sleeping, the phone rang. (or) The phone rang while he was sleeping.
2. Joshua was painting the cabinet. The shelf fell down.
   While Joshua was painting the cabinet, the shelf fell down. (or) The shelf fell down while Joshua was painting the cabinet.
3. I saw the crack in the wall. I was hanging a painting.
   While I was hanging a painting, I saw the crack in the wall. (or) I saw the crack in the wall while I was hanging a painting.
4. He was taking a shower. The water got cold.
   While he was taking a shower, the water got cold. (or) The water got cold while he was taking a shower.

G **Vu Nguyen had a problem when his family first moved into their new apartment. Read the email that he sent to his landlord.**



H **What are the different parts of the email? Discuss them with your teacher.**

I **DETERMINE** **Work with a partner to brainstorm problems you can have in an apartment and share them with the class.** Answers will vary.

J **APPLY** **Write an email to your landlord about a problem that you had in the past or a current problem you are having. Use Vu's email as an example.** Answers will vary.

K **ANALYZE** **Exchange the email with a partner. Check your partner's email for grammar, spelling, and punctuation mistakes.**

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Workplace Focus

Exercises I, J: Make decisions and solve problems; Exercise K: Interpret and communicate information.

Presentation 3

5–10 mins.

Ask students what they would do if they had a problem with the place they were living that they couldn't fix themselves. Suggest the idea of writing an email to their landlord or management company. Explain to them that although it might be easier to call their landlord or management company, having the problem in writing is a very good idea. In fact, it is a good idea to both call and write an email.

G **Vu Nguyen had a problem when his family first moved into their new apartment. Read the email that he sent to his landlord.**

Have students read the email to themselves and then ask them comprehension questions to make sure they understand it.

H **What are the different parts of the email? Discuss them with your teacher.**

Go through the email as a class, identifying and discussing the different parts.

Practice 3

10–15 mins.

I **DETERMINE** **Work with a partner to brainstorm problems you can have in an apartment and share them with the class.**

Have students first make a list individually. Give them 1–2 minutes. Then have them compare their list with a partner and make a new combined list.

Evaluation 3

10–15 mins.

As a class, make a list on the board of all the possible problems that can arise in a house or apartment.

Application

10–20 mins.

J **APPLY** **Write an email to your landlord about a problem that you had in the past or a current problem you are having. Use Vu's email as an example.**

Remind students to include the different parts of an email. Have them write their emails individually. Monitor and provide help as needed.

K **ANALYZE** **Exchange the email with a partner. Check your partner's email for grammar, spelling, and punctuation mistakes.**

Have students read their partner's email and identify what the problem is. Encourage them to ask their partner for more details about the problem. Then tell them to focus on helping their partner correct language mistakes. Ask them to consult with you on any they are not sure about. If possible, have students write a final corrected version on the computer or by hand.

Instructor's Notes

At-a-Glance Prep

Goal: Compare property management careers

Agenda

- ☐ Industry Statistics
- ☐ Community manager, leasing consultant, maintenance technician
- ☐ Services
- ☐ Salaries
- ☐ Property manager job description

Pacing

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

In this lesson, students are introduced to the differences between careers in property management. They will learn key terms and look at the services offered by property management. Students will also compare the salaries for jobs related to these careers. Finally, students will analyze a job description for a property manager.

Warm-up and Review 10-15 mins. ■■■

Write *career clusters* on the board and have students recall the ones they saw in Units 1 and 2. Write their ideas on the board. Elicit examples of jobs associated with each cluster, followed by character traits required for the jobs they suggest. Write these on the board as students call them out.

Introduction 5-10 mins. ■■■

Write *property management* on the board and elicit vocabulary related to this area. Write students' ideas on the board. Remind them that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today we will learn about property management careers*.

Presentation 1 15-20 mins. ■■■

A Listen to the audio and fill in the missing words.

Have students read the title and text before they listen so they know the context and what specific information they need to pay attention to. Play the audio, then give students time to finish writing. Play the audio again and have students compare with a partner. Play the audio once more, then check answers as a class. Write the words and numbers on the board so that students can make sure they have written them down correctly. Play the audio again if necessary.

Listening Script

Property Management Industry Statistics

The property management job market should remain stable throughout the 2020s.

- *There are around 220,000 property managers who work for property management companies.*
- *The average wage is $73,210 per year or $35.20 per hour.*
- *The median pay is $59,660 per year or $28.68 per hour.*
- *The highest-paid property managers earn $134,570 per year and the lowest-paid earn $31,330 per year.*
- *The average property manager at entry level has a high school diploma or equivalent.*

Practice 1 5-10 mins. ■■■

B Match and discuss the meanings with your teacher.

Have students match the vocabulary and meanings individually. Then go over them as a class, clarifying meanings and providing examples as needed.

C What are the different job opportunities in property management? Read.

Have students read the texts and underline any new vocabulary. As a class, go over the words they have underlined. Where possible, have other students explain meanings.

Evaluation 1 5-10 mins. ■■■

Ask comprehension questions to check students' understanding of each job opportunity. For example: *How do community managers keep things running without problems? What do leasing consultants do for new recruits?*

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LESSON 6

Explore the Workforce

GOAL ▸ Compare property management careers

A Listen to the audio and fill in the missing words.

Property Management Industry Statistics

The property management job market should remain stable throughout the 2020s.

- There are around 220,000 property ___managers___ who work for property management ___companies___.
- The ___average___ wage is $73,210 per ___year___ or $35.20 per ___hour___.
- ___The median___ pay is $59,660 per year or $28.68 per hour.
- The ___highest___ paid property managers earn $134,570 per year and the ___lowest___ paid earn $31,330 per year.
- The average property manager at ___entry-level___ has a ___high school___ diploma or equivalent.

B Match and discuss the meanings with your teacher.

___c___	1. average	a. payment made to employee
___d___	2. median pay	b. equal
___e___	3. entry-level	c. in the middle
___b___	4. equivalent	d. payment in the middle range
___a___	5. wage	e. the lowest level of employment
___f___	6. stable	f. the same

C What are the different job opportunities in property management? Read.

Community Managers keep the community running smoothly. They help residents, oversee operations and services, and manage finan es.

Leasing Consultants recruit new residents and match them with the right housing for their needs and budget. They help current residents by solving problems to make life better in the community.

Maintenance technicians maintain the property and keep everything in working order (plumbing, heating, cooling, locks, carpentry and more).

D EVALUATE **Study the bar graph below. Look up any unknown words in your dictionary. Complete the chart with the jobs related to each service.**



Community Manager	Leasing Consultant	Maintenance Technician
Financial reporting Accounting Evictions Property inspections Rent and fee collection	Property sales Leasing and advertising	Outdoor services Cleaning Maintenance and repairs

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Presentation 2

15-20 mins.

Show students a variety of bar charts related to careers / industry. Check students' understanding of how this kind of chart works. Encourage students to interpret charts by creating sentences with the information they show. Explain that these kinds of graphics help us to understand information and that in some jobs, they might be asked to create such graphics in order to present information to colleagues or clients.

Practice 2

20-25 mins.

D EVALUATE **Study the bar graph below. Look up any unknown words in your dictionary. Complete the chart with the jobs related to each service.**

Draw or project the chart. Look at the first service in the bar graph together and decide where it goes. Then have students complete the activity and compare their chart with a partner.

Evaluation 2

20-25 mins.

Monitor as students complete the chart. Point out that some services might relate to more than one of the jobs. Check the answers as a class, completing the chart together. Ask questions about which jobs are related to more than one service.

BEST PRACTICE

Graphics

Understanding and being able to create different forms of graphics, such as bar and pie charts, graphs, Venn diagrams, and flow charts will be helpful to students both as language learners and in the workplace.

Using graphics to synthesize ideas from a spoken or written text, for example, creating a flow chart to show the process explained in a text, helps understanding. Similarly, graphics can help with vocabulary acquisition: for example, a spider diagram can be used for categorizing words according to topics, word types, etc.

In the workplace, students will likely be exposed to different kinds of graphics. Therefore, developing an awareness and understanding of them through *Stand Out* will provide them with useful skills. They may also be required to create graphics as part of their responsibilities in some jobs.

Instructor's Notes

Presentation 3

15-20 mins.

Write *salary* on the board. Elicit a definition from students. Then discuss with students what factors affect the salary a job offers: for example, level of education, type of responsibilities, and experience.

E COMPARE Compare the salaries of the three positions. Work with a partner to write comparative sentences in your notebooks.

Briefly review comparative ideas by writing on the board *high / low salary* and eliciting comparisons (comparative and superlative) related to the salaries in the chart. Write students' ideas on the board, correcting them as a class as needed. Then go over the example as a class. Have students complete the activity with a partner. Monitor and provide help as needed, especially with the comparative and superlative forms. Students can share some of their sentences by writing them on the board.

Practice 3

10-15 mins.

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

F Read the online job ad and work with a partner to answer the questions that follow.

Have students read the ad. Tell them to underline any words they are not familiar with. Have students answer the questions with a partner and discuss the words they have underlined. Check answers as a class. For Item 6, call on several students to share their answer and reasons. Finally, go over any words that students are still unsure about.

Evaluation 3

5-10 mins.

Monitor as students are carrying out the activity and provide help as needed. Check answers as a class. Finally, go over any words that students are still unsure about.

BEST PRACTICE

Goal-setting

Stand Out is designed to help students become independent, lifelong learners. One of the ways to help students achieve this is through helping them develop the strategy of setting themselves goals.

These goals can be related to their skills in English. Have them reflect regularly on their strengths and areas of opportunity and then establish specific actions they are going to take to develop within those areas of opportunity. For example, if they decide that improving reading skills is the area they want to work on, they might set themselves the goal of reading for 15 minutes every day.

Goal-setting might also be related to career development. Through the Lesson 6s, students are exposed to information about different jobs and careers. They identify requirements and responsibilities, as well as learn about salaries. This information may motivate them to set themselves goals in order to progress in their job searches or career development.

Instructor's Notes

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E COMPARE Compare the salaries of the three positions. Work with a partner to write comparative sentences in your notebook. Answers will vary.

EXAMPLE: A community manager makes less bonus pay than a leasing consultant.

Leasing Consultant	Community Manager	Maintenance Technician
Annual Base Salary Range Entry Level: $30,900-$41,400 Experienced: $41,200-$60,200 ***Additional Earnings*** Bonus Pay: 17.8-20.3% of salary	***Annual Base Salary Range*** <150 units: $43,700-$60,900 150-300 units: $54,600-$73,900 ***Additional Earnings*** Bonus Pay: 15.6-19.7% of salary **Housing Benefits** Some employers offer rent reductions of 20% or more.	***Annual Base Salary Range*** Entry Level: $35,300-$51,800 Maintenance Supervisor: $50,100-$67,000 ***Additional Earnings*** Overtime and Bonus Pay: 6.9-11.7% of salary **Housing Benefits** Some employers offer rent reductions of 20% or more.

F Read the online job ad and work with a partner to answer the questions that follow.

WANTED

On-Site Residential Property Manager for 20 units in Gardena, CA

Must live onsite and have a minimum of one year of management/maintenance experience with references.

Compensation will be a fully-remodeled one-bedroom apartment + $2,500.00 per month salary. Must be bilingual in Spanish.

Responsibilities:

- Collect rent
- Handle tenant complaints
- Maintain common areas
- Clean vacant units
- Move-in and move-out inspections
- Enforce apartment rules
- Oversee outside vendors

What email should the hiring manager reach you at?

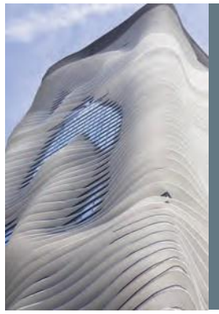
Enter your email

Apply Now

1. What is the title of the job? (On-Site) Residential Property Manager
2. What experience is necessary? 1 year management/maintenance experience
3. What is the pay? $2,500 per month
4. What are three of the responsibilities? Answers will vary: Collect rent, inspections, handle complaints, etc.
5. Are references required? Yes
6. Would you apply for this job? Why or why not? Answers will vary.

Review

A **Rewrite the classified ad to describe a place where you would want to live.**
Answers will vary.



Three-bedroom apartment with a large kitchen, two-car garage, washer / dryer, and new appliances. Apartment is located near the beach.

$2,500 per month
$500 security deposit

Contact Agent

B **Complete the sentences with *more* or *most* (+) or *fewer, less, fewest,* or *least* (–).**

1. (+) Kim's house has _____more_____ entrances than Jen's house.
2. (+) The blue condo has _____more_____ bathrooms than the yellow one.
3. (+) Octavio's apartment gets the _____most_____ light.
4. (–) That condo has _____fewer_____ balconies than this one.
5. (–) Their house has the _____least_____ furniture.
6. (+) Andrew's place has _____more_____ rooms than Brad's place.
7. (–) The small apartment has _____less_____ patio space than the big one.
8. (+) The Jacksons' apartment has the _____most_____ appliances.

Learner Log

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 Strategy: Reviewing
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: 0.1.2, 0.1.5, 0.2.3, 1.4.2, 1.4.4, 1.4.7, 1.5.1, 6.0.3, 6.1.1
CCRS: RI1, W2, W4, W5, L1, 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.

Warm-up and Review 5–10 mins.

Have students write two sentences that describe a possible problem pertaining to housing. Tell them the problem can be something that really happened or imaginary. Have them use *while* and the past continuous in their sentences. For example: *While I was making dinner, I saw the faucet was dripping.* Tell them to memorize their sentences. Write the following conversation on the board:

Landlord: *What's the problem?*

Tenant: *First of all, ... Second of all, . . .*

Landlord: *I'll fix your . . . and . . . as soon as possible.*

Go through this conversation with students, showing them how to insert information from their own sentences. Demonstrate the activity with a volunteer. Have students practice this conversation changing partners five times, switching roles whenever possible.

Introduction 5–10 mins.

Ask students as a class to try to recall the goals of this unit without looking at their books. Then remind them of the goals they omitted, if any. (Unit goals: Interpret classified ads, make decisions, arrange and cancel utilities, create a budget, write a formal letter, and compare property management careers.) Write the goals on the board. Show students the first page of the unit and mention the six goals.

State the goal: *Today, we will review everything you have learned in this unit.*

Presentation 10–15 mins.

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.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

Practice 20–25 mins.

Note: There are two ways to do the review: (1) Go through the exercises one at a time and, as students complete each one, go over the answers. (2) Briefly go through the instructions of each exercise, allow students to complete all of the exercises at once, and then go over the answers.

A **Rewrite the classified ad to describe a place where you would want to live.**

Have students brainstorm the essential features of a place they would like to live. Tell them to write a list. Then have students create a classfied ad for their dream home using the one in this activity as a model.

B **Complete the sentences with *more* or *most* (+) or *fewer, less, fewest,* or *least* (–).**

Have students complete the activity individually then compare with a partner. Encouarge them to discuss any differences they have and try to work out the correct answer. Refer them back to Lesson 1 if necessary.

Evaluation 20-25 mins.

Go around the classroom 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.

Learner Log 5-10 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this goal.

Workplace Focus

Exercises C, E: Interact appropriately with team members;
Exercise D: Complete tasks as assigned.

Practice 25-30 mins.

C Write *Yes / No* questions to ask your partner about his or her dream home. Then ask your partner the questions and write the answers.

Have students write their questions. Remind them about the structure of *Yes / No* questions if necessary.

D Look at the ad you wrote in A and the answers you got from your partner in C. Write sentences comparing the two dream homes.

Go over the example with the class, then write on the board, *My dream house...* and elicit another sentence as an example. After students have written their sentences, have them compare with the same partner they had in **C**. Do they agree with each other's sentences?

E Imagine you are moving to a new city. What utilities will you have to call and order? With a partner, role-play a phone conversation with a customer service representative.

Have students write a list of utilities they would need to order. Then review the dialogue in Lesson 3. Assign students to new pairs to role-play the conversations. Make sure they switch roles so they play both roles during the activity.

Evaluation 25-30 mins.

Go around the classroom 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.

Learner Log 5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this goal.

BEST PRACTICE

Recycling / Review

The review process 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 is 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 Write *Yes / No* questions to ask your partner about his or her dream home. Then ask your partner the questions and write the answers. Answers will vary.

1. **Q:** _____
   A: _____
2. **Q:** _____
   A: _____
3. **Q:** _____
   A: _____
4. **Q:** _____
   A: _____

D Look at the ad you wrote in A and the answers you got from your partner in C. Write sentences comparing the two dream homes. Answers will vary.

EXAMPLE: My partner's dream home has fewer bedrooms than my dream home.

1. _____
2. _____
3. _____
4. _____

E Imagine you are moving to a new city. What utilities will you have to call and order? With a partner, role-play a phone conversation with a customer service representative. Answers will vary.

Learner Log

I can make decisions.
☐ Yes ☐ No ☐ Maybe

I can arrange and cancel utilities.
☐ Yes ☐ No ☐ Maybe

Review

F **Think about your monthly expenses and complete the budget below.** Answers will vary.

INCOME	
Salary	_____
Total Income	_____
EXPENSES	
Rent	_____
Utilities	_____
Gas	_____
Cell phones	_____
Cable and internet	_____
Streaming service	_____
Other	_____
Groceries	_____
Eating out	_____
Entertainment	_____
Auto	_____
Gas and maintenance	_____
Car loan	_____
Insurance	_____
Registration	_____
Total Expenses	_____

G **Use the simple past and the past continuous to complete the sentences.**

1. The light _went out_ (go out) while Mariana _was taking_ (take) a shower.
2. A spider _dropped_ (drop) onto my arm while I _was eating_ (eat) dinner.
3. While Marie _was studying_ (study), the landlord _called_ (call).

H **Think of some problems you have with the place where you live. On a piece of paper, use one of your ideas to write a letter to your landlord.** Answers will vary.

I **Highlight ten new words you want to study in the unit. Write the words and definitions on index cards. In pairs, choose a card and ask questions to guess the word on the card.**

Learner Log

I can create a budget. ☐ Yes ☐ No ☐ Maybe

I can write a formal letter. ☐ Yes ☐ No ☐ Maybe

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Practice *(continued)*

25–30 mins.

Workplace Focus

Exercise F: Collect and organize information; Perform basic computations; Manage money;
Exercise G: Make decisions and solve problems.

F **Think about your monthly expenses and complete the budget below.**

Elicit an explanation of what a budget is and why it is important we do one. Once students have their budgets ready, if they feel comfortable, have them compare their budgets and help each other see what things they might have missed.

G **Use the simple past and the past continuous to complete the sentences.**

Go over the first sentence as a class and briefly review the past continuous and sentences with *while*. Have students complete the sentences and compare with a partner.

H **Think of some problems you have with the place where you live. On a piece of paper, use one of your ideas to write a letter to your landlord.**

Have students brainstorm possible problems and write a list. Tell them to choose one to write to a landlord about. Have students refer back to the formal email in Lesson 5 to remind themselves of the parts. Share the information from the Best Practice box with them.

I **Highlight ten new words you want to study in the unit. Write the words and definitions on index cards. In pairs, choose a card and ask questions to guess the word on the card.**

Prepare a small set of cards to show students, and / or project a flashcards app. After students have created their cards, put them in pairs to test each other. One student chooses a card and tries to guess the word by asking questions.

Evaluation

25–30 mins.

Go around the classroom and check on students' progress. Help individuals as needed.

BEST PRACTICE

Writing formal emails

Explain to students that writing a formal email is different from writing a personal one.

1. Include a short phrase or a few words in the subject header.
2. Use the correct greeting. Use the person's title and name preceded by "Dear" and followed by a comma. (Dear Mrs. Johnson,)
3. Always introduce yourself in the first paragraph.
4. Write your message in a clear and concise way.
5. Always end your email with the correct closing. (*Respectfully, Sincerely, Yours respectfully,* or *Yours sincerely*)

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 document what they have learned. Consequently, students see that they are making progress and want to move forward in 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.

Learner Log

5–10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this goal.

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.2, 1.5.1, 4.8.1, 4.8.5

CCRS: W2, SL1, SL2

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.

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: Active Listening

Listening attentively

Direct students to the Soft Skills feature. Explain how in the workplace, being able to listen actively will help their work relationships and their effectiveness in carrying out job duties. This is because active listening means giving your full attention to a conversation and not interrupting, so that you can really understand what is being said and not what you think you hear or want to hear. The "active" part is taking steps to clarify details, such as paying attention to body language and summarizing and repeating back to the speaker what you heard. Tell students that they will practice this skill when they work in their teams and when they listen to the presentations.

Warm-up

10 mins.

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 in this lesson that they will be creating a housing plan that includes a budget, a classified ad for a home, and a utilities list. Students will present their housing plan to the class in the form of a poster.

Presentation

10-15 mins.

1. COLLABORATE Form a team of four or five students. Choose positions for each member of your team.

Tell students that before they can start the project, they must form teams. It's a good idea to vary how groups form from project to project.

Practice / Evaluation / Application

1-2 hours

Ask students to choose their positions in the group. To do this, go through the job descriptions and then each step in the project. Make sure students understand that they will complete one step before going on to the next and that although each person has a specific task, they will work together on each step.

The team leader's job is not associated with a step but has the responsibility of making sure everyone participates and speaks English.

In **Step 1** for example, the financial planner will create the budget, but all team members will contribute suggestions. In **Step 2**, the secretary will write the ad, but with input from the other members. Finally, the family representatives will plan the presentation with help from everyone, and all members will participate in giving the presentation.

Point out the information about the soft skill, active listening, and make sure students understand that they need to give their full attention to each team's presentation.

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Create a Housing Plan

SOFT SKILL ▸ Active Listening

With a team, you will create a housing plan, a budget, and a classified ad or where you will live.

1. **COLLABORATE** Form a team of four or five students. Choose positions for each member of your team.

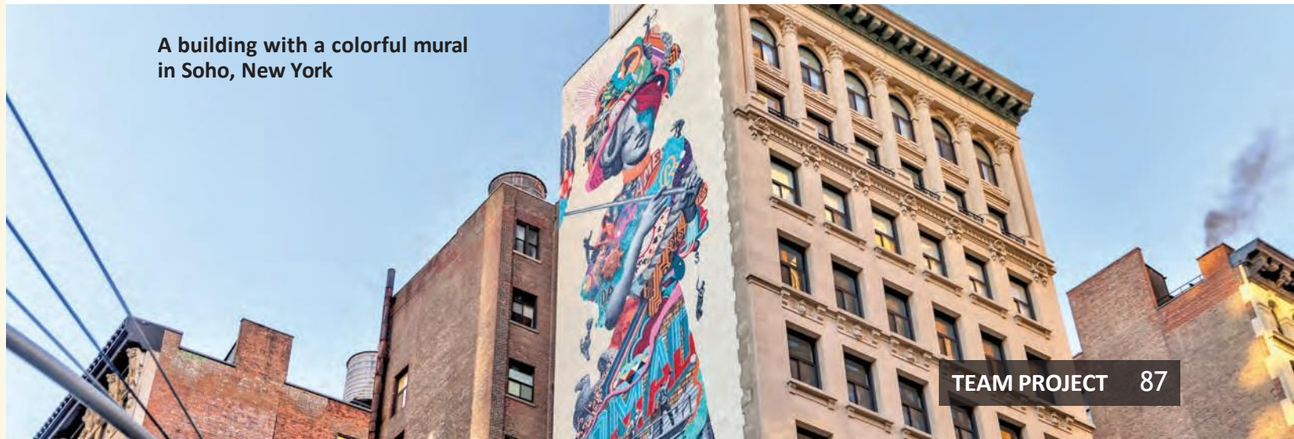
Position	Job Description	Student Name(s)
Student 1: Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Secretary	Write the classified ad with help from your team.	
Student 3: Financial Planner	Create the budget.	
Students 4/5: Family Representatives	Plan a presentation of your housing plan.	

2. Think about your family's needs. Create your family budget.
3. Identify a neighborhood you would like to live in. Write a classified ad for a home in that community.
4. Make a list of all the utilities you will need to arrange for.
5. Create a poster with artwork. Include your budget, classified ad, and list of utilities.
6. Present your poster to the class.

Active Listening:

Listen attentively

Listen carefully while each team is presenting. Put your phone down. Make sure to look at the speaker. Avoid having side conversations with a partner.



A building with a colorful mural in Soho, New York

About the Photo

This photo shows the inside of a "tiny house." A tiny house is a building designed to be lived in, but with a maximum of 37 square meters (400 sq. ft.) of floor area. These small homes are part of a movement called the Tiny House Movement. It is considered both an architectural and a social movement. With many towns and cities being overcrowded and property prices high, the tiny house movement proposes making our living spaces smaller and more affordable, and living a simpler life in general.

- Tell students they are going to read about the concept of tiny houses. Ask students if they have heard of this idea.
- Have students look at the photo and describe what they can see. Ask them if they would like to live there, and why or why not.
- Write on the board: *In a tiny home, you have to take advantage of every square inch*. Ask students if they understand what this means. Discuss it as a class.

A ANALYZE Look at the photo of the tiny house interior on the next page. What are the similarities to a normal size house? The differences?

Ask students to look at the photo again and identify similarities and differences. Create two lists of their ideas on the board.

Reading Challenge

A ANALYZE **Look at the picture of the tiny house interior on the next page. What are the similarities to a normal size house? The differences?** Answers will vary.

B EVALUATE **Which house do you like the best? Why? Share your reasons with a partner.** Answers will vary.



C **Read about tiny house living.**

D **Make a list of the advantages and disadvantages of tiny house living.**

Advantages	Disadvantages
• *same amenities as regular-sized house* can be moved around cheaper less cleaning	*not a lot of storage* *small counterspace and oven* *more trips to the store* *less space to entertain guests* *maybe cleaning more often*

E INFER **Make inferences.** Answers will vary.

1. Why are bills cheaper for tiny house owners?
2. Why do tiny house owners often go out to eat?

F **Go online and look for tiny houses for sale in your area. How much do they cost?**

Tiny House Living

A recent trend in the US is tiny houses. A tiny house is usually 300 to 500 square feet and many times, these tiny houses have wheels so they can be moved around to any location. Sounds great, doesn't it? While there are many advantages to living in a tiny house, there are also some disadvantages.

A tiny house is just like any other house, except smaller. It has all the amenities of a regular-sized house, such as air conditioning, a washer / dryer, a stovetop, and sometimes a bathtub. Also, building a tiny house is much cheaper (average cost $30,000 to $75,000), and once it's done, you will have fewer and less expensive bills. And imagine how little cleaning you will have to do if your house is smaller! Tiny houses require that you downsize and live a simpler life.

A tiny house may sound like a good idea, but it may not be the best life for everyone. Having a smaller space means not a lot of storage, no buying in bulk, and no room for leftovers. Cooking will take some getting used to with your small counterspace and smaller oven. And with your smaller kitchen and cabinets, you will be going to the store often. Many tiny house owners end up eating out instead of cooking at home. If you like to entertain, you will have less space for guests. And you may be cleaning all the time because your tiny house can look cluttered very quickly.

Only you can decide if tiny house living is right for you and your family. You must think about the pros and cons and decide if it's a lifestyle for you. But wouldn't it be fun to have your house on wheels and wake up in the mountains one morning and on the beach the next?



This is the interior of a narrow boat which is also a tiny home.

B EVALUATE Which house do you like the best? Why? Share your reasons with a partner.

Have students look at the three houses and write down what they like and dislike about each one. They should decide which one they like best and discuss it with a partner. Remind students to explain their reasons. As a class, share opinions.

C Read about tiny house living.

Have students read the text. Remind them to focus on the main ideas. Tell them to underline any words they don't understand. When they have finished reading, ask a few general questions to check understanding. Then go over any vocabulary questions. Encourage students to try to work out the meaning from the general context and the words around the unfamiliar one.

D Make a list of the advantages and disadvantages of tiny house living.

Have students read the text in more detail and complete the chart. Have them compare answers with a partner then check as a class.

E INFER Make inferences.

Tell students to find the parts in the text where cheaper bills and eating out are mentioned. Have them read those parts again carefully and then answer the questions. Check answers as a class.

F Go online and look for tiny houses for sale in your area. How much do they cost?

Students can search for tiny houses individually or in pairs. Have them discuss in small groups the tiny houses they found. Have each group choose the best two and share them with the class explaining why they chose them.

CASAS

1.4.1, 1.4.2, 7.4.4, 7.7.3

CCRS FOR READING

RI1, RI2, RI3, RI4, SL1, L3

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4 Our Community



About the Photo

The photo shows Coney Island with crowds enjoying its amusement parks and rides. It is located in Brooklyn, New York. It is also a neighborhood with large apartment buildings and a diverse community. Many might think that this is one photograph, and they would be surprised to know that it is the result of Stephen Wilkes taking thousands of photographs over the course of a day. He puts them together digitally to create one photograph. This photograph forms part of Wilkes's *Day to Night* project.

- Introduce the unit. Ask students to discuss the meaning of *community* in small groups. Then ask students to tell each other something interesting about their own communities.
- Ask students to look at the photo and describe what they see.
- Have students read the caption and answer the questions. Discuss answers as a class.
- Ask volunteers to read the unit outcomes.

Life Skills Focus

In this unit, students will learn how to ask for information and interpret charts and websites in order to explore a community.

UNIT OUTCOMES

- Ask for information
- Interpret charts and compare information
- Use map apps
- Identify daily activities
- Describe a place
- Compare careers in banking

Answer the questions.

The photo shows Coney Island, with crowds enjoying its amusement parks and rides. It is located in Brooklyn, New York.

1. What can you see in the picture?
2. What do you think is the purpose of places like this?
3. What time of the day was this picture taken at?
4. Why do you think the crowds of people are there?
5. How do you think the activities at Coney Island change as day turns to night?

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 Lesson 6, students will be introduced to a range of careers in banking. They will also explore the job of bank tellers and learn to interpret job ads.
- In the Team Project students practice the soft skill of active listening.
- Digital Literacy Tips in lessons raise awareness of the benefits of using the internet for banking and accessing library resouces.

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	CCRS
• Ask for information • Interpret charts and compare information • Use map apps • Identify daily activities • Describe a place • Compare careers in banking	• Information questions • Imperatives • Adverbial clauses with *before*, *after*, and *when* • Editing	• Banking • Library • DMV • Directions	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Communication • Civics, family, and community resources • Consumer education	Lesson 1: 0.1.2, 0.1.5 Lesson 2: 1.8.5, 2.5.6 Lesson 3: 2.2.1, 2.2.5 Lesson 4: 7.2.6 Lesson 5: 7.2.6 Lesson 6: 4.8.1, 6.7.2 Team Project: 4.8.1, 4.8.5 Reading Challenge: 0.1.2, 0.1.5	• 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, 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. • S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.	RI6, RI7, RI8, W6-8, SL8, L6, L8

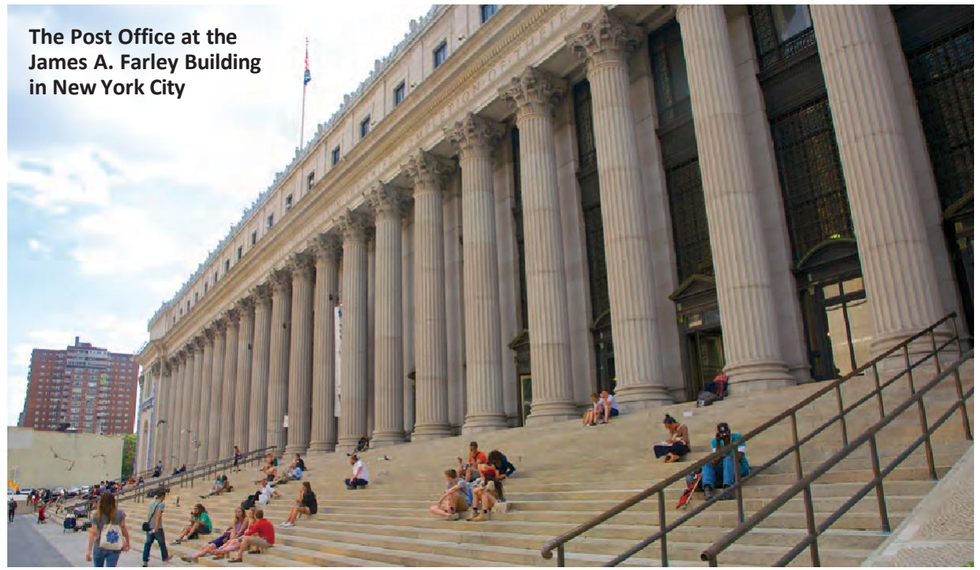
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LESSON 1

Places in Your Community

GOAL ▶ Ask for information

A **Gloria and her family are new to the community. Read her list of things to do. Where does Gloria need to go for each one? Listen and write the names of the places.**



The Post Office at the James A. Farley Building in New York City

1. Find a place for my children to play sports — Department of Parks and Recreation
2. Register for an ESL class — community college
3. Open a checking account — bank
4. Register my car and get a new license — Department of Motor Vehicles
5. Mail some packages back home — post office
6. Pick up some bus schedules — bus station

B **DEMONSTRATE** **Practice the conversation with a partner. Use the information in A to make new conversations.**

Student A: Where can I get a new driver's license?

Student B: At the DMV.

DMV
DMV = Department of Motor Vehicles

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At-a-Glance Prep

Goal: Ask for information
Grammar: Information questions
Pronunciation: Rising and falling intonation
Academic Strategy: Focused listening
Vocabulary: *DMV, checking account, car registration, class registration*

Agenda

- ☐ Identify things to do.
- ☐ Ask and answer information questions.
- ☐ Use rising and falling intonation.
- ☐ Write questions.
- ☐ Complete information conversations.
- ☐ Make a to-do list.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5
CCRS: RI / RL.7.1, W / WHST.6-8.4, SL.8.1.a, SL.8.1.c, SL.8.1.d, L.8.6
ELPS:
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, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review

5–10 mins. ■■■

Write *community resources* on the board. Ask students what it means. Go over some examples with them.

Workplace Focus

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

Introduction

1 min. ■■■

State the goal: *Today, we will ask for information using information questions.*

Presentation 1

10–15 mins. ■■■

Ask students to look at the photo of the post office and discuss what type of things you do there. Then ask them to close their books, take out a piece of paper, and number it 1–6. Tell them to listen for the tasks Gloria needs to do. Play the audio for **A**. Have students write down the six tasks. Play the audio several times, pausing as needed. After students have written down the six tasks, have them open their books and compare their lists to Gloria's to-do list.

Practice 1

10–15 mins. ■■■

A **Gloria and her family are new to the community. Read her list of things to do. Where does Gloria need to go for each one? Listen and write the names of the places.**

Have students work in pairs to fill in Gloria's list after they listen to the audio again. Check answers as a class.

Listening Script

Gloria is new to the community. First of all, she needs to go to a bank to open a checking account, so she can pay her bills. Second, she needs to go to the Department of Motor Vehicles to register her car and renew her driver's license. For now, she will need to use public transportation, but she doesn't know where to get a bus schedule. She'll have to ask at the bus station. Also, she would like to take some ESL classes to improve her English. There is a community college nearby; maybe she could try there. Her children would like to play sports, so she needs to find a place for them to do that. Perhaps she can call the Department of Parks and Recreation. Finally, her husband needs to mail some packages to his family back home. She has used the local mail store before, but she would like to find the nearest post office instead.

B **DEMONSTRATE** **Practice the conversation with a partner. Use the information in A to make new conversations.**

Go over the conversation as a class and show students how to substitute information by modeling this with several students. Then have students practice on their own.

Evaluation 1

5 mins. ■■■

Observe the activity. Ask volunteers to demonstrate the conversation for the class.

Workplace Focus

Exercises C, D: Complete tasks as assigned; Exercise E: Interact appropriately with team members.

Presentation 2

5–10 mins.

C Study the chart.

Present the basic formation of information questions to students. Ask them to help you think of questions that aren't in the chart. Write students' ideas on the board.

BEST PRACTICE

Presenting grammar

You will often present students with an aspect of grammar; however, you will not present all of the rules associated with that aspect. For many students, it can be overwhelming to be presented with too much information at once. In many cases, students only need the basics to complete the task at hand. The information presented to students in the Student Book is enough for them to complete the assigned tasks. They will get additional practice and rules in the multilevel worksheets for Unit 4, Lesson 1 on the Spark platform.

In this lesson, students will practice asking and answering information questions, an aspect they were exposed to in Unit 3. Point out that certain verbs are used with certain types of information. For example, *be* is often used in questions pertaining to location.

Practice 2

10–15 mins.

D Match the questions you ask local businesses with the answers. Which information could you find online?

Go over the directions with students and do the first item as a class. Check the answers as a class and have students share which ones could probably be found online.

E Practice asking and answering the questions in D with a partner.

Point out the intonation patterns in the chart and have students practice them as a class, then call on individuals. Have students practice asking and answering the questions with a partner. Make sure they take it in turns asking questions.

Evaluation 2

10–15 mins.

Walk around the classroom and listen to students practice their intonation. When students have finished, ask for volunteers to ask and answer the questions for the class, emphasizing intonation as they do so.

Life ONLINE

Have students read the Life Online tip. Ask students what type of information can be researched online (bus schedules, store opening times, library services, etc.). List it on the board. Ask them why it is faster to research online. Ask students how you can research information. List the tips on the board. Ask students to research one of the items they listed and get class feedback.

Instructor's Notes

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C Study the chart.

Information Questions		
Location	Where How far What	is the bank? is the school from here? is the address?
Time	When What time How often	does the library open? does the restaurant close? do the buses run?
Cost	How much	does it cost?

D Match the questions you ask local businesses with the answers. Which information could you find online?

g 1. How often do the buses run?	a. We open at 10 a.m.
f 2. Where's your restaurant?	b. It's about five miles away.
h 3. How much does it cost?	c. We close at 10 p.m.
e 4. What's his address?	d. We're open from 10 a.m. to 6 p.m. on Sunday.
c 5. What time do you close?	e. His address is 71 South Pine Avenue.
b 6. How far is the store from here?	f. It's on the corner of 7th and Pine.
a 7. When do you open?	g. They run every 20 minutes.
d 8. What time do you close on Sunday?	h. It costs $50 to service your computer.

Life ONLINE

It is usually faster to research information on your cell phone or computer.

E Practice asking and answering the questions in D with a partner.

Information Questions

What time does the bank open?

How much does it cost?

What is the address?

F **DETERMINE** **Write questions Gloria needs to ask local businesses to match the answers below.**

1. What time does the bank open? — The bank opens at 9:00 a.m.
2. How much does a driver's license cost? — A driver's license costs $39.
3. How far is the library from here? — The library is about a mile from here.
4. How often do the trains run? — The trains run every ten minutes.
5. When can you return books? — You can return books anytime.
6. Where is the DMV? — The DMV is at 112 Main Street.
7. Where is the children's book section? — The children's book section is upstairs.

G **Complete the conversations with a logical question or answer. Practice the conversations with a partner.** Answers will vary.

Conversation 1

Student A: Good morning. This is Food Mart.

Student B: Hello. When do you open?

Student A: We're open now.

Student B: Great! Thank you.

Conversation 2

Student A: Thank you for calling The Book Stop. How can I help you?

Student B: What is your address?

Student A: 4635 Broadway.

Student B: And when do you close?

Student A: Answers will vary.

Student B: Thanks!

H **APPLY** **Write a to-do list like the one Gloria made in A in your notebook. Write the place where you can go in your community to get the task done. Also, write some questions to ask.** Answers will vary.

To-do	Place	Questions
get information about ESL classes	adult education center	When do classes start? Where is the school?

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Workplace Focus

Exercises F, H: Complete tasks as assigned;
Exercise G: Interact appropriately with team members.

Presentation 3

5–10 mins.

Practice 3

15–20 mins.

F **DETERMINE** **Write questions Gloria needs to ask local businesses to match the answers below.**

When students have finished, have them compare their questions with a partner. If they get ideas for additional questions from their partner, tell them to write them down. Select a few students to write their information questions on the board. Go over them as a class.

Evaluation 3

5–10 mins.

Have students walk around the classroom and practice asking the questions they wrote. Have them only ask one question per classmate, so that they talk to at least seven classmates.

Go to the Spark platform for suggestions on promoting digital literacy. If you are teaching online, the digital literacy worksheet on video calling could be useful.

Application

10–20 mins.

G **Complete the conversations with a logical question or answer. Practice the conversations with a partner.**

Ask volunteers to perform their conversations for the class.

H **APPLY** **Write a to-do list like the one Gloria made in A in your notebook. Write the place where you can go in your community to get the task done. Also, write some questions to ask.**

Have volunteers write their questions on the board. Then have students practice asking one another the questions they wrote about community resources.

Instructor's Notes

At-a-Glance Prep

Goal: Interpret charts and compare information
Academic Strategies: Making inferences, reading charts
Vocabulary: *ATM, secure banking, minimum deposit, average daily balance, online banking, debit card, minimum daily balance, unlimited, ebooks, audiobooks, magazines, movies, elearning, research, career help, digital library, library card, online / digital resources, valid, permit, renewal, replacement, waived*

Agenda

- ☐ Talk about bank services.
- ☐ Talk about library services.
- ☐ Talk about DMV services.
- ☐ Create an information sheet.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.8.3, 2.5.6, 7.4.8

CCRS: RI / RL.6.4, RI.6.7, RST.6-8.7, RI / RL.7.1; W / WHST.6-8.4, W.7.7; SL.8.1.a, SL.8.1.c, SL.8.1.d; L.8.6

ELPS:

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, 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.

Workplace Focus

Exercise C: Interpret and communicate information.

Warm-up and Review 5-10 mins.

Review Lesson 1 by calling out the name of a place and asking a volunteer to come up with a question to ask about it. For example:

Teacher: *post office*
Student: *What time does it open?*

Introduction 5-10 mins.

Write *bank, DMV,* and *library* on the board. Ask students what they can do at each of these places. State the goal: *Today, we will interpret charts and compare information.*

Presentation 1 10-15 mins.

A Discuss the following banking words with your classmates and teacher.

Have students discuss the words in the box with a partner or in small groups. Ask volunteers to give you an example or definition of each term.

B Riverview Bank offers three kinds of checking accounts. Interpret the website below.

Go over the information with students. Make sure they understand the term *waived*. Ask them questions to make sure they understand, such as: *What is the service fee for "Premier Plus Checking" if you keep a $15,000 average daily balance? Can you get checks with "Secure Banking"?*

Practice 1 10-15 mins.

C Practice asking questions about the bank information above with a partner.

Have students take turns asking and answering the questions. Encourage them to think of other questions to ask about the different accounts.

Evaluation 1 5 mins.

Observe students as they practice asking and answering the questions in **C**.

D DECIDE Listen to each person talk about their banking habits. Decide which account above would be best for each one of them.

Play the audio. Have students discuss in pairs.

Note: Listening script is on the next page.

Life ONLINE

You can play the *Money in the Bank* video at the end of the unit to learn about useful bank tips, including two-factor authentication and recognizing scams to introduce students to issues with online banking.

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LESSON 2

The Bank, the Library, and the DMV

GOAL ▶ Interpret charts and compare information

A Discuss the following banking words with your classmates and teacher.

ATM	debit card	minimum deposit	secure banking
average daily balance	minimum daily balance	online banking	unlimited

B Riverview Bank offers three kinds of checking accounts. Interpret the website below.

Riverview BANK	Riverview Total Checking	Riverview Secure Banking	Riverview Premier Plus Checking
With a Riverview bank account, you'll enjoy state-of-the-art online banking and world-class customer service.			
Access to Riverview ATMs	yes	yes	yes
Online Banking, Online Bill Pay, and Mobile Banking	yes	yes	yes
Fees waived at non-Riverview ATMs	no	no	yes
Debit card	yes	yes	yes
Fees waived for checks	no	no paper checks	yes
Monthly service fee	$12 (fee waived if $500 in electronic deposits per month or $1,500 balance)	$4.95	$25 (fee waived if $15,000 total balance)

C Practice asking questions about the bank information above with a partner.

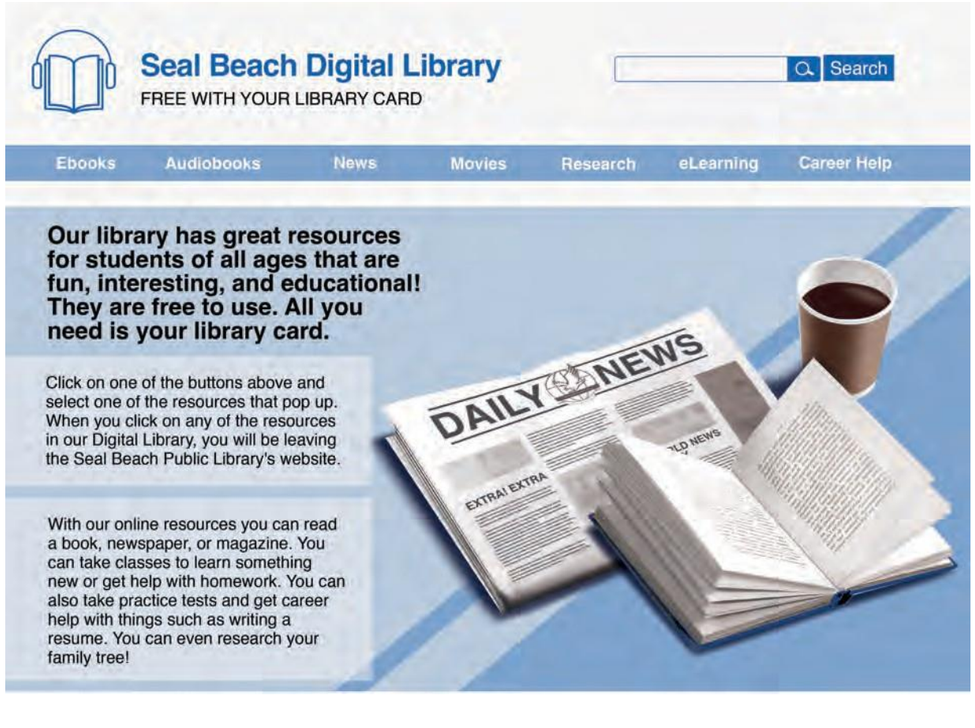
1. Can you do online bill pay with the _____ account?
2. What is the monthly service fee for the _____ account?
3. Do you get a debit card with the _____ account?
4. Can you use non-Riverview ATMs for free with the _____ account?

D DECIDE Listen to each person talk about their banking habits. Decide which account above would be best for each one of them.

Life ONLINE

Watch the video at the end of the unit to learn about useful bank tips, including two-factor authentication and recognizing scams.

E INFER **Look at the Seal Beach Library website.**



F **You can use many of the library services without going into the library. If you wanted to find information on each of the following, what tab would you click in E?**

1. Find out more about the US government. Research
2. Listen to *To Kill a Mockingbird* by Harper Lee. Audiobooks
3. Read your local newspaper. News
4. Practice job interview techniques. Career Help
5. Find a textbook and read it online. Ebooks
6. Watch a movie with your grandchildren. Movies
7. Get help writing a resume for a new job. Career Help
8. Learn a new language. eLearning

G **Find your local library online. Does it offer the same digital resources?**

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Listening Script

1. *I really need an account with no service fee. I'm saving up to buy a car and so far, I have over $15,000. I like to do all of my banking online and on my phone, so I rarely go into the bank. I do go to the ATM a lot, so I hope I can find an account with no fees for ATM transactions. But if I can't, I don't mind going to the bank where my account is to use the ATM. I'm willing to transfer all of my accounts over to one bank if I can find one that I like.*
2. *I'd like to find a new local bank to do my banking with. I saw Riverview Bank right down the street from my house and thought it might be a good fit. I'm looking for an account where I can directly deposit my $1,500 paychecks each month. I almost never go to the ATM because I like to go inside and get my cash from the bank teller. I do want to make sure that I can get a debit card with my account because that's how I make most of my purchases.*
3. *We need a new bank for our small business. I want to keep our small business account separate from our personal accounts. It's important that we are able to get checks for our business. We also do lots of ATM transactions around the country, so I don't want to pay any ATM transaction fees. Online and mobile banking are also important to us. I hope that Riverview Bank has an account that will suit our needs.*

Presentation 2

10-15 mins.

Ask students the following questions: *Do you like to go to your public library? What can you do at a library?* Have students turn to page 96 and look at the image on the website. Ask them what sort of information they might find on this website.

E INFER **Look at the Seal Beach Library website.**

Ask students not to use dictionaries for words they don't understand. Have them read the information more than once if they need to. Help them make inferences about the words they do not understand.

Practice 2

5-15 mins.

F **You can use many of the library services without going into the library. If you wanted to find information on each of the following, what tab would you click in E?**

Elicit the meaning of the words in the tabs at the top of the website. Explain the words and the functions of the tabs students don't know. Have them complete the activity, then check their answers in pairs.

Evaluation 2

10-20 mins.

Go over the answers as a class.

G **Find your local library online. Do they offer the same digital resources?**

Ask students to find their local library online. In pairs, have them compare the options available. Ask if they are the same or different. Discuss as a class which options students would like to use.

Instructor's Notes

Workplace Focus

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

Presentation 3

10-15 mins.

H Have you been to the DMV in your city? If so, why did you go there? Did you have to pay for services? Look at the chart of DMV fees below.

Go over the chart with students, helping them understand each type of fee. Have students share their experience with the DMV and the services they have used.

Practice 3

5-10 mins.

I Read about each person below and write how much they will have to pay.

Remind students to read each statement carefully. Tell them to complete the activity individually.

Evaluation 3

10-15 mins.

Have students share their answers with a partner, then go over the answers as a class.

Application

10-20 mins.

J CREATE Choose one place in your community: a bank, a library, or the DMV. In a small group, create a one-page information sheet.

Put students in small groups. Get the class started by brainstorming a few ideas together.

BEST PRACTICE

DMV (Department of Motor Vehicles)

Explain to students that each state in the U.S. has a DMV or Department of Motor Vehicles. A local office can be found in nearly every large city or at least in every part of the state.

Tell students that the DMV handles vehicle registration and driver licensing. It is also responsible for giving tests for driver's licenses; keeping driving records, bills of sale, and car titles; and selling license plates.

Point out that everyone who wants to operate a car, motorcycle, or truck in the United States will need to visit their local DMV. There are usually many customers waiting to be helped. However, nowadays, long waiting lines at the DMV have been eliminated by many online services.

Instructor's Notes

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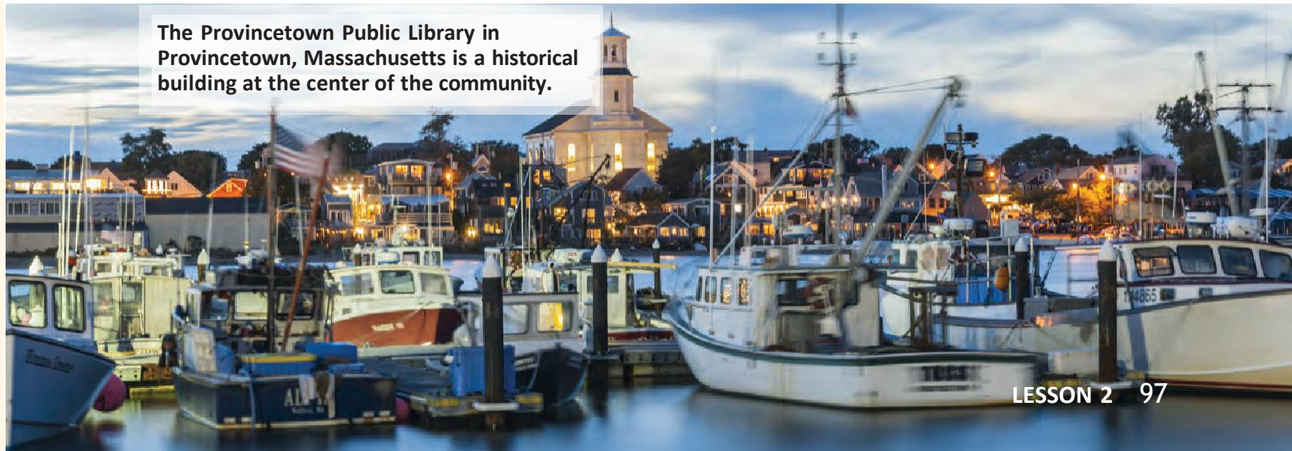
H Have you been to the DMV in your city? If so, why did you go there? Did you have to pay for services? Look at the chart of DMV fees below.

Type		Fee
New	Driver's license	$48
	Learner's permit (valid for 18 months)	$32
	State ID card	$28
	Senior citizen (65 or older) ID card	no fee
Renewal	Driver's license	$48
	State ID card	$28
Replacement	Driver's license	$25
	Learner's permit	$22
	State ID card	$18

I Read about each person below and write how much they will have to pay.

1. Enrico needs to get a new state ID card. $ $28
2. Liza lost her learner's permit, and she needs to get a new one. $ $22
3. Feng's driver's license expired, and he needs to get a new one. $ $48
4. Aina and Claudia just learned how to drive, and they both need to get new driver's licenses. $ $48 each / $96
5. Gertrude is 65 and needs to get a state ID card. $ $0 / no fee / free

J CREATE Choose one place in your community: a bank, a library, or the DMV. In a small group, create a one-page information sheet.



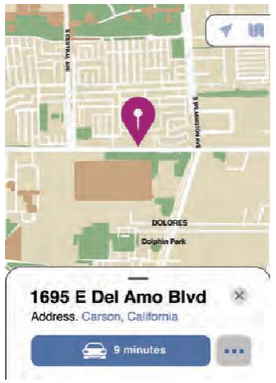
The Provincetown Public Library in Provincetown, Massachusetts is a historical building at the center of the community.

LESSON 3

Finding Places

GOAL ▶ Use map apps

A **Look at the picture. What is it? Discuss and answer the questions.**



1. What address is this person going to?

   1695 E Del Amo Blvd

2. Is this person walking or driving?

   driving

3. How long will it take to get there?

   9 minutes

4. What city is this address in?

   Carson, California

B **Map apps show different modes of transportation. Match the symbols to their meaning.**

a.  b.  c.  d.  e. 

__d__ walking __c__ using a ride share app __e__ riding a bike

__a__ taking the bus __b__ driving a car

C **The app shows you the different routes. Choose the best answer below.**



1. There are two highways / freeways on this map. The route choices suggest you take _____.

   a. 110 b. 91 (c.) neither

2. The fastest route will take you _____.

   (a.) 9 minutes b. 15 minutes c. 10 minutes

3. The app gives you _____ route choices.

   a. 1 b. 2 (c.) 3

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At-a-Glance Prep

Goal: Use map apps
Grammar: Imperatives
Academic Strategy: Map app reading
Vocabulary: *north, south, east, west, map apps*

Agenda

- ☐ Interpret a map app.
- ☐ Understand and use map app vocabulary.
- ☐ Give directions using imperatives.
- ☐ Use a street map.
- ☐ Give and receive directions.

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, SL1, SL2, L1
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.

Warm-up and Review 5 mins. ■■■

Review Lesson 2 by asking students questions about the bank, library, and DMV. Have pairs or small groups make lists of the things they can do at each of these places. Have the groups share their lists with the class, and make a comprehensive list on the board.

Introduction 5-10 mins. ■■■

Write the word *map* on the board and ask students what a map is. Ask them what information they can find on a map. Ask if any of them use map apps to find places in the United States. If some do, ask them to name those places. State the goal: *Today, we will learn how to use map apps*.

Presentation 1 15-20 mins. ■■■

Elicit the kind of information you can get from a map. Here students might suggest things related to both regular maps and map apps, which is fine. Write students' ideas on the board.

A **Look at the picture. What is it? Discuss and answer the questions.**

Have students look at the picture and explain what it is. Then have them answer the questions with a partner. Check answers as a class.

B **Map apps show different modes of transportation. Match the symbols to their meaning.**

Have students complete the activity individually, then go over the answers as a class.

Practice 1

C **The app shows you the different routes. Choose the best answer below.**

Have students work with a partner to analyze the map and answer the questions.

Evaluation 1

Monitor as students work, then check the answers as a class.

BEST PRACTICE

Reading maps—visual literacy

A special skill called *visual literacy* is needed to read and interpret maps. Having visual literacy is being able to look at images and fully comprehend their intended meanings. Visual literacy gives students the ability to interpret, create questions, and evaluate texts that communicate with images instead of words. This is important today because the use of visual images in communication is becoming more frequent.

On a map, whether it be a traditional map or an app map, this may mean being able to understand things like: compass directions; lines and numbers for roads and / or highways; blue-colored sections and lines for lakes, oceans, and rivers; dots and various geometrical shapes for large and small cities and towns; symbols for different places (store, restaurant, etc.) and road issues (traffic, road works, etc.); scales that translate images into real-world sizes.

Workplace Focus

Exercise D: Interact appropriately with team members;
Exercise E: Complete tasks as assigned.

Presentation 2

10-15 mins.

Elicit or explain the steps for using a map app. For example: *First, you put in where you want to go. Then you check which is the best route.*

D Once you are moving, the map gives you step-by-step directions to your destination. Ask and answer the questions with a partner.

Go over the example question and answer. Have students find where the speed limit is shown on the map. Then have them take turns asking and answering the questions with a partner. Monitor pairs, then check answers as a class.

Practice 2

5-10 mins.

E Study the map of San Diego below. What symbols do you see?

Point out the symbols on the map then have students make a list of the different symbols (museum, hotel, etc.). Have them compare their lists with a partner.

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

Evaluation 2

3 mins.

Create a list of symbols as a class. Are there any others that aren't on the San Diego map that students can add?

Instructor's Notes

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D Once you are moving, the map gives you step-by-step directions to your destination. Ask and answer the questions with a partner.

EXAMPLE: **A:** How fast can I drive?
B: The speed limit is 40 miles per hour.



1. What street am I driving on?
   N Lakewood Blvd
2. How much longer do I continue straight?
   150 ft
3. What am I going to do next?
   turn right on to 405 North
4. What time will we get there?
   6:52
5. How many miles away is it?
   8.4

E Study the map of San Diego below. What symbols do you see?



F **Write the correct word on the line.**

bus stop	hotel	post office	store
courthouse	parking lot	restaurant	theater

1.  restaurant
2.  theater
3.  courthouse
4.  parking lot
5.  hotel
6.  store
7.  bus stop
8.  post office

G **Study these expressions for giving directions in a city.**

Go straight for three blocks.	It's next to the bank.
Turn left. / Make a left.	It's across from the park.
Take Broadway to Sixth Avenue.	It's on the corner of Front Street and West C Street.

H **Read the directions and follow them on the map in E with your finger.**

Start at the courthouse. Walk down to Broadway and turn left. Walk 7 blocks until you get to 6th Ave. Turn right. Walk one block to E street. Turn left and walk two blocks. What is the building on the corner? post office

I **Using the map in E, give a partner directions to different places. Start your conversations using the questions below.**

How can I get to	the Balboa Theater	from	the Pastry Bar?
	the post office		the Hall of Justice?
	Sam's Bakery		the drugstore?
	the Grand Hotel		the Luxury Hotel?

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Workplace Focus

Exercise I: Interpret and communicate information.

Presentation 3

5–10 mins.

Explain to students that when we give directions, we use imperatives. Give them some examples: *Turn left. Go to the next street. Go two blocks and turn right*. Have a volunteer stand up, and give them directions to a specific spot in the room.

F Write the correct word on the line.

Have students complete this activity individually, then go over the answers as a class.

G Study these expressions for giving directions in a city.

Go over the expressions in the box. Check understanding and have students repeat them.

Practice 3

5–10 mins.

H Read the directions and follow them on the map in E with your finger.

Have students follow the route and then compare the location they get to with a partner.

For additional practice, have students take out a sheet of paper or give them each a note card. Give all students the same starting point. Ask them to choose a specific location from the map, such as the intersection of two streets, and write directions from the starting point to the location they chose. Ask two volunteers to read out the locations they wrote down. Now ask Student A to give directions to their specified location to Student B. Student B then gives directions on how to get to their specified location. Have a few students demonstrate this exchange until the whole class understands. Then have students walk around and talk to others. They must take their maps with them so they can practice giving and taking directions.

Evaluation 3

5–10 mins.

Check the answer to **H**.

Application

15–25 mins.

I Using the map in E, give your partner directions to different places. Start your conversations using the questions below.

Go over the information in the box to make sure students understand how to form questions with the information. Model a conversation with a volunteer using prompts from the box. Monitor as pairs ask for and give directions. Provide help as needed.

In pairs, have students give one another directions from one point on the map to another location in the community. Each person must write down the directions they are given by their partners. Monitor and assist where needed.

Instructor's Notes

At-a-Glance Prep

Goal: Identify daily activities
Grammar: Adverbial clauses with *before*, *after*, and *when*
Pronunciation: Phrasing
Vocabulary: *run, iron, errands, deposit, dry cleaning*

Agenda

- ☐ What did you do yesterday?
- ☐ Read about Gloria's day.
- ☐ Use adverbial clauses with *before*, *after*, and *when*.
- ☐ Use phrasing in speech.
- ☐ Write about your day.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.4, 7.2.6
CCRS: RI1, SL1, SL2, L1
ELPS:
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.

Warm-up and Review 10-15 mins. ■■■

Have volunteers tell you how to get to their home. As they give you directions, draw a corresponding map on the board. If you have time, let one student come up and draw a map while a different student gives directions.

Introduction 5-10 mins. ■■■

Ask a volunteer to tell you five things they did yesterday in order. Make a list on the board. Then describe to the class what the student did, using *before* and *after*. For example: *Before you went to the bank, you took your daughter to school*. Do this with as many students as you feel necessary to demonstrate the concept. State the goal: *Today, we will identify daily activities*.

Presentation 1 10-15 mins. ■■■

A Listen to Gloria talk about her busy morning.

Have students open their books and look at the photo. Ask them what the woman is doing. Have students close their books and listen to the audio for **A**. Then have them read the text as they listen again. Check if they have any vocabulary questions. Ask some general comprehension questions to check students' understanding.

Practice 1 5-10 mins. ■■■

B SEQUENCE Listen again and number the activities in the correct order.

Tell students to cover the text with a piece of paper and listen again. As they listen, they should number the activities according to the order Gloria did them. Have them compare answers with a partner.

Evaluation 1 5 mins. ■■■

Go over the answers as a class.

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LESSON 4

Getting Things Done!

GOAL ▶ Identify daily activities

A Listen to Gloria talk about her busy morning.

Yesterday was a busy day! After I went for an early morning run, I got the kids ready for school. Before my husband left for work, we planned what to cook for dinner. When everyone left the house, I made my list of errands, and off I went. First, I returned some books to the library. I stopped by the bank to make a deposit after I returned the books. Then, I went to the post office to mail a package to my family back in Brazil. The next errand on my list was grocery shopping. But, before I went grocery shopping, I remembered to go to the cleaner's and pick up some skirts. And finally, when I finished shopping, I went home.

B SEQUENCE Listen again and number the activities in the correct order.

8 picked up dry cleaning	4 made a list of errands
2 got the kids ready for school	7 mailed a package at the post office
3 planned dinner	5 returned books to the library
6 went to the bank to make a deposit	10 went back home
1 went for a run	9 went grocery shopping



Shopping at the Farmer's Market is a way to get fresh produce.

C ***Before, after,*** **and** ***when*** **are used to connect two ideas and show their relationship in time.**

Adverbial Clauses with *Before, After,* and *When*	
Rule	**Example Sentences**
A comma separates an adverbial clause that comes before the main clause.	**Before I went grocery shopping,** I stopped by the dry cleaner's to pick up some skirts. **After I returned the books,** I stopped by the bank to make a deposit. **When everyone left the house,** I made my list of errands.
A comma is not used when the adverbial clause comes after the main clause.	I stopped by the dry cleaner's to pick up some skirts **before I went grocery shopping.** I stopped by the bank to make a deposit **after I returned the books.** I made a list of errands **when everyone left the house.**

D **Underline the action that happened first in each of the sentences.**

1. After I woke up, I made breakfast.
2. I stopped by the bank to make a deposit before I returned the books.
3. Before Abebi went shopping, she went to the gym.
4. When my kids came home, I made dinner.

E **Rewrite each sentence above, switching the order of the two actions.**

1. **After** I woke up, I made breakfast.

   I made breakfast after I woke up.
2. Before I returned the books, I stopped by the bank to make a deposit.
3. Abebi went to the gym before she went shopping.
4. I made dinner when my kids came home.

F **ANALYZE** **Talk with your partner. In the sentences you wrote in E, which action happened first?**

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Workplace Focus

Exercises D, E: Complete tasks as assigned; Exercise F: Interact appropriately with team members.

Presentation 2

10-20 mins.

Using the paragraph about Gloria, present adverbial time clauses to students. Read them the second sentence: *After I went for an early morning run, I got the kids ready for school.* Ask students what Gloria did first. Continue by asking this about each sentence in the paragraph that has two actions. Then write the sentences on the board. Ask students what happened first in each sentence. Put numbers above the actions so students can see which actions occurred first and which occurred second. Ask students to help you find a pattern.

C *Before*, *after*, and *when* are used to connect two ideas and show their relationship in time.

Go over the chart with students. Explain the rules using the examples in the chart. Provide a couple of examples about activites you did yesterday, using *before*, *after*, and *when*, and write them on the board. Then elicit some examples from students. Write them on the board and have the class make any necessary corrections together. Make sure they focus on the position of the comma.

Practice 2

15-20 mins.

D Underline the action that happened first in each of the sentences.

Have students complete the activity individually and then compare answers with a partner.

E Rewrite each sentence above, switching the order of the two actions.

Go over the example with students. Remind them to think about whether they need a comma or not in each one.

F ANALYZE Talk with your partner. In the sentences you wrote in E, which action happened first?

Have students carry out the activity with a partner. Tell them to refer back to the chart in **C** if necessary.

Evaluation 2

5-10 mins.

Ask volunteers to write their sentences from **E** on the board. Go over the answers as a class and have students identify which action was first in each sentence.

Instructor's Notes

Presentation 3

5-10 mins.

Practice 3

5-10 mins.

G Write sentences with adverbial clauses. Use the words in parentheses. Then reverse the clauses and rewrite the sentences.

Go over the example with students, making sure they understand what they are supposed to do. Have students write their sentences and then compare with a partner. Encourage them to discuss any differences, referring them back to the chart in **C** as needed.

H APPLY Think of things you did yesterday and the order in which you did them. Write three sentences using *before, after,* and *when* to talk about your day. Share with a partner.

Point out the note at the bottom of the page and model pausing, using the examples. Use the examples on the board from **G** for students to practice more.

Monitor as students write their sentences, providing help as needed. While they are talking with a partner, have them focus on pausing and model it for them again if necessary.

Evaluation 3

5 mins.

Ask for volunteers to write their sentences on the board. Go over the answers as a class, correcting them together as needed.

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

Application

10-20 mins.

Pronunciation Pausing

Explain to students that it is not only important to pronounce words correctly, but also to pause in the correct place in the sentence to be better understood.

Read the sentences in the note to students twice, once without any pause and then with a pause in the correct place. Ask them if they can hear the difference between the two. Have them repeat the sentences after you.

Once students understand the concept, have them practice some more by reading Gloria's paragraph, as well as the sentences from **G**, out loud.

BEST PRACTICE

Peer-editing

Having students review each other's work and provide suggestions for corrections and improvements is valuable for two reasons. Firstly, the process of editing a first draft and then rewriting a final version is an important step in the writing process and leads to better written expression. Secondly, someone else (a peer) will see things the writer didn't notice, and it will also help students reflect on and notice problems in their own work.

Instructor's Notes

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G Write sentences with adverbial clauses. Use the words in parentheses. Then reverse the clauses and rewrite the sentences.

1. Ali finished work. He went out with his friends. (when)
   a. When Ali finished work, he went out with his friends.
   b. Ali went out with his friends when he finished work.

2. Yasu saved enough money. He bought a new bicycle. (after)
   a. After Yasu saved enough money, he bought a new bicycle.
   b. Yasu bought a new bicycle after he saved enough money.

3. The alarm went off. Maya jumped out of bed. (when)
   a. When the alarm went off, Maya jumped out of bed.
   b. Maya jumped out of bed when the alarm went off.

4. I cleaned the house. I washed my car. (before)
   a. I cleaned the house before I washed my car.
   b. Before I washed my car, I cleaned the house.

H APPLY Think of things you did yesterday and the order in which you did them. Write three sentences using *before, after,* and *when* to talk about your day. Share with a partner. Answers will vary.

1. _____

2. _____

3. _____

Pausing

Pausing is taking a breath in the middle of the sentence.

We usually pause between two thoughts or when there is a comma.

When my kids came home, (pause) I made dinner.

She went to the store (pause) before she picked up the dry cleaning.

LESSON 5

MyTown

GOAL ▶ Describe a place

A **Gloria is writing a paragraph about Lindon, the town where she lives. Read her brainstorming notes below.**

Reasons I love Lindon

safe neighborhoods (kids play in park)	affordable housing (can buy a new house)
good schools (nationally recognized)	~~good shopping~~
~~mild weather (never gets too cold or hot)~~	good job opportunities (computer industry)

Brainstorm
generate a list of ideas

B **SEQUENCE** **Gloria is writing her paragraph. The six sentences below are not in the correct order. Choose the best topic sentence and write *1*. Choose the best conclusion sentence and write *6*. Then order the support sentences from *2–5*.** Answers will vary.

5 Thanks to the great job market in Lindon, my husband got an excellent position in a computer company.

4 Our family can buy a nice house because the housing prices are very affordable here.

6 I love Lindon so much that I can't imagine moving.

2 The neighborhoods are very safe, so I can let my children play in the park with other children.

3 The excellent schools in this area are nationally recognized.

1 There are many reasons I love Lindon.

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At-a-Glance Prep

Goal: Describe a place
Grammar: Editing
Academic Strategy: Paragraph writing
Vocabulary: *brainstorm, neighborhoods, affo dable*

Agenda

- ☐ Read brainstorming notes.
- ☐ Order sentences in a paragraph.
- ☐ Use transitions.
- ☐ Brainstorm as a pre-writing tool.
- ☐ Write a paragraph.

Pacing

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

Standards Correlations

CASAS: 7.2.6
CCRS: RI1, W2, W4, W5, L1, 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.
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.

Warm-up and Review

5–10 mins. ■■■

Write *before, after, when* on the board and elicit sentences from students about what they did yesterday.

Introduction

5 mins. ■■■

Ask students what they would say about their community if asked to write a paragraph about it. Write some of their answers on the board. State the goal: *Today, we will be describing a place.*

Presentation 1

5–10 mins. ■■■

A **Gloria is writing a paragraph about Lindon, the town where she lives. Read her brainstorming notes below.**

Ask the class if they remember what it means to brainstorm. Point out the notes and explain that they don't need to write sentences when they brainstorm, just a list of ideas (words, phrases). If they have forgotten, remind them by going over Gloria's notes in **A** as an example. Tell them that while brainstorming, they should write down everything that comes to mind. They can cross out ideas that they don't like later. Go over the following terms: *topic sentence*, *support sentences*, and *conclusion sentence*. Remind them of their basic definitions.

Practice 1

5–10 mins. ■■■

B **SEQUENCE** **Gloria is writing her paragraph. The six sentences below are not in the correct order. Choose the best topic sentence and write *1*. Choose the best conclusion sentence and write *6*. Then order the support sentences from *2–5*.**

Have students complete the exercise alone. Let students know that sentences 2 through 5 can be in order of their personal preference. Then have them compare answers with a partner.

Evaluation 1

5 mins. ■■■

Go over the answers as a class. Refer students back to the brainstorming list in **A** to see how Gloria transformed the ideas she chose into sentences.

Instructor's Notes

Workplace Focus

Exercises C, D: Combine ideas and information.

Presentation 2

5-10 mins.

Remind students that when they write a paragraph, they need to connect their ideas with transitions. Go over the list of transitions in the box. Give them a few examples of how the transitions might be used.

Practice 2

15-20 mins.

C Compose a paragraph using Gloria's sentences in B. Use transitions from the box below to connect the support sentences. Write a title for Gloria's paragraph on the top line.

Make sure students understand what they have to do before they begin writing. Use comprehension questions to check their understanding. For example, ask a student, *What are you going to write here?* as you point to the title line. Elicit examples of possible titles. Ask another student, *What are you going to do with these words and phrases?* as you point to the box.

Evaluation 2

15-20 mins.

Observe students as they write.

Presentation 3

15-20 mins.

Choose a city that no one in your class lives in but that everyone knows something about. It could be a neighboring city or another large city in your state or country.

1. Ask students to help you come up with a list of reasons why this is a good city. Remind students that this is part of the brainstorming process.
2. Ask students which reasons they think are the best and cross out the others.
3. Have the class help you write a topic sentence for this paragraph.

These steps will prepare students to write their own paragraphs about a town or city of their choice.

Practice 3

15-20 mins.

D FORMULATE Now think about your town. Follow each step below.

Before students begin, go through each step with them, making sure they understand what they are supposed to do.

Evaluation 3

15-20 mins.

Walk around the classroom and help students as needed.

Instructor's Notes

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C Compose a paragraph using Gloria's sentences in B. Use transitions from the box below to connect the support sentences. Write a title for Gloria's paragraph on the top line. Answers will vary.

First of all,	Second of all,	Third,	Also,
First,	Second,	Furthermore,	Finally,

D FORMULATE Now think about your town. Follow each step below. Answers will vary.

1. Brainstorm reasons why you like your town.

Reasons I love _____

friendly people

2. Choose four reasons *from your list* about why you like your town to include in your paragraph.

3. Write a topic sentence for your paragraph.

4. Write four support sentences based on the four reasons you chose.

   a.

   b.

   c.

   d.

5. Write a conclusion sentence.

E COMPOSE On a piece of paper, write a paragraph about your town or city using the information in D. Use transitions to connect your ideas. Give your paragraph a title.

Answers will vary.

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Workplace Focus

Exercise E: Combine ideas and information.

Application

15-25 mins.

E COMPOSE On a piece of paper, write a paragraph about your town or city using the information in D. Use transitions to connect your ideas. Give your paragraph a title.

Tell students that they are now ready to write their paragraph. Elicit the words and phrases they need to use to connect their sentences (transitions). Monitor as they write.

Once students have written their paragraph, have them exchange with a partner and peer edit. Then have them write their final version.

Technology Extension: Have students type their paragraph on the computer. Have them insert a picture of their city from the internet.

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

Instructor's Notes

At-a-Glance Prep

Goal: Compare careers in banking

Agenda

- ☐ Jobs in banking
- ☐ Bank employee statistics
- ☐ Bank teller salary and entry requirements
- ☐ Bank teller job ads

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.8.1, 6.7.2
CCRS: RI1, RI2, RI4, SL1, SL2, SL3, L3
ELPS:
S9: Create clear and coherent level-appropriate speech and text.

In this lesson, students are introduced to the different careers in banking. They will analyze the statistics related to how many people work in each area. Students will then focus on the position of bank teller and learn about the job duties, salary, and entry requirements. Finally, students will analyze job descriptions for bank tellers and choose the one they would apply for.

Warm-up and Review 10-15 mins. ■■■

Write *career clusters* on the board and have students recall the ones they have seen in the previous units. Write them on the board. Elicit examples of jobs associated with each cluster and then character traits required for the jobs students suggest. Write these on the board as students call them out.

Introduction 5-10 mins. ■■■

Write *banking* on the board and elicit vocabulary related to this area. Write students' ideas on the board. Remind them that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today, we will learn about careers in banking*.

Presentation 1 15-20 mins. ■■■

A Imagine you want to work in a bank. Answer the following questions in a small group.

Write on the board *graphic organizers* and elicit different types. Provide examples as needed: spider diagram, table, Venn diagram, etc. Then write *banking jobs*, *skills* and *character traits* on the board using a graphic of your choice. Elicit an example for each category and write them in your graphic organizer. Put students into small groups and have them answer the questions by completing a graphic organizer. Compare answers as a class and complete the graphic on the board.

Practice 1 5-10 mins. ■■■

B Look at the graph below. What does it show? Come up with a title for this graph and write it below.

Ask students what kind of graph it is (bar chart) and what *k* stands for (thousand) with the numbers. Then have them discuss the graph with a partner and decide on a title. Compare titles and check understanding of the chart.

C ANALYZE Choose the correct answer.

Tell students they are now going to analyze the information in the chart in more detail to answer the questions. Have them answer individually then compare with a partner.

Evaluation 1 5-10 mins. ■■■

Check answers to **C** as class, then refer back to **A**. With the information they now have, do they want to change or add anything to what they identified in **A**? Discuss what they think now about careers in banking.

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LESSON 6

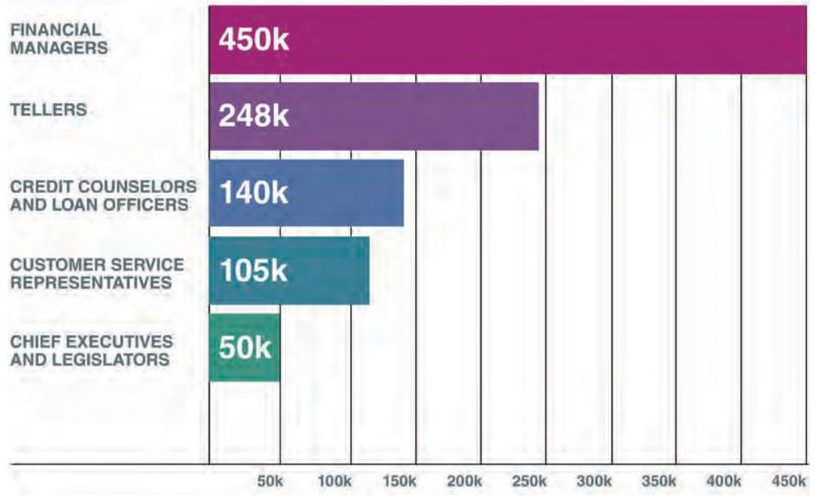
Explore the Workforce

GOAL ▸ Compare careers in banking

A Imagine you want to work in a bank. Answer the following questions in a small group. Answers will vary.

1. What are the job choices in a bank?
2. What skills are needed to be a bank employee?
3. What character traits are needed to be a bank employee?

B Look at the graph below. What does it show? Come up with a title for this graph and write it below. Answers will vary. Amount of people in different banking jobs.



C ANALYZE Choose the correct answer.

1. How many people work as customer service representatives?
   a. 50,000 (b.) 105,000 c. 140,000 d. 245,000
2. Which job has the most people in the workforce?
   (a.) financial managers b. credit counselors
   c. chief executives d. customer service representatives

3. Which job has the least people in the workforce?

a. tellers
c. credit counselors
b. chief executives
d. customer service representatives

4. Which two jobs have over 200,000 people in the workforce?

a. tellers + chief executives
c. credit counselors + financial managers
b. tellers + financial managers
d. customer service representatives + financial managers

D INTERPRET What does a bank teller do? Read and interpret the data below with your teacher.

Bank Teller	
2020 Median Pay	$32,620 per year $15.68 per hour
Typical Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	None
On-the-job Training	Short-term on-the-job training
Number of Jobs, 2020	248,500
Job Outlook, 2020-30	-17% (Decline)
Employment Change, 2020-30	-73,100

A bank teller, or bank clerk, is an employee who helps clients with routine financial transactions, such as making deposits, handling withdrawals, and issuing money orders or cashier's checks to bank customers.

E Decide if each statement is *True* or *False*. If false, make it true.

EXAMPLE: There will be ~~more~~ fewer bank teller jobs in 2030. False

1. You can make almost $16 an hour as a bank teller. True
2. The number of bank teller jobs is ~~increasing~~ decreasing. False
3. You ~~need~~ don't need a college degree to be a bank teller. False
4. The bank will train you for this job. True
5. You ~~need~~ don't need previous experience to be a bank teller. False
6. You can make ~~$40,000~~ $32,620 a year as a bank teller. False

F Based on the information in D, do you think it will be easy to find a job as a bank teller? Why or why not?

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Presentation 2

15-20 mins.

D INTERPRET What does a bank teller do? Read and interpret the data below with your teacher.

Have students read the description of a bank teller's duties. Ask students to explain the different terms to check their understanding. For example: What does *handling withdrawals* mean? What is a *money order* for? Then have students look at the data with a partner and discuss what each row refers to. Ask questions to check understanding. For example: *Do you need a college degree to be a bank clerk? Do you need to have worked at a bank before? Are there going to be more or less bank teller jobs in the future?*

Practice 2

20-25 mins.

E Decide if each statement is *True* or *False*. If false, make it true.

Have students complete this activity individually. Make sure they understand they need to make the false statements true. Check answers as a class, writing the corrected sentences on the board so students can check their work.

F Based on the information in D, do you think it will be easy to find a job as a bank teller? Why or why not?

Tell students to first think about this question individually and make a list of their reasons. Then have them discuss the question with a partner.

Evaluation 2

10-15 mins.

Monitor as students discuss the questions in **F**. Ask questions to prompt them to continue their discussion further.

BEST PRACTICE

Note-taking

In the same way that brainstorming and writing a list of ideas can be helpful preparation before writing, it can also be a helpful step before speaking. Through the brainstorming stage, students activate their ideas and the language to talk about them. Making notes as they brainstorm will help them both clarify their ideas and remember them, and therefore be more prepared to talk to fellow students in the classroom or to colleagues at work.

In the workplace, if they are required to give a more formal presentation, brainstorming and note-taking can be followed by organizing their ideas into an appropriate sequence, as they have already practiced related to writing.

Instructor's Notes

Presentation 3

15-20 mins.

Write *job ad* on the board. Elicit what kind of information we find in a job ad and write students' ideas on the board. Then ask where we can find job ads.

G COMPARE Look at the job ads for bank tellers. What are the similarities? Differences?

Encourage students to use a graphic organizer to record the similarities and differences between the four ads. Tell them to read each ad and then complete their graphic. Before reviewing similarities and differences, clarify any vocabulary doubts. Encourage other students to explain the vocabulary if possible.

Practice 3

10-15 mins.

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

H Circle the correct ad numbers. More than one can be correct.

Have students answer the questions individually. Make sure that they understand that there might be more than one answer to each question. Have them compare with a partner, then check answers as a class. Clarify any doubts students still have about the ads.

I Which job would you apply for? Why? Tell your partner.

Before talking to their partner, have students analyze the ads and decide which one they would apply for and why. Tell them they should make notes as these will help them make the decision and be more prepared when they talk about it.

Evaluation 3

5-10 mins.

Monitor as students talk about the jobs and their decisions. Ask questions to prompt them to continue their discussion further.

Instructor's Notes

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G COMPARE Look at the job ads for bank tellers. What are the similarities? Differences?

1

Bank Teller

Intervault
Remote

$55 - $65 an hour | Full-time | 8 hour shift

Easily apply | Urgently hiring

- US Banking - General **teller** experience and daily processing of transactions and balancing and data analysis.
- Phoenix program experience is a huge benefit.

2

Branch Service Representative (Part-time)

Freeport Credit Union
Long Beach, CA

$17 - $18 an hour | Part-time

Easily apply | Urgently hiring

- Handling withdrawals, inquiries, and accepting loan payments.
- Accepting deposits, verifying cash and endorsements.
- High school or equivalent (Preferred).

3

Teller

Enterprice Bank
Austin, TX

$13 - $17 an hour | Full-time | 8 hour shift

Easily apply | Urgently hiring

- Receives checks and cash for deposits to accounts, verifies amounts, examines checks for proper endorsement and enters deposits into computer records.

4

Teller / Service Representative

Firemen's Credit Union
Houston, TX

$18 an hour | Full-time

Easily apply | Urgently hiring

- Process deposits, withdrawals, and payments.
- Must be capable of regular, reliable, timely attendance.
- Assist members with loan requests.

H Circle the correct ad numbers. More than one can be correct.

1. Which companies are hiring part time?
   a. Ad 1 b. Ad 2 **c. Ad 3** d. Ad 4
2. Which job pays the best?
   a. Ad 1 b. Ad 2 c. Ad 3 d. Ad 4
3. Which companies are hiring urgently?
   a. Ad 1 **b. Ad 2** **c. Ad 3** **d. Ad 4**
4. Which companies are hiring full-time?
   a. Ad 1 **b. Ad 2** c. Ad 3 **d. Ad 4**
5. Which ad mentions education?
   a. Ad 1 b. Ad 2 **c. Ad 3** d. Ad 4
6. Which company is concerned about the employee being on time?
   a. Ad 1 b. Ad 2 c. Ad 3 **d. Ad 4**

I Which job would you apply for? Why? Tell your partner. Answers will vary.

Review

A **Where can you do the following things in your community?** Answers will vary.

1. have lunch _____
2. get medicine _____
3. mail a letter _____
4. get cash _____

B **Write questions you might ask at the places you wrote in A.** Answers will vary.

1. _____
2. _____
3. _____
4. _____

C **Look back at the bank brochure on page 95. Read and decide which checking account would be the best for each person.** Answers will vary.

1. Vim really wants an account with no service fee. He uses the ATM and doesn't want to pay for ATM transactions. He's saving up to buy a truck, and he has some money in a money market account. All of his accounts total over $30,000.

   Which account is best for Vim?

   _____

2. Mario likes to do his banking online and use the app on his phone. He uses direct deposit and never goes to the ATM. He uses his debit card for most transactions.

   Which account is best for Mario?

   _____

3. Gloria and her husband want to buy a new house. They currently have $15,600 in the bank. Gloria likes to go into the bank and speak with a teller, but her husband mostly uses the ATM for deposits and withdrawals.

   Which account is best for Gloria and her husband?

   _____

Learner Log

I can ask for information. ☐ Yes ☐ No ☐ Maybe

I can interpret charts and compare information. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategy: Reviewing
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: 0.1.2, 0.1.5, 1.8.3, 2.2.1, 2.2.5
CCRS: RI1, W2, W4, W5, SL1, SL2, L1, L2
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
S9: Create clear and coherent level-appropriate speech and text.

Warm-up and Review 5-10 mins. ■■■

In groups, have students read their paragraphs from Lesson 5 to each other.

Workplace Focus

Exercises A, B, C: Complete tasks as assigned.

Introduction 5-10 mins. ■■■

Ask students as a class to try to recall (in general) all the goals of this unit without looking at their books. Then remind them which goals they omitted, if any. (Unit goals: Ask for information, interpret charts and compare information, use map apps, identify daily activities, describe a place; and compare careers in banking.) Write all the goals on the board. Show students the first page of the unit and mention the six goals. State the goal: *Today, we will be reviewing everything you have learned in this unit.*

Presentation 10-15 mins. ■■■

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 20-25 mins. ■■■

Note: There are two ways to do the review: (1) Go through the exercises one at a time and, as students complete each one, go over the answers. (2) Briefly go through the instructions of each exercise, allow students to complete all of the exercises at once, and then go over the answers.

A Where can you do the following things in your community?

Have students complete the activity individually, then see if their partner has written the same places. Compare the places as a class to check that all are appropriate.

B Write questions you might ask at the places you wrote in A.

Elicit the question words students saw in Lesson 1 for location, time and cost. Write them on the board. Have students write their questions and then compare with a partner. Encourage them to discuss any they are not sure are correct. Have students give you one or two options for each place, and write them on the board. Make corrections together as needed.

C Look back at the bank brochure on page 95. Read and decide which checking account would be the best for each person.

Have students read about each person and then discuss with a partner which account they think is best for each. Compare answers as a class and discuss any differences of opinion.

Evaluation 20-25 mins. ■■■

Go around the classroom 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.

Learner Log 5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

Practice

20-25 mins.

Workplace Focus

Exercise D: Combine ideas and information.

D Draw a map showing the way from your school to a nearby restaurant. Then write the directions. Read the directions to your partner and see if they can draw the map.

Before beginning, elicit examples of directions from students. Refer them back to Lesson 3 if necessary.

E Write sentences with adverbial clauses. Use *before*, *after*, or *when*.

Ask students what the rules are for comma use with adverbial causes. Have them write their sentences individually. When students have finished, have them compare their sentences with a partner. Remind students that there is more than one way of combining the actions. Call on different students to write sentences on the board, and check them as a class.

Evaluation

20-25 mins.

Go around the classroom 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.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

BEST PRACTICE

Recycling / Review

The review exercises 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

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D Draw a map showing the way from your school to a nearby restaurant. Then write the directions. Read the directions to your partner and see if they can draw the map. Answers will vary.

E Write sentences with adverbial clauses. Use *before, after,* or *when*. Answers will vary.

1. I woke up. I made breakfast.
   After I woke up, I made breakfast.
2. I got some money out of the ATM. I bought some groceries.
3. Mala finished work. She went to the movies.
4. Luigi graduated from college. He got a job with a computer company.

Learner Log

I can use map apps. ☐ Yes ☐ No ☐ Maybe

I can identify daily activities. ☐ Yes ☐ No ☐ Maybe

Review

F **Ask your partner why they like the city they live in. Write four reasons below.**

Answers will vary.

Reasons my partner loves _____

G **Write a short paragraph about your partner's city. Use transitions.** Answers will vary.

H **Share the paragraph with your partner. Have your partner point to the topic sentence, support sentences, and conclusion sentence.**

I **Write ten new words you learned in this unit in your notebook. Put them in alphabetical order. Then look up the new words in a dictionary to see if the order was correct. Write sentences to help you remember the most difficult words.**

Learner Log

I can describe a place.

☐ Yes ☐ No ☐ Maybe

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Practice

20-25 mins.

Workplace Focus

Exercises F, H: Interact appropriately with team members;
Exercises F, G: Combine ideas and information.

F **Ask your partner why they like the city they live in. Write four reasons below.**

Have students work with a different partner from the one they worked with in Lesson 5. Remind them to take notes at this stage, not write full sentences.

G **Write a short paragraph about your partner's city. Use transitions.**

Tell students that they are now going to develop the ideas from **F** into complete sentences in a paragraph. Help students recall the different parts of the paragraph that they need to include, and write them on the board. Then elicit transitions they might use. Refer them back to Lesson 5 if necessary.

H **Share the paragraph with your partner. Have your partner point to the topic sentence, support sentences, and conclusion sentence.**

After students have shared their paragraphs, tell them to add anything that is missing from their own paragraph and correct any errors.

I **Write ten new words you learned in this unit in your notebook. Put them in alphabetical order. Then look up the new words in a dictionary to see if the order was correct. Write sentences to help you remember the most difficult words.**

Encourage students to add definitions as well as example sentences where it would be helpful. When they have finished, students can work in pairs testing each other on the words they wrote in their notebooks.

Evaluation

20-25 mins.

Go around the classroom 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.

Learner Log

5-10 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.2.5, 4.8.1, 4.8.5

CCRS: W2, SL1, SL2

ELPS:

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: Active Listening

Listen carefully

Direct students to the Soft Skills feature. Explain how in the workplace, being able to listen actively will help their work relationships and their effectiveness in carrying out job duties. This is because active listening means giving your full attention to a conversation and not interrupting, so that you can really understand what is being said. The "active" part is taking steps to clarify details, such as paying attention to body language and summarizing and repeating back to the speaker what you heard. Tell students that they will practice this skill when they work in their teams and when they listen to the presentations.

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 3-hour class, but we recommend two days to give students enough time to fully develop their ideas. The projects are designed to be done in several steps. Each student leads one step.

Warm-up

10 mins

Ask questions in order to help students feel confident about completing the project in a team.

Introduction

10 mins.

Let students know in this lesson that they will be creating a community brochure that provides information about their neighborhood for a new family that has moved in. Students will present their brochure to the class.

Presentation

10-15 mins.

1. Form a team of four or five students. Choose a position for each member of your team.

Tell students that before they can start the project, they must form teams. It's a good idea to vary how you group them from project to project.

Practice / Evaluation / Application

1-2 hours

Ask students to choose their positions in the group. To do this, go through the job descriptions and then each step in the project. Make sure they understand that they will complete one step before going on to the next and that although each person has a specific task, they will work together on each step.

The team leader's job is not associated with a step but has the responsibility of making sure everyone participates and speaks English. The team leader may also have ancillary responsibilities when general information is required.

In **Step 3** for example, the writer will write the information for the brochure, but all team members will contribute information and ideas in **Step 2**. In **Steps 4** and **5**, the designer will lead the work but with input from the city representatives, the writer, and the leader. Finally, all team members will participate in giving the presentation.

Point out the information about the soft skill, active listening, and make sure students understand that they need to give their full attention to each team's presentation and answer the questions.

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Create a Community Brochure

SOFT SKILL ▸ Active listening

Imagine that a new family has moved into your neighborhood and you want to tell them all about your community. With your team, create a brochure about your community.

1. Form a team of four or five students. Choose a position for each member of your team.

Position	Job Description	Student Name(s)
Student 1: Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Writer	Write information for brochure with help from the team.	
Student 3: Designer	Design brochure layout and add artwork.	
Students 4/5: City Representatives	Help writer and designer with their work.	

2. Make a list of everything you want to include in your brochure, for example: information about the library, banks, and other local services.
3. Create the text for your community brochure.
4. Create a map of your community. Then create artwork for your community brochure.
5. Present your brochure to the class.

Active Listening

Listen carefully

Listen carefully while each team is presenting. How is their presentation different than yours? How is it the same?



Public sculptures, like The Bean in Chicago, are great places for people to meet in towns and cities.

About the Photo

This photo shows Hakki Akdeniz, a Turkish immigrant in New York who is not only the owner of the pizza restaurant chain Champion Pizza, but also a world champion of acrobatic pizza spinning. Hakki is now very successful. He was able to make his dream come true in New York, where he now owns seven pizza restaurants. However, he has not forgotten his early days of hardship and regularly helps those in need.

- Tell students they are going to read about Hakki Akdeniz, a pizza restaurant owner and chef.
- Read the title and ask students what they think it means.

A Look at the photo. Where is Hakki? Why is he on the floor? What are the other people in the photo doing?

- Have students look at the photo and discuss the questions with a partner.
- Discuss what's happening in the photo as a class.

B What do you think this quote means? Write an explanation and then share with a partner.

Ask students to read the quote and write their explanation of its meaning. Then have students share their explanation with a partner. Discuss the quote as a class.

C Read the text.

Have students read the text. Remind them to read for the main ideas this first time and underline any new vocabulary. Have students share the main ideas.

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Reading Challenge

A. **Look at the photo. Where is Hakki? Why is he on the floor? What are the other people in the photo doing?**

B. **What do you think this quote means? Write an explanation and then share with a partner.** Answers will vary.

"Don't give to get, give to inspire others to give."

C **Read the text.**

D **There are five examples of philanthropy in the reading. Underline and number them. Talk to your partner about a time when you were philanthropic.**

E **A synonym is a word that has a similar meaning to another word. There are three synonyms for the word "hard" in the reading. Find them and write them below.**

1. Line 2 difficult
2. Line 3 challenging
3. Line 8 tough

Philanthropist
A philanthropist is someone who helps others, usually by donating money or physical items to those in need. Do you know a philanthropist? Do you think you are philanthropic?

F **Hakki had some challenging experiences in his life. Write a short paragraph about a hard experience in your life, using the synonyms above.**

114 UNIT 4

Giving Back

Born in a small village in Turkey, Hakki Akdeniz never imagined he would be able to help others one day. His life was difficult. He had to polish shoes and sell things on the street to help support his family. Even though his life was challenging, he always dreamed of something more.

Luckily, he was able to move to Montreal, Canada, where his brother lived. There, he worked in his brother's pizzeria and learned the business. But he had bigger dreams than working for someone else. So, at 21, even though he didn't speak English, he moved to New York with $240 in his pocket. Again, life was tough, and he spent many homeless nights sleeping in Grand Central Station. After struggling for many years, he opened his first pizza shop in 2009. He worked hard and opened a second shop in 2010. By 2016, he had a total of seven pizzerias.

But Hakki never forgot what it was like to be poor. If he saw a homeless person on the street, he gave them free pizza. He eventually started a weekly handout on West 34th Street, giving out food and clothing. In 2012, hurricane Sandy hit New York City and he served the neighborhoods pizza. When Hurricane Maria hit Puerto Rico in 2017, he organized a relief effort and shipped tons of food, water, and supplies to the island. His Wednesday handout has grown, serving 300-400 homeless people every Wednesday night. From Turkey to Canada and finally New York, Hakki has learned that when you help others, you also help yourself.



Three-time World Pizza Spinning Champion Hakki Akdeniz shows off his spinning talent.

CASAS

0.1.2, 0.1.5

CCRS FOR READING

RI1, RI2, RI3, RI4, L3

READING STRATEGIES

Dealing with Unknown Vocabulary

Students need to know that as with listening, they don't need to understand everything when they read a text. However, they do need strategies to help them deal with words that are important for understanding the main ideas. They should be encouraged to infer, or guess, the meaning of these words by using the context—the words before and after the new word—and the form of the word (verb, noun, adjective, adverb) to help them.

D There are five examples of philanthropy in the reading. Underline and number them. Talk to your partner about a time when you were philanthropic.

Tell students that this time they should read the text more slowly and focus on understanding the details. Encourage them to try to infer the meaning of new words from the context. After students have discussed their experiences with a partner, check the answers as a class.

E A synonym is a word that has a similar meaning to another word. There are three synonyms for the word "hard" in the reading. Find them and write them below.

Ask students what *synonym* means. Provide an example if necessary. Then have students find the synonyms in the text. Confirm the words as a class, then go over any remaining words students had underlined.

F Hakki had some challenging experiences in his life. Write a short paragraph about a hard experience in your life, using the synonyms above.

Remind students about brainstorming and have them think of a difficult experience in their life and write a list of ideas related to it. Then elicit the parts of a paragraph (topic sentence, etc.) and write them on the board. Write *transitions* on the board and have students recall appropriate words and phrases. As students write their paragraphs, monitor and provide help as needed.

About the Photo

This photo shows a girl using her cellphone in the subway. The photo highlights the activity of an individual in the middle of the rush hour. The photo was taken by Gab Mejia, a Philippine conservation photographer, environmental storyteller, and engineer. He is a National Geographic Explorer and is also an Emerging Fellow in the International League of Conservation Photographers. He works on stories that describe how nature and culture are intertwined.

Before You Watch

A Look at the photo. What is the woman in the photo doing? What type of things do you think she is doing on her phone? Is it safe for her to be using her phone in the subway?

Ask students to look at the photo and discuss the questions in pairs. Elicit answers to the questions.

B Check (✓) what is true for you. Then share your answers with a partner.

Ask students to check their preferences. Then have students compare their answers in pairs.

C You are going to watch a video with advice about how to keep your money and information safe online. What tips do you think the video will give? Share with a partner.

Have students predict what they think they will see in the video and then share their ideas in pairs.

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Life
ONLINE

Money In The Bank



Before You Watch

A. Look at the photo. What is the woman in the photo doing? What type of things do you think she is doing on her phone? Is it safe for her to be using her phone in the subway?

B. Check (✓) what is true for you. Then share your answers with a partner. Answers will vary.

- ☐ 1. I shop online.
- ☐ 2. I order food online.
- ☐ 3. I check my bank account balance online.
- ☐ 4. I deposit checks online.
- ☐ 5. I pay my bills online.
- ☐ 6. I send money to my friends or family online.

C You are going to watch a video with advice about how to keep your money and information safe online. What tips do you think the video will give? Share with a partner.

Answers will vary.

While You Watch

D Watch the video. Check (✓) the things Alex talks about doing online.

- ☑ 1. making friends
- ☑ 2. shopping for shoes
- ☐ 3. ordering tacos
- ☐ 4. playing video games
- ☑ 5. buying shampoo
- ☐ 6. signing up for a new credit card
- ☑ 7. depositing checks
- ☑ 8. checking a bank account balance
- ☑ 9. paying bills
- ☐ 10. getting a debit card
- ☑ 11. sending money to friends and family
- ☐ 12. searching for ATMs

E Watch the video again. Complete the tips with the words you hear.

1. Never sign in to your bank account or enter your credit card number while using public wi-fi.
2. Don't give out your personal information over email or text.
3. Don't click on links in emails or texts if you don't know who sent them.
4. Use different passwords for different websites.
5. Check your credit card and bank account often to make sure there is nothing unusual.

After You Watch

F Read each sentence. Choose *T* if it is true and *F* if it is false.

1. In middle school, Alex wasn't allowed to use the internet. T (F)
2. Alex shops online and uses online banking because it's convenient. (T) F
3. Alex says the internet is very dangerous. T (F)
4. Seeing the lock icon next to a URL can help you decide if a website is safe. (T) F
5. Two-factor authentication can help keep your information safe even if someone has your password. (T) F
6. Alex says he won't shop online or use online banking in the future. T (F)

G Work with a partner. Write three tips you can remember from the video. Do you follow this advice in your own life? Is there anything you plan to do differently in the future?

Answers will vary.

While you watch

D Watch the video. Check (✓) the things Alex talks about doing online.

Ask students to read the options. Clarify any doubts. Then ask students to check the options as they watch the video.

E Watch the video again. Complete the tips with the words you hear.

Have students read the items and try to guess the missing words. Then ask students to watch again and check or correct their guesses.

After you watch

F Read each sentence. Choose *T* if it is true and *F* if it is false.

Ask students to read the items and decide if they are true or false. Check answers as a class.

G Work with a partner. Write three tips you can remember from the video. Do you follow this advice in your own life? Is there anything you plan to do differently in the future?

Ask students to write tips they remember individually. Then, in pairs, ask students to discuss the questions and identify things that they will do differently in the future. Elicit ideas and write them on the board. As a class, decide the most popular ideas.

5 Health



UNIT OUTCOMES

- Identify parts of the body
- Communicate symptoms
- Identify and analyze health habits
- Analyze nutrition information
- Interpret fitness information
- Compare health-related careers

Answer the questions.

1. What activities are good for you?
2. What activities are not good for your health?

People participate in an outdoor yoga class while a woman sits on a bench reading at a park in Washington, DC.

1. How many people are participating in the yoga class?
2. What other activities can you see in the photo? Are they healthy activities?
3. Is the woman reading in the photo doing a healthy activity?

About the Photo

This photo shows a large, open-air yoga class in a public space. As people have become more aware of the benefits of leading a healthy lifestyle, yoga has become more popular since it is considered to be good for both our physical and mental well-being. The park, with its open green spaces, provides the perfect setting not only for yoga but also for other activities like walking, jogging, playing a sport, or simply sitting and reading a book.

- Introduce the unit. Ask students what it means to be *healthy*. Then ask them what it means to be *unhealthy*. Write the words on the board and discuss as a class.
- Have students look at the photo. Then ask the questions.
- Ask a volunteer to read the caption.
- Go over the unit outcomes as a class.

Life Skills Focus

In this unit, students will learn about different parts of the body and how their health choices can have a positive or negative effect on them. They will also analyze information related to nutrition and fitness.

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 be introduced to a range of health-related careers. Students will learn about the most common jobs and careers related to health. They will also explore the job of dietitians / nutritionists .
- In the Team Project, students practice the soft skill of collaboration as they complete the project.
- Digital Literacy Tips in lessons raise awareness of how technology can help us be healthy.

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 parts of the body • Communicate symptoms • Identify and analyze health habits • Analyze nutrition information • Interpret fitness information • Compare health-related careers	• Modal *should* • Present perfect • Present perfect with *for* and *since* • Future conditional • Imperatives	• Internal and external parts of the body • Conditions, diseases, illnesses, and symptoms • Nutrition • Physical fitness	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Medical system • Civics, family, and community resources • Consumer education	Lesson 1: 0.1.2, 0.1.5, 3.6.1 Lesson 2: 0.1.2, 0.1.5, 3.6.3 Lesson 3: 0.1.5, 3.4.2, 3.5.9 Lesson 4: 3.5.5, 3.5.9, 6.7.3 Lesson 5: 0.1.2, 0.1.5, 3.5.9 Lesson 6: 4.1.6, 4.8.1, 6.7.2 Team Project: 3.6.3, 4.8.1, 4.8.5 Reading Challenge: 0.1.5, 3.5.2, 3.5.9	• 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, 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.	RI1, RI2, RI3, RI4, RI7, SL1, SL2, SL3, SL4, SL6, L1, L2, L3, L5

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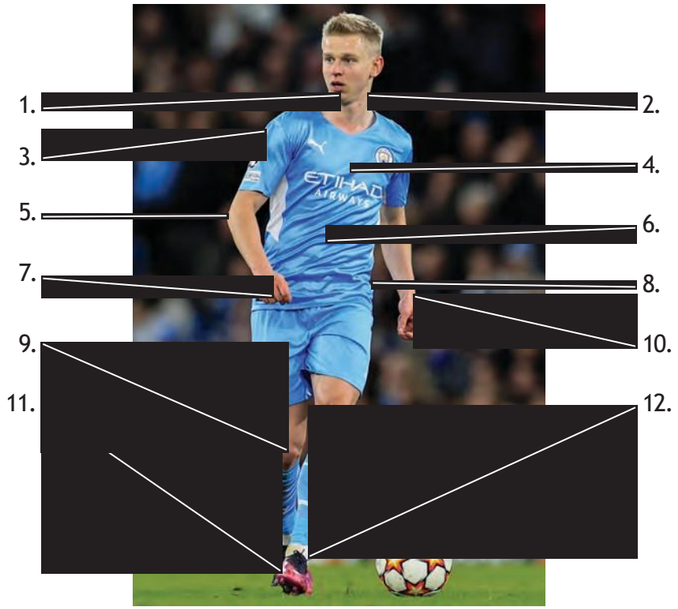
LESSON 1

The Human Body

GOAL ▶ Identify parts of the body

A **Label the parts of the body using the words from the box.**

ankle	~~chin~~	finger	knee	shoulder	toe
chest	elbow	hip	neck	stomach	wrist



1. chin
2. neck
3. shoulder
4. chest
5. elbow
6. stomach
7. finge
8. hip
9. knee
10. wrist
11. toe
12. ankle

B **RECALL** **What other parts of the body can you name? Work with a partner. Label other parts of the body by drawing a line from the body part and writing its name.**

Answers will vary.

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At-a-Glance Prep

Goal: Identify parts of the body
Grammar: Modal *should*
Vocabulary: *condition*, *disease*, parts of the body (internal and external)

Agenda

- ☐ Identify parts of the body.
- ☐ Match doctors and their specializations.
- ☐ Use *should* to make recommendations.
- ☐ Identify internal parts of the body.
- ☐ Talk about conditions and diseases.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.6.1
CCRS: RI1, RI7, SL1
ELPS:
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review

5 mins. ■■■

Begin by pointing to some basic body parts (leg, arm, head, hand) and asking: *What's this?* Use yourself or a volunteer as a model. Write what students say on the board.

Introduction

10 mins. ■■■

Have students get in small groups and make a list of as many parts of the body as they can. Do not allow them to use dictionaries. Allow about ten minutes for this activity. State the goal: *Today, we will be identifying parts of the body*.

Presentation 1

10-15 mins. ■■■

Have students call out the different body parts their groups wrote down. List them on the board. Go through the class list and have volunteers point to the parts on their own bodies as you name them. Have students repeat the names. Help them with any parts they don't know the names of.

Practice 1

10-15 mins. ■■■

A **Label the parts of the body using the words from the box.**

Allow students to help one another with this exercise as they work.

B **RECALL** **What other parts of the body can you name? Work with a partner. Label other parts of the body by drawing a line from the body part and writing its name.**

Point to your ear or nose and elicit the word, then have students draw a line on the photo in their books and write the word. Have them continue with a partner, writing as many other body parts as they can.

Evaluation 1

5 mins. ■■■

Observe pairs as they work. Help with spelling as necessary. Then go over the answers to **A** and **B** as a class.

Instructor's Notes

Workplace Focus

Exercise C: Complete tasks as assigned;
Exercise D: Interact appropriately with team members.

Presentation 2

5-10 mins.

Write *hospital* and *doctor's office* on the board. Ask students for examples of when they might need to go to each place. Write their answers on the board. Then ask them for the names of specialists they know about. Write what they say on the board while trying not to elicit or reveal any information about what each doctor does.

Practice 2

5-10 mins.

C Match the doctor with the specialization. Add one more to the list. Then compare answers with a partner.

Have students complete **C** individually and then compare with a partner. This exercise may be difficult, but do not give students the answers. They should be able to work out any they don't know when they talk to their partner.

Evaluation 2

5 mins.

Help students with the pronunciation of the medical specialists found in **C** as you go over the answers.

Presentation 3

5-10 mins.

Discuss the word *special* and then *specialization*. Write this sentence on the board: *A dentist specializes in teeth.* Show students that, in this sentence, a noun or gerund follows the word *in*. Have students help you make sentences using the rest of the items in **C**. Write them on the board. Erase the names of the doctors from the sentences. Then rewrite the names in a list on the board, but in a different order. Write this question at the top of the list: *What does a _____ do?* Ask students this question, inserting each kind of doctor. For example: *What does a cardiologist do?* Encourage students to answer by pointing to the sentence on the board that now reads: *A _____ specializes in the heart.* Do one or two more examples with students.

Have students close their books and practice this question-and-answer exchange with a partner, taking turns asking the question.

Practice 3

10-15 mins.

D SUGGEST Talk with a partner. Use the statements to make recommendations about which type of doctor to see.

Model the example with a student. Then have two students repeat it. Repeat with another student but use the information from Item 1. Have students continue the activity with a partner. Remind them to take turns so they practice both roles.

Evaluation 3

10-15 mins.

Observe students while they practice conversations with their partners. Check the correct doctor for each situation as a class.

Instructor's Notes

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C Match the doctor with the specialization. Add one more to the list. Then compare answers with a partner.

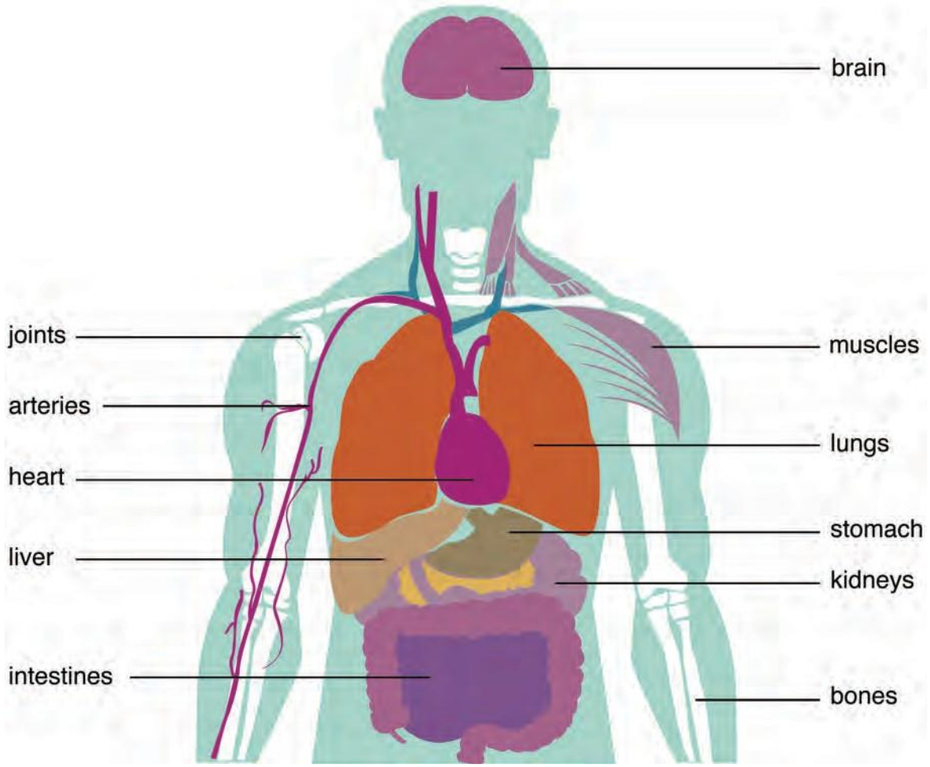
c	1. podiatrist	a. allergies and asthma
i	2. dermatologist	b. children
h	3. gynecologist/obstetrician	c. feet
f	4. cardiologist	d. teeth
g	5. ophthalmologist	e. mental health
b	6. pediatrician	f. heart
d	7. dentist	g. eyes
a	8. allergist	h. women and childbirth
e	9. psychiatrist	i. skin
j	10. Answers will vary.	j. Answers will vary.

D SUGGEST Talk with a partner. Use the statements to make recommendations about which type of doctor to see.

EXAMPLE: **Student A:** My mother's feet hurt.
Student B: She should see a podiatrist.

1. My father is worried about his heart.	He should see a cardiologist.
2. My six-year-old daughter has a fever.	She should see a pediatrician.
3. My nose is running and my eyes are itchy.	You should see an allergist.
4. My eyes hurt when I read.	You should see an ophthalmologist.
5. I feel depressed.	You should see a psychiatrist.
6. They have a rash on their necks.	They should see a dermatologist.
7. I think I have a cavity.	You should see a dentist.
8. Answers will vary.	Answers will vary.

E **Look at the illustration of the internal parts of the human body. Practice saying the words with a partner.**



F **Can you talk to your doctor about your medical history? Match the condition or disease with the correct part of the body. Then add one idea of your own.**

1. b high blood pressure
2. e asthma
3. d ulcers
4. a stroke
5. c arthritis
6. f Answers will vary.

a. brain
b. heart and arteries
c. joints
d. stomach
e. lungs
f. Answers will vary.

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Workplace Focus

Exercises E, F: Complete tasks as assigned;
Exercise F: Combine ideas and information.

Presentation 4

5–10 mins.

Do a quick review of external body parts by pointing to some of your own and asking students to name them. Then point to your head and ask students what's inside (brain). Point to your neck and ask what's inside (throat).

In groups, have students make a list of all the internal body parts they can think of. Have one group come to the board and write down everything on its list. Then have each group add to the list until all groups have had a chance to contribute.

E **Look at the illustration of the internal parts of the human body. Practice saying the words with a partner.**

Go over the words as a class, having students repeat each word after you. Then call on individual students to repeat different words. Have students continue practicing the pronunciation with a partner. Monitor and provide help as needed.

Practice 4

15–20 mins.

F **Can you talk to your doctor about your medical history? Match the condition or disease with the correct part of the body. Then add one idea of your own.**

Have students complete the activity and then compare answers with a partner.

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

Evaluation 4

5–10 mins.

Go over the answers to **F** as a class. Ask students what they wrote for Item 6 and make a list of students' ideas on the board.

Application

10–20 mins.

Have students take out a sheet of paper and number it for as many body parts as you want to quiz them on. For the quiz, point to body parts on your own body and ask students to write the names of the parts on their paper. Have students check their answers with a partner, then go over them as a class. You can also extend the quiz by pointing to a body part and asking students to write down the kind of doctor that specializes in that part.

Variation: Do the same quiz orally, calling on individual students to say the name of the body part.

Instructor's Notes

At-a-Glance Prep

Goal: Communicate symptoms
Grammar: Present perfect
Vocabulary: *backache, headache, dizzy, sore, allergies, ill, sick, cold*

Agenda

- ☐ Talk about illnesses and symptoms.
- ☐ Use the present perfect.
- ☐ Use *for* and *since*.
- ☐ Role-play a conversation with a doctor.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.6.3
CCRS: RI1, SL1, SL2, SL6, L1
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 5 mins. ■■■

Review Lesson 1 by pointing to body parts and having students identify them.

BEST PRACTICE

Warm-up

Warm-ups are essential to lesson planning. A good warm-up is important because it sets the class mood and clues students in as to what to expect.

Warm-ups should be conducted during the first 5 minutes of class. This allows students to settle down, ease into the lesson, and activate prior knowledge.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

Introduction 5–10 mins. ■■■

Ask students why they go to the doctor or why they take their children to the doctor. Write some of their reasons on the board. Ask them if they have to explain their symptoms in English or if their doctor speaks their native language. Remind them that it is important to be able to explain what is wrong in English in case of an emergency or if they must see a doctor who speaks only English. State the goal: *Today, we will practice communicating symptoms.*

Presentation 1 10–15 mins. ■■■

A Read the conversation and answer the questions.

Have students open their books, and go over the conversation. If the present perfect is new to them, explain that we use it to talk about an action that started in the past and continues up to the present. (You don't need to give an in-depth explanation at this point since you will be going over the grammar chart that deals with the present perfect in Presentation 2.) Play the audio for **A** and have students read as they listen. Have volunteers read the conversation.

Practice 1 10–15 mins. ■■■

B Practice the conversations. Make new conversations using the pictures below.

Go over the two conversations with the class. Point out the past participles *had* and *hurt* in the conversations. Then go over the note with past participles. Have pairs of students practice each conversation. Then have students look at the photos and create new conversations with each situation.

Evaluation 1 5 mins. ■■■

Observe students as they practice the conversations. Ask volunteers to demonstrate for the class.

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LESSON 2

Illnesses and Symptoms

GOAL ▶ Communicate symptoms

A Read the conversation and answer the questions.

Doctor: What seems to be the problem?
Ali: I have a terrible backache.
Doctor: I see. How long have you had this backache?
Ali: I've had it for about a week.
Doctor: Since last Monday?
Ali: Yes, that's right.

1. What is the matter with Ali? He has a backache.
2. When did his problem start? It started about a week ago.

B Practice the conversations. Make new conversations using the pictures below.

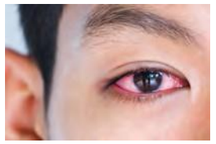
Student A: What's the matter?
Student B: I have a headache.
Student A: How long have you had this headache?
Student B: For five hours.

Student A: What's the matter?
Student B: My back hurts.
Student A: How long has your back hurt?
Student B: Since yesterday.

Past Participle

Base Verb	Past Participle
be	been
have	had
feel	felt
hurt	hurt


1. I have a headache. (fi e hours)


2. My eyes are red. (last night)


3. My shoulder hurts. (two weeks)


4. I feel tired. (Monday)


5. My throat is sore. (three days)


6. My back hurts. (yesterday)

C **Study the chart with your teacher.**

Present Perfect				
Subject	***Have***	**Past Participle**	**Illness**	**Example Sentence**
I / You / We / They	have	been felt	sick. ill.	I **have been** sick.
		had	a backache. a headache.	You **have had** a headache.
He / She / It	has	hurt	her arm. his leg.	He **has hurt** his leg.
Use the present perfect for events starting in the past and continuing up to the present.				

D **Complete the sentences with the present perfect form of the verb in parentheses.**

1. She has been (be) tired since last week.
2. John's leg has hurt (hurt) for three days.
3. Karen has had (have) a sore throat since last night.
4. I have felt (feel) sick since Monday.
5. The girl's arm has hurt (hurt) for two days.
6. The twins have been (be) sick for a week.

E **Study the chart with your teacher. Complete the sentences with *for* or *since*.**

For—Length of Time	*Since*—Point in Time
five minutes	last night
three days	Thursday
one week	November
two years	2020
a long time	I was a child

1. I have been sick since Tuesday.
2. The boy's arm has hurt for a week.
3. You have felt ill since last night.
4. He has had a backache for two weeks.

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Workplace Focus

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

Presentation 2

10-15 mins.

C **Study the chart with your teacher.**

Have students read through the chart and then ask them to explain the rules to you. Ask questions as needed. For example: *Which verb comes first when we use the present perfect?* (have/has) *What form of the main verb do we need? What is the past participle of be?*

See Best Practice: Grammar Charts for more ideas on how to work with the charts.

Practice 2

5-15 mins.

D **Complete the sentences with the present perfect form of the verb in parentheses.**

Have students complete the activity individually. Refer them back to the chart as needed.

E **Study the chart with your teacher. Complete the sentences with *for* or *since*.**

Go over the chart with students and help them understand the difference between a length of time and a point in time. Drawing a timeline on the board might be helpful. Then have students complete the sentences.

Evaluation 2

10-20 mins.

Have students share their answers from **D** and **E** with a partner before you go over the answers with the class. Have students underline *for* and *since* and the time phrases in **D**.

BEST PRACTICE

Grammar charts

Teachers can do more with grammar charts than just read the content while students follow along. While it is important to review grammar rules and examples, it is often not a very interesting task.

To make grammar charts engaging, one idea is to ask students to find further examples in their textbooks and in other readings. In this way, students see that the grammatical point is not isolated, but is also present in other contexts.

Another idea is to ask students to work in pairs or small groups to create their own version of the grammar chart presented. Ask students to write the rule(s) in their own words and add their own examples.

Instructor's Notes

Workplace Focus

Exercises F, G: Interpret and communicate information.

Presentation 3

5–10 mins.

Write the following sentences and their clarifying phrases on the board:

I have had asthma since 1973.
(started in the past and I still have it)

I have had a backache for two days.
(started in the past and I still have it)

I had a cold last year.
(in the past; I no longer have it)

I have a cough right now. (now)

Explain the grammar of each of the sentences briefly.

Practice 3

5–10 mins.

F Make sentences using the present perfect and *for* or *since*. Listen and check your answers.

Have students write the sentences individually and then compare with a partner. Play the audio to check answers.

Listening Script

1. *Ali has had a backache since Monday.*
2. *I have had a cold for three days.*
3. *My leg has hurt since last night.*
4. *Julie has felt dizzy for a week.*
5. *Peter has been sick for two weeks.*

Evaluation 3

10–15 mins.

Ask volunteers to write their sentences on the board to check the correct forms of *have* and the spelling of past participles.

Application

10–20 mins.

G DESCRIBE Work in pairs. Write symptoms for each illness below.

If students are having trouble with this activity, it can be done as a class. Either way, make sure students have the chart filled out before they begin **H**.

H Practice the conversation. Make new conversations. Use the information from the chart in G.

Play the audio as students read the conversation. Then model the conversation with a student. Have the student be **Student A** and give different symptoms from **G** when they ask, *What's the matter?* Have the class help continue the conversation. Then have students work in pairs to practice the conversation using different symptoms and illnesses.

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

BEST PRACTICE

Role play

Doing a role play is different from practicing conversations given in the book. Students are given a situation, but they have to create the conversation on their own. Encourage students to think about the situation and what they might say before they begin. Then have them converse without writing anything down. This activity will be difficult for students at first, but the more practice they get, the easier it will become.

Instructor's Notes

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F Make sentences using the present perfect and *for* or *since*. Listen and check your answers.

1. Ali has a backache / Monday
   Ali has had a backache since Monday.
2. I have a cold / three days
   I have had a cold for three days.
3. my leg hurts / last night
   My leg has hurt since last night.
4. Julie feels dizzy / a week
   Julie has felt dizzy for a week.
5. Peter is sick / two weeks
   Peter has been sick for two weeks.

G DESCRIBE Work in pairs. Write symptoms for each illness below. Answers will vary.

Illness	Symptoms
a cold	runny nose, coughing, sneezing
the flu	fever, sore throat, coughing, muscle aches, headache, feeling very tired
a cough	sore throat, coughing
allergies	runny nose, coughing, sneezing
depression	feeling (very) sad

H Practice the conversation. Make new conversations. Use the information from the chart in G.

Student A: What's the matter?
Student B: I'm coughing and sneezing.
Student A: How long have you been coughing and sneezing?
Student B: I've been coughing and sneezing for a week.
Student A: Do you have a runny nose?
Student B: Yes.
Student A: Sounds like you might have a cold.

LESSON 3

Health Habits

GOAL ▶ Identify and analyze health habits

A ANALYZE **Look at the picture. What are the people doing? What is healthy and what is unhealthy?**



B Match the health habits with the effects.

j	1. be very stressed	a. have healthy lungs
c	2. drink too much alcohol	b. not be well rested
g	3. stay in the sun too long	c. damage your liver
i	4. eat junk food every day	d. not have strong bones
h	5. exercise at least three times a week	e. get lung cancer
d	6. not get enough calcium	f. protect your skin
b	7. not sleep eight hours every night	g. get skin cancer
e	8. smoke too much	h. be fit and healthy
a	9. stay away from smoking	i. gain weight
f	10. wear sunscreen	j. have high blood pressure

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At-a-Glance Prep

Goal: Identify and analyze health habits
Academic Strategy: Future conditional
Vocabulary: *cause, effe t, habit, lungs, liver, sunscreen, stress, cavity*

Agenda

- ☐ Identify healthy and unhealthy habits.
- ☐ Match habit causes and effects.
- ☐ Use future conditionals.
- ☐ Write about your habits.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.4.2, 3.5.9
CCRS: SL1, L1
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 5 mins. ■■■

Have students take out a sheet of paper and think about all the illnesses, symptoms, or conditions they currently have or have had in the past. Ask them to write five sentences about these problems. Ask volunteers to share one of their sentences with the class.

Introduction 5-10 mins. ■■■

Write the word *habit* on the board. Ask students to help you define it. Write *Good Health Habits* and *Bad Health Habits* on the board. Ask students to list examples of each kind of habit in groups. When they finish, ask each group to report its answers to the class. Write everything students say on the board. State the goal: *Today, we will identify and analyze health habits*.

Presentation 1 10-15 mins. ■■■

A ANALYZE **Look at the picture. What are the people doing? What is healthy and what is unhealthy?**

Make two lists on the board titled *healthy* and *unhealthy*. Ask students to help you complete the lists with ideas from the picture. Take a few items on the list and ask students what will happen if this habit continues. For example: If the young man keeps lying in the sun and getting sunburned, what will happen? Answer: *He will get skin cancer*.

Practice 1 10-15 mins. ■■■

B Match the health habits with the effects.

Go over the instructions and the example. Have students complete the exercise by themselves. When they have finished, have them check their answers with a partner.

Evaluation 1 5 mins. ■■■

Go over the answers as a class.

Instructor's Notes

Workplace Focus

Exercises C, D: Complete tasks as assigned.

Presentation 2

10-15 mins.

Write the following sentence on the board: *If you are very stressed, you will have high blood pressure*. Explain the concept of cause and effect and the grammar of this conditional statement.

C Study the chart with your teacher.

Once students understand the information in the chart, have them turn back to page 126 and work with a partner. Have the pairs make conditional statements from the information in **B**. Call on different students to say one of their sentences.

Practice 2

5-10 mins.

D Complete the sentences with the correct form of the verbs in parentheses.

Share the tips in Best Practice below with students, then go over the example as a class. Have students complete the activity on their own.

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

Evaluation 2

3 mins.

Go over the answers to **D** as a class.

BEST PRACTICE

Sentence completion (verb forms)

Give students the following tips on completing sentences with the correct verb forms:

1. Read the directions. Then review the grammar rules for the type of verb form required.
2. When the base form of the verb is provided, identify the subject of the sentence or phrase.
3. Rule out possible answers according to subject-verb agreement.
4. Check your answer by reading the completed sentence to yourself.

Instructor's Notes

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C Study the chart with your teacher.

Future Conditional Statements	
Cause: *If* + Present Form	**Effect: Future Form**
If you **are** very stressed,	you **will have** high blood pressure.
If you **don't get** enough calcium,	you **won't have** strong bones.
We can connect a cause and an effect by using a *future conditional* statement. The *if* clause (or the *cause*) is in the present tense and the *effect* is in the future tense.	
You **will have** high blood pressure	**if** you **are** very stressed.
You can reverse the clauses, but use a comma only when the *if* clause comes first.	

D Complete the sentences with the correct form of the verbs in parentheses.

1. If you ___wash___ (wash) your hands a few times a day, you ___will not / won't get___ (not get) so many colds.
2. If Ann ___gets___ (get) her teeth cleaned regularly, she ___will not / won't have___ (not have) so many cavities.
3. My dad ___will not / won't lose___ (not lose) weight if he ___keeps___ (keep) eating foods that are high in fat.
4. My skin ___will burn___ (burn) if I ___do not / don't use___ (not use) sunscreen.
5. If people ___do not / don't stretch___ (not stretch) after they exercise, they ___will have___ (have) sore muscles.
6. Bang Vu ___will not / won't be able to___ (not be able to) talk tomorrow if he ___does not / doesn't rest___ (not rest) his voice.



Fast food is cheap and convenient, but it is unhealthy and can make people gain weight.

E **With a partner, practice making conditional statements with the information from B. Use different subjects (*I*, *you*, *we*, *they*, *he*, *she*, *it*).** Answers will vary.

1. If we are very stressed, we will have high blood pressure.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

F **REFLECT** **Think about your good and bad health habits. Make two lists.**

Answers will vary.

My Good Health Habits	My Bad Health Habits

G **Write future conditional statements about good health habits that you want to have. Share your ideas with a partner and agree on the four most important ones.**

Answers will vary.

1. If I get more sleep, I will concentrate better on my work.
2. _____
3. _____
4. _____
5. _____
6. _____

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Workplace Focus

Exercises E, G: Interact appropriately with team members;
Exercise F: Collect and organize information.

Presentation 3

5-10 mins.

Review the grammar of a future conditional statement. Remind students that when talking about health habits, most of the time the subject will be the same in both clauses. For example: *If we eat unhealthy food every day, we will get fat*. Contrast this sentence with the following incorrect sentence: *If we eat unhealthy food every day, you will get fat*.

Practice 3

10-15 mins.

E **With a partner, practice making conditional statements with the information from B. Use different subjects (*I, you, we, they, he, she, it*).**

Choose one the verbs from **B** and write the different subjects on the board. Elicit the form of the verb with each subject. Draw students' attention to the third person singular *-s*. Then have students complete the activity. Monitor as they work, helping with verb forms as needed.

Evaluation 3

5 mins.

Ask volunteers to write their sentences on the board. Go over them as a class, correcting any mistakes together.

Application

15-25 mins.

F **REFLECT** **Think about your good and bad health habits. Make two lists.**

Project / Draw the chart on the board and share a few of your habits. Have students tell you where to put them in the chart. Then have students complete the activity individually. Monitor and provide help with vocabulary as needed.

G **Write future conditional statements about good health habits that you want to have. Share your ideas with a partner and agree on the four most important ones.**

Go over the example with students before they begin the exercise. Allow students sufficient time to think about and write their sentences. When they work with a partner, ask them to write the ones they decide are the most important in a separate list. Students can share their lists with another pair, in a group with two other pairs, or as a whole class, depending on the size of your class. Remember that in a large class, students will have more opportunity to speak in pairs or small groups than if they share as a whole class.

Instructor's Notes

At-a-Glance Prep

Goal: Analyze nutrition information
Grammar: Imperatives
Academic Strategies: Active listening, active reading
Vocabulary: *variety, healthy weight, balance, fat, saturated fat, cholesterol, fibe , grain, avoid, sodium, sugar, amount, serving size, calories, % daily value, carbohydrate, protein, vitamins, nutrients, digestion*

Agenda

- ☐ Talk about MyPlate.
- ☐ Read tips for healthy eating.
- ☐ Interpret nutrition labels.
- ☐ Understand dietary guidelines.
- ☐ Plan meals based on guidelines.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.5.1, 3.5.3, 3.5.5, 3.5.9, 6.7.3
CCRS: RI1, RI7, SL1, SL2, SL3
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review

10-15 mins. ■■■

Have students recall the good and bad health habits they identified in the previous lesson. Write them on the board. Focus on any that are related to eating habits and elicit examples of healthy and unhealthy food and drinks.

Introduction

5-10 mins. ■■■

Write the word *nutrition* on the board. Ask students what this word means to them. Discuss nutrition with the students as suggested in Best Practice. State the goal: *Today, we will learn how to analyze nutrition information.*

BEST PRACTICE

Discussing nutrition

1. Define *nutrition* by telling students that it is the study of how the body uses food and how and why we eat.
2. Talk about how food gives us energy and how good nutrition helps us have a strong and healthy body.
3. Discuss how culture influences what and how we eat. Talk about what foods students eat in their own countries. Talk about how much and at what time they eat their meals.

Presentation 1

10-15 mins. ■■■

A MyPlate can help you make good decisions about daily food choices. Study the picture and answer the questions.

Go over the food groups presented in the picture. Ask students what the picture is showing us or what it's for. Then have students answer the questions as a class.

Ask students to visit the website *ChooseMyPlate.gov* (ideally students should do this in class, resources permitting; if not, have them do it out of class and discuss in the following class). Have students discuss what they learned with their classmates.

B Read the information in the table and answer the questions.

Have students complete **B**, then compare answers with a partner. Discuss as a class and have students share what they typically have on their plate for lunch / dinner, which food groups are represented, etc. In a large class, students could do this in small groups.

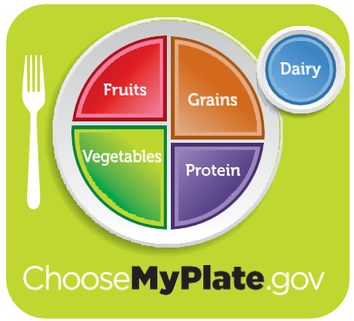
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LESSON 4

Nutrition Labels

GOAL ▶ Analyze nutrition information

A MyPlate can help you make good decisions about daily food choices. Study the picture and answer the questions.



1. Which food group should you eat the most of?
   vegetables
2. Which food group should you eat the least of?
   dairy

B Read the information in the table and answer the questions.

Fruits	Eat a variety of fresh, canned, frozen, or dried fruit. Limit fruit juice.
Vegetables	Eat a variety of green vegetables like spinach and broccoli. Drink 100% vegetable juice.
Grains	Eat more whole grains. Grains are made from wheat, rice, oats, cornmeal, and barley.
Proteins	Eat a variety of lean proteins. Proteins are meat, poultry, seafood, beans, peas, eggs, nuts, and seeds.
Dairy	Consume dairy to help add calcium to your diet. Dairy products are made from milk.

1. Which food group is rice in? grains
2. Which food group are nuts in? proteins
3. What is an example of a green vegetable? spinach / broccoli
4. Why do you think you should limit fruit juice? Fruit juice contains a lot of sugar.

C EVALUATE **Read the tips for healthy eating. Check (✓) the tips you follow or would like to follow. Then discuss your answers with a partner.** Answers will vary.

Tips for Healthy Eating	Follow	Would Like to Follow
1. Keep raw vegetables in the refrigerator to eat as a snack.		
2. Eat a variety of foods to get all the nutrients you need.		
3. Eat lean meats like fish and chicken.		
4. Choose fat-free or low-fat dairy products.		
5. Try not to drink beverages with a lot of sugar such as soft drinks.		
6. Flavor foods with herbs and spices instead of salt.		
7. Pay attention to serving sizes.		
8. Choose foods that have less saturated fat.		

D ANALYZE **Look at the nutrition label for macaroni and cheese.**

Macaroni & Cheese Nutrition Facts

Amount Per Serving	
Calories 250	**Calories from Fat** 110
	% Daily Value*
Total Fat 12g	**18%**
Saturated Fat 3g	**15%**
Cholesterol 30g	**10%**
Sodium 470mg	**20%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	
Vitamin A	**4%**
Vitamin C	**2%**
Calcium	**20%**
Iron	**4%**

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

E **Listen to Darla explain nutritional information to her grandmother.**

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Workplace Focus

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

Practice 1

10-15 mins.

C EVALUATE **Read the tips for healthy eating. Check (✓) the tips you follow or would like to follow. Then discuss your answers with a partner.**

Have students read the tips first and answer any vocabulary questions. Then have them check according to their responses.

Evaluation 1

5 mins.

Take a class poll to determine how many students follow each of the healthy eating tips. See suggestions for carrying out class polls in Best Practice.

Presentation 2

5–10 mins.

D ANALYZE **Look at the nutrition label for macaroni and cheese.**

Explain what everything on the label means and how to find certain information, such as percent (%) of daily value and amount per serving. Ask students some basic questions such as: *How much iron is in one serving?*

Practice 2

15-20 mins.

E **Listen to Darla explain nutritional information to her grandmother.**

Play the audio with student books closed. Tell students just to listen. Play the audio again with students looking at the nutritional information for macaroni and cheese. Have them circle the information Darla and her grandmother mention.

BEST PRACTICE

Class polls

A show of hands is a good way for the class to respond to *yes / no* questions. However, if more in-depth answers are needed, a class poll may be a useful tool.

Class polls let teachers know immediately if students understand the lesson presented. If there is any confusion, teachers can go back and focus on key points before moving ahead. Class polls also encourage classroom conversation. Any or all questions can be turned into a full discussion.

Listening Script

Part 1

Grandma: *Darla, I need your help.*
Darla: *Sure. What can I do, Grandma?*
Grandma: *Well, my doctor says I need to pay attention to nutrition, but I don't understand nutritional labels.*
Darla: *Oh, sure, I can help. Let's look at this box of macaroni and cheese. What's your first question?*
Grandma: *Well, I have high blood pressure. I shouldn't have a lot of salt. I don't see salt on this label.*
Darla: *Oh, you need to look at sodium. The sodium amount tells you how much salt there is.*
Grandma: *So, there are 470 mg of sodium in this box?*
Darla: *No, the amount they give you is the amount in each serving.*
Grandma: *How do I know how much a serving is?*
Darla: *They tell you on the label. See the serving size?*
Grandma: *OK. I see there are two servings in this box, one for me and one for Grandpa.*
Darla: *What's next?*
Grandma: *I need to watch calories if I want to lose weight. How many calories should I have each day?*
Darla: *About 2,000. You can have more calories if you are active.*

Part 2

Grandma: *What should I eat if I want to have a healthy heart?*
Darla: *You should avoid cholesterol and saturated fat.*
Grandma: *OK. Grandpa is diabetic. He needs to limit sugar.*
Darla: *Yes, sugar is on the nutritional label.*
Grandma: *Now, Grandpa and I both need something to help digestion.*
Darla: *You need a lot of fiber.*
Grandma: *One last question. Why do older women need to have a lot of calcium?*
Darla: *Oh, that's because women need calcium to protect them against bone disease.*
Grandma: *That's really helpful. Thanks, Darla.*

Practice 2 *(continued)* 15-20 mins.

Workplace Focus

Exercises F, G: Complete tasks as assigned;
Exercise H: Interpret and communicate information.

F Listen to each part of the conversation again and answer the questions. Check (✓) the box next to the correct answer.

Have students read through the questions and answer any they think they already know the answer to. Play the audio. Have students compare answers with a partner, then play the audio again. Compare answers as a class, then play the audio a final time.

Evaluation 2 5-10 mins.

Go over answers as a class and address any more questions that come up about nutrition labels.

Presentation 3 5-10 mins.

Discuss the nutritional guidelines with students. Ask them to estimate how many calories and how many grams of fat they eat per day.

Practice 3 5-10 mins.

G Read the nutrition guidelines and answer the questions about the macaroni and cheese label in D.

Tell students to go back to the macaroni and cheese label and compare it wth the nutritional guidelines. Have them answer the questions and then compare with a partner.

Evaluation 3 3 mins.

Go over the answers to **G** as a class.

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

Application 10-20 mins.

H PLAN Work with a partner and plan three meals based on MyPlate in A.

Have students work in pairs. When they have finished, have them share their work with another pair. Ask different pairs to share their meal plans with the class. As a class, vote on whose plan is the most nutritious.

Instructor's Notes

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F. Listen to each part of the conversation again and answer the questions. Check (✓) the box next to the correct answer.

1. What does Grandma need to look at if she wants to watch her salt intake?
   ☑ sodium ☐ saturated fat
2. How many servings are in this box of macaroni and cheese?
   ☑ two ☐ four
3. How many calories should an average adult have each day?
   ☐ 200 ☑ 2,000
4. What should Grandma avoid to have a healthy heart?
   ☑ cholesterol and saturated fat ☐ carbohydrates and saturated fat
5. What should a diabetic look for on a food label?
   ☑ sugar ☐ salt
6. What nutrient helps digestion?
   ☐ iron ☑ fibe

F. Read the nutrition guidelines and answer the questions about the macaroni and cheese label in D.

Recommended Amount of Calories and Fat Per Day
- 2,000 calories per day
- 20 or fewer grams saturated fat
- 65 grams total fat

Quick Guide to % Daily Value* for Nutrients
5% or less is LOW 20% or more is HIGH

*Percent Daily Values are based on a 2,000-calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

1. Is macaroni and cheese high in fat? Yes
2. Is macaroni and cheese low in sodium? No
3. Does it contain any protein? How much? Yes; 5 grams.
4. What vitamins does it contain? Is it high in vitamins? Vitamins A and C; no.
5. Is macaroni and cheese a good source of calcium? Yes
6. Do you think macaroni and cheese is a healthy food choice? Why or why not? Answers will vary.

H PLAN Work with a partner and plan three meals based on MyPlate in A.

LESSON 5

Healthy Living

GOAL ▶ Interpret fitness information

A **You are going to read a text about physical fitness. On a separate piece of paper, write one piece of advice that you think it will contain. Then read the article.**

Be physically active each day



Being physically active and maintaining a healthy weight are necessary for good health. Children, teens, adults, and the elderly can improve their health by including moderate physical activity in their daily lives.

Try to get at least 30 minutes (adults) or 60 minutes (children) of moderate physical activity most days of the week, preferably daily. No matter what activity you choose, you can do it all at once, or spread it out over the day.

How to make physical activity a regular part of your routine

Choose activities that you enjoy and that you can do regularly. Some people prefer activities that fit into their daily routines, like walking to the grocery store or gardening. Others prefer a regular exercise program, such as going to the gym or taking a weekly class. Some do both. The important thing is to be physically active every day.

B **Decide if the statements are *True* or *False*. Check (✓) the correct answers.**

	True	False
1. Physical exercise is necessary for good health.	☑	☐
2. Elderly people do not need to exercise.	☐	☑
3. Adults should exercise every day.	☑	☐
4. It is better to exercise throughout the day.	☐	☑
5. Gardening is a good way to exercise regularly.	☑	☐
6. The most important thing is to exercise regularly.	☑	☐

Life ONLINE

Walking is a healthy exercise. The step counter on your phone is a useful way to check the amount of walking that you do.

C **Discuss these questions with your partner.** Answers will vary.

1. Do you exercise more or less than recommended in the article?
2. Does your workplace offer physical activity programs? What are they?

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At-a-Glance Prep

Goal: Interpret fitness in ormation
Academic Strategy: Active reading
Vocabulary: *physical fitnes , exercise, routine, recreational, aerobics, cardiovascular, stroller*

Agenda

- ☐ Read a fitness article.
- ☐ Identify routine vs. recreational activities.
- ☐ Discuss the health benefits of physical activity.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.5.9
CCRS: RI1, RI2, RI4, SL1, SL2, SL3, L3
ELPS:
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, 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.

Warm-up and Review 5–10 mins.

Have students write down everything they can remember about healthy eating from Lesson 4. After five minutes, have students share what they wrote. Make a list on the board.

Workplace Focus

Exercises A, B: Complete tasks as assigned;
Exercise C: Interact appropriately with team members.

Introduction 5–10 mins.

Ask students questions about fitness, such as: *Do you exercise? What types of exercise do you do? How often do you exercise?* State the goal: *Today, we will interpret fitness information.*

Presentation 1 10–15 mins.

Remind students that when they read an article from a magazine, they will not understand every word. Ask them not to use their dictionaries and not to worry about every word they don't understand but to focus on understanding the main ideas.

Practice 1 10–15 mins.

A **You are going to read a text about physical fitness. On a separate piece of paper, write one piece of advice that you think it will contain. Then read the article.**

Ask students to read the statements that follow in **B**. Have them think about whether the statements are true or false as they read. After they read the article, ask students if their advice was mentioned.

B **Decide if the statements are *True* or *False*. Check (✓) the correct answers.**

Have students complete the activity and then compare answers with a partner. Check answers as a class.

C **Discuss these questions with your partner.**

As they discuss the questions, encourage pairs to give each other advice and suggestions. Remind students about the use of *should* if necessary.

Evaluation 1 5–10 mins.

Have students form groups and discuss their answers to the questions. Walk around the classroom and talk with each group.

Life ONLINE

Ask students to read the Life Online tip. Carry out a class poll to find out h w many people use their phone (or watch) to monitor their daily steps. Ask if they have a daily goal, what they do if they see that they haven't met their goal, etc. Have the class discuss whether there are any cons to using phones to monitor the amount of walking they do.

Workplace Focus

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

Presentation 2

5-10 mins.

Write *physical activity* on the board. Have students call out different physical activities they know of and write them on the board as they say them. Ask students what part of their everyday routine could be considered physical activity, such as walking to class, cleaning the house, and so on.

D Look at the examples of physical activities. Which is an example of a routine activity? Which is an example of a recreational activity?

Have students explain the difference between *routine* and *recreational*, then discuss the two types of activities.

Practice 2

15-20 mins.

E Read the list of routine activities. Check (✓) the activities you have tried. Put an *X* next to the activities you would like to try. Add two more activities.

Go over the list and clarify any vocabulary questions. Then have students write their answers.

F Read the list of recreational activities. Check (✓) the activities you have tried. Put an *X* next to the activities you would like to try. Add two more activities.

Go over the list and clarify any vocabulary questions. Then have students write their answers. Have students compare and discuss their answers to **E** and **F**.

Evaluation 2

5-10 mins.

Have students discuss with a partner where they can best pursue each recreational activity in the town or city where they live. Have them share their ideas with the class.

BEST PRACTICE

Classroom talk—partners

Language learning is largely based on social interaction, and classroom talk helps facilitate this learning. Teachers should embrace and encourage classroom talk as much as possible. Students may be reluctant to answer discussion questions in groups or whole-class settings. Working with a partner gives them the opportunity to confidently test their growing knowledge while being less inhibited. In this way, students are not overcome with worries about making mistakes, which interferes with speaking English freely.

Instructor's Notes

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D Look at the examples of physical activities. Which is an example of a routine activity? Which is an example of a recreational activity?



Mike rides his bicycle to the office every day.
routine



Ana plays tennis twice a week with her friend.
recreational

E Read the list of routine activities. Check (✓) the activities you have tried. Put an *X* next to the activities you would like to try. Add two more activities. Answers will vary.

- ☐ Walk or ride a bike to work
- ☐ Walk upstairs instead of taking an elevator
- ☐ Get off the bus a few stops early and walk the remaining distance
- ☐ Garden
- ☐ Push a stroller
- ☐ Clean the house
- ☐ Play actively with children
- ☐ Take a brisk ten-minute walk or bike ride in the morning, at lunch, and after dinner
- ☐ _____
- ☐ _____

F Read the list of recreational activities. Check (✓) the activities you have tried. Put an *X* next to the activities you would like to try. Add two more activities. Answers will vary.

- ☐ Walk, jog, or cycle
- ☐ Swim or do water aerobics
- ☐ Play tennis or racquetball
- ☐ Do pilates or yoga
- ☐ Kayak or paddle board
- ☐ Hike
- ☐ Play basketball
- ☐ Dance
- ☐ Take part in an exercise program at work, home, school, or a gym
- ☐ _____
- ☐ _____

G **Read the article. Then discuss the questions below with a partner.**

Health Benefits of Physical Activity

Being physically active for at least 30 minutes on most days of the week reduces the risk of developing or dying of heart disease. It has other health benefits as well. No one is too young or too old to enjoy the benefits of regular physical activity.

Two types of physical activity are especially beneficial:

1) Aerobic activities: These are activities that speed your heart rate and breathing. They help cardiovascular fitness. Running, swimming, and walking are aerobic activities.

2) Activities for strength and flexibility: Developing strength may help build and maintain your bones. Carrying groceries and lifting weights are strength-building activities. Gentle stretching, dancing, or yoga can increase flexibility.

1. Why are aerobic activities good for you? They help cardiovascular fitnes .
2. What are some examples of aerobic activities? running, swimming, walking
3. Why are activities for strength good for your bones? Developing strength may help build and maintain your bones.
4. What are some examples of strength-building activities? carrying groceries, lifting weights
5. What types of activities can increase your flexibility? stretching, dancing, yoga
6. What are some activities you do for strength and flexibility? Answers will vary.

H **Read about more benefits of physical activity. Then discuss the questions with a partner.**

More Health Benefits of Physical Activity

- Increases physical fitness
- Helps build and maintain healthy bones, muscles, and joints
- Builds endurance and muscular strength
- Helps manage weight
- Lowers risk factors for cardiovascular disease, colon cancer, and Type 2 diabetes
- Helps control blood pressure
- Promotes psychological well-being and self-esteem
- Reduces feelings of depression and anxiety

1. What diseases can exercise help prevent? cardiovascular disease, colon cancer, Type 2 diabetes
2. How does exercise help your circulatory system? It helps control blood pressure
3. How does exercise affect your mood and your mental health? It promotes psychological well-being and self-esteem, and it reduces feelings of depression and anxiety.
4. What are some other benefits of exercise? Answers will vary.

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Workplace Focus

Exercises G, H: Interact appropriately with team members.

Presentation 3

5-10 mins.

For the next two exercises, students will be reading some information and discussing the questions that follow the information in pairs. You may wish to assign each pair one activity, either **G** or **H**. Then have them join a pair who did the other activity and explain what they read about so that each pair has the answers to both **G** and **H**.

Practice 3

10-15 mins.

G **Read the article. Then discuss the questions below with a partner.**

Have students read the questions and then the article. Have them discuss and answer the questions with a partner.

H **Read about more benefits of physical activity. Then discuss the questions with a partner.**

Have students read the questions and then the information in the chart. Have them discuss and answer the questions with a partner.

Evaluation 3

10-15 mins.

Check the answers to **G** and **H** as a class. Have a class discussion about physical activity. Ask for students' personal opinions.

Application

10-15 mins.

Have students make a list of all the physical activities—both routine and recreational—that they do in a week. Compare lists as a class. What similarities or differences are there between their lists?

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

Instructor's Notes

At-a-Glance Prep

Goal: Compare health-related careers

Agenda

- ☐ Jobs in health-related careers
- ☐ Responsibilities, salaries and entry requirements
- ☐ Dietitian and nutritionist industry information

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.8.1, 6.7.2

CCRS: RI1, RI2, RI4, SL1, SL2, SL3, L3

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.

In this lesson, students are introduced to the different health-related careers. They will analyze the salaries and entry requirements. Students will then focus on the job of a dietitian / nutritionist and analyze the salary range, level of education, experience, and training required, in addition to statistics related to the number of jobs in this area and their growth pattern.

Warm-up and Review 10-15 mins. ■■■

Write *career clusters* on the board and have students recall the ones they have seen in the previous units. Write them on the board. Elicit examples of jobs associated with each cluster and their duties, and then character traits required for the jobs students suggest. Write these on the board as students call them out.

Introduction 5-10 mins. ■■■

Write *health* on the board and elicit vocabulary related to this area. Write students' ideas on the board. At this stage, it doesn't matter whether they mention words that aren't specifically related to the jobs in the lesson. The goal here is to activate any prior knowledge related to the area. Remind them that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today, we will learn about health-related careers*.

Presentation 1 15-20 mins. ■■■

A There are many health-related careers that don't require a doctoral degree. Look at the list of jobs below. Which ones have you heard of? What do you think each person does?

Have students discuss the different jobs and their possible responsibilities with a partner. Encourage them to use a graphic organizer to arrange their ideas. Discuss the jobs as a class.

Practice 1 5-10 mins. ■■■

B Study the chart below and write the correct occupation in the first column.

Tell students to read the information in each column and then write the jobs from **A** in the first column. Have them complete the chart individually and then compare with a partner.

C SEQUENCE List the jobs in order of pay, from the lowest median pay to the highest.

Tell students they are now going to analyze the pay for each job. Have them complete the activity individually and then compare with a partner.

Evaluation 1 5-10 mins. ■■■

Check answers to **B** and **C** as class, then refer back to **A**. Ask them if their answers in **A** were correct regarding what each person does. Discuss what they think about health-related careers.

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LESSON 6

Explore the Workforce

GOAL ▶ Compare health-related careers

A There are many health-related careers that don't require a doctoral degree. Look at the list of jobs below. Which ones have you heard of? What do you think each person does?

Answers will vary.

athletic trainer	massage therapist	physical therapist
dietitian / nutritionist	occupational therapist	physical therapist assistant / aide

B Study the chart below and write the correct occupation in the first column.

Occupation	Job Summary	Education Needed	2020 Median Pay
Athletic trainer	Prevent, diagnose, and treat muscle and bone injuries and illnesses	Bachelor's degree	$49,860
Dietitian / nutritionist	Plan nutritional programs to help people lead healthy lives	Bachelor's degree	$63,090
Massage therapist	Use touch to manipulate the muscles and other soft tissues of the body	Postsecondary certificate	$43,620
Occupational therapist	Treat patients who have injuries, illnesses, or disabilities through the therapeutic use of everyday activities	Master's degree	$86,280
Physical therapist assistant / aide	Supervised by physical therapists to help patients regain movement and manage pain after injuries or illnesses	High school diploma (aide) or Associate degree (assistant)	$49,970
Physical therapist	Help injured or ill people improve movement and manage pain	Doctoral or professional degree	$91,010

C SEQUENCE List the jobs in order of pay, from the lowest median pay to the highest.

1. massage therapist
2. athletic trainer
3. physical therapist assistant / aide
4. dietitian / nutritionist
5. occupational therapist
6. physical therapist

D **What education is required for each job? List the job under the correct column.**

Certificate	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
massage therapist	physical therapist assistant / aide	athletic trainer, dietitian / nutritionist	occupational therapist	physical therapist

There is one job that you only need a high school diploma for. Which one is it?
physical therapist assistant / aide

E **Read each scenario and work with a partner to decide which health care professional would be best.** Answers will vary.

Example: The football team at a local university needs someone to help the athletes when they get injured. Athletic trainer

1. Su Jin gained 20 pounds when she was pregnant with her daughter. She wants to learn how to eat healthier and lose the extra weight. Dietitian / nutritionist
2. Danilo was in a car accident and got whiplash. occupational therapist
3. Lizetta ran a half marathon last week and her body is really sore. massage therapist
4. Asha had a traumatic brain injury and needs to learn how to walk again. physical therapist

F **REFLECT** **Which of the health careers from the table is most interesting to you? Why? Write a short paragraph.** Answers will vary.

G **Share your paragraph with a partner.**

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Presentation 2

15-20 mins.

D **What education is required for each job? List the job under the correct column.**
Have students review the information in **B** to help them complete the chart and answer the question. Have them compare answers with a partner then check them as a class.

Practice 2

20-25 mins.

E **Read each scenario and work with a partner to decide which health care professional would be best.**
Go over each scenario to check understanding, then have students complete the activity individually. Have them compare with a partner and discuss any they disagree on. Check answers as a class.

F **REFLECT** **Which of the health careers from the table is most interesting to you? Why? Write a short paragraph.**
Review paragraph writing with students. Elicit how they should start (title, topic sentence), how they should continue (support sentences), and how they should conclude their paragraph. Write the parts of the paragraph on the board to help them. Then have students prepare by first deciding which job they will write about and brainstorming ideas about what they want to include in their paragraph; for example, responsibilities, salary, etc. Then have students write their paragraph.

G **Share your paragraph with a partner.**
After they have read the paragraph, encourage students to discuss their opinions about which job is the most interesting and to give each other feedback on anything they could improve in the paragraph.

Evaluation 2

10-15 mins.

Monitor as students check their paragraphs in **G**, providing help as needed. Ask questions to prompt them to continue their discussion further.

BEST PRACTICE

Being informed

When students are looking for a job or a career, it is important that they know what information they should be aware of and looking for related to the job or career they are interested in. Aspects such as salary, education level required, experience, and whether the area is growing or in decline will help them be able to make appropriate decisions regarding areas of interest, study plans, etc. Being informed about these aspects, in addition to knowing about the job's responsibilities, will also allow them to prepare for interviews and know what questions to ask.

Help students understand that the information they find in Lesson 6 is directly applicable to their working lives and that being informed will help them in their search for a job or career.

Instructor's Notes

Presentation 3

15-20 mins.

Write *dietitian / nutritionist* on the board. Elicit what dietitians do and write students' ideas on the board.

H Study the table on dietitians and nutritionists and answer the questions that follow.

Tell students they are going to find out more information related to this job. Have them look quickly at the first column of the chart and tell you what kind of information they are going to find. Then have them read the information and answer the questions. Check answers as a class.

Practice 3

10-15 mins.

Ask students in shorter classes to do Practice 3 for homework. They can share their ideas briefly in the next class or, if possible, via a group chat or forum before the next class.

I ANALYZE Work with a partner and write four reasons why this would be a good job to have.

Remind pairs to think about what a dietitian does, refer them back to **A** if necessary, as well as the information in **G** when they write their sentences. Monitor and provide help as needed.

J Share your ideas with the class.

Have each pair share one or two of their reasons with the whole class. Encourage them to explain their reasons further where necessary. You may want to have students write the sentences on the board so that the class can rank them in order of importance.

Evaluation 3

5-10 mins.

Monitor as students talk about the reasons why dietitian would be a good job to have. Ask questions to prompt them to continue their discussion.

Instructor's Notes

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H Study the table on dietitians and nutritionists and answer the questions that follow.

QUICK FACTS

Dietitians and Nutritionists

2020 Median Pay	$63,090 per year $30.33 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-Job Training	Internship / residency
Number of Jobs, 2020	73,300
Job Outlook, 2020-30	11% (faster than average)
Employment Change, 2020-30	7,800

1. What experience is needed to become a dietitian?

   a. a bachelor's degree (b.) none c. internship d. it doesn't say

2. What is the median pay?

   a. $30.33 per year (b.) $63,090 per year c. $73,000 per year d. it doesn't say

3. How many jobs were there in 2020?

   a. a 63,000 (b.) 73,300 c. 7,800 d. it doesn't say

4. Is this a growing job field?

   (a.) yes b. no c. possibly d. it doesn't say

5. What level of education do you need?

   (a.) Bachelor's degree b. Master's degree c. Associate degree d. it doesn't say

6. What state has the most job openings for dietitians?

   a. Texas b. California c. New York (d.) doesn't say

I ANALYZE Work with a partner and write four reasons why this would be a good job to have. Answers will vary.

1. _____
2. _____
3. _____
4. _____

J Share your ideas with the class.

Review

A **Match each condition with the doctor who treats it. Then use the information to practice the conversation and make new conversations.**

1. b	My skin is very red and itchy.	a. dentist
2. d	My heart is beating quickly.	b. dermatologist
3. h	My husband is always sneezing.	c. gynecologist / obstetrician
4. e	My baby is coughing.	d. cardiologist
5. g	My mother's toe hurts.	e. pediatrician
6. f	There is something in my eye.	f. ophthalmologist
7. a	My brother has a cavity.	g. podiatrist
8. i	I feel nervous all the time.	h. allergist
9. c	My sister is pregnant.	i. psychiatrist

Student A: My skin is very red and itchy. What should I do?

Student B: You should see a dermatologist.

B **Make sentences using the present perfect and *for* or *since*.**

1. Hugo has a backache / Monday
   Hugo has had a backache since Monday.
2. my neck hurts / two days
   My neck has hurt for two days.
3. Maria feels dizzy / yesterday
   Maria has felt dizzy since yesterday.
4. my children have a cold / Friday
   My children have had a cold since Friday.
5. Pedro is sick / two weeks
   Pedro has been sick for two weeks.
6. I have an earache / 10:00 a.m.
   I have had an earache since 10:00 a.m.
7. they are absent from work / one month
   They have been absent from work for one month.

Learner Log

I can identify parts of the body. ☐ Yes ☐ No ☐ Maybe

I can communicate symptoms. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategy: Reviewing
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: 3.5.9, 3.6.3
CCRS: RI1, L1
ELPS:
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, 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 5–10 mins.

With books closed, have groups list all the parts of the body they can. Have a competition to see which group can list the most.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

Introduction 5–10 mins.

Ask the class to recall the unit goals without looking at their books. Remind them of any goals they omitted. (Unit goals: identify parts of the body, communicate symptoms, identify and analyze health habits, analyze nutrition information, interpret fitness information, and compare health-related careers.) Write the goals on the board. Show students the first page of the unit and mention the six goals. State the goal for the review: *Today, we will review everything you have learned in this unit.*

Presentation 10–15 mins.

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 20–25 mins.

Note: There are two ways to do the review: (1) Go through the exercises one at a time and, as students complete each one, go over the answers. (2) Briefly go through the instructions for each exercise, allow students to complete them all at once, and then go over the answers.

A **Match each condition with the doctor who treats it. Then use the information to practice the conversation and make new conversations.**

Remind students of the term *specialist*. Then have students complete the activity. As they practice the conversation with a partner, have them check they agree on what each specialist does.

B **Make sentences using the present perfect and *for* or *since*.**

Elicit when we use *for* and *since*. Refer students back to the grammar chart in Lesson 2 as needed. Then have them complete the activity and compare answers with a partner. Check answers as a class.

Evaluation 20–25 mins.

Go around the classroom 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.

Learner Log 5–10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this goal.

Practice *(continued)*

25-30 mins.

Workplace Focus

Exercises C, D: Complete tasks as assigned.

C Complete each future conditional statement.

Encourage students to work on these sentences with a partner if they want to. Have students write sentences on the board and go over them as a class, correcting them together as needed.

D Read the information. Then decide if the statements below are *True* or *False*. Check (✓) the correct answer.

Point out the two headings and tell students that it's always a good idea to read these first as they will suggest what kind of information they are going to find in the text. After students have read the information and checked the statements, check answers as a class.

Evaluation

25-30 mins.

Go around the classroom 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.

BEST PRACTICE

Recycling / Review

The review exercises 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.

Learner Log

5-10 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

Instructor's Notes

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C Complete each future conditional statement. Answers will vary.

1. If you eat out every night, you will spend a lot of money.
2. _____ if he goes to the best doctors in the country.
3. If _____, they will look and feel great.
4. If Paulo smokes a pack of cigarettes a day, _____.
5. If _____, you will get sick.
6. If _____, you will improve your flexibility.
7. If you read nutritional labels, _____.
8. If _____, you will have a lot of cavities.

D Read the information. Then decide if the statements below are *True* or *False*. Check (✓) the correct answer.

Find your balance between food and physical activity



- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 30 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.

Know the limits on fats, sugars, and salt (sodium)

- Make the most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

	True	False
1. Children need to exercise for only 20 minutes a day.	☐	☑
2. Choose foods that are low in added sugar.	☑	☐
3. If you want to lose weight, you should exercise between 60 and 90 minutes a day.	☐	☑
4. Fish and nuts are good fats.	☑	☐

Learner Log I can identify and analyze health habits.
☐ Yes ☐ No ☐ Maybe

Review

E **With a partner, ask and answer questions about the nutrition information on a package of frozen peas. Decide if frozen peas are a healthy choice.**

Frozen Peas Nutrition Facts		Amount/Serving	%DV*
Ingredients: green peas, salt		**Total Carbohydrate** 12g	**4%**
Serving size: 2/3 cup (88g)		**Fiber** 4g	**16%**
Servings Per Container: About 5		**Sugars** 6g	
Calories 70		**Protein** 5g	
Calories from Fat 5		**Vitamin A**	**6%**
Total Fat 0.5g	**1%**	**Vitamin C**	**15%**
Sat. Fat 0g	**0%**	**Calcium** 0%	**0%**
Cholesterol 0mg	**0%**	**Iron** 4%	**4%**
Sodium 100mg	**4%**		

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

1. Are the peas high in fat? No
2. Are the peas low in sodium? Yes
3. Do they contain any protein? How much? Yes; 5 grams
4. What vitamins do they contain? Are they high in vitamins? Vitamins A and C; no
5. Are the peas a good source of calcium? No
6. Do you think peas are a healthy food choice? Yes

F **Look back at the article in D on page 139. Write two pieces of advice that you would like to follow.** Answers will vary.

1. _____
2. _____

G **Make a chart in your notebook. Put each word into the correct category. Use a dictionary to check your answers.**

active	cough	gain	hospital	~~ophthalmologist~~	sore	stretch
ankle	dentist	gentle	~~itchy~~	protect	stay	tired
cholesterol	diabetes	healthy	maintain	raw	stress	~~worry~~

Noun	Verb	Adjective
ophthalmologist ankle; dentist; hospital; cough; diabetes; stress; cholesterol	**worry** stay; cough; protect; gain; maintain; stretch	**itchy** sore; tired; raw; healthy; active; gentle

Learner Log

I can analyze nutrition information. ☐ Yes ☐ No ☐ Maybe

I can interpret fitness information. ☐ Yes ☐ No ☐ Maybe

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Practice *(continued)*

25–30 mins.

Workplace Focus

Exercise E: Interpret and communicate information.

E **With a partner, ask and answer questions about the nutrition information on a package of frozen peas. Decide if frozen peas are a healthy choice.**

F **Look back at the article in D on page 139. Write two pieces of advice that you would like to follow.**

Evaluation

25–30 mins.

Go around the classroom 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.

G **Make a chart in your notebook. Put each word into the correct category. Use a dictionary to check your answers.**

Learner Log

5–10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.6.3, 4.8.1, 4.8.5

CCRS: W2, SL1, SL2

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.

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

Express disagreements politely

Explain how in the workplace, collaboration is a very important skill because projects can be developed and completed more easily and effectively when people work together, when they collaborate. This is because each person brings different ideas, experiences, and skills to the project. However, for collaboration to be effective, team members need to be respectful and polite when they communicate, especially when expressing disagreement. Explain to students that they will practice disagreeing politely when they are deciding what information should go in the plan.

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 3-hour class, but we recommend two days to give students enough time to fully develop their ideas. The projects are designed to be done in several steps. Each student leads one step.

Warm-up

10 mins.

Ask questions in order to help students feel confident about completing the project in a team.

Introduction

10 mins.

Let students know that in this lesson, they will be making a healthy-living plan for patients when they leave the hospital. Students will present their plan to the class.

Presentation

10-15 mins.

1. Form a team of four or five students. Choose a position for each member of your team.

Tell students that before they can start the project, they must form teams. Students can self-select, or you can allow them to self-select and then tweak the groups that may need extra support by moving a few students around with their permission. It's a good idea to vary how you group them from project to project.

Practice / Evaluation / Application

1-2 hrs.

Ask students to choose their positions in the group. To do this, go through the job descriptions and then each step in the project. Make sure students understand that they will complete one step before going on to the next and that although each person has a specific task, they will work together on each step.

The health advisor's job is not associated with a step but has the responsibility of making sure everyone participates and speaks English.

In **Steps 2** and **3** for example, the writer will write the information for the plan, but all team members will contribute information and ideas. In **Steps 4** and **5**, the designer will lead the work, but with input from the health representatives, the writer and the health advisor. Finally, all team members will participate in giving the presentation.

When students give their presentations in **Step 6**, be sure to assign the rest of the class a task to carry out as they listen. For example: In a chart, on a piece of paper, write down something you liked about each health plan or presentation and a suggestion for something that could be improved.

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Create a Healthy-Living Plan

SOFT SKILL ▸ Collaboration

You are a team of doctors and health-care professionals who have decided to make a healthy-living plan to give patients when they leave the hospital.

1. Form a team of four or five students. Choose a position for each member of your team.

Position	Job Description	Student Name
Student 1: Health Advisor	Check that everyone speaks English. Check that everyone participates.	
Student 2: Writer	Write down information for the plan with the help of your team.	
Student 3: Designer	Design plan layout and add artwork.	
Students 4/5: Health Representatives	Help writer and designer with their work.	

2. Make a list of all the information you want to include in your plan (healthy habits, fitness and nutrition advice, etc.).
3. Create the different sections of your plan, for example, a guide to reading nutritional labels, a guide to exercise, a list of doctors and their specializations, and a guide to common symptoms and diseases.
4. Add artwork to the plan, for example, maps of parks and gyms in your area, or a drawing of the food pyramid.
5. Make a collage of all your information.
6. Share your healthy-living plan with the class.

Collaboration:

Express disagreements politely

It is important to make your voice heard when in a group discussion, but be polite. Look at the examples below:

"I think it would be better if we put _____ in our plan."

"Maybe we should reconsider putting _____ in our plan. How about _____ instead?"



Some people try to eat locally grown food to stay healthy and help their community.

About the Photo

This photo shows a senior man running for exercise. According to research, there are specific requirements to living a long life, and one of them is being active. Secondly, strong family connections and appreciation for the elderly are key to living longer. A healthy diet is also required.

- Tell students they are going to read about why people live longer in certain parts of the world.
- Ask students to look at the title and say what they think it might mean or refer to.

A PREDICT Look at the photo. What is the man doing? How old do you think he is?

Ask students to look at the photo. Then discuss the questions as a class.

B Look at the list. Discuss which items are the most important for living a long life.

Ask students to read the list. Have students discuss in small groups which they think is the most important item for living a long life. Then discuss as a class.

C You are going to read about *blue zones*. There are five places in the world considered blue zones. Write them on the map below.

Have students look at the map and identify in which part of the world they currently live and where their home country is. Then have them write the places listed on the map and compare with a partner. Check answers as a class.

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Reading Challenge

A PREDICT Look at the photo. What is the man doing? How old do you think he is?

B. Look at the list. Discuss which items are the most important for living a long life.

Answers will vary.

- being active
- spending time with family and friends
- living alone in a city
- having a sense of humor
- eating healthy food
- retiring early

C. You are going to read about *blue zones*. There are five places in the world considered blue zones. Write them on the map below.

- Ikari, Greece
- Loma Linda, USA
- Nicoya, Costa Rica
- Okinawa, Japan
- Sardinia, Italy



D Read about blue zones.

E **ANALYZE** Discuss the vocabulary below. Which words in the text are positive? Which words are negative? Which words are neither positive nor negative? Why?

Alzheimer's -	elders Neither	locally grown Neither
celebrated +	isolated Neither	reduce stress +
disease -	laughter +	

F. What does the reading NOT list as a reason that Sardinians live so long?

a. Sardinia is an isolated island.
b. Elders are celebrated.
c. Physical activity is a way of life.
d. Many of them have heart disease and Alzheimer's.

G. Life expectancy is how long people are expected to live. What blue zone principles raised the life expectancy in Minnesota? Discuss and make a list on a separate piece of paper. Answers will vary.



Blue Zones

What would you say if someone told you that by making a few changes in your life, you could live longer and spend less time at the doctor's office? Chances are, if you live in a blue zone, you already live this life. Blue zones are areas in the world where people live longer and have almost no chronic diseases like cancer, obesity or dementia.

One blue zone is Sardinia, Italy. Sardinians live longer than most people. In fact, Sardinia has ten times more centenarians (people who have lived to 100 years old) than the United States. One of the reasons for this is that Sardinia is a very isolated island. In addition, Sardinians are culturally isolated as well. This has led to a very traditional lifestyle: family is important, their food is locally grown, and physical activity is a part of daily life. Today, they hunt, fish, and harvest their food in the same way they have always done. They eat a diet high in omega-3 fatty acids, which possibly helps protect them from heart disease and Alzheimer's.* They are very close with their family and friends, and social gatherings are important. Elders are always celebrated and laughter helps reduce their stress. They use their legs for transportation and their bodies for physical labor, keeping them physically fit. All of these lifestyle characteristics are why the island of Sardinia is considered a blue zone.

In 2009, they tested the blue zone principles in a mid-western city, Albert Lea, Minnesota. The residents there learned how to move more, eat better, connect with one another and have a positive outlook. The results? The life expectancy increased by three years and this lowered health care costs by almost 40%. Could something like this happen in your community? There's only one way to find out!

Think about it: if you follow these lifestyle characteristics yourself, you will live longer!

Alzheimer's a disease that leads to memory loss

E ANALYZE Discuss the vocabulary below. Which words in the text are positive? Which words are negative? Which words are neither positive nor negative? Why?

- Read the vocabulary. Ask students if they underlined any of these words when they were reading. Then have students find and underline the words in the text.
- Ask students to read the sentences the words are found in for understanding.
- Discuss which words have positive and negative meanings or neither as a class.

F What does the reading NOT list as a reason that Sardinians live so long?

Tell students to read the text again if necessary and then choose the answer. Confirm the answer as a class.

G Life expectancy is how long people are expected to live. What blue zone principles raised the life expectancy in Minnesota? Discuss and make a list on a separate piece of paper.

- Clarify the meaning of *life expectancy* for the class.
- Ask students to discuss the question in small groups and answer by making a list on a separate piece of paper. Then discuss as a class.

CASAS

0.1.2, 0.1.5, 3.5.2, 3.5.9

CCRS FOR READING

RI1, RI2, RI3, RI4, SL1, SL2, SL3, SL4, L1

READING STRATEGIES

Vocabulary in Context

Point out that we can generally understand vocabulary from its context or the way it is used in the sentence.

Encourage students to look for clues to help them understand vocabulary.

6 Getting Hired



About the Photo

This photo was taken by Danielle A. Scruggs, a photo editor at The Wall Street Journal and a freelance photographer. In this photo she captures acclaimed chef Diana Davila at work. Diana is both the executive chef and the owner of the Chicago restaurant, Mi Tocaya Antojeria. Diana was born and grew up in Chicago but brings to her cooking her family's Mexican heritage.

- Introduce the unit. Ask students to look at the title and explain what it means. Then elicit what the process is for getting hired. Ask what information comes in a job ad. Elicit the concepts of a job application and interview as possible.
- Ask students to look at the photo and answer the questions with a partner. Then discuss the answers as a class.
- Go over the unit outcomes with the class.

Life Skills Focus

In this unit, students will learn about different jobs and the skills and personality traits necessary to perform in certain workplaces. They will also learn how to interpret a job application and apply and interview for jobs.

UNIT OUTCOMES

- Identify job titles and skills
- Identify job skills and personality traits
- Interpret job advertisements
- Complete a job application
- Interview for a job
- Discover a career in general management

Answer the questions.

Chef Diana Dávila, prepares a Mexican dish at her Chicago restaurant, Mi Tocaya Antojería.

1. What can you see in the photo?
2. How does someone get hired to work in a restaurant?
3. What special skills does this chef have?
4. What type of equipment do you see in this kitchen?
5. Why do you think this chef uses clay pots?

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 be introduced to a range of careers related to general management.
- On the Team Project page, students practice the soft skill of collaboration as they complete the project.
- Digital Literacy Tips in lessons raise awareness of how to use a search engine effectively, take advantage of professional social media sites, and use collaborative documents.

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 job titles and skills • Identify job skills and personality traits • Interpret job advertisements • Complete a job application • Interview for a job • Discover a career in general management	• Simple present • Infinitives and gerunds • Gerunds and nouns after prepositions • *would rather*	• Jobs • Job titles • Help wanted ads • Interviewing	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Community resources • Employment	Lesson 1: 0.1.2, 0.1.5, 4.1.8 Lesson 2: 0.1.2, 0.1.5, 4.1.8, 4.1.9 Lesson 3: 4.1.3, 4.1.8, 4.1.9 Lesson 4: 0.1.2, 0.1.5, 4.1.2 Lesson 5: 0.1.2, 0.1.5, 4.1.5, 4.1.7 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.8.1, 6.7.2, 6.7.3 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	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, 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. S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.	RI1, RI2, RI3, RI4, RI7, W2, W4, SL1, SL2, SL3, SL4, SL6, L1, L2, L3

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LESSON 1

Jobs and Careers

GOAL ▶ Identify job titles and skills

A **Look at the photos and write the correct letter for each job.**

a.



b.



c.



d.



Job	Letter
graphic designer	c
dental hygienist	d
home health aide	a
accountant	b

B **ANALYZE** **Talk to your partner about the four jobs in A. Which job is the most interesting? Which job is the most difficult? Why?**

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At-a-Glance Prep

Goal: Identify job titles and skills
Grammar: Simple present
Vocabulary: *job, career, title, skills,* job titles

Agenda

- ☐ Identify job titles.
- ☐ Identify job skills.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.8
CCRS: SL1, SL2
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.
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 5-10 mins.

Write *job titles* on the board. Ask students, one at a time: *What do you do?* If a student doesn't understand, ask different students until someone gives you an appropriate answer. If students continue to have difficulty, say: *I am a teacher. What do you do?* Once students start telling you what they do, write their responses on the board.

Workplace Focus

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

Introduction 5-10 mins.

Ask students the difference between a job and a career. A *career* is "a life's work, especially in business or in a profession." A *job* is defined as "work that one is paid to do; everyday, permanent employment." A *profession* is defined as "an occupation requiring an advanced degree." Discuss these terms and ask students if they consider their work a job or a career. State the goal: *Today, we will discuss job titles and skills.*

Presentation 1 10-15 mins.

A **Look at the photos and write the correct letter for each job.**

Have students fill in the blanks by themselves. When they have finished, go over each job. See if they know what the person in each picture does before you explain. Ask if they know anyone who holds a job like the ones shown. When you have finished, ask them if they can think of any jobs that are not listed.

Practice 1 15-20 mins.

B **ANALYZE** **Talk to your partner about the four jobs in A. Which job is the most interesting? Which job is the most difficult? Why?**

Have students, in pairs, discuss the questions. Ask each pair to take notes on the answers.

Evaluation 1 10-15 mins.

Ask each pair to report what they discussed. Write their responses and reasons on the board. See if you can come up with a consensus on which is the most interesting job and which is the most difficult job.

Workplace Focus

Exercises C, D: Complete tasks as assigned.

Presentation 2

5–10 mins.

Ask students: *What does a dental hygienist do?* Ask a few other questions about different jobs until students understand that you are asking for job descriptions. Go over the instructions for **C**.

Practice 2

10–15 mins.

C Match the job with the description.

Have students complete the activity then compare answers with a partner.

D Look at the pictures. What do you think each person does? Write a job title.

Go over each photo and, using the questions in Best Practice: Working with photos, have students say what each person does. Encourage them to explain their reasons.

Evaluation 2

5–10 mins.

Go over the answers as a class. Encourage students to answer with full sentences. For example: *A graphic designer designs artwork for companies.*

Instructor's Notes

BEST PRACTICE

Working with photos

Photos can provide a wealth of information. When students are required to look at photos to complete an exercise, ask them to find specific clues:

* How is the person dressed? (in a uniform, in a suit, in clothes for the beach, etc.)
* Where is the setting? (on a job, at a school, in a store, etc.)
* What is happening? (a conversation, a medical visit, a business meeting, a tennis game, etc.)

Once students have identified clues, advise them to decide on the correct answers by process of elimination.

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C Match the job with the description.

e	1. graphic designer	a. cleans teeth
i	2. repair technician	b. takes care of children
f	3. administrative assistant	c. designs and maintains yards
a	4. dental hygienist	d. supervises internet security
c	5. landscaper	e. designs artwork for companies
h	6. accountant	f. does general office work
j	7. home health aide	g. uses equipment in a factory or on a construction site
d	8. cyber security specialist	h. keeps financial records
b	9. nanny	i. fixes appliances and equipment
g	10. machine operator	j. takes care of sick people in their own homes

D Look at the pictures. What do you think each person does? Write a job title.

cyber security specialist	judge	physical therapist	server
doctor	~~lawyer~~	plumber	teacher



1. lawyer



2. doctor



3. plumber



4. cyber security specialist



5. teacher



6. server



7. judge



8. physical therapist

E **IDENTIFY** **Work in a small group to write one skill for each job title.** Answers will vary.

1. doctor — helps sick people, gives medicine, diagnoses illnesses
2. server — delivers food to tables in restaurants
3. cyber security specialist — helps businesses and organizations with online security
4. postal worker — delivers mail

F **Work in a small group again to write the job title for each skill.**

1. plumber — fixes leaking pipes
2. teacher — helps children learn
3. postal worker — delivers mail and packages
4. lawyer — works for a client in matters of the law

Simple Present
The simple present is used to talk about things that are routine or always true.

G **Practice the conversation with a partner. Use the job titles and skills from this lesson to make new conversations.**

Student A: What does a graphic designer do?

Student B: A graphic designer makes artwork for companies.

H **Work with a partner. Think of more jobs and write what each person does.** Answers will vary.

1. A farmer grows fruits and vegetables.
2. _____
3. _____
4. _____

I **When searching for information online, you want to ask a clear question or type in key words. Read the question below and underline the key words.**

Life ONLINE

What skills do you need to be an electrician?

Now write your own question and key words that you would type into a search engine about a job you are interested in.

Question: _____

Key words: _____

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Workplace Focus

Exercises E, F, G, H: Interact appropriately with team members; Complete tasks as assigned.

Presentation 3

5–10 mins.

Explain the directions to **E** and **F** and provide a few examples from the jobs in **C** if students need help.

Practice 3

15–20 mins.

E **IDENTIFY** **Work in a small group to write one skill for each job title.**

Monitor as groups work and ensure that everyone is participating. Provide vocabulary as needed.

F **Work in a small group again to write the job title for each skill.**

Depending on your students, you may want to assign students to new groups so that they work with different people. Monitor and provide help as needed.

Evaluation 3

5–10 mins.

Go over the answers to **E** and **F** as a class. Write the different skills each group came up with for the jobs on the board.

Application

10-20 mins.

G **Practice the conversation with a partner. Use the job titles and skills from this lesson to make new conversations.**

Write the conversation on the board but omit the job title in the question and the job description in the answer. Go back over the job titles and job descriptions in **C**, asking the class to verbally fill in the blanks in the conversation. Make sure they understand when to use *a* or *an*.

Model the conversation with a student, then have a pair of students model. Assign students to pairs to practice. Remind them to change roles so that they practice both. Monitor as students practice.

H **Work with a partner. Think of more jobs and write what each person does.**

Write the following question on the board: *What do you do?* Tell students to write a statement that answers the question. Under the question, write: *I am a teacher. I teach English to students and help them with their reading, writing, listening, and speaking.* Give students a few minutes to write out their own job titles and descriptions. Walk around the classroom and help students with vocabulary. When students have finished, have the class form a circle. Explain that you will select a student and then the whole class must ask in unison: *What do you do?* The selected student will respond with his or her job title and description. Allow time to do this exchange with each student in the class. (Remind students that *homemaker* and *student* are job titles.) Then have students complete the activity with a partner. Call on different pairs to write one of their answers on the board. Correct any mistakes as a class.

I **When searching for information online, you want to ask a clear question or type in key words. Read the question below and underline the key words.**

Life ONLINE

Ask students to read the Life Online tip.
Explain that using suitable key words in the search engine will help you get a better result.
Elicit key words and an appropriate question to find out about an ele trician's skills.

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

At-a-Glance Prep

Goal: Identify job skills and personality traits
Grammar: Infiniti es and gerunds
Academic Strategy: Paragraph writing
Vocabulary: *operate, training, supplies, practice, skills, assemble, sew, elderly, nursing home*

Agenda

- ☐ Identify your job skills.
- ☐ Talk about job preferences.
- ☐ Use infinitives and gerunds.
- ☐ Write about your skills.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.8, 4.1.9
CCRS: RI1, RI2, W2, W4, W10, SL1, SL2, SL3, L1
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 5-10 mins.

Review Exercise **G** from Lesson 1. Have students answer the question without looking at their papers. Ask each student individually: *What do you do?*

Workplace Focus

Exercises A, B: Complete tasks as assigned;
Exercise C: Interact appropriately with team members.

Introduction 5-10 mins.

Write the word *skills* on the board. Have students recall the skills they saw in Lesson 1. Provide other concrete examples, such as *typing* or *painting*. Then write on the board *character traits* and elicit examples. State the goal: *In this lesson, you will identify your job skills (what you can do) and your personality traits*.

Presentation 1 10-15 mins.

A EVALUATE What are your job skills? Check (✓) the things you are good at. Add two skills to the list.

Go through each skill with students. Have them put a checkmark next to the skills they can do. At the end of the list, have them write two skills they have that don't appear on the list. Call on volunteers to share some of their skills.

B Write two skills you want to improve and two skills you want to learn.

Give students a few minutes to work on this on their own. Provide vocabulary as needed.

Practice 1 10-15 mins.

C Work with a partner. Think of ways your partner can learn or improve the skills he or she wrote in B. Use ideas from the box and make suggestions for your partner.

Go over the items in the box as a class. Go through the conversation with students and talk about some possible responses. Then have students talk with a partner about the skills on their lists in **B**.

Evaluation 1 5 mins.

Observe the activity. Ask a few volunteers to perform the conversation for the class.

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LESSON 2

What Can You Do?

GOAL ▶ Identify job skills and personality traits

A EVALUATE What are your job skills? Check (✓) the things you are good at. Add two skills to the list. Answers will vary.

- ☐ manage schedules
- ☐ assemble things
- ☐ cook
- ☐ draw
- ☐ drive a car or truck
- ☐ fix machines
- ☐ order supplies
- ☐ balance accounts
- ☐ operate machines
- ☐ talk to customers
- ☐ communicate clearly
- ☐ sew
- ☐ speak other languages
- ☐ take care of children
- ☐ take care of the elderly
- ☐ type
- ☐ repair computers
- ☐ manage social media accounts
- ☐ _____
- ☐ _____

B Write two skills you want to improve and two skills you want to learn. Answers will vary.

Skills I Want to Improve	Skills I Want to Learn

C Work with a partner. Think of ways your partner can learn or improve the skills he or she wrote in B. Use ideas from the box and make suggestions for your partner.

ask a friend to teach you	practice at home	take an online class
do training at your company	take an evening class	volunteer

Student A: I want to learn how to take care of the elderly.

Student B: Maybe you could volunteer at a hospital or nursing home.

D **SUGGEST** **Claude needs a job. Can you suggest two for him?** Answers will vary.

Claude is quiet and shy. He is friendly, but he doesn't really like to talk to customers. He is very good at assembling things. When he was a teenager, he enjoyed fixing bicycles. He likes to be busy. He wants to get a job where he can use his technical skills.



1. _____

2. _____

E **Study the chart with your classmates and teacher. Then underline examples of infinitives and gerunds in the paragraph in D.**

Infinitives and Gerunds Infinitive = *to* + Verb Gerund = Verb + *ing*			
Verb	**Infinitive or Gerund**	**Example Sentence**	**Other Verbs That Follow the Same Rule**
want	infinitive	He wants **to get** a job.	plan, decide
enjoy	gerund	He enjoys **fixing** bicycles.	finish, give up
like	both	He likes **to talk.** He likes **talking.**	love, hate
Some verbs take the infinitive and some verbs take the gerund. There are some verbs that take both.			

F **Are these verbs followed by an infinitive, a gerund, or both? Check (✓) the correct answers.**

1. I like _____ on a team.	☐ to work	☐ working	☑ to work / working
2. I enjoy _____ problems.	☐ to solve	☑ solving	☐ to solve / solving
3. I want _____ to customers.	☑ to talk	☐ talking	☐ to talk / talking
4. I decided _____ math.	☑ to study	☐ studying	☐ to study / studying
5. I hate _____ decisions.	☐ to make	☐ making	☑ to make / making
6. I gave up _____ two years ago.	☐ to smoke	☑ smoking	☐ to smoke / smoking
7. I love _____ machines.	☐ to fix	☐ fixing	☑ to fix / fixing

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Workplace Focus

Exercise D: Combine ideas and information;
Exercises E, F: Complete tasks as assigned.

Presentation 2

10-15 mins.

D **SUGGEST** **Claude needs a job. Can you suggest two for him?**

Have students silently read the paragraph about Claude and then ask them if they can think of a good job for him. Have them give reasons for their suggestions.

Write *want*, *enjoy*, and *like* on the board. Ask students to look at the paragraph about Claude again and to underline each instance of these three verbs. Tell them that the (verb) form doesn't matter. Then write the words *infinitive* and *gerund* on the board and ask students if they know the difference. Explain the difference with a few examples.

E **Study the chart with your classmates and teacher. Then underline examples of infinitives and gerunds in the paragraph in D.**

Have students read the chart and underline the examples in the text about Claude. Then have them explain the rules to you. Write their rules on the board and elicit examples using *want* / *enjoy* / *like*. Write these on the board. Correct their rules and examples as needed as a class.

Practice 2

5-10 mins.

F **Are these verbs followed by an infinitive, a gerund, or both? Check (✓) the correct answers.**

Have students complete the activity individually then compare with a partner. Check the answers as a class.

Evaluation 2

10-20 mins.

Ask students to write down three sentences about themselves—one using *want*, one using *enjoy*, and one using *like*. Give them a few minutes to finish and then ask volunteers to either read their sentences out loud or write them on the board.

Instructor's Notes

Workplace Focus

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

Presentation 3

15-20 mins.

G EVALUATE What kind of personal skills do you have? Check (✓) the ones that describe you and add more skills to the list.

Go over the skills on the list with students and have them put a checkmark next to the things that they are good at. Help them come up with other skills that are not on the list.

H Study the chart with your classmates and teacher.

Introduce the chart by asking students questions such as: *Are you good at solving problems? Are you good at talking to customers?* At first, they may give a one-word answer of *yes* or *no*. Eventually, encourage them to answer in a complete sentence. For example: *Yes, I am good at solving problems. No, I am not good at talking to customers.*

Go over the chart and explain that either a gerund or a noun follows an adjective + preposition combination. Ask students to write six sentences about their skills and interests, using the adjective + preposition combinations listed in the chart. Ask volunteers to read their sentences out loud.

Practice 3

5-10 mins.

I Tell your partner about your skills and interests. What things are you *good at, bad at, interested in, tired of,* and *afraid of?* Your partner will suggest a good job for you.

Model the conversation with students. Point out *should* and elicit its meaning. Have students talk about their skills and recommend jobs using the model conversation. They can use the sentences they wrote in **H** to help them in this activity.

Evaluation 3

5-10 mins.

Observe students as they do this activity and encourage them to develop their conversations further.

Application

10-20 mins.

J APPLY Write a paragraph about your job skills. Describe the job skills you have or are interested in learning. Say why these skills are important and useful.

Elicit from students what they need to think about when they write a paragraph (topic sentence, etc.). Suggest that they try to incorporate some of the phrases they have learned in this lesson in their paragraphs.

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

Instructor's Notes

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G EVALUATE What kind of personal skills do you have? Check (✓) the ones that describe you and add more skills to the list. Answers will vary.

- ☐ solve problems
- ☐ work under pressure
- ☐ work in a fast-paced environment
- ☐ work on a team
- ☐ make decisions
- ☐ pay attention to details
- ☐ work with my hands
- ☐ read and follow directions
- ☐ help people
- ☐ organize information
- ☐ work with money
- ☐ talk to customers
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

H Study the chart with your classmates and teacher.

Gerunds and Nouns after Prepositions

Subject	Verb	Adjective	Preposition	Gerund / Noun	Example Sentence
I	am	good	at	fixing bicycles.	I am good at **fixing bicycles.**
She	is	good	at	math.	She is good at **math.**

A gerund or a noun follows an adjective + a preposition. Some other examples of adjectives + prepositions are *interested in, afraid of, tired of, bad at,* and *worried about*.
When a noun is plural, it is also common to use the preposition *with*: *I am good with customers.*

I Tell your partner about your skills and interests. What things are you *good at, bad at, interested in, tired of,* and *afraid of*? Your partner will suggest a good job for you.

EXAMPLE: **Student A:** I'm good at paying attention to details. I'm interested in organizing information.
Student B: Maybe you should be an accountant.

J APPLY Write a paragraph about your job skills. Describe the job skills you have or are interested in learning. Say why these skills are important and useful. Answers will vary.

LESSON 3

Help Wanted

GOAL ▶ Interpret job advertisements

A Read the following job advertisements.

1. AUTO TECHNICIAN

Job Type: PT

Do you like to work on cars? Do you have an excellent attitude, good mechanical skills, and the ability to learn fast? Strong electronics background preferred. Call Kip Jones at (310) 555-9078 or email resume to kjones@j0ne5aut0m0tive.com

APPLY NOW

2. ADMINISTRATIVE ASSISTANT

Job Type: FT 40K–45K / year

Acme Construction. Minimum two years' experience. Good computer skills required (Word, Excel, manage social media accounts). Must be good at working under pressure. Email: jobs@acm3.com

APPLY NOW

3. RECEPTIONIST

Job Type: PT (weekends: 10 a.m.–6 p.m.)

HS diploma (or equivalent) and one year's experience. Excellent phone and organizational skills along with a pleasant attitude are a must! Please apply in person at: 396 Marcasel Avenue, Los Angeles, CA 90066

APPLY NOW

4. MEAT AND PRODUCE MANAGERS

Job Type: FT

Fast-growing supermarket chain seeks bright and motivated managers for meat and produce sections. Prior management experience required. Excellent salary and benefits. Call: (626) 555-1342

APPLY NOW

5. PHARMACY CLERK

Job Type: PT

Detail-oriented pharmacy clerk needed to process insurance forms and assist customers. Must be bilingual (English and Spanish). Must have strong communication and organizational skills. Great benefits. Call Armine: (626) 555-6613

APPLY NOW

6. CUSTODIAN

Job Type: FT $14–16 / hr + benefits

Dependable custodian for three apartment buildings. Minimum two years' experience in plumbing, carpentry, painting, and repairs. Must have own tools and car. Call: (818) 555-3500 ext. 523

APPLY NOW

B Are there any words or abbreviations that are new to you? List them below and discuss them with your classmates and teacher. Answers will vary.

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At-a-Glance Prep

Goal: Interpret job advertisements
Academic Strategy: Reading for understanding
Vocabulary: abbreviations in job ads, *technician, insurance forms, custodian*

Agenda

- ☐ Read job ads.
- ☐ Understand classified ad abbreviations.
- ☐ Match jobs with skills and preferences.
- ☐ Write an ad for your dream job.

Pacing

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

Standards Correlations

CASAS: 4.1.3, 4.1.8, 4.1.9
CCRS: RI1, RI4, RI7, W2, L1, L2
ELPS:
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, 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

5 mins. ■■■

Ask students to take out the job skills paragraph they wrote in **J**, Lesson 2 and share it with a partner. Ask a few volunteers to read their paragraphs out loud.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

Introduction

5–10 mins. ■■■

Write the phrase *How to find a job* on the board. Ask students to think of some different ways to find a job. Write their responses on the board. Your list may look something like this:

How to find a job
Ask friends or family
Respond to help wanted signs
Answer ads in the newspaper or on the internet

State the goal: *Today, we will read and interpret job advertisements.*

Presentation 1

15–20 mins. ■■■

A Read the following job advertisements.

Look at the first ad together. Explain the word *abbreviation*. Then write *Jobs Offered* and *Abbreviations* on the board. Ask students what job the second ad offers. Write the job title on the board. Ask them what abbreviations appear in this ad and note them on the board. Now ask students for the meaning of each abbreviation. Have them guess if they don't know. Write their ideas on the board.

Have students form groups of three or four and go through all six ads on the page, making a list of the jobs offered and another list of the abbreviations used in each ad. Call on different people to come up to the board and fill in information under the two headings. You may have to help them with the abbreviations list.

B Are there any words or abbreviations that are new to you? List them below and discuss them with your classmates and teacher.

Have students complete the list individually. Go over the abbreviations already listed on the board, clarifying doubts. Then have students share their words and create a class list on the board. Call on students to explain any words they know, and erase them from the list. Provide definitions of any words left on the list at the end.

Workplace Focus

Exercise C: Complete tasks as assigned;
Exercise D: Collect and organize information.

Practice 1

10–15 mins.

C INTERPRET Read the ads in A again and answer the questions below.

Go over the first item with students. Make sure they know to look back at **A**. Have students complete the rest of the exercise by themselves. When they have finished, they can check their answers with a partner.

Evaluation 1

5 mins.

Go over the answers as a class.

Presentation 2

5 mins.

Write the phrase *Administrative Assistant* on the board. Ask students what skills are needed for this job. Have them look back at **A** for help. Make a list of their ideas on the board. Then ask students what job preferences the person who applies for this job might have. Make another list on the board.

Practice 2

10–15 mins.

D What skills are required for each job advertised in A? Complete the table.

Students can do this exercise alone or in a small group. Refer them back to the ads in **A** as needed.

Evaluation 2

5–10 mins.

Assign a pair or small group of students one of the job titles and have them write their list on the board.

BEST PRACTICE

Student board work

The board is a valuable teaching tool. Students should be asked to make use of it as much as teachers themselves. Give students a few basic tips before asking them to write on the board.

1. When sharing space with other classmates, ask students to divide the board into sections.
2. Tell students to write clearly. They should write in print, use text large enough for everyone to see, and write in straight lines.
3. Point out that students need to check their grammar and spelling as they write.

Instructor's Notes

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C INTERPRET Read the ads in A again and answer the questions below.

1. What experience should the auto technician have? electronics background
2. Which employer wants someone who can work under pressure? Acme Construction
3. Which job requires a friendly personality? receptionist
4. Which job requires a car? custodian
5. Which job requires someone who is detail-oriented? pharmacy clerk
6. Which job requires someone who is bilingual? pharmacy clerk
7. What are ways to apply for these jobs? in person, call, and email

D What skills are required for each job advertised in A? Complete the table.

Job	Skills Required or Preferred
auto technician	like(s) to work on cars, excellent attitude, mechanical skills, ability to learn fast, electronics background
administrative assistant	two years' experience, good computer skills, good at working under pressure
receptionist	one year's experience, phone skills, organizational skills, pleasant attitude
meat and produce managers	bright, motivated, prior management experience
pharmacy clerk	detail-oriented, bilingual English / Spanish, communication skills, organizational skills
custodian	dependable; two years' experience in plumbing, carpentry, painting, repair

E **Read the descriptions and decide which job or jobs from A each person should apply for. Write the job titles.**

1. Addisu recently moved here and needs to find a job. At his old job, he answered the phone, scheduled meetings, and sent memos. He would like a job doing the same thing. Which job or jobs should he apply for?

   receptionist, administrative assistant

2. Kyung was recently laid off from his janitorial job at the local school district. He had been working there for ten years and took care of all the maintenance and repairs for the school. Which job or jobs should he apply for?

   custodian

3. Hayma wants to find some extra work on the weekends. She is good at answering phones and she is very organized. Which job or jobs should she apply for?

   receptionist

4. Rita manages a bakery but wants to find a job closer to home. She is smart and willing to work hard. She really likes to work with people and would like to find a job in the same line of work. Which job or jobs should she apply for?

   meat and produce manager

F **REFLECT** **Answer the following questions about yourself.** Answers will vary.

1. Which job advertised in **A** is best for you? Why?

2. Which job would you most like to have? Why?

3. Which job would you like the least? Why?

G **CREATE** **On a separate piece of paper, write an ad for your dream job. Include the job title, skills, preferences, pay, and any other necessary information.** Answers will vary.

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Workplace Focus

Exercises E, G: Interpret and communicate information;
Exercise F: Complete tasks as assigned.

Presentation 3

5–10 mins.

Present this scenario to students: *You recently lost your job at a restaurant. It was a nice restaurant and you had been a food server there for five years. The restaurant decided to move to a new location, too far from your home. Now you need a new job. What job can you apply for?* Ask students to look at the job openings in **A** and give you an answer.

Practice 3

5–10 mins.

E **Read the descriptions and decide which job or jobs from A each person should apply for. Write the job titles.**

Students can do this alone or in groups. Tell them to read the descriptions carefully, focusing on the details of each person's previous experience, and then discuss each case and suggest jobs. Monitor groups as they discuss and provide help as needed.

F **REFLECT** **Answer the following questions about yourself.**

Go over the questions with the class, then give students time to answer them. Provide vocabulary help as needed. When students are ready, have them discuss their answers with a partner.

Evaluation 3

5 mins.

Monitor and ask students questions so that they explain their reasons fully. When they have finished, call on volunteers to share their answers with the class.

Application

15–20 mins.

Ask students what different items are included in a job advertisement. Make a list on the board. They might suggest such items as job title, qualifications, skills required or preferred, hours needed, pay, benefits, contact person, and contact number. As a class, decide what items are most important to include in a job advertisement.

G **CREATE** **On a separate piece of paper, write an ad for your dream job. Include the job title, skills, preferences, pay, and any other necessary information.**

Have each student write his or her own ad, even if working with a partner. Make sure students use abbreviations. You may want to specify a minimum number of abbreviations they should use. Have students exchange ads with a partner so they can help them check it for spelling or grammar mistakes and make suggestions on how the ad could be improved.

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

Instructor's Notes

At-a-Glance Prep

Goal: Complete a job application
Academic Strategies: Focused listening
Vocabulary: *connection, job application, resume, position, employment agency, hiring, manager*

Agenda

- ☐ Discuss ways to apply for a job.
- ☐ Ask for an application.
- ☐ Read a job application.
- ☐ Fill out job applications.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.2
CCRS: RI7, SL1
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.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 10-15 mins. ■■■

Have students take out the job advertisements that they wrote in Lesson 3. Have students post them around the classroom and then read each other's. Quiz students on what the abbreviations mean. Then poll the class to see which ad offered the most desirable position.

Workplace Focus

Exercise C: Interpret and communicate information; Complete tasks as assigned.

Introduction 5-10 mins. ■■■

Discuss with students what they need to do once they find an opening for a good job. Explain that to get most jobs they will have to fill out a job application. Ask them how they would go about getting an application. Write some of their ideas on the board. State the goal: *Today, we will learn how to complete a job application.*

Presentation 1 15-20 mins. ■■■

A Look at the ways people apply for jobs. How did you get your last job? What's the best way to get a job? Discuss your answers with a partner.

As a class, go over the ways people apply for jobs. Then have students discuss their answers with a partner. Call on volunteer pairs to report what they discussed.

Have students read the Life Online tip. Clarify any vocabulary doubts. Ask them if they know any professional social media sites. Write any they suggest on the board (for example, LinkedIn). Have students explain how these sites can be helpful when looking for a job.

Life ONLINE

B Not every business advertises available positions. If you want to work somewhere, you should go in and ask for an application. Read the conversation below.

Have students read the conversation silently and then go over it as a class. Ask volunteers to role-play the conversation.

Practice 1 5-10 mins. ■■■

C Practice the conversation in B. Use the job titles from this unit to make new conversations.

Elicit the different job titles students have already seen in the unit. Write them on board. Then have students work with a partner to practice the conversation a few times, switching roles each time.

Evaluation 1 5-10 mins. ■■■

Observe students as they practice. Provide help with pronunciation if necessary.

Note: Presentation 2 and **D** appear on the next page.

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LESSON 4

Employment History

GOAL ▶ Complete a job application

A Look at the ways people apply for jobs. How did you get your last job? What's the best way to get a job? Discuss your answers with a partner.

- know someone at a company (personal connection)
- go to an employment agency
- join a professional network
- see a *Help Wanted* sign and fill out an application
- introduce yourself to the manager and fill out an application
- send a resume to a company

Life ONLINE

Joining professional social media sites is very useful. You can set the parameters of what type of job you are looking for, have alerts sent to you, and get recommendations there.

B Not every business advertises available positions. If you want to work somewhere, you should go in and ask for an application. Read the conversation below.

Ramona: Excuse me. May I speak to the manager, please?
Employee: She's not here right now. Can I help you?
Ramona: Are you hiring?
Employee: As a matter of fact, we are.
Ramona: What positions are you hiring for?
Employee: We need a manicurist and a receptionist.
Ramona: Great. Can I have an application, please?
Employee: Here you go. You can drop it off any time.
Ramona: Thanks a lot.
Employee: Sure. Good luck.

C Practice the conversation in B. Use the job titles from this unit to make new conversations.

D On a job application, you have to fill in certain information. Match the type of information to its description.

c 1. Personal information	a. people you have worked with
b 2. Employment history	b. previous jobs you have had
e 3. Availability	c. name, address, skills
d 4. Education	d. schools you attended
a 5. References	e. when you are free to work

E **ANALYZE** **Look at Ramona's online job application. Think about how you would fill it out for yourself.** Answers will vary.

Personal Information
*Indicates a required field

Legal Name
First Name* Ramona Last Name* Jimenez

Address
Address 123 Stanford Ave
City Garden Grove State CA Postal Code 92840
Email Address*

Phone
Phone Number* (714) 555-9765 Type* Cell

Work Experience
Job Title* Server Company* Carly's Coffee Shop
I currently work here.
From* 9/23 To* 4/24
Role Description
Take orders, serve food

Education
School or University* Long Beach High School Degree* High School Diploma

Languages
Language* Spanish Overall * Fluent This is my native language.
Language* English Overall * Intermediate This is my native language.

Are you legally authorized fo employment in the United S ates?* Yes No
Are you able to provide proof of legal eligibility to work?* Yes
Are you at least 18 years old?* Yes No
Are you willing to consider o portunities at our other lo ations?* Yes
Are you available to work on weekends and holidays?* Yes No

Workplace Focus
Exercise E: Interact appropriately with team members;
Exercise F: Complete tasks as assigned.

Presentation 2
5-10 mins.

First, ask students what information items go on an application. Make a list on the board and add items students didn't mention. Ask them to take out a sheet of paper and copy the list. Have them put a checkmark next to every item they know. Have students underline the items they have to find out about at home. Have them circle the information that is not applicable to them or that they have no way of finding out.

D **On a job application, you have to fill in certain information. Match the type of information to its description.**
Do this activity as a class.

Practice 2
15-20 mins.

E **ANALYZE** **Look at Ramona's online job application. Think about how you would fill it out for yourself.**
Have students look over Ramona's information. Encourage them to ask questions about anything they don't understand. Then have students discuss with a partner what information they would put in each section.

Evaluation 2
15-20 mins.
Monitor and help students with vocabulary as needed.

Instructor's Notes

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Practice 3

10-20 mins.

F APPLY Complete this online application form. Circle your answer in the drop-down menus.

Go over the instructions and make sure students understand which parts they have to circle. Then have them work individually to complete the form. Encourage them to consult with a partner or with you if they have any doubts.

Evaluation 3

3-5 mins.

Monitor and check that students are completing the form appropriately. When they have finished, ask students to share which parts they found difficult to complete and discuss why.

Workplace Focus

Exercise G: Complete tasks as assigned.

Application

10-20 mins.

G Think of three companies you could apply to work at. Go online and practice filling out an application.

Review writing good search terms in the search engine then have students look for online job application forms. Suggest students look for jobs that suit their profile and experience but also allow them to choose one that they'd like to apply for even if they don't have the skills required. Share the BEST PRACTICE information with the class.

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

BEST PRACTICE

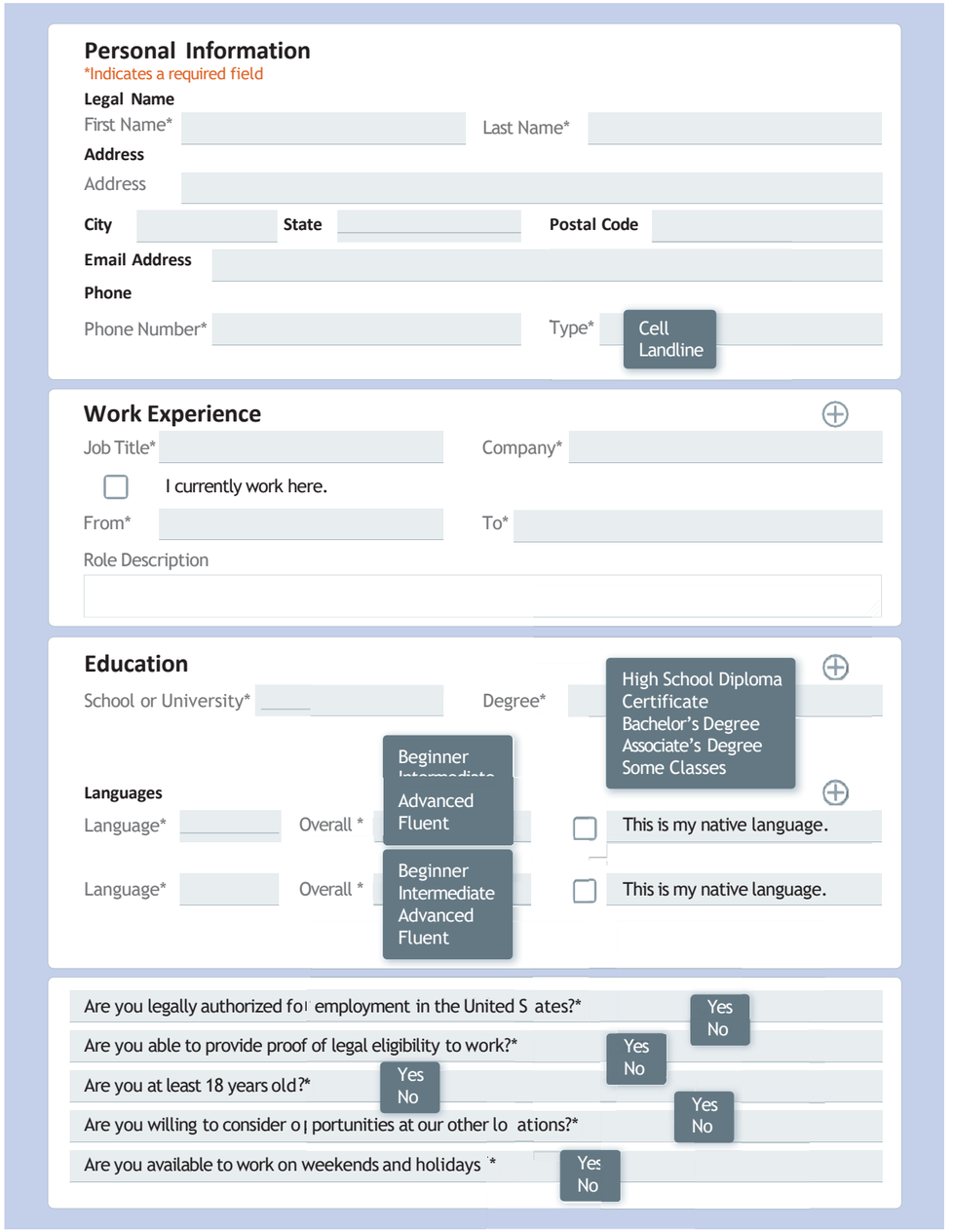
Filling out applications

Tell students that they will be asked on many occasions to fill out an application (jobs, housing, etc). Point out that although much of the information will be the same, they should always read the entire application before they fill it out. Tell students that some of the information required may not apply to them. If this is the case, let them know that it is usually acceptable to leave it blank. Remind students that if they have any questions about this or other information on the application form, they should not hesitate to ask for help. Finally, encourage students to take a moment to check over their applications after they have finished.

Instructor's Notes

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F APPLY Complete this online application form. Circle your answer in the drop-down menus. Answers will vary.



G Think of three companies you could apply to work at. Go online and practice filling out an application. Answers will vary.

LESSON 5

Why Do You Want to Work Here?

GOAL ▸ Interview for a job

A **Have you ever had a job interview? What happened? Tell your partner.** Answers will vary.

B **During a job interview, an employer tries to find out about an applicant's character and personality. Read and listen to find out what interviewers look for during an interview.**

Your job interview is the most important part of the application process. This is when the employer gets to meet you and learn more about you. Employers are interested in your skills and experience, but they also look for personality and character traits.

Do you stand tall and smile confidently? Employers will notice your self-confidence. Managers want to hire employees who have confidence in themselves and will have confidence in the job they are doing.

Do you like to work hard and do a good job? Another important thing an interviewer looks for is enthusiasm about work. People who are enthusiastic about a job make great employees. They are happy with the work and usually stay with the company for a while.

Are you friendly and easy to talk to? Do you pay attention to how other people are feeling? Warmth and sensitivity are also very important traits. A person with these characteristics will make a good coworker; someone who can work well with others.

Do you have some or all of these traits? Can you show that you have these traits in an interview? If the answer is yes, you will have a good chance of getting the job.

C **EXPLAIN** **Discuss the following questions with a partner.**

1. In your opinion, which is the most important trait: self-confidence, enthusiasm, or a friendly personality? Answers will vary.
2. According to the information in **B**, how can you use body language to show you are self-confident? Can you think of any other ways you can show confidence through body language? Stand tall and smile. Answers to second question will vary.
3. How can you show an employer that you are enthusiastic about a job and a company? You can show interest in the company.
4. According to the information, why do employers like to hire warm, sensitive people? They like to hire them because they make good coworkers who work well with others.
5. Do you think there are other character traits that employers like? What are they? Answers will vary.

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At-a-Glance Prep

Goal: Interview for a job
Grammar: *would rather*
Academic Strategy: Reading for understanding
Vocabulary: *personality, character traits, self-confiden e, enthusiasm, warmth, sensitivity*

Agenda

- ☐ Discuss job interview experiences.
- ☐ Listen and read about interviewing.
- ☐ Discuss desirable character traits.
- ☐ Indentify appropriate interview clothing.
- ☐ Use *would rather* to discuss preferences.
- ☐ Answer interview questions.

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, SL1, SL2, SL6, L1
ELPS:
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, 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.

Warm-up and Review 5-10 mins.

Go over the steps of the application process that you have discussed so far in this unit: decide what job you want; find an opening for that type of job in a newspaper or by using the suggestions in Lesson 4, Exercise A; get an application; fill out the application; turn in the application. Ask students if they know the next step.

Workplace Focus

Exercise A, C: Interact appropriately with team members.

Introduction 5-10 mins.

A **Have you ever had a job interview? What happened? Tell your partner.**

Have pairs talk for a few minutes. Ask volunteers to share with the class. State the goal: *Today, we will learn how to interview for a job.*

Presentation 1 5-10 mins.

Ask students what they think interviewers are looking for in a candidate. Have them brainstorm in groups or as a class. Write their ideas on the board.

Practice 1 10-15 mins.

Have students read the text. Ask them not to use their dictionaries. Give students as much time as they need to understand the gist.

B **During a job interview, an employer tries to find out about an applicant's character and personality. Read and listen to find out what interviewers look for during an interview.**

Have students listen first with their books closed. Play the audio and ask students to call out key words they heard. Write them on the board. Have students open their books then play the audio again. Tell students to read as they listen. Ask a few general comprehension questions to check understanding. For example: *What kind of employees do interviewers want to hire?*

C **EXPLAIN** **Discuss the following questions with a partner.**

Go over the questions quickly, then have students answer them in pairs.

Evaluation 1 10-15 mins.

Discuss the answers to the questions in **C** as a class. Answer any questions students have about the reading. Ask students for examples of how they could show each trait in an interview. You might make a chart on the board with traits and examples.

Workplace Focus

Exercise D: Complete tasks as assigned;
Exercise E: Combine ideas and information.

Evaluation 1 *(continued)*

D Imagine you are interviewing someone for a job as an administrative assistant in a busy doctor's office. List six personality traits you would look for.

Elicit the meaning of each word in the box. Help students define any words they are not sure about. Then have students complete the activity individually. Write the words on the board. Compare lists as a class and try to come to a consensus on the six most important character traits.

Presentation 2

10-15 mins.

Ask a few students to stand up, choosing students who are wearing a variety of styles. Ask the class whether they would be dressed appropriately for a job interview and explain why or why not.

BEST PRACTICE

Cooperative learning technique (Sit down and share)

You could do this exercise as an alternative to the presentation above.

1. Ask the whole class to stand up.
2. Ask students who are wearing jeans to sit down.
3. Ask students who are wearing sneakers to sit down.
4. Repeat the steps above, substituting things that are inappropriate to wear to an interview (baseball caps, tank tops, shorts, etc.). Everyone left standing should be wearing an outfit appropriate for an interview.
5. Ask the class why they think this group of people is left standing.
6. Discuss what these people are wearing and why these outfits are appropriate for a job interview.

Practice 2

15-20 mins.

E DETERMINE Discuss what clothing and accessories are appropriate or not appropriate for a job interview. Fill in the chart with your ideas.

Have students complete the chart individually first and then compare with a partner. Monitor and provide help with vocabulary as needed.

Evaluation 2

10-20 mins.

Go over students' responses as a class. Encourage students to explain their reasons if there are any differences of opinion.

Instructor's Notes

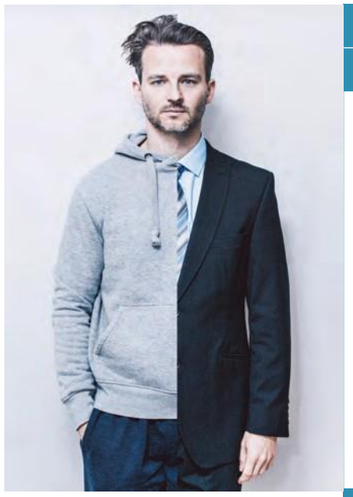
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D Imagine you are interviewing someone for a job as an administrative assistant in a busy doctor's office. List six personality traits you would look for. Answers will vary.

arrogant	confident	friendly	helpful	intelligent	sensitive	thoughtful
careful	enthusiastic	funny	honest	motivated	sneaky	warm

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

E DETERMINE Discuss what clothing and accessories are appropriate or not appropriate for a job interview. Fill in the chart with your ideas.



Men	
Appropriate	**Not Appropriate**
long-sleeved shirt tie pants suit belt cufflinks briefcase	t-shirt jeans sneakers shorts

Women	
Appropriate	**Not Appropriate**
earrings makeup pants suit belt cufflinks dress handbag briefcase jacket	t-shirt jeans sneakers shorts casual skirts

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

Would rather					
Subject	***Would rather***	**Base Form**	***than***	**Base Form**	**Example Sentence**
I / You / She / He / It / We / They	would ('d) rather	work alone	than	work with people.	I **would rather** work alone **than** work with people.
Note: You can omit the second verb if it is the same as the first verb: *I would rather work nights than (work) days.*					

G **Which work situation do you prefer? Talk to your partner about your preferences.**

Answers will vary.

EXAMPLE: **Student A:** Would you rather work inside or outside?

Student B: I'd rather work inside because I hate the cold.

1. work alone / on a team
2. work days / nights
3. get paid hourly / weekly
4. have your own business / work for someone else
5. retire at 65 / work until you are 70
6. walk to work / drive to work

H **Write sentences about your ideal work situation.** Answers will vary.

1. I'd rather work on a team than alone because I like talking to people.
2. _____
3. _____

I **PREPARE** **Imagine you are preparing for a job interview. Choose a job from the ads on page 152 or one of your own. Work with a partner and answer the questions below.**

Answers will vary.

1. What are your skills?
2. Why do you think you would be good at this job?
3. How would you describe your personality?
4. What did you like and dislike about your last job?
5. Would you rather work full-time or part-time?
6. What salary do you expect?

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Workplace Focus

Exercise G: Interact appropriately with team members;
Exercise H: Complete tasks as assigned;
Exercise I: Combine ideas and information.

Presentation 3

5-10 mins.

Ask students the following questions and take a class poll: *Would you rather work alone or with people? Would you rather work outside or inside? Would you rather work full-time or part-time?*

F Study the chart with your classmates and teacher.

Write the questions you asked in the Presentation stage on the board and elicit the answers, write these too. Underline *would rather* and ask students when we use it. Then go over the chart with the class. Model sentences using the contraction *I'd*.

Practice 3

10-15 mins.

G Which work situation do you prefer? Talk to your partner about your preferences.

Model the conversation with a few volunteers before having students work in pairs.

H Write sentences about your ideal work situation.

Tell students to imagine their ideal work situation. Have them think about where they are, what they are doing, who they are with, etc. Then have them complete the activity individually. Refer them back to the ideas in **G** but tell students that they can add other ideas if they want to. Monitor and make sure they are including the reasons for their preferences.

Evaluation 3

10-15 mins.

Observe students as they discuss work situations in **G**. Ask volunteers to write their sentences from **H** on the board. Evaluate them as a class.

Application

10-20 mins.

I PREPARE Imagine you are preparing for a job interview. Choose a job from the ads on page 152 or one of your own. Work with a partner and answer the questions below.

Have students write down their answers to the questions. Then have them practice asking and answering the questions with a partner. If you have time, you may want to conduct practice interviews with students.

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

Instructor's Notes

At-a-Glance Prep

Goal: Discover a career in general management

Agenda

- ☐ Responsibilities of a general manager
- ☐ Statistics related to general management careers
- ☐ Job ad for a general manager
- ☐ Research a sales manager job ad online.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.8.1, 6.7.2, 6.7.3

CCRS: R7, SL1, SL2, W7

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.

S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

In this lesson, students are introduced to general management careers. They will analyze statistics related to this career. Students will then review a job ad for a general manager and reflect on whether they would like the job. Finally, they will search for a management job ad online.

Warm-up and Review 10-15 mins. ■■■

Write *Career Clusters* on the board and have students recall the ones they have seen in the previous units. Write them on the board. Elicit examples of jobs associated with each cluster and their duties and then character traits required for the jobs they suggest. Write these on the board as students call them out.

Introduction 5-10 mins. ■■■

Write *manager* on the board and elicit vocabulary related to this job. Write students' ideas on the board. Remind them that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today, we will learn about careers in general management*.

Presentation 1 5-10 mins. ■■■

A What does a general manger do? Write a brief description with a partner.

Have students work with a partner to write a list of job responsibilities and skills. Share lists as a class.

Practice 1 15-20 mins. ■■■

B Look at the statistics below and ask and answer questions with a partner.

Have students go through the statistics with a partner and then answer the questions together. Go over the answers as a class. Ask students if they were surprised by any of the numbers.

C Look at the statistics below. Using the information above, fill in the some of the missing words. Guess the rest. Then listen and confirm your answers. 🎧

Tell students to read the sentences and write the information they already have. Then play the audio for **C**. Have students compare answers with a partner. Play the audio again, one or more times, as needed.

Evaluation 1 5-10 mins. ■■■

Check answers to **C** as a class and discuss what students think about careers in general management. Ask questions to prompt discussion. For example: *What are the pros and cons of this career? Are you interested in this career? Why or why not?*

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LESSON 6

Explore the Workforce

GOAL ▶ Discover a career in general management

A What does a general manager do? Write a brief description with a partner.

A general manager Answers will vary.

B Look at the statistics below and ask and answer questions with a partner.



1. What is the average age of a general manager? 44
2. How many general managers are there in the US? 974,878
3. What is the most common degree for a general manager? Bachelor's Degree
4. Is it more common for a general manager to be male or female? male

C Look at the statistics below. Using the information above, fill in the some of the missing words. Guess the rest. Then listen and confirm your answers. 🎧

1. General managers are paid an average annual _____salary_____ of $65,517.
2. 29% of all general managers are _____women_____, while 71% are _____men_____.
3. The average age of a working general manager is _____44_____ years old.

4. The large number of general managers live in New York, NY and Houston, TX.

5. A general manager's average starting salary is $36,000.

6. New York, NY, pays an annual average wage of $94,847, the highest in the US.

7. Hawaii is the best state for general managers to live.

8. General managers are most needed in New York, NY.

D INFER Discuss and write answers with a small group. Answers will vary.

1. Look at numbers 1 and 5 in **C**. What is the difference between an average annual salary and a starting salary?

   An average salary is the amount most general managers make but the starting salary is the salary they make when they first start their career.

2. Look at numbers 7 and 8. What is the difference between these two statements?

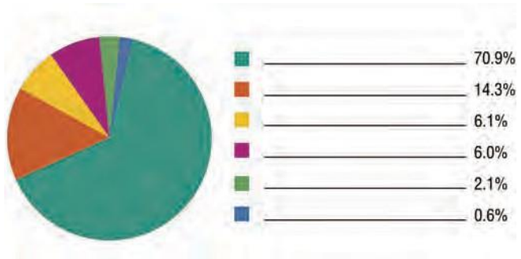
   Hawaii is a good place for general managers to live, but there are more general managers' jobs available in New York.

3. Why do you think more men than women are general managers?

   Answers will vary.

E Study the data in the chart. Use it to fill the pie chart legend. Answers will vary.

General Manager Race	Percentage
American Indian and Alaska Native	0.6%
Asian	6.1%
Black or African American	6.0%
Hispanic or Latino	14.3%
Unknown	2.1%
White	70.9%



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Presentation 2

15-20 mins.

D INFER Discuss and write answers with a small group.

Assign students to groups of 3 or 4. Tell them to read the questions first and check they understand them. Then have them discuss and answer each one with their group.

Practice 2

20-25 mins.

E Study the data in the chart. Use it to fill the pie chart legend.

Have students analyze the data with their group then ask them what it shows.

Evaluation 2

10-15 mins.

Monitor as students discuss the questions in **D**, providing help as needed. Then have groups share their answers and discuss them as a class.

Instructor's Notes

Presentation 3

15-20 mins.

Write *job skills* on the board. Elicit skills students remember from previous lessons and write them on the board.

F ASSESS What skills are needed to be a good general manager? Circle the skills below. Then check (✓) the skills you have.

Go over the skills as a class to check understanding, then have students complete the activity individually. Have them compare answers with a partner, then discuss them as a class. Have students justify their opinions and try to reach a class consensus.

G ANALYZE Read the job ad and circle the parts that describe you.

Ask students what information we find in a job ad. Write their ideas on the board. Then have them read the ad. Ask some general comprehension questions and clarify any vocabulary questions. Have students read the ad again and circle the parts that fit them. Have them compare with a partner, and then call on volunteers to share what they circled.

Practice 3

10-15 mins.

Ask students in shorter classes to do Practice 3 for homework. They can share their ideas briefly in the next class or, if possible, via a group chat or forum before the next class.

H REFLECT Is this a job you would like to have? Why or why not?

Depending on time, you can have students give their opinions as a class or put them into small groups to discuss the questions. Monitor as students talk about the reasons why they would or wouldn't want to be a general manager. Ask questions to prompt them to continue their discussion.

I Go online and find a job advertisement for a sales manager. Answer the following questions.

This activity could be done individually or in pairs. Go over the questions then have students search online for appropriate job ads. Remind them to be clear and specific with the words and phrases they put in the search engine.

Evaluation 3

5-10 mins.

Monitor as students carry out their research online. Provide help as needed. After students have chosen their ads and answered the questions, have them share their job ads and the answers to the questions in small groups. Have each group decide which is the most attractive position and why.

Instructor's Notes

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Based on your race AND where you live, do you have a good chance of getting a job as general manager? Why or why not? _____

_____

F ASSESS What skills are needed to be a good general manager? Circle the skills below. Then check (✓) the skills you have. Answers will vary.

- ☑ Communication skills
- ☑ Leadership skills
- ☑ Organizational skills
- ☑ Problem solving
- ☑ Critical thinking
- ☑ Technical skills

G ANALYZE Read the job ad and circle the parts that describe you. Answers will vary.

General Manager

Silver Sneakers Gym Fort Worth, TX **$70,000 to 100,000 annually**

Do you want to work in an environment with great people, have great benefits, paid time off, free gym membership and opportunities to learn to grow within a company?

We are looking for talented individuals who:

- Have a positive, upbeat, and outgoing attitude
- Are passionate about hospitality and excellence for our members
- Have fitness industry experience (preferred)
- Love to constantly learn and grow

There are some MUST HAVES:

- 3-5 years of management experience supervising 3-10 employees in a team environment, with measurable outcomes of employee development and promotion
- Success in creating new teams and / or rebuilding teams in a collaborative environment
- Excellent communication skills, oral and written, with a heavy emphasis on listening!
- A high school diploma or equivalent is required and gets you in the door, but we'd love to see a bachelor's degree
- Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) certification required

Note: This job requires the ability to move and lift up to 25 lbs. Standing, sitting, or walking for extended periods of time and appearance in a clean uniform are also required.

H REFLECT Is this a job you would like to have? Why or why not? Answers will vary.

I Go online and find a job advertisement for a sales manager. Answer the following questions. Answers will vary.

1. What is the job title?
2. Where is the job located?
3. Is it full time or part-time?
4. What is the salary range?
5. What experience is needed?

Review

A **Read each skill below and write the correct job title on the line.**

1. cleans teeth — dental hygienist
2. send memos, files, and does general office work — administrative assistant
3. takes a patient's temperature and blood pressure — home health aide
4. fixes pipes — plumber
5. maintains office buildings — custodian
6. uses equipment in a factory or a construction site — machine operator
7. takes care of children — nanny
8. maintains yards — landscaper

B **List six job skills you have.** Answers will vary.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C **Complete the sentences using the gerund or infinitive form of the verb in parentheses.**

1. I like working / to work on a team. (work)
2. I am good at talking to customers. (talk)
3. They hate answering / to answer the phone. (answer)
4. I decided to take a computer course next semester. (study)
5. He is interested in repairing cars. (repair)
6. We finished writing our reports yesterday. (write)

Learner Log

I can identify job titles and skills. ☐ Yes ☐ No ☐ Maybe

I can identify job skills and personality traits. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategy: Reviewing
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, 4.1.8, 4.1.9, 7.4.5
CCRS: RI1, RI7, L1
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.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 5–10 mins.

In groups, have students list questions they might be asked at a job interview.

Introduction 5–10 mins.

Ask students as a class to try to recall (in general) all the goals of this unit without looking at their books. Then remind them of the goals they omitted, if any. (Unit goals: identify job titles and skills, identify job skills and personality traits, interpret job advertisements, complete a job application, interview for a job, discover a career in general management). Write all the goals from Unit 6 on the board. Show students the first page of the unit and mention the six goals. State the goal: *Today, we will review everything you have learned in this unit.*

Presentation 10–15 mins.

Quickly go to the first page of each lesson and discuss the goal. Ask questions to remind students of what they learned.

Practice 20–25 mins.

Note: There are two ways to do the review:
(1) Go through each exercise one at a time and, as students complete each one, go over the answers.
(2) Briefly go through the instructions of each exercise, allow students to complete all of the exercises at once, and then go over the answers.

A **Read each skill below and write the correct job title on the line.**

Have students recall job titles they saw in Lesson 1, then have them complete the activity individually. Have students compare answers with a partner before checking as a class.

B **List six job skills you have.**

Have students write their skills. If anyone doesn't feel they can write 6, suggest they write skills they'd like to acquire.

C **Complete the sentences using the gerund or an infinitive form of the verb in parentheses.**

Elicit examples of the gerund and infinitive forms of verbs, then have students complete the sentences individually. Have students compare answers with a partner. If they have different answers, refer them back to the chart in Lesson 2.

Evaluation 20–25 mins.

Go around the classroom 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.

Learner Log 5–10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

Practice *(continued)*

25–30 mins.

D Read the job ads.

Have students read the ads, then ask a few questions. For example: *What does FT mean? What are benefits?*

E Look at the ads in D. Write: *administrative assistant*, *custodian*, or *both*.

Have students answer the questions. Check answers as a class.

F Fill out the partial online job application.

Review the information that is needed for an application form, then have students complete the form.

Evaluation

25–30 mins.

Go around the classroom 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.

Learner Log

5–10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

BEST PRACTICE

Recycling / Review

The review exercises 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

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D Read the job ads.

1. ADMINISTRATIVE ASSISTANT

FT: 10 a.m. – 6 p.m.
Requires HS diploma and one-year's experience. Excellent phone, computer, and organizational skills along with a pleasant attitude is a must!
Please send resume to: jobs@aaj08s.com

APPLY NOW

2. CUSTODIAN

Reliable custodian for local school district. Minimum one-year's experience cleaning, plumbing, carpentry, painting, and repairs.
Will provide supplies and tools.
$14–16 / hr + benefits
Call: (818) 555-6879

APPLY NOW

E Look at the ads in D. Write: *administrative assistant, custodian,* or *both*.

1. Which job requires experience?
   both
2. Which job offers benefits?
   custodian
3. Which job requires a high school diploma?
   administrative assistant
4. Personality is NOT important for which job?
   custodian

F Fill out the partial online job application. Answers will vary

Legal Name

First Name* Last Name*

Email Address

Phone

Phone Number* Type*

Work Experience

Job Title* Company*

☐ I currently work here.

From* To*

Learner Log

I can interpret job advertisements. ☐ Yes ☐ No ☐ Maybe

I can complete a job application. ☐ Yes ☐ No ☐ Maybe

Review

G **What kind of personality traits should people have for these jobs? Write two adjectives for each job. Share your answers with a partner.** Answers will vary.

1. home health aide: responsible, caring
2. manager in a clothing store: bright, motivated
3. receptionist in a dentist's office: pleasant, friendly
4. hair dresser: caring, responsible
5. sales representative: clean, dependable
6. teacher: patient, enthusiastic

H **Write six interview questions for one of the following jobs. Interview a partner.**

Answers will vary

assembler in a factory	computer technician	home health aide	receptionist
bookkeeper	furniture store manager	landscaper	waiter

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

I **Dictionaries use different symbols to show word stress. Look up the following words in the dictionary. Write them with the correct syllable stress.**

1. applicant ap'-pli-cant
2. previous pre'-vi-ous
3. bookkeeper book'-keep-er
4. technician tech-ni'-cian
5. computer com-put'-er
6. equipment e-quip'-ment
7. environment en-vi'-ron-ment
8. require re-quire'

Learner Log

I can interview for a job.

☐ Yes ☐ No ☐ Maybe

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Practice *(continued)*

25–30 mins.

G **What kind of personality traits should people have for these jobs? Write two adjectives for each job. Share your answers with a partner.**

Elicit personality traits and write them on the board. Tell students to go back to Lesson 5 to check if they missed any. Then have them complete the activity and discuss their answers with a partner. If they disagree, encourage them to explain their reasons.

H **Write six interview questions for one of the following jobs. Interview a partner.**

Elicit the question words they saw in Lesson 5 for interviews: *how, what, why*. Remind them about *would rather* in interview questions. Have students write questions and then take turns interviewing a partner.

I **Dictionaries use different symbols to show word stress. Look up the following words in the dictionary. Write them with the correct syllable stress.**

If students don't have dictionaries, they can use an online dictionary. When they have finished, practice the pronunciation of each word.

Evaluation

25–30 mins.

Go around the classroom 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.

Learner Log

5–10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.8.1, 4.8.5, 7.2.6

CCRS: W6, SL1, SL4, SL5, SL6

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.

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: Brainstorming

Explain how, in the workplace, collaboration is a very important skill because projects can be developed and completed more easily and effectively when people work together. Explain to students that brainstorming is one way of sharing ideas when collaborating. Point out the information in the section on the project page.

Warm-up 10 mins.

Ask questions that help students feel confident about completing the project in a team.

Introduction 10 mins.

Let students know that they will be making a job ad for a job fair. Point out the description of a job fair at the bottom of the page.

Presentation 10–15 mins.

1. Form a hiring committee of four or five students. Choose a position for each member of your committee.

Tell students that before they can start the project, they must form committees. It's a good idea to vary how you group them from project to project.

Ask students to choose their positions in the committee. Make sure they understand that they will complete one step before going on to the next and that although each person has a specific task, they will work together on each step.

The chair's job has the responsibility of making sure everyone participates and speaks English. The chair may also supervise other steps, for example, in **Step 1**, the chair can manage the discussion of which job the committee chooses.

Practice / Evaluation / Application 1–2 hours

In **Steps 2** and **3**, for example, the secretary will write down the job that the committee decides and the ideas from the brainstorming. But all team members will contribute information and ideas. In **Step 4**, the designer will lead the work but with input from the other members of the committee. Finally, the recruiter will share the ad at the job fair.

During the job fair, have students choose a job they'd like to apply for and have them write down why. If time allows, extend the job fair by having each committee develop an application form for their job and carry out interviews.

Life ONLINE

Ask students to read the Life Online tip. Ask them if they have used collaborative documents before. Have them share which ones they have used. Remind students that if they set up a collaborative document, they can all add ideas and edit it at the same time.

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Create a Job Ad for a Job Fair

SOFT SKILL ▸ Collaboration

With your team, you will come up with a job ad and write a complete description of what you are looking for. Then you will present your job ad at the job fair.

1. Form a hiring committee of four or five students. Choose a position for each member of your committee.

Position	Job Description	Student Name
Student 1: Chair	Check that everyone speaks English and works on their tasks.	
Student 2: Secretary	Takes notes during the brainstorming session.	
Student 3: Designer	Designs job advertisement with help from the group.	
Student 4: Recruiter	Shares job advertisement at the job fair.	
Student 5: Member	Help secretary and designer with their work.	

2. **DECIDE** Choose a job that you would like to write a job description for.
3. **COLLABORATE** Work as a team to come up with a job title, job details (hours, pay, etc.) and requirements (experience, skills, education, languages, etc.). This should be a very detailed list of everything you want in an employee.
4. Take the information you've gathered and write a job advertisement (see examples in Lesson 3 and Review). Create an online version of the advertisement.
5. Share your advertisement at the job fair in your classroom.

Life ONLINE

Use a shared doc to brainstorm. If everyone has access, you can type your ideas, and everyone will be able to see them.

COLLABORATION:

Brainstorm Ideas

There are different ways to brainstorm ideas.

1. Have everyone quietly write down their ideas on a piece of paper and then share.
2. Go around the group and one by one, each person / member adds an idea to the mix.
3. Students call out ideas as they come to them. Make sure that one person is writing all the ideas down.

Job Fair

A place where you go to see what jobs are available in your community. Companies will come to advertise their job, and you may even get to fill out an application and have an interview on the spot!

About the Photo

This photo shows a welder with the personal protection equipment (PPE) that she needs to wear while she's working, to protect her from burning her skin or damaging her eyes. Welding is considered an essential trade. Welders cut, shape, combine, and create materials for a vast range of purposes. Consequently, they can be involved in both small scale projects and large, industrial work. From buildings to household appliances, welding is part of many processes. Given its diverse applications, welding is a growing area for employment.

A Study the table and answer the questions that follow.

Have students work with a partner to look at the trades in the chart and answer the questions. They can look up any words that they are not sure of. Help students understand the term *trade*. Check answers as a class.

B Read the text.

Have students look at the picture. Ask them what the woman's job is, what her job skills are, and what personality traits the job might require. Then have students read the title and ask what information they think they will find in the text. Remind them to skim for the main ideas first and underline any words they don't understand. When they have finished, ask a few comprehension questions.

Reading Challenge

A Study the table and answer the questions that follow.

Bureau of Labor Statistics (bls.gov) Annual Mean Wages in 2019	
Trade	**Wages**
Brick masons and block masons	$56,470
Carpenters	$52,850
Electricians	$60,370
Fitness instructors	$45,110
Plumbers	$55,160

1. What does each person do?
2. Which trades make the most money? The least?

Answers will vary. Brick masons and block masons build walls, fences, roads and other structures using stone, bricks etc.; Carpenters make and repair things with wood; Electricians repair and install electricity and wiring in buildings; Fitness instructors help people to achieve their health and fitness goals; Plumbers repair pipes and deal with other issues related to water.

Most money: Electricians, brick masons and block masons; least money: fitness instructors and carpenters

B Read the text.

C INFER Choose the best answer.

1. In line 11, what do you think *job security* means?
   a. a job that is hard to find
   b. a job as a security officer
   c. a job that many people have
   (d.) a job that is secure, one that you can do for a long time
2. In line 11, what do you think *growth rate* means?
   (a.) how much something grows from one time period to the next
   b. a company that grows quickly
   c. a company that doesn't grow
3. According to the reading, which job should be the easiest to get?
   a. electrician
   (b.) solar panel installer
   c. plumber
   d. carpenter

D REFLECT Look at the photo. Is the woman enjoying learning the welding trade? What trade would you like to learn? Choose a trade and write a short paragraph about why you would like to do this for a job. Answers will vary

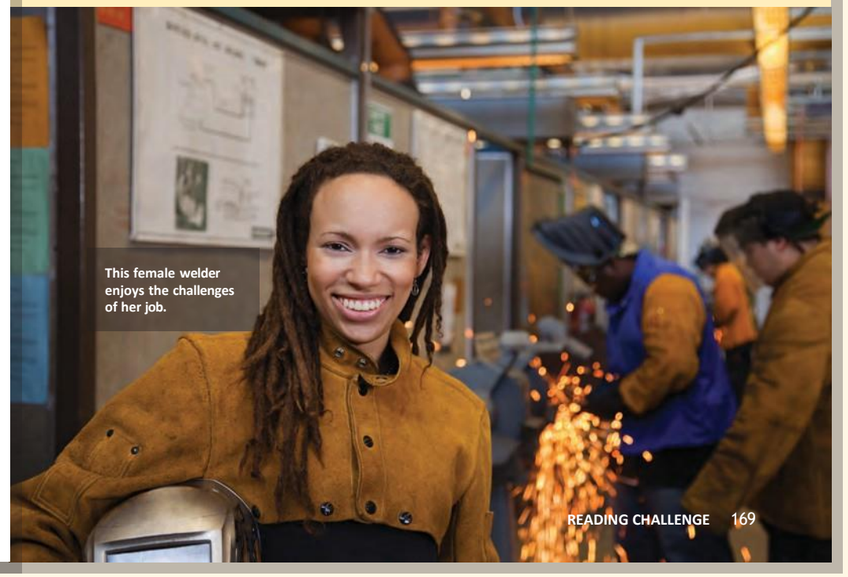
Should You Learn a Trade?

When the COVID pandemic hit in 2020, many people lost their jobs. Some industries never recovered. So, what did people do who needed to find a new line of work? Many people learned a trade, a job that requires a particular skill but no formal education, such as a plumber, an electrician, a brick mason, or a construction worker. There are many benefits to picking up a trade.

First, some trades will pay you as an apprentice. This means they will teach you how to do the job and pay you at the same time. For example, you could earn $20.92 an hour while you apprentice with an electrician. Or you could be an apprentice bricklayer and earn $16.02 per hour. Another benefit of learning a trade is you can enter the working world faster. Many people end up spending a lot of money to go to school and have a hard time finding a job when they are ready. But if you chose to do a trade, you can work and make money right away.

Also, there is job security in trades. In the next 10 years, the average growth rate for most jobs is 4%. However, jobs for electricians are expected to increase 8% nationwide from 2019-2029 and jobs for solar panel installers are expected to increase 51% over that same time! Finally, a great benefit to learning a trade is that one day, you can own your own business. Instead of working for a large company, many tradespeople work alone or with a few other people. The best part is that you have a choice.

Learning a trade can open so many doors. You will know how to do something that many people don't. And you will be able to make money doing it for the rest of your life.



This female welder enjoys the challenges of her job.

C INFER Choose the best answer.

Elicit or explain what *infer* means and how it is a helpful strategy when students are reading (see READING STRATEGIES). Have them read the text again in more depth and answer the questions. Check answers as a class. Review vocabulary by asking students if they still have underlined words they don't understand. Encourage other students to provide definitions if possible.

D REFLECT Look at the photo. Is the woman enjoying learning the welding trade? What trade would you like to learn? Choose a trade and write a short paragraph about why you would like to do this for a job.

Decide as a class if the woman is enjoying learning to be a welder. Have students decide on a trade and brainstorm their reasons. Remind them to just write words and phrases when brainstorming. Provide vocabulary as needed. Then write *paragraph* on the board and have students recall the elements they need to create a coherent and organized paragraph. Have them write their paragraphs. Monitor and help with organization and format. Have students share their paragraphs in pairs or small groups. Discuss as a class which trades were mentioned, which ones are the most popular, etc.

CASAS
4.1.8

CCRS FOR READING
RI1, RI2, RI3, RI4, SL1, SL2, SL3, SL4, L3

READING STRATEGIES

Inference
Explain to students that inferring meaning when they are reading is a strategy that will help them understand a text more fully. When we infer, we use our prior knowledge and experience to help us understand both unfamiliar vocabulary and information that is implied in the text but not stated directly.

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7 On the Job



UNIT OUTCOMES

- Compare employee behavior and attitudes
- Interpret a pay stub
- Analyze benefit information
- Identify safe workplace behavior
- Communicate at work
- Discover human resources jobs

Answer the questions.

Cynthia Gordy Giwa with Cindy Morris, the owner of Camera Ready Cutz, a barbershop in the Bedford-Stuyvesant neighborhood of Brooklyn, New York.

1. What kind of work do these people do?
2. Describe what you see in the photo.
3. What do you think are the roles of the two people in the photo?
4. What safety precautions do you think these workers need to consider?

About the Photo

This photo was taken by Stephanie Keith, a photographer for Getty Images, Reuters, The New York Times, and Bloomberg. In the photo we can see Cynthia Gordy Giwa and Cindy Morris in Camera Ready Kutz, a neighborhood barbershop in Brooklyn, New York. Cindy is the owner of the barbershop and Cynthia manages the website Black-Owned Brooklyn, a digital publication.

- Introduce the unit. Read the title out loud and ask students what they think it means.
- Ask students to look at the picture and answer the questions. Explain to students that a *safety precaution* is something that you do to avoid dangerous situations. Then ask students if they can think of any dangers in their own job.
- Go over the unit outcomes as a class.

Life Skills Focus

In this unit, students will learn how to behave while at work. They will also learn how to communicate with people they work with and how to make sense of important documents relating to pay and benefits.

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 7, Lesson 6, *Explore the Workforce* students will be introduced to jobs in human resources. Students will explore what human resources departments do, then they will research the pay and requirements to become a human resources employee. They will also analyze statistics related to human resources managers.
- On the Team Project page, students practice the soft skill of collaboration as they complete the project.
- Digital Literacy Tips in lessons raise awareness about workplace technology policies.

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Compare employee behavior and attitudes • Interpret a pay stub • Analyze benefit information • Identify safe workplace behavior • Communicate at work • Discover human resources jobs	• Possessive adjectives and pronouns • Modals *could* and *might* • Polite requests	• Job behavior • Pay stub information • Benefits • Workplace safety	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Banking system • Employment • Social security and employment benefits	Lesson 1: 0.1.2, 0.1.5, 4.1.9, 4.4.1 Lesson 2: 0.1.2, 0.1.5, 4.2.1 Lesson 3: 0.1.2, 0.1.5, 4.2.5 Lesson 4: 0.1.2, 0.1.5, 4.3.3, 4.5.1 Lesson 5: 0.1.2, 0.1.5, 4.4.1, 4.6.1, 4.7.3 Lesson 6: 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 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	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, 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. S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.	RI1, RI2, RI3, RI4, RI7, RI9, W1, W2, W4, W5, W6, SL1, SL2, SL3, SL6, L1, L2, L5

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LESSON 1

Attitudes at Work

GOAL ▸ Compare employee behavior and attitudes



A **Listen to two employees talk about their jobs. What does Leticia do? What does So do?** Leticia is an administrative assistant. So stocks shelves at the supermarket.

B **COMPARE** **With a partner, write examples of the two employees' behavior in the table.**

Leticia	So
comes to work on time never leaves work early, keeps work space clean, doesn't eat at her desk, does tasks as soon as asked, obeys company policies, is friendly, learns new skills	doesn't always come in on time, leaves his hair down, takes food home from work (steals), isn't friendly

C **ANALYZE** **In your opinion, who is the better employee? Why? Can you think of other examples of good and bad employee behavior? Add them to the table.**

Answers may vary. Leticia is the better employee because she follows the rules, is friendly to coworkers, and works hard.

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At-a-Glance Prep

Goal: Compare employee behavior and attitudes
Grammar: Possessive adjectives and possessive pronouns
Academic Strategy: Focused listening
Vocabulary: *behavior, ideal, coworker, courteous, strict, easygoing, ambitious, demanding, patient*

Agenda

- ☐ Listen and identify behaviors.
- ☐ Discuss employee attitudes.
- ☐ Use possessive adjectives and pronouns.
- ☐ Describe an ideal manager.
- ☐ Compare your jobs.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.9, 4.4.1
CCRS: SL1, SL2, SL3, L1
ELPS:
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, 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 5–10 mins. ■■■

Have students give examples of good and bad behavior at school. Write their ideas on the board.

Workplace Focus

Exercise B: Interact appropriately with team members; Collect and organize information.

Introduction 5–10 mins. ■■■

Ask students for ideas of good and bad behavior at work. State the goal: *Today, we will talk about employee behavior and attitudes*.

Presentation 1 5 mins. ■■■

Have students open their books and discuss what is happening in the photo. Ask what job skills these people might have. Tell students they will be listening to two employees talk about their jobs.

Practice 1 10–15 mins. ■■■

A **Listen to two employees talk about their jobs. What does Leticia do? What does So do?**

Remind students that they don't need to understand everything. Tell them to focus on listening for what Leticia and So's jobs are. Play the audio. Have students compare answers with a partner then play the audio again before checking answers as a class.

B **COMPARE** **With a partner, write examples of the two employees' behavior in the table.**

Have students look at the table and the example. Ask them what they can remember about Leticia and So's behavior at work. Tell them to listen again and take notes in the table. Play the audio again. Have students compare answers with a partner, then play the audio once more. Check answers as a class and play the audio again as needed for students to confirm the answers.

Evaluation 1 5 mins. ■■■

C **ANALYZE** **In your opinion, who is the better employee? Why? Can you think of other examples of good and bad employee behavior? Add them to the table.**

Go over these questions as a class, then have students discuss them in small groups. Monitor and provide help with vocabulary as needed. Then share ideas as a class.

Note: Listening Script to accompany **A** is on page 173a.

Listening Script

Leticia: *Hi. I'm Leticia. I work for New Wave Graphics as an administrative assistant. I really like my job. I come to work on time every day and I never leave early. I try to keep my work space very clean and I never eat at my desk. When my manager asks me to do something, I get it done as soon as I can. I obey all the company policies, especially the safety rules. I try to be friendly to everyone I work with, even when I'm having a bad day. I am constantly learning new computer skills so I can be ready to move up the ladder when a position becomes available. New Wave Graphics is a great company to work for, and I hope to stay here a long time.*

So: *Hey, I'm So. I stock shelves at Johnson's Market. I'm supposed to come in at twelve and leave at eight, but I figure as long as I get my work done, it doesn't matter what time I get there. I've got long hair, and my manager always tells me to keep it back, but he's never around, so I usually leave it down. It's my hair. I should be able to wear it how I want, shouldn't I? The best part about this job is the food. I stock the shelves with all the dry goods, such as cereal, crackers, and pasta. And there's always some extra stuff that doesn't fit on the shelves, so I usually take a few things home with me. I figure they should be paying me more for all the work I do, so I take a few things home to make up for it. I don't really like the guys I work with. They try too hard to impress the manager so that they can get raises. I try to stay away from them and just get my work done as fast as I can. It's an OK job. I'll find something better soon.*

Workplace Focus

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

Presentation 2

10-20 mins.

Ask volunteers what kind of employees they are. Encourage them to tell you why. Ask them to respond with a statement such as this: *I am a good employee because I always finish my work on time*. Then ask the other students why the volunteers are good or bad employees, based on their own statements. This gives the other students an opportunity to restate what they heard and change the verb form to third person. For example: *Nora is a good employee because she always finishes her work on time*.

Write down any pronouns or possessive adjectives students use. Put them into two lists on the board. You will add more adjectives and pronouns to the lists in **E**.

D Read the conversation. Look at the words in *italics*. Which are possessive adjectives and which are possessive pronouns?

Have students complete the activity individually then compare with a partner. Don't check the answers so that students can confirm them themseves after they look at the chart in **E**.

E Study the chart. Which possessive pronouns have an *-s* at the end? Which possessive adjectives and possessive pronouns are the same?

Go over the chart and elicit the answers to the questions. Complete the two lists on the board from the Presentation stage. Provide or elicit further example sentences and write them on the board.

Practice 2

10-15 mins.

F Underline the possessive adjective(s) in each sentence. Circle the possessive pronoun.

After students do this activity alone, have them form pairs. Have one partner keep his or her book open. That partner will read a sentence from **F** to the other, repeating the underlined and circled words after reading the sentence. The partner must identify the correct form of each repeated word (italicized in the example below):

A: *My* sister's manager is generous, but *my* manager is more generous than *hers. My!*
B: Possessive adjective.
A: Yes. OK, *hers!*
B: Object pronoun?
A: No, try again.
B: Possessive pronoun.
A: Good.

Make sure both students have underlined the possessive adjectives and circled the possessive pronouns.

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D Read the conversation. Look at the words in *italics*. Which are possessive adjectives and which are possessive pronouns?

Possessive adjectives: my, her, your
Possessive pronouns: mine, yours

Ellen: *My* boss is quite demanding and she always wants *her* reports on time.

Leticia: *Your* manager is more demanding than *mine*.

Ellen: Yes, but *yours* is less friendly.

E Study the chart. Which possessive pronouns have an *-s* at the end? Which possessive adjectives and possessive pronouns are the same?

Review: Possessive Adjectives and Possessive Pronouns			
Possessive Adjectives	**Rule**		
my / your / his / her / its our / their	Possessive adjectives show possession of an object and come before the noun.		
Example Sentence			
Subject	**Verb**	**Possessive Adjective**	**Object**
This	is	**her**	office.
Possessive Pronouns	**Rule**		
mine / yours / his / hers / ours / theirs	Possessive pronouns show possession of an object and act as a noun.		
Example Sentence			
Subject	**Noun**	**Verb**	**Possessive Pronoun**
This	office	is	**hers.**

F Underline the possessive adjective(s) in each sentence. Circle the possessive pronoun.

1. My sister's manager is generous, but my manager is more generous than (hers.)
2. Their job is boring, but our job is more boring than (theirs.)
3. My husband gets a good salary. His salary is better than (mine.)
4. My brother says his coworkers are friendly, but my coworkers are friendlier than (his.)
5. I like her manager, but (mine) is much more easygoing.
6. His office is clean, but (ours) is bigger.

G **Circle the correct word in each sentence.**

1. She keeps (her / hers) work space very clean.
2. She never eats at (her / hers) desk, but they always eat at (they / theirs).
3. That office is (you / yours).
4. (Theirs / Their) company has more employees than his.
5. That's (your / yours) book. Where is (my / mine)?
6. We will give you (our / ours) plan so you can compare it with (your / yours).

H **Read the conversation between Leticia and Ellen.**

Leticia: I think an ideal manager should be demanding.

Ellen: I agree. A manager shouldn't be too easygoing.

I **ANALYZE** **What is an ideal manager like? What are ideal coworkers like? Use the adjectives from the box and have a conversation with your partner. Can you think of more adjectives?** Answers will vary.

ambitious	demanding	funny	interesting	quiet	serious
courteous	friendly	hardworking	patient	respectful	strict

J **In a small group, talk about your current job or previous jobs. Using possessive pronouns, write five sentences describing the experiences of your group members.** Answers will vary.

1. Anita has a friendly manager, but Jun's manager is friendlier than hers.
2. _____
3. _____
4. _____
5. _____
6. _____

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Workplace Focus

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

Practice 2

G **Circle the correct word in each sentence.**

Have students complete the activity individually then compare with a partner. Refer them back to the chart in **E** if they disagree with each other.

Evaluation 2

5 mins.

Observe students as they work. When they have finished, go over the answers to **F** and **G** as a class.

Presentation 3

5–10 mins.

H **Read the conversation between Leticia and Ellen.**

Read the conversation between Leticia and Ellen with the class. Elicit other personality traits of an ideal manager. Have volunteers model the conversation using different adjectives.

Practice 3

15–20 mins.

I **ANALYZE** **What is an ideal manager like? What are ideal coworkers like? Use the adjectives from the box and have a conversation with your partner. Can you think of more adjectives?**

Go over the adjectives in the box with students. Tell them to use the conversation in **H** as a model when they talk with their partner. Encourage them to add other adjectives to the box. Monitor as they are talking.

Evaluation 3

5–10 mins.

Ask volunteer pairs to perform their conversations for the class.

Application

10–20 mins.

J **In a small group, talk about your current job or previous jobs. Using possessive pronouns, write five sentences describing the experiences of your group members.**

Tell students to think about both their managers and their coworkers. Encourage them to discuss their experiences first and then write the sentences they are going to share with the class. When they are ready, have a student from each group write one (or more depending on the size of your class) of their sentences on the board. Correct them as a class as needed.

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

Instructor's Notes

At-a-Glance Prep

Goal: Interpret a pay stub

Vocabulary: *year-to-date, check number, total amount, earnings, federal income tax, gross pay, Medicare, net pay, pay period, pre-tax deductions, retirement, rate of pay, Social Security (SS) number, state disability, 401K*

Agenda

- ☐ Discuss pay stub vocabulary.
- ☐ Read and interpret a pay stub.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.2.1

CCRS: RI1, RI4, RI7

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.

Warm-up and Review 5-10 mins.

Have students take out the sentences they wrote in their groups in **J** on page 174. Ask volunteers to write their group's sentences on the board. Ask for other volunteers to go to the board and point to or circle the possessive pronouns and possessive adjectives.

Workplace Focus

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

Introduction 5-10 mins.

Ask students what a *pay stub* is. Ask them what sort of information can be found on a pay stub. Make a list of their ideas on the board. State the goal: *Today, we will learn how to interpret a pay stub*.

Presentation 1 10-15 mins.

A Discuss the following vocabulary with your classmates and teacher.

Go over the vocabulary in the box eliciting explanations from students.

B Look at Leticia's pay stub. Find the vocabulary from the box in A.

Give students a few minutes to look over Leticia's pay stub. Call out a few terms found on the stub and ask students to point to them in their books. Walk around the classroom and make sure they are pointing to the correct items. Go through the pay stub step by step, explaining each part. Make sure you cover all of the vocabulary in the box in **A**. You may need to explain how the amounts are calculated in some cases.

BEST PRACTICE

Exploiting visuals (internet resources)

Teachers can go beyond using visuals provided in the textbook by encouraging students to look for more examples on the internet. Sometimes, realia of a personal nature may be difficult to acquire or show to the class, but the internet will usually have a variety of visual examples that students can see in order to better understand or reinforce learning. Internet research benefits students by building motivation and increasing participation. Have students share visuals individually, in pairs or small groups.

Instructor's Notes

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LESSON 2

It's Pay Day!

GOAL ▶ Interpret a pay stub

A Discuss the following vocabulary with your classmates and teacher.

earnings	Medicare	social security
employee ID	net pay	state disability
federal income tax	pay period	withholdings
gross pay	pre-tax deductions	year-to-date (YTD)
401K	rate of pay	

B Look at Leticia's pay stub. Find the vocabulary from the box in A. Vocabulary: Employee ID, Pay period, Rate of Pay, Earnings, Witholding, YTD, Federal Income Tax, Social Security, Medicare, State Disability, 401K, Gross Pay, Net Pay

SECTION 1: PERSONAL INFORMATION

Employee Name: Leticia Rosales
Check Number: 0768
Social Security Number: 124-89-4567
Employee ID: 10024
Pay Period: 5/14–5/27

Hours and Earnings

Description	Rate of Pay	Hours / Units	Earnings
Hourly	$22.25	80	$1,780

SECTION 2: WITHHOLDINGS

Description	This Period	YTD
Federal Income Tax	$160.67	$1,606.70
State Income Tax	$41.51	$415.10
Social Security	$110.42	$1,104.20
Medicare	$25.01	$250.10
State Disability	$20.34	$203.40
TOTAL	**$357.95**	**$3,579.50**

SECTION 3: PRE-TAX DEDUCTIONS

Description	This Period	YTD
401K	$100	$1,000

SECTION 4: TOTAL PAY

Description	This Period	YTD
Gross Pay	$1,780	$17,800
Withholdings	$357.95	$3,579.50
Pre-Tax Deductions	$100	$1,000
Net Pay	$1,322.05	$13,220.50

C **Where can you find the following information on Leticia's pay stub? Write the section number.**

Pay Stub Information	Section
weeks the paycheck covers	1
total amount she takes home	4
information about retirement savings	3
information about taxes	2
hourly wage	1

D **Work with a partner to answer the questions about Leticia's pay stub. Take turns looking at the pay stub and asking questions.**

EXAMPLE: **Student A:** What month is this pay stub from?
Student B: May.

1. Did she pay into social security this month? Yes
   If so, how much? $110.42
2. Does she pay Medicare? Yes
3. Does she pay state disability insurance? Yes
4. How much federal income tax has she paid this year? $1606.70
5. How much money did she make this month before taxes? $1,780
6. How much state income tax did she pay this month? $41.51
7. What does she get paid per hour? $22.25
8. How much has she paid into her 401K this year? $1,000

E **Discuss the questions with a partner.** Answers will vary.

1. Would you rather get paid every week, twice a month, or once a month? Why?
2. Would you rather get paid a salary or get paid hourly? Why?

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Workplace Focus

Exercise C: Complete tasks as assigned;
Exercises D, E: Interact appropriately with team members.

Practice 1

5-10 mins.

C **Where can you find the following information on Leticia's pay stub? Write the section number.**

Have students complete the chart individually.

Evaluation 1

5 mins.

Observe students as they work on **C**. Go over the answers when students have finished.

Presentation 2

5 mins.

Tell students they will be asking and answering questions about a pay stub. Demonstrate with one or two volunteers to make sure that students understand the activity.

Practice 2

10-15 mins.

D **Work with a partner to answer the questions about Leticia's pay stub. Take turns looking at the pay stub and asking questions.**

Go over the questions quickly then put students in pairs to ask and answer the questions. Make sure they understand that the information is in the pay stub in **B**. Remind them to take turns asking and answering.

Evaluation 2

5-10 mins.

Observe students as they practice the conversations in **D**.

E **Discuss the questions with a partner.**

Write on the board, *I'd rather / I would rather...* and have students complete the sentence and explain what *would rather* means. Then have them discuss the questions. Students may also form groups to discuss these questions. Monitor and provide help as needed. Ask questions to prompt students to develop their conversations further.

BEST PRACTICE

Teaching difficult ocabulary

With difficult vocabulary, it is sometimes necessary to discuss the meaning of the words with students beforehand. In vocabulary discussions, teachers should keep some or all of the following goals in mind.

1. Build background knowledge. Ask students if they are already familiar with the vocabulary. If so, have them explain in their own words.
2. Use visuals when possible. Bring realia, show photos, clippings, and / or slides, etc.
3. Practice the correct pronunciation.
4. Keep your explanations within the current unit topic whenever possible. Provide a variety of examples in context.

Instructor's Notes

Workplace Focus

Exercise F: Complete tasks as assigned;
Exercise G: Perform basic computations.

Presentation 3

5-10 mins.

Write *year-to-date* on the board and ask students what this term means. Come up with a definition as a class and write it on the board. Tell students they will formulate definitions in the same way, but within their groups.

Practice 3

15-20 mins.

In groups, have students write definitions for the vocabulary words in **A** on page 175. After they have agreed on a definition as a group, have one group member write down the definition.

Evaluation 3

10-15 mins.

Ask each group to read its definitions out loud. Then have the class vote on the best ones. Write the winning definitions on the board.

Application

10-20 mins.

F Look at the sentences below. Fill in the information in So's pay stub.

Have students look at So's pay stub and tell you what's missing. Tell them they are going to complete the stub with the information in the statements. Have them work individually. When they have finished, have them compare their answers with a partner. Then check the answers as a class.

G CALCULATE What is So's net pay? (Hint: Subtract his deductions from his gross pay.)

Ask students to look closely at the example pay stub and their answers in **F**. When they have written their answer, have them check with a partner. Then ask a volunteer to share the answer with the class. Ask students to look at a pay stub at home before the next class.

Instructor's Notes

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F Look at the sentences below. Fill in the information in So's pay stub.

SECTION 1: PERSONAL INFORMATION

Employee Name: So Tran
Check Number: 0498
Social Security Number: 000-56-8976

Employee ID:
Pay Period:
9/01-9/15

Hours and Earnings

Description	Rate of Pay	Hours / Units	Earnings
Hourly	$15	64	$960

SECTION 2: WITHHOLDINGS

Description	This Period	YTD
Federal Income Tax	$78.56	$12
State Income Tax	$20.42	$326
Social Security	$55.19	$88
Medicare	$13.05	$208
State Disability	$11.97	$191
TOTAL	**$179.19**	**$2,8**

SECTION 3: PRE-TAX DEDUCTIONS

Description	This Period	YTD
401K	$50	$800

SECTION 4: TOTAL

PAY

Description	This Period	YTD
Gross Pay	$960	$15,360
Withholdings	$179.19	$2,867.04
Pre-Tax Deductions	$50	$800
Net Pay	$730.81	$12,492.96

1. So paid $55.19 into social security this month. This year, he has paid $883.04.
2. So paid $13.05 into Medicare this month.
3. His social security number is 000-56-8976.
4. He contributes $50 every month into his 401K.
5. He makes $15 an hour.
6. His gross pay was $960.
7. He worked 64 hours this pay period.
8. His year-to-date federal income tax deductions are $1,256.96.

G CALCULATE What is So's net pay? (Hint: Subtract his deductions from his gross pay.)
$730.81

LESSON 3

What are the Benefits?

GOAL ▶ Analyze benefit information

A **Benefits are extra things that a company offers its employees in addition to a salary. Read the list. Check (✓) the ones given at your current or previous jobs. Add another benefit that you know.** Answers will vary.

- ☐ 401K
- ☐ bonus
- ☐ dental insurance
- ☐ disability insurance
- ☐ maternity leave
- ☐ health insurance
- ☐ daycare
- ☐ family leave
- ☐ medical leave
- ☐ overtime
- ☐ paid personal days
- ☐ paid sick days
- ☐ paid vacation days
- ☐ _____

Life ONLINE

Companies have policies regarding the use of technology at work. Make sure to become familiar with the policies that affect the use of your personal phone, company computer, etc.

B **Listen to the career counselor talk about the benefits that three companies offer. Make notes in the table.**

Company	Health / Dental Insurance	Sick Days	Vacation Days	401K
Set-It-Up Technology	full medical and dental insurance	12 days	2 weeks	yes - $1 for every dollar you contribute
Machine Works	health insurance, no dental	1 week	1 week	No 401K -, N/A, None
Lino's Ristorante	health insurance, no dental	8 days	1 week	yes - 50¢ for every dollar you contribute

C **EVALUATE** **Which company would you rather work for? Why? Discuss your answer with a partner.** Answers will vary.

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At-a-Glance Prep

Goal: Analyze benefit in ormation
Academic Strategy: Focused listening, reading for understanding
Vocabulary: *bonus, health insurance, dental insurance, disability insurance, family leave, maternity leave, medical leave, overtime, personal days, sick days, vacation days*

Agenda

- ☐ Identify employee benefits.
- ☐ Listen to a career counselor.
- ☐ Read a newsletter.
- ☐ Choose the best company.
- ☐ Create a company benefits package.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.2.5
CCRS: RI1, RI2, RI3, SL1, SL2
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.

Warm-up and Review

5 mins. ■■■

Ask students if they looked at a pay stub at home. Ask, *What are the elements of a pay stub?* Write them on the board.

Workplace Focus

Exercise A: Complete tasks as assigned;
Exercise B: Collect and organize information;
Exercise C: Interact appropriately with team members.

Introduction

5-10 mins. ■■■

Write *benefits* on the board. Ask students what it means in the workplace. State the goal: *Today, we will interpret benefit information.*

Have students read the Life Online tip. Clarify any vocabulary doubts. Ask them if they know about any use of technology policies at their current or previous jobs. Have students share details about these policies. For example: not using your personal phone for work matters, or the company computer for personal matters.

Life ONLINE

Presentation 1

10-15 mins. ■■■

A **Benefits are extra things that a company offers its employees in addition to a salary. Read the list. Check (✓) the ones given at your current or previous jobs. Add another benefit that you know.**

Go through the benefits with students having them explain each if possible. Then have students check the ones they have received and add others. Have them compare with a partner. Do a quick class survey to show how many people have received each benefit.

Practice 1

15-20 mins. ■■■

B **Listen to the career counselor talk about the benefits that three companies offer. Make notes in the table.**

Go over the table with students. Play the audio. Give students time to complete their notes, then play the audio again. Have students compare answers with a partner, then play the audio again as needed for students to fill in the correct information.

Evaluation 1

5 mins. ■■■

Have students fill in the table on the board.

C **EVALUATE** **Which company would you rather work for? Why? Discuss your answer with a partner.**

Go over the questions then assign students to pairs to discuss their answers. Monitor and provide help as needed. Prompt with questions to help them develop their conversations. Call on volunteers to tell the class about their partner's choice and reasons.

Note: Listening Script to accompany **A** is on page 179a.

Listening Script

Counselor: *Hello, future employees. My name is Kevin Daly, and today's workshop is on company benefits. Can someone tell me what benefits are?*
Participant: *That's when the company pays for you to go to the doctor.*
Counselor: *Yes, that's true, but companies offer more than just health benefits. To give you an example of the different types of benefits that companies offer their employees, I'm going to talk about three different companies.*

The first company is Set-It-Up Technology. This company helps small businesses set up computers in their offices. Their employees work six days a week, but they are paid a good salary. All employees are given full medical and dental insurance. In addition, employees are given twelve sick days and two weeks' vacation a year. But the best benefit this company offers is its 401K retirement account. The company will match every dollar an employee contributes to the account.

The second company I'd like to talk about is Machine Works, an assembly plant that makes sewing machines. This company offers its full-time employees health benefits. There is no dental insurance. Machine Works gives their employees one week of sick leave and one week of vacation. This company pays a generous amount of overtime but there is no 401K offered by Machine Works.

The final company I'm going to talk about is Lino's Ristorante. This is a big chain restaurant, so their benefits are pretty good. Employees receive health insurance but no dental benefits. Full-time employees receive eight sick days a year. All employees are given one week of paid vacation time every year. Lino's offers a 401K plan and they will contribute fifty cents for every dollar that you contribute.

So, these are some examples of benefits that different companies offer. Are there any questions?

Workplace Focus

Exercises D, E: Complete tasks as assigned.

Presentation 2

10–15 mins.

D Read about the benefits offered by some local companies in a small town in Utah.

Ask three volunteers to each read a paragraph out loud. Tell students to read as they listen and underline any new vocabulary. Go over the reading as a class, answering any questions students might have.

Practice 2

5–10 mins.

E ANALYZE Decide which company or companies would be best for each person.

Have students read about each person and complete this exercise individually. Then have them compare their answers with a partner or in a group.

Evaluation 2

5 mins.

Go over the answers as a class and have students justify their choices.

BEST PRACTICE

Reading out loud

Asking students to read out loud is a great way to have the class pay more attention and focus on a reading passage. Students tend to listen and follow along with greater interest when peers are reading. Teachers can also use this type of activity to vary the approach to readings and increase student motivation.

When students are reading, teachers should not interrupt and should allow the reading to flow. Errors in pronunciation and general questions can be addressed at the end. With practice, students will become more comfortable with reading out loud in English and look forward to having the opportunity to speak in class in this way.

Instructor's Notes

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D Read about the benefits offered by some local companies in a small town in Utah.

Employment Monthly

Your source for employment information in Well Springs, Utah

First Marketing offers medical benefits, including dental insurance, disability insurance, family leave, and medical leave to all full-time employees. You'll get paid for up to six sick or personal days you need to take. In addition to the great health benefits, you'll have the opportunity to contribute to a 401K as well as receive bonuses based on productivity at the end of the year. Most employees work full-time and receive time and a half for any overtime they work.

Intepret One is a company that employs hospital interpreters. All full-time employees receive health insurance. You can pay extra for dental insurance, but Interpret One offers medical and family leave. All employees receive a certain number of sick days as well as vacation days, based on how long they have been with the company. They don't offer any bonuses or 401K plans, but they encourage their employees to meet with their financial planner to help plan for retirement.

Ernie's Electrical offers medical, dental, maternity, disability, and family leave to all full- and part-time employees. They give all of their employees three weeks a year to do with as they please—they can be used as sick days, personal days, or vacation days. No employees work overtime at Emie's Electrical, which helps cut down on costs, but everyone receives a holiday bonus.

E ANALYZE Decide which company or companies would be best for each person.

1. Alicia is a young, hardworking student who can only work part-time. She needs benefits because she lives by herself and has no family in Utah.

   Emie's Electrical

2. Rafael needs full benefits and likes to work overtime to make as much money as possible. He already has a 401K from another company that he would like to transfer to his new company.

   First Marketing

3. The most important thing for Su is family benefits. She and her husband are ready to start their family, but she still needs to work. She doesn't need dental insurance because her husband's company covers her.

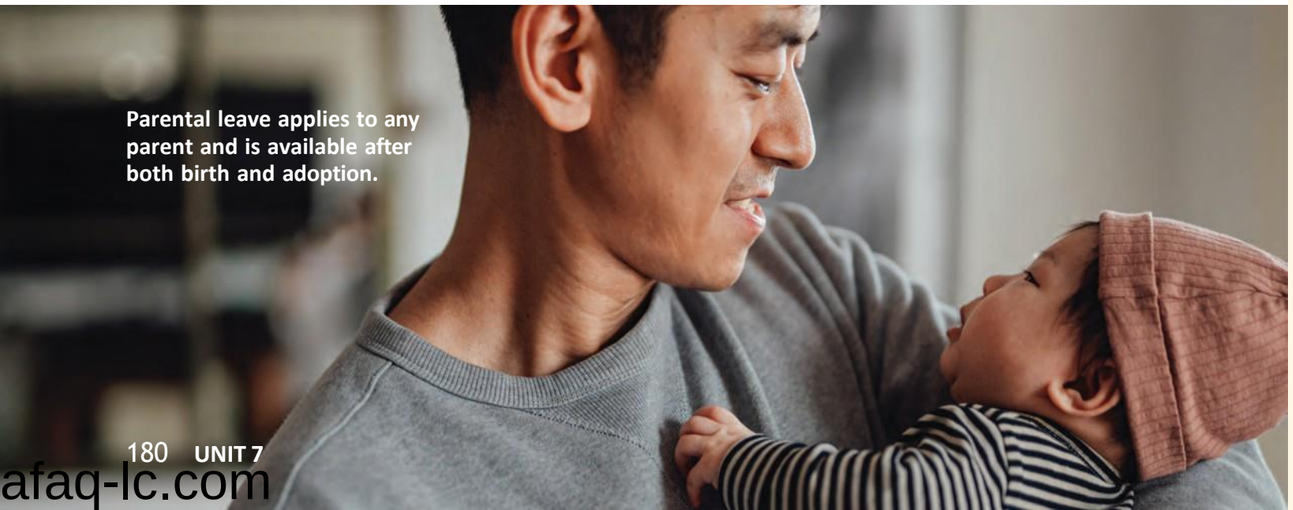
   All companies offer what she needs.

F **Complete the statements with a word or phrase from A. Then listen to check your answers.**

1. Disability insurance is for those who get injured at work.
2. At times, employees need to take time to care for a sick family member. This is called medical leave.
3. Most companies are required to offer their employees health insurance to take care of them and their families when they are sick.
4. Some companies offer a retirement plan called a 401K.
5. When a company shares its profits with the employees, each employee gets a bonus.
6. When a baby comes into the family, the parent is allowed to take family leave.
7. When you take a day off to do something for yourself, it is called a personal day.
8. Some companies pay overtime when you work more than forty hours a week, or on weekends and holidays.

G **BRAINSTORM** **In a group, imagine that you are starting a company. Decide what benefits you will offer. Answer the questions.** Answers will vary.

1. How many sick days will each employee receive? _____
2. How many personal days will you give each employee? _____
3. How many vacation days will each employee get? _____
4. How much will you pay employees for overtime? _____
5. What other benefits will you offer your employees? List them in your notebook.



Parental leave applies to any parent and is available after both birth and adoption.

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Workplace Focus

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

Presentation 3

5 mins.

Tell students they are going to put the vocabulary related to benefits into practice. Go over the directions and the example in **F**.

Practice 3

5-10 mins.

F **Complete the statements with a word or phrase from A. Then listen to check your answers.**

Have students complete the activity individually then compare answers with a partner.

Evaluation 3

5 mins.

Play the audio for **F** to check the answers as a class.

Application

15-25 mins.

Tell student groups to pretend they are starting a new company and that they must decide what benefits they will offer their employees. (Remind students that two weeks of vacation is standard in the United States for most jobs. Vacation benefits and student expectations regarding the amount of vacation is a good topic for a cross-cultural discussion.)

Have each group first decide what kind of company they wish to form. (For example, do they produce goods or offer a service? What do they produce or what service do they offer?)

G **BRAINSTORM** **In a group, imagine that you are starting a company. Decide what benefits you will offer. Answer the questions.**

After they have brainstormed, groups will have settled on which benefits to offer so they will be prepared for the questions. When groups have finished answering, ask each of them to report to the class. Finally, have the class discuss which of the new companies they would like to work for and why.

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

Instructor's Notes

At-a-Glance Prep

Goal: Identify safe workplace behavior
Grammar: Modals *could* and *might*
Vocabulary: *safety items, back support belt, earplugs, gloves, hard hat, hairnet, safety goggles, seat belt*

Agenda

- ☐ Match jobs and safety equipment.
- ☐ Use *could* and *might* for possibility.
- ☐ Identify safety hazards.
- ☐ Write classroom safety rules.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.3.3, 4.5.1
CCRS: SL1, SL2, SL3, L1
ELPS:
S3: Speak and write about level-appropriate complex literary and informational texts and topics.

Warm-up and Review

10-15 mins. ■■■

Have students take out a sheet of paper and list the benefits that they currently have at their jobs. Then ask them to make a list of benefits they would like to have, but don't. Have them share their lists in small groups.

Workplace Focus

Exercises A, B: Complete tasks as assigned;
Exercise C: Interact appropriately with team members.

Introduction

5-10 mins. ■■■

Write *workplace safety* on the board and ask students what the concept means to them. Ask them to help you think of unsafe workplace scenarios. Write them on the board. Write *safety equipment* on the board and ask students to come up with examples of protective equipment they use or have seen used at work. Make a list on the board. State the goal: *Today, we will identify safe workplace behavior*.

Presentation 1

10-15 mins. ■■■

A Look at the pictures. What type of job does each person have? Who needs to consider health issues? Who needs to consider safety issues?

As a class, discuss each of the employees, including the health and safety issues each may face at work.

Practice 1

5 mins. ■■■

B Write the name of the person who should wear each health or safety item.

Have students complete the activity individually.

Evaluation 1

10-15 mins. ■■■

Review the answers to **B** as a class. Briefly discuss other types of safety gear people might wear at work (for example, gloves, harness, face mask) and then have students form pairs in preparation for **C**.

C Ask your partner if he or she wears safety items at work.

Have each pair make a list of the safety items they wear or use at work. When pairs have finished, ask one person from each pair to write their safety items on the board. Explain any items that are new to some people.

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LESSON 4

Workplace Safety

GOAL ▶ Identify safe workplace behavior

A Look at the pictures. What type of job does each person have? Who needs to consider health issues? Who needs to consider safety issues?

1.



Minh

2.



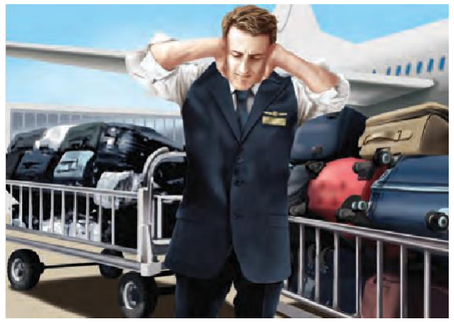
Francisco

3.



Wassim

4.



Danylo

B Write the name of the person who should wear each health or safety item.

1. a back support belt — Francisco
2. safety goggles — Wassim
3. earplugs — Danylo
4. a hairnet — Minh

C Ask your partner if he or she wears safety items at work.

D **Read the conversation between Francisco and his manager, Fred. Do you think Fred is right?** Answers will vary.

Fred: Francisco, why aren't you wearing a back support belt?
Francisco: Oh, I don't need one.
Fred: If you don't wear a belt, you might get hurt.
Francisco: I don't think so. I'm really careful.
Fred: I know, but you could hurt your back if you lift something that is too heavy.
Francisco: You're right. If I get hurt, I might miss work. I could lose a lot of money if I can't work.
Fred: Exactly. Let me get you a belt.

E ***Might*** **and** ***could*** **are modals. Underline the modals in the conversation in D. Circle the verb that comes after each modal. Then study the chart below.**

Modals: *Could* and *Might*			
Subject	**Modal**	**Verb**	**Example Sentence**
I / You / He / She / It / We / They	could	fall	You **could fall.**
	might	miss	I **might miss** work.
The modals *could* and *might* can be used interchangeably because they have a similar meaning when predicting future possibilities. We use them to say that there is a chance that something will happen in the future.			



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Workplace Focus

Exercises D, E: Complete tasks as assigned.

Presentation 2

10-15 mins.

D **Read the conversation between Francisco and his manager, Fred. Do you think Fred is right?**

Ask students to read the conversation in pairs. Encourage animated expression and intonation. Then discuss the situation as a class.

E ***Might*** **and** ***could*** **are modals. Underline the modals in the conversation in D. Circle the verb that comes after each modal. Then study the chart below.**

Have students underline these words before explaining what they mean. Then use the situations in the conversation to define *might* and *could* and ask students to come up with more situations to help define these words. Finally, ask students about the grammatical structure involved. Help them see that modals are followed by the base form of the verb.

Instructor's Notes

Workplace Focus

Exercises F and G: Complete tasks as assigned; Exercise H: Interpret and communicate information; Exercise I: Interact appropriately with team members.

Practice 2

5–10 mins.

F We also use *might* and *could* in conditional sentences with *if* when we are talking about possibilities. Complete the sentences.

Have students complete the activity individually then compare with a partner. Refer them back to the chart as necessary. Tell students there may be more than one possible answer.

Evaluation 2

5–10 mins.

To check that students have used the correct grammatical structure, ask them to write their sentences on the board.

Presentation 3

10–15 mins.

G Look at the safety hazards. What's wrong in each picture?

Go through the photos with the class, eliciting vocabulary from students to describe each one. Write their suggestions on the board and add any relevant words students don't know.

Practice 3

0–15 mins.

H PREDICT Write sentences in your notebook about what *could* / *might* happen in the situations in G.

Ask students to work on the sentences in groups.

Evaluation 3

10–15 mins.

Put four columns on the board, one for each situation shown in G. Ask one person from each group to come to the board and write their group's sentences. Correct any mistakes as a class.

Application

10–20 mins.

I Work in a small group to make a list of safety rules for your classroom. Use *could* and *might*.

Monitor groups as they write their list, providing help as needed. When students have finished, have them present their rules to the class. Then, as a class, come up with a list of the ten best safety rules for the classroom. If time and resources allow, have students make a poster with the safety rules for the classroom.

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

BEST PRACTICE

Presenting to the class for a group

When students present to the class, it is important to ask them to decide who will speak for the group first. Although it is a good idea to give every student the opportunity to speak, not all of them have the same confidence level. Also, ask student presenters to practice their delivery with their groups beforehand. Preparing for the presentation is good practice in itself. This extra practice means that students can support each other before, during, and after the presentation no matter how short it is.

Instructor's Notes

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F We also use *might* and *could* for potential consequences in conditional sentences with *if* when we are talking about possibilities. Complete the sentences. Answers will vary.

1. If Francisco doesn't wear a back support belt, he could get hurt.
2. If Minh forgets to tie her hair back, she could get her hair caught in a mixer.
3. José could hurt his head if he doesn't wear a hard hat.
4. Wassim could hurt his eyes if he doesn't wear safety goggles.
5. Danylo could damage his hearing if he doesn't wear earplugs.
6. If Lilly doesn't buckle her seat belt, she could get hurt in an accident.

G Look at the safety hazards. What's wrong in each picture? Answers will vary.

1.



2.



3.



4.



H PREDICT Write sentences in your notebook about what *could* / *might* happen in the situations in G. Answers will vary. 1. The electric socket could give someone a shock or start a fi e.; 2. People might not be able to use the door in an emergency.; 3. People might not be able to alert everyone to a fi e because the alarm is broken.; 4. Someone might slip in the spilled liquid.

I Work in a small group to make a list of safety rules for your classroom. Use *could* and *might*.

LESSON 5

Good Job!

GOAL ▶ Communicate at work

A **PREDICT** **Look at the picture. Is the manager criticizing or complimenting his employee? What do you think they are saying?**



Criticize / Compliment

criticize: to say something negative

compliment: to say something nice

B **Identify the different types of communication. Write *compliment* or *criticism* next to each sentence.**

1. Good job! — compliment
2. You need to work a little faster. — criticism
3. You shouldn't wear that shirt to work. — criticism
4. That was an excellent presentation. — compliment
5. You are really friendly to the customers. — compliment

C **INTERPRET** **Are these people responding to criticism or a compliment? Write *compliment* or *criticism* next to each sentence. Then listen and check your answers.**

1. Thanks. I'm glad to hear it. — compliment
2. I'm sorry. I'll try to do better next time. — criticism
3. Thanks. — compliment
4. I'm sorry. I won't wear it again. — criticism
5. Thank you. I appreciate your telling me that. — compliment

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At-a-Glance Prep

Goal: Communicate at work
Grammar: Polite requests
Pronunciation: Rising intonation for polite requests, tone of voice for agreeing and refusing
Academic Strategy: Focused listening
Vocabulary: *criticism, request, compliment*

Agenda

- ☐ Understand compliments and criticism.
- ☐ Respond to compliments and criticism.
- ☐ Make polite requests.
- ☐ Agree and refuse politely.
- ☐ Use rising intonation.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.4.1, 4.6.1, 4.7.3
CCRS: RI9, SL1, SL3, L1
ELPS:
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins.

Describe some unsafe workplace situations and ask students what *could* or *might* happen.

Workplace Focus

Exercises A, B, C: Complete tasks as assigned.

Introduction 5-10 mins.

Write *workplace communication* on the board. Ask students when they communicate with coworkers and why. State the goal: *Today, we will learn how to communicate at work.*

Presentation 1 10-15 mins.

A **PREDICT** **Look at the picture. Is the manager criticizing or complimenting his employee? What do you think they are saying?**

Have students look at the photo and guess what is happening. Write *compliment* and *criticize* on the board. Ask students to tell you the difference. Have students read the definitions next to the picture.

Practice 1 10-15 mins.

B **Identify the different types of communication. Write *compliment* or *criticism* next to each sentence.**

Have students complete this exercise individually.

Evaluation 1 5-10 mins.

Let students check their answers with a partner before going over answers as a class.

Presentation 2 5-10 mins.

Tell students they will hear conversations between two employees and decide if the second employee is responding to a compliment or a criticism. First, have them read each sentence and guess what the speaker is responding to.

Practice 2 15-20 mins.

C **INTERPRET** **Are these people responding to criticism or a compliment? Write *compliment* or *criticism* next to each sentence. Then listen and check your answers.**

Have students write their answers before listening. When they listen to check their answers, tell them to listen to the tone of the speakers' voices. Play the audio once or twice as needed.

Listening Script

1. **Man:** *That was an excellent presentation!*
   Woman: *Thanks, I'm glad to hear it.*
2. **Woman:** *You need to work a little faster.*
   Man: *I'm sorry. I'll try to do better next time.*
3. **Man:** *You are a talented salesperson.*
   Woman: *Thanks.*
4. **Woman:** *You shouldn't wear that shirt to work.*
   Man: *I'm sorry. I won't wear it again.*
5. **Man:** *You are one of our best workers.*
   Woman: *Thank you. I appreciate your telling me that.*

Evaluation 2 15-20 mins.

Check the answers and discuss what students noticed in the tone the speakers used.

Workplace Focus

Exercises D, E: Complete tasks as assigned.

D Use the sentences and responses in B and C to make conversations.

Model the conversation with a student, then have two students model using different information from **B** and **C**. Students should talk with a partner, and then switch partners and talk again until you tell them to stop. Monitor and make sure students are changing the conversation each time. Help with tone as needed.

Presentation 3

5–10 mins.

E Compare the two conversations. Then study the charts.

Introduce polite requests by going over the conversations with the class. Ask them what differences they see in them and how they know which is formal and which informal. Elicit examples of formal and informal situations and how to make polite requests. Then go over the information in the note.

Pronunciation

Rising intonation for polite requests and tone of voice for agreeing and refusing

Go over the examples in the pronunciation note and talk about agreeing and refusing. Play the audio. Have students repeat after you as you model each example, or play the audio again, pausing for students to repeat. Then model, and have students repeat each example from the charts above.

BEST PRACTICE

Using polite and formal language

Point out to students that polite and formal language is sometimes subjective (usage depends on the speaker and the situation). Let them know that polite and formal language use in their native tongues may not always be applicable to English. Explain that certain cultures may be much more or much less formal. Encourage students to study the examples in their books. In addition, suggest that students listen carefully to native English speakers to learn more about how and when polite and formal language is used.

Instructor's Notes

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D Use the sentences and responses in B and C to make conversations.

EXAMPLE: **Student A:** Good job!
Student B: Thank you. I appreciate your telling me that.

E Compare the two conversations. Then study the charts.

Employee: Excuse me. Would you mind looking over this report for me before I send it out?
Manager: No, of course not. That's no problem.

Susana: Could you give me a hand with this box?
Coworker: Sure, I'll be right over.

Polite Requests and Responses	
Would you mind helping me?	Polite and formal
Could you help me, **please**?	Polite and friendly
Can you give me a hand?	Polite and informal
Come here!	Very informal and impolite
When we speak to friends or colleagues, it is acceptable to be less formal. When we speak to a boss or a manager, it is polite to be more formal.	

Agree	Refuse
Sure.	No. I'm really sorry.
That's fine.	I'm sorry, but I can't.
Of course.	I'd like to, but I can't because . . .
No problem.	
Certainly.	

Rising Intonation for Polite Requests

Would you mind helping me?

Can you give me a hand?

Tone of Voice for Agreeing and Refusing

When you *agree* to something, your voice should sound *happy* and *upbeat*.

When you *refuse* something, you should sound *apologetic*.

F **Listen to these people talk to their bosses, coworkers, and employees. Are they being informal or formal? Check (✓) the correct answer.**

1. ☐ informal ☑ formal
2. ☑ informal ☐ formal
3. ☑ informal ☐ formal
4. ☑ informal ☐ formal

G **Complete the workplace conversations with a partner. Then practice your conversations and present them to the class.** Answers will vary.

Conversation 1

A: That was an excellent project you turned in.
B: _____
A: I'm going to share it with all the other employees.
B: _____

Conversation 2

A: Please don't be late to work anymore.
B: _____
A: It's really affecting your work.
B: _____

Conversation 3

A: _____
B: Sure, I'd be happy to.
A: _____

Conversation 4

A: _____
B: _____
A: _____
B: _____

H **Work with a partner. Use the situations to practice making and responding to formal requests, and complimenting and criticizing as necessary.**

1. Your manager gave you a good employee review.
2. Ask your coworker to give you a ride home.
3. Your coworker is always late.
4. Ask your boss to help you check some accounts.

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Workplace Focus

Exercise F: Complete tasks as assigned;
Exercises G, H: Interact appropriately with team members.

Practice 3

10-15 mins.

F **Listen to these people talk to their bosses, coworkers, and employees. Are they being informal or formal? Check (✓) the correct answer.**

See how many students can get all the answers right the first time. Then play the audio again to make sure all students hear the difference between being formal and informal.

Listening Script

1. *Bob, could you come to my office for a minute?*
2. *Give me that hammer.*
3. *Hey, we need more coffee.*
4. *Would you mail this package?*

Evaluation 3

5-10 mins.

Go over the answers to **F** as a class. Have students practice the requests and respond appropriately using the expressions from the chart in **E** with a partner.

Application

10-20 mins.

G **Complete the workplace conversations with a partner. Then practice your conversations and present them to the class.**

Monitor and provide help as needed. After students have practiced, call on different pairs to present one of their conversations.

H **Work with a partner. Use the situations to practice making and responding to formal requests, and complimenting and criticizing as necessary.**

Go over the four situations with the class, then assign students to pairs to carry out the conversations. Monitor, checking for tone and appropriate language (formal / informal). If time allows, have students switch partners.

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

Instructor's Notes

At-a-Glance Prep

Goal: Discover human resources jobs

Agenda

- ☐ Identify what a Human Resources (HR) department does.
- ☐ Investigate salaries and entry requirements.
- ☐ Analyze statistics related to HR job locations.
- ☐ Interpret an HR job ad.
- ☐ Reflect on your suitability for an HR job.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.8.1, 6.7.2, 6.7.3
CCRS: R7, SL1, SL2, W7
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.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

In this lesson, students are introduced to jobs in human resources. They will identify the responsibilities of an HR department and investigate salaries and entry requirements. Students will then analyze where the majority of HR jobs are located and interpret an HR job ad and their suitability for the job.

Warm-up and Review 10-15 mins. ■■■

Write *Career Clusters* on the board and have students recall the ones they have seen in the previous units. Write them on the board. Elicit examples of jobs associated with each cluster and their duties and then character traits required for the jobs they suggest. Write these on the board as students call them out.

Introduction 5-10 mins. ■■■

Write *Human Resources* on the board and elicit vocabulary related to this area. Write students' ideas on the board. Remind them that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today we will learn about jobs in Human Resources*.

Presentation 1 15-20 mins. ■■■

A Most companies have a Human Resources (HR) department. What do you think HR does?

Have students write down their ideas about what HR does then share and discuss their ideas with a partner. Have students discuss their ideas as a class. Point out the diagram and check students' understanding of each concept.

Practice 1 5-10 mins. ■■■

B CATEGORIZE Look at the list below. Some phrases are what a Human Resources department does and other phrases are ways that an HR department supports its employees. Write each in the correct column below.

Go over the instructions and phrases in the box, then have students complete the activity. They can do this individually or with a partner. Check answers as a class.

C Go online and find the following information for an HR employee.

Have students read what information they need to find. Remind them how to carry out an effective search. Set a time limit for their research. When they have finished, compare the information they found as a class or in small groups, depending on the size of your class.

Evaluation 1 5-10 mins. ■■■

Write the information students share in **C** on the board so that you can analyze it together. Discuss the different levels of pay they found, whether there were different entry requirements in terms of education and experience, and any other relevant information.

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LESSON 6

Explore the Workforce

GOAL ▶ Discover human resources jobs

A Most companies have a Human Resources (HR) department. What do you think HR does?
Answers will vary.



B CATEGORIZE Look at the list below. Some phrases are what a Human Resources department does and other phrases are ways that an HR department supports its employees. Write each in the correct column below.

conducts disciplinary actions	hires the right employees	maintains employee records
offers continuing education	processes payroll	provides career growth
recruits candidates	supports health and wellness	trains and supports managers
updates policies		

What an HR Department Does	How an HR Department Supports Employees
conducts disciplinary actions, recruits candidates, updates policies, hires the right employees, processes payroll, maintains employee records	offers continuing education, supports health and wellness, provides career growth, trains and supports managers

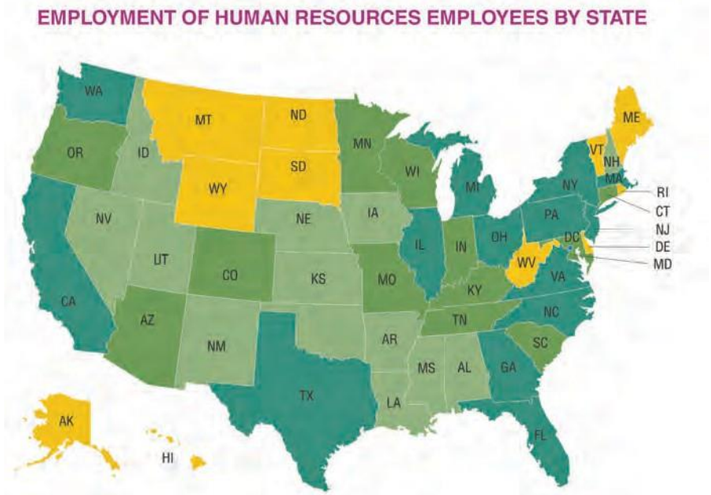
C Go online and find the following information for an HR employee.

Pay: _____

Education Required: _____

Years of Experience Needed: _____

D **Look at the map below. What information does it show?**
Answers will vary. How many HR employees are in each state.



E **Answer the following questions with a partner.**

1. Which states have the highest number of HR employees?
   MA, NY, PA, NJ, VA, NC, GA, FL, TX, MI, IL, OH, WA, CA
2. Which states have the fewest?
   HI, AK, MT, WY, ND, SD, WV, ME, VT, DE, RI
3. Find your state. How would you describe it? Most HR employees? Fewest HR employees? Or in the middle? Answers will vary.

F **The following states have the most Human Resources Managers. If California has the most and Florida has the least, can you put the employment numbers in the chart below?**

10,440	12,210	24,920	7,820	11,930

According to the chart, you will make the most money as an HR manager if you live in...

a. California b. Texas c. New York d. Illinois

State	Employment	Hourly Mean Wage	Annual Mean Wage
California	24,920	$ 74.25	$ 154,430
Illinois	12,210	$ 61.93	$ 128,820
Texas	11,930	$ 63.60	$ 132,290
New York	10,440	$ 86.72	$ 180,380
Florida	7,820	$ 56.98	$ 118,520

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Presentation 2

15-20 mins.

D **Look at the map below. What information does it show?**
Have students look at the map and, as a class, discuss what it is a map of and what it shows.

Practice 2

20-25 mins.

E **Answer the following questions with a partner.**
Make sure students understand that they need to use the information in the map to answer the questions. Have them work with a partner to answer the questions, then check answers as a class.

F **The following states have the most Human Resources Managers. If California has the most and Florida has the least, can you put the employment numbers in the chart below?**
Make sure students understand what they have to do, then have them complete the chart individually. Encourage students to compare answers with a partner, then check them as a class.

Evaluation 2

10-15 mins.

Ask students questions about the different information in the chart. For example, *What is the highest hourly wage?* etc.

BEST PRACTICE

Writing in the job application process
When students are completing job application forms or writing a letter or email to accompany their job application, it is important that they get into the habit of having someone else look at what they have written (application form and letter / email) if possible, or reviewing it themselves, and then making corrections and rewriting. Being clear and coherent, and as accurate as possible in their written English, will make their application stronger.

Instructor's Notes

Presentation 3

15-20 mins.

Ask students what responsibilities an HR coordinator might have and what character traits they would need to have. Write students' ideas on the board.

G INTERPRET Read the job ad. Underline phrases you don't understand and discuss with your teacher.

Have students read the ad carefully and underline the parts they don't understand. Call on different students to share something they underlined and see if anyone else in the class can explain the meaning. Write the word / phrase on the board each time. Continue with this process until all doubts have been cleared up. Only explain yourself or have students look up the meaning when no one in the class can explain.

Practice 3

10-15 mins.

Ask students in shorter classes to do Practice 3 for homework. They can check their answers and share their ideas briefly in the next class or, as possible, via a group chat or forum before the next class.

H Based on the ad in G, decide if each statement is *True* or *False*. If it's false, make it true.

Tell students to do as much of the activity as they can without looking at the ad again. Then have them read the ad once more to confirm and complete their answers.

I REFLECT Would you be good for this job? Why or why not? Write a paragraph with your ideas on a separate piece of paper.

Tell students to first decide their answer to the first question and then think about their reasons and list them. Provide help with vocabulary as needed. Have students recall what they need to think about when they write a paragraph before they begin writing.

Evaluation 3

5-10 mins.

Monitor as students write their paragraphs. Then have them exchange paragraphs with a partner and discuss whether they have similar or different ideas and whether they agree with their partner's opinion about their suitability for the job. Give students feedback on their paragraphs without correcting the mistakes and have them rewrite their paragraphs.

Instructor's Notes

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G INTERPRET Read the job ad. Underline phrases you don't understand and discuss with your teacher.

HR Coordinator – Claremont Airport

Claremont, NH **$21 an hour (full-time)**

The HR Coordinator provides assistance with and facilitates HR support tasks and activities. The position assists with recruiting, administering, hiring and on-boarding, preparing, and maintaining employment records. This position also maintains other human resources documentation, distributes human resources communications as appropriate, and performs all other responsibilities as directed by the business, or as assigned by Management.

Benefits Include:

- Medical, dental and vision
- Vacation and sick time
- 401K retirement savings plan
- Employee meal discounts
- Detailed training and opportunities for professional growth / advancement
- Discounted parking
- Clean, safe, friendly work atmosphere

Minimum Qualifications, Knowledge, Skills, and Work Environment

- Requires high school diploma or General Education Development (GED) diploma
- Requires knowledge of word processing, spreadsheet and data base software
- Demonstrates the ability to interact with the public and coworkers in a friendly, enthusiastic and outgoing manner
- Requires the ability read and comprehend instructions, short correspondence and policy documents, as well as converse comfortably with customers
- Requires basic keyboarding or other repetitive motions

APPLY HERE

H Based on the ad in G, decide if each statement is *True* or *False*. If it's false, make it true.

Example: This job is ~~part~~ full-time. *False*

1. You must have a high school diploma or GED to do this job. True
2. This job offers dental insurance. True
3. You ~~don't~~ have to know how to use a computer. False
4. This job is located in New ~~Jersey~~ Hampshire. False
5. If you work 40 hours a week, you would make about ~~$2,480~~ 3,360 per month. False
6. This company offers a retirement savings plan. True

I REFLECT Would you be good for this job? Why or why not? Write a paragraph with your ideas on a separate piece of paper. Answers will vary.

Review

A **Work with a partner. Imagine that you need to hire several new employees for your business. Use the vocabulary from the box to talk about the qualities you are looking for.**

ambitious	demanding	funny	interesting	quiet	serious
courteous	friendly	hardworking	patient	respectful	strict

EXAMPLE: **Student A:** I think an ideal employee should be serious.
Student B: I agree. Good employees shouldn't be lazy.

B **Circle the correct word in each sentence.**

1. Have you seen (my / mine) new pen?
2. (They / Their) cafeteria has delicious food, but (our / ours) is awful.
3. Can I use (your / yours) stapler? I can't find (my / mine.)
4. (Our / Ours) salary is low, but we get lots of tips.
5. (My / Mine) benefits are really good, but (her / hers) are better.

C **Match the description to the benefit.**

d	1. 401K	a. protection against work injuries
f	2. bonus	b. a day off to do something for yourself
a	3. disability insurance	c. time off to take care of a baby
g	4. family leave	d. retirement savings
c	5. maternity leave	e. a day off if you are sick
b	6. personal day	f. payment when a company shares its profits
e	7. sick day	g. time off to care for a sick family member

Learner Log

I can compare employee behavior and attitudes. ☐ Yes ☐ No ☐ Maybe

I can analyze benefit information. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goals: All unit goals
Grammar: All unit grammar
Academic Strategy: Reviewing
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: 0.1.2, 0.1.5, 4.2.1, 4.2.5, 4.6.1, 7.4.5
CCRS: RI1, RI7, SL1, SL6, L1
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
S6: Analyze and critique the arguments of others orally and in writing.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 5-10 mins.

Have students turn to page 186 and do **G** again with a different partner. Ask volunteers to model their conversations for the class.

Workplace Focus

Exercises A, B, C: Complete tasks as assigned.

Introduction 5-10 mins.

Ask students as a class to try to recall (in general) all the goals of this unit without looking at their books. Then remind them of the goals they omitted, if any. (Unit goals: compare employee behavior and attitudes, interpret a pay stub, analyze benefit information, identify safe workplace behavior, communicate at work, and discover human resources jobs). Write all the Unit 7 goals on the board. Show students the first page of the unit and mention the six goals. State the goals for the review: *Today, we will review everything you have learned in this unit.*

Presentation 10-15 mins.

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 20-25 mins.

Note: There are two ways to do the review:
(1) Go through each exercise one at a time and, as students complete each one, go over the answers.
(2) Briefly go through the instructions of each exercise, allow students to complete all of the exercises at once, and then go over the answers.

A **Work with a partner. Imagine that you need to hire several new employees for your business. Use the vocabulary from the box to talk about the qualities you are looking for.**

Call on different students to explain each word in the box, then have students carry out the activity with a partner.

B **Circle the correct word in each sentence.**

Give an example of a possessive adjective and then a possessive pronoun. Elicit the other forms. Have students complete the activity then compare answers with a partner. Check the answers as a class.

C **Match the description to the benefit.**

Have students complete the activity then compare answers with a partner. Check answers as a class.

Evaluation 20-25 mins.

Go around the classroom 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.

Learner Log 5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

Practice *(continued)* 25–30 mins.

Workplace Focus

Exercise D: Complete tasks as assigned; Perform basic computations.

D Skim Ali's pay stub and answer the questions below.

Ellicit what *skim* means in the context of reading. Have students read the questions so they know what information they need to look for when they skim the pay stub. When they have finished, have them compare answers with a partner before checking as a class.

Evaluation 25–30 mins.

Go around the classroom 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.

Learner Log 5–10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

BEST PRACTICE

Recycling / Review

The review exercises 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 is 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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D Skim Ali's pay stub and answer the questions below.

SECTION 1: PERSONAL INFORMATION

Employee Name: Ali Ramsey
Check Number: 89765
SS Number: 236-49-2524
Marital Status: Single
Pay Period: 8/01-8/15

Hours and Earnings

Description	Rate of Pay	Hours / Units	Earnings
Hourly/Day/Monthly	$15.25	56	$854

SECTION 2: WITHHOLDINGS

Description	This Period	YTD
Federal Income Tax	$80.42	$1,206.30
State Income Tax	$21.02	$315.30
Social Security	$65.25	$978.75
Medicare	$12.15	$182.25
State Disability	$10.12	$151.80
TOTAL	**$188.86**	**$2,834.40**

SECTION 3: PRE-TAX DEDUCTIONS

Description	This Period	YTD
401K	$100	$1,500

SECTION 4: TOTAL PAY

Description	This Period	YTD
Gross Pay	$854	$12,810
Withholdings	$188.86	$2,832.90
Pre-Tax Deductions	$100	$1,500
Net Pay	$565.14	$8,377.10

1. Did Ali pay into social security this month? How much? Yes; $65.25
2. Does Ali pay Medicare? Yes
3. Does he pay state disability insurance? Yes
4. How many hours did he work during this two-week pay period? 56
5. How much federal income tax has Ali paid this year? $1206.30
6. Does he contribute any money to a retirement account? How much? Yes; $100 per pay period / $1,500 YTD
7. How much money did he make this month after taxes? $565.14
8. How much money did he make this month before taxes? $854
9. How much state income tax did he pay this month? $21.02

Learner Log I can interpret a pay stub.
☐ Yes ☐ No ☐ Maybe

Review

E **Complete the following conditional sentences about work situations with *might* or *could*.** Answers will vary.

1. If you don't mop the wet floor, _____.
2. If the truck driver drives too fast, _____.
3. If those construction workers don't wear earplugs, _____.
4. If the gardener doesn't wear gloves, _____.

F **Work with a partner to match the exchanges. Practice them with a partner.**

c	1. Your report was excellent!	a. I'm so sorry. I've been having car troubles.
a	2. I noticed you were late again today.	b. It was really interesting to work on, so I couldn't stop!
d	3. Can you work a little faster?	c. Thank you. I worked really hard on it.
b	4. You finished that project so quickly!	d. Yes, I can.

G **Work with a partner. Practice making and responding to formal requests using the situations below.**

1. Ask your coworker to let you use her computer.
2. Ask your employee to send a fax.
3. Ask your coworker to help you lift a heavy box.

H **Use your dictionary to look up different word forms of vocabulary in this unit. Use the new word form in a sentence.** Answers will vary.

1. nouns: employee, employer — verb: to employ
   Our company wants to employ people with good computer skills.
2. noun: promotion — verb: _____
   _____
3. verb: to retire — noun: _____
   _____

Learner Log

I can identify safe workplace behavior. ☐ Yes ☐ No ☐ Maybe

I can communicate at work. ☐ Yes ☐ No ☐ Maybe

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Workplace Focus

Exercises E, H: Complete tasks as assigned; Exercises F, G: Interact appropriately with team members.

Practice

25-30 mins.

E **Complete the following conditional sentences about work situations with *might* or *could*.**

Elicit from students work situations that might be dangerous. Write these on the board. In pairs, have students come up with possible results of these situations using *might* or *could*. Review answers with the class. Then ask students to complete the exercise.

F **Work with a partner to match the exchanges. Practice them with a partner.**

Have students complete the activity with a partner. Call on different students to say one of the exchanges with their partner to check the answers.

G **Work with a partner. Practice making and responding to formal requests using the situations below.**

Have students switch partners to carry out this activity so that they have the opportunity to work with someone different. Call on volunteer pairs to model one of their exchanges for the class.

H **Use your dictionary to look up different word forms of vocabulary in this unit. Use the new word form in a sentence.**

Remind students about different word forms by working through a few examples on the board using different words. For example, write *contribute* and elicit whether it is a verb or a noun. Then elicit the noun form, *contribution*. Have students complete the dictionary activity individually or with a partner. Check the word forms as a class and call on different students to share their example sentences. Write them on the board and correct them with the help of the class as needed.

Evaluation

25-30 mins.

Go around the classroom 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.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.2.4, 4.2.5, 4.8.1, 4.8.5

CCRS: W6, SL1, SL4, SL5, SL6

ELPS:

S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.

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

Polite suggestions

Explain how in the workplace, collaboration is a very important skill because projects can be developed and completed more easily and effectively when people work together. Explain that in order to collaborate effectively, students need to be able to make suggestions politely. Point out the information in the table on the project page.

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 3-hour class, but we recommend two days to give students enough time to fully develop their ideas. The projects are designed to be done in several steps. Each student leads one step.

Warm-up

10 mins.

Review items in the review section of the unit and make sure all 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 in this lesson that they will be creating an employment handbook. Students will share their handbook with other classes.

Presentation

10-15 mins.

1. Form a team with four or five students. Choose a position for each member of your team.

Tell students that before they can start the project, they must form teams. Your goal here is to put them into groups of four or five. It's a good idea to vary how you group them from project to project.

Practice / Evaluation / Application

1-2 hours

2. With your class, look at the list below. Decide which part of the handbook each team will create.

Ask students to choose their positions in the team. To do this, go through the job descriptions and then each step in the project. Make sure students understand that they will complete one step before going on to the next and that although each person has a specific task, they will work together on each step.

The leader's job has the responsibility of making sure everyone participates and speaks English. The leader may also supervise other steps, for example, in **Step 1**, the leader can manage the discussion about which section the team would like to do.

In **Step 3**, for example, the secretary will write the text, but all team members will contribute information and ideas. In **Step 4**, the designer will lead the work but with input from the other members of the team.

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Create an Employee Handbook

SOFT SKILL ▸ Collaboration

With your team, you will create one section of an employee handbook. With your class, you will create a complete employee handbook.

1. Form a team with four or five students. Choose a position for each member of your team.

Position	Job Description	Student Name
Student 1: Leader	Check that everyone speaks English and participates.	
Student 2: Secretary	Write information for the handbook with help from the team.	
Student 3: Designer	Design the brochure layout and add artwork with help from the team.	
Students 4/5: Member(s)	Help the secretary and designer with their work.	

2. With your class, look at the list below. Decide which part of the handbook each team will create.
   - Payroll Information
   - Benefits
   - Workplace Safety
   - Workplace Communication
3. Create the text for your section of the employee handbook.
4. Work as a group with your designer to decide what sort of artwork will complement your text.
5. As a class, create a table of contents and a cover. Put your handbook together.
6. Display your handbook so that other classes can see it.

COLLABORATION:

Polite suggestions

As you collaborate, practice making polite suggestions:

I think it would be a great idea if we include....

Why don't we add...?

I think it would be better if....

About the Photo

This photo shows a carpenter wearing personal protection equipment as she demonstrates safety in the workplace to local people interested in working in the construction field. Safety in the workplace means that even those watching her work need to be wearing goggles, hard hats, and vests. Construction is an industry with constant employment opportunities for a wide variety of skillsets, from bricklaying to administration. Employees should know their rights regarding safety and know that they can consult the Occupational Safety and Health Administration (OSHA) if they have any concerns.

A Discuss the following questions with a small group.

Write *safety in the workplace* on the board and elicit what students recall from the unit about the topic. Write their ideas on the board. Go over the questions as a class, then assign students to small groups to discuss them. Monitor and provide vocabulary as needed. Then share and discuss answers as a class.

B Read the text. Make a list of vocabulary you don't understand. Find the meanings by discussing with your classmates or looking them up online.

Have students read the title and discuss what they think it means and what information they think they will find in the text. Tell them to read the text and write the words they don't understand in a list in their notebooks. When they are ready, have them form small groups to discuss the meanings. Remind them that they can use the context to help them work out the meaning of new words (see Reading Strategies box). Tell them to first find out which words other people in the group know and write down the definitions. Then have students form new groups and consult with the new group about the words they still don't have definitions for. Then have them use an online dictionary to find the meanings of any remaining words.

C INFER Choose the best answer.

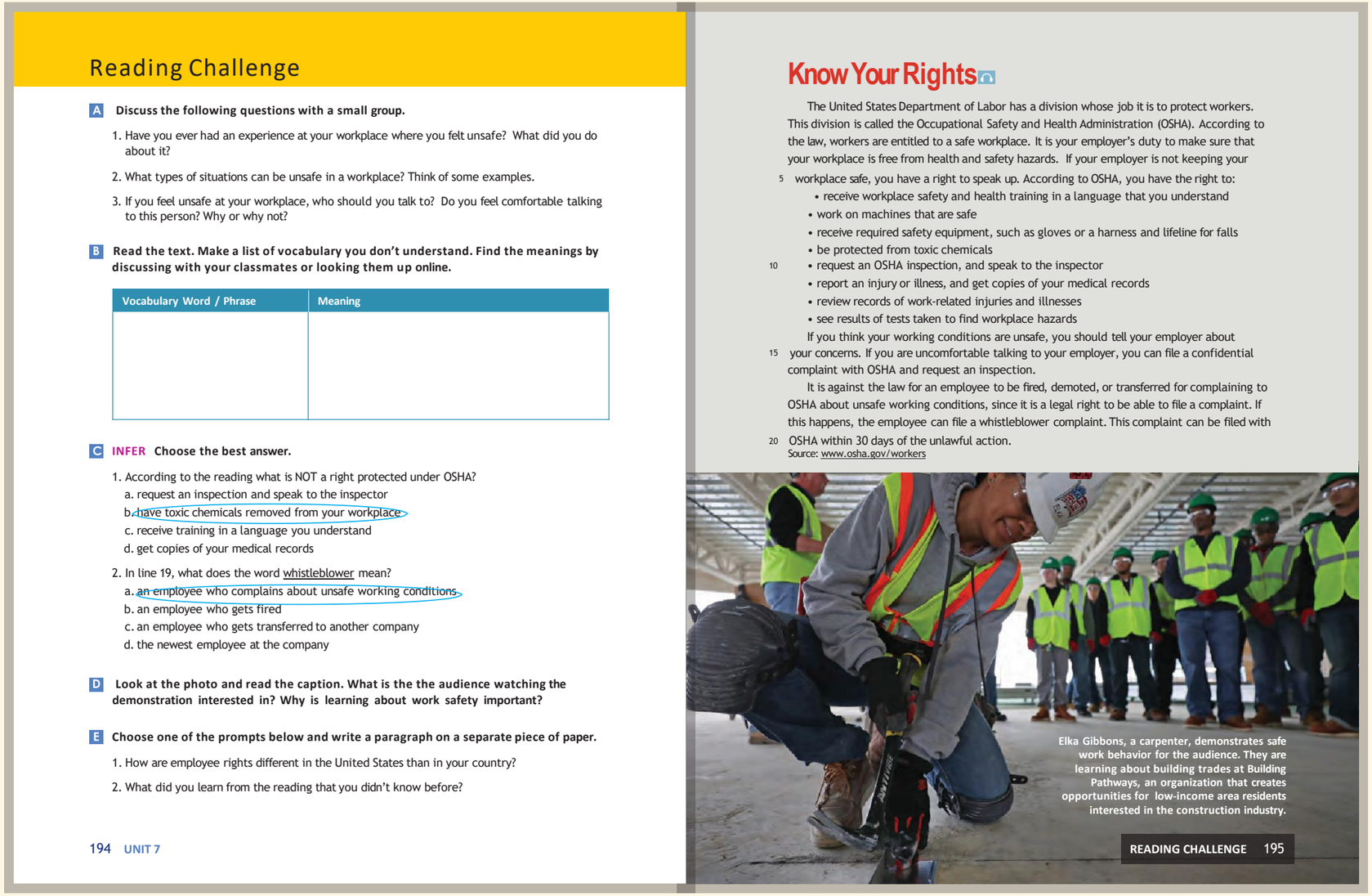
Elicit the meaning of *infer*, then have students find the information in the text and answer the questions. Check answers as a class.

D Look at the photo and read the caption. What is the audience watching the demonstration interested in? Why is learning about work safety important?

Have students look at the photo and describe what they can see. Then have them read the caption and answer the questions with a partner. Discuss as a class.

E Choose one of the prompts below and write a paragraph on a separate piece of paper.

Have students brainstorm ideas for each prompt in groups. Then have students write a paragraph for the prompt they choose.



Reading Challenge

A **Discuss the following questions with a small group.**

1. Have you ever had an experience at your workplace where you felt unsafe? What did you do about it?
2. What types of situations can be unsafe in a workplace? Think of some examples.
3. If you feel unsafe at your workplace, who should you talk to? Do you feel comfortable talking to this person? Why or why not?

B **Read the text. Make a list of vocabulary you don't understand. Find the meanings by discussing with your classmates or looking them up online.**

Vocabulary Word / Phrase	Meaning

C **INFER** **Choose the best answer.**

1. According to the reading what is NOT a right protected under OSHA?
   a. request an inspection and speak to the inspector
   b. have toxic chemicals removed from your workplace
   c. receive training in a language you understand
   d. get copies of your medical records
2. In line 19, what does the word whistleblower mean?
   a. an employee who complains about unsafe working conditions
   b. an employee who gets fired
   c. an employee who gets transferred to another company
   d. the newest employee at the company

D **Look at the photo and read the caption. What is the the audience watching the demonstration interested in? Why is learning about work safety important?**

E **Choose one of the prompts below and write a paragraph on a separate piece of paper.**

1. How are employee rights different in the United States than in your country?
2. What did you learn from the reading that you didn't know before?

194 UNIT 7

Know Your Rights

The United States Department of Labor has a division whose job it is to protect workers. This division is called the Occupational Safety and Health Administration (OSHA). According to the law, workers are entitled to a safe workplace. It is your employer's duty to make sure that your workplace is free from health and safety hazards. If your employer is not keeping your workplace safe, you have a right to speak up. According to OSHA, you have the right to:

- receive workplace safety and health training in a language that you understand
- work on machines that are safe
- receive required safety equipment, such as gloves or a harness and lifeline for falls
- be protected from toxic chemicals
- request an OSHA inspection, and speak to the inspector
- report an injury or illness, and get copies of your medical records
- review records of work-related injuries and illnesses
- see results of tests taken to find workplace hazards

If you think your working conditions are unsafe, you should tell your employer about your concerns. If you are uncomfortable talking to your employer, you can file a confidential complaint with OSHA and request an inspection.

It is against the law for an employee to be fired, demoted, or transferred for complaining to OSHA about unsafe working conditions, since it is a legal right to be able to file a complaint. If this happens, the employee can file a whistleblower complaint. This complaint can be filed with OSHA within 30 days of the unlawful action.

Source: www.osha.gov/workers

Elka Gibbons, a carpenter, demonstrates safe work behavior for the audience. They are learning about building trades at Building Pathways, an organization that creates opportunities for low-income area residents interested in the construction industry.

READING CHALLENGE 195

CASAS

4.2.6

CCRS FOR READING

RI1, RI2, RI3, RI4, W1, W4, W5, L1, L2

READING STRATEGIES

Meaning from Context

Tell students that it is not always necessary to use a dictionary to understand the meaning of a word. Explain that the meaning can sometimes come from reading the word in context. Advise students to first read the sentence that contains the word. Then tell them that if they still cannot understand the meaning, they can use a dictionary for help.

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8 Citizens and Community



About the Photo

Diane Cook and Len Jenshel—two landscape photographers who live in New York City—took this photo. It shows a bridal party posing for photographs at an entrance to the High Line in New York City. The High Line is a park that was built on a disused railway line. The High Line attracts almost five million people every year and offers visitors stunning views of the city and the Hudson River.

- Introduce the unit. Ask students if they remember the meaning of *community*. Then ask: *What is a citizen?* Discuss as a class.
- Ask students to look at the photo and read the questions. Then ask them to share their answers with a partner. Discuss the answers as a class.
- Ask: *Are the people in the photo citizens?*
- Go over each unit outcome.

Life Skills Focus

In this unit, students will learn about the roles and responsibilities they have as citizens and the roles and responsibilities of the US government. They will also learn how to approach and overcome problems in their community.

UNIT OUTCOMES

- Identify US geographical locations
- Compare and contrast ideas
- Compare the branches of the US government
- Express opinions
- Write a speech
- Learn about careers in local government

Answer the questions.

A bridal party poses at the High Line's entrance in Chelsea, NY. People, with community spirit, make way for the party.

1. Which city do you think these people live in? Why?
2. What type of public place do you think this is?
3. Where are the people in dresses going? Where is the man with the stroller going?
4. Is it usual for a bridal party to pose on a staircase?
5. Where do people take photos in your community?

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 8, Lesson 6, *Explore the Workforce* students will be introduced to careers in local government. Students will explore the different categories in local government and the jobs within each one.
- In the Team Project, students practice the soft skill of presentation and public speaking.
- Digital Literacy Tips in lessons raise awareness about municipal apps that citizens can use to find out information about local services and report issues.

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Identify US geographical locations • Compare and contrast ideas • Compare the branches of the US government • Express opinions • Write a speech • Learn about careers in local government	• *but, however* • *both … and, neither… nor* • Modal: *should* • Contrary-to-fact conditional statements	• Names and abbreviations of US states • US government • Political issues	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Legal system • US government system • Civics, family, and community resources	Lesson 1: 0.1.2, 0.1.5, 5.2.4, 5.2.6 Lesson 2: 0.1.2, 0.1.5, 5.1.4, 5.1.6, 5.5.8 Lesson 3: 0.1.2, 0.1.5, 5.5.2, 5.5.3, 5.5.4, 5.5.8, 5.5.9 Lesson 4: 0.1.2, 0.1.5, 7.3.1, 7.3.2, 7.3.4 Lesson 5: 0.1.2, 0.1.5, 5.1.6, 5.5.8, 5.5.9 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9, 4.8.1, 6.7.2 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: 4.2.6	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, 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.	RI1, RI2, RI3, RI4, RI7, W1, W2, W4, W5, W6, SL1, SL2, SL3, SL4, SL6, L1, L2

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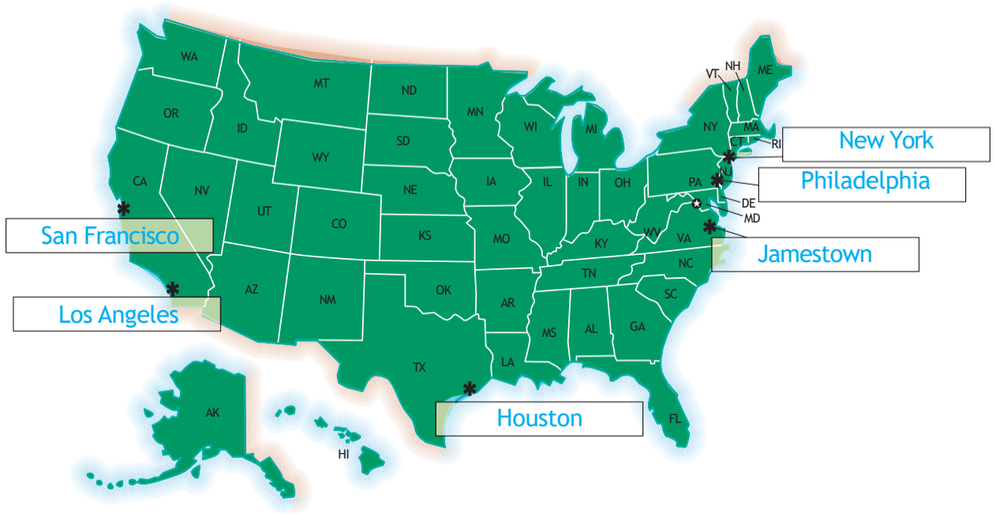
LESSON 1

The United States

GOAL ▶ Identify US geographical locations

A LOCATE Look at the map of the United States. Write the names of the cities in the spaces provided.

Philadelphia	Los Angeles	Jamestown	New York	San Francisco	Houston



B Look at the map again. Write the names of any other cities you know in the United States.

Answers will vary.

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At-a-Glance Prep

Goal: Identify US geographical locations
Academic Strategy: Focused listening
Vocabulary: names of states, *port*, *colony*, *capital*, *producer*

Agenda

- ☐ Study a map of the US.
- ☐ Identify US cities.
- ☐ Identify states from their abbreviations.
- ☐ Talk about US tourist attractions.
- ☐ Listen to and discuss a lecture about important cities.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 5.2.4, 5.2.6
CCRS: RI7, SL1, SL2, SL3
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.
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 how many states make up the United States. Then give them about ten minutes to write down the names of as many states as they can.

Introduction

5-10 mins. ■■■

Have students share their lists with their classmates and add states they missed to their own lists. After one volunteer has written his or her list on the board, ask others to supplement the list until all fifty states are named. You may need to add some to complete the list. State the goal: *Today, we will identify US geographical locations.*

Presentation 1

10-15 mins. ■■■

As you display a large map of the United States (a paper map or an online map), have students look at the map in their books. Point to different states on the map you are using and ask students to name them. (If you don't have a large map and are relying instead on the one in the Student Book, provide students with the approximate location of the states you want them to name.) As you present them, write the state names on the board so students become familiar with the correct spelling.

Practice 1

10-15 mins. ■■■

A LOCATE Look at the map of the United States. Write the names of the cities in the spaces provided.

Have students write the cities on the map and compare with a partner.

B Look at the map again. Write the names of any other cities you know in the United States.

Elicit names of a few other cities, then have students complete the activity individually before comparing with a partner.

Evaluation 1

5 mins. ■■■

Go over the answers to **A** and **B** as a class. For **B**, have students say where on the map the other cities they listed are.

Instructor's Notes

Workplace Focus

Exercise C: Complete tasks as assigned;
Exercise D: Interact appropriately with team members.

Presentation 2

5-10 mins.

Look at **C** with the class and ask students what the two letter codes before the state names are called (abbreviations). Ask them what the abbreviation is for your state. Go over the ones that have already been completed.

Practice 2

10-15 mins.

C Read each state abbreviation and write the full state name. Ask a classmate or your teacher if you need help.

Have students work in pairs or small groups to complete the activity. Share the information in the Best Practice box to help students learn the abbreviations.

Evaluation 2

10-15 mins.

Go over the state names and the abbreviations (postal codes) with the class.

D DETERMINE Ask your partner about the states he or she has visited. Who has visited the most states?

Have students write a list of the states their partner has visited. Encourage them to ask follow-up questions about what they liked or didn't like about the different states they have been to. Monitor and provide help as needed. Call on different students to share the states their partner has visited and write a class list on the board.

BEST PRACTICE

State abbreviations

Memorizing the abbreviations for fifty states can be challenging for students who are not familiar with US geography. Teachers can help students recall the correct abbreviations by sharing a few rules:

1. If the state has two words, take the first letter of each. (NM, NJ, SC, WV, etc.)
2. No two states use the same abbreviation.
3. Sometimes the first two letters of single-word states form the abbreviation. (AL, CA, FL, etc.)
4. Sometimes the first and last letter of single-word states form the abbreviation. (GA, IA, ME, VT, etc.)

Point out that there are exceptions to the rules due to the three- or four-letter abbreviations that were commonly used in the past:

Alaska - ALSK - AK
Arizona - ARIZ - AZ
Kansas - KANS - KS
Minnesota - MINN - MN
Mississippi - MISS - MS
Montana - MONT - MT
Nevada - NEV - NV
Tennessee - TENN - TN
Texas - TEX - TX

Instructor's Notes

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C Read each state abbreviation and write the full state name. Ask a classmate or your teacher if you need help.

AL	Alabama	MT	Montana
AK	Alaska	NE	Nebraska
AZ	Arizona	NV	Nevada
AR	Arkansas	NH	New Hampshire
CA	California	NJ	New Jersey
CO	Colorado	NM	New Mexico
CT	Connecticut	NY	New York
DE	Delaware	NC	North Carolina
FL	Florida	ND	North Dakota
GA	Georgia	OH	Ohio
HI	Hawaii	OK	Oklahoma
ID	Idaho	OR	Oregon
IL	Illinois	PA	Pennsylvania
IN	Indiana	RI	Rhode Island
IA	Iowa	SC	South Carolina
KS	Kansas	SD	South Dakota
KY	Kentucky	TN	Tennessee
LA	Louisiana	TX	Texas
ME	Maine	UT	Utah
MD	Maryland	VT	Vermont
MA	Massachusetts	VA	Virginia
MI	Michigan	WA	Washington
MN	Minnesota	WV	West Virginia
MS	Mississippi	WI	Wisconsin
MO	Missouri	WY	Wyoming

Note

Washington, DC is not a state.

D DETERMINE Ask your partner about the states he or she has visited. Who has visited the most states?

E **Look at the pictures of popular tourist attractions in the United States. What are they? Where are they located?**

1. 
Golden Gate Bridge, San Francisco, California

2. 
Statue of Liberty, New York, New York

3. 
Liberty Bell, Philadelphia, Pennsylvania

F **Listen to the lecture on notable cities in the United States. Match the city with the correct information. Review the vocabulary before you start.**

g 1. where the federal government is located	a. Houston, TX
d 2. home of the Statue of Liberty	b. Jamestown, VA
f 3. a major port for the Pacific Ocean	c. Los Angeles, CA
b 4. a former English colony named after an English king	d. New York, NY
e 5. where the Declaration of Independence was written	e. Philadelphia, PA
c 6. the film capital of the world	f. San Francisco, CA
a 7. a major oil producer	g. Washington, DC
h 8. where Disney World is located	h. Orlando, FL

G **What else do you know about the cities listed in F? Discuss your ideas with your classmates and teacher.**

H **Look at your list of cities in B. What are they famous for? Include your own city or the city nearest you.** Answers will vary.

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Workplace Focus

Exercises E, F, H: Complete tasks as assigned; Exercise G: Interact appropriately with team members.

Presentation 3

5–10 mins.

Have students turn back to the map in **A** and look at the cities they wrote in the spaces. Ask them if they have heard of these cities before and, if so, what they know about each one.

E **Look at the photos of popular tourist attractions in the United States. What are they? Where are they located?**

Discuss as a class what these attractions are and which city and state they are in.

Practice 3

15–20 mins.

Prepare students for the focused listening activity in **F** by previewing its vocabulary.

F **Listen to the lecture on notable cities in the United States. Match the city with the correct information. Review the vocabulary before you start.**

Go over the items and clarify vocabulary as needed. If possible, have students explain meanings. Play the audio for **F**. Give students time to complete their answers, then play the audio again. Have students compare answers with a partner, then play the audio again.

Note: Listening Script to accompany **F** is on page 255.

Evaluation 3

5–10 mins.

Go over the answers as a class. More information is given about each city in the audio than is listed in the matching activity. Ask students if they can recall any information they heard but weren't asked about.

G **What else do you know about the cities listed in F? Discuss your ideas with your classmates and teacher.**

Ask students to work in groups and write down information about the cities that they either heard in the audio or knew beforehand. Play the audio several more times.

Application

10–20 mins.

H **Look at your list of cities in B. What are they famous for? Include your own city or the city nearest you.**

Write the following questions on the board: *What city and state do you live in? Why is your city important? Why is your state important?*

Put students in groups and have them write about at least two cities and their states. They should write a paragraph about each one. Encourage stronger groups to write about more than two cities. Make sure all members participate in writing and editing the paragraphs. Give each group the editing tip list from the Best Practice box so they can use it as a checklist to edit their paragraph.

BEST PRACTICE

Editing paragraphs

Paragraph editing is a good practice for improving writing. Provide students with the following editing tips:

1. Check spelling and grammar.
2. Make sure that each sentence has a subject and verb and that they agree.
3. Check the verb forms in every sentence.
4. Make sure there is one topic sentence and supporting sentences.
5. Check for a closing sentence.
6. Make sure that the paragraph and every sentence in it makes sense.

At-a-Glance Prep

Goal: Compare and contrast ideas
Grammar: Comparing and contrasting ideas using *but, however, both . . . and, neither . . . nor*
Academic Strategy: Active reading
Vocabulary: *tuition, incentives*

Agenda

- ☐ Discuss a mayor.
- ☐ Compare two mayoral candidates.
- ☐ Express opinions.
- ☐ Compare and contrast ideas and opinions.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 5.1.4, 5.1.6, 5.5.8
CCRS: RI1, SL1, SL2, SL3, L1
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.
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 5-10 mins. ■■■

Have groups take out the paragraphs they wrote in Lesson 1. Ask one member of each group to read the paragraph out loud. Make a list on the board of the types of information each paragraph includes. State the goal: *Today, we will learn how to compare and contrast ideas.*

Workplace Focus

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

Introduction 5-10 mins. ■■■

A The mayor is the leader of local government in most cities and towns in the United States. Who is your mayor?

Discuss this question as a class. Ask if students know the names of any other local goverment members.

Presentation 1 10-15 mins. ■■■

B Imagine that you are getting ready to vote for the new mayor of your city. Read the different points of view of the two candidates below.

Let students silently read the information. When they have finished, check their comprehension by asking questions about each candidate's opinion. For example: *What does Kim Vo want to do for homeless people?*

Practice 1 10-15 mins. ■■■

Explain that *but* and *however* are used when we want to contrast two ideas. Give examples such as: *I like pizza, but I don't like lasagna.* The two ideas should be somewhat related: Give an example sentence that contrasts two ideas that are not related, such as: *I like movies, but I hate onions.*

C With a partner, compare the two candidates using *but* and *however*.

Have students do this exercise orally with a partner. Call on different pairs to share two of their sentences.

D COMPARE Write two sentences comparing Kim Vo and Dawson Brooks using *but* or *however*.

Ask students to write sentences similar to the ones they produced in **C**.

Evaluation 1 5 mins. ■■■

Ask volunteers to share their sentences comparing the candidates.

E EXPLAIN Which issues in B are most important to you? Why? Write a paragraph on a separate piece of paper.

Have students brainstorm a list of issues that are important to them and why. Ask them to write a paragraph. Then have students exchange their paragraphs and say whether they agree.

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LESSON 2

What's Your Opinion?

GOAL ▶ Compare and contrast ideas

A The mayor is the leader of local government in most cities and towns in the United States. Who is your mayor? Answers will vary.

B Imagine that you are getting ready to vote for the new mayor of your city. Read the different points of view of the two candidates below.

Kim Vo Wants to . . .	Dawson Brooks Wants to . . .
• build more parks. • lower class sizes in elementary schools. • lower the tuition at city colleges for immigrant students. • spend tax dollars on wider sidewalks in neighborhoods. • invest money in public transportation. • offer job training programs for homeless people.	• build more highways. • increase the number of teachers per classroom. • raise the tuition at city colleges for immigrant students. • spend tax dollars to improve library facilities. • build more parking structures. • offer incentives for individuals to start their own businesses.

C With a partner, compare the two candidates using *but* and *however*.

EXAMPLE: **Student A:** Kim Vo wants to build more parks, **but** Dawson Brooks wants to build more highways.

Student B: Dawson Brooks wants to build more highways; **however**, Kim Vo wants to build more parks.

D COMPARE Write two sentences comparing Kim Vo and Dawson Brooks using *but* or *however*. Answers will vary.

1. _____

_____

2. _____

_____

E EXPLAIN Which issues in B are most important to you? Why? Write a paragraph on a separate piece of paper. Answers will vary.

F **Ask your classmates about their feelings on the topics below. Think of your own topic for the last question.** Answers will vary.

Name	Topic	Agree	Disagree
	increasing the number of students in our class		

Name	Topic	Agree	Disagree
	building more schools in our community		

Name	Topic	Agree	Disagree
	adding more bike lanes		

Name	Topic	Agree	Disagree

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

Comparing and Contrasting Ideas	
If two people share the same opinion, use *both* ... *and* or *neither* ... *nor*.	
Both Enrico **and** Liz **Neither** Enrico **nor** Liz	**want** to increase the number of students in our class. **wants** to increase the number of students in our class.
If two people don't share the same opinion, use *but* or *however*.	
Enrico agrees with adding more bike lanes,	**but** Liz doesn't.
Ali doesn't agree with adding more bike lanes;	**however**, Suzana does.
Punctuation note: Use a semicolon (;) before and a comma (,) after *however*.	

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Workplace Focus

Exercise F: Collect and organize information; Interact appropriately with team members.

Presentation 2

5–10 mins.

Write the word *opinion* on the board and ask students what it means. Ask one student how he or she feels about homework. Most likely, the reply will either be *I like homework* or *I don't like homework*. Write the reply on the board. Ask another student. Keep asking until you get an answer opposite to the one you got from the first student. You then have the opportunity to make the following statement: *(Chun Ling) likes homework, but (Flavio) doesn't*. Tell students that they will be asking their classmates for their opinions and writing them down in **F**.

Practice 2

10–15 mins.

F **Ask your classmates about their feelings on the topics below. Think of your own topic for the last question.**

Read the directions out loud and write the following question starter on the board: *How do you feel about _____?* Then go over the example and the topics before students start the activity.

Note: Shorter classes can do this activity at home with family or friends by asking what their opinions are about the topics.

Evaluation 2

5 mins.

Observe students as they work. Ask volunteers to share the information they gathered.

Presentation 3

5–10 mins.

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

Have students read the information in the chart. Write *both...and...* on the board and elicit one or two examples from students. Tell them to use the information from their chart in **F**. Repeat this procedure for *neither...nor...*, and *but* and *however*.

Explain the information in the Best Practice box about the use of *but* and *however*.

BEST PRACTICE

Using *but* and *however*

Students need to understand the meanings of *but* and *however* to be able to correctly use and understand them.

Explain to students that *but* and *however* can sometimes share the same meaning (yet or nevertheless). For example, Manuel Rodriguez would be a good mayor, *but* / *however* he is too young. Mention that *but* is usually considered to be much less formal than *however*.

Tell students that *but* and *however* can also have very different meanings. *But* can mean "without" or "except." For example, all of my friends voted for Manuel Rodriguez *but* me.

Point out that *however* can mean "no matter how" For example, Manuel Rodriguez will win the election *however* we feel about it.

Instructor's Notes

Workplace Focus

Exercise H: Complete tasks as assigned;
Exercise I: Interpret and communicate information.

Practice 3

5–10 mins.

H Complete each sentence with *both, and, neither, nor, but,* or *however.*

Have students complete the sentences individually then compare answers with a partner.

Evaluation 3

5 mins.

Call on volunteers to read the completed sentences out loud.

Application

10–20 mins.

I COMPARE Look back at the information you collected from your classmates in F. Write sentences comparing their ideas.

Have students write sentences using the different structures in the chart in **G.** Monitor and check their sentences as they work. Call on volunteers to share one or two of their sentences with the class.

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

Instructor's Notes

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H Complete each sentence with *both, and, neither, nor, but,* or *however.*

1. Neither Alicia ___nor___ Hoa wants the city to build a school instead of a park.
2. ___Both___ Kim and Su want to increase the number of hours that our class meets.
3. Jeeva thinks the library should be open seven days a week; ___however___, Adam thinks five days a week is plenty.
4. Bruno believes all children should study a second language, ___but___ Liza thinks children should learn only their native language.
5. ___Neither___ Lim nor Jeremy wants more homework.
6. Both Elizabeth ___and___ Parker want to do more writing in class.

I COMPARE Look back at the information you collected from your classmates in F. Write sentences comparing their ideas. Answers will vary.

1. _____
2. _____
3. _____
4. _____

LESSON 3

US Government

GOAL ▶ Compare the branches of the US government

A **Look at the three branches that make up the US government. What do you know about them?**

1. 
Executive

2. 
Legislative

3. 
Judicial

B **Read about the US government. Then answer the questions after each section.**

The US Government

The US government has three branches—the executive branch, the legislative branch, and the judicial branch. The government was set up this way so no one person would have too much power. With three branches, each branch balances out the others.

The Executive Branch

In the executive branch are the president, the vice president, and the cabinet. The president is the leader of the country and of the executive branch. He or she can sign new laws, prepare the budget, and command the military. The vice president helps the president and is the leader of the Senate. Both the president and the vice president serve for four years and can be reelected only once. The president's cabinet is a group of experts who advise the president. The president chooses his cabinet members. They include the Secretary of State, the Secretary of Defense, and the Secretary of Education.

1. What does the president do? Signs new laws, prepares the budget, commands the military
2. What does the vice president do? helps the president, is the leader of the Senate
3. How long do the president and vice president serve? four years
4. What does the cabinet do? advises the president
5. Do voters elect cabinet members? No, the president chooses his / her cabinet members.

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At-a-Glance Prep

Goal: Compare the branches of the US government
Academic Strategies: Active reading, focused listening, paragraph writing
Vocabulary: *executive, judicial, legislative, president, vice president, cabinet, government officia , Congress, House of Representatives, Senate, Supreme Court*

Agenda

- ☐ Understand the three branches of the US government.
- ☐ Identify city officials and their job duties.
- ☐ Write an opinion paragraph.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 5.5.2, 5.5.3, 5.5.4, 5.5.8, 5.5.9
CCRS: RI1, RI2, RI3, RI4, RI7, W1, W4, SL1, SL2, L1, L2
ELPS:
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.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review

5 mins. ■■■

Have students form groups and discuss a few of the following topics: capital punishment, minimum wage increase, higher taxes, funding for public schools, and so on. List a few topics on the board and have groups elicit and discuss among themselves the opinions of their members. After about ten minutes, ask someone from each group to report on its discussions, using *and*, *but*, and *however*. For example: *Cecilia believes in higher wages for jobs, but Jen doesn't.* Give each group a chance to report. State the goal: *Today, we will compare the branches of the US government.*

Note: This lesson only has two practices since Practice 1 will take a considerable amount of time.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

Introduction

5-10 mins. ■■■

A **Look at the three branches that make up the US government. What do you know about them?**

Have students look at the photos and ask if they know what and where each place is. Write *US government* on the board and ask students what they know about its three branches. Briefly explain each branch.

Presentation 1

15-20 mins. ■■■

Before students begin **B**, go over the information in the Best Practice on page 205a, and help students understand each strategy. Remind them about the reading strategy of skimming when we want to find the main ideas of a text. Suggest that they read the questions after each section of **B** *before* reading the section itself. That way, they will know in advance what information to look for. Go through the first few questions with them.

Practice 1

20-25 mins. ■■■

B **Read about the US government. Then answer the questions after each section.**

As they read the first section, you can have students listen as they read or you could play the audio after they have answered the questions for that section and are feeling more confident. Allow students time to read and answer the questions on pages 204–205 on their own.

Instructor's Notes

BEST PRACTICE

Active reading

The purpose of active reading is to help students engage their reading comprehension skills so they can tackle any reading with confidence. Explain that they may not understand a text on the first reading. Help them realize that to understand a text, they may need to read it more than once—perhaps as many as three or four times.

Pre-reading: Teach students that anticipating the content of a reading and recalling information they may already know about the topic will help make the reading easier to comprehend. Help students predict what they will be reading about by first looking at the title, photos, highlighted or key vocabulary, and questions that may follow the reading.

First reading: Focus students' attention on main ideas by asking them to find the topic sentence in each paragraph, or have them summarize the main point of each paragraph.

Second reading: Show students how to scan the reading quickly to find details that support the main ideas or that answer the post-reading questions.

Guessing from context: Encourage students to guess the meaning of new words from context by analyzing the words surrounding the new vocabulary items. They should try not to let unknown words slow down their reading and should use a dictionary only after they are familiar with the context.

Critical thinking: Encourage students to express a personal opinion about the reading and to compare the ideas cross-culturally. Students might want to write comments and thoughts in their journals as they read.

Evaluation 1

15-20 mins.

If some students finish before others, have them work with a partner to compare answers. When all of the students have finished, go through each question with them, asking them to point out where they found the answers in the text. Supplement the reading with your own knowledge about the three branches of the government.

For longer classes, do a jigsaw activity in which a group of students becomes expert on one of the branches and reviews important points in the material with other students.

Instructor's Notes

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The Legislative Branch

The legislative branch, also known as Congress, makes the laws for the United States. Congress has the power to declare war, collect taxes, borrow money, control immigration, set up a judicial and postal system, and the most important power, to make laws.

This branch has the greatest connection to the people of the United States because this branch represents citizens. Congress has two parts—the House of Representatives and the Senate. The House of Representatives has 435 state representatives. Each state gets a certain number of representatives, based on its population. Each representative serves for two years and can be reelected. The Senate has 100 senators, two from each of the 50 states. Senators serve for six years and can also be reelected.

1. What is another name for the legislative branch? Congress
2. What is the most important thing this branch does? makes laws
3. What are the two parts of this branch called? the House of Representatives, the Senate
4. How many representatives are in the House? 435
5. What determines the number of representatives each state gets? population
6. How long do representatives serve? two years
7. How many senators does each state have? two
8. How long do senators serve? six years

The Judicial Branch

The third branch of the US government is the judicial branch, which includes the Supreme Court and the federal courts. The job of the courts is to interpret the laws made by the legislative branch. The Supreme Court is the highest court in the United States and has nine judges called *justices*. The justices listen to cases and make judgments based on the Constitution and the laws of the United States. The president and Congress choose the justices of the Supreme Court.

1. What is the role of the judicial branch? to interpret the laws
2. What is the highest court in the United States? the Supreme Court
3. How does a person become a judge on the Supreme Court? The president and Congress choose the judges of the Supreme Court.

C **Most cities have government officials who are elected to help run the city. Listen to the following people talk about their jobs and fill in the table with their duties.**

Official	Duties
tax assessor	1. helps county set tax rates 2. decides on the value of property
city clerk	1. keeps track records of property, local businesses, and registered voters 2. issues birth certificates and marriage licenses
city council member	1. helps represent the community 2. meets with the mayor to discuss and solve community problems
superintendent of schools	1. oversees the city schools 2. helps the schools provide a good education to the children
mayor	1. head of the city government 2. works with the city council members

D **EVALUATE** **Discuss the positions in the table above with a group. Which position would you most like to have? Why? Which one would you least like to have? Why? Write a paragraph answering these questions.** Answers will vary.

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Workplace Focus

Exercise C: Collect and organize information;
Exercise D: Interact appropriately with team members.

Presentation 2

5-10 mins.

Discuss each of the titles of officials in **C** with students. Ask students if they know what each government official does.

Practice 2

10-15 mins.

C **Most cities have government officials who are elected to help run the city. Listen to the following people talk about their jobs and fill in the table with their duties.**

Remind students to focus on listening for the details they need rather than trying to understand everything. Encourage them to take notes as they listen. Play the audio for **C** then give students time to finish writing their notes. Play the audio again for them to complete their notes, then have them compare answers with a partner. Play the audio again as necessary.

Listening Script

1. *Hi, my name is Jose, and I'm the tax assessor. I help set tax rates by deciding the value of property. Some people don't like me because they think I cause higher taxes, but I'm just doing my job.*
2. *Hello there, I'm Su Young. I'm the city clerk. As city clerk, I keep track of records of property, local businesses, and registered voters. I also issue birth certificates and marriage licenses. So, if you're going to get married or have a baby, come see me!*
3. *I'm Christopher Erikson, a city council member. I help to represent this community. All the council members meet with the mayor to discuss and solve community problems. It's really important to help make our community a better place to live.*
4. *Hi, my name is Paulina, and I'm the superintendent of schools. I oversee the city schools, and I help them do their job to provide a good education to our children. It's a very important job!*
5. *My name is Matt Peterson, and I'm the mayor of this town. I'm the head of the city government, and I work with all the city council members to keep our community strong and happy.*

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

Evaluation 2

5 mins.

Go over the answers to **C** as class.

Application

15-25 mins.

D **EVALUATE** **Discuss the positions in the table above with a group. Which position would you most like to have? Why? Which one would you least like to have? Why? Write a paragraph answering the questions.**

Make sure students discuss the questions and share their answers with each other first as this will help them be more prepared when it comes to writing their paragraph. To help students with their paragraphs, write the following questions on the board: *If you could have any position in city government, which one would you want and why? Which one wouldn't you like to have and why?* Elicit the parts of the paragraph they need to think about and the format. Then have students write their paragraphs individually. Have them exchange paragraphs and give each other feedback.

Instructor's Notes

At-a-Glance Prep

Goal: Express opinions
Grammar: Modal; *should*
Academic Strategy: Active reading
Vocabulary: *overcrowded, mental health, wealthy, curfew, fin , tickets, resident*

Agenda

- ☐ Read about community issues.
- ☐ Discuss solutions to community problems.
- ☐ Give suggestions.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 7.3.1, 7.3.2, 7.3.4
CCRS: RI1, SL1, SL2, SL3, SL4, L1
ELPS:
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, 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.

Warm-up and Review 10-15 mins. ■■■

Begin by asking students questions about the different branches of government. You might play a game where students in teams have to guess which branch is responsible for which activities.

Workplace Focus

Exercises A, B: Complete tasks as assigned;
Exercise B: Interpret and communicate information.

Introduction 5-10 mins. ■■■

Write *community problems* on the board and ask students to help you identify such problems. Point out the title and explain that concerns are things we are worried about, problems. Write every response on the board. State the goal: *Today, we will express opinions about community issues*.

Presentation 1 10-15 mins. ■■■

A Cherie lives in a small town in California that is not as nice as it used to be. Read about the problems in Cherie's community.

Have students look at the photo and describe what they can see before they begin reading. Ask them to imagine what kind of community problems Cherie might face. Play the audio and have students read the paragraph about Cherie as they listen. After they finish, ask some basic comprehension questions: *Where do Cherie and her family live? Does she have children?*

Instructor's Notes

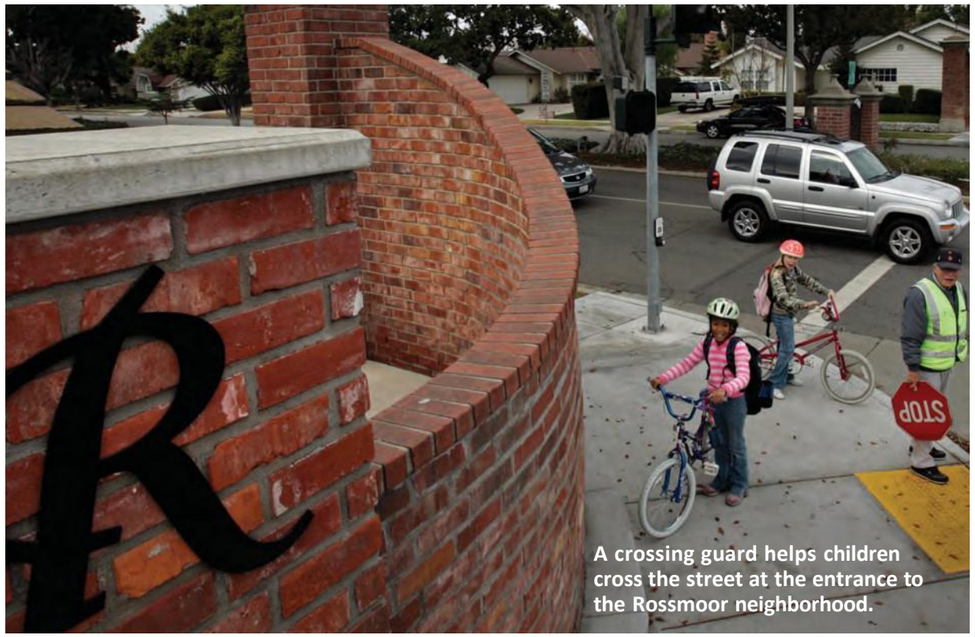
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LESSON 4

Community Concerns

GOAL ▶ Express opinions

A Cherie lives in a small town in California that is not as nice as it used to be. Read about the problems in Cherie's community.



A crossing guard helps children cross the street at the entrance to the Rossmoor neighborhood.

My name is Cherie. I live in a small community called Rossmoor in California. I moved here about ten years ago with my family because we wanted to live in a nice, safe community, but many things have happened in the past ten years.

First of all, the neighborhood schools are overcrowded. Because our school system is so good, many families from outside neighborhoods send their kids to our schools. There are over 35 students in each classroom.

Another problem is that there are some people with mental health issues on our streets. It sometimes makes me nervous to have my kids walking home by themselves. I wish they could take a bus, but that's another problem. We don't have any public transportation here. When Rossmoor was first built, many wealthy people moved here. They all had cars, so there was no need for public transportation, but now things have changed. I think it's time for me to go to a city council meeting to see what I can do for our community.

B **Cherie talks about three different problems. List them below.**

1. The neighborhood schools are overcrowded.
2. There are some people with mental health issues on the streets.
3. There is no public transportation.

C **BRAINSTORM** **With a group, discuss possible solutions to each problem in Cherie's community. Write your ideas below. Report your answers to the class.**

Problem	Possible Solutions
overcrowded schools	1. 2.
people with mental health issues	1. 2.
no public transportation	1. 2.

D **Rossmoor is a nice place to live, but like every community, it has some problems. Match each problem with a possible solution. Then compare answers with a partner and say if you agree or disagree with each solution.**

c 1. Visitors park in resident parking spaces.

b 2. People don't clean up after their pets.

a 3. Teenagers are out late at night getting into trouble.

d 4. The parks are not maintained.

a. Set a curfew for teenagers.

b. Fine people who don't clean up after their pets.

c. Give tickets to visitors who park in resident spaces.

d. Raise taxes to help with recreation improvements.

E **We use *should* to give a strong suggestion. Study the chart below with your teacher.**

Modal *Should*			
Subject	***Should***	**Base Verb**	
The city council	**should**	set	a curfew for teenagers.
People	**should**	clean up	after their pets.

F **With your group, use *should* to talk about the solutions you wrote in C.**

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Workplace Focus

Exercises C, D, F: Interact appropriately with team members;
Exercise F: Combine ideas and information.

Practice 1

10-15 mins.

B **Cherie talks about three different problems. List them below.**

Have students list the problems on their own before discussing them as a class. Encourage students to read the text again if they need to.

C **BRAINSTORM** **With a group, discuss possible solutions to each problem in Cherie's community. Write your ideas below. Report your answers to the class.**

Tell each group to try to come up with at least two solutions for each problem. Make sure each group has a member taking notes and another one to be the spokesperson who reports to the class.

Evaluation 1

10-15 mins.

Write the three problems on the board. Have each group report their solutions to the class and write what they say on the board. After each group has presented their ideas, read each solution out loud. Have the class vote on which solution they think best solves each problem.

Presentation 2

2 mins.

Go over the instructions for **D**.

Practice 2

10-15 mins.

D **Rossmoor is a nice place to live, but like every community, it has some problems. Match each problem with a possible solution. Then compare answers with a partner and say if you agree or disagree with each solution.**

Have students read and match the items individually, then assign them to pairs to complete the activity.

Evaluation 2

5-10 mins.

Circulate around the classroom and observe students as they work. Offer help with vocabulary as needed.

Presentation 3

5-10 mins.

E **We use *should* to give a strong suggestion. Study the chart below with your teacher.**

Elicit when we use *should* (to give suggestions) and what verb form goes after it. Have students provide an example related to their English class. For example: *You should arrive on time.* Then have them read through the chart. Have students practice stating different community problems and solutions with their partners. Write the following example exchange on the board.

Student A: *We have a traffic problem. Our streets are too busy.*

Student B: *I think the city council should put more traffic police at busy intersections.*

Practice 3

10-15 mins.

F **With your group, use *should* to talk about the solutions you wrote in C.**

Elicit an example from each group, then have them continue in their groups. If time allows, have students write down their solutions using *should*.

Evaluation 3

10-15 mins.

Observe students as they work in groups. Model the use of *should* by asking questions with *should* if students aren't using it. Have students compare their solutions as a class when they have finished.

Instructor's Notes

Workplace Focus

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

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

Application

20-25 mins.

G FORMULATE In a group, form a city council. Decide how you will solve the following problems and present your ideas to the class. The class will vote on which group would be the best city council.

Discuss group problem solving with the class using the ideas from the Best Practice box. Point out that it is something that happens a lot in many workplaces. Go over the city's problems with the class and clarify any vocabulary questions. Then assign students to their city councils to talk about possible solutions using *should*. Tell each group that at least one of its members will have to come to the board and present its solutions. Monitor as they discuss. Model the use of *should* by asking questions with *should* if students aren't using it. Have groups present their solutions to the class when they have finished. After each council has presented, have the class decide which group would be the best city council.

Note: If you are short on time, give each group only one problem to solve.

Have students read the Life Online tip. Clarify any vocabulary doubts. Ask them if they know about any apps for their town or city where they can find in ormation about local services and report issues. Have students share any experiences they have with these apps.

Life ONLINE

BEST PRACTICE

Group problem solving

Tell students that most problem solving takes place in group settings such as meetings, conferences, and discussions. There are several advantages to working with others to come up with solutions.

1. More ideas and viewpoints are shared, so the possibilities for solutions are greater.
2. Solutions are generally more effective.
3. Students tend to stand by the decisions made in their groups.
4. Students are more interested in the problem when working in groups.
5. Students benefit from group work through mutual support and a larger sense of accomplishment.

Instructor's Notes

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G FORMULATE In a group, form a city council. Decide how you will solve the following problems and present your ideas to the class. The class will vote on which group would be the best city council. Answers will vary.

1. Our city has cut lanes of traffic to put bike lanes in. This is dangerous for the bikers and has caused a lot of traffic in our city. How can we fix this?
2. The house prices are going up in our community. It's difficult to find affordable rent and almost impossible to buy a house. Many people are moving away from the community to find cheaper housing. The community wants to maintain diversity, but only the very wealthy can afford to stay. What should we do about the housing costs?
3. The town's river was very dirty, but groups of citizens did a lot to clean it up. We want to increase taxes so we can build a new park along the river, but the growing town needs a new hospital and more office space too. Is there a way to make everyone happy?

Life ONLINE

Did you know many cities and towns have an app that residents can use to access local services? You can check parking access, report a broken traffic signal or street light, alert the authorities about a fallen tree or wire, or even request a trash cleanup, right from your phone. You do not need to be a citizen, pay a fee, or submit your personal information to use municipal apps to take advantage of local services. Look in your app store to see if your community has an app like this.



Bike lanes make commuting safer for cyclists in big cities like New York.

LESSON 5

If I Were President

GOAL ▶ Write a speech

A **Rosario's teacher asked her to write a paragraph about what she would do if she became president of the United States. Read what she wrote below.**

If I were president, nobody would be poor or homeless. Personally, I think if people had more money, they wouldn't commit crimes. In my opinion, we shouldn't spend so much money on the military. If scientists didn't have to build weapons, they would have more time to study other things. Maybe they would find a cure for cancer. I think that I'd be a great president!

B **Study these expressions with your classmates and teacher. Underline the ones Rosario used in her paragraph above.**

In my opinion, ...	I believe that ...
As I see it, ...	I think that ...
Personally, I think ...	I feel that ...

C **PLAN** **On a separate piece of paper, write your opinion about the topics. Use the expressions from B.** Answers will vary.

1. the environment I think we should be more concerned about the environment.
2. crime _____
3. homework _____
4. public transportation in my city _____
5. free English classes _____

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At-a-Glance Prep

Goal: Write a speech
Grammar: Contrary-to-fact conditional statements
Academic Strategies: Active reading, speech writing
Vocabulary: *homeless, penalty, retirement, wage, casinos*

Agenda

- ☐ Read a paragraph.
- ☐ Express your opinions.
- ☐ Write conditional sentences.
- ☐ Write a paragraph.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 5.1.6, 5.5.8, 5.5.9
CCRS: RI1, W1, W4, L1, L2
ELPS:
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, 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.

Warm-up and Review 5–10 mins. ■■■

Ask students what kinds of problems they had to deal with in the previous lesson. Then ask about the solutions they came up with.

Workplace Focus

Exercises A, B: Complete tasks as assigned;
Exercise C: Interpret and communicate information.

Introduction 5–10 mins. ■■■

Ask students: *What would you do if you were president?* Allow a few students to respond and write their answers on the board. Take one answer and write a conditional statement on the board. For example: *If Luis were president, he would raise the minimum wage.* State the goal: *Today, we will learn how to write a speech.*

Presentation 1 10–15 mins. ■■■

A **Rosario's teacher asked her to write a paragraph about what she would do if she became president of the United States. Read what she wrote below.**

Read Rosario's speech out loud. Answer any questions students might have.

B **Study these expressions with your classmates and teacher. Underline the ones Rosario used in her paragraph above.**

Help students understand how to use each expression by giving them examples that include each phrase and asking them to give you examples in return.

Practice 1 10–15 mins. ■■■

C **PLAN** **On a separate piece of paper, write your opinion about the topics. Use the expressions from B.**

Go over the topics and the example. Point out the expression from **B** and the use of *should*. Then have students write their sentences.

Evaluation 1 5–10 mins. ■■■

Ask for volunteers to read their sentences to the class.

Instructor's Notes

Workplace Focus

Exercises D, E: Complete tasks as assigned; Exercise F: Interact appropriately with team members.

Presentation 2

5-10 mins.

Write some of the students' ideas from **C**on the board, using conditional statements. For example: *If I were the president, I would be more concerned about homeless people*.

D Study the chart with your classmates and teacher.

In the sentence you wrote on the board during the presentation, circle *if* and elicit the form of the first verb then underline it and *would* + verb. Ask: *Are you the president? Are you going to do this?* Help students understand the idea of a contrary-to-fact conditional. Then go through the chart as a class.

Practice 2

15-20 mins.

E Complete the sentences below with the correct form of the verb in parentheses.

Have students complete this activity individually. Have them compare answers with a partner when they finish. Then check answers as a class.

F Look at the list of city officials on page 206. Write a contrary-to-fact conditional statement for each official. Then share your statements with a partner.

Go over the instructions and the example. Have students turn back to page 206 and elicit an example sentence about one of the other officials. For example: *If I were the superintendent of schools, I'd reduce the number of students in each class.* Have students complete the activity then compare their sentences with a partner.

Evaluation 2

10-20 mins.

Ask a volunteer to write each of the positions listed on page 206 on the board at the top of separate columns. Then ask different students to read one of their conditional statements out loud. Have the volunteer note in the corresponding column the actions students say they would take if they held one of the positions. Have a class discussion about which actions are realistic and which are not.

Instructor's Notes

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D Study the chart with your classmates and teacher.

Contrary-to-Fact Conditional Statements					
If	**Subject**	**Past Tense Verb + Noun**	**Subject**	**Modal**	**Base Verb + Noun**
If	I	had more money,	I	would	buy a house.
If	you	didn't have the flu,	you	would	go to work.
If	he	had more time,	he	would	take more classes.
If	she	were rich,	she	could	help her parents.
If	we	gave food to charities,	we	could	help our community.
If	they	weren't so tired,	they	could	come to the movies.

Contrary-to-fact (or unreal) conditional statements are sentences that are not true and that the speaker thinks will probably never be true.
Note: In written English, we use *were* instead of *was* in contrary-to-fact statements, but in spoken English, we often use *was* with the following subjects: I, he, and she.

E Complete the sentences below with the correct form of the verb in parentheses.

1. I ___would give___ (give) money to the homeless if ___I were___ (be) president.
2. If people ___had___ (have) more money, they ___would be / 'd be___ (be) happier.
3. If the president ___spent___ (spend) more on health, scientists ___would discover___ (discover) a cure for cancer.
4. If our classes ___were___ (be) larger, the teacher ___would not / wouldn't have___ (not have) much time for each student.
5. Maria ___would go___ (go) to medical school if she ___were___ (be) younger.

F Look at the list of city officials on page 206. Write a contrary-to-fact conditional statement for each official. Then share your statements with a partner. Answers will vary.

EXAMPLE: If I were the tax assessor, I would lower taxes.

G **What would you do if you were president? Talk about the things you would like to change.** Answers will vary.

Student A: What would you do if you were president?

Student B: Let's see. I think we need to improve our schools.

Student A: How would you do that?

Student B: I would pay teachers more. I would spend money on things like computers.

H **Think about the following topics. What would you do if you were president? Write your ideas.** Answers will vary.

Topic	My Ideas
eliminating the death penalty	
raising the retirement age to 70	
raising the cost of gasoline so people would drive less	
smoking in public places	
raising the minimum wage	
building casinos to raise money for schools	

I **VISUALIZE** **Using the ideas you wrote above, write a paragraph about what you would do if you were president. Use Rosario's paragraph in A as an example. Then share your paragraph with the class. Who would the class elect to be president?** Answers will vary.

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Workplace Focus

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

Presentation 3

5-10 mins.

G **What would you do if you were president? Talk about the things you would like to change.**

Ask two volunteers to perform the conversation. Then ask a few different students both the leading questions in the conversation—*What would you do . . .?*—and the follow-up question—*How . . .?* Point out that the follow-up question is meant to get more information. Put students in pairs to talk about what they would do and how. Monitor as they talk, providing help and prompting with follow-up questions if necessary.

Practice 3

10-15 mins.

H **Think about the following topics. What would you do if you were president? Write your ideas.**

Give students time to work alone to write their ideas. Then have them discuss their ideas in small groups.

Evaluation 3

10-15 mins.

Observe students as they work. Provide help with vocabulary as needed.

Application

10-20 mins.

I **VISUALIZE** **Using the ideas you wrote above, write a paragraph about what you would do if you were president. Use Rosario's paragraph in A as an example. Then share your paragraph with the class. Who would the class elect to be president?**

Remind students that this paragraph is their speech to win votes to become president, and that they are going to read it out loud to their classmates. Refer them back to **A** for the expressions for giving opinions and to the contrary-to-fact conditionals chart in **D**. When students have finished their paragraphs, ask them to share them with their groups. Ask each group to vote on which of their members would make the best candidate for president. Then ask each group's candidate to read his or her paragraph out loud to the class. When they finish, have the class vote on who should be president.

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

Instructor's Notes

At-a-Glance Prep

Goal: Learn about careers in local government

Agenda

- ☐ Identify jobs in local government.
- ☐ Categorize local government jobs.
- ☐ Analyze statistics related to the number of jobs in local government.
- ☐ Categorize data and create a bar graph to show the group's 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, 4.1.6, 4.1.8, 4.1.9, 4.8.1, 6.7.2

CCRS: R7, SL1, SL2, W7

ELPS:

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, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

In this lesson, students are introduced to careers in local government. They will identify the different categories within local government and the jobs related to each one. Students will then analyze statistics related to the number of jobs in each category. Finally, students will survey the class to find out what jobs people have, categorize them, and create a bar chart showing the information.

Warm-up and Review 10-15 mins. ■■■

Write *career clusters* on the board and have students recall the ones they have seen in the previous units. Write them on the board. Elicit examples of jobs associated with each cluster and their duties, and then character traits required for the jobs students suggest. Write these on the board as students call them out.

Introduction 5-10 mins. ■■■

Write *Local Government* on the board and elicit vocabulary related to this area. Write students' ideas on the board. Remind them that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today we will learn about careers in local government*.

Presentation 1 15-20 mins. ■■■

A What jobs do you think of when you hear the phrase *local government*? Write them below.

Give students a minute to write a list of jobs, then have them compare their list with a partner and make one list. Have each pair share their list. Then create a class list on the board. Check understanding of each job.

Practice 1 5-10 mins. ■■■

B BRAINSTORM There are many different kinds of local government jobs. Look at each of the categories below and brainstorm at least two jobs for each.

Go over the categories as a class, then have students write as many jobs as they can for each category.

C REFLECT Answer the questions below. Then share your answers with a partner.

Have students discuss the questions and complete the chart with a partner.

Evaluation 1 5-10 mins. ■■■

Complete the chart on the board with students' answers from **B** and **C**. Discuss any jobs where students disagree on the category.

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LESSON 6

Explore the Workforce

GOAL ▶ Learn about careers in local government

A What jobs do you think of when you hear the phrase *local government*? Write them below. Answers will vary.

B BRAINSTORM There are many different kinds of local government jobs. Look at each of the categories below and brainstorm at least two jobs for each. Answers will vary.

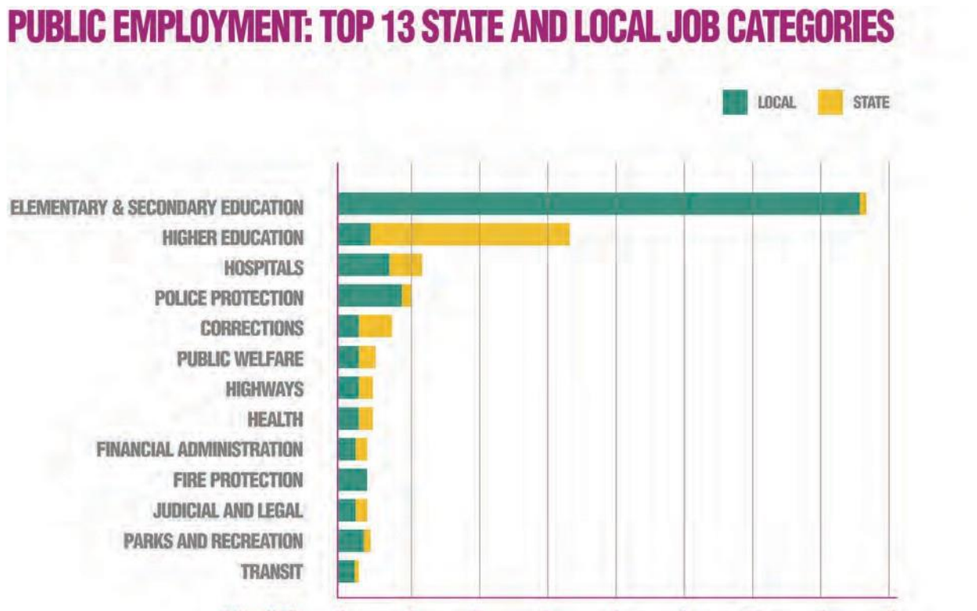
Category	Jobs
Police protection	
Health	
Elementary and secondary education	
Public welfare	
Parks and recreation	
Judicial and legal	
Transit	

C REFLECT Answer the questions below. Then share your answers with a partner.

Answers will vary.

1. Which job category was the easiest to come up with jobs for?
2. Which category was the most difficult to come up with jobs for?
3. What other local government categories are missing from the chart in **B**? Add three more to the chart and come up with jobs.

D ANALYZE **Look at the chart below and answer the questions that follow.** Answers will vary.



1. If you want to get a local government job, in which category do you think you will have the best chance? _____.Why do you think this is true? _____

   _____

2. If you want to get a local government job, in which category do you think you will have the second-best chance? _____

3. What type of job in local government will be most difficult to find? _____. Why do you think this is true? _____

4. List three categories that you would like to consider getting.

   _____

5. What are two categories that you would never want to get a job in?

   _____

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Presentation 2

15-20 mins.

Go over the chart with the class. Ask what type of chart it is and explain why it is called a bar graph if necessary. Elicit from students what each axis shows and what the two colors in the bars represent.

Practice 2

20-25 mins.

D ANALYZE **Look at the chart below and answer the questions that follow.**

Have students read the questions first and then analyze the graph in detail. Have them answer the questions individually then compare with a partner.

Evaluation 2

10-15 mins.

Check answers to Questions 1 to 3 as a class. Then assign students to small groups to share their answers to Questions 4 and 5 and explain their reasons.

BEST PRACTICE

Interpreting graphs

Being able to interpret graphs is an important skill in the workplace. A lot of information is presented visually nowadays, and consequently, graphs are used in many different contexts. Nevertheless, reading and interpreting graphs can be confusing, which is why it is important for students to work on developing their skills in interpreting and constructing graphs.

Provide further practice by having students bring in graphs for the class to analyze and become more familiar with how they are constructed and their components:

- Title
- Legend
- X-axis
- Y-axis
- Data

Instructor's Notes

Presentation 3

15-20 mins.

E Take a poll in your class. Find out what job each person has. (*Student* and *stay-at-home parent* are acceptable answers). Then complete the table below. You will have to come up with your own categories based on the answers you get. (Ask your teacher for help.)

Go over the instructions with the class. Elicit what questions they might ask (*Do you have a job? What do you do?*). Remind them that for the poll to be complete they need to ask everyone. Tell them to write down the answers as they will need them for the next activity. When they finished the poll, have students look at the list of jobs they now have and decide on categories. Have students write them in the chart and assign their classmates' jobs to one of the categories. Monitor and provide help as needed.

Practice 3

10-15 mins.

Ask students in shorter classes to do Practice 3 for homework. They can share their graphs in the next class or, if possible, via a group chat or forum before the next class.

F Using the information from E, create a bar graph similar to the one in D.

Go over the graph in **D** again with students. Remind them of the different parts of a graph and what information goes where, then have them create their bar graphs.

Evaluation 3

5-10 mins.

Monitor as students create their graphs. Call on several students to present and describe their graphs. Ask questions to help them explain the numbers. For example: *Which category has the most jobs? What jobs are in this category?* etc.

Instructor's Notes

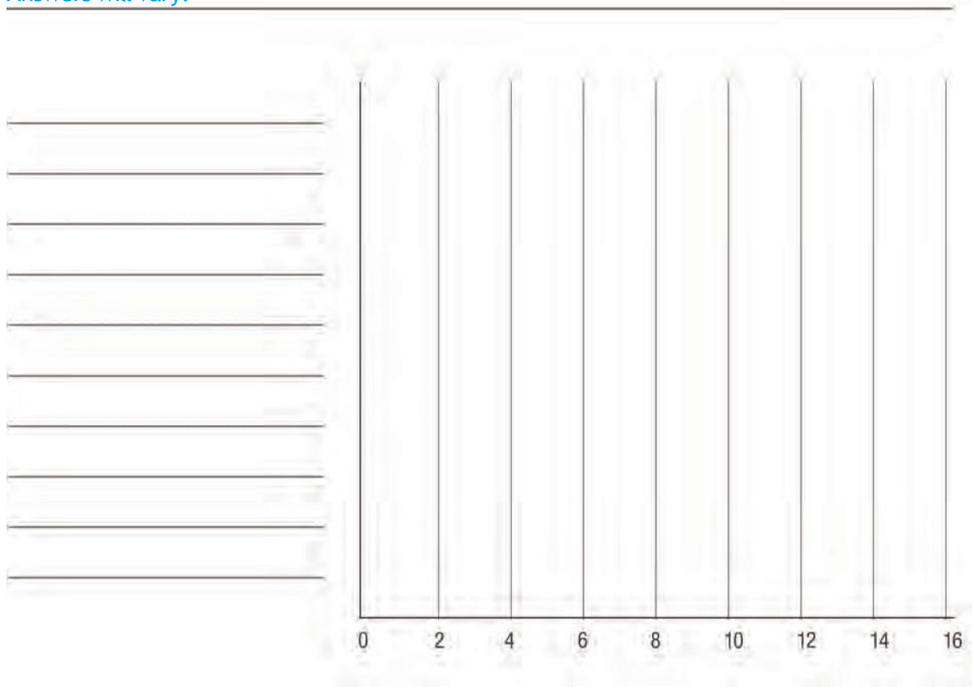
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E Take a poll in your class. Find out what job each person has. (*Student* and *stay-at-home parent* are acceptable answers). Then complete the table below. You will have to come up with your own categories based on the answers you get. (Ask your teacher for help.) Answers will vary.

Category	Jobs

F Using the information from E. Create a bar graph similar to the one in D.

Answers will vary.



Review

A **Write the full name of each state next to its abbreviation. See how many you can remember before you look back at page 199.**

1. NY New York
2. CA California
3. WA Washington
4. FL Florida
5. TX Texas
6. ME Maine
7. IL Illinois
8. NV Nevada
9. HI Hawaii
10. NJ New Jersey

B **Read the table below. Write sentences using *both . . . and, neither . . . nor, but,* and *however.*** Answers will vary.

EXAMPLE: Both Sophia and Jamal want to increase class size.

Name	Topic	Agree	Disagree
Sophia	increasing the number of students in our class	✓	
Jamal		✓	
Sophia	building more parks in the community		✓
Jamal		✓	
Sophia	providing more recycling centers	✓	
Jamal			✓
Sophia	building more freeways		✓
Jamal			✓

1. Jamal wants to build more parks in the community, but Sophia doesn't. (or) Jamal wants to build more parks in the community; however, Sophia doesn't.
2. Sophia wants to provide more recycling centers; however, Jamal doesn't. (or) Sophia wants to provide more recycling centers, but Jamal doesn't.
3. Neither Sophia nor Jamal want / wants to build more freeways.

Learner Log

I can identify US geographical locations. ☐ Yes ☐ No ☐ Maybe

I can compare and contrast ideas. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategy: Reviewing
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: 5.2.4, 5.5.2, 5.5.3, 5.5.4 , 7.3.1, 7.3.2, 7.3.4
CCRS: W1, W4, L1, L2
ELPS:
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.

Warm-up and Review 5-10 mins.

In groups, have students come up with a list of as many states as they can think of. See which group comes up with the most.

Workplace Focus

Exercise A: Complete tasks as assigned;
Exercise B: Interpret and communicate information.

Introduction 5-10 mins.

Ask students as a class to try to recall (in general) all the goals of this unit without looking at their books. Then remind them of the goals they omitted, if any. (Unit goals: identify US geographical locations, compare and contrast ideas, compare the branches of the US government, express opinions, write a speech and learn about careers in local government). Write all the goals from Unit 8 on the board. Show students the first page of the unit and mention the six goals. State the goal for the review: *Today, we will review everything you have learned in this unit.*

Presentation 10-15 mins.

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 20-25 mins.

Note: There are two ways to do the review: (1) Go through each exercise one at a time and, as students complete each one, go over the answers. (2) Briefly go through the instructions of each exercise, allow students to complete all of the exercises at once, and then go over the answers.

A Write the full name of each state next to its abbreviation. See how many you can remember before you look back at page 199.

Have students complete the list then compare with a partner. Check answers as a class.

B Read the table below. Write sentences using *both . . . and, neither . . . nor, but,* and *however.*

Tell students to read the information in the table carefully before they start writing their sentences. Have students share at least one of their sentences. Check answers as a class.

Evaluation 20-25 mins.

Go around the classroom 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.

Learner Log 5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

Practice

25-30 mins.

Workplace Focus

Exercises C, D: Complete tasks as assigned.

C Check (✓) the correct branch of government for each statement.

Have students work in pairs or small groups to complete this activity then check answers as a class.

D Look at the community problems below. Write a solution for each problem using *should*.

Have students write their sentences and then compare their solutions in small groups. Call on different students to share one of their solutions. Check that *should* is being used correctly.

Evaluation

25-30 mins.

Go around the classroom 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.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to continue working on this objective.

BEST PRACTICE

Recycling / review

The review process 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

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C Check (✓) the correct branch of government for each statement.

	Legislative	Executive	Judicial
1. listens to cases and makes judgments			✓
2. interprets the laws			✓
3. signs new laws		✓	
4. includes the president's cabinet		✓	
5. includes the House of Representatives	✓		
6. makes laws	✓		
7. can control immigration	✓		
8. commands the military		✓	
9. includes the Congress	✓		
10. chooses the justices of the Supreme Court	✓	✓	

D Look at the community problems below. Write a solution for each problem using *should*. Answers will vary.

1. **Problem:** traffic on the freeways
   Solution: The city should build more carpool lanes.
2. **Problem:** smoking in parks near playgrounds
   Solution: _____
3. **Problem:** cars driving too fast in residential areas
   Solution: _____
4. **Problem:** potholes
   Solution: _____
5. **Problem:** high crime
   Solution: _____

Learner Log

I can compare the branches of the US government. ☐ Yes ☐ No ☐ Maybe

I can express opinions. ☐ Yes ☐ No ☐ Maybe

Review

E **Complete these contrary-to-fact conditionals with the correct form of the verbs in parentheses.**

1. I would work (work) faster if I had (have) a computer.
2. If she learned (learn) an accounting program, she would apply / 'd apply (apply) for a new job.
3. If it stopped (stop) raining, we would play / 'd play (play) outside.
4. If the town bought (buy) more land, we would build / 'd build (build) schools.

F **What would you do if you were mayor of your city? Write a paragraph stating your opinions about various local issues. Then say what you would do if you were mayor.**

Answers will vary.

In my opinion, the public transportation system in this town is very poor. The buses are always late because there is too much traffic. If I were mayor, I would build a subway system and . . .

G **Practice writing an entry in a vocabulary book. Add any new words you have learned inside or outside of class.**

EXAMPLE:
Word: legislature
Part of speech: noun
Definition: a branch of the US government that passes laws
Related word(s): legislation *(n)*, legislate *(v)*
Example sentence: The legislature passed a new law on gasoline taxes.

Learner Log

I can write a speech.
☐ Yes ☐ No ☐ Maybe

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Practice

25–30 mins.

Workplace Focus

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

E **Complete these contrary-to-fact conditionals with the correct form of the verbs in parentheses.**

Elicit the verb forms that are used in contrary-to-fact statements. Have students provide an example. Refer them back to Lesson 5 if necessary. Have students complete the sentences then compare with a partner. Check answers as a class.

F **What would you do if you were mayor of your city? Write a paragraph stating your opinions about various local issues. Then say what you would do if you were mayor.**

Tell students to first brainstorm a list of problems in their area. Then refer them back to Rosario's speech on page 210. Have them write their speech paragraphs. If possible, allow time for students to exchange paragraphs with a partner for editing and then give their speech to the class or a small group.

G **Practice writing an entry in a vocabulary book. Add any new words you have learned inside or outside of class.**

Go over the example with students, then elicit one or two words from the unit and create entries together on the board. Have students work on their own vocabulary notebooks. You may want to set a minimum number of words they should add. Monitor and provide help as needed.

Evaluation

25–30 mins.

Go around the classroom 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.

Learner Log

5–10 mins.

Have students read the statements and complete the log. If students answer no or maybe, encourage them to set themselves a goal to continue working on this objective.

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 document what they have learned. Consequently, students see that they are making progress and want to move forward in 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.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 5.1.4, 7.3.1, 7.3.2, 73.4, 4.8.1, 4.8.5

CCRS: W6, SL1, SL4, SL5, SL6

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.

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: Presentation
Public speaking

Explain how in the workplace, presenting and public speaking are very important skills because employees often have to present reports or proposals to their colleagues, supervisors, or potential customers, or they may be asked to participate in an industry conference. Explain that in order to speak in public effectively, students need to be able to speak clearly without reading their whole presentation. Point out the information in the note on the project page.

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 3-hour class, but we recommend two days to give students enough time to fully develop their ideas. The projects are designed to be done in several steps. Each student leads one step.

Warm-up 10 mins.

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 creating a flyer and speech for a mayoral campaign.

Presentation 10-15 mins.

1. Form a team of four or five students. Choose a position for each member of your team.

Tell students that before they can start the project, they must form teams. Put them into groups of four or five. It's a good idea to vary how you group them from project to project.

Practice / Evaluation / Application 1-2 hours

Have students choose their positions in the team. To do this, go through the job descriptions and then each step in the project. As you do this, explain the role of the person who will lead that step. Make sure students understand that they will complete one step before going on to the next and that although each person has a specific task, they will work together on each step.

The leader's job has the responsibility of making sure everyone participates and speaks English. The leader may also supervise other steps; for example, in **Step 2**, the leader can manage the discussion of the questions. In **Step 3**, the secretary will write down the problems and solutions, but all team members will contribute ideas. In **Step 4**, the designer will create the flyer but with input from the other members of the team. In **Step 5**, all members will contribute ideas for the speech.

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Run for Mayor

SOFT SKILL ▸ Presentation

With your team, you will run a mayoral campaign. You will write a list of community problems and your solutions, and create a fl er that will help you gain votes. You will also write the speech that you would give if you were elected mayor.

1. Form a team with four or five students. Choose a position for each member of your team.

Position	Job Description	Student Name
Student 1: Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Secretary	Write down the community problems, possible solutions, and the speech with help from the team.	
Student 3: Designer	Create the flyer.	
Students 4/5: Members	Help the secretary and the designer with their work.	

2. Imagine someone on your team is running for mayor of your city. Answer the following questions:

   Why does your candidate want to be mayor?

   Why would he or she be the best mayor?

3. Come up with a list of community problems and your solutions to those problems.
4. Create a flyer including all your information and any appropriate pictures or art.
5. Write the speech that you would give as mayor.
6. Present your flyer and speech to the class.

PRESENTATION:

Public Speaking

Practice your presentation before you present to the class. It would be great if you could memorize your speech, but if you can't:

- Read it over many times so you don't have to keep your eyes glued on your paper.
- Look up from your paper often and make eye contact with your audience.
- Speak clearly and slowly so you can be understood.

About the Photo

In the photo, we can make out the city of Las Cruces, New Mexico, in the background, illuminated by the supermoon. Las Cruces is the second largest city in New Mexico and is located in the Mesilla Valley between several mountain ranges, including Picacho Peak, from where this photo was taken, and the Organ Mountains. Although the Rio Grande river runs through the valley, it is a very dry area as it is located in the Chihuahuan Desert. The city is well known for its Mexican cuisine and local art and crafts. However, what brought it to the public eye more recently was its first all-female city council.

A Look at the photo. What do you see? Where is the city located? Is it large or small? Discuss your ideas.

You can do this as a whole class activity or have students discuss the questions in small groups and then compare answers as a class.

B Look at a map of the United States. Find the state of New Mexico. What do you know about this state? Have you ever been there? Discuss with a small group.

Show a map of the US and have students identify where New Mexico is. Then put students in small groups to discuss the questions. Share ideas as a class and write what they suggest on the board.

C Read the text. There are four quotes in the reading. Underline them as you read.

Reading Challenge

A. **Look at the photo. What do you see? Where is the city located? Is it large or small? Discuss your ideas.**

B. **Look at a map of the United States. Find the state of New Mexico. What do you know about this state? Have you ever been there? Discuss with a small group.**

Answers will vary.

C. **Read the text. There are four quotes in the readings. Underline them as you read.**

D **CHOOSE** **Which quote do you like the best? Write it below.** Answers will vary.

E. **SCAN** **What do the words mean? Scan the reading and match.**

d	1. municipal	a. the method used to solve a problem
f	2. cliché	b. by or among ordinary people
a	3. approach	c. showing sympathy for someone
c	4. compassionate	d. relating to a town, city, or local government
b	5. grassroots	e. the act of being mentally stimulated to do or feel something
e	6. inspiration	f. a common thought that is used too often to be meaningful

F. **ANALYZE** **Look at the quote you chose in D. What does it mean? Using at least two new vocabulary words from E, write a paragraph.** Answers will vary.



A view from Picacho Peak of the supermoon over Las Cruces, NM

Time for a Change

In January of 2022, the city of Las Cruces, New Mexico did something it had never done before. The citizens voted for and elected an all-female city council. Nationwide, about thirty percent of municipal offices (including mayoral offices, city councils and other similar government positions) are held by women. So, when Las Cruces, a city a of about 100,000 people in the southern part of New Mexico, elected their new city council, it was clear that the residents wanted a change.

Becki Graham, one of the newly-elected city councilors said, "I think that I'm coming into it with this idea that, as cliché as it may sound, maybe this is going to be a space where leaders are more willing to listen to one another."

Councilor Johana Bencomo agreed. "I just think that our approach to some of the things that really matter to Las Cruces will be inherently different, and honestly, I think more compassionate." Bencomo hopes than an all-female city council, especially one with women of color, can increase public support for important issues, such as increasing the minimum wage. "I really do feel like it's been a lot of grassroots power-building that has allowed for people who never traditionally saw themselves in leadership positions to take ownership of it and represent their communities," she said.

Jessica Velasquez, who is the chairwoman of the Democratic Party of New Mexico, watched the election results come in the November election with her 12-year-old daughter. "Watching my daughter's face light up when she heard that Las Cruces had elected an all-woman city council for the first time in history ... the look of inspiration and happiness on her face said it all for me," she said.

E SCAN What do the words mean? Scan the reading and match.

Have the students read the text again, this time scanning for the words they need to find the meaning of. Remind students to pay attention to the context of each word to help them match it with the correct meaning. Then have students read the text once more and ask them some comprehension questions. For example: *What percentage of municipal offices are held by women in the US? What problem does Bencomo mention? etc.*

To work with the vocabulary further, have students write their own sentences with the words as suggested in the Reading Strategies box.

F ANALYZE Look at the quote you chose in D. What does it mean? Using at least two new vocabulary words from E, write a paragraph.

Make sure students understand that they are going to explain the meaning of the quote they chose. First, have them read their quote and make a list of ideas (words and phrases) that the quote makes them think of. Once they have a list, they can organize their ideas into sentences for a paragraph. Remind them to write a clear topic sentence, supporting sentences, and finally a conclusion sentence. Have students read their paragraphs to each other in small groups.

Tell students to skim the text first to understand the main ideas and identify the quotes. Elicit what they understood from this first reading.

D CHOOSE Which quote do you like the best? Write it below.

Have students read the four quotes again and choose the one they like the most. When they have finished, ask several students which quote they chose and why.

CASAS

5.2.4, 5.5.8

CCRS FOR READING

RI1, RI2, RI3, RI4, W1, W4, W5, L1, L2

READING STRATEGIES

Using Key Vocabulary in Sentences

Have students scan the article for key vocabulary words. Then ask them to read the sentences that contain the words to understand their meanings. Remind students to pay special attention to how each word is used in the sentences. Once students are certain about meanings, ask them to use the words in their own sentences. Have students compare their sentences to the examples in the reading to make sure they are correctly using the vocabulary.

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About the Photo

This photo shows a raccoon looking for food in household garbage. The photo highlights a common problem in many towns and cities across the US. This kind of issue and others, such as broken streetlights, lack of parking, and badly maintained play areas, are found in most places and are the kind of problems that can now be reported via municipal apps. In addition to this, these apps provide information about local services like garbage collection, public transportation, and library facilities.

Before You Watch

A Check (✓) the city services you use. Then share your answers with a partner.

Go over the list of services as a class. Then ask students to check their answers. Have them share their answers with a partner. Poll the class to see how many people use each service.

B Read the words. Then complete the sentences.

Tell students to read the sentences first so they have the contexts and then complete them with the words from the box. Have students compare with a partner then check answers as a class. Call on different students to read the sentences out loud and check pronunciation of the words from the box.



Life ONLINE

City Hall In Your Pocket

Before You Watch

A Check (✓) the city services you use. Then share your answers with a partner. Answers will vary.

- ☐ 1. I use public transportation.
- ☐ 2. I use the library.
- ☐ 3. I pay utility bills.
- ☐ 4. I pay to park on the street.
- ☐ 5. I go to public parks.
- ☐ 6. I use public garbage and recycling cans.

B Read the words. Then complete the sentences.

collects	immediate	issue	locate	resident	resolve	restriction	submit

1. If you fix a problem, you ___resolve___ the problem.
2. An ___issue___ is a problem or something that needs to be fixed.
3. When you ___submit___ a question or a comment online, you send it to someone.
4. When the city ___collects___ garbage, they take it or pick it up.
5. A ___restriction___ is a rule that tells you what you cannot do.
6. A ___resident___ is a person who lives in a certain place.
7. ___Immediate___ means right away.
8. When you ___locate___ something, you find out where it is.

C You are going to watch a video about municipal 311 apps that can help you find city services. Which services do you think the video will talk about? Answers will vary.

While You Watch

D Watch the video. Check (✓) the services that municipal 311 apps offer.

- ☑ 1. paying for parking
- ☐ 2. delivering pizza
- ☐ 3. sending an ambulance
- ☑ 4. finding libraries
- ☑ 5. reporting broken traffic lights
- ☑ 6. finding a lost dog
- ☐ 7. fixing your car
- ☐ 8. getting restaurant recommendations
- ☐ 9. collecting garbage
- ☐ 10. requesting a taxi
- ☑ 11. locating police stations
- ☑ 12. showing maps of parks

After You Watch

E Read each sentence. Choose *T* if it is true and *F* if it is false.

1. Many cities have both a phone number and an app for city services. (T) F
2. All cities offer the same services on their apps. T (F)
3. 311 apps let you tell city hall about issues in your community. (T) F
4. You should call 311 if you see someone in danger. T (F)
5. Only US citizens can use 311 apps. T (F)
6. 311 apps let residents see how their taxes are used. (T) F

F Work with a partner. Write three city services you heard about in the video. Which one is most useful? Are there other services you want to see from your city? Do you plan to use 311 or a municipal services app? Why or why not?" Answers will vary

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LIFE ONLINE 223

C You are going to watch a video about municipal 311 apps that can help you find city services. Which services do you think the video will talk about?

Have students predict the services they think will be mentioned in the video. Write their ideas on the board.

While You Watch

D Watch the video. Check (✓) the services that municipal 311 apps offer.

Have students read the list of services. Tell them to check them as they watch the video. Check the answers as a class and compare them with the list of services they predicted in **C**.

After You Watch

E Read each sentence. Choose *T* if it is true and *F* if it is false.

Ask students to read the items and decide if they are true or false. Play the video again as needed. Do a class check.

F Work with a partner. Write three city services you heard about in the video. Which one is most useful? Are there other services you want to see from your city? Do you plan to use 311 or a municipal services app? Why or why not?

Ask students to write their chosen services individually. Then, in pairs, have them discuss the questions. Tell them to write a list of other services they would like to see on municipal apps and to explain their reasons for using or not using a municipal app. Have pairs share their ideas with the class. As a class, decide which services are the most useful and carry out a poll to see how many people would use a municipal app.

BEST PRACTICE

Digital literacy

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.

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Life Skills Video Practice

UNIT 1 My Schedule Is Crazy

A BEFORE Discuss the questions with a partner.

1. Tell your partner your schedule next week. Who has a busier schedule?
2. Where is your favorite place to study? Why?

B WHILE Watch the video and complete the parts of the conversation.

Naomi: Treat your studies in the same way, and your grades will (1) ___improve___.

Hector: That's a great (2) ___suggestion___, thanks.

Naomi: If you get (3) ___organized___, you'll feel more productive.

Hector: (4) ___I'll___ give it a try. What have I got to lose, right?

C AFTER Circle the correct word to complete each sentence.

1. There's too much noise and it's difficult for Hector to (communicate / concentrate).
2. Naomi suggests that Hector should (make time / write down) where and when he's going to study.
3. Naomi tells Hector a schedule will make him (productive / smarter).

UNIT 2 It's Faster – and More Expensive.

A BEFORE Discuss the questions with a partner.

1. What type of computer do you use at home, work, or school?
2. Do you prefer to use a laptop or a desktop computer? Why?

B. WHILE Watch the video and complete the parts of the conversation.

Mr. Sanchez: Compare the laptop to a (1) ___desktop___ computer.

Mrs. Sanchez: The desktop computer is a lot bigger and heavier than the (2) ___laptop___.

Mrs. Sanchez: The laptop is smaller than the desktop, but it's also (3) ___more expensive___ than the desktop.

Mrs. Sanchez: Which one has the (4) ___most___ memory?

C AFTER Show the correct order of events by writing a number next to each sentence.

a. ___4___ Mr. Sanchez says the laptop is on sale.

b. ___1___ Mr. Sanchez says Hector needs a computer.

c. ___5___ Hector comes home.

d. ___3___ The Sanchez's agree to surprise Hector.

e. ___2___ The Sanchez's compare laptops and desktops.

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UNIT 1 My Schedule Is Crazy

BEFORE

Read the title and ask students what they think the video will be about. Ask students if they think the word *crazy* in the title means balanced or unbalanced. Discuss as a class.

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 conversation.

Explain that students will watch the video and complete the conversation between Naomi and Hector. Tell them they will listen and write the correct word or words on the lines. Play the video once so that students can watch and listen. Play the video again so that students can complete the missing information. Use the pause button when necessary. Review answers as a class.

AFTER

C Circle the correct word to complete each sentence.

Ask students to read and complete each sentence by circling the correct word. Have students share their answers with a partner. Ask volunteers to share their answers with the class.

UNIT 2 It's Faster—and More Expensive

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask the questions and elicit answers. Ask students if they have ever bought anything that is faster and more expensive. Discuss as a class.

WHILE

B Watch the video and complete the parts of the conversation.

Explain that students will watch the video and complete the conversation between Mr. and Mrs. Sanchez. Tell them they will listen and write the correct word or words on the lines. Play the video once so that students can watch and listen. Play the video again so that students can complete the missing information. Use the pause button when and if necessary. Review the correct answers as a class.

AFTER

C Show the correct order of events by writing a number next to each sentence.

Ask students to put the events from the video in the correct order (1–5). Ask students to read the events and then play the video once again. Have volunteers share their answers with the class.

UNIT 3 How Much is The Rent?

A BEFORE Discuss the questions with a partner.

1. What do you like about your house or apartment?
2. What don't you like about your house or apartment?

B WHILE Watch the video and complete the parts of the conversation.

Naomi: This is a lot (1) ___bigger___ than the other apartment.

Landlord: And it's a little (2) ___more___ expensive too.

Naomi: How much is the (3) ___rent___?

Landlord: It's $1,700 a (4) ___month___.

Landlord: I don't think you'll find anything (5) ___cheaper___ around here.

C AFTER Circle the answer to complete each sentence.

1. The landlord is showing them an (apartment / house).
2. The master bedroom is (smaller / bigger) than the other bedrooms.
3. The rent doesn't include (garbage / electricity).
4. There's another apartment (downstairs / upstairs) for less rent.

UNIT 4 I'd Like to Open an Account.

A BEFORE Discuss the questions with a partner.

1. What type of bank account(s) do you know about? What are they for?
2. What do you need to open a bank account? Make a list with your partner.

B. WHILE Watch the video and complete the parts of the conversation.

Naomi: By the way, when will the money be (1) ___available___?

Mr. Sanchez: Since you (2) ___deposited___ cash, the money's available now.

Naomi: Later on, can I open a (3) ___savings___ account online?

Mr. Sanchez: You can (4) ___transfer___ money from your checking account.

C AFTER Put the sentences in order to make a conversation.

___3___ **Customer:** A savings account.

___2___ **Clerk:** What kind of account would you like to open?

___1___ **Customer:** Hello. I'd like to open an account.

___4___ **Clerk:** How much money would you like to deposit?

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UNIT 3 How Much Is the Rent?

BEFORE

Read the title aloud and ask students if they have ever asked this question. Ask students to discuss when and why in small groups. Have volunteers share with the class.

A Discuss the questions with a partner.

Have students answer the questions. Discuss answers as a class.

WHILE

B Watch the video and complete the parts of the conversation.

Tell students to complete the conversation between Naomi and her landlord with the correct word(s).

Ask students to watch the video and listen carefully. Play the video for comprehension. Then play the video once or twice more so students can complete the exercise. Check the answers as a class.

AFTER

C Circle the answer to complete each sentence.

Ask students to read and complete each sentence with the correct word. Ask students to share their answers with a partner. Have volunteers read and share their answers with the class.

UNIT 4 I'd Like to Open an Account

BEFORE

Have students look at the title and predict what the video will be about. Ask students what types of accounts people may have. Then write examples on the board.

A Discuss the questions with a partner.

Ask the questions and discuss as a class.

WHILE

B Watch the video and complete the parts of the conversation.

Have students watch the video before they complete the conversation. Play the video three times - (1) for understanding, (2) for completing the conversation, and (3) for checking answers. Pause the video when necessary.

AFTER

C Put the sentences in order to make a conversation.

Ask students to read the sentences and put them in the correct order. Explain that a clerk is a salesperson. Ask students to practice the conversation with a partner and take turns with the roles. Have volunteers demonstrate the conversation in front of the class.

UNIT 5 Exercise Is Good for You.

A BEFORE Discuss the questions with a partner.

1. How can you stay healthy at work?
2. What are your healthy and unhealthy habits at work or school?

B WHILE Watch the video and complete the parts of the conversation.

Mr. Patel: What's (1) ___going___ on here?
Mateo: We're (2) ___exercising___, Mr. Patel. Why don't you join us?
Mr. Patel: I can't do that. I haven't touched my (3) ___toes___ in years.
Mateo: It's (4) ___good___ for you. C'mon, try it.

C AFTER Match the parts to complete the sentences.

c 1. Mateo	a. are bad for you because they have a lot of calories.
d 2. Exercise	b. can create some serious health problems.
b 3. Too much sugar	c. has a healthy lifestyle.
a 4. Soda and candy	d. will prevent your muscles from getting tight.

UNIT 6 How's Your New Job, Hector?

A BEFORE Discuss the questions with a partner.

1. What information should you put on a resume?
2. What are some good ways to prepare for a job interview?

B. WHILE Watch the video and complete the parts of the conversation.

Hector: I just feel I could be (1) ___doing___ something more.
Naomi: Wow, that's really (2) ___ambitious___.
Hector: Well, I'd have to (3) ___cut back___ on my hours at the store. Mr. Patel might not like that.
Mateo: He won't (4) ___fire___ you. He'll love you even more.
Naomi: If that's what you want to do, you (5) ___should___ go for it.

C AFTER Write *newspaper* or *clothing store* next to the pros.

1. going different places	newspaper
2. working with Mateo	clothing store
3. meeting interesting people and getting paid for it	newspaper
4. getting discounts on nice clothes	clothing store
5. leading to a career	newspaper

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UNIT 5 Exercise Is Good for You

BEFORE

Read the title. Then ask students what they think the video will be about. Ask students what types of exercise they do. Discuss as a class.

A Discuss the questions with a partner.

Ask students to read and answer the questions with a partner. Discuss the questions and answers as a class.

WHILE

B Watch the video and complete the parts of the conversation.

Ask students to read and complete the conversation between Mr. Patel and Mateo with the correct word(s). Play the video once so that students get the gist. Then play the video once or twice more so that students can complete the exercise.

AFTER

C Match to complete the sentences.

Tell students to look over the words and phrases. Explain that they will match them to make complete sentences. Then ask students to watch the video. Play the video so that students can watch again before completing the exercise.

UNIT 6 How's Your New Job, Hector?

BEFORE

Read the title. Then ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to look at the picture. Then have them answer and discuss with a partner. Discuss as a class.

WHILE

B Watch the video and complete the parts of the conversation.

Explain to students that they will watch the video and complete the conversation. Play the video so that students get the gist. Then play the video once or twice more so that students can complete the conversation. Ask volunteers to read the conversation to the class.

AFTER

C Write *newspaper* or *clothing store* next to the pros.

Explain to students that pros are the advantages that come from something. Ask students to read the list of pros for two types of jobs. Then ask them to write newspaper or clothing store next to each one. Review answers as a class.

UNIT 7 No Wonder I Need to Save!

A BEFORE Discuss the questions with a partner.

1. What deductions can you usually see on a paycheck?
2. What job benefits are important to you?

B WHILE Watch the video and complete the parts of the conversation.

Mateo: You pay about $50 for health (1) ___insurance___, right?
Hector: And another $50 goes into my (2) ___401K___.
Mateo: That's good. That's another (3) ___deduction___. Anything else?
Hector: Well, there's (4) ___social security___, dental insurance, and transportation.
Mateo: As you can see, almost one-third of your check is (5) ___deducted___.

C AFTER Write *T* for True and *F* for False.

1. Mr. Patel gives Hector and Mateo their paychecks every Thursday. ___F___
2. Hector pays about $50 in health insurance each week. ___T___
3. Mateo pays $50 into his 401K every week. ___T___
4. Hector has dental insurance, but Mateo doesn't. ___F___
5. Mr. Patel gives a bonus at the end of the year. ___T___

UNIT 8 Let's Get Ready to Play

A BEFORE Discuss the questions with a partner.

1. Which subject do you know more about; History, Geography, or Science? Why?
2. With a partner write as many US states as you can. Do not look in your student book. Compare your list with the rest of the class.

B. WHILE Watch the video and complete the conversation.

Naomi: OK, here's the first question. Which state is in the center of the country:
(1) ___Arizona___, Colorado, or Kansas?
Hector: I know—um, (2) ___Colorado___?
Mateo: Colorado and Arizona are both in the Southwest. So it must be (3) ___Kansas___.
Naomi: Kansas is in the central United States. It's in a region called the (4) ___Midwest___.

C AFTER Write *T* for True and *F* for False.

1. Mateo's specialty is history. ___F___
2. New York City is the oldest city in the United States. ___F___
3. Colorado is in the center of the country. ___F___
4. Naomi answered the second question correctly. ___F___

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UNIT 7 No Wonder I Need to Save!

BEFORE

Have a volunteer read the title out loud. Then ask students what they think the video will be about. Ask students if they sometimes save. Then ask, *Why do you save?* Discuss as a class.

A Discuss the questions with a partner.

Ask students to answer and discuss the questions with a partner. Discuss as a class.

WHILE

B Watch the video and complete the parts of the conversation.

Tell students that they will watch the video. Then explain that they will complete the conversation. Have students work with a partner to guess the correct word(s). Ask partners to share their answers in small groups. Have volunteers read the conversation to the class.

AFTER

C Write *T* for true and *F* for false.

Explain to students that they will read each statement and decide if it is true or false. Play the video once so that students get the gist. Then play the video once or twice more so that students can complete the exercise. Have volunteers share their answers with the class.

UNIT 8 Let's Get Ready to Play

BEFORE

Read the title and ask students to predict what the video will be about.

A Discuss the questions with a partner.

Ask students to discuss their answers to the questions with a partner. Ask for volunteers to share their answers with the class.

WHILE

B Watch the video and complete the parts of the conversation.

Have students watch the video before they complete the conversation. Play the video three times: for students to get the gist, to complete the conversation, and to check their answers. Ask students to act out the conversation in groups of three. Then have volunteers present the conversation to the class.

AFTER

C Write *T* for true and *F* for false.

Ask students to read each sentence and decide if it is true or false. Tell them to write *T* for true or *F* for false on the line. Read each sentence and check answers as a class.

Vocabulary List

PRE-UNIT pp. 2–11

Registration
date of birth
first name
last name
middle initial
occupation

Education
achieve
college
community college
elementary school
formatting
GED
goal
graduate school
high school
indent
kindergarten
margins
middle school
paragraph
preschool
successful
Trade / Vocational school
university
vocational

UNIT 1 pp. 12–37

accomplish
ambitious
Arts & Communication
balance
beneficial
benefits
Business, Management & Technology
calm
career clusters
character traits
concentrate
conclusion
detail-oriented
distractions
frequency adverbs
goals
hard-working
harmful
Health Services
Human Services
improve
Industrial & Engineering Technology
obstacle
occupational
personal
reserved
routine
schedule
solution
study habits
support
task
tech-savvy
time slot
topic

UNIT 2 pp. 38–63

ad
adjectives
advantages
advertisement
bank
brand
brand awareness
car wash
cash
check
comparative and superlative
comparison shopping
consumer
copywriter
credit card
debit card
department store
disadvantages
discount
dry cleaners
expire
gas station
goods
grocery store
guarantee
hard drive
installation
irregular adjectives
jewelry store
keyboard
laundromat
marketing
marketing specialist
memory
must
offer
pharmacy
post office
product
regular
retail sales associate
sale
sales
sales managers
save
sequence transitions
services
smart consumer
social media manager
tailor
target audience
telemarketer
touchscreen
touchpad
warranty

UNIT 3 pp. 64–89

air conditioning
arrange
average
balcony
baseline
base salary
cancel
carpeting
carport
charming
classified ad
earnings
electrician
entry-level
equivalent
exterminator
fix
garage
graph
handyman
industry statistics
leasing
maintenance
median pay
maintenance technician
mouse
plumber
pool
preferences
property management
repairs
roaches
security guard
salary
stable
tennis courts
therms
total
utility
wage
yard

UNIT 4 pp. 90–115

ATM
banking
credit counselors
customer service representatives
chief executive
deposit
direct deposit
dry cleaning
entry-level
errands
far
fee
financial managers
job outlook
minimum daily balance
on-the-job training
permit
renewal
replacement
run
service fee
teller
transactions
unlimited
valid

UNIT 5 pp. 118–143

% daily value
aerobics
allergies
amount
athletic trainer
backache
balance
calories
carbohydrate
cardiovascular
cause
cavities
cholesterol
cold
conditions
dietitian
digestion
diseases
dizzy
effect
fat
fiber
grain
habit
headache
health-related careers
healthy weight
illness
liver
lungs
maintain
massage therapist
nutrients
nutritionist
occupational therapist
parts of the body (internal and external)
physical fitness
physical therapist
physical therapist assistant / aide
protein
recreational
saturated fat
serving size
sick
sodium
sore
stress
sugar
sunscreen
vitamins

UNIT 6 pp. 144–169

assemble
abbreviations
average salary
career
character traits
communication skills
connection
critical thinking skills
custodian
elderly
employment agency
enthusiasm
general management careers
general manager
hiring
insurance forms
job
job application
job titles
leadership skills
nursing home
organizational skills
operate
personality
position
practice
recruit
resume
self-confidence
sensitivity
sew
skills
starting salary
supplies
technical skills
technician
title
training
warmth

UNIT 7 pp. 170–195

401K
ambitious
back support belt
behavior
bonus
check number
compliment
conduct
continuing education
courteous
coworker
criticism
demanding
dental insurance
disability insurance
earnings
earplugs
easygoing
family leave
federal
fire
gloves
gross pay
hairnet
hard hat
hire
health insurance
Human Resources (HR)
Human Resources Department
ideal
marital status
maternity leave
medical leave
Medicare
net pay
number
overtime
patient
payroll
personal days
pre-tax deductions
processes
rate of pay
request
retirement
safety goggles
safety items
seat belt
sick days
social security (SS)
state
state disability
strict
tax deductions
total amount
updates policies
vacation days
year-to-date
year-to-date (YTD) total

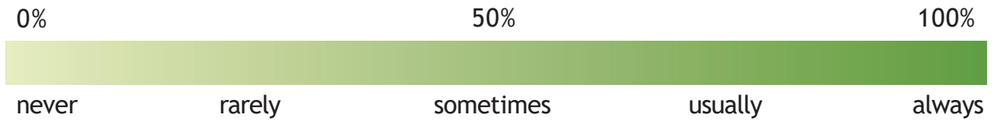
UNIT 8 pp. 196–221

cabinet
capital
casinos
city officials
colony
Congress
curfew
death penalty
elementary and secondary education
executive
fine
House of Representatives
incentives
judicial
legal
legislative
local government
names of states
overcrowded
parks & recreation
port
president
producer
resident
retirement
Senate
Supreme Court
tickets
transit
tuition
vice president
wage
wealthy

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Grammar Reference

UNIT 1



Placement Rules for Frequency Adverbs	Examples
Before the main verb	Luisa *always / usually / often* **goes** running. She *sometimes / rarely / never* **does** yoga.
After the main verb *be*	She **is** *usually* busy on the weekends.
Sometimes / usually / often can come at the beginning or at the end of a sentence	**Usually / Sometimes**, Luisa starts work in the morning. Luisa starts work in the morning **sometimes / often**.
Between the subject and the verb in short answers	Yes, **she** *always* **does**. / No, **she** *usually* **isn't**.
Rarely and *never* are negative words. Do not use *not* and *never* in the same sentence.	Correct: She **never** plays tennis. Incorrect: She ~~doesn't~~ *never* plays tennis.

Future Time Clauses with *When*			
***When* + Subject**	**Verb (Present)**	**Subject + *Will***	**Base Verb**
When Bolin	graduates,	he will	**apply** for a new position at work.*
When his parents	come to the United States,	he will	**buy** a house.
*Note: Place a comma after the *when* clause when it begins the sentence. The order of the clauses does not matter. You can also say, *Bolin will apply for a new position at work when he graduates*.			

UNIT 2

To Get Something Done				
Subject	***Get***	**Object**	**Past Participle**	**Example Sentence**
I	get	my hair	cut.	I **get my hair cut** every month. (present)
She	got	her clothes	cleaned.	She **got her clothes cleaned** yesterday. (past)

Comparatives				
	Adjective	**Comparative**	**Rule**	**Example Sentence**
Short adjectives	cheap	cheaper	Add *-er* to the end of the adjective.	Your computer was **cheaper** than my computer.
Long adjectives	expensive	more expensive	Add *more* before the adjective.	The new computer was **more expensive** than the old one.
Irregular adjectives	good bad	better worse	These adjectives are irregular.	The computer at school is **better** than this one.
Remember to use *than* after a comparative adjective followed by a noun.				

Superlatives				
	Adjective	**Superlative**	**Rule**	**Example Sentence**
Short adjectives	cheap	the cheapest	Add *-est* to the end of the adjective.	Your computer is **the cheapest.**
Long adjectives	expensive	the most expensive	Add *most* before the adjective.	He bought **the most expensive** computer in the store.
Irregular adjectives	good bad	the best the worst	These adjectives are irregular.	The computers at school are **the best.**
Always use *the* before a superlative.				

Must vs. *Have to*			
Subject	**Modal**	**Base Verb**	**Example Sentence**
I / You / We / They	have to must	save pay off	I **have to** save money for a vacation. I **must** pay off my credit card every month.
He / She / It	has to must	keep	She **has to** keep track of her money. He **must** keep track of his money.

UNIT 3

Comparatives Using Nouns	
Use *more* or *fewer* to compare count nouns.	Our new apartment has **more bedrooms** than our old one. Our old apartment had **fewer bedrooms** than our new one.
Use *more* or *less* to compare noncount nouns.	Rachel's apartment gets **more light** than Pablo's apartment. Pablo's apartment gets **less light** than Rachel's apartment.

Superlatives Using Nouns	
Use *the most* or *the fewest* for count nouns.	Rachel's apartment has **the most bedrooms.** Phuong's apartment has **the fewest bedrooms.**
Use *the most* or *the least* for noncount nouns.	Rachel's apartment has **the most light.** Phuong's apartment has **the least light.**

Review: *Yes / No* Questions and Answers with *Do*				
Questions				
Do	**Subject**	**Base Verb**	**Example Question**	**Short Answers**
Do	I / You / We / They	have	Do they have a yard?	Yes, they do. / No, they don't.
Does	he / she / it	want	Does she want air-conditioning?	Yes, she does. / No, she doesn't.

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Information Questions	
Question Words	**Example Questions**
How	**How** may I help you?
What	**What** is your current address?
When	**When** would you like your service turned off?

Past Continuous			
Subject	***Be***	**Verb + *ing***	**Example Sentence**
I / He / She / It	was	making	I **was making** breakfast.
You / We / They	were	studying	They **were studying.**
Use the past continuous to talk about things that started in the past and continued for a period of time.			

Past Continuous Using *While*			
Subject	***Be***	**Verb + *ing***	**Example Sentence**
I / He / She / It	was	making	While I **was making** dinner, I saw a mouse.
You / We / They	were	studying	The electricity went out while we **were studying.**
To connect two events that happened in the past, use the past continuous with *while* for the longer event. Use the simple past for the shorter event. Note: You can reverse the two clauses, but you need a comma if the *while* clause comes first.			

UNIT 4

Information Questions		
Location	Where How far What	is the bank? is the school from here? is the address?
Time	When What time How often	does the library open? does the restaurant close? do the buses run?
Cost	How much	does it cost?

Adverbial Clauses with *Before, After,* and *When*	
Rule	**Example**
A comma separates an adverbial clause that comes before the main clause.	**Before** I went grocery shopping, I stopped by the cleaners to pick up some skirts. **After** I returned the books, I stopped by the bank to make a deposit. **When** everyone left the house, I made my list of errands.
A comma is not used when the adverbial clause comes after the main clause.	I stopped by the cleaners to pick up some skirts **before** I went grocery shopping. I stopped by the bank to make a deposit **after** I returned the books. I made my list of errands **when** everyone left the house.

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UNIT 5

Present Perfect					
Subject	***Have***	**Past Participle**	**Illness**	**Time**	**Example Sentence**
I / You / We / They	have	been felt	sick ill	since Tuesday.	I **have been** sick **since** Tuesday.
She / He / It	has	had	a backache a headache	for two weeks.	She **has had** a backache **for** two weeks.
Use the present perfect for events starting in the past and continuing up to the present.					

Future Conditional Statements	
Cause: *If* + Present	**Effect: Future**
If you **are** very stressed,	you **will have** high blood pressure.
If you **don't get** enough calcium,	you **won't have** strong bones.
We can connect a cause and an effect by using a *future conditional* statement. The *if*-clause (or the *cause*) is in the present and the *effect* is in the future.	
Effect: Future	**Cause: *if* + Present**
You **will have** high blood pressure	**if** you **are** very stressed.
You can reverse the clauses, but use a comma only when the *if*-clause comes first.	

UNIT 6

Infinitives and Gerunds Infinitive = *to* + Verb Gerund = Verb + *ing*			
Verb	**Infinitive or Gerund**	**Example Sentence**	**Other Verbs That Follow the Same Rule**
want	infinitive	He wants **to get** a job.	plan, decide
enjoy	gerund	He enjoys **fixing** bicycles.	finish, give up
like	both	He likes **to talk.** He likes **talking.**	love, hate
Some verbs take the infinitive and some verbs take the gerund. There are some verbs that take both.			

Gerunds and Nouns after Prepositions					
Subject	**Verb**	**Adjective**	**Preposition**	**Gerund / Noun**	**Example Sentence**
I	am	good	at	fixin	I am good at **fixin** bycicles.
She	is	good	at	math	She is good at **math.**
A gerund or a noun follows an adjective + a preposition. Some other examples of adjectives + prepositions are *interested in, afraid of, tired of, bad at,* and *worried about*. When a noun is plural, it is also common to use the preposition *with: I am good with customers*.					

Would Rather					
Subject	***Would Rather***	**Base Form**	***Than***	**Base Form**	**Example Sentence**
I / You She / He / It We / They	would ('d) rather	work alone	than	work with people	I would rather work alone than work with people.
Note: You can omit the second verb if it is the same as the first verb: *I would rather work nights than (work) days*.					

UNIT 7

Review: Possessive Adjectives and Possessive Pronouns			
Possessive Adjectives	**Rule**		
my / your / his / her / its our / their	Possessive adjectives show possession of an object and come before the noun.		
Example Sentence			
Subject	**Verb**	**Possessive Adjective**	**Object**
This	is	**her**	office.
Possessive Pronouns	**Rule**		
mine / yours / his / /hers / its ours / theirs	Possessive pronouns show possession of an object and act as a noun.		
Example Sentence			
Subject	**Noun**	**Verb**	**Possessive Pronoun**
This	office	is	**hers.**

Modals: *Could* and *Might*			
Subject	**Modal**	**Verb**	**Example Sentence**
I / You / He / She It / We / They	could	fall.	You **could fall.**
	might	miss.	I **might miss** work.
The modals *could* and *might* are used interchangeably because they have a similar meaning when predicting future possibilities. We use them to say that there is a chance that something will happen in the future.			

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UNIT 8

Comparing and Contrasting Ideas		
If two people share the same opinion, use *both . . . and* or *neither . . . nor*.		
Both	Enrico **and** Liz	want to increase the number of students in our class.
Neither	Suzanna **nor** Ali	wants to increase the number of students in our class.
If two people don't share the same opinion, use *but* or *however*.		
Enrico agrees with bilingual education,		**but** Liz doesn't.
Ali doesn't agree with bilingual education;		**however**, Suzanna does.
Punctuation Note: Use a semicolon (;) before and a comma (,) after *however*.		

Modal *Should*			
Subject	***Should***	**Base Verb**	
The city council	should	set	a curfew for teenagers.
People	should	clean up	after their pets.

Contrary-to-Fact Conditional Statements					
If	**Subject**	**Past Simple Verb + Noun**	**Subject**	**Modal**	**Base Verb + Noun**
If	I	had more money,	I	would	buy a house.
If	you	didn't have the flu,	you	would	go to work.
If	he	had more time,	he	would	take more classes.
If	she	were rich,	she	could	help her parents.
If	we	gave food to charities,	we	could	help our community.
If	they	weren't so tired,	they	could	come to the movies.
Contrary-to-fact (or unreal) conditional statements are sentences that are not true and that the speaker thinks will probably never be true. Note: In written English, we use *were* instead of *was* in contrary-to-fact statements, but in spoken English, we often use *was* with the following subjects: I, he, she, and it.					

Credits

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LIFE ONLINE VIDEO 1: Money in the Bank

I remember when I first used the internet. It was in the 1990s, and I was in middle school. I used instant messaging to talk to my friends all the time! Except when someone was using the landline phone... I remember two rules my mom gave me about the internet. Never talk to strangers online and don't give anyone your personal information. How times have changed!

Now we make friends and go on dates with people we meet on the internet, and I use my credit card online all the time. I actually just ordered a pizza from my phone! It's on the way now. Online shopping is just so convenient... I need shoes. I just type in my credit card number. I need more shampoo. My credit card number is already saved in the online store.

Online banking makes life easier too. I can use my banking app to deposit checks in minutes. Then I can check my balance and make sure I have enough money. I do? Great. Now I can buy things with my credit card and sign in to my account to keep track of how much I'm spending. I can even pay my bills online and send money to my friends and family on an app.

Managing your money online is easy, but is it safe? Think of the internet as a public place, like a park. You don't leave your wallet on a park bench for anyone to take, and you don't give out your credit card number to strangers. Like the park, the internet isn't dangerous if you are careful and pay attention.

Here are five things you can do to keep your money and information safe online:

Number one: never sign in to your bank account or enter your credit card number while using public Wi-Fi. Only enter personal information on Wi-Fi if you are sure the connection is safe.

Number two: don't give out your personal information over email or text. Real banks and online stores don't ask for passwords or credit card numbers in emails or texts. And also, sites where it is safe to enter your credit card info have a lock icon next to the URL. Always look for that.

Number three: don't click on links in emails or texts if you don't know who sent them. Be especially careful with emails saying there is a problem with your bank account. Don't click on those links. Type in the bank's web address yourself or call the customer service phone number.

Number four: Use strong passwords. My first password ever was "password" ... bad idea. Use different passwords for different websites. You should also use two-factor authentication when you can. Two-factor authentication asks you to enter more than one piece of information to sign in to an account. For example, a username and password and a number sent to your phone. With two-factor authentication, even if someone has your password, they can't sign in and your information is safe! Finally, check your credit card and bank account often to make sure there is nothing unusual.

There are risks when we do things with our money online, but there are also ways to make it safer. At the end of the day, I'm not going to stop shopping online or using online banking. But I *am* going to be smart about how I do these things, so I can keep my money and my personal information safe.

Oh, pizza's here! Be right back... You thought I was kidding, didn't you?

LIFE ONLINE VIDEO 2: City Hall in Your Pocket

Everyone has heard of 911, right? That's the number you call in an emergency to ask for immediate help from the police, the fire department, or an ambulance. If you are in danger, or see someone in danger, that's the number to call.

But what about 311? That's the number you can call if you're looking for information about your community or need to ask for city services. Did you see a traffic light that's not working? Call 311 and representatives from City Hall will come to fix it. Is there a dog you don't know in your neighborhood? Call 311 and an animal control officer will come to pick it up and help locate its owner.

311 is a great way for residents to communicate with City Hall. 311 is free and anybody can use it – both citizens and non-citizens. Anyone can report problems or ask for help, and city council members can learn what's really important to city residents.

Now, many major cities have 311 apps that you can use on a smartphone. And do you know what the best thing is? These apps let you tell city government what you need and they also let the mayor and city officials share more information with more people.

Want to know what day garbage is collected on your street? Check the app! Do you want to know where the closest public library is? Check the app! Wondering if there are special parking restrictions on a holiday? You guessed it, check the app!

311 apps let you ask for help in a more convenient way. When you see that broken streetlight, now you can take a picture and submit the photo online. Then you can get an update when the problem is resolved, and even see the issues other people reported. If you want an alert when the problem is fixed, give your name and phone number. But you don't have to; 311 apps let you report issues anonymously, too, without giving your name.

These apps are a great way for people to see what's happening in their community. They're also a great way to understand how the government spends people's tax dollars. Each city's app is a little different, depending on what the city is like and what services it offers. For example, New York City's 311 app tells you about parking restrictions, school schedules, and garbage collection for today as soon as you open the app. In Chicago, the 311 app shows you the nearest subway and train stations. It can also show you the nearest libraries, police stations, and post offices, based on your location. And in Los Angeles, the app lets you pay for parking and utility bills. But more fun than that, the app has a map to show you where to find nearby parks and swimming pools for those hot summer days.

So, what are you waiting for? Call 311 or check if your city has a municipal app. Search online for your city's name and the words "mobile app" to learn what more your city has to offer.

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Life Skills Video Scripts

UNIT 1 My Schedule is Crazy

Mrs. Sanchez: Hi, sweetie. How's the studying going?
Hector: To tell you the truth, ma, not very well.
Mrs. Sanchez: Really? What's the problem? Did you miss some of the assignments?
Hector: No, ma. The problem is the noise. There's so much noise I can't concentrate.
Mrs. Sanchez: Oh, I'm sorry. But you know your father, he thinks he can't hear. So he turns the volume up all the way!
Hector: I know. It's just hard to concentrate, that's all.
Mrs. Sanchez: OK. We'll try to keep it down. Victor! turn that television down. Your son is trying to study.
Hector: Hello?
Naomi: Is that you, Hector? What's wrong?
Hector: Nothing. It's just that … I was trying to study!
Naomi: Well, excuse me! You must be having a bad day.
Hector: Yeah, sort of. I have to study in my kitchen.
Naomi: What's the problem with that?
Hector: My parents! They love to watch TV with the volume turned all the way up. It's hard to concentrate.
Naomi: Sounds like you need a quieter place.
Hector: Yeah, you could say that again.
Naomi: What about studying at the library?
Hector: That's a great idea. But when? My schedule is crazy.
Naomi: So is mine. That's why it's even more important to be organized.
Hector: How do you do it?
Naomi: For one thing, I actually write down a schedule.
Hector: You write a schedule showing when and where you're going to study?
Naomi: Yes, I really do. It helps a lot. On Tuesdays and Thursdays, for example, I study at the library from 4 to 6. On Friday mornings, I study here, at home. I follow the same schedule every week, no matter what.
Hector: It's almost like having a job.
Naomi: It *is* like having a job. That's a good way of putting it. You wouldn't be late for a job, would you?
Hector: Of course not!
Naomi: And you wouldn't skip a day of work, either. Treat your studies in the same way, and your grades will improve.
Hector: That's a great suggestion, thanks.
Naomi: Well, now you know what you have to do. So, go do it! If you get organized you'll feel more productive. Trust me.
Hector: I'll give it a try. What have I got to lose, right?
Naomi: Good luck. Tell me how it's going later on.
Hector: I will. Talk to you later.
Hector: Hey, Naomi. What's up?
Naomi: Oh, I forgot to mention one really important point.
Hector: Really? What's that?
Naomi: Don't forget to make time for your friends too!
Hector: That was at the top of my list!

UNIT 2 It's Faster—and More Expensive

Mrs. Sanchez: Hi, honey. What are you doing?
Mr. Sanchez: I was looking at some computer ads.
Mrs. Sanchez: Computer ads? Why?
Mr. Sanchez: I wanted to buy one for Hector. He needs it for school.
Mrs. Sanchez: Is that really necessary?
Mr. Sanchez: Things are different now, dear. Having a computer is like having a pen and paper.
Mrs. Sanchez: Well, you're probably right. But won't it be too expensive? Are you sure we can afford to buy a computer?
Mr. Sanchez: Sure, we can afford it. We have some savings. And there are some really good deals right now.
Mrs. Sanchez: Really?
Mr. Sanchez: Here, take a look. This is a laptop. It's light and easy to carry.
Mrs. Sanchez: Well, laptops really are thin and light.
Mr. Sanchez: Exactly. That's the whole point. Compare the laptop to a desktop computer.
Mrs. Sanchez: The desktop computer is a lot bigger and heavier than the laptop.
Mr. Sanchez: Yes, but it's cheaper.
Mrs. Sanchez: Let's see. The laptop is smaller than the desktop. But it's also more expensive than the desktop.
Mr. Sanchez: Right.
Mrs. Sanchez: Which one has the most memory?
Mr. Sanchez: The laptop has more memory than the desktop.
Mrs. Sanchez: So then, that must mean that the laptop is faster.
Mr. Sanchez: Right again. More memory means faster speed. Smaller in size, lighter in weight, more memory, and more expensive. Bigger in size, heavier in weight, slower, and cheaper.
Mrs. Sanchez: I think we should spend a little more money and buy the laptop. It will be more useful for Hector than the desktop.
Mr. Sanchez: I agree. And if we buy it today, we can get it on sale.
Mrs. Sanchez: Well, what are we waiting for?
Mr. Sanchez: Let's run down to the store right now and get it before Hector comes home. We can surprise him!
Mr. Sanchez: Oh, wait! Here he comes. Act natural.
Mrs. Sanchez: What is that?
Hector: What? This?
Mr. Sanchez: Yeah, … that!
Hector: It's my new laptop. OK, well, it's not new. Mateo gave it to me. He got a new laptop and gave me his old one. Pretty cool, huh?
Mr. And **Mrs. Sanchez:** Oh yes, that's wonderful.

UNIT 3 How Much is the Rent?

Landlord: Well, this is the apartment for rent. We were painting this morning, as you can see.
Naomi: This is a lot bigger than the other apartment you showed us.
Landlord: And it's a little more expensive too.
Naomi: How much is the rent?
Landlord: It's $1,700 a month.
Naomi: Oh …
Landlord: That's very typical for this neighborhood. I don't think you'll find anything cheaper around here
Mateo: Does the rent include utilities?
Landlord: It includes gas and water. But it doesn't include electricity, of course. You have to pay for the electricity on your own.
Hector: The apartment has three bedrooms, right?
Landlord: Yes, it does. It has one master bedroom. The other bedrooms are smaller.
Hector: Can we look around?
Landlord: Yeah, sure. Take your time. I'll be back in a few minutes.
Naomi: Well, what do you think, you guys?
Mateo: I'm not sure. The rent is a little high.
Hector: I think so too. I'd rather pay less rent.
Mateo: Me too. Whoever takes the master bedroom has to pay more.
Hector: Look, let's get an apartment with three bedrooms that are the same size. That way we can split the rent evenly.
Mateo: I agree. Maybe there's another unit in this building we can look at.
Naomi: Let's ask the landlord. Oh, here he comes.
Landlord: Well, what do you think? Are you ready to sign the lease?
Naomi: Not quite yet. Do you have any other apartments we could look at?
Landlord: Well, let me think … We do have another unit on the first floor. The rent is lower, but it's in th back of the building.
Mateo: Are all the bedrooms the same size?
Landlord: Yes, they are, as a matter of fact. Would you like to take a look?
Hector: Yeah, sure.
Naomi: That would be great.
Mateo: OK.
Landlord: Right this way. Follow me, please.

UNIT 4 I'd Like to Open an Account

Naomi: Excuse me, Mr. Sanchez?
Mr. Sanchez: Naomi! Please, come in and take a seat.
Naomi: Thank you very much.
Mr. Sanchez: How can I help you today?
Naomi: I'd like to open an account.
Mr. Sanchez: You came to the right place. I can definitely help you with that. Did you want to open a checking account or a savings account?
Naomi: Today, I just want to open a checking account. I'll open a savings account later on.
Mr. Sanchez: To begin, I need to ask you a couple of questions.
Naomi: OK.
Mr. Sanchez: Can you give me your full name?
Naomi: Including my middle name?
Mr. Sanchez: If you don't mind. It's for identific tion purposes.
Naomi: My full name is Naomi Reiko Takayama.
Mr. Sanchez: How do you spell Reiko?
Naomi: R-E-I-K-O.
Mr. Sanchez: What's your date of birth, Naomi?
Naomi: My birthday is May 1st, 1990.
Mr. Sanchez: I need your social security number or your driver's license number. Do you have either of those?
Naomi: I can give you my driver's license number. It's 135XX2887.
Mr. Sanchez: Can you say that one more time?
Naomi: 135XX2887.
Mr. Sanchez: Thank you. And how much money did you want to put in your account?
Naomi: I'd like to start with $500.
Mr. Sanchez: And did you want to do that with cash?
Naomi: Yes, I brought the money with me. Should I give it to you now?
Mr. Sanchez: That would be fine. One more thing. an you tell me what kind of design you would like on your checks?
Mr. Sanchez: We have three different designs you can choose from.
Naomi: Oh, they're all pretty. But I think I like the ocean design the best.
Mr. Sanchez: Would you like to start with one box of checks?
Naomi: Can you make it two boxes? That way I won't have to reorder right away.
Mr. Sanchez: No problem. You'll receive your checks in about two weeks. Call me if you don't get them by then.
Naomi: I will. By the way, when will the money be available?
Mr. Sanchez: Since you deposited cash, the money's available now.

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Naomi: Later on, can I open a savings account online?
Mr. Sanchez: Oh, yes. You can transfer money from your checking account into your savings account any time you like.
Naomi: That's great. Thank you for all your help, Mr. Sanchez.
Mr. Sanchez: It was my pleasure, Naomi. Now if you'll excuse me, I need to deposit your money.
Naomi: Oh, yes. Please do! Say hi to Mrs. Sanchez and Hector for me.
Mr. Sanchez: I will. Have a nice day, Naomi.
Naomi: Same to you. Thanks again, Mr. Sanchez.

UNIT 5 Exercise Is Good for You

Hector: What are you doing?
Mateo: I'm exercising. Can't you see?
Hector: OK, I know what you're doing. But why?
Mateo: Exercise is good for you. You should make it part of your daily routine, Hector.
Hector: Yes, I know. But at work?
Mateo: Why not? If you stretch out at work, your muscles won't be tight.
Hector: If I exercise at work, my clothes will get messed up.
Mateo: Don't worry about your clothes. C'mon, try it.
Hector: How do I do it?
Mateo: Start by touching your toes. Then touch your knees. Finish by putting your hands on your hips.
Hector: Like this?
Mateo: Right.
Hector and **Mateo** One, two, three; one, two, three.
Mr. Patel: What's going on here?
Mateo: We're exercising, Mr. Patel. Why don't you join us?
Mr. Patel: I can't do that. I haven't touched my toes in years.
Mateo: It's good for you. C'mon, try it.
Mr. Patel: Well, alright. But not too fast!
Mateo: Don't worry. Let's take it easy. Start by touching your toes. Then touch your knees. Finish by putting your hands on your hips. One, two, three; one, two, three.
Mr. Patel: One, two, three; one, two, three. OK, Mateo. That's enough for me.
Mateo: That's a good start. If you work out every day, it'll get easier for you.
Mr. Patel: Every day?
Mateo: Being healthy is a way of life, Mr. Patel.
Mr. Patel: If you say so, Mateo.
Hector: OK. All this exercise is making me hungry. I feel like having something to eat.
Mr. Patel: Yes, and I'm thirsty.
Mateo: I can't believe what I'm seeing.
Mr. Patel: Oh, excuse me! I'm sorry … would you like to have some soda, too?
Mateo: We just lost 100 calories and you're gaining it all back. Hector, that candy bar has at least 200 calories. And Mr. Patel, that can of soda has about 150 calories. A lot of those calories come from sugar. if you eat or drink too much sugar every day, you can have some serious health problems.
Mr. Patel: Hmmm … The soda doesn't look so good now.
Mateo: After a workout, you should drink water or juice. It has got lots of vitamins and minerals. And it makes you feel great!
Hector: OK, Mateo, you sold me. I think I'll have a juice, too.
Mr. Patel: Now I know why he is such a good sales clerk!

UNIT 6 How's Your New Job, Hector?

Naomi: Hello, Mateo. Hi, Hector. Have a seat. I thought you might like a late-night snack.
Hector: Thanks, Naomi.
Mateo: You must be tired after your shift.
Naomi: We just closed. Now I can really relax. That's better. By the way, how's your new job, Hector?
Hector: I'm doing alright as a salesman, I guess. I make good sales commissions and Mr. Patel likes me for some reason. But I'm getting bored and restless, to be honest. It's too easy, if you know what I mean.
Mateo: What's wrong with that? It is an easy job, but so what? You go to work, do your job, get a pay check.
Hector: I just feel I could be doing something more. So, I applied for a job at the school's newspaper.
Naomi: Wow, that's really ambitious. Do you really have time for two jobs?
Hector: Well, I'd have to cut back on my hours at the store. Mr. Patel might not like that. He might fire me and then I'll be poor and then my parents will get mad and they'll kick me out and—
Mateo: Just tell Mr. Patel it'll get him some extra publicity. Tell him you're going to write a news article about him. He won't fire you. He'll love you even more
Naomi: Mateo's right. Everything will be fine. If that's what you want to do, you should go for it.
Mateo: You just have to balance the pros and cons of it.
Naomi: Here. I have an idea. Imagine that this glass is your life as a salesman. These chocolates are the pros—the advantages—of working in the store. Now, what are the pros of your job?
Hector: Well, I like working in the store because… I like working with Mateo. I get discounts on lots of nice clothes. And… that's it. I can't think of anything else.
Naomi: Okay, now this glass represents the opportunities of working at a newspaper. What are the pros of that?
Hector: Well, it would be a lot more interesting than working in a clothing store. I would get to go different places. I would learn lots of new things. I would meet a lot more interesting people. And I would be getting paid for it. And, it could even lead to a career.
Naomi: Working at the store full time, getting a job at the newspaper. I think the choice is clear.
Mateo: Naoml's right. If you get another job at the newspaper, it'll be hard. You'll have to work a lot of extra hours. But you can do it.
Hector: Thanks, you guys. The choice is obvious, like you said, Naomi.
Naomi: Chocolate solves everything.

UNIT 7 No Wonder I Need to Save!

Hector: It's Friday, at last!
Mateo: The end of the week.
Hector: And the beginning of the weekend.
Mateo: Yeah. Have you got any plans?
Hector: Not really. I have to study. How about you?
Mateo: I've got a game on Sunday. But that's about it. I've decided I'm not going to spend a lot of money this weekend.
Hector: I hear you. I'm trying to save money, too. Hey, wait a minute. Isn't today pay day?
Mateo: It sure is. And every Friday morning Mr. Patel brings a check around this time. As a matter of fact, here he comes now.
Mr. Patel: Good morning, boys.
Mateo/Hector: Good morning!
Mr. Patel: Are you expecting something today?
Mateo: Well, it is Friday!
Mr. Patel: How right you are. And Friday is pay day, isn't it? Here are your checks.
Hector: Thank you, Mr. Patel.
Mateo: Thanks, boss.
Mr. Patel: Don't mention it. You worked hard for your money, so spend it wisely!
Mateo: Well, hello, and good-bye! Yes, I talk to my paycheck. So what?
Hector: Where does all the money go? Almost half of it's gone.
Mateo: Those are all your deductions. Let me explain it this way. Let's say this is your check. At least ten percent goes to taxes. And you pay about 50 dollars for health insurance, right?
Hector: And I pay about 50 dollars for my 401K.
Mateo: That's good. That's another deduction. Anything else?
Hector: Well, there's social security, dental insurance, and transportation. Mr. Patel pays for part of my bus pass. That comes out of my check, too.
Mateo: This is what's left of your check. As you can see, almost a third of your check is deducted. Surprising, isn't it?
Hector: Now I see where all the money goes. No wonder I need to save!
Mateo: We get a bonus at the end of the year. And the bonus is usually pretty good. That'll help you save.
Hector: I can't wait. I need some more "pieces of paper" in my bank account!
Mateo: Man.

UNIT 8 Let's Get Ready to Play

Naomi: OK, let's get ready to play.
Hector: What's the name of the game again?
Naomi: It's called "Gee Whiz." There are three categories of questions: US Geography, US Government, and Great Moments in History.
Hector: And what are the rules?
Naomi: It's very easy. We take turns asking questions. The player who answers correctly gets a point.
Mateo: Well, let's start with Geography, because that's my specialty.
Naomi: OK, here's the first question. Which state is in the center of the country: Arizona, Colorado, or Kansas?
Hector: I know—Um, Colorado?
Mateo: Colorado and Arizona are both in the Southwest. So it must be Kansas.
Naomi: How right you are, Mateo. Kansas is in the central US. It's in a region called the Midwest.
Hector: I knew that. You just got lucky, Mateo.
Mateo: Don't be jealous, my friend. I'm just naturally smart. Well, which category should we pick from next, contestants?
Hector: Let's try US History.
Mateo: OK. Here's a good one: What is the oldest city in the United States?
Naomi: I know!
Mateo: Go for it.
Naomi: I think the answer must be New York City. New York is one of the biggest and oldest cities in the United States.
Mateo: What do you think, Hector?
Hector: I disagree. I think that Boston is the oldest city in the United States.
Mateo: Sorry, you both are wrong. Neither Boston nor New York City is the oldest city in the United States.
Naomi: Well, what's the answer?

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Mateo: The oldest city in the United States is St. Augustine, in Florida. It was settled in 1513 by the Spanish explorer Juan Ponce de Leon.
Naomi: I never would have guessed that. Oh well, live and learn.
Hector: Well, the next category is US Government. Name three requirements for becoming the President of the United States.
Mateo: To be President, you have to be born in the United States.
Hector: Correct.
Mateo: You have to be at least 35 years old.
Hector: Yes! And?
Mateo: You have to have lived in the United States for at least 14 years.
Hector: Congratulations! You are the all-time Gee Whiz champion!
Mateo: I've waited for this moment my whole life. By the way, what do I win?
Naomi: Well, we don't have any prizes. But you can start the next round.
Mateo: It's better than nothing.

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PRE-UNIT

GETTING TO KNOW YOU

LESSON 1

C pg 4
Contractions
What is = What's
What's your name?

F pg 5
Man: Hi!
Woman: Hello.
Man: Good morning!
Woman: Morning!
Man: How are you today?
Woman: Fine.
Man: How are you today?
Woman: Great!
Man: How's it going?
Woman: Pretty good.
Man: How are you doing?
Woman: OK.
Man: How are you doing?
Woman: Not bad.
Man: What's up?
Woman: Nothing.
Man: What's new?
Woman: Not much.

G pg 5
Hi!
Good morning!
How are you today?
How's it going?
How are you doing?
What's up?
What's new?

LESSON 2

A pg 6
My name is Akiko Sugiyama. We live in Santa Ana, California. I'm a student at Santa Ana Adult School. I came to the United States fi e years ago from Japan with my husband and three children. My husband works in a computer assembly factory. I go to school and take care of our children. We are both studying English because we want to be successful in this country. Someday we hope to buy a house and send our children to college.

UNIT 1

LESSON 1, STRESS pg 15

Luisa OFTEN goes RUNNING.
She is NEVER HOME on the weekends.
SOMETIMES, I go to the MOVIES.
He RARELY studies in the MORNING.

LESSON 2

B pg 17
Bolin's life is going to change very soon. His wife, Daiyu, is going to have twins in July. His parents are going to come from China to live in the United States. He's happy, but his apartment will to be too small for everyone. He needs a better job, but his boss won't promote him because he doesn't have a college degree.
Bolin has three goals. When his parents come to the United States, he will buy a house large enough for two families. His father will work and help pay for the house. His mother will help take care of the children. Then Bolin plans to go to night school and get his Bachelor's degree. When he graduates, he will apply for a new position at work. He will work hard to achieve his goals.
*won't = will not

F pg 18
My name is Tuba Kambriz. I came here from Afghanistan fi e years ago. My husband had to come here for business, so my whole family moved here. Right now, we don't have enough money to pay the bills, so my goal is to get a job to help my husband with money. But I have an obstacle—time. It will be difficult o work because I have to take care of the children and the house. One solution is to work part-time while my children are in school. Another solution is to ask my mother to help out around the house and help take care of the children. If we all work together, we will achieve our goal.
I'm Lam and I came to the United States from Vietnam many years ago. The most important people in my life are my grandchildren. My goal is to send my grandchildren to college. But there is an obstacle. We don't have enough money to send them to college. I want them to have the education I never did so I think it's very important for them to go to school. My wife thought of one solution. She suggested they apply for scholarships. This is a good idea because both girls are very smart. The girls came up with another solution. They said they could work part time while going to school. We have been saving every penny we can to help them. I hope everything works out in the end.

LESSON 4

C pg 23 and D pg 24

Good study habits can be very beneficial o you and your education. On the other hand, bad study habits can be harmful to your educational goals. First, let's talk about bad study habits.

Many people have very busy schedules, and it is difficult or them to find time o study. One bad study habit is not studying before class. Another bad study habit is studying with distractions around, such as television, people talking, or loud music. A third bad habit is copying a friend's homework. These are just a few bad study habits, but you can easily change them into good study habits.

There are many ways that you can improve your study habits. First, try to study at the same time every day. Do not make appointments at this time. This is your special study time. Second, find a good pla e to study, a place that is quiet and comfortable, so you can concentrate. Finally, do your homework on your own. Afterwards, you can find a f iend to help you go over your work and check your answers.

LESSON 5

A pg 26

Lara doesn't spend enough time with her family. The pie chart shows how Lara spends her time. She rarely has any free time to relax. Lara wants to find a ay to balance her time, so she has decided to attend a lecture at school to learn better time-management strategies.

C pg 26 and E pg 27

Time management is important for several reasons. First of all, it helps you stay organized. Second of all, you can make sure you are accomplishing everything that needs to get done. And thirdly, you can make time for family and friends and things that matter most.

One of the best ways to manage your time is to keep a schedule. First, write down everything you need to do in a week. This includes work, school, children, and other tasks. Then put each of these into a time slot. Of course, you have to follow your schedule. And most important, check things off on e they have been completed.

There are some easy ways to add more time to your day. One, wake up a few minutes earlier. Even ten or fi teen minutes will give you some extra time to study or do things around the house. Two, have your family or friends help you with things you need to get done. For example, having your children help you with the housework will help you finish wice as fast. Three, try doing two tasks at once. Instead of just eating lunch, eat lunch and review your verb tenses. We call this *killing two birds with one stone*!

There are some other important things to consider about time management. First of all, remember the important people in your life. Did you put time in your schedule to visit them, write them a letter, or even call them? Also remember your values. If you value exercise, you must schedule time to exercise. And finall , you are the boss of your schedule. Don't let your schedule control you.

Managing your time will give you several benefits in life. You will find th t you have more free time. In addition, you will feel less stressed because you are more organized. Also, you will have time to see the people in your life who matter most. And lastly, you will feel better about yourself.

READING CHALLENGE pg 37

A Dreamer

Areli is a Dreamer. She was born in Puebla, Mexico. She lived there with her grandmother and cousins because her parents had moved to the United States to get better jobs and provide for their family. Areli was confused. She didn't want to leave her grandmother's house and move away from everything she knew. But she hated being away from her parents.

Eventually, Areli's parents were able to bring her to live with them in New York. At firs , she didn't like New York. It was loud and busy and fast. She couldn't speak English and the kids at school teased her. They called her illegal because she wasn't a US citizen. She was worried that she could be sent back to Mexico.

But finall , the US began to feel like home to Areli. She realized that America is the land of opportunity. On June 15, 2012, President Barack Obama announced a temporary program called DACA, allowing Dreamers to come forward, pass a background check, and apply for work permits. Areli's DACA was approved and she finally elt like she could pursue her dreams.

She attended and graduated from CUNY Brooklyn College with her Bachelor's degree in childhood bilingual education and is currently a substitute elementary school teacher. She wanted to tell her story to other immigrant children and in 2021, she published a children's book called Areli Is a Dreamer. She hopes that her book will help children understand what people like her go through to realize their American dream.

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UNIT 2

LESSON 1

F pg 42

1. Where do you get your hair cut?
   I get my hair cut at the hair salon.
2. Where did you get your prescription filled
   I got my prescription filled t the pharmacy / drugstore.
3. Where do you get your packages mailed?
   I get my packages mailed at the post office.
4. Where did you get your keys made?
   I got my keys made at the hardware store.
5. Where did you get your gas tank filled up
   I got my gas tank filled up t the gas station.
6. Where do you get your clothes washed?
   I get my clothes washed at the laundromat.

LESSON 3

F pg 47

1. The Kontaq is less expensive than the Vintel.
2. The JCN's battery life is longer than the Kontaq's battery life.
3. The Doshiba is heavier than the Vintel.
4. The JCN's hard drive is bigger the Kontaq's hard drive.

LESSON 4

E pg 50

Leilani: Terron, you must go to the ATM tomorrow because we are out of cash.

Terron: What do you need cash for?

Leilani: I have to get groceries and I need to pick up the dry cleaning.

Terron: We really have to get a credit card. That way, we don't have to keep pulling cash out of the ATM.

Leilani: Yes, but if we get a credit card, we must pay it off e ery month. I don't want monthly debt hanging over our heads.

Terron: I agree. I have to go into the bank tomorrow anyway to cash my check, so I'll get a credit card application for us to fill out then

LESSON 5

A pg 52

You make a smart purchase when you think and plan before you buy something. First of all, you make a decision to buy something. This is the easy part. The second step is comparison shopping. You comparison shop by reading advertisements, going to different stores, and talking to friends and family. Third, you choose which product you are going to buy.

Do you have enough money to buy this product? If you don't, the next step is to start saving. This may take a while depending on how much you need to save. Once you have enough money, you are ready to make your purchase. If you follow these steps to make a purchase, you will be a smart consumer. And smart consumers make smart purchases!

LESSON 6

D pg 56

Job Description: Sales Manager

The average salary for a sales manager is $76,022 a year. A sales manager is in charge of a team of sales associates and helps them achieve their sales goals. A sales manager find , hires, and trains new employees. Sales managers check on the progress of their associates and help if they need it. They also create sales reports and make sure the customers are satisfie .

READING CHALLENGE pg 63

Rising to the Challenge

Tikal Café is a brunch and coffee shop located in Brooklyn, New York. If you go to its website, you will see delicious menu items such as Avocado Toast, Winter Porridge, a Walnut Pesto Quesadilla and Coconut Yogurt. You can drink Matcha, Iced Lavender Lattes, or Cold Brew Coffee. But what you won't see on the website is that the café is owned by an immigrant, Carolina Hernandez from Guatemala.

Carolina is from Guatemala City, Guatemala, and came to the US with her mother in 2008. For over 10 years, she worked two to three jobs so she could save up enough money to open her own business. Sometimes, she worked 18-hour days. She used the money from her housekeeping job to survive and pay her bills. And she used the money from her food serving job to save for her dream.

Unfortunately, when the pandemic hit in 2020, she lost all of her jobs. She was able to collect unemployment, but she wasn't happy. Carolina was a hard worker and wanted to work to earn her money, not sit on the couch and watch Netflix. o, she found a business partner, who is now the chef at the café, and picked out a location close to her home. She started with an empty space and eventually built Tikal Café, a neighborhood spot where locals can come to enjoy a cup of coffee and a delicious meal. From housekeeper to restaurant owner—Carolina is living proof of the American Dream.

UNIT 3

LESSON 2

A pg 69

The Nguyen family lives in Cedarville, Texas. Vu Nguyen came from Vietnam twenty years ago, and met his wife, Mariana, in Texas. The Nguyens have four children—two sons and two daughters. They are currently living in a two-bedroom apartment, which is too small for all six of them. They would like to stay in Cedarville, but they need a bigger place. Vu recently got a raise at work, so the Nguyen family wants to move.

B pg 69

Mariana: I think it's time to move. This apartment is too small.
Vu: I'm making more money now. I think we can afford a bigger place.
Truyen: Alright! Now I can have my own room.
Mariana: Not so fast. We are not that rich, but it is hard with all four of you sharing one room. We need one bedroom for the girls and one for the boys.
Vu: Yes. A three-bedroom would be perfect.
Truyen: I want two bathrooms. Some people take hours to do their hair!
Mariana: We don't have air-conditioning. I want air-conditioning in the new place.
Vu: Air-conditioning would be really nice. It gets so hot in the summer.
Truyen: Can we get a pool too?
Vu: Well, we don't really need a pool. (Pause) Let's try to find a pla e that has one.
Truyen: Don't forget we need a yard for the dog. We don't have one now.
Mariana: Of course, we want a nice space for Fluff .
Vu: Let's get on the computer and start looking for a place today!

LESSON 2, STRESS pg 70

Yes / No Questions

Do they have a yard?
Do you want fi e bedrooms?
Does it have a balcony?

LESSON 3, STRESS pg 72

Information Questions

What's your address?
Where do you live?
When will you be moving?

LESSON 3

C pg 73 and **D** pg 73

Recording: Thank you for calling Texas Electric. Your call is very important to us. Please choose from the following options. For new service or to cancel your existing service, press 1. To report a problem with your service, press 2. If you have questions about your bill, press 3. For all other questions, press 4.
Thank you. Just one moment.

Representative: Hello, my name is Kristen. How may I help you?
Vu: Um, yes. My family is moving next week. We need to cancel our current service and get service in our new home.
Representative: What is your current address?
Vu: 3324 Maple Road.
Representative: Are you Vu Nguyen?
Vu: Yes.
Representative: When would you like the service turned off?
Vu: Next Wednesday, please.
Representative: And what is your new address?
Vu: 5829 Bay Road.
Representative: And when would you like the service turned on?
Vu: This Monday, please.
Representative: OK. Your current service will be turned off sometime on Wednesday, the eleventh. Your new service will be on before eight on Monday morning of the 9th. Is there anything else I can do for you?
Vu: No, that's it.

F pg 74

Recording: Thank you for calling Southern Texas Gas. Your call is very important to us. Please wait for the next available customer service representative.
Representative: Hello, my name is Liam. How may I help you?
Vu: Um, yes. My family is moving next week, and we need to have our gas turned off he e and get the gas turned on in our new home.
Representative: What is your current address?
Vu: 3324 Maple Road.
Representative: What is your name, sir?
Vu: Vu Nguyen.
Representative: When would you like the gas turned off
Vu: Next Wednesday, please.
Representative: And what is your new address?
Vu: 5829 Bay Road.
Representative: And when would you like the gas turned on in your new home?
Vu: This Monday, please.
Representative: OK. Your current service will be turned off sometime on Wednesday, the 11th, and your new service will be on before eight on Monday morning, the 9th. Is
there anything else I can do for you?
Vu: No, that's it.

LESSON 4

C pg 75

Mariana: Now that you are making more money, I think we need to make a new budget.
Vu: OK, let's talk about income firs . With the raise, my income will be $4,500 a month.
Mariana: Great! And with my part-time job, I'm still making about $1,600 a month.
Vu: OK, that's it for income. The rent for our new apartment is going to be $2,350 a month. It's a bigger place so our utilities are going to go up.
Mariana: Yeah, I was thinking our gas bill will probably be around $40 a month and our electricity will be about $100, especially with that air conditioning.
Vu: That sounds about right. What about the phone, cable, and internet?
Mariana: Well, if we use the same companies, they will be the same.
Vu: Is the phone bill really $85 a month?
Mariana: Yes, it's an average. It includes long-distance calls to your mom in Vietnam.
Vu: I see. How much do you spend on groceries each month?
Mariana: About $550. That shouldn't change. Um, what do we spend on the car?
Vu: Good news. We paid off the loan last mo th. Now the only expense is gas and maintenance.
Mariana: Right. Let's budget $400 for that.
Vu: OK, well, it looks like we've got some extra money. Let's talk about how we can use it.

LESSON 5

D pg 79

I had a terrible night. While I was making dinner, I saw a mouse. Then the electricity went out while I was studying. It was dark, so I went to bed. But I couldn't sleep. The faucet was dripping all night. The neighbors were shouting, and their dog was barking too. Perhaps I should move!

LESSON 6

A pg 81

Property Management Industry Statistics

The property management job market should remain stable throughout the 2020s.
There are around 220,000 property managers who work for property management companies.
The average wage is $73,210 per year or $35.20 per hour.
The median pay is $59,660 per year or $28.68 per hour.
The highest paid property managers earn $134,570 per year and the lowest paid earn $31,330 per year.
The average property manager at entry-level has a high school diploma or equivalent.

READING CHALLENGE pg 89

Tiny House Living

A recent trend in the US is tiny houses. A tiny house is usually 300 to 500 square feet and many times, these tiny houses have wheels so they can be moved around to any location. Sounds great, doesn't it? While there are many advantages to living in a tiny house, there are also some disadvantages.

A tiny house is just like any other house, except smaller. It has all the amenities of a regular-sized house, such as air conditioning, a washer / dryer, a stovetop, and sometimes a bathtub. Also, building a tiny house is much cheaper (average cost $30,000 to $75,000), and once it's done, you will have fewer and less expensive bills. And imagine how little cleaning you will have to do if your house is smaller! Tiny houses require that you to downsize and live a simpler life.

A tiny house may sound like a good idea, but it may not be the best life for everyone. Having a smaller space means not a lot of storage, no buying in bulk, and no room for leftovers. Cooking will take some getting used to with your small counterspace and smaller oven. And with your smaller kitchen and cabinets, you will be going to the store often. Many tiny house owners end up eating out instead of cooking at home. If you like to entertain, you will have less space for guests. And you may be cleaning all the time because your tiny house can look cluttered very quickly.

Only you can decide if tiny house living is right for you and your family. You must think about the pros and cons and decide if it's a lifestyle for you. But wouldn't it be fun to have your house on wheels and wake up in the mountains one morning and on the beach the next.

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UNIT 4

LESSON 1

A pg 92

Gloria is new to the community. First of all, she needs to go to a bank to open a checking account, so she can pay her bills. Second, she needs to go to the Department of Motor Vehicles to register her car and renew her driver's license. For now, she will need to use public transportation, but she doesn't know where to get a bus schedule. She'll have to ask at the bus station. Also, she would like to take some ESL classes to improve her English. There is a community college nearby; maybe she could try there. Her children would like to play sports, so she needs to find a pla e for them to do that. Perhaps she can call the Department of Parks and Recreation. Finally, her husband needs to mail some packages to his family back home. She has used the local mail store before, but she would like to find the nea est post office instead.

LESSON 1, STRESS pg 93

Information Questions

What time does the bank open?

How much does it cost?

What is the address?

LESSON 2

D pg 95

1. I really need an account with no service fee. I'm saving up to buy a car and so far, I have over $15,000. I like to do all of my banking online and on my phone, so I rarely go into the bank. I do go to the ATM a lot, so I hope I can find an a count with no fees for ATM transactions. But if I can't, I don't mind going to the bank where my account is to use the ATM. I'm willing to transfer all of my accounts over to one bank if I can find one th t I like.
2. I'd like to find a new local bank o do my banking with. I saw Riverview bank right down the street from my house and thought it might be a good fi . I'm looking for an account where I can directly deposit my $1,500 paychecks each month. I almost never go to the ATM because I like to go inside and get my cash from the bank teller. I do want to make sure that I can get a debit card with my account because that's how I make most of my purchases.
3. We need a new bank for our small business. I want to keep our small business account separate from our personal accounts. It's important that we are able to get checks for our business. We also do lots of ATM transactions around the country, so I don't want to pay any ATM transaction fees. Online and mobile banking are also important to us. I hope that Riverview Bank has an account that will suit our needs.

LESSON 4

A pg 101

Yesterday was a busy day! After I went for an early morning run, I got the kids ready for school. Before my husband left for work, we planned what to cook for dinner. When everyone left the house, I made my list of errands and off I ent. First, I returned some books to the library. I stopped by the bank to make a deposit after I returned the books. Then I went to the post office to mail a package to my family back in Brazil. The next errand on my list was grocery shopping. But, before I went grocery shopping, I remembered to go to the dry cleaner's and pick up some skirts. And finall , when I finished shoppin , I went home.

LESSON 4, PAUSING pg 103

Pausing is taking a breath in the middle of a sentence.

We usually pause between two thoughts or when there is a comma.

- When my kids came home <pause>, I made dinner.
- She went to the store <pause> before she picked up the dry cleaning.

READING CHALLENGE pg 115

Giving Back

Born in a small village in Turkey, Hakki Akdeniz never imagined he would be able to help others one day. His life was difficu . He had to polish shoes and sell things on the street to help support his family. Even though his life was challenging, he always dreamed of something more.

Luckily, he was able to move to Montreal, Canada, where his brother lived. There, he worked in his brother's pizzeria and learned the business. But he had bigger dreams than working for someone else. So, at 21, even though he didn't speak English, he moved to New York with $240 in his pocket. Again, life was tough, and he spent many homeless nights, sleeping in Grand Central Station. After struggling for many years, he opened his first pizza shop in 2009. He worked hard and opened a second shop in 2010. By 2016, he had a total of 7 pizzerias.

But Hakki never forgot what it was like to be poor. If he saw a homeless person on the street, he gave them free pizza. He eventually started a weekly handout on West 34th Street, giving out food and clothing. In 2012, Hurricane Sandy hit New York City and he served the neighborhoods pizza. When Hurricane Maria hit Puerto Rico in 2017, he organized a relief effort and shipped tons of food, water, and supplies to the island. His Wednesday handout has grown, serving 300-400 homeless people every Wednesday night. From Turkey to Canada and finally New York, Hakki has learned that when you help others, you also help yourself.

UNIT 5

LESSON 2

A pg 123

Doctor: What seems to be the problem?
Ali: I have a terrible backache.
Doctor: I see. How long have you had this backache?
Ali: I've had it for about a week.
Doctor: Since last Monday?
Ali: Yes, that's right.

F pg 125

1. Ali has had a backache since Monday.
2. I have had a cold for three days.
3. My leg has hurt since last night.
4. Julie has felt dizzy for a week.
5. Peter has been sick for two weeks.

H pg 125

Student A: What's the matter?
Student B: I'm coughing and sneezing.
Student A: How long have you been coughing and sneezing?
Student B: I've been coughing and sneezing for a week.
Student A: Do you have a runny nose?
Student B: Yes.
Student A: Sounds like you might have a cold.

LESSON 4

E pg 130

Part 1

Grandma: Darla, I need your help.
Darla: Sure. What can I do, Grandma?
Grandma: Well, my doctor says I need to pay attention to nutrition, but I don't understand nutritional labels.
Darla: Oh, sure, I can help. Let's look at this box of macaroni and cheese. What's your first question
Grandma: Well, I have high blood pressure. I shouldn't have a lot of salt. I don't see salt on this label.
Darla: Oh, you need to look at sodium. The sodium amount tells you how much salt there is.
Grandma: So, there is 470 mgs of sodium in this box?
Darla: No, the amount they give you is the amount in each serving.
Grandma: How do I know how much a serving is?
Darla: They tell you on the label. See the serving size?
Grandma: OK. I see there are two servings in this box, one for me and one for grandpa.
Darla: What's next?
Grandma: I need to watch calories if I want to lose weight. How many calories should I have each day?
Darla: About 2,000. You can have more calories if you are active.

F pg 131

Part 2

Grandma: What should I eat if I want to have a healthy heart?
Darla: You should avoid cholesterol and saturated fat.
Grandma: OK. Grandpa is diabetic. He needs to limit sugar.
Darla: Yes, sugar is on the nutritional label.
Grandma: Now, Grandpa and I both need something to help digestion.
Darla: You need a lot of fibe .
Grandma: One last question. Why do older women need to have a lot of calcium?
Darla: Oh, that's because women need calcium to protect them against bone disease.
Grandma: That's really helpful. Thanks, Darla.

LESSON 5

A pg 132

Be physically active each day

Being physically active and maintaining a healthy weight are necessary for good health. Children, teens, adults, and the elderly can improve their health by including moderate physical activity in their daily lives.

Try to get at least 30 minutes (adults) or 60 minutes (children) of moderate physical activity most days of the week, preferably daily. No matter what activity you choose, you can do it all at once, or spread it out over the day.

How to make physical activity a regular part of your routine

Choose activities that you enjoy and that you can do regularly. Some people prefer activities that fit i to their daily routines, like walking to the grocery store or gardening. Others prefer a regular exercise program, such as going to the gym or taking a weekly class. Some do both. The important thing is to be physically active every day.

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E pg 134

Health Benefits of P ysical Activity

Being physically active for at least 30 minutes on most days of the week reduces the risk of developing or dying of heart disease. It has other health benefits as well. No one is too young or too old to enjoy the benefits of egular physical activity.

Two types of physical activity are especially beneficial

1) Aerobic activities: These are activities that speed your heart rate and breathing. They help cardiovascular fitnes . Running, swimming, and walking are aerobic activities.
2) Activities for strength and fl xibility: Developing strength may help build and maintain your bones. Carrying groceries and lifting weights are strength-building activities. Gentle stretching, dancing, or yoga can increase fl xibility.

READING CHALLENGE pg 143

Blue Zones

What would you say if someone told you that by making a few changes in your life, you could live longer and spend less time at the doctor's office? Chances are, if you live in a blue zone, you already live this life. Blue zones are areas in the world where people live longer and have almost no chronic diseases like cancer, obesity or dementia.

One blue zone is Sardinia, Italy. Sardinians live longer than most people. In fact, Sardinia has ten times more centenarians (people who have lived to 100 years old) than the United States. One of the reasons for this is that Sardinia is a very isolated island. In addition, Sardinians are culturally isolated as well. This has led to a very traditional lifestyle: family is important, their food is locally grown, and physical activity is a part of daily life. Today, they hunt, fish, and harvest their food in the same way they have always done. They eat a diet high in omega-3 fatty acids, which possibly helps protect them from heart disease and Alzheimer's.* They are very close with their family and friends, and social gatherings are important. Elders are always celebrated and laughter helps reduce their stress. They use their legs for transportation and their bodies for physical labor, keeping them physically fi . All of these lifestyle characteristics are why the island of Sardinia is considered a blue zone.

In 2009, they tested the blue zone principles in a mid-western city, Albert Lea, Minnesota. The residents there learned how to move more, eat better, connect with one another and have a positive outlook. The results? The life expectancy increased by three years and lowered health care costs by almost 40%. Could something like this happen in your community? There's only one way to find out! Think about it: if you follow these lifestyle characteristics yourself, you will live longer!

UNIT 6

LESSON 2

D pg 150

Claude is quiet and shy. He is friendly, but he doesn't really like to talk to customers. He is very good at assembling things. When he was a teenager, he enjoyed fixing bi cles. He likes to be busy. He wants to get a job where he can use his technical skills.

LESSON 5

B pg 158

Your job interview is the most important part of the application process. This is when the employer gets to meet you and learn more about you. Employers are interested in your skills and experience, but they also look for personality and character traits.

Do you stand tall and smile confide tly? Employers will notice your self-confiden e. Managers want to hire employees who have confiden e in themselves and will have confiden e in the job they are doing.

Do you like to work hard and do a good job? Another important thing an interviewer looks for is enthusiasm about work. People who are enthusiastic about a job make great employees. They are happy with the work and usually stay with the company for a while.

Are you friendly and easy to talk to? Do you pay attention to how other people are feeling? Warmth and sensitivity are also very important traits. A person with these characteristics will make a good coworker, someone who can work well with others.

Do you have some or all of these traits? Can you show that you have these traits in an interview? If the answer is yes, you will have a good chance of getting the job.

LESSON 6

C pg 161

1. General managers are paid an average annual salary of $65,517.
2. 29% of all general managers are women, while 71% are men.
3. The average age of a working general manager is 44 years old.
4. The majority of general managers live in New York, NY and Houston, TX
5. A general manager's average starting salary is $36,000.
6. New York, NY pays an annual average wage of $94,847, the highest in the US.
7. Hawaii is the best state for general managers to live.
8. General managers are most needed in New York, NY.

READING CHALLENGE pg 169

Should You Learn aTrade?

When the COVID pandemic hit in 2020, many people lost their jobs. Some industries never recovered. So, what did people do who needed to find a new line of work? Many people learned a trade, a job that requires a particular skill but no formal education, such as a plumber, an electrician, a brick mason, or a construction worker. There are many benefits o picking up a trade.

First, some trades will pay you as an apprentice. This means they will teach you how to do the job and pay you at the same time. For example, you could earn $20.92 an hour while you apprentice with an electrician. Or you could be an apprentice bricklayer and earn $16.02 per hour. Another benefit of lea ning a trade is you can enter the working world faster. Many people end up spending a lot of money to go to school and have a hard time finding a job when they are ready. But if you chose to do a trade, you can work and make money right away. Also, there is job security in trades. In the next 10 years, the average growth rate for most jobs is 4%. However, jobs for electricians are expected to increase 8% nationwide from 2019-2029 and jobs for solar panel installers are expected to increase 51% over that same time! Finally, a great benefit o learning a trade is that one day, you can own your own business. Instead of working for a large company, many tradespeople work alone or with a few other people. The best part is that you have a choice.

Learning a trade can open so many doors. You will know how to do something that many people don't. And you will be able to make money doing it for the rest of your life.

UNIT 7

LESSON 1

A pg 172

Leticia: Hi. I'm Leticia. I work for New Wave Graphics as an administrative assistant. I really like my job. I come to work on time every day and I never leave early. I try to keep my workspace very clean and I never eat at my desk. When my manager asks me to do something, I get it done as soon as I can. I obey all the company policies, especially the safety rules. I try to be friendly to everyone I work with, even when I'm having a bad day. I am constantly learning new computer skills, so I can be ready to move up the ladder when a position becomes available. New Wave Graphics is a great company to work for and I hope to stay here a long time.

So: Hey, I'm So. I stock shelves at Johnson's Market. I'm supposed to come in at twelve and leave at eight, but I figu e as long as I get my work done, it doesn't matter what time I get there. I've got long hair and my manager always tells me to keep it back, but he's never around, so I usually leave it down. It's my hair. I should be able to wear it how I want, shouldn't I? The best part about this job is the food. I stock the shelves with all the dry goods, such as cereal, crackers, and pasta. And there's always some extra stuff th t doesn't fit on th shelves, so I usually take a few things home with me. I figu e they should be paying me more for all the work I do, so I take a few things home to make up for it. I don't really like the guys I work with. They try too hard to impress the manager, so that they can get raises. I try to stay away from them and just get my work done as fast as I can. It's an OK job. I'll find something bet er soon.

LESSON 3

B pg 178

Career Counselor: Hello, future employees. My name is Kevin Daly and today's workshop is on company benefit . Can someone tell me what benefits a e?

Participant: That's when the company pays for you to go to the doctor.

Career Counselor: Yes, that's true, but companies offer more than just health benefit . To give you an example of the different types of benefits th t companies offer their employees, I'm going to talk about three different companies.

The first ompany is Set-It-Up Technology. This company helps small businesses set up computers in their offices. Their employees work six days a week, but they are paid a good salary. All employees are given full medical and dental insurance. In addition, employees are given twelve sick days and two weeks' vacation a year. But the best benefit this ompany offers is its 401K retirement account. The company will match every dollar an employee contributes to the account.

The second company I'd like to talk about is Machine Works, an assembly plant that makes sewing machines. This company offers its full-time employees health benefit . There is no dental insurance. Machine Works gives their employees one week of sick leave

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and one week of vacation. This company pays a generous amount of overtime but there is no 401K offered by Machine Works.

The final ompany I'm going to talk about is Lino's Ristorante. This is a big chain restaurant, so their benefits a e pretty good. Employees receive health insurance but no dental benefit . Full-time employees receive eight sick days a year. All employees are given one week of paid vacation time every year. Lino's offers a 401K plan and they will contribute fi ty cents for every dollar that you contribute.

So, these are some examples of benefits th t different companies offer. Are there any questions?

D pg 179

Employment Monthly

Your source for employment information in Well Springs, Utah

First Marketing offers medical benefit , including dental insurance, disability insurance, family leave, medical leave, and family leave to all full-time employees. You'll get paid for up to six sick or personal days you need to take. In addition to the great health benefit , you'll have the opportunity to contribute to a 401K as well as receive bonuses based on productivity at the end of the year. Most employees work full-time and receive time and a half for any overtime they work.

Interpret One is a company that employs hospital interpreters. All full-time employees receive health insurance. You can pay extra for dental insurance, but Interpret One offers medical and family leave. All employees receive a certain number of sick days as well as vacation days, based on how long they have been with the company. Family leave benefits do 't offer any bonuses or 401K plans, but they encourage their employees to meet with their financial planner o help plan for retirement.

Ernie's Electrical offers medical, dental, maternity, disability, and family leave to all full- and part-time employees. They give all of their employees three weeks a year to do with as they please—they can be used as sick days, personal days, or vacation days. No employees work overtime at Ernie's Electrical, which helps cut down on costs, but everyone receives a holiday bonus.

F pg 180

1. Disability insurance is for those who get injured at work.
2. At times, employees need to take time to care for a sick family member. This is called family leave.
3. Most companies are required to offer their employees' health insurance to take care of them and their families when they are sick.
4. Some companies offer a retirement plan called a 401K.
5. When a company shares its profits with the employees, each employee gets a bonus.
6. When a baby comes into the family, the parent is allowed to take family leave.
7. When you take a day off o do something for yourself, it is called a personal day.
8. Some companies pay overtime when you work more than forty hours a week, or on weekends and holidays.

LESSON 5

C pg 184

1.
Man: That was an excellent presentation!
Woman: Thanks, I'm glad to hear it.

2.
Woman: You need to work a little faster.
Man: I'm sorry. I'll try to do better next time.

3.
Man: You are a talented salesperson.
Woman: Thanks.

4.
Woman: You shouldn't wear that shirt to work.
Man: I'm sorry. I won't wear it again.

5.
Man: You are one of our best workers.
Woman: Thank you. I appreciate your telling me that.

LESSON 5, PRONUNCIATION pg 185

Rising Intonation for Polite Requests

Would you mind helping me?
Can you give me a hand?

Tone of Voice for Agreeing and Refusing

When you agree to something, your voice should sound happy and upbeat.

When you refuse something, you should sound apologetic.

F pg 186

1. Bob, could you come to my office for a minute?
2. Give me that hammer.
3. Hey, we need more coffee.
4. Would you mail this package?

READING CHALLENGE pg 195

Know Your Rights

The United States Department of Labor has a division whose job it is to protect workers. This division is called the Occupational Safety and Health Administration (OSHA). According to the law, workers are entitled to a safe workplace. It is your employer's duty to make sure that your workplace is free from health and safety hazards. If your employer is not keeping your workplace safe, you have a right to speak up. According to OSHA, you have the right to:

- receive workplace safety and health training in a language that you understand
- work on machines that are safe
- receive required safety equipment, such as gloves or a harness and lifeline for falls
- be protected from toxic chemicals
- request an OSHA inspection, and speak to the inspector
- report an injury or illness, and get copies of your medical records
- review records of work-related injuries and illnesses
- see results of tests taken to find orkplace hazards

If you think your working conditions are unsafe, you should tell your employer about your concerns. If you are uncomfortable talking to your employer, you can file a onfide tial complaint with OSHA and request an inspection.

It is against the law for an employee to be fi ed, demoted, or transferred for complaining to OSHA about unsafe working conditions, since it is a legal right to be able to file a omplaint. If this happens, the employee can file a whistlebl wer complaint. This complaint can be filed with OSHA within 30 d ys of the unlawful action.

UNIT 8

LESSON 1

F pg 200

Now that we've talked about various states in the United States, I'd like to tell you about a few important cities. I'll start with one that really isn't called a city, but it's defini ely very important—Washington, DC. *DC* stands for *District of Columbia*, which is just that, a district. This is where the federal government is located: the White House, the Capitol building, and the Supreme Court.

Historically, two of the most important cities are Jamestown and Philadelphia. When the settlers first came f om England in the 1600s, they came to Jamestown, Virginia, and named this first olony after King James of England. Many years later, the representatives of the thirteen colonies declared themselves an independent nation and wrote the Declaration of Independence in Philadelphia, which was the same place the Constitution was written.

Also on the East Coast, New York City was established. This is where European immigrants first came. They came to an island off the oast of New York called Ellis Island. Also off the oast of New York is Liberty Island. Liberty Island is the home of the Statue of Liberty, which was given to the United States by France in 1886.

Other famous cities include San Francisco, Los Angeles, and Houston. San Francisco, where the famous Golden Gate Bridge is located, was one of the first established cities in alifornia because it was a port for ships coming in from the Pacific ean. Los Angeles became the film capital of the orld in the mid 1900s and has grown ever since. And finall , Houston, Texas, put itself on the map by being one of the largest oil producers in the United States.

And who could forget Mickey Mouse, Donald Duck, and the whole Disney gang? Yes, Disneyland is in California, but Disney World is located in Orlando, Florida.

These are some of the most notable cities in the United States. Can you think of some other notable cities?

LESSON 3

B pg 204

The US Government

The US government has three branches—the executive branch, the legislative branch, and the judicial branch. The government was set up this way so no one person would have too much power. With three branches, each branch balances out the others.

The Executive Branch

In the executive branch are the president, the vice president, and the cabinet. The president is the leader of the country and of the executive branch. He or she can sign new laws, prepare the budget, and command the military. The vice president helps the president and is the leader of the Senate. Both the president and the vice president serve for four years and can be reelected only once. The president's cabinet is a group of experts who advises the president. The president chooses his cabinet members. They include the Secretary of State, the Secretary of Defense, and the Secretary of Education.

The Legislative Branch

The legislative branch, also known as Congress, makes the laws for the United States. Congress has the power to declare war, collect taxes, borrow money, control immigration, set up a judicial and postal system, and the most important power, to make laws.

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This branch has the greatest connection to the people of the United States because this branch represents citizens. Congress has two parts—the House of Representatives and the Senate. The House of Representatives has 435 state representatives. Each state gets a certain number of representatives based on its population. Each representative serves for two years and can be reelected. The Senate has 100 senators, two from each of the 50 states. Senators serve for six years and can also be reelected.

The Judicial Branch

The third branch of the US government is the judicial branch, which includes the Supreme Court and the federal courts. The job of the courts is to interpret the laws made by the legislative branch. The Supreme Court is the highest court in the United States and has nine judges called justices. The justices listen to cases and make judgments based on the Constitution and the laws of the United States. The president and Congress choose the justices of the Supreme Court.

C pg 206

1. Hi, my name is Jose, and I'm the tax assessor. I help set tax rates by deciding the value of property. Some people don't like me because they think I cause higher taxes, but I'm just doing my job.
2. Hello there, I'm Su Young. I'm the city clerk. As city clerk, I keep track of records of property, local businesses, and registered voters. I also issue birth certific tes and marriage licenses. So, if you're going to get married or have a baby, come see me!
3. I'm Christopher Erikson, a city council member. I help to represent this community. All the council members meet with the mayor to discuss and solve community problems. It's really important to help make our community a better place to live.
4. Hi, my name is Paulina, and I'm the superintendent of schools. I oversee the city schools and I help them do their job to provide a good education to our children. It's a very important job!
5. My name is Matt Peterson, and I'm the mayor of this town. I'm the head of the city government and I work with all the city council members to keep our community strong and happy.

LESSON 4

A pg 207

My name is Cherie. I live in a small community called Rossmoor in California. I moved here about ten years ago with my family because we wanted to live in a nice, safe community, but many things have happened in the past ten years.

First of all, the neighborhood schools are overcrowded. Because our school system is so good, many families from outside neighborhoods send their kids to our schools. There are over 35 students in each classroom.

Another problem is that there are some people with mental health issues on our streets. It sometimes makes me nervous to have my kids walking home by themselves. I wish they could take a bus, but that's another problem. We don't have any public transportation here. When Rossmoor was first buil , many wealthy people moved here. They all had cars, so there was no need for public transportation, but now things have changed. I think it's time for me to go to a city council meeting to see what I can do for our community.

READING CHALLENGE pg 221

Time for a Change

In January of 2022, the city of Las Cruces, New Mexico did something it had never done before. The citizens voted for and elected an all-female city council. Nationwide, about thirty percent of municipal offices (including mayoral offices, city councils and other similar government positions) are held by women. So, when Las Cruces, a city a of about 100,000 people in the southern part of New Mexico, elected their new city council, it was clear that the residents wanted a change.

Becki Graham, one of the newly elected city councilors said, "I think that I'm coming into it with this idea that, as cliché as it may sound, maybe this is going to be a space where leaders are more willing to listen to one another."

Councilor Johana Bencomo agreed. "I just think that our approach to some of the things that really matter to Las Cruces will be inherently different, and honestly, I think more compassionate." Bencomo hopes than an all-female city council, especially one with women of color, can increase public support for important issues, such as increasing the minimum wage. "I really do feel like it's been a lot of grassroots power-building that has allowed for people who never traditionally saw themselves in leadership positions to take ownership of it and represent their communities," she said.

Jessica Velasquez, who is the chairwoman of the Democratic Party of New Mexico watched the election results come in in the November election with her 12-year-old daughter. "Watching my daughter's face light up when she heard that Las Cruces had elected an all-woman city council for the first time in his ory … the look of inspiration and happiness on her face said it all for me," she said.

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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 modifiers th t 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 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.

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. In a video, as in a reading, the theme 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 details. 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 an 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 fi e lessons are the Presentations and Practices for the unit topic. Following the 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
Madison
WYOMING
Cheyenne
NEBRASKA
Omaha
Lincoln
IOWA
Des Moines
Chicago
ILLINOIS
MICHIGAN
Lake Michigan
Lake Superior
Lake Huron
Lake Ontario
Lake Erie
Toronto
Ottawa
Montréal
Sacramento
Carson City
San Francisco
San Jose
NEVADA
Salt Lake City
UTAH
Denver
COLORADO
Fresno
CALIFORNIA
Bakersfield
Las Vegas
Los Angeles
Long Beach
San Bernardino
San Diego
ARIZONA
Phoenix
Tucson
Santa Fe
Albuquerque
NEW MEXICO
KANSAS
Topeka
Wichita
Kansas City
Jefferson City
Springfield
St. Louis
MISSOURI
Tulsa
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Little Rock
Memphis
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TEXAS
Austin
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Baton Rouge
New Orleans
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Birmingham
ALABAMA
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Tallahassee
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Annapolis
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Greensboro
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NORTH CAROLINA
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Nashville
Albany
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Buffalo
NEW YORK
New York
Newark
Boston
Providence
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MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
NEW HAMPSHIRE
VERMONT
Concord
Montpelier
MAINE
Augusta
Pacific Ocean
Atlantic Ocean
Gulf of Mexico
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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