STAND OUT 4

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.

© Christopher Payne / Esto

NATIONAL GEOGRAPHIC LEARNING

Bringing the world to the classroom and the classroom to life

ELTNGL.com

A PART OF CENGAGE

ISBN-13: 978-0-357-96450-7
90000
9 780357 964507

4

STAND OUT LESSON PLANNER

NATIONAL GEOGRAPHIC LEARNING

STAND OUT 4

Evidence-Based Learning for Life, College, and Career

LESSON PLANNER



FOURTH EDITION

STACI JOHNSON
ROB JENKINS

afaq-lc.com

Access your Instructor Account

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

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

ON THE COVER

A worker at the Ward Leonard factory in Thomaston, Connecticut, works on an engine. This company manufactures motors for heavy industrial and military use. Its workers make and assemble these motors by hand.

© Christopher Payne / Esto

afaq-lc.com

STANDOUT FOURTH EDITION

Literacy Foundations

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

Basic

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

Level 1

Student's Book with the Spark platform	978-0-357-96416-3
Student's Book	978-0-357-96417-0
Spark platform, Instant Access	978-0-357-96418-7
Lesson Planner	978-0-357-96420-0

Level 2

Student's Book with the Spark platform	978-0-357-96426-2
Student's Book	978-0-357-96427-9
Spark platform, Instant Access	978-0-357-96428-6
Lesson Planner	978-0-357-96430-9

Level 3

Student's Book with the Spark platform	978-0-357-96436-1
Student's Book	978-0-357-96437-8
Spark platform, Instant Access	978-0-357-96438-5
Lesson Planner	978-0-357-96440-8

Level 4

Student's Book with the Spark platform	978-0-357-96446-0
Student's Book	978-0-357-96447-7
Spark platform, Instant Access	978-0-357-96448-4
Lesson Planner	978-0-357-96450-7

Level 5

Student's Book with the Spark platform	978-0-357-96456-9
Student's Book	978-0-357-96457-6
Spark platform, Instant Access	978-0-357-96458-3
Lesson Planner	978-0-357-96460-6

Delivered on the Spark platform

Online Placement Admin Tools
Teacher's Resources
Classroom Presentation Tool, with audio and video
Student's eBook, with audio and video
Online Practice
Assessment Suite
Course Gradebook

STANDOUT 4

Evidence-Based Learning for Life, College, and Career

LESSON PLANNER

FOURTH EDITION

STACI JOHNSON

ROB JENKINS

NATIONAL GEOGRAPHIC LEARNING

Australia • Brazil • Canada • Mexico • Singapore • United Kingdom • United States

afaq-lc.com

NATIONAL GEOGRAPHIC LEARNING

, a Cengage Company

Stand Out 4: Evidence-based Learning for Life, College, and Career, Fourth Edition
Staci Johnson and Rob Jenkins
Lesson Planner

Publisher: Sherrise Roehr
Executive Editor: Sarah Kenney
Managing Development Editor: Claudi Mimó
Director of Global Marketing: Ian Martin
Heads of Regional Marketing:
Charlotte Ellis (Europe, Middle East and Africa)
Justin Kaley (Asia and Greater China)
Irina Pereyra (Latin America)
Joy MacFarland (US and Canada)
Senior Content Project Manager: Beth McNally
Media Researcher: Stephanie Eenigenburg
Senior Art Director: Brenda Carmichael
Operations Support: Hayley Chwazik-Gee,
Katie Lee
Manufacturing Planner: Mary Beth Hennebury
Composition: MPS North America LLC

© 2024 Cengage Learning, Inc.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic," "National Geographic Society," and the Yellow Border Design are registered trademarks of the National Geographic Society ®Marcas Registradas

For permission to use material from this text or product, submit all requests online at **cengage.com/permissions**
Further permissions questions can be emailed to
permissionrequest@cengage.com

Lesson Planner
ISBN: 978-0-357-96450-7

5191 Natorp Blvd, Mason, OH 45040
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

afaq-lc.com

Acknowledgments

Mai Ackerman
Ventura College; Los Angeles Mission College, CA

Raul Adalpe
Tarrant County College, Paradise, TX

Mariam Aintablian
Los Angeles Valley College, Valley Glen, CA

Steven Amos
Norfolk Public Schools/Adult Education Services, VA

Ana Arieli
College of Southern Nevada, Las Vegas, NV

Rachel Baiyor
Literacy Outreach, Glenwood Springs, CO

Gregory Baranoff
Santa Barbara City College, Santa Barbara, CA

Valerie Bare
Chesterfield County Public Schools, VA

Dyani Bartlett
Edmonds College, Lynnwood, WA

Karin Bates
Intercambio Uniting Communities, Boulder, CO

Robin Bitters
Adult Learning Program, Jamaica Plain Community Center, Boston, MA

Emily Bryson
ELT Specialist, Author, Teacher, Teacher Educator, Graphic Facilitator, ESOL Lecturer

Janelle Cardenas
Tarrant County College, TX

Joyce Clement
Chesterfield County Public Schools, VA

Juan Corona
Antelope Valley Adult School, Palmdale, CA

Vasilika Culaku
Goodwill, King County, Seattle, WA

Melinda Dart
Chesterfield County Public Schools, VA

Lourdes Davenport
Tarrant County College, TX

Geisa Dennis
Orange County Public Schools, Orlando, FL

Katie Donoviel
English Skills Learning Center, UT

Reyye Esat Yalcin
Bilingual Education Institute, Houston, TX

Aimee Finley
Dallas College, Dallas, TX

Eleanor Forfang-Brockman
Tarrant County College, Fort Worth, TX

Martha Fredendall
Literacy Outreach, Glenwood Springs, CO

Maria Gutierrez
Miami Sunset Adult Education Center, Miami, FL

Anne Henderson
Goodwill, King County, Seattle, WA

Tracey Higgins
Edmonds College, Lynnwood, WA

Daniel Hopkins
Tarrant County College, TX

Fayne Johnson
Atlantic Technical College, Arthur Ashe Jr. Campus, Fort Lauderdale, FL

Angela Kosmas
City Colleges of Chicago, Chicago, IL

John Kruse
University of Maryland, Arnold, MD

Neskys Liriano
New York Mets, Port Saint Lucie, FL

Maria Manikoth
Evergreen Goodwill Job Training and Education Center, Everett, WA

Sean McCroskey
Goodwill, King County, Seattle, WA

Yvonne McMahon
Houston Community College, Houston, TX

Sarah Moussavi
Chaffey College, Rancho Cucamonga, CA

Xavier Munoz
Literacy Council of Northern Virginia, Falls Church, VA

Luba Nesterova
Bilingual Education Institute, Houston, TX

Melody Nguyen
Tarrant County College, Arlington, TX

Joseph Ntumba
Goodwill, King County, Seattle, WA

Sachiko Oates
Santa Barbara City College, Santa Barbara, CA

Liane Okamitsu
McKinley Community School for Adults, Honolulu, HI

Dana Orozco
Sweetwater Union High School District, Chula Vista, CA

Betty Osako
McKinley Community School For Adults, Honolulu, HI

Dr. Sergei Paromchik
Adult Education Hillsborough County Public Schools, Tampa, FL

Ileana Perez
Robert Morgan Tech. College, Miami, FL

Carina Raetz
Academy School District 20, Colorado Springs, CO

Tom Randolph
Notre Dame Education Center, Lawrence, MA

Jody Roy
Notre Dame Education Center, Lawrence, MA

Andrew Sansone
Families for Literacy, Saint Peter's University, Jersey City, NJ

Lea Schultz
Lompoc Adult School and Career Center, Lompoc, CA

Jenny Siegfried
Waubonsee Community College, Aurora, IL

Daina Smudrins
Shoreline Community College, Shoreline, WA

Stephanie Sommers
Minneapolis Adult Education, Robbinsdale, MN

Bonnie Taylor
Genesis Center, RI

Yinebeb T. Tessema
Goodwill, King County, Seattle, WA

Dr. Jacqueline Torres
South Dade Senior High, Homestead, FL

Cristina Urena
Atlantic Technical College, Coconut Creek, FL

Marcos Valle
Edmonds College, Lynnwood, WA

Ricardo Vieira Stanton
Bilingual Education Institute, Houston, TX

Lauren Wilson
Shoreline Community College, Shoreline, WA

Pamela Wilson
Palm Beach County Adult and Community Education, FL

afaq-lc.com

From the Authors



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 unit, 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.

afaq-lc.com

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 skill 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 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.

afaq-lc.com

Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
PRE-UNIT **Welcome** *Page 2*	**Goal:** Fill out an admissions application **Grammar:** Information questions **Academic:** Demonstrate; Apply **Life Online:** Online application forms	**Goal:** Identify learning strategies **Academic:** Reflect; Construct	**Goal:** Write about your goals **Academic:** Visualize; Analyze; Evaluate **Writing:** Write a paragraph					
1 **Balancing Your Life** *Page 12*	**Goal:** Compare past and present **Academic:** Predict; Compare **Grammar:** *Used to*	**Goal:** Determine goals **Academic:** Infer; Classify; Predict; Plan **Grammar:** Future using *will*	**Goal:** Identify obstacles and give advice **Academic:** Create **Grammar:** *Should, Could*	**Goal:** Write about an important person **Grammar:** Adjective clauses **Academic:** Compose **Writing:** Write a paragraph	**Goal:** Identify and apply time-management skills **Life Online:** Time-management tools **Academic:** Analyze; Infer	**Workforce Goal:** Identify your character traits **Academic:** Match	**Goal:** Create a goal chart **Soft Skill:** Collaboration—Polite suggestions	*Empowering Girls* **Academic:** Predict
2 **Personal Finance** *Page 38*	**Goal:** Calculate expenses **Academic:** Compare; Calculate; Create **Life Online:** Tracking expenses and savings	**Goal:** Identify ways to be a smart consumer **Academic:** Predict; Visualize **Grammar:** Contrary-to-fact conditionals; Contrary-to-fact questions	**Goal:** Interpret credit card and loan information **Academic:** Infer; Compare and contrast **Life Online:** Electronic wallets	**Goal:** Analyze advertising techniques **Academic:** Analyze; Identify; Design **Grammar:** Passive voice: Present	**Goal:** Write a complaint email **Life Online:** Customer service chat **Academic:** Recall information; Visualize **Writing:** Write an email	**Workforce Goal:** Explore careers in advertising **Academic:** Read graphs	**Goal:** Create a purchase plan **Soft Skill:** Presentation skills—helpful tips	*The Super Bowl of Advertising* **Academic:** Infer; Summarize

afaq-lc.com

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 housing advertisements **Academic:** Identify; Compose **Writing:** Write an advertisement	**Goal:** Compare types of housing **Academic:** Compare; Infer **Grammar:** Questions using comparative and superlative adjectives; Long and short answers	**Goal:** Identify housing preferences **Academic:** Infer meaning; Apply; Compare **Pronunciation:** *Yes / No* questions; Information questions **Grammar:** *Yes / No* questions and answers; Information questions	**Goal:** Identify the steps to buying a home **Academic:** Sequence steps of a process; Summarize **Writing:** Write a summary **Life Online:** Map apps	**Goal:** Interpret mortgage information **Academic:** Predict; Define; Classify **Life Online:** Online ads	**Workforce Goal:** Explore careers in real estate **Academic:** Reflect	**Goal:** Create a real estate brochure and decide on a property to buy **Soft Skill:** Collaboration—Organizational skills	*Could You Live in a Tube?* **Academic:** Analyze; Create
4 **Community** *Page 90*	**Goal:** Ask for help in your community **Academic:** Analyze **Grammar:** Embedded questions; Expressions used to introduce embedded questions	**Goal:** Use the phone **Academic:** Summarize; Plan **Life Online:** Life on hold **Pronunciation:** Speak clearly	**Goal:** Give suggestions **Life Online:** Searching for information online; Posts on neighborhood apps	**Goal:** Interpret a road map **Academic:** Calculate; Compare	**Goal:** Identify ways to volunteer in the community **Academic:** Match	**Workforce Goal:** Explore the job of a volunteer coordinator **Academic:** Reflect	**Goal:** Create an online resource guide **Soft Skill:** Collaboration—Negotiating	*A Dream Come True* **Academic:** Analyze; Infer
Life Online Video *Page 116*								
5 **Health** *Page 118*	**Goal:** Identify health habits **Academic:** Classify; Interpret and make graphs	**Goal:** Describe symptoms **Academic:** Predict **Grammar:** Present perfect continuous; Present perfect	**Goal:** Interpret doctors' instructions **Academic:** Sequence; Restate; Retell **Grammar:** Direct speech, Indirect speech	**Goal:** Interpret nutrition information **Academic:** Scan; Match **Life Online:** Apps for nutritional information	**Goal:** Research health insurance **Life Online:** Online health insurance estimators	**Workforce Goal:** Explore careers in the medical field **Academic:** Analyze and graph data; Infer; Research	**Goal:** Create a community health pamphlet **Soft Skill:** Collaboration—Time management	*Strange Health Habits* **Academic:** Research

afaq-lc.com

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 skills and characterisitics **Academic:** Predict; Contrast	**Goal:** Conduct a job search **Life Online:** Online job marketplaces **Academic:** Classify; Survey; Visualize	**Goal:** Write a resume **Academic:** Analyze **Life Online:** Professional social networking sites **Writing:** Write a resume	**Goal:** Write an email **Writing:** Compose an email	**Goal:** Prepare for a job interview **Academic:** Determine	**Workforce Goal:** Find a job online **Academic:** Apply	**Goal:** Create a job application portfolio **Soft Skill:** Collaboration—Being a team player	*Upskilling* **Academic:** Summarize; Reflect
7 **On the Job** *Page 170*	**Goal:** Identify different types of workplace behavior **Academic:** Categorize; Compare	**Goal:** Identify workplace actions **Grammar:** Passive voice and active voice **Academic:** Classify	**Goal:** Communicate problems to a supervisor **Academic:** Interpret **Life Online:** Email for communication at work	**Goal:** Make ethical decisions **Life Online:** Proper use of technology **Academic:** Rank **Writing:** Describe an ethical decision	**Goal:** Ask for a raise **Academic:** Suppose; Analyze; Evaluate	**Workforce Goal:** Explore entrepreneurship **Academic:** Rank	**Goal:** Solve a company problem **Soft Skill:** Prioritize Collaboration—	*Body Art* **Academic:** Compare and contrast
8 **Civic Responsibility** *Page 196*	**Goal:** Interpret civic responsibilities **Academic:** Summarize **Life Online:** Driver's license renewal	**Goal:** Apply for a driver's license and respond to a jury summons **Academic:** Infer **Life Online:** Jury summons	**Goal:** Communicate opinions about a community problem **Academic:** Solve; Brainstorm ideas **Writing:** Draft an email to a city council member	**Goal:** Interpret the electoral process **Academic:** Summarize **Writing:** Write about the electoral process	**Goal:** Write and give a speech **Academic:** Debate **Grammar:** Passive Modals **Writing:** Draft a speech	**Workforce Goal:** Explore law-related careers **Academic:** Rank; Interpret graphs	**Goal:** Conduct an election **Soft Skill:** Active listening—Key phrases	*Suzie Price* **Academic:** Brainstorm

Life Online Video *Page 222*

Appendices

Life Skills Video Practice Page 224

Vocabulary List Page 228

Grammar Reference Page 231

Skills Index Page 238

Life Online Video Scripts Page 240

Life Skills Video Scripts Page 242

Audio Scripts Page 247

Video Viewing Strategies Page 266

Lesson Planner Methodology Page 268

Map of the United States Page 269

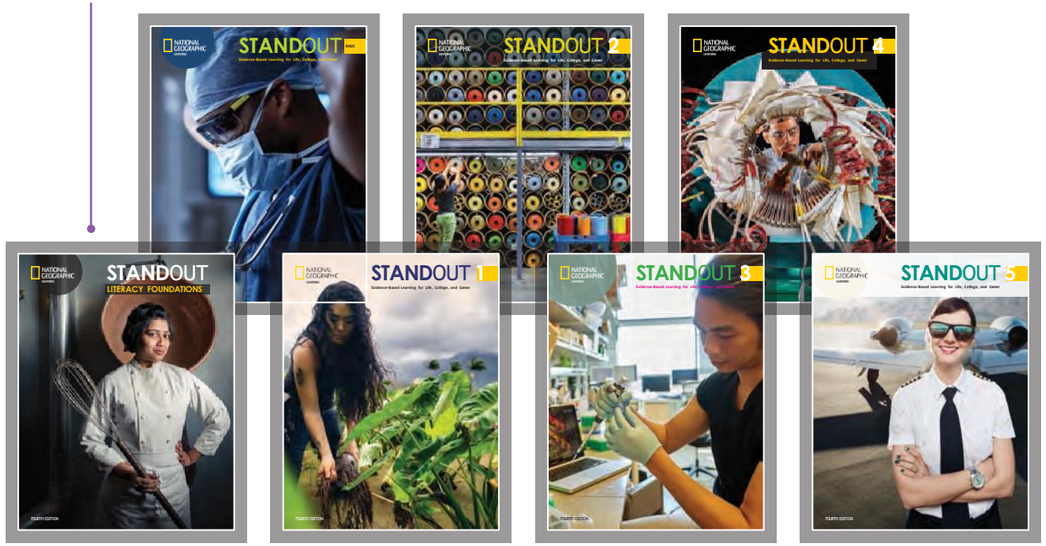
afaq-lc.com

NEW AND UPDATED IN *STAND OUT*, FOURTH EDITION

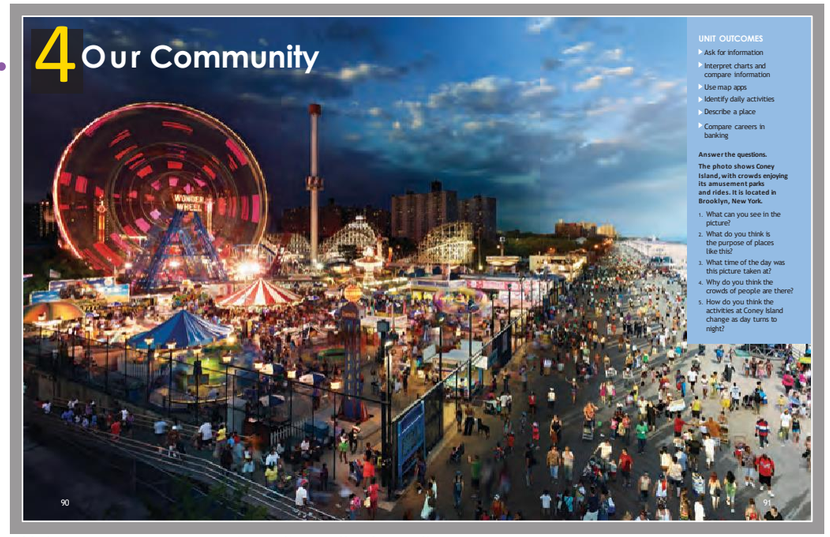
Now in its fourth edition, *Stand Out* is a seven-level, standards-based adult education program with a track record of real-world results. Close alignment to WIOA objectives and College and Career Readiness Standards provides adult students with language and skills for success in the workplace, college,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

New Literacy level

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



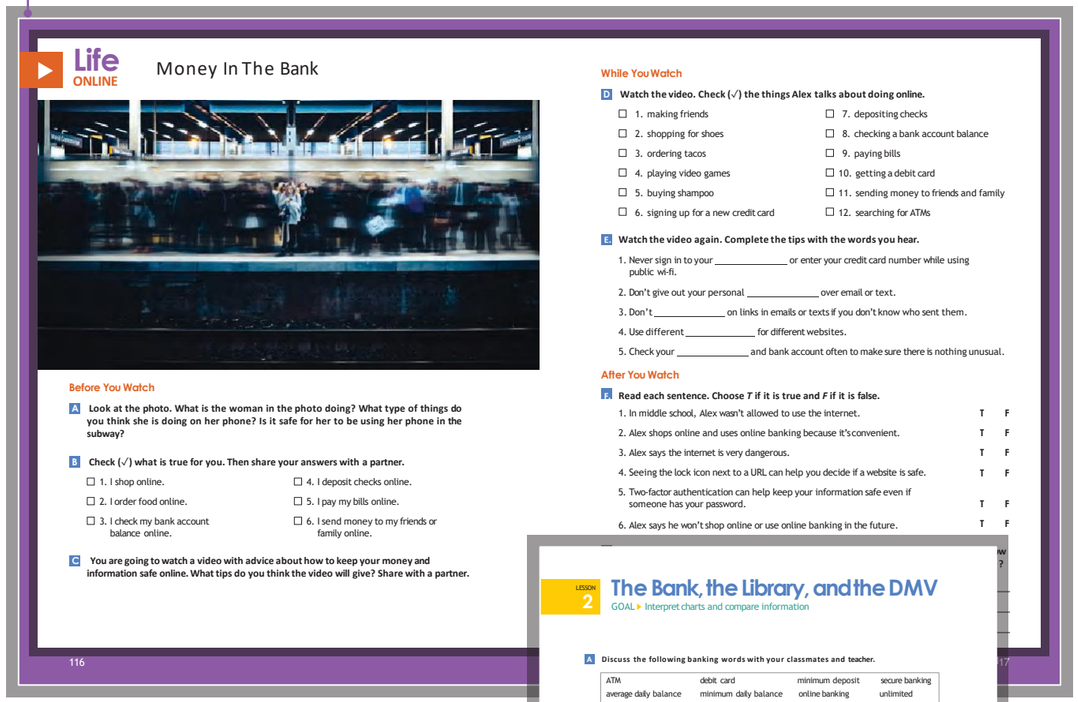
Each unit opens with a dynamic image to introduce the theme and engage learners in meaningful conversations from the start.



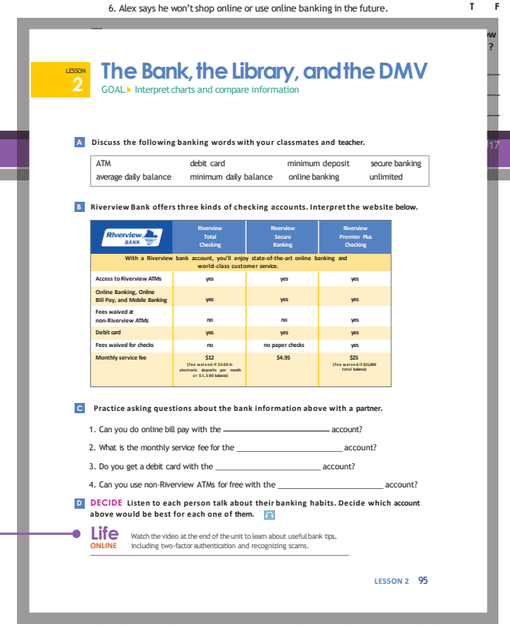
Unit walkthrough pages from *Stand Out* Level 3.

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

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



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



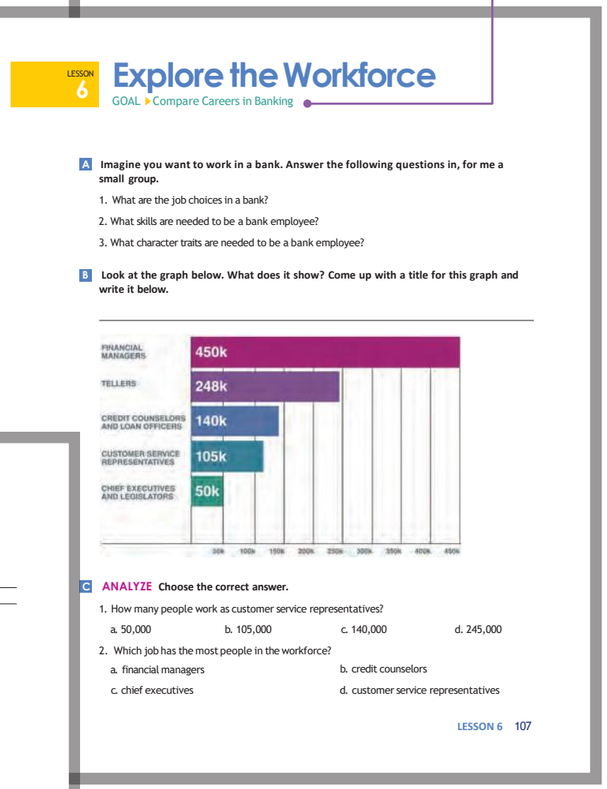
Unit walkthrough pages from *Stand Out* Level 3.

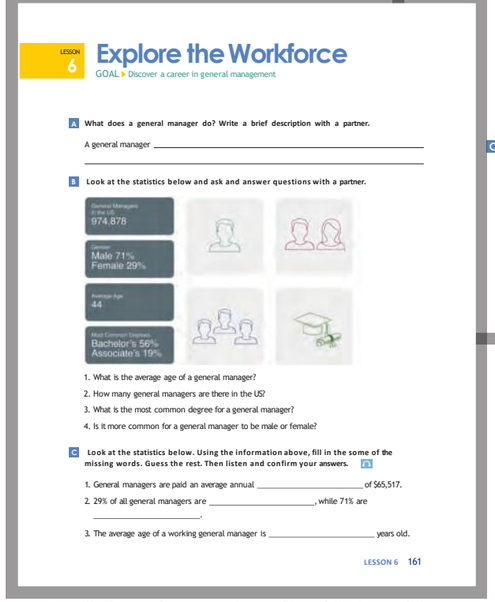
afaq-lc.com

Unit Walkthrough



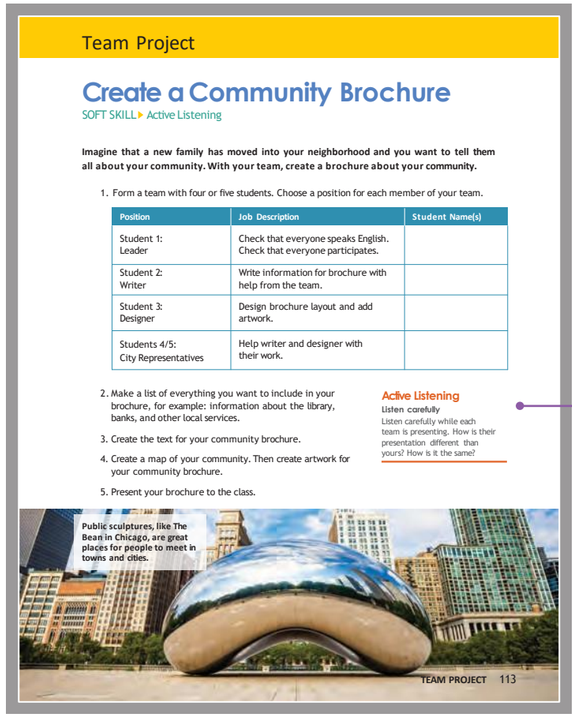
A new **workforce lesson** in each unit explores the sixteen national career clusters, guiding students to learn about employment opportunities in their own communities.





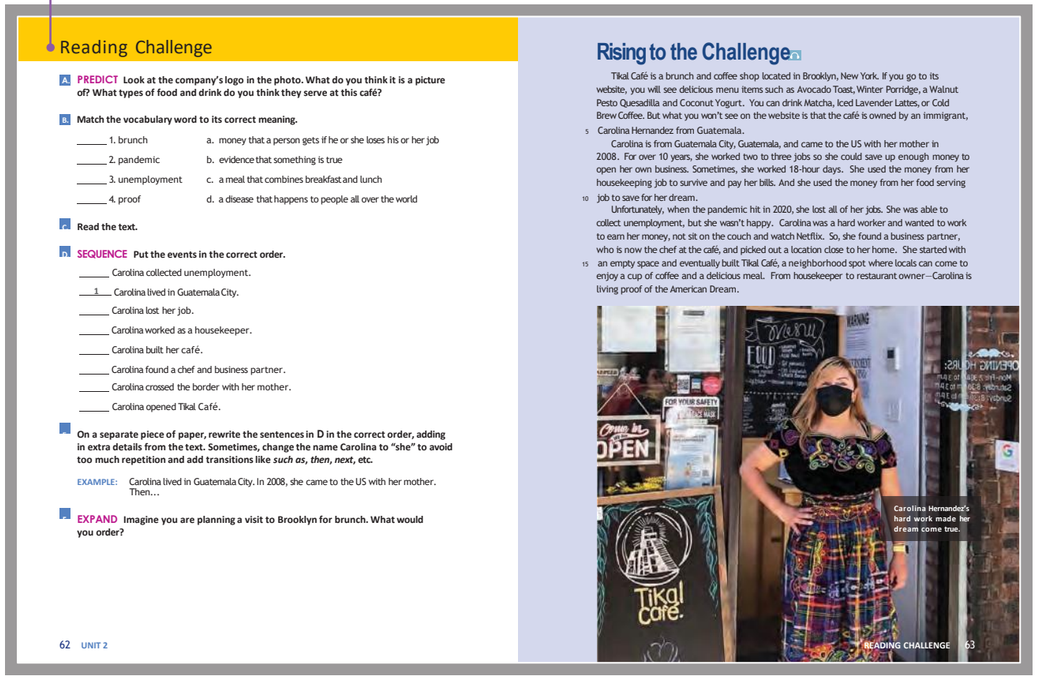
Unit walkthrough pages from *Stand Out* Level 3.

afaq-lc.com



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

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



Unit walkthrough pages from *Stand Out* Level 3.



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.



afaq-lc.com

PRE-UNIT Welcome	
Lesson 1: Fill out an admission application	0.1.2; 0.1.4; 0.1.5; 0.2.1; 0.2.2; 2.8.5
Lesson 2: Identify learning strategies	0.1.2; 0.1.5; 6.7.2; 7.4.1; 7.4.9
Lesson 3: Write about your goals	0.1.5; 7.1.1; 7.1.2; 7.1.3
UNIT 1 Balancing Your Life	
Lesson 1: Compare past and present	0.1.2; 0.1.5
Lesson 2: Determine goals	0.1.2; 0.1.5; 7.1.1; 7.1.2; 7.1.3; 7.2.7
Lesson 3: Identify obstacles and give advice	01.2; 0.1.5; 7.2.2; 7.2.6; 7.3.2; 7.3.3; 7.3.4
Lesson 4: Write about an important person	0.1.2; 0.1.5; 7.2.6
Lesson 5: Identify and apply time-management skills	0.1.2; 0.1.5; 7.1.4; 7.3.3; 7.4.1; 7.5.1
Lesson 6: Identify your character traits	0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.9; 7.4.8
Review	0.1.2; 0.1.5; 7.1.1; 7.2.2; 7.2.6
Team Project	0.1.2; 0.1.5; 4.8.1; 4.8.2; 4.8.5; 7.1.1; 7.1.2; 7.2.7; 7.4.1
Reading Challenge	0.1.2; 0.1.5
UNIT 2 Personal Finance	
Lesson 1: Calculate expenses	1.5.1; 6.1.1; 6.1.2
Lesson 2: Identify ways to be a smart consumer	0.1.2; 0.1.5; 1.5.2
Lesson 3: Interpret credit card and loan information	0.1.2; 0.1.5; 1.8.6
Lesson 4: Analyze advertising techniques	0.1.2; 0.1.5; 1.2.1; 1.2.2
Lesson 5: Write a complaint email	0.1.2; 0.1.5; 0.1.8; 1.3.3; 7.4.4; 7.7.3
Lesson 6: Explore careers in advertising	0.1.2, 0.1.5, 1.2.1; 4.1.3, 4.1.8; 6.7.2; 7.4.4; 7.7.3
Review	0.1.5; 1.5.1; 1.5.2; 1.8.6; 6.1.1; 6.1.2
Team Project	0.1.2; 0.1.5; 1.5.2; 4.8.1; 4.8.5
Reading Challenge	0.1.2; 0.1.5; 6.7.2
UNIT 3 Housing	
Lesson 1: Interpret housing advertisements	0.1.2; 0.1.5; 1.4.1; 1.4.2
Lesson 2: Compare types of housing	0.1.2; 0.1.5; 1.4.1
Lesson 3: Identify housing preferences	0.1.2; 0.1.5; 1.4.1
Lesson 4: Identify the steps to buying a home	0.1.2; 0.1.5; 1.4.2; 1.4.6
Lesson 5: Interpret mortgage information	0.1.2; 0.1.5; 1.4.6; 1.8.4; 6.7.1; 7.4.4; 7.7.3
Lesson 6: Explore careers in real estate	0.1.2; 0.1.5; 4.1.3; 4.1.5; 4.1.8; 6.7.4
Review	0.1.2; 0.1.5; 1.4.1; 1.4.2; 1.4.6
Team Project	0.1.2; 0.1.5; 1.4.2; 4.8.1; 4.8.2; 4.8.5; 7.1.2
Reading Challenge	0.1.2; 0.1.5; 1.4.1; 1.4.2; 7.4.4; 7.7.3
UNIT 4 Community	
Lesson 1: Ask for help in your community	0.1.2; 0.1.5; 2.8.7
Lesson 2: Use the phone	0.1.2; 0.1.5; 2.1.1; 2.1.8
Lesson 3: Give suggestions	0.1.2; 0.1.5; 2.5.8; 2.5.9; 2.6.1; 2.6.3; 4.8.1
Lesson 4: Interpret a road map	0.1.2; 0.1.5; 2.2.5
Lesson 5: Identify ways to volunteer in the community	0.1.2; 0.1.5; 5.6.5; 7.4.4; 7.7.3
Lesson 6: Explore the job of a volunteer coordinator	0.1.2; 0.1.5; 4.1.3; 4.1.8; 4.1.9; 5.6.5; 6.7.1
Review	0.1.2; 0.1.5; 2.2.1; 2.2.5; 5.6.5
Team Project	0.1.2; 0.1.5; 2.5.8; 4.8.1; 4.8.2; 4.8.5; 5.6.5
Reading Challenge	0.1.5
UNIT 5 Health	
Lesson 1: Identify health habits	3.5.2; 3.5.7; 3.5.9; 6.4.3; 6.7.2
Lesson 2: Describe symptoms	0.1.2; 0.1.5; 3.1.4; 3.6.3; 3.6.4
Lesson 3: Interpret doctors' instructions	0.1.2; 0.1.5; 3.6.4
Lesson 4: Interpret nutrition information	0.1.2; 0.1.5; 3.5.1
Lesson 5: Research health insurance	0.1.2; 0.1.5; 3.1.6; 3.2.3
Lesson 6: Explore careers in the medical field	0.1.2; 0.1.5; 4.1.3; 4.1.8; 6.7.2; 6.7.4; 7.4.4; 7.7.3
Review	3.1.6; 3.5.1; 3.5.9; 3.6.4
Team Project	0.1.2; 0.1.5; 3.2.3; 3.5.1; 3.5.9; 4.8.1; 4.8.2; 4.8.5; 7.2.6
Reading Challenge	3.5.9; 7.4.4; 7.7.3
UNIT 6 Getting Hired	
Lesson 1: Identify skills and characteristics	0.1.2; 0.1.5; 4.1.8; 4.1.9
Lesson 2: Conduct a job search	0.1.2; 0.1.5; 4.1.2; 4.1.3; 4.1.6
Lesson 3: Write a resume	0.1.2; 0.1.5; 4.1.2; 4.1.6
Lesson 4: Write an email	0.1.2; 0.1.5; 4.1.2; 4.6.2; 7.7.4
Lesson 5: Prepare for a job interview	0.1.2; 0.1.5; 4.1.5; 4.1.7; 4.1.9
Lesson 6: Find a job online	0.1.2; 0.1.5; 4.1.3; 4.1.8; 7.4.4; 7.73
Review	0.1.5; 4.1.2; 4.1.3; 4.1.5; 4.1.7; 4.1.8; 4.1.9
Team Project	0.1.2; 0.1.5; 4.1.2; 4.1.5; 4.8.1; 4.8.2; 4.8.5
Reading Challenge	0.1.5; 4.1.4; 4.1.9
UNIT 7 On the Job	
Lesson 1: Identify different types of workplace behavior	0.1.5; 4.4.1
Lesson 2: Identify workplace actions	0.1.2; 0.1.5; 4.6.1; 4.6.2
Lesson 3: Communicate problems to a supervisor	0.1.2; 0.1.5; 4.6.4; 4.6.5; 4.8.1; 4.8.2; 7.3.1; 7.3.2; 7.3.3; 7.3.4; 7.4.8
Lesson 4: Make ethical decisions	0.1.2; 0.1.5; 5.7.6; 7.3.1; 7.3.2; 7.3.4
Lesson 5: Ask for a raise	0.1.2; 0.1.5; 4.1.9; 4.6.5
Lesson 6: Explore entrepreneurship	0.1.2; 0.1.5; 4.1.3; 4.1.8; 6.7.2; 6.7.4
Review	4.4.1; 4.6.4; 4.6.5; 5.7.6; 7.3.1; 7.3.2; 7.3.4
Team Project	0.1.2; 0.1.5; 4.8.1; 4.8.2; 4.8.5; 5.7.6; 7.3.1; 7.3.2; 7.3.4
Reading Challenge	0.1.5; 4.1.3
UNIT 8 Civic Responsibility	
Lesson 1: Interpret civic responsibilities	0.1.2; 0.1.5; 1.9.2; 5.6.3
Lesson 2: Apply for a driver's license and respond to a jury summons	0.2.2; 1.9.2; 5.6.3
Lesson 3: Communicate opinions about a community problem	0.1.5; 5.6.1; 7.3.1; 7.3.2; 7.3.4; 7.7.4
Lesson 4: Interpret the electoral process	0.1.2; 0.1.5; 5.1.1; 5.1.2; 5.1.4; 5.1.6; 7.4.4; 7.4.8; 7.7.3
Lesson 5: Write and give a speech	0.1.2; 0.1.5; 5.1.4; 5.1.6; 7.3.1; 7.3.2
Lesson 6: Explore law-related careers	0.1.2; 0.1.5; 4.1.3; 4.1.8; 6.7.4
Review	0.1.2; 0.1.5; 1.9.2; 5.6.3; 7.3.1; 7.3.2
Team Project	0.1.2; 0.1.5; 4.8.1; 4.8.2; 4.8.5; 5.1.4
Reading Challenge	0.1.2; 0.1.5; 5.1.4; 7.3.1; 7.3.2; 7.4.4; 7.7.3

For more correlations, including ELPS, CCRS, and EL Civics, 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 could be developed to help them through the course. All students have barriers to learning, whether they are logistical, like work, family, connectivity, or commuter-related; connected to learning style or language apprehension, such as a fear of public speaking or making mistakes; or related to issues of inclusivity, such as identity, health, physical mobility and ability, legal status, refugee status, and even trauma.

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

PRE-UNIT

Welcome

UNIT OUTCOMES

- Fill out an admissions application
- Identify learning strategies
- Write about your goals



Welcome

Greet students by saying *Welcome!* Invite students to share information about where they are from, the name of their street, and their birthdays. Ask them if they have had to share personal information on documents before. Explain that experience with providing such information accurately can be extremely helpful.

Life Skills Focus

In this unit, students will learn how to provide and share personal information, fill out forms and applications, and talk about their goals and plans for the future.

Workplace Focus

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

sparkResources

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	CASAS COMPETENCIES	ELPS	CCRS
• Fill out an admissions application • Identify learning strategies • Write about your goals	• Information questions • Syntax	• Applications • Learning strategies • Word families • Making goals • Parts of speech • Parts of a paragraph	The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: • Communication • Common Activities	STEPS Lesson 1: 0.1.2; 0.1.4; 0.1.5; 0.2.1; 0.2.2; 2.8.5 Lesson 2: 0.1.2; 0.1.5; 6.7.2; 7.4.1; 7.4.9 Lesson 3: 0.1.5; 7.1.1; 7.1.2; 7.1.3	• 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.	SL8, SL9, SL10, RI6, RI11, RI12, RH9, RH10, RI/RL7, RI/RL9, RI/RL10, RST6, RST9, RST10, W/WHST6, W/WHST7, W/WHST8, W/WHST11, W/WHST12, L6, L11, L12

afaq-lc.com

At-a-Glance Prep

Goal: Fill out an admissions application
Grammar: Information questions
Vocabulary: *achieved, admissions, application, country, goal, current address, foreign, meet*

Agenda

- ☐ Fill out an admissions application.
- ☐ Meet your classmates.
- ☐ Write questions.
- ☐ Interview some classmates.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.4, 0.1.5, 0.2.1, 0.2.2, 2.8.5
CCRS: SL8, SL9, SL10
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 your class for the first time, introduce yourself by saying, *Nice to meet you,* and asking how they would like to be addressed with special consideration for the information covered in the *Pulse Check* on page 2 of this lesson planner.

Workplace Focus

Exercise A: Complete tasks as assigned.

Introduction 5-10 mins.

Introduce yourself to the whole class and give students any practical class or schedule information they need for the length of the course. State the goal: *Today, we will learn how to fill out a college admissions application and learn some infomation about each other.*

Presentation 1 10-15 mins.

Ask students how they registered for school. Lead them to the idea of filling out an application. Ask them what information they put on their applications. Make a list of their ideas on the board.

Have students look at the application in **A** and go over each part with them, making sure they understand what to write in each blank.

Practice 1 10-15 mins.

A Fill out the college admissions application.

Allow students a couple of minutes to look over the form themselves and tell them to make a note of anything they don't understand. Once they have finished, explain any words they made a note of. Then, have them fill out the form.

Evaluation 1 10-15 mins.

Walk around the classroom and make sure students are filling out the application correctly. Once they have finished, ask students if there are any words or terms they have seen on other forms that weren't on this one. Explain any terms they volunteer. Ask them to get into pairs and give them five minutes to come up with a list of situations in which people need to fill out forms. When the pairs have finished their lists, come up with a master list as a call on the board.

BEST PRACTICE

Filling out applications

Applications are important documents. They are necessary to acquire many goods and services. Therefore, knowing how to fill them out is an esse tial life skill for English learners. Share the following tips for completing applications with the students.

1. Read the entire application before you begin.
2. If you don't know what something means, ask.
3. Print clearly so that the application can be easily read.
4. Fill in everything. Instead of leaving something blank, write "Not applicable" or "N/A."
5. Pay attention to grammar, spelling, and punctuation.
6. Double-check all dates, addresses, telephone numbers, and names.
7. Read the entire application when you have finishe .Make sure that all the information is correct.

Visit the Digital Safety worksheet in the Digital Literacy Worksheets section on the Spark platform to explore the topic of staying safe online further with your students.

afaq-lc.com

LESSON 1

Tell Me Something about Yourself

GOAL ▶ Fill out an admissions application

A Fill out the college admissions application. Answers will vary.

CANYON COUNTY COLLEGE
Admissions Application

1. Last Name _____ First Name _____ Middle Initial _____
2. Date of Birth (mm/dd/yy) _____ / _____ / _____ Age _____
3. Place of Birth (City, State, or Foreign Country) _____
4. Current Address (Number and Street / Apt.#) _____
   City / Town _____ State _____ Zip Code _____
5. (Area Code) Phone Number (_____) _____
6. Highest level of education achieved
   - ☐ Some High School / GED / Other
   - ☐ High School / Trade school
   - ☐ Associate Degree
   - ☐ Bachelor's Degree or equivalent
   - ☐ Post-graduate Degree
7. What is your educational goal?
   - ☐ Associate Degree
   - ☐ Bachelor's Degree or equivalent
   - ☐ Post-graduate Degree

Life ONLINE

When you fill out an applic tion online that asks for personal information, make sure you are not using a public network, and make sure it is a secure site. You need to be very careful that no one gets access to your personal information.

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



Bita: Hi. My name is Bita. What's your name?

Minh: I'm Minh. Nice to meet you.

Bita: Where are you from, Minh?

Minh: I'm from Vietnam. And you?

Bita: I'm from Iran.

Minh: Interesting. I've never met anyone from Iran. Tell me something about yourself.

Bita: Well, I'm studying English because I want to be an architect in the United States.

Minh: Wow! That's ambitious. Good for you!

Bita: And tell me something about yourself, Minh.

Minh: In my free time, I make jewelry and sell it to help raise money for my grandchildren to go to college.

Bita: That's wonderful! I'd love to see your jewelry sometime.

Minh: I'd be happy to show it to you.

C **DEMONSTRATE** **Talk to three classmates. Find out their first names, where they are from, and one other piece of interesting information about them. Then introduce your new friends to another group of students.** Answers will vary.

First Name	Country	Interesting Information

afaq-lc.com

Workplace Focus

Exercise C: Complete tasks as assigned, Interact appropriately with team members. Collect and organize information.

Presentation 2

10-15 mins.

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

Play the audio and have students follow along. Talk about the conversation and answer any questions students have about vocabulary. Practice the conversation as a class.

BEST PRACTICE

Choral drills

A choral drill is when you say something, and the whole class repeats after you. You might use this for individual vocabulary words as well as sentences and phrases in a conversation. This method allows students to practice their pronunciation in a group, which is less intimidating than if they repeat individually. It also allows them to hear the intonation and infle tion in your voice, which they can try to replicate.

Have students practice the conversation with a partner.

Practice 2

10-15 mins.

C **DEMONSTRATE** **Talk to three classmates. Find out their first names, where they are from, and one other piece of interesting information about them. Then introduce your new friends to another group of students.**

Remind students they can use the conversation in **B** as a model, but that they shouldn't repeat it word for word. For example, many of your students may be from the same country, in which case they wouldn't say Minh's line *I've never met anyone from* _____. Elicit examples from the class for potential third questions that are appropriate and common in introductory situations.

Evaluation 2

10-15 mins.

Walk around the classroom and listen to the conversations. When students have finished, ask volunteers to introduce a classmate to the whole class. To help students with introduction forms, write the following statements on the board:

This is _____. *He / She is from* _____. *An interesting piece of information about him / her is* _____.

Instructor's Notes

Workplace Focus

Exercises D, E, F: Interact appropriately with team members.
Exercise F: Collect and organize information.

Presentation 3

5-10 mins.

Write these questions on the board and call on a few volunteers to answer them:

What is your educational goal?
What is the highest level of education you have completed?
Where were you born?

Read the instructions to **D** out loud. In preparation for this activity, brainstorm some other questions students might ask from the admissions application as a class.

Practice 3

10-15 mins.

D Find the three students you talked to in C. Ask them about what they wrote on their applications in A. Use the questions to get started. Write two more questions you might ask about their applications.

First, have students find the three students they met and ask them the questions in the box. Then have students write two additional questions. When they have finished, have them ask these new questions to the same three students.

Evaluation 3

5-10 mins.

Walk around the classroom and observe the conversations. When students have finished, ask volunteers to tell the class something they learned about a classmate.

Application

10-20 mins.

E Work in a group. Write three questions to help you get to know your classmates.

Encourage the groups to come up with questions they haven't already asked so they can learn something new about their classmates. Tell students to ask information questions rather than *yes* / *no* questions.

F APPLY Interview three other classmates. Write their answers to the questions from E. Share the information with your group.

Explain to students that each person in the group will interview three other students. When students have finished, have them return to their groups and share what they learned about their classmates.

Instructor's Notes

afaq-lc.com

D Find the three students you talked to in C. Ask them about what they wrote on their applications in A. Use these questions to get started. Write two more questions you might ask about their applications. Answers will vary.

What is your educational goal?
What is the highest level of education you have achieved?
What town do you live in?
Where were you born?

1. _____
2. _____

E Work in a group. Write three questions to help you get to know your classmates. Answers will vary.

1. _____
2. _____
3. _____

F APPLY Interview four other classmates. Write their answers to the questions from E. Share the information with your group. Answers will vary.

Name	Question 1	Question 2	Question 3
1.			
2.			
3.			
4.			

LESSON 2

Learning Strategies

GOAL ▶ Identify learning strategies

A **How do you learn English? Make a list.** Answers will vary.

1. Go to school. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B **Learning a new language takes place inside and outside the classroom. Here is a list of strategies you can use to learn English. Read them with your teacher.**

Learning Strategies

Learn grammar rules.

Listen to the radio in English.

Read English books, magazines, and news.

Talk to native speakers.

Watch TV in English.

Write in English.

C **Think of other learning strategies and add them to the list in B.** Answers will vary.

D **REFLECT** **Answer the questions about your personal studying strategies.**

Answers will vary.

1. Where do you usually study? _____
2. What strategies do you use inside the classroom? _____
3. What strategies do you use outside the classroom? _____
4. Write two strategies that you don't use now, but that you would like to use in the future.
5. What do you think is the best strategy for learning English? _____

afaq-lc.com

At-a-Glance Prep

Goal: Identify learning strategies
Academic Strategy: Using a bar graph, comparing and contrasting
Vocabulary: *bar graph, native speakers, poll, strategies*

Agenda

- ☐ Discuss ways you learn English.
- ☐ Identify learning strategies.
- ☐ Discuss personal learning strategies.
- ☐ Interview your classmates.
- ☐ Create a bar graph.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 6.7.2, 7.4.1, 7.4.9
CCRS: RI6, RI11, RI12, RH9, RH10, RST6, RST7, RST8, RST9, RST10 SL8, SL9, SL10
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. ■■■

Review Lesson 1 by having students stand up and introduce the classmates they met. See if any student in the class can name all of the other students.

Workplace Focus

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

Introduction 5-10 mins. ■■■

Ask students how they learn English. Accept any answers they offer.

A **How do you learn English? Make a list.**

As a class, brainstorm ideas and write them on the board. Have students use these ideas as well as their own ideas to make their lists. State the goal: *Today, we will identify and discuss different strategies that you can use to learn English.*

Presentation 1 10-15 mins. ■■■

B **Learning a new language takes place inside and outside the classroom. Here is a list of strategies you can use to learn English. Read them with your teacher.**

Talk about each strategy with students and ask them to raise their hands if they already use that strategy.

Practice 1 10-15 mins. ■■■

C **Think of other learning strategies and add them to the list in B.**

Have students do this activity in pairs or groups. Make a list on the board of all the strategies that students come up with.

Evaluation 1 5 mins. ■■■

Use this opportunity to share useful resources you're aware of that may benefit your students learning outside the classroom. Ask for volunteers to share the names of any resources they find helpful and write a list on the board. As a class discuss students' favorite strategies. Then ask which strategies students don't enjoy and why.

Presentation 2 5 mins. ■■■

Go over the questions in D and make sure students understand how to answer them.

Practice 2 5-15 mins. ■■

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

D **REFLECT** **Answer the questions about your personal studying strategies.**

When students have finished, have them share their answers with a partner.

Evaluation 2 10-20 mins. ■■

Review each question and ask volunteers to give their answers to the class.

Presentation 3

5-10 mins.

Go over the instructions to **E**. Demonstrate the activity by asking a few students the questions and writing their answers in your book. Explain to students that they will be walking around the classroom and gathering answers. They do not need to write down the name of the person who gives them the answers.

Practice 3

5-10 mins.

E Interview students in your class using the questions in D. Write their answers.

Evaluation 3

10-15 mins.

Walk around the classroom and observe the activity. When students have finished, ask them to share some of the feedback they got with the class.

Instructor's Notes

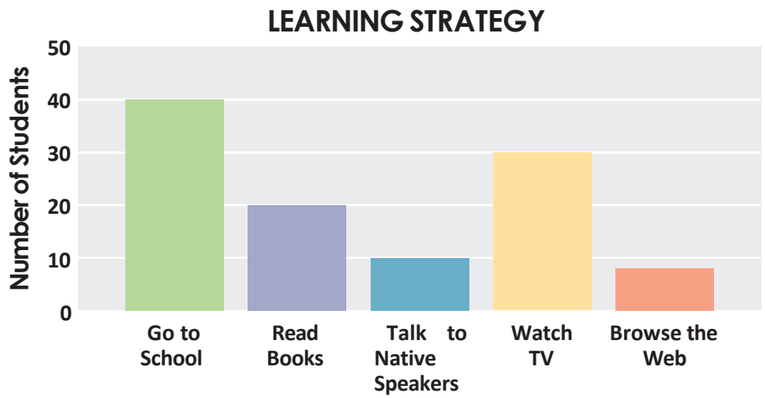
E Interview students in your class using the questions in D. Write their answers.

Answers will vary.

	Student 1	Student 2	Student 3
Study Locations			
Classroom Strategies			
Outside Strategies			
New Strategies to Use			
Best Strategies			

afaq-lc.com

F **Look at the bar graph and answer the questions.**



How many students . . .

a. go to school? 40

b. read books? 20

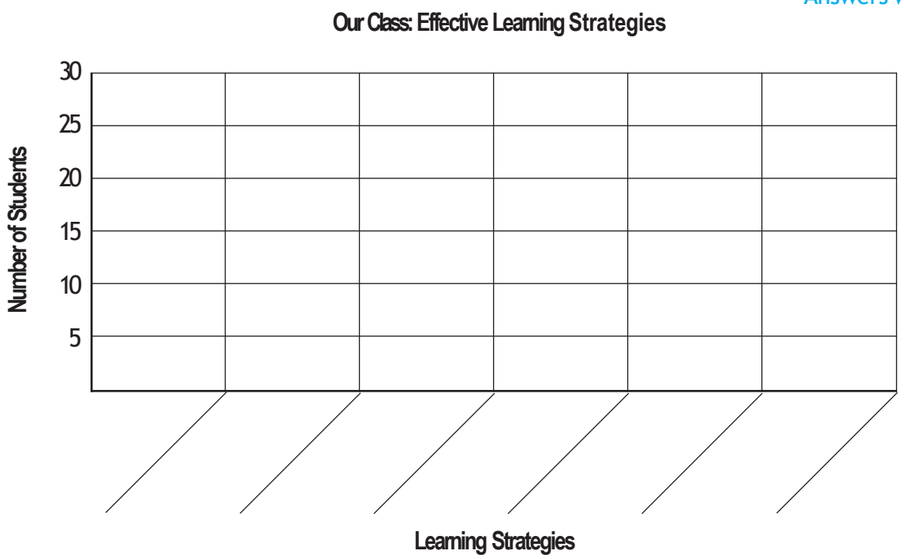
c. talk to native speakers? 10

d. watch TV? 30

e. browse the web? 8-9

G **CONSTRUCT** **Create a bar graph. With a group, decide on six effective learning strategies. Take a class poll to see how many people use these learning strategies.**

Answers will vary.



afaq-lc.com

Workplace Focus

Exercise F, G: Interact appropriately with team members; Collect and organize information.
Exercise G: Combine ideas and information.

Application

10-20 mins.

F **Look at the bar graph and answer the questions.**

Go over the bar graph with students. Make sure they understand how to read it. Answer the questions as a class.

G **CONSTRUCT** **Create a bar graph. With a group, decide on six effective learning strategies. Take a class poll to see how many people use these learning strategies.**

Explain the activity to students, helping them come up with a method for completing the class poll. They will have to decide how to ask each student in the class, once and only once, about the learning strategies so they don't duplicate information. When everyone is finished, ask a volunteer from each group to draw their bar graph on the board and compare and contrast the results.

BEST PRACTICE

Working with learning strategies

Find out about strategies students already use and make them aware of the strategies that their classmates frequently use.

Be clear about each strategy. Read each one out loud. Then tell students why and how it will help them. Demonstrate if possible.

Encourage students to try strategies that are new to them. Ask students to decide which strategy works best for them.

Once the concept of learning strategies has been introduced, plan to re-visit the topic as much as possible and provide continued instruction on learning strategies in subsequent lessons.

Instructor's Notes

At-a-Glance Prep

Goal: Write about your goals
Grammar: Editing
Academic Strategies: Writing a paragraph, setting goals
Vocabulary: *adjective, adverb, capitalization, conclusion sentence, noun, paragraph, punctuation, support sentence, topic sentence, verb, word family*

Agenda

- ☐ Identify word families.
- ☐ List your goals.
- ☐ Identify sentence types.
- ☐ Write a paragraph.
- ☐ Identify types of errors.
- ☐ Edit a paragraph.

Pacing

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

Standards Correlations

CASAS: 0.1.5, 7.1.1, 7.1.2, 7.1.3
CCRS: RI/RL7, RI/RL9, RI/RL10, W/WHST6, W/WHST7, W/WHST8, W/WHST11, W/WHST12, L6, L11, L12
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 5 mins.

Review learning strategies with students. Ask students what learning strategies they used the previous day or before class to improve their English. Ask students what strategies they plan to use over the coming weekend.

Workplace Focus

Exercises C, D: Complete tasks as assigned.

Introduction 5-10 mins.

Ask students to tell you what a paragraph is. Come up with a definition as a class. (Example definition: A paragraph is a group of sentences about the same topic.) State the goal: *Today, we will edit a paragraph and write our own paragraphs about our goals.*

Presentation 1 10-15 mins.

Write the phrase *word family* on the board. Ask students if they know what the term means.

A In this book, you will learn strategies to help you learn and remember vocabulary. The first strategy involves word families. What do you think a word family is? Look at the example.

Have students define *word family* in their own words. Explain the term if students are still unsure of its meaning. Go over the example of a word family.

B Read the paragraph. There are five words that belong to the same word family. Find and underline them.

Have students do this activity by themselves. Then go over the answers as a class. Show students that if they learn one new word and its word-family members, they can learn three or four new words at the same time.

Practice 1 10-15 mins.

C Complete the chart with word families. Use a dictionary or ask another student for help.

Have students work in small groups to complete this exercise. Encourage them to try to complete the table without refering to a dictionary first. They can use one once they've completed as much of the table as they can.

Evaluation 1 5 mins.

Ask volunteers to fill out the word family chart on the board.

D VISUALIZE The student who wrote the paragraph in B has a goal—to get organized. List your goals for the year.

Make sure students understand what a goal is. Give them a few examples of your own goals, if necessary.

afaq-lc.com

LESSON 3

What Are Your Goals?

GOAL ▸ Write about your goals

A In this book, you will learn strategies to help you learn and remember vocabulary. The first strategy involves word families. What do you think a word family is? Look at the example.

Noun	Verb	Adjective	Adverb
creation	create	creative	creatively

B Read the paragraph. There are five words that belong to the same word family. Find and underline them.

My goal for the year is to get organized. To learn a new language, you need to study a lot of vocabulary. Good organization requires writing down the new words you learn and finding out their meanings. You should organize the words in a notebook so you can easily find them. Once you learn how to keep a well-organized vocabulary list, you can say, "I have good organizational skills!"

C Complete the table with word families. Use a dictionary or ask another student for help.

Noun	Verb	Adjective	Adverb
education	educate	educational	educationally
success	succeed	successful	successfully
decision	decide	decisive	decisively
achiever	achieve	achievable	

D VISUALIZE The student who wrote the paragraph in B has a goal—to get organized. List your goals for the year. Answers will vary.

My Goals	

E **Read Takuji's paragraph. What are his three goals?** 1. improve his English
2. look for a job that pays more money
3. buy a new house

My Goals

Ever since I came to the United States, I have had three goals. First, I want to improve my English by going to school every day and studying at night. Then, once my English is better, I will look for a job that pays more money. Finally, when I have saved up enough money, I will buy a new house for my family. These are the three goals that I set when I first came to the United States.

F **What is a paragraph? Discuss the words in italics with your teacher.**

A paragraph is a group of sentences (usually 5–7 sentences) about the same *topic*. A *topic sentence* is usually the first sentence, and it introduces your topic or *main idea*. *Support sentences* are the sentences that follow your topic sentence. They give *details* about your topic. A *conclusion sentence* is the last sentence of your paragraph, and it summarizes what you have written.

Paragraph

Topic sentence
Support sentences (3–5 sentences)
Conclusion sentence

G. **Look back at Takuji's paragraph. Find each of the three sentence types discussed in F.**
Sentence 1: topic sentence; Sentences 2-4: support sentences; Sentence 5: conclusion sentence

H. **COMPOSE** **Write a paragraph about your goals. Make sure to include a topic sentence, support sentences, and a conclusion sentence.**

afaq-lc.com

Workplace Focus

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

Presentation 2

10-15 mins.

E **Read Takuji's paragraph. What are his three goals?**

Ask a volunteer to read the paragraph out loud. As a class, discuss Takuji's goals.

F **What is a paragraph? Discuss the words in italics with your teacher.**

G **Look back at Takuji's paragraph. Find each of the three sentence types discussed in F?**

Discuss the type of information that generally goes in a topic sentence, a supporting sentence, and a conclusion sentence. Ask students what Takuji does in his topic sentence. Repeat with the conclusion sentence.

Practice 2

20-25 mins.

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

H **COMPOSE** **Write a paragraph about your goals. Make sure to include a topic sentence, support sentences, and a conclusion sentence.**

Remind the class about other features of a paragraph (writing a title and placing it correctly; indenting the first line). Then have students list their goals and make a simple plan before they start writing. For a modeled paragraph with a given title like this, they should, at a minimum, decide what to say in their topic sentence.

BEST PRACTICE

Writing a paragraph following a model

If students haven't had much writing practice, it is OK to let them follow a model, copying where they need to and adding their own information when necessary or possible. When using a model, students should aim to locate and identify the paragraph elements they have studied. In this way, they will become comfortable with the structure of an English paragraph and will eventually be able to write one on their own.

Evaluation 2

20-25 mins.

Walk around the classroom and help students as needed while they write their paragraphs.

Instructor's Notes

Workplace Focus

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

Presentation 3

5–10 mins.

I ANALYZE Look at the first draft of Takuji's paragraph. There are nine errors. Find and correct them. The first one has been done for you.

Ask students if they know what an error is. As a class, look at the example error and correction in the first sentence. Then see if students can find the second error and make a correction. Have students find the rest of the errors on their own. Go over the answers as a class.

Practice 3

5–10 mins.

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

J Write each of the errors from the paragraph in the chart. Then write the correct form and identify the type of error. Use choices from the box.

Go over each error type with students, giving them examples as needed. Don't give them examples from Takuji's paragraph since this is what they will do for the exercise. Have students work with a partner to complete the chart.

Evaluation 3

5 mins.

Go over the answers as a class.

BEST PRACTICE

Error correction

There are many different philosophies about correcting students' errors, but the *Stand Out* authors believe that you, as the teacher, should do as little correcting as possible, allowing students to try to find their own mistakes. It can be overwhelming for a teacher to feel like they have to correct every mistake on an assignment, and even more intimidating for a student to be given that assignment back covered in red ink.

To make the task more manageable and less intimidating, it is a good idea to let students know what you will be looking for. Then students can focus only on those specific errors, such as verb forms and subject-verb agreement. As students master new grammar points, they can begin focusing on more types of errors at a time.

Application

15–25 mins.

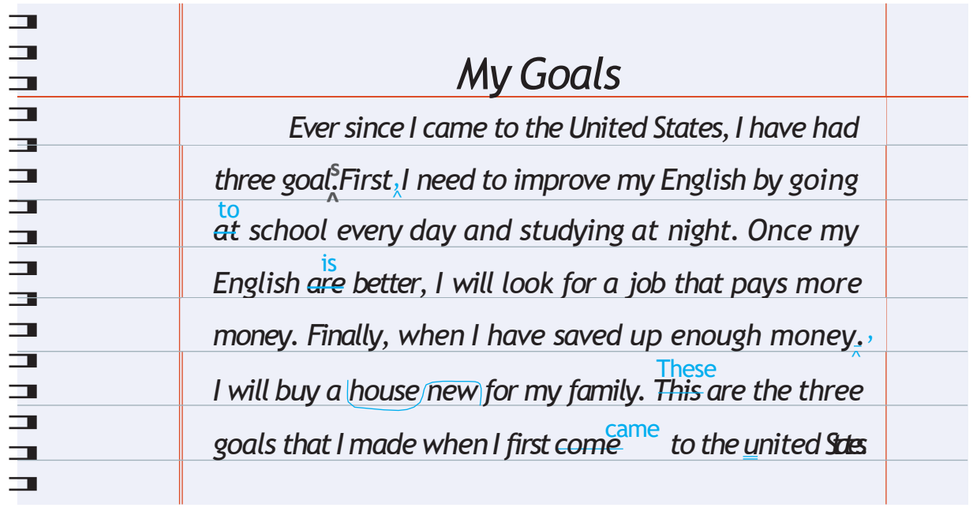
K EVALUATE Now exchange your paragraph from H with a partner. Check your partner's work for errors using the error types listed in J.

Before students start peer-editing, explain that sessions like this are important to both partners—the writer *and* the editor. Mostly, the writer will be directed to errors they may not have noticed. Sometimes, however, the editor will be wrong, and the writer can explain why to the editor. There is a lot to learn and to reinforce for both partners. Go around the class and help as needed. Look out for pairs who are struggling or where an over-critical tone is being used.

In the early stages, if students feel that you, as the teacher, should be the one making corrections all the time, explain that the value students get from identifying and explaining errors themselves is different, and ultimately greater, than listening to someone else doing it. Emphasize that this type of exercise will help students not only to recognize errors, but to know why they are errors.

afaq-lc.com

I ANALYZE Look at the first draft of Takuji's paragraph. There are nine errors. Find and correct them. The first one has been done for you.



My Goals

Ever since I came to the United States, I have had three goal. First, I need to improve my English by going at school every day and studying at night. Once my English are better, I will look for a job that pays more money. Finally, when I have saved up enough money, I will buy a house new for my family. This are the three goals that I made when I first come to the united Stes

J Write each of the errors from the paragraph in the chart. Then write the correct form and identify the type of error. Use choices from the box.

capitalization	singular / plural (2x)	subject / verb agreement	word choice
punctuation (2x)	spelling	verb form	word order

Error	Correction	Type of Error
goal	goals	singular / plural
First	First,	punctuation
at	to	word choice
are	is	subject-verb agreement
money.	money,	punctuation
house new	new house	word order
This	These	singular / plural
come	came	verb form
united	United	capitalization

K EVALUATE Now exchange your paragraph from H with a partner. Check your partner's work for errors using the error types listed in J.

1 Balancing Your Life



About the Photo

This photo shows a hiker stopping to appreciate the scenery at Vermilion Cliffs National Monument in Arizona. This 280,000-acre monument and geologic treasure has no paved roads and is home to amazing scenery and trails. Visitors come to experience the spectacular natural landscape and the unique sense of peace and wonder that being in nature can bring, but a permit is needed to get in and only a very limited amount of visitors are allowed in per day in order to preserve the condition of the monument. The name *Vermilion* comes from the monument's bright red pigment. It is also the name of a bright orange paint which is prized by artists for its ability to attract and focus the attention of the viewer on even the smallest detail in a painting.

- Discuss the meaning of the title. Have students suggest the things in life that need to be balanced, and list them on the board. (*family life, work, hobbies, physical activity, community involvement, etc.*)
- Ask students to look at the photo and give their first impressions of the place. Then, direct them to the questions on page 13.

Life Skills Focus

In this unit, students will learn to compare past and present

UNIT OUTCOMES

- Compare past and present
- Determine goals
- Identify obstacles and give advice
- Write about an important person
- Identify and apply time-management skills
- Identify your character traits

Look at the photo of the hiker at Vermilion Cliffs National Monument in Arizona. Answer the questions.

1. *Vermilion* is a color. Based on this photo, what color do you think it is?
2. How do you think the hiker feels in this place?
3. Have you ever been to a place like this?

Read the unit title.

1. What does balancing your life mean to you?
2. What do you do when you want to feel balanced?

achievement, to cater objectives to their current goals, and to identify possible obstacles to reaching goals and how to overcome them. Students will also write about an important person.

Workplace Focus

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

In Unit 1, Lesson 6, *Explore the Workforce* students will learn about character traits important for work and assess their own character traits. Students will also analyze job ads in relation to character traits.

On the Team Project page, students practice the soft skill of collaboration as they complete the project.

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Compare past and present • Determine goals • Identify obstacles and give advice • Write about an important person • Identify and apply time-management skills • Identify your character traits	• *Used to* • Future using *will* • Modals: *could, should; Why don't you...? How about....?* • Adjective clauses	• Goals • Time management	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 Lesson 2: 0.1.2; 0.1.5; 7.1.1; 7.1.2; 7.1.3; 7.2.7 Lesson 3: 01.2; 0.1.5; 7.2.2; 7.2.6; 7.3.2; 7.3.3; 7.3.4 Lesson 4: 0.1.2; 0.1.5; 7.2.6 Lesson 5: 0.1.2; 0.1.5; 7.1.4; 7.3.3; 7.4.1; 7.5.1 Lesson 6: 0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.9; 7.4.8 Team Project: 0.1.2; 0.1.5; 4.8.1; 4.8.2; 4.8.5; 7.1.1; 7.1.2; 7.2.7; 7.4.1 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. **S8**: Determine the meaning of words and phrases in oral presentations and literary and informational text.	L6, L8, L11, L12, RI6, RI7, RI8, RI9, RI10, RI11, RI12, SL8, SL9, SL10, SL11, SL12, W6, W7, W8, W11, W12

afaq-lc.com

LESSON 1

Where Did You Use to Study?

GOAL ▸ Compare past and present

A **Bita and Minh are new students at Bellingham Adult School. Listen to their conversation about their first day of class.**

B **PREDICT** **With a partner, answer the questions about Bita and Minh. You may have to guess some of the answers.**



Minh



Bita

1. How old are they?
2. What do they do?
3. Where are they from?
4. Why are they studying English?

C **Bita and Minh both talk about things they did in the past and things they do now. Listen again and complete the chart.** Answers will vary. Possible answers given.

	Past	Now
Bita	was an architect	works during the day, goes to school in the evening, does administrative work
Minh	went to school during the day, worked for a computer company	takes care of his grandchildren, goes to school in the evening

afaq-lc.com

At-a-Glance Prep

Goal: Compare past and present
Grammar: *used to*
Academic Strategies: Focused listening, comparing and contrasting
Vocabulary: *architect, habits, used to*

Agenda

- ☐ Listen for information.
- ☐ Understand *used to*.
- ☐ Use *used to* in statements and questions.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5
CCRS: SL8, SL9
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review

5-10 mins. ■■■

Ask students, *What did you do as a child that you don't do now? Five years ago? Last year?* (Encourage students to focus on habitual or long-term actions, not one-time events.)

Introduction

5-10 mins. ■■■

Restate some student answers orally, using *used to*. For example, if a student said *When I was a child, I played soccer*, say: *(Jorge) used to play soccer*. Then write some examples on the board so students can see the written form. State the goal: *Today, we will compare things you did in the past to what you do now using* used to.

Presentation 1

10-15 mins. ■■■

A **Bita and Minh are new students at Bellingham Adult School. Listen to their conversation about their first day of class.**

Before students listen, talk about the pictures. Then have them read the questions in **B** and guess the answers.

Listening Script

Bita: *Hi Minh. Is this Ms. Johnson's ESL class? I'm new here.*
Minh: *I'm pretty sure this is her class. I attended classes at this school five years ago, and this is where her class was.*
Bita: *Oh good. I used to go to school in the daytime before I got a new job. Now that I'm working during the day, I have to go to school in the evening. My other school doesn't offer evening classes, so I had to leave there and come here.*
Minh: *I used to go to school during the day, too, but sometimes I take care of my grandchildren so evening classes are better for me. What kind of work do you do?*
Bita: *I used to be an architect in Iran, but I don't have the right qualifications to be an architect in the United States. So, I'm doing administrative work for an engineering company until my English is good enough to go back to college and get the right degree.*
Minh: *Wow, I'm impressed.*
Bita: *Do you work?*
Minh: *Not anymore. I used to work for a computer company, assembling computers, but now I just go to school and help my children with their children.*
Bita: *That's nice. I bet your children appreciate that. Why are you studying English?*
Minh: *First of all, I want to help my grandchildren with their homework. But also, I figure since I live in this country, I should be able to speak the language. Don't you agree?*
Bita: *Completely!*

Workplace Focus

Exercise B: Complete tasks as assigned, Interact appropriately with team members;
Exercise C: Complete tasks as assigned.

B **PREDICT** **With a partner, answer the questions about Bita and Minh. You may have to guess some of the answers.**

Explain to students that they might have to make inferences based on what they hear in the recording.

Practice 1

10-15 mins. ■■■

C **Bita and Minh both talk about things they did in the past and things they do now. Listen again and complete the chart.**

Ask students to write down what they can remember from their first listening. Then have them fill in the chart after they hear the audio the second time.

Evaluation 1

5 mins. ■■■

Go over the answers as a class.

Presentation 2

5–10 mins.

D Study the chart with your classmates and teacher.

In addition to the examples in the chart, remind students of some of the things they said in the warm-up and go over those examples again.

Go over the example in **E** with students, asking them when they should use *used to* and when they should use the simple present.

Practice 2

10–15 mins.

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

Workplace Focus

Exercise E: Complete tasks as assigned.

E Complete the sentences with the correct form of *used to* and the verb in parentheses.

For extra practice, have students rewrite the sentences in question form. For example (item 2): *When did Armando use to go to school?* Students can then practice asking and answering the questions they wrote with a partner.

Evaluation 2

5 mins.

Go over the answers as a class.

BEST PRACTICE

Using warm-ups

There are reasons for using warm-ups other than at the beginning of a lesson. Warm-ups can also be used to:

- fill up a block of time when a lesson runs shorter than expected.
- review a lesson that students had difficulty understanding.
- back up a lesson that requires material or equipment that doesn't work or isn't available.

Instructor's Notes

afaq-lc.com

D Study the chart with your classmates and teacher.

Used to	
Example	**Rule**
Minh *used to* go to school during the day. Bita *used to* be an architect in Iran.	**Affirmative:** *used to* + base verb
Bita *did not use to* go to school at night. Minh *didn't use to* take care of his grandchildren.	**Negative:** *did* + *not* (*didn't*) + *use to* + base verb **Incorrect:** ~~I didn't **used** to go to school.~~
Did Minh *use to* work? *Did* Bita *use to* study English?	***Yes / No* Question:** *did* + subject + *use to* + base verb **Incorrect:** ~~Did Bita **used** to live in Iran?~~
Where *did* Minh *use to* work? What *did* Bita *use to* study?	***Wh-* Question:** *wh-* word + *did* + subject + *use to* + base verb
Used to + base verb expresses a past habit or state that is now different.	

E Complete the sentences with the correct form of *used to* and the verb in parentheses.

1. Kaitlin ___used to live___ (live) with her family, but now she ___lives___ (live) alone.
2. Armando ___used to go___ (go) to school in the daytime, but now he ___goes___ (go) in the evening.
3. Where did Su ___use to teach___ (teach)?
4. Ronnit ___didn't use to be___ (not be) an administrative assistant before he moved to the US. He ___was___ (be) an architect.
5. He ___goes___ (go) to school and ___helps___ (help) his children now, but he ___used to assemble___ (assemble) computers.
6. Elisa ___used to live___ (live) away from her family, but now she ___lives___ (live) in the same town.
7. Did the two brothers ___use to study___ (study) together?
8. Makki ___didn't use to work___ (not work) at night.
9. Iva ___didn't use to teach___ (not teach) kindergarten.

F **Look at the things that you wrote about Bita and Minh in C. With a partner, make sentences about what Bita and Minh used to do and what they do now.** Answers will vary.

1. Bita used to go to another school in the daytime, but now she goes to school in the evening.
2. _____
3. _____
4. _____

G **Write three *Wh-* questions using *used to*. Then ask a partner your questions.** Answers will vary.

1. Where did you use to work?
2. _____
3. _____
4. _____

H **Look at the pictures. With a partner, make sentences comparing the past and the present.** Answers will vary. Possible answers given.

Subject / Verb	Past	Present
1. Suzanne / play Suzanne used to play the piano, but now she plays the flu e.		
2. Eli and Rosa / live Eli and Rosa used to live in New York City / a city / near a park, but now they live in the country.		

I **COMPARE** **Write two sentences comparing your past and present habits.** Answers will vary.

1. _____
2. _____

afaq-lc.com

Workplace Focus

Exercises F, G, H: Interact appropriately with team members, Complete tasks as assigned.

Presentation 3

5-10 mins.

Have students turn back to the chart about Bita and Minh in **C.** Ask questions such as: *What did Bita use to do?* Encourage students to answer in complete sentences using *used to*.

Practice 3

15-20 mins.

F **Look at the things that you wrote about Bita and Minh in C. With a partner, make sentences about what Bita and Minh used to do and what they do now.**

G **Write three *Wh-* questions using *used to*. Then ask a partner your questions.**

Evaluation 3

5-10 mins.

For **F**, ask volunteers to say their sentences out loud.

For **G**, ask volunteers to write their questions on the board. Focus on the difference between *used to* in a sentence (I *used to* . . .) and *used to* in a question (*Did* you *use to* . . .?). Ask volunteers to report their partners' answers.

Application

10-20 mins.

H **Look at the pictures. With a partner, make sentences comparing the past and the present.**

Use this activity as a presentation for the next exercise. Walk around the classroom and listen to students make sentences. Go over the answers as a class before students move on to **I**.

I **COMPARE** **Write two sentences comparing your past and present habits.**

Once students are finished, call on individual students to write their sentences on the board. If you have time, erase them and ask questions about what was written on the board to see what students remember. For example, if this sentence was written on the board: *I used to run in the morning, but now I walk in the evening*, you could ask: *What did (Lisa) use to do in the morning?*

Instructor's Notes

At-a-Glance Prep

Goal: Determine goals
Grammar: Future using *will*
Academic Strategies: Active reading, using context clues, setting goals, focused listening
Vocabulary: *context, designed, dreams, firm, goal , intern, jewelry, medicine, partner, qualifi ations, refugee, retired, surgeon*

Agenda

- ☐ Read about Bita's and Minh's goals.
- ☐ Use context to find meaning.
- ☐ List your goals.
- ☐ Listen and fill in a goal chart.
- ☐ Create a personal goal chart.
- ☐ Use the future with *will*.

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; 7.2.7
CCRS: SL8, SL9, SL10, L6, L11, L12
ELPS:
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 5-10 mins.

Review Lesson 1 by asking volunteers to read the sentences they wrote with *used to* in **I**.

Workplace Focus

Exercises C, D: Interact appropriately with team members, Complete tasks as assigned.

Introduction 5 mins.

Write the words *dream* and *goal* on the board. Ask students to help you define these two words. Ask: *Do these words have the same meaning? How are their meanings different?* State the goal: *Today, we will read about goals, identify our own goals, and create charts for goals we would like to achieve*.

Presentation 1 5 mins.

Prepare students for the readings in **A** and **B** by asking them what Bita's and Minh's goals might be.

Practice 1 15-20 mins.

A INFER Read the paragraph about Bita's goals. Use the context (surrounding words) to find the meanings of the words in *italics*. Do the first one with your teacher.

As a class, look at the first word in italics (architect) in the reading in **A.** Show students how to use context to find the meaning of this new vocabulary word. Ask students these questions: *What does this word mean? What words near this word might help you find its meaning? Is it a noun or a verb?*

B INFER Read the paragraph about Minh. Use the context to find the meanings of the words in *italics*.

Go over the answers as a class. Encourage volunteers to explain the context around the words that led them to their answers.

C Answer the questions with a partner.

Evaluation 1 5-10 mins.

As a class, go over the new vocabulary in the readings. Also, review the answers to **C**.

D CLASSIFY Make a list of different academic and personal goals someone might have. Discuss your ideas with your teacher.

Help students come up with examples of different types of goals including personal, educational, vocational, and professional goals.

afaq-lc.com

LESSON 2

Reaching Your Goals

GOAL ▶ Determine goals

A INFER Read the paragraph about Bita's goals. Use the context (surrounding words) to find the meanings of the words in *italics*. Do the first one with your teacher.

My name is Bita and I'm from Iran. I've been in the United States for six years. In my country, I was an *architect* and designed schools and hospitals, but in the United States, I don't have the right *qualifications* to be an architect. I have a plan. I'm going to learn English, go to school for architecture, and become an architect in the US. Here is my dream: In nine years, I will be an architect working in a *firm* with three other partners. We will design and build homes in *suburban* neighborhoods. I will live in a nice home that I designed. How does that sound to you?

B INFER Read the paragraph about Minh. Use the context to find the meanings of the words in *italics*.

I'm Minh and I've been in the United States since 1975. I came here as a *refugee* from Vietnam. I used to work for a computer company, but now I'm *retired*. I help take care of my grandchildren while their parents are working, but I also do something else on the side. I make jewelry to sell to local jewelers. My father was a jeweler in Vietnam, and he taught me his art. My goal is to help send my grandchildren to college, so I save every penny I make from the jewelry. This is my dream: In five years, my oldest grandchild will teach elementary school in the community where she lives, and she will *raise* her own family. My other grandchild will study medicine at one of the best schools in the country because she wants to be a *surgeon*. I hope that all of their dreams come true.

C Answer the questions with a partner.

1. What are Bita's and Minh's goals?
2. What are they doing to make their goals a reality?
3. What are their dreams?

Bita: learn English, go to school for architecture, become an architect, design her own home
Minh: save money to send grandchildren to college, make and sell jewelry, see grandchildren become a teacher and a surgeon

D CLASSIFY Make a list of different academic and personal goals someone might have. Discuss your ideas with your teacher.

E **What are *your* future goals? Write them on a piece of paper.**

F **Listen to the conversation that Bita is having with her friend, Yoshiko. Fill in Bita's goal chart with the missing steps and dates.**

Goal: To Become an Architect and a Partner in a Firm	
Steps	**Completion Dates**
Step 1: I will study English.	Spring 2025
Step 2: I will register for college.	Fall 2025
Step 3: I will get a degree.	Spring 2028
Step 4: I will become an intern.	Summer 2028
Step 5: I will take tests and get a license.	Winter 2029
Step 6: I will become a partner in a firm.	2031

G **PREDICT** **Look at the paragraph about Minh in A. With a partner, create a goal chart for Minh based on the steps you think it will take Minh to achieve his goal.**
Answers will vary.

Goal: For My Granddaughters to be a Teacher and a Surgeon	
Steps	**Completion Dates**
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5: My grandchildren will have jobs and families of their own.	

H **Share your ideas with another pair of students.**

afaq-lc.com

Workplace Focus

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

E What are your future goals? Write them on a piece of paper.

Ask students to list at least three goals. They will use these goals in the application activity for this lesson.

Presentation 2

10-15 mins.

Ask students what steps they think Bita will need to take to achieve her goal. Make a list of their ideas on the board.

Prepare students for focused listening by having them look at the chart in **F**. Ask them questions about the chart to familiarize them with the information: *What is Bita's first step? When will she finish studying English?* Ask students what information is missing and what they will need to listen carefully for.

BEST PRACTICE

Focused listening

The purpose of focused listening is to expose students to real-life listening situations and teach them how to pick out the most important information. Make it clear to students that they don't need to understand everything that is spoken to grasp the meaning of the passage. Present the context and make sure students understand what they are listening for. After they complete the task, ask for a report.

Practice 2

5-15 mins.

F Listen to the conversation that Bita is having with her friend, Yoshiko. Fill in Bita's goal chart with the missing steps and dates.

Listening Script

Yoshiko: *How long do you think it will take you to become an architect?*
Bita: *My goal is to become a partner in a firm by the year 2031.*
Yoshiko: *What'll you do first?*
Bita: *Well, the first thing I have to do is improve my English, which I plan to study for two more years. Then, by the fall of 2025, I'll be ready to register for college.*
Yoshiko: *How long will it take you to finish?*
Bita: *Well, usually a degree in architecture takes five or six years to complete, but some of the classes I took in my country will transfer, so I should be able to do it faster. I plan to get my degree in the spring of 2028.*
Yoshiko: *Then you can become an architect?*
Bita: *Not quite. Then, I'll have to become an intern to get some practical experience and prepare for my licensing exams.*
Yoshiko: *Exams?*
Bita: *Yes, I'll have to take a series of tests before I can get my license to be an architect. Once I have my license, which I hope to get in the winter of 2029, I can apply to work as a partner in an architectural firm.*
Yoshiko: *Whew! That sounds like a lot of work!*
Bita: *It will be, but it'll be worth it in the end.*

Evaluation 2

10-20 mins.

Go over the completed chart as a class. Ask students if the order of the steps makes sense and if the completion dates are realistic. Help students analyze the chart carefully so they understand this system of organization.

Workplace Focus

Exercise G: Collect and organize information, Complete tasks as assigned;
Exercise H: Interact appropriately with team members.

Presentation 3

5-10 mins.

Ask students to look at Minh's paragraph in **B**. Ask them to name Minh's goal, which is for his granddaughter to be a teacher and his grandson to be a surgeon. Write his goal on the board.

Practice 3

5-10 mins.

G PREDICT Look at the paragraph about Minh in A. With a partner, create a goal chart for Minh based on the steps you think it will take Minh to achieve his goal.

Evaluation 3

10-15 mins.

H Share your ideas with another pair of students.

After students have shared their ideas, have a spokesperson from each group share their goal chart with the class. Have students talk about the similarities and differences. Ask questions such as: *Which chart is the most realistic?*

Workplace Focus

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

Application

10-20 mins.

I Look at the goals you wrote in E. Choose the most important goal and write it.

Help students clearly define their goals by asking a few volunteers to write their goals on the board. Make sure they are long-term goals that can be achieved by following a number of steps.

J PLAN Look at the goal chart. Write your goal at the top and next to "Step 6," and write the date you will complete this goal. Then fill in the chart with the steps it will take to reach this goal. Estimate your completion dates.

Draw the table from **J** on the board. Model with an example set of goals of your own.

K Talk to a partner about your goal and the steps that you will take to achieve it.

Call students' attention to the grammar chart "Future Using *Will*." Go over the two examples and the rule with students and give them a few more examples.

BEST PRACTICE

Setting long-term goals

Long-term goals need time and planning. Generally they are not goals that can be achieved in a matter of days or weeks. Sometimes they may take a year or more. Below are a few ideas for setting long-term goals.

1. Plan in reverse order. Think about what you would like to do and plan your steps going back to what is possible for you to do right now.
2. Create a mental image of where you would like to be in a year or more.
3. Make notes about what you need to do each month to reach your long-term goal.
4. Look at your notes each month and check off your achievements one by one or adjust them as needed.

Instructor's Notes

afaq-lc.com

I Look at the goals you wrote in E. Choose the most important goal and write it.

Answers will vary.

My goal: _____

By what year do you want to achieve your goal?

_____

J PLAN Look at the goal chart. Write your goal at the top and next to "Step 6," and write the date you will complete this goal. Then fill in the chart with the steps it will take to reach this goal. Estimate your completion dates. Answers will vary.

Goal: _____	
Steps	**Completion Dates**
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5:	
Step 6:	

K Talk to a partner about your goal and the steps that you will take to achieve it.

EXAMPLE: In the fall of 2027, I will take classes at a community college.

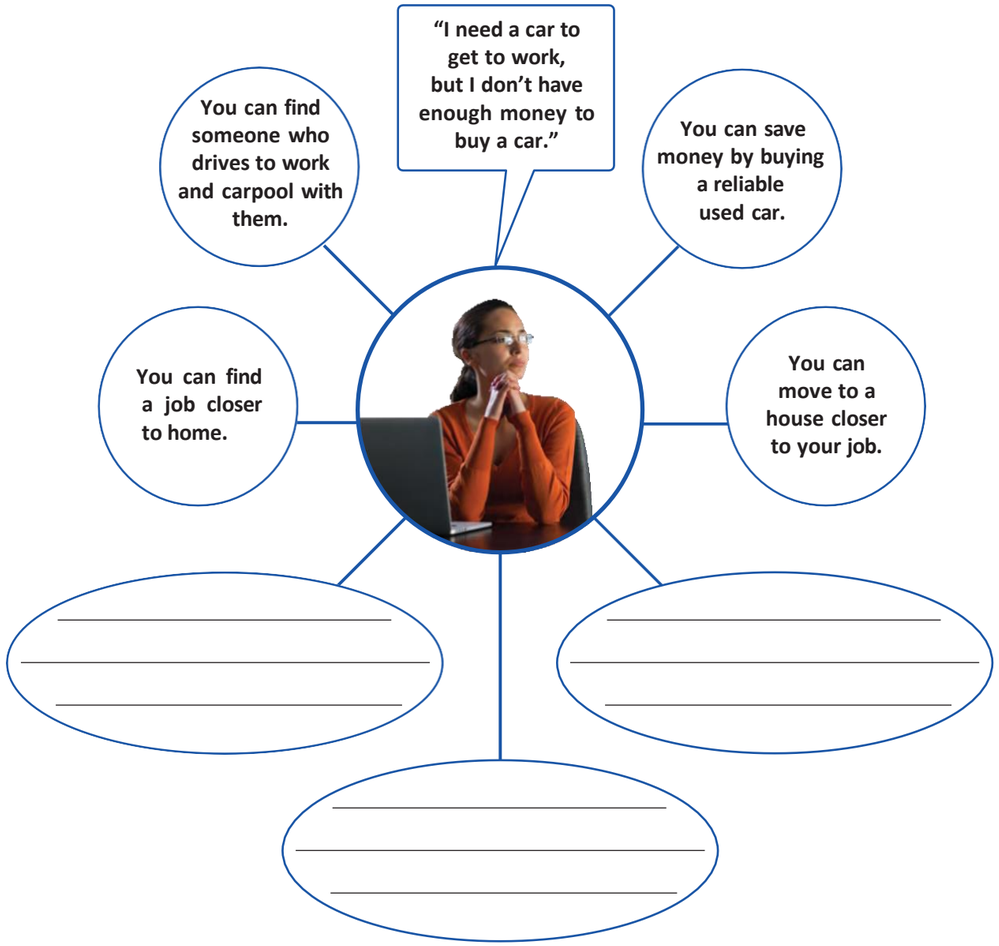
Future Using *Will*	
Example	**Rule**
In the spring of 2026, I *will ask* my boss for a raise. In the summer, I *will look* for a job. In the winter, she *will volunteer* at the school.	Future = *will* + base verb
In spoken English, people often use contractions: *I will* = *I'll*.	

LESSON 3

What Should I Do?

GOAL ▶ Identify obstacles and give advice

A **Sometimes, we have problems achieving our goals. These problems are called *obstacles*. In order to overcome these obstacles, it can be a good idea to brainstorm different possible solutions. Look at the cluster diagram.**



B **Write other possible solutions to the problem in A.** Answers will vary.

afaq-lc.com

At-a-Glance Prep

Goal: Identify obstacles and give advice
Grammar: Modals *could*, *should*; *Why don't you . . .?*; *How about . . .?*
Pronunciation: Intonation: giving and responding to advice
Academic Strategies: Brainstorming, focused listening, problem solving
Vocabulary: *advice, brainstorm, daycare facility, obstacle, reliable, respond, solution, toddler*

Agenda

- ☐ Identify obstacles.
- ☐ Brainstorm solutions to obstacles.
- ☐ Give and respond to advice.

Pacing

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

Standards Correlations

CASAS: 01.2; 0.1.5; 7.2.2; 7.2.6; 7.3.2; 7.3.3; 7.3.4
CCRS: RI8, RI9, RI10, SL8, SL9, SL10, L11, L12
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. ■■■

Have students take out their goal charts from the previous lesson and share them with a classmate.

Introduction

5–10 mins. ■■■

Ask students the following questions: *Are goals easy to achieve? Why or why not? What are some problems that you might have achieving your goals? What can you do about those problems?* Then write the word *advice* on the board and help students define it. State the goal: *Today, we will discuss obstacles (problems) that might get in the way of achieving our goals and possible solutions. We will also practice giving and responding to advice.*

Workplace Focus

Exercise B: Complete tasks as assigned.

Presentation 1

10-15 mins. ■■■

Write the words *obstacle* and *solution* on the board. Help students understand their meanings by talking about Bita and her goal. *What problems or obstacles might Bita have? What solutions can she use to overcome the obstacles?*

Write this problem on the board: *Miyoko wants to go to college, but she doesn't have enough money to pay for it.* Put a circle around the statement and ask students to come up to the board and write possible solutions for Miyoko's problem, similar to the cluster diagram in **A**.

Practice 1

10-15 mins. ■■■

A **Sometimes, we have problems achieving our goals. These problems are called *obstacles*. In order to overcome these obstacles, it can be a good idea to brainstorm different possible solutions. Look at the cluster diagram.**

Go over the diagram as a class.

B **Write other possible solutions to the problem in A.**

Have students work with a partner or in a small group to complete the cluster diagram.

Evaluation 1

5 mins. ■■■

Have groups share their ideas with the class.

Workplace Focus

Exercise C: Collect and organize information.

Presentation 2

5 mins.

Go over the instructions for **C**. Ask students to look at the chart and tell you what they will be listening for.

Practice 2

5-10 mins.

C Listen to each person talk to their friends about their problems. After you listen to each conversation, write the problem and two pieces of advice that the person receives.

Ask students what they will be listening for. Remind students that they will be listening for specific information so it's not important to understand every word.

Listening Script

Conversation 1

Anna: *How's Haru doing these days?*
Miyuki: *I don't know what to do about him. He can't seem to settle down. He's angry all the time and is always fighting with the other students. My husband has to go and talk to the principal almost every week.*
Anna: *How about talking to the guidance counselor?*
Miyuki: *I've tried that, but he doesn't have any suggestions.*
Anna: *Why don't you go and observe some classes and get to know the teachers better? Maybe that would help.*
Miyuki: *Yes, that's a great idea.*

Conversation 2

Ron: *What am I going to do? My new landlord doesn't like dogs and he wants me to get rid of Herbie!*
Mike: *You can't do that! Has he met Herbie? Does he know what a friendly dog he is? Did you try introducing them?*
Ron: *No, that won't work. I don't think my landlord likes any dogs.*
Mike: *OK, then why don't you start looking for another apartment?*

Conversation 3

Sue: *How's your back these days, Nestor?*
Nestor: *It's getting worse. I'm going to need an operation, but I don't have any insurance.*
Sue: *I guess you'll have to save up some money then.*
Nestor: *Yes, it could be expensive.*
Sue: *Or how about finding a job that gives you health insurance?*
Nestor: *Yes, that's what I'll have to do.*

Evaluation 2

3 mins.

Go over the answers as a class.

Workplace Focus

Exercise D: Complete tasks as assigned.

Presentation 3

10-15 mins.

D Read the ways of giving and responding to advice in the charts.

Go over the chart with students. Help students practice the intonation of the phrases in the charts by saying them one at a time and having students repeat after you.

Pronunciation

Intonation: Giving and responding to advice

When giving advice in a question form, such as *Why don't you . . . ?* or *How about . . . ?*, students should use rising and falling intonation. Explain to students that it is like being at the bottom of a hill, going up the hill, and coming back down. Copy this text on to the board to illustrate this point:

eve-
in the nings?
school
going to
How about

When giving advice in a declarative sentence form, such as *You could . . .*, students should speak hesitantly so that they make the suggestion without sounding pushy.

When responding to advice positively, students should sound excited and happy about the advice. When responding negatively, students should speak hesitantly, so as not to offend the person giving the advice.

afaq-lc.com

C Listen to each person talk to their friends about their problems. After you listen to each conversation, write the problem and two pieces of advice that the person receives.

Miyuki	Problem	Advice #1	Advice #2
	Her son is always angry and fights with other students.	talk to the guidance counselor	observe some classes and get to know the teachers
Ron 	His landlord wants him to get rid of his dog.	let the landlord meet the dog	look for another apartment
Nestor 	He needs an operation but doesn't have health insurance.	save up money	find a job that gives health insurance

D Read the ways of giving and responding to advice in the charts.

Problem	Advice
Magda wants to go back to school, but she has two children that she has to take care of. One of them is a toddler who isn't in school yet.	**Why don't you** ask your mother to take care of him?
	How about going to school in the evening?
	You should take some courses at home on the internet.
	You could find a school with a daycare facility.

Response to Advice (Positive)	Response to Advice (Negative)
That's a great idea!	I don't think I can do that because . . .
Why didn't I think of that?	That doesn't sound possible because . . .
That's what I'll do.	That won't work because . . .

E **Read the situations and come up with two possible solutions for each. Use *could* when writing your solutions.** Answers will vary. Sample answers given.

1. Magda wants to go back to school, but she has two children that she has to take care of. One of her children is a toddler who isn't in school yet.

   Solution 1: She could ask a family member to take care of her toddler so she can go to school during the day.

   Solution 2: She could take evening classes.

2. Frank got an offer for the job he really wants. They want him to start in two weeks. The only problem is that he planned a family vacation at that exact same time.

   Solution 1: He could ask if he can start a week later.

   Solution 2: He could try to change his vacation.

3. Sergei works for a computer software company and wants to be promoted to project manager. He needs to get more training before he can move up, but he doesn't have time to do training during the day.

   Solution 1: He could take classes in the evening.

   Solution 2: He could talk to his supervisor about ways to make time for training in his schedule.

F **Work with a partner. Imagine that one of you has one of the problems in E. Make a new conversation like this one. Use different ways of giving and responding to advice.** Answers will vary.

Student A: I want to go back to school, but I have a young child to take care of.

Student B: Why don't you ask your mother to take care of him?

Student A: That won't work because she lives too far away.

Student B: Well, how about taking some online courses?

Student A: That's a good idea!

G **CREATE** **Look back at J in Lesson 2. Think of an obstacle that might get in the way of achieving this goal. Make a cluster diagram like the one in A and brainstorm different solutions with a partner.**

afaq-lc.com

Workplace Focus

Exercise E: Complete tasks as assigned;
Exercise F: Interact appropriately with team members;
Exercise G: Combine ideas and information, Interact appropriately with team members.

Presentation 3 *(continued)*

Go over the instructions and first example in **E**.

Practice 3

5–10 mins.

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

E **Read the situations and come up with two possible solutions for each. Use *could* when writing your solutions.**

Have students do this exercise in small groups.

F **Work with a partner. Imagine that one of you has one of the problems in E. Make a new conversation like this one. Use different ways of giving and responding to advice.**

Ask two volunteers to perform the example conversation. Ask the class for different ways that Student B could respond to the advice using examples from the charts in **D**. Remind students that more than one response is possible. Remind students to pay attention to their intonation when performing conversations.

Evaluation 3

5 mins.

For **E**, have students share their answers in groups. For **F**, call on students to present their conversations to the class.

Application

15–25 mins.

G **CREATE** **Look back at J in Lesson 2. Think of an obstacle that might get in the way of achieving this goal. Make a cluster diagram like the one in A and brainstorm different solutions with a partner.**

When students have finished their cluster diagrams, have them make conversations with their partner about the obstacles and give advice.

Application Extension

Pass out note cards and ask students to write down a problem. Ask them to write it in the first person. For example: *I'm going on vacation next week and I don't have anyone to watch my dog.* As you walk around the classroom to collect each card, check and make sure it is a real problem that can be plausibly solved. Once you've collected all the cards, ask for a volunteer to role-play with you. He or she should read the problem and ask for advice. This would be a good time to introduce the phrase, *What should I do?* Role-play with one more volunteer before calling up two students to role-play for the class. Then pass out the "problem" cards and explain to students that they must find another student to give them advice. When each partner has given advice on the other's problem, students find new partners and give and receive new advice.

Instructor's Notes

At-a-Glance Prep

Goal: Write about an important person
Grammar: Adjective clauses
Academic Strategy: Writing a paragraph
Vocabulary: *adjective clause, calm, daily journal, determination, focus, hopeful, influen e, patience, perspective, positive influen e, troubled, veranda*

Agenda

- ☐ Read and listen to a paragraph.
- ☐ Use *which*, *where*, and *who* correctly.
- ☐ Use adjective clauses.
- ☐ Read about an influential person.
- ☐ Do pre-writing activities.
- ☐ Write a paragraph.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 7.2.6
CCRS: RI9, RI10, RI/RL7, W/WHST6, W/WHST7, W/WHST8, W/WHST11, W/WHST12, L6
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.

Warm-up and Review 5-10 mins.

Have students take out the obstacle(s) and solutions they wrote in **G** in Lesson 3. Have them find a partner and practice conversations giving advice.

Introduction 5-10 mins.

Ask students to say what is the most important thing in the world to them. Then ask them to tell you why. Write what they say on the board in note form. (Do not erase this information because you will use it in Presentation 2.) State the goal: *Today, we will talk about what is important to you and use adjective clauses to describe those things. Then you will write a paragraph about an important person in your life.*

Workplace Focus

Exercise B: Complete tasks as assigned.

Presentation 1 10-15 mins.

Have students open their books and look at the photo. Ask them what they think is important to Eliana and why.

A Listen to Eliana reflect on some things that are important to her. Then read the paragraphs.

First, play the recording and have students follow along in their books. Then call on volunteers to read the paragraphs out loud. Ask students some basic comprehension questions about the reading.

Practice 1 5 mins.

B Read the text in A again and underline the words *who, which,* and *where*. Write the sentences you found for each. When do we use these words? Choose the correct answers.

Evaluation 1 5 mins.

Go over the answers as a class.

Instructor's Notes

afaq-lc.com

LESSON 4

What Is Most Important to Me?

GOAL ▸ Write about an important person

A Listen to Eliana reflect on some things that are important to her. Then read the paragraphs.



This is a picture of the house where I grew up in Argentina. It's very important to me because it holds a lot of memories. This is the garden where I played with my brothers and sisters and the veranda where I often sat with my grandmother in the evenings, listening to her stories and watching the stars and dreaming about my future.

My grandmother is the person who influenced me the most when I was young. She was always so calm and gave me good advice. She was the kind of person who is able to give you another perspective on a problem and make you feel hopeful, no matter how troubled you are.

When my grandmother was not home and I needed someone to talk to, I wrote in my journal. I used it to write about my feelings and hopes. It helped me understand them better. I still keep a journal. Sometimes, I just write about things which happened to me during the day. My journal is something that helps me focus on the important things in my life.

B Read the text in A again and underline the words *who, which,* and *where*. Write the sentences you found for each. When do we use these words? Choose the correct answers.

1. We use (*which* / *where* / *who*) for places.

   This is a picture of the house where I grew up . . . This is the garden where I played . . . and the veranda where I often sat . . .

2. We use (*which* / *where* / *who*) for people.

   My grandmother is the person who influenced me . . . She was the kind of person who is able to . . .

3. We use (*which* / *where* / *who*) for things.

   I just write about things which happened to me during the day.

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

Adjective Clauses		
Main Clause (Subject Clause)	**Relative Pronoun**	**Adjective Clause**
This is the place	where	I grew up.
She is the person	who / that	influenced me most.
A journal is something	which / that	can help you focus on important things.
Main Clause (Object Clause)	**Relative Pronoun**	**Adjective Clause**
This is the woman	who / whom	I met yesterday.
Here is the book	which / that	you gave me this morning.
Adjective clauses describe a noun (either the subject or object) from the main clause. If the noun is the object, you can leave out the relative pronoun. *This is the woman I met yesterday.*		

D **Combine the sentences using adjective clauses. In which sentence can you leave out the relative pronoun?**

1. This is the house. I grew up there.
   This is the house where I grew up.
2. That is the city. I was born there.
   That is the city where I was born.
3. I have a friend. She helps me when I am sick.
   I have a friend who / that helps me when I am sick.
4. We have some neighbors. They are very friendly.
   We have some neighbors who / that are very friendly.
5. This is the gold ring. My mother bought it for me.
   This is the gold ring (that) my mother bought for me. * Relative pronoun can be left out.

E **Look at the photo with a partner and make sentences about it using adjective clauses.** Answers will vary.



afac-lc.com

Presentation 2

10-15 mins.

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

Have students go back to the reading in **A** and underline examples of adjective clauses. Go over them as a class. Now go back to the information that you wrote on the board during the introduction and help students make adjective clauses about what they regard as important.

Practice 2

10-15 mins.

(Shorter classes can do these exercises for homework.)

Workplace Focus

Exercise D: Complete tasks as assigned;
Exercise E: Interact appropriately with team members.

D **Combine the sentences using adjective clauses. In which sentence can you leave out the relative pronoun?**

Go over the example as a class. Have students complete this exercise on their own and then share their answers with a partner.

E **Look at the photo with a partner and make sentences about it using adjective clauses.**

Evaluation 2

5-10 mins.

Ask volunteers to write their answers on the board. Go over them as a class.

Have students discuss what they see in the photo. Then ask students to relate the images to their own personal experiences. Explain that this will help them make more interesting sentences using adjective clauses. For example: *This is the ocean that I swim in.*

Instructor's Notes

Workplace Focus

Exercise F: Interact appropriately with team members;
Exercise G: Complete tasks as assigned;
Exercise H: Interpret and communicate information.

Presentation 3

15-20 mins.

Ask students to think of an important person in their lives. Then ask them to think about why this person is important to them. Give them a few minutes to think about this. At this stage, they do not need to tell you who it is or the reasons why they chose this person.

F Bita wrote a paragraph about her brother. Read it. With a partner, discuss the questions.

After answering the questions in the book, ask students to help you define what a paragraph is. Remind students about the parts of a paragraph. Have them turn back to page 10 if they need help. Make a list on the board of the parts of a paragraph: *topic sentence, support sentences, conclusion sentence*. Have students read Bita's paragraph again and look for each of the parts you listed. Ask them to label the sentences in their books accordingly.

Practice 3

10-15 mins.

(Shorter classes can do these exercises for homework. Go over the instructions with students and have them complete **G** and **H** at home.)

G Write about a person who has influenced you. Complete these pre-writing activities before you begin.

Have students complete the activity on their own, and then share what they have written with a partner.

Evaluation 3

10-15 mins.

Walk around the classroom and help students as they work.

Workplace Focus

Exercise H: Interpret and communicate information.

Application

20-25 mins.

H COMPOSE In your notebook, write a paragraph about an important person in your life. Start with your topic sentence. Put your reasons (support sentences) in the middle of your paragraph and finish with your conclusion sentence.

Consider modeling by writing a topic sentence of your own on the board.

Instructor's Notes

afaq-lc.com

F Bita wrote a paragraph about her brother. Read it. With a partner, discuss the questions.

Someone Who Has Influenced Me

The person who has influenced me most in my life is my brother, Karim. I admire my brother for three reasons. First, he has patience and determination. Second, he does a fantastic job helping the community. Third, he is the type of person who always has time for his friends and family, no matter how busy he is. He has had a very positive influence on my life.

1. What type of person is Bita's brother? Bita's brother is patient and determined.
2. Why does Bita admire him? Bita admires him because he helps the community, his friends, and his family.
3. How has he influenced Bita? He has influenced Bita positively.

G Write about a person who has influenced you. Complete these pre-writing activities before you begin. Answers will vary.

➤ Brainstorm. (Think about your ideas before you write.)

Who has influenced you most in your life? _____

Why is this person so important to you? List three reasons.

1. _____
2. _____
3. _____

➤ Introduce. (Tell your readers what you are writing about.) Write your topic sentence.

_____

➤ Conclude. (Remind your reader of the main idea, but don't simply repeat your topic sentence.) Write your conclusion sentence.

_____

H COMPOSE In your notebook, write a paragraph about an important person in your life. Start with your topic sentence. Put your reasons (support sentences) in the middle of your paragraph and finish with your conclusion sentence. Answers will vary.

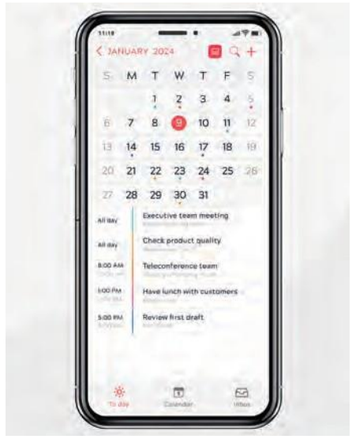
LESSON 5

Time Management

GOAL ▶ Identify and apply time-management skills

A **Are you an organized person? Do you . . .**
Answers will vary.

- ☐ try to do everything, but run out of time?
- ☐ always plan everything far in advance?
- ☐ dislike planning things too far ahead?
- ☐ tend to leave things to the last minute?
- ☐ get upset by last-minute changes to your schedule?
- ☐ only plan for important tasks like exams and job interviews?



B **There are many apps you can use to help manage your time, such as a calendar app. Answer the questions about the calendar.**

Life ONLINE

1. How many events are scheduled? five
2. Which ones do you think are the most important? Why? Answers will vary.
3. What are the benefits to using an app instead of paper calendar? Answers will vary.

C **Work with a partner. On a separate piece of paper, list time-management strategies that you know.**

D **Talk to other pairs in your class. What are some strategies they came up with that are not on your list? Write them.**

Answers will vary.

Life ONLINE

Do you ever sit down at a computer to concentrate on something, only to have social media notifications, text messages, and incoming email previews distract you? Use the Focus Time feature in your phone and computer operating system to shut out interruptions when you need to accomplish something. The Do Not Disturb setting on your phone is also a great feature; you can program to only allow notifications from certain people, like your child's teacher, in case of emergency.

afaq-lc.com

At-a-Glance Prep

Goal: Identify and apply time-management skills

Academic Strategies: Using context clues, active reading, using an outline

Vocabulary: *accomplish, allocate, deadlines, in advance, last-minute changes, prioritize, realistic, sacrifi e, simultaneously*

Agenda

- ☐ List time-management strategies.
- ☐ Read about time management.
- ☐ Use context to find meaning.
- ☐ Complete an outline.
- ☐ Identify personal time-management strategies.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 7.1.4; 7.3.3; 7.4.1; 7.5.1

CCRS: RI/RL6, RI/RL7, RI/RL9, RI/RL10, SL8, SL9, SL10, L6, L8, L11, L12

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. ■■■

Have students take out the paragraphs they wrote in Lesson 4 and share them with a partner.

Introduction 5-10 mins. ■■■

Write the phrase *time management* on the board. Ask students to help you define the term. State the goal: *Today, you will read about time management and think about your own time-management skills. Hopefully, you will find some new strategies to incorporate into your life.*

Presentation 1 10-15 mins. ■■■

A **Are you an organized person? Do you . . .**

Have students read these sentence endings silently and put a check next to each one that describes them. Take an informal poll of the class for each item.

B **There are many apps you can use to help manage your time, such as a calendar app. Answer the questions about the calendar.** Life ONLINE

Have students answer the questions individually, then compare answers with a partner. As a full class, find out how many students use a calendar app. Have volunteers share some of the reasons they find it useful. Has anyone stopped using a calendar app. Why?

C **Work with a partner. On a separate piece of paper, list time-management strategies that you know.**

Practice 1 10-15 mins. ■■■

D **Talk to other pairs in your class. What are some strategies they came up with that are not on your list? Write them below.**

Evaluation 1 10-15 mins. ■■■

Compile a complete list of time-management strategies on the board from all of the students.

BEST PRACTICE

The importance of time management

Explain to students that time management is important because we can accomplish more with less effort. When we are able to control our time, we can improve our focus and become more efficient. Organizing our day by assigning specific times to different tasks helps us complete each item and gives us a clearer picture of all the things we need to get done. Also, managing our time helps us avoid feeling stressed and rushed.

Workplace Focus

Exercises E, F: Complete tasks as assigned.

Presentation 2

5 mins.

Prepare students for **E** by going over each of the questions listed above the reading. Explain the instructions if necessary.

BEST PRACTICE

Active reading

The purpose of active reading is to help students engage their reading comprehension skills so they can tackle any reading passage with confidence. Explain that they may not understand the text on the first reading. Help students realize that to understand a reading passage, 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 passage and recalling information they already know about the topic will help make it 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 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.

Practice 2

10–15 mins.

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

E ANALYZE Read the paragraphs about time management. Write the number of the corresponding paragraph next to each topic.

Tell students not to worry about the meaning of every single word. Instead, they should focus on getting the general idea of the reading so that they can complete the exercise.

Evaluation 2

5–10 mins.

Go over the answers as a class. Ask students to tell you how they came to their decisions.

Workplace Focus

Exercises G, H: Complete tasks as assigned, Collect and organize information.

Presentation 3

15–20 mins.

F INFER Look at these words in the time-management reading in E and use the context to figure out their meanings.

Do this exercise together as a class. Ask students to write a sentence or two using a few of the words. Have them share their sentences with the class.

BEST PRACTICE

Finding meaning using context clues

Students will not understand all of the words they come across as they read, but it's important to teach them skills that will help them better understand the meaning of unknown words without having to look them up in a dictionary. Looking every word up in a dictionary will slow students down and discourage them from wanting to read more.

Show students how to use clues around the unknown word to help discover its meaning. Look at the example below:

It is a good idea to *prioritize* your tasks in order of importance.

Show students that the key words in this sentence are *order* and *importance*, both of which they probably know. So, with this knowledge and awareness, they can then figure out that *to prioritize tasks* means to put them in a certain order, in this case by importance.

This is not an easy skill and may take your students weeks, months, or even years to master. But, if you practice it with them every time there is a reading, they will become more confident in their vocabulary-building skills.

Explain the chart in **G.** Show students how it goes from the main topic to more specific topics to smaller details. Go over the first set of smaller details with students, going back to the reading to show them where the answers came from. Remind them to look for transitions (*first, second, next, also*) to signal key points.

afaq-lc.com

E ANALYZE Read the paragraphs about time management. Write the number of the corresponding paragraph next to each topic.

4 How can I get everything done?

5 Why is good health important to time management?

2 How can I be organized?

1 How can I manage my time? Why is it important?

3 How can I get important tasks done first?

Time-Management Strategies

1 Finding enough time to study is very important for all students. There are a number of time-management strategies that can help you to manage your time wisely. You can use them to *accomplish* the goals you have set for yourself without *sacrificing* the time you spend with your family and friends.

2 One of the best ways to stay organized is to keep a schedule. First, write down everything you need to do in a week. This includes working, studying, taking care of children, shopping, and other tasks. Next, *allocate* a time slot to complete each of these tasks. Be *realistic* about the time you will need for each task. Mark these *deadlines* on your schedule. Finally, check off each task when you have completed it.

3 It is a good idea to *prioritize* your tasks in order of importance. First, make a "To Do" list of all your tasks. Second, divide your list into three groups: A, B, and C. The A list is for tasks you need to do today. The B list is for tasks you need to do tomorrow. The C list is for tasks you need to do sometime this week. Dividing your list will help you get your most important tasks done first. You can also list tasks according to urgency: tasks you have to do, tasks you should do, and tasks you'd like to do if you have time.

4 Another time-management strategy is to combine two or more tasks and do them *simultaneously*. You can listen to a work meeting while you are driving, for example. Or you can review verb forms while you are eating lunch.

5 Lastly, remember that good health is also important to managing your time effectively. If you are burned out or overtired, you cannot do your best. First, you need to allow time for rest and exercise. Also, you need to have time to spend with family, friends, and people who are important to you.

6 In conclusion, don't get upset if you cannot accomplish all your goals. Be positive about your *achievements* and reward yourself for goals that you have accomplished.

F INFER Look at these words in the time-management reading in E and use the context to figure out their meanings.

accomplish (1)	sacrificing (1)	allocate (2)	realistic (2)
deadlines (2)	prioritize (3)	simultaneously (4)	achievements (6)

G **Use the chart to record the main points of the reading.** Answers will vary.

Time-Management Strategies	Keep a schedule.	Write down everything you need to do in a week.
		Allocate a time slot to complete each task.
		Check off each task when completed.
	Prioritize tasks.	Make a to-do list for all your tasks.
		Organize tasks for day, week, and month.
		Organize tasks according to urgency.
	Combine two or more tasks.	Listen to podcasts or class audio while driving.
		Review verb forms during lunch.
	Good health is important.	Allow time for rest and exercise.
		Spend time with family and friends.

H **Think about what you learned today and complete the chart.** Answers will vary.

My Time-Management Strategies	
Strategies I Use Now	**New Strategies I Will Start Using**

afaq-lc.com

Practice 3

10-15 mins.

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

G **Use the chart to record the main points of the reading.**

Have students complete this task by themselves.

Evaluation 3

10-15 mins.

Have students share their answers with a partner and then go over the outline as a class.

Application

10-15 mins.

H **Think about what you learned today and complete the chart.**

This may be a good opportunity to visit the Life Skills video page in the appendix. Videos can be found on the Spark platform.

Instructor's Notes

At-a-Glance Prep

Goal: Identify your character traits

Agenda

- ☐ Learn about positive character traits.
- ☐ Identify your own character traits.
- ☐ Read about showing a character trait at work.
- ☐ Write about showing a character trait at work.
- ☐ Learn about a warehouse-related job.
- ☐ Match character traits to a warehouse job.

Resources

Multilevel Worksheet
Online Practice

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; 4.1.9; 7.4.8

CCRS: RI6, RI9, RI10, RI11, RI12, RI/RL7, RI/RL.9, RI/RL10, W/WHST6, W/WHST7, W/WHST8, W/WHST11, W/WHST12, SL8, L8, SL9, SL10, L11, L12

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.

In this lesson, students are introduced to positive character traits which are helpful in the workplace. They will learn required vocabulary and reflect on their own character traits. Students will consider the value of showing positive character traits at work via reading and writing. Finally, they will learn some requirements of a warehouse job and match them to character traits, including their own.

Warm-up and Review 10-15 mins. ■■■

Write *Character* as a heading on the board and elicit meanings from students. Then ask how character might relate to the workplace and particular jobs. Mention a few jobs with different requirements (e.g., police officer, nurse, musician, teacher) and elicit adjectives for the type of person who might be suited to the job (*brave*, *caring*, *creative*, *well-organized*). Ask pairs of students to make a list of four job-adjective pairs that have not yet been mentioned. (Different jobs for the same adjective and vice versa are fine.) Have volunteers from each pair write one of their pairings under the heading on the board.

Introduction 10-15 mins. ■■■

Add the word *Traits* to the heading on the board and underline it. Say the word and have students repeat it as a class. Explain that traits are described by the adjectives students came up with in the warm-up, and underline some of the adjectives on the board as an example. Have volunteers present another pairing from their list using *trait* in a full sentence, such as *We chose* doctor *as a job and* helpful *as a trait*. You may want to write a model on the board for reference.

Presentation 1

A ***Character traits*** **are parts of your personality and behavior that demonstrate who you are as a person. The character traits in the image will help you in the workplace. Which traits have you heard of?**

Ask what *positive* means. Say the adjectives and have students repeat as a class. Reinforce correct pronunciation of new words throughout Lesson 6. Give students time to read through the adjectives and think of the meaning of words they already know. Let them make notes if they want to.

Practice 1

B **MATCH** **Number each trait in A to match a definition.**

Ask students to complete the exercise on their own. Then check answers as a class.

afaq-lc.com

LESSON 6

Explore the Workforce

GOAL ▸ Identify your character traits

A ***Character traits*** **are parts of your personality and behavior that demonstrate who you are as a person. The character traits in the image will help you in the workplace. Which traits have you heard of?** Answers will vary.



B **MATCH** **Number each trait in A to match a definition.**

Someone who . . .

1. has a strong desire to achieve success
2. uses imagination to make something
3. feels and expresses sympathy for others
4. accepts problems without getting anxious
5. is not afraid of challenges
6. can quickly adjust to changes
7. is sincere and truthful
8. is respectful when receiving praise
9. is driven by a sense of duty and good behavior
10. is supportive of a company and its mission
11. wants to do a good job
12. works hard to achieve goals and doesn't give up
13. quickly recovers from unexpected changes and setbacks
14. works hard and according to the rules

C **REFLECT** **Which character traits do you have?** Answers will vary.

- ☐ ambitious
- ☐ compassionate
- ☐ conscientious
- ☐ courageous
- ☐ creative
- ☐ disciplined
- ☐ flexible
- ☐ honest
- ☐ honorable
- ☐ humble
- ☐ loyal
- ☐ patient
- ☐ persistent
- ☐ resilient

D **Read and answer the questions.**

Eduardo works at a wholesale shop that sells plumbing parts. On Friday, they were getting a new shipment in and Eduardo knew there wasn't enough space on the shelves for all the new parts. He decided to come in early and see if he could rearrange things in a way that would make more room. He knew he was **taking a risk** because his manager may not like the way he rearranged the shelves. But he knew if he came in early and got it done, as soon as the shipment arrived, he could immediately put the new inventory out. His plan worked. The manager loved what he did and even asked him if he could rearrange a couple of other areas in the shop.

1. What traits did Eduardo show in the situation above? Answers will vary.
   Sample answers given: ambitious, conscientious, creative, disciplined
2. What does *taking a risk* mean? Answers will vary.
3. Do you think the manager sees Eduardo as a valuable employee? Why or why not?
   Answers will vary.

E **Using one of the character traits that you chose in C, describe a time when you showed this trait at work.** Answers will vary.

afaq-lc.com

Evaluation 1

C **REFLECT** **Which character traits do you have?**

Ideally, move straight from **B** to **C** while new words are still fresh in the mind. If any substantial amount of time elapses between the two activities, quickly review the meanings of the traits by eliciting explanations from the class. Assure students that they will not have to tell the class their choices on this occasion. Tell them this is so that they can do the activity 'for real,' without worrying about other students' reactions or saying what they think people will want to hear. Then give time for students to process the list and make their choices.

This can be a genuinely valuable exercise for those students who are, or are about to be, weighing up career or job choices. They may find value in traits that they have taken for granted and may identify areas where they feel they could improve in relation to their job aspirations. Again these are very personal matters. It's important not to feel that a discussion opportunity is being missed here: Students who want to share what they learned will find a way and a time to do so.

Presentation 2

D **Read and answer the questions.**

Before students read, remind them that it is a good idea to scan the whole text first for gist before reading more thoroughly to get fuller understanding. They will then be well prepared for the questions that follow.

Notice that this group of questions is designed to require a variety of strategies from students. This is regularly the case on tests. Question 1 is best answered by skimming back through the text to collect the various elements of Eduardo's behavior. Question 2, for students who don't understand the phrase, requires reading around the target phrase and using context (i.e. his manager might have a negative reaction) to establish likely meaning. Finally, question 3 asks the reader to locate the manager's actual reaction, interpret it, and justify that interpretation. If your students are heading for important tests, it will be valuable to draw their attention to such aspects of reading activities on a regular basis.

Practice 2

E **Using one of the character traits that you chose in C, describe a time when you showed this trait at work.**

This is essentially a story task and at this level, students should be advised to use an easily identifiable beginning-middle-end structure for their stories. Before they begin work, take some time to look back at Eduardo's story together and use it as a model. First, point out the less frequent story-telling verb forms used: simple present for general statements about Eduardo's life (just the introductory sentence in this case); past continuous for background description (again just one: the delivery that was happening on Friday). Then elicit from the class which verb form does the majority of the story telling (simple past) and why (its main use is for consecutive actions in the past, in other words developments in a past story: first this happened, and then that happened).

Remind students to make a simple plan before they start writing to keep the order and clarity of their story under control.

Instructor's Notes

F **Share what you wrote with a partner.**

Before students share their work, have them try to read their story like a stranger, not the person who wrote it. Does it make sense? Does each of the main actions follow another? Is it clear what happened and, if appropriate, why? Have students make any changes or corrections they find necessary. Then have them swap stories with a partner, read carefully, and ask about anything they don't understand or areas in which they feel they need more information.

Evaluation 2

20-25 mins.

When pairs have finished **F**, have them go through both paragraphs again, focusing this time exclusively on the use of the simple past. They should try to agree on corrections where necessary. Go around the class helping as needed with this session. Finally, take a few minutes with the whole class to compliment students (collectively) on their stories, answer any final questions, and quickly recap the main points the activity has focused on.

Presentation 3

Explain that over the next three activities, **G**-**I**, students will learn about the requirements of a warehouse job and character traits considered useful for the position. They will acquire enough information to select the best person for the job from a list of candidates and to say whether they would be a good fit for the job themselves.

Practice 3

G **Read the job description and underline the following words: *overstock, big box retailers, hands-on, inventory, on occasion*.**

H **Look at the underlined words in G. Write their meanings in your notebook.**

Have students work alone or allow them to discuss the words in pairs. Let them use a dictionary if you see fit. If appropriate, **G** and **H** can be done as homework in preparation for the pair activity in **I**.

Evaluation 3

I **Based on the job ad, which candidate would be best for the job? Select one and then discuss with a partner. Explain why you chose the candidate.**

After the pair discussion, conduct a short full-class session in which you tell students that they are now going to vote on the best candidate as a class. Allow a reasonable time for volunteers to share their ideas about the three job candidates and facilitate a class discussion to try to reach a consensus on the best set of traits. Then proceed to a vote. Point out that students will be using the soft skill of *coming to an agreement* in the Team Project later in the unit. Use this plenary session to evaluate the degree of ease or difficulty with which students are now able to discuss character traits in relation to the workplace. Be prepared to review unit vocabulary as needed.

J **Would you be a good employee for Harkin Wholesales? Why or why not?**

Since this is not a real job that students are applying for, students are unlikely to have difficulty sharing whether they think they are a good fit for the position or not. This activity could therefore be done in pairs, groups, or even as a class, if small enough for everyone to participate. Again, take the opportunity to monitor correct use and pronunciation of character trait vocabulary and concepts. Take notes on recurring errors to follow up with the class after the discussion. Do not target individual errors made by particular students in full-class sessions except when initiated by those students, and then only if you consider it appropriate with your class. Keep corrections general.

afaq-lc.com

F. **Share what you wrote with a partner.**

G. **Read the job description and underline the following words: *overstock, big box retailers, hands-on, inventory, on occasion*.**

Harkin Wholesales is a family-owned retail store that processes overstock and returns from big box retailers across the nation. At Harkin, you will work hands-on with the owner and upper management.

Responsibilities:

- Maintaining and organizing warehouse inventory
- Handling incoming and outbound deliveries
- Breaking down pallets
- Stocking and separating inventory
- Keeping all warehouse areas (including the yard, parking lot, and company property) free of trash, swept, and organized

Requirements:

- Be able to safely lift up to 50 lbs. on occasion
- Be a team player with great interpersonal and communication skills
- Have good organizational and time-management skills

Job Type: Full-time, Part-time

Pay: From $18.00 per hour

Schedule: 8-hour shift, day and night shifts available, 7 days available

H **Look at the underlined words in G. Write their meanings in your notebook.** Answers will vary.

overstock

big box retailers

hands-on

inventory

on occasion

I **Based on the job ad, which candidate would be best for the job? Select one and then discuss with a partner. Explain why you chose the candidate.** Answers will vary.

Candidate A: disciplined, resilient, conscientious

Candidate B: compassionate, flexible, curious

Candidate C: creative, patient, humble

J **Would you be a good employee for Harkin Wholesales? Why or why not?**

Answers will vary.

Review

A **Write sentences to contrast past and present habits. Use the correct form of *used to*.**

1. Past: I ate meat. Present: I don't eat meat now.

   I used to eat meat, but now I don't.

2. Past: Paolo didn't have a computer. Present: He has a computer now.

   Paolo didn't use to have a computer, but now he does.

3. Past: Maria swam every day. Present: She doesn't swim now.

   Maria used to swim every day, but now she doesn't.

4. Past: My children didn't like vegetables. Present: They like vegetables now.

   My children didn't use to like vegetables, but now they do.

5. Past: I didn't study full-time. Present: Now, I study full-time.

   I didn't use to study full-time, but now I do.

B **Write four questions that you can ask your partner using the correct form of *used to*. Then ask your questions to a partner and write down their answers.** Answers will vary.

1. Where did you use to live?

   Answer: _____

2. _____

   Answer: _____

3. _____

   Answer: _____

4. _____

   Answer: _____

5. _____

   Answer: _____

Learner Log

I can compare past and present. ☐ Yes ☐ No ☐ Maybe

I can determine goals. ☐ Yes ☐ No ☐ Maybe

afaq-lc.com

At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing
Vocabulary: All unit vocabulary

Agenda

- ☐ Unit goals
- ☐ Review exercises
- ☐ Learner Log

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 7.1.1; 7.2.2; 7.2.6
CCRS: SL1, SL3, 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. ■■■

In groups, have students come up with a list of time-management strategies that they have used since the last lesson.

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 past and present, determine goals, identify obstacles and give advice, write about an important person, identify and apply time-management skills, identify your character traits.) Write all the goals from Unit 1 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 we have learned in this unit*.

Workplace Focus

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

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.

Note: Since there is little presentation in the review, you can assign the review exercises that don't require collaboration with a partner or group 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) 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. Stop and evaluate whenever it is appropriate for the class. (*See* Evaluation *on page 34a*.)

A **Write sentences to contrast past and present habits. Use the correct form of *used to*.**

B **Write four questions that you can ask your partner using the correct form of *used to*. Then ask your questions to a partner and write down their answers.**

Make sure that students understand there are two stages to this activity. They will fill in the answers after they write the questions and interview a partner.

BEST PRACTICE

Recycling / Review

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

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

Workplace Focus

Exercise C: Collect and organize information.
Exercise D: Interact appropriately with team members;
Exercise E: Complete tasks as assigned.

Practice *(continued)*

20–30 mins.

C **Ask a partner about one of their goals and complete a goal chart.**

D **Dave wants to study, but he needs to work full-time while he is going to school to support his family. Dave asks Camille for advice. With a partner, write a conversation between them. Make sure Camille suggests two or three different solutions to Dave's problem. Use expressions from this unit for giving and responding to advice.**

Have volunteer pairs perform their conversations for the class.

E **Combine the sentences using adjective clauses.**

Go through the answers as a class.

Instructor's Notes

afaq-lc.com

C **Ask a partner about one of their goals and complete a goal chart.** Answers will vary.

Goal: _____	
Steps	**Completion Dates**
Step 1:	
Step 2:	
Step 3:	
Step 4:	

D **Dave wants to study, but he needs to work full-time while he is going to school to support his family. Dave asks Camille for advice. With a partner, write a conversation between them. Make sure Camille suggests two or three different solutions to Dave's problem. Use expressions from this unit for giving and responding to advice.**

Answers will vary.

Dave: _____

Camille: _____

Dave: _____

Camille: _____

Dave: _____

E **Combine the sentences using adjective clauses.**

1. Esra has many brothers and sisters. They live in Turkey.
   Esra has many brothers and sisters who / that live in Turkey.
2. This is a good grammar book. It can help you improve your writing.
   This is a good grammar book that / which can help you improve your writing.
3. I am trying to find a school. I can study computers.
   I am trying to find a school where I can study computers.
4. Focus Time is a setting on your phone. It silences notifications.
   Focus Time is a setting on your phone that / which silences notifications.

Learner Log

I can identify obstacles and give advice. ☐ Yes ☐ No ☐ Maybe

I can write about an important person. ☐ Yes ☐ No ☐ Maybe

Review

F **Read the list of statements below. Choose the time-management strategies.**

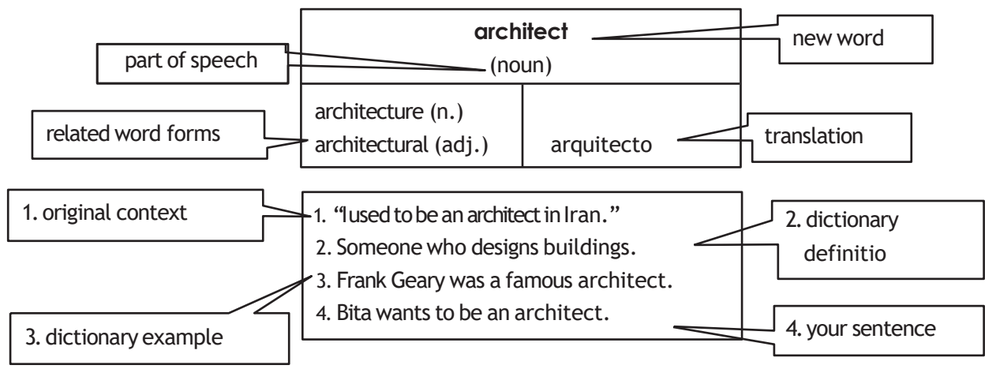
_____ Become an architect.	___✓___ Combine two tasks.	_____ Write about your teacher.
_____ Buy new clothes.	___✓___ Prioritize your tasks.	___✓___ Stay healthy.
___✓___ Check off our tasks when you have finished them.	_____ Send your children to college.	_____ Give advice.
	___✓___ Set realistic deadlines.	_____ Make jewelry.

G **Use the words from the box to complete the sentences.**

deadline	prioritize	raising	refugee	retired	simultaneously

1. Someone who has ___retired___ has stopped working.
2. Someone who escapes from a country because of danger is a ___refugee___.
3. If you have young children, you are ___raising___ a family.
4. If you are doing things at the same time, you are doing them ___simultaneously___.
5. If you have to complete a task by a certain time, that is your ___deadline___.
6. When you put things in order of importance, you ___prioritize___ them.

H **Vocabulary cards help you practice new words and phrases. Choose five new words you learned and make vocabulary cards.**



Learner Log I can identify time-management skills.
☐ Yes ☐ No ☐ Maybe

afaq-lc.com

Workplace Focus

Exercises F, G, H: Complete tasks as assigned.

Practice *(continued)*

25–30 mins.

F **Read the list of statements below. Choose the time-management strategies.**

Have students do this task individually. Then go through the answers as a class.

G **Use the words from the box to complete the sentences.**

Evaluation

45–60 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.

H **Vocabulary cards help you practice new words and phrases. Choose five new words you learned and make vocabulary cards.**

Model by drawing a diagram like that in the book on the board with a word from the unit.

Presentation

5–10 mins.

Learner Log

If students completed Learner Logs in the Pre-Unit, briefly go over the instructions with them. If this is the first time students have done a Learner Log, write the word *log* on the board. Ask students if they know what this word means. Explain to them that it is a journal, notebook, or place where you keep track of information. In this case, they will be keeping track of what they have learned. Tell them that they will do a Learner Log at the end of each unit.

BEST PRACTICE

Learner Log

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; 4.8.1; 4.8.2; 4.8.5; 7.1.1; 7.1.2; 7.2.7; 7.4.1

CCRS: SL8, SL9, SL10, SL11, SL12, L11, L12

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.

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 that the team's first job is to find a goal that everybody can be enthusiastic about and enjoy working on. That goal may not be the first or the most strongly argued idea suggested, and in fact, students may not be 100% in favor of *any* of the suggestions, even their own. With bigger personalities in mind (but not targeted overtly), remind the class that *everybody's* ideas have value and should be given equal time and thought. To support quieter members of the class, remind students that *anybody* might come up with the best idea, and it is their personal responsibility to put their ideas forward, even if they are not hopeful of them being selected. Emphasize that the most profitable atmosphere for team projects, both in class and in life outside the classroom, is created by evaluating and comparing the *positives* of team members' suggestions politely, not by criticizing possible negative aspects.

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.

Note: Shorter classes can extend this project over two class meetings.

Warm-up 10 mins.

Review items in the review section of the unit and make sure all students have recorded their progress in the learner logs.

Introduction 3–5 mins.

Let students know that in this project, they will be selecting a team goal to achieve by the end of this English class, creating a chart to show how they plan to reach that goal, and presenting their goal chart to the class as a team.

Presentation 10–15 mins.

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

Have students decide who will lead each step as described on the student page. Provide well-defined directions on the board for how teams should proceed. Teams shouldn't go on to the next stage until the previous one is complete.

2. Decide on one goal that your team would like to accomplish by the end of this class. Make it specific. ("Learn English" is not a very specific goal, but "improve our reading skills" and "learn more vocabulary" are.)

When each team has come up with its goal, ask the spokesperson to report the goal to the class.

3. Write down the steps it will take to reach this goal. Write down a completion date for each step.

You may wish to give the class an end date for their goal, such as the end of the semester. If you decide to do this, the completion dates will be weeks or months, instead of seasons or years.

4. Write down two obstacles that might get in the way of achieving your goal and possible solutions for each one.

5. Make a list of three time-management techniques that will help you reach your goal.

6. Design a goal chart that includes all of the information from Steps 2–5.

7. Present your chart to the class.

Help teams prepare for their presentations. Suggest that each member should choose a different part of the chart to present.

afaq-lc.com

Create a Goal Chart

SOFT SKILL ▸ Collaboration

With a team, you will create a goal chart for goals you want to accomplish in this class.

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Writer**	Take notes.	
Student 3: **Art Director**	Design the goal chart.	
Students 4/5: **Spokespeople**	Prepare team for presentation.	
Students 4/5: **Assistant**	Help team members with their jobs.	

2. Decide on one goal that your team would like to accomplish by the end of this class. Make it specific. ("Learn English" is not a very specific goal, but "improve our reading skills" and "learn more vocabulary" are.)
3. Write down the steps it will take to reach this goal. Write down a completion date for each step.
4. Write down two obstacles that might get in the way of achieving your goal and possible solutions for each one.
5. Make a list of three time-management techniques that will help you reach your goal.
6. Design a goal chart that includes all of the information from Steps 2–5.
7. Present your chart to the class.

COLLABORATION: Polite Suggestions

As you collaborate, make sure everyone is given a chance to express ideas. Go around in a circle and have each person share one or two ideas. Then discuss and vote. Or have each person write their ideas on a piece of paper. Have one person read the papers aloud and then vote.

About the Photo

Kakenya Ntaiya is an educator and an activist from Kenya, Africa. Kakenya grew up in a Maasai tribe. Within Maasai tribes, not many girls progress past elementary school, but Kakenya was insistent on continuing her education. With her higher level of academic achievement, Kakenya has given back to her village by building a school for girls. Through the power of education, she hopes to empower women within her culture.

This photo was taken by Kate Cummings. It shows Kakenya with some of her students at her Center for Excellence. At the center, instructors teach and motivate young Kenyan girls so that they better understand practices within their culture.

- Say that the young woman in the photo is Kakenya Ntaiya. Ask students where Kakenya might be from.
- Read the title out loud and ask students what they think it means.
- Explain to students that *to empower* means to give someone the authority or the ability to do something. Give students an example: *Learning English empowers you. With improved language skills you can get a better job.*
- Ask students if they can think of their own examples of empowerment and discuss as a class.

Reading Challenge

A. **Read about Kakenya.**

Name: Kakenya Ntaiya

Goal: to become a teacher

Obstacles: 1. extreme poverty so no money for school
2. busy plowing the fields and helping o care for my younger siblings
3. education not important for girls

B **COMPOSE** **Write a paragraph about Kakenya using the prompts.** Answers will vary.

(Topic Sentence: Kakenya's Goal) _____

_____

_____.

But I have three main obstacles. First, _____.

Second, _____. (Conclusion Sentence) And finall ,

_____.

C **PREDICT** **Discuss with your classmates. What could be some possible solutions to Kakenya's obstacles?**

D. **Read the article *Empowering Girls*.**

E. **Answer the questions with a partner.** Answers will vary.

1. How did Kakenya overcome her obstacles?
2. What are three successful things that she has done?
3. If you were going to open a school, what would it be like? Where would it be? What would you teach?

F **Kakenya said, "Be the first. People will follow you." What do you think she means by this?** Answers will vary.

_____

_____

_____

_____

Empowering Girls

Kakenya Ntaiya is changing education for girls in her country of Kenya. She is the oldest of eight children and the odds were against her. She grew up in a grass and mud hut that her family shared with the goats and sheep. Her family was poor, and she had to work to support them and help take care of her siblings. But Kakenya was determined to finish school and become a teacher. She convinced her father to let her go to high school. When her father became sick and their family had no money, she persuaded the village leader to help her, and he convinced the community to financially support her education. Not only did she go to college and get her BA in International Studies and Political Science, but she went on to get her PhD in Education from the University of Pittsburgh. Kakeyna was the first girl from her village to go to college.

Kakenya became so much more than a teacher. She went back to Kenya and opened the Kakenya Centers for Excellence, two boarding school academies for girls. The classes are very small and she accepts around 30 new girls every year at each school. In addition to studying academic subjects, the girls learn to become leaders. "After just a few months here, they become completely different people," Kakenya observes. "In a girls-only environment they lead, make decisions, speak up, and gain confidence. They're smart and thriving. They just needed a chance." Kakenya hopes that other academies like hers will be started in other remote areas across rural Africa. "I'm helping girls who cannot speak for themselves. Why should they go through the hardships I endured? They'll be stepping on my shoulders to move up the ladder—they're not going to start on the bottom."



A Read about Kakenya.

- Have students read the information about Kakenya Ntaiya.
- Ask a volunteer to describe Kakenya's goal.
- Ask volunteers to describe Kakenya's obstacles.

CASAS FOR READING

0.1.2; 0.1.5

CCRS FOR READING

RI/RL7, RI/RL9, RI/RL10, SL8, SL9, SL10

READING STRATEGIES

Answering Questions

Answering questions is an effective comprehension strategy that gives students a purpose for reading. This helps them focus in order to be able to recall key facts. Questions also ask students to review content and relate what they have learned to what they already know.

B COMPOSE Write a paragraph about Kakenya using the prompts.

- Have students write a paragraph about Kakenya using the prompts given.
- Ask students to share their paragraphs with each other in small groups.
- Ask three volunteers (from different groups) to come to the board and write their paragraphs.
- Have students compare their paragraphs to the ones on the board.

C PREDICT Discuss with your classmates. What could be some possible solutions to Kakenya's obstacles?

Ask students to find possible solutions to Kakenya's obstacles in small groups. Then discuss as a class.

D Read the article *Empowering Girls*.

E Answer the questions with a partner.

Have students form pairs and answer the questions. Then ask them to share their answers in small groups.

F Kakenya said, "Be the first. People will follow you." What do you think she means by this?

Discuss the quote and the question as a class. Have volunteers say whether they find it easy or difficult to 'be the first' and give their reasons. As a class, draw on the reading to discuss what lessons can be learned from Kakenya's experience.

afaq-lc.com

2 Personal Finance



About the Photo

This photo was taken by Josh Appel in Washington Square Park, New York. It shows a young man playing classical music for the park visitors. He could be someone who does this full time, or he could be a student playing for tips to supplement his studies.

Many young people find it hard to make ends meet while they are studying, so if they have a talent like this person, they can practice it and hopefully earn a little extra cash at the same time by performing in public places. It can be a win-win situation as in this case, where the people enjoying the sunshine in the park are able to listen to some wonderful music to make their day even better.

- Read the title out loud to introduce the unit. Ask students what they think personal finance is.
- Ask students to look at the photo and answer the questions. Then have volunteers share answers with the class.
- Go over the unit outcomes as a class.

UNIT OUTCOMES

- Calculate expenses
- Identify ways to be a smart consumer
- Interpret credit card and loan information
- Analyze advertising techniques
- Write a complaint email
- Explore careers in advertising

Look at the photo and answer the questions.

1. This photo was taken in Washington Square Park, New York City. Why do you think this man is playing the piano in this park?
2. Do you think this is a famous pianist?
3. What kind of music do you think he's playing?
4. Sometimes people play an instrument or do a performance on the street to make money. Have you ever seen anyone perform in public for money? If so, where?
5. Do you think street performers make a lot of money?

Life Skills Focus

In this unit, students will learn how to become smart consumers by learning how to calculate expenses and how to interpret credit card and loan information as well as advertising techniques. They will also learn how to write a business letter.

Workplace Focus

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

- In Unit 2, Lesson 6, *Explore the Workforce* students will learn about careers in advertising. Students will also consider the different skills required in advertising careers and the way people work together to create ad campaigns.
- On the Team Project page, students practice the soft skill of presentation as they complete the project.
- Digital Literacy Tips in lessons cover various aspects of using credit cards and making complaints online.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Calculate expenses • Identify ways to be a smart consumer • Interpret credit card and loan information • Analyze advertising techniques • Write a complaint email • Explore careers in advertising	• Contrary-to-fact conditionals • Passive voice: Present	• Budgeting • Making a purchase • Credit cards and loans • Parts of a complaint email	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Consumer education • Banking system	Lesson 1: 1.5.1, 6.1.1, 6.1.2 Lesson 2: 0.1.2, 0.1.5, 1.5.2 Lesson 3: 0.1.2, 0.1.5, 1.8.6 Lesson 4: 0.1.2, 0.1.5, 1.2.1, 1.2.2 Lesson 5: 0.1.2, 0.1.5, 0.1.8, 1.3.3, 7.4.4, 7.7.3 Lesson 6: 0.1.2, 0.1.5, 1.2.1, 4.1.3, 4.1.8, 6.7.2, 7.4.4, 7.7.3 Team Project: 0.1.2, 0.1.5, 1.5.2, 4.8.1, 4.8.5 Reading Challenge: 0.1.2, 0.1.5, 6.7.2	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. S4: Construct level appropriate oral and written claims and support them with reasoning and evidence. S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.	RI6, RI7, RI8, RI/RL6 RI/RL7, W/WHST6-8, SL8-12, L6, L8, L11, L12, W7

afaq-lc.com

LESSON 1

Money In, Money Out

GOAL ▶ Calculate expenses

A **Think about your personal finances. What do you spend money on every month? Make a list.** Answers will vary.

B **Listen to Alesha and Tyrese Mason talk about their finances. Fill in the missing numbers.**

Monthly Expenses	
Auto (gas, insurance, maintenance)	$700
Cell	$95
Entertainment	$150
Extracurricular Activities	$60
Food	$800
Internet Bundle	$170
Medical	$50
Rent	$2,000
Utilities (gas, electricity, water)	$205

C **COMPARE** **Think about your expenses and the Masons' expenses. What are the similarities? What are the differences?** Answers will vary.

afaq-lc.com

At-a-Glance Prep

Goals: Calculate expenses
Academic Strategies: Calculating budgets
Vocabulary: *personal finances, monthly expenses, budgeted amount, budget*

Agenda

- ☐ Analyze expenses.
- ☐ Listen and fill in a budget.
- ☐ Calculate a budget.
- ☐ Create a personal budget.

Pacing

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

Standards Correlations

CASAS: 1.5.1, 6.1.1, 6.1.2
CCRS: SL.8
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.

Write *budget* on the board and elicit its meaning. Ask: *How many of you budget your money? What are the benefits of budgeting?*

Introduction 5-10 mins.

A **Think about your personal finances. What do you spend money on every month? Make a list.**

Ask students to share their lists with the class. Say: *Today, we will look at how a family uses its money. Then we will calculate expenses and create budgets.*

Presentation 1 10-15 mins.

Have students look at the chart in **B** and guess how much money the family spends in each category.

Practice 1 10-15 mins.

B **Listen to Alesha and Tyrese Mason talk about their finances. Fill in the missing numbers.**

Listening Script

Tyrese: *I think it's time we sat down and made a family budget. As the kids grow older, we're going to need to budget our money more wisely.*
Alesha: *Good idea. How should we start?*
Tyrese: *Well, let's make a list of everything we spend money on, and then let's guess how much we spend in each category. Then we'll save our receipts for next month and see how much we actually spent.*
Alesha: *OK, why don't we start with the cars? Since both of them are paid off, we don't have any loan payments, but we do have to pay for gas, insurance, and maintenance. I'd say we spend $450 a month on gas, $200 a month on insurance, and I don't know about maintenance, but it might come to $700 a month for everything.*
Tyrese: *That sounds right. Now let's talk about rent. We know it's going to be $2,000.*
Alesha: *Right. In the utilities category, I'd say we spend about $50 on gas, $100 on electricity, and $55 on water. That adds up to $205.*
Tyrese: *Don't forget cable, phone, and Internet. Our cable and internet bundle is $170, and our cell plan is $95. That's $265 right there.*
Alesha: *Wow, we spend money on a lot of things!*
Tyrese: *And we're not even finished! Let's see how much we spend on food each month . . . We spend about $550 a month on groceries.*
Alesha: *And I'd say we spend about $250 going out to dinner. That's $800.*
Tyrese: *What extracurricular activities?*
Alesha: *Extracurricular activities are about $60 a month.*
Tyrese: *Are we forgetting anything? . . . Oh, medical expenses. It's a good thing we have insurance, but it doesn't pay for everything. I'd say we spend about $50 a month.*
Alesha: *That sounds about right. And don't forget entertainment. Movies and taking the kids on trips adds up! I'd be willing to bet we spend at least $150 a month on those kinds of things—I'm afraid to add all this up!*

Evaluation 1 5 mins.

Go over the answers as a class.

C **COMPARE** **Think about your expenses and the Masons' expenses. What are the similarities? What are the differences?**

Have students add any missing categories to the lists they made in **A**.

Workplace Focus

Exercises D, E: Collect and organize information;
Exercises F, G: Perform basic computations;
Exercise H: Complete tasks as assigned.

Presentation 2

5–10 mins.

Have students look at the Masons' budget in **B.** Explain each column. Ask why it is important to keep track of expenses.

D Look at the chart. The *Budgeted Amount* column is how much the Masons think they will spend. Complete the column with the information from B.

Ask students to refer to the amount they wrote for each monthly expense in **B** in order to correctly complete the chart. Consider playing the audio again to check answers as a class.

Practice 2

10–15 mins.

E Listen to Alesha and Tyrese talk about what they actually spent. Complete the *Actual Amount* column.

Listening Script

Alesha: *I can't believe it's been a month since we sat down and wrote our budget. Time flies!*
Tyrese: *Yep, it sure does. OK, since we've already tallied up the receipts, let's write down the total amount of money we spent last month in each category.*
Alesha: *OK, I've got the auto expenses. We spent $415.50 on gas, $200 on insurance, and nothing on maintenance. So, that's $615.50 total. That's less than what we thought.*
Tyrese: *OK, rent and utilities. Obviously, rent is what we thought—$2,000. Gas was $65.76, electricity was $150.02, and water was $52.34. That comes to $268.12. We were way off on the electricity.*
Alesha: *I guess we're not used to that rate increase yet.*
Tyrese: *I don't think I'll ever get used to it. OK, our internet bundle was $170, and our cell was $95.*
Alesha: *We spent $559.81 last month on groceries, and we spent about $300 going out to dinner.*
Tyrese: *That adds up to... $859.81. I guess we underestimated on that one. Ok, what about the kids' extracurricular activities?*
Alesha: *We spent $52, but I still think we should leave the budget at $60.*
Tyrese: *Good idea. We spent $65.28 on medical expenses and $132.96 on entertainment.*
Alesha: *All right. Let's add it up!*

Evaluation 2

10–15 mins.

Go over the answers to **E** together.

Presentation 3

5–10 mins.

The next five exercises deal with calculations. Presentation will depend on the math skills of your students. Go through the directions and examples. Help students as needed. Decide if they can use calculators or not.

Practice 3

15–20 mins.

(Shorter classes can do these exercises for homework.)

F CALCULATE Look at the *TOTAL* row in D. That is the total budgeted amount and the total amount the Masons actually spent. Practice adding the numbers to get the totals. Complete the totals in 2–5 on your own.

G Calculate and write the totals for the *Budgeted Amount* and the *Actual Amount* columns in D.

H Practice saying the calculations aloud.

afaq-lc.com

D Look at the chart. The *Budgeted Amount* column is how much the Masons think they will spend. Complete the column with the information from B.

Monthly Expenses	Budgeted Amount	Actual Amount	Difference
Auto	$700	$615.50	$84.50
Cell	$95	$95	$0
Entertainment	$150	$132.96	$17.04
Extracurricular Activities	$60	$52	$8
Food	$800	$859.81	-$59.81
Internet Bundle	$170	$170	$0
Medical	$50	$65.28	-$15.28
Rent	$2,000	$2,000	$0
Utilities	$205	$268.12	-$63.12
TOTAL	$4,230.00	$4,258.67	$28.67

E Listen to Alesha and Tyrese talk about what they actually spent. Complete the *Actual Amount* column.

F CALCULATE Look at the *TOTAL* row in D. That is the total budgeted amount and the total amount the Masons actually spent. Practice adding the numbers to get the totals. Complete the totals in 2–5 on your own.

1.
$2,000.00
+$800.00
$2,800.00

2.
$1,300.00
+$475.60
$1,775.60

3.
$875.42
$165.00
+$45.70
$1,086.12

4.
$900.00
$32.75
$450.00
+$76.22
$1,458.97

5.
$234.56
$987.23
$39.00
+$75.11
$1,335.90

G Calculate and write the totals for the *Budgeted Amount* and the *Actual Amount* columns in D.

H Practice saying the calculations aloud.

Example: $2,000 plus $550 equals $2,550.00.

Life
ONLINE

Many credit cards will actually give you an analysis of your spending and bank accounts will help you track savings goals.

I **CALCULATE** **Look at the *Difference* column in D. This is the difference between the *Budgeted Amount* and the *Actual Amount*. Look at the first example and then complete the differences for items 2–5 on your own. Remember that when doing subtraction, the larger number must be on top.**

1.	2.	3.	4.	5.
$800.00	$1,300.00	$875.42	$450.00	$987.23
-$695.50	-$475.60	-$165.00	-$76.22	-$75.11
$104.50	$824.40	$710.42	$373.78	$912.12

J **Sometimes the Masons budgeted less than they spent. In this case, you still do the subtraction with the larger number on top, but the end result you write on the chart is a negative number. Items 1–3 are for practice. Look at the first example and then calculate the other differences on your own.**

They budgeted:	$800.00	$205.00	$50.00
They spent:	$859.81	$268.12	$65.28

1.	2.	3.
$859.81	$268.12	$65.28
-$800.00	-$205.00	-$50.00
$59.81	$63.12	$15.28

K **Calculate the differences between the *Budgeted Amount* and the *Actual Amount*. Write the answers in the chart in D.**

L **CREATE** **Make a budget of your own. List each expense with a budgeted amount. At the end of the month list the actual amount and calculate the difference.** Answers will vary.



Staying on budget is important if you want to save toward a larger goal like buying a home.

afaq-lc.com

Workplace Focus

Exercises I, J, K: Perform basic computations.
Exercise L: Combine ideas and information.

Practice 3 *(continued)*

I **CALCULATE** **Look at the *Difference* column in D. This is the difference between the *Budgeted Amount* and the *Actual Amount*. Look at the first example and then complete the differences for items 2–5 on your own. Remember that when doing subtraction, the larger number must be on top.**

J **Sometimes the Masons budgeted less than they spent. In this case, you still do the subtraction with the larger number on top, but the end result you write on the chart is a negative number. Items 1–3 are for practice. Look at the first example and then calculate the other differences on your own.**

Evaluation 3

5-10 mins.

Go over the answers to all of the exercises on the board, making sure students did the calculations correctly. Offer help with addition and subtraction as needed.

K **Calculate the differences between the *Budgeted Amount* and the *Actual Amount*. Write the answers in the chart in D.**

Go over the completed chart in Exercise D as a class. You may want to reproduce this on the board, so that students can see what the finished chart should look like.

Application

10-20 mins.

L **CREATE** **Make a budget of your own. List each expense with a budgeted amount. At the end of the month list the actual amount and calculate the difference.**

Instructor's Notes

At-a-Glance Prep

Goal: Identify ways to be a smart consumer
Grammar: Contrary-to-fact conditionals
Academic Strategies: Active reading, using context clues, comparing and contrasting
Vocabulary: *shop around, price matching, shipping costs, delivery time, bargain, warranty*

Agenda

- ☐ Plan and research large purchases.
- ☐ Make a smart purchase.
- ☐ Use contrary-to-fact conditionals.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.5.2
CCRS: RI/RL7, W/WHST6, W/WHST7, W/WHST8, SL8, L6
ELPS:
S4: Construct level appropriate oral and written claims and support them with reasoning and evidence.

Warm-up and Review 5-10 mins. ■■■

Have students take out their budgets from the previous lesson. Review the concepts by asking them some questions about their categories, budgeted amount, and actual amount.

Introduction 5-10 mins. ■■■

Ask students to think of something expensive they've bought within the last year. Make a list of their answers on the board. Ask them what they did before they bought the expensive item, such as researching the item, comparison shopping, and saving money. Make a second list of these ideas on the board. State the goal: *Today, we will identify ways to be a smart consumer*.

Workplace Focus

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

Presentation 1 10-15 mins. ■■■

A PREDICT The Masons want to buy a good-quality couch that will last a long time. What do you think they will do before buying the couch? Discuss your ideas with your classmates.

Put students into small groups and have them discuss the question. Give them five or ten minutes for their discussions and then ask the groups to report to the class. Make a list of their main points on the board.

Have students read the title and subheading of the reading. Ask them what sort of information they think they will read about.

Practice 1 10-15 mins. ■■■

B Read this information about being a smart consumer.

Tell students to read the text and then go on to **C** on the next page. Remind students not to worry about new vocabulary in the reading. Instead, they should focus on the main ideas.

Instructor's Notes

afaq-lc.com

LESSON 2

Savvy Shopper

GOAL ▶ Identify ways to be a smart consumer

A PREDICT The Masons want to buy a good-quality couch that will last a long time. What do you think they will do before buying the couch? Discuss your ideas with your classmates.

B Read this information about being a smart consumer.

How to Be a Smart Consumer

Buying an expensive item can be a bit scary. To get the most for your money, try the following tips.

Budget. Plan carefully before you shop. Determine a budget and stick to it.

Shop around for quality and price, as well as for credit terms and service. Many stores offer the option to finance. If you take this route, find out what the seller's credit terms are. Remember, a "sale" price isn't always the "best" price.

Read sale ads carefully. Some may say "quantities limited," "no rain checks," or "not available at all stores." Also, some ads contain misleading information.

Look for price-matching policies. Some merchants will match, or even beat, their competitors' prices. Read the merchant's pricing policy carefully. It may not apply to all items.

Go online. Compare prices online. Some sites may compare prices offered at stores in your area. If you decide to buy online, keep shipping costs and delivery time in mind.

Carefully consider bargain offers that are based on purchases of additional merchandise, like "Buy one, get one free" or "Free gift with purchase." If you don't really want or need the item, it's not a deal.

Ask about refund and return policies for sale items. Merchants may have different refund and return policies for sale items, especially clearance merchandise.

Ask about warranties. Most items have some sort of guarantee. Also, some stores will extend the warranty or offer an extended warranty for you to purchase. Decide if this is necessary based on the product you are buying.

C **Based on the reading in B, list six things you should do before you make an expensive purchase.** Answers may vary. Possible answers given.

1. Plan your budget.
2. Compare prices and terms at different stores.
3. Read ads carefully for misleading information.
4. Look for price-matching policies.
5. Carefully consider bargain offers.
6. Ask about warranty policies.

D **Sometimes being a smart consumer means not buying something even when you want it. If you had all the money in the world, what two items would you buy?** Answers will vary.

1. _____ 2. _____

Now, look at these examples:

1. If they were rich, they would move to Beverly Hills. (They aren't rich, so they can't move to Beverly Hills.)
2. If I had 100,000 dollars, I would buy a new car. (I don't have 100,000 dollars, so I can't buy a new car.)

These statements are called *contrary-to-fact conditionals*. They express a condition and a result that are not true at this point in time.

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

Contrary-to-Fact Conditionals	
Condition (*if* + Simple Past Verb)	**Result (*would* + Base Verb)**
If she **got** a raise,	she **would buy** a new house.
If they **didn't spend** so much money on rent,	they **would have** more money for entertainment.
If I **were** a millionaire,	I **would give** all my money to charity.
If John **weren't** so busy at work,	he **would spend** more time with his children.

- Contrary-to-fact (or unreal) conditional statements are sentences that are not true.
- The *if*-clause can come in the first or second part of the sentence. Notice how commas are used in the examples. (If you reverse the order of the condition and result clauses, omit the comma.)
- In written English, use *were* (instead of *was*) for *if*-clauses that need first- and third-person singular forms of *be*.
- In spoken English, people often use contractions: *I would* = *I'd*; *she would* = *she'd*, etc.

afaq-lc.com

Practice 1 *(continued)*

C **Based on the reading in B, list six things you should do before you make an expensive purchase.**

Have students do this exercise by themselves.

Evaluation 1

5 mins.

Have students share their lists in small groups and decide on the best six things from all of their lists. Then ask for a volunteer to come to the board to write and have students call out the things they should do before making a large purchase.

Go back to the reading and ask students if they have any questions about what they read. If they don't understand some vocabulary words, help them use context clues to work out the meaning.

Take a class poll to see how many students are thinking about making an expensive purchase. Ask them what things would be most important to them to do before making this purchase.

Workplace Focus

Exercises D, E: Complete tasks as assigned.

Presentation 2

5–10 mins.

Ask students the following questions:

What would you do if you had a million dollars?

What would you do if you won the lottery?

What would you do if you could speak English perfectly?

Don't expect grammatically correct answers. The point is to get them thinking about the use of *if*.

D **Sometimes being a smart consumer means not buying something even when you want it. If you had all the money in the world, what two items would you buy?**

Have students write down their answers and then ask for volunteers to share what they wrote with the class.

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

Instructor's Notes

Practice 2

5–10 mins.

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

F Complete the sentences with the correct form of the verbs in parentheses.

Evaluation 2

10–15 mins.

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

Workplace Focus

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

Presentation 3

5–10 mins.

G Study the chart with your teacher.

Prepare students for **H** by going over the example conversation. Have students get into groups and show them how the activity will work by demonstrating with one group.

Practice 3

15–20 mins.

H Work in groups. Practice the conversation. Then make new conversations. Take turns asking your group questions 1–6. Answer with a conditional statement.

Evaluation 3

5–10 mins.

Observe students as they work. Call on groups to perform the exercise for the class.

Application

5–10 mins.

I VISUALIZE Write three statements about what you would do if you won the lottery.

Ask students to stay with their groups but write the statements individually. After they have written their statements, have students share them with their group members. When students have finished, have each group choose and then share its three best statements with the class. If you have time, have each group also write its best statements on the board or on poster paper to place around the classroom.

Extended Application: Have students in groups create a list of important points for consumers to consider. They can use information that they read in **B**, but tell them they must put the ideas into their own words. They can add some of their own ideas and exclude ideas that they think are not important.

Instructor's Notes

afaq-lc.com

F Complete the sentences with the correct form of the verbs in parentheses.

1. If Bita ___were___ (be) an architect in the United States, she ___would/'d design___ (design) beautiful homes.
2. Van's parents ___would purchase___ (purchase) a new computer if they ___had___ (have) some extra money.
3. If my husband ___were___ (be) rich, he ___would/'d buy___ (buy) me an expensive diamond ring.
4. George ___would save___ (save) more money if he ___did not / didn't spend___ (not spend) so much on eating out.
5. You ___would not / wouldn't be___ (not be) so tired if you ___took___ (take) more time to relax.

G Study the chart with your teacher.

Contrary-to-Fact Questions	
***Wh-* Question**	***Yes / No* Question**
What + *would* + subject + base verb + *if* + subject + simple past	*Would* + subject + base verb + *if* + subject + simple past
What would you do **if** you won the lottery?	**Would** you give up your job **if** you won the lottery?

H Work in groups. Practice the conversation. Then make new conversations. Take turns asking your group questions 1–6. Answer with a conditional statement. Answers will vary.

Student A: What would you do if you won the lottery?
Student B: If I won the lottery, I'd buy a house.
Student C: If I won the lottery, I'd travel around the world.

What would you do if . . .

1. you had a million dollars?
2. you lived in a mansion?
3. you had your own airplane?
4. you were the boss of a huge company?
5. you owned an island in the Pacific?
6. (your own idea)?

I VISUALIZE Write three statements about what you would do if you won the lottery. Answers will vary.

1. _____
2. _____
3. _____

LESSON 3

Charge It!

GOAL ▶ Interpret credit card and loan information

A Do you have a credit card? What kind of card is it? What is the interest rate? What do you use it for? Discuss these questions in a group. Answers will vary.

B Read the information about credit cards.

Things to Know before Applying for a Credit Card

What is a credit card and how is it different from a debit card? A credit card is a flexible way of borrowing money to make a purchase and paying back the money later. A debit card is a way of taking money directly from your bank account.

Annual fee: Many issuers charge an *annual fee* for using their card—anywhere between $35 and $500, depending on the card. However, there are many credit cards without annual fees.

Annual percentage rate (APR): The APR is the amount of interest the issuing bank charges if you carry a balance. Interest rates can vary from 13% to 25%.

Introductory rate: Some credit cards offer a low *introductory rate* that switches to a higher rate later. Make sure that you know how long the introductory rate is applicable and what APR the card will carry after the introductory period. Be aware that the introductory rate for some cards will be terminated if you are late with a payment.

Grace period: The *grace period* is the time between the day you make a purchase and the day when interest begins to be charged. For most cards, it is 25 days from the billing date. Many cards have no grace period and you will pay interest from the date you make a purchase.

Other fees: How much is the penalty for being late? How much do you pay if you go over the *credit limit*? How much does your bank charge you for an ATM withdrawal (cash advance fee)? Is the interest rate for cash advances the same or is it higher than the card's "regular" APR? What is your cash advance limit? Answers to all these questions may influence your choice of credit card.

Benefits: Many issuers offer additional benefits (or perks) to card members. Rebate or reward cards allow you to earn cash back and discounts on goods and services based on card usage.

How do issuers evaluate if I am creditworthy? Issuers determine *creditworthiness* by what are called the three Cs of credit (capacity, collateral, and character). **Capacity** refers to your ability to pay based on your income and existing debt. **Collateral** refers to any assets you have that can secure payment (e.g., your savings or home ownership). **Character** refers to factors such as your payment history and length of employment. The criteria for accepting applicants vary between issuers and credit card products.

afaq-lc.com

At-a-Glance Prep

Goal: Interpret credit card and loan information
Academic Strategies: Using context clues, comparing and contrasting
Vocabulary: *credit card, debit card, annual fee, APR, introductory rate, grace period, late fee, creditworthiness, credit limit, capacity, character, collateral, loan, down payment*

Agenda

- ☐ Discuss credit cards.
- ☐ Read and talk about the advantages and disadvantages of credit cards.
- ☐ Use context to find meaning.
- ☐ Read about loans.
- ☐ Choose the best purchasing option.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.8.6
CCRS: RI8, RI/RL6, RI7, SL8, L6, L8
ELPS:
S4: Construct level appropriate oral and written claims and support them with reasoning and evidence.

Warm-up and Review

5–10 mins. ■■■

Write this question on the board: *What would you do if you owned your own business?* Have students get into small groups and come up with answers. Ask for volunteers to write their ideas on the board in complete sentences. Go over the ideas and the grammar.

Introduction

5–10 mins. ■■■

On the board, write a list of items that can be purchased. Include small purchases like books or music; medium purchases like groceries and clothing; and large purchases like furniture, cars, and houses. Ask students what purchasing methods they use for each. State the goal: *Today, we will interpret credit card and loan information and talk about the advantages and disadvantages of each.*

Workplace Focus

Exercise A: Interact appropriately with team members.

Presentation 1

10-15 mins. ■■■

A Do you have a credit card? What kind of card is it? What is the interest rate? What do you use it for? Discuss these questions in a group.

Have students discuss these questions in small groups.

Have students first look at the bold headings in the article. Ask them what kind of information they think they will be reading about.

B Read the information about credit cards.

Ask volunteers to read one paragraph each out loud. As you go through the reading, answer any questions that come up about the article's content. Then ask students to reread the entire article silently.

BEST PRACTICE

Reading out loud

Teachers often ask students to read out loud. Reading out loud requires both a reading and a pronunciation skill. It is important for teachers to keep the two skills apart. If asking students to read out loud for understanding, allow them to do so without correcting their pronunciation. If working on pronunciation, let students only concentrate on this skill.

Workplace Focus

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

Practice 1

15-20 mins.

Ask students to look back in the reading and find the term *debit card*. Ask them if they know what it refers to. Ask them if the article explains its meaning.

C INFER **What do you think these words mean? Use context clues from the reading in B to figure out their meanings. Discuss the words with a partner.**

Ask students to go back to the reading and find each of the words in the box. Have them make a note of what each word means or what they think it means based on the reading.

D Read the chart and decide which credit card is the best deal for you.

Have students look at the chart. Ask what sort of information it contains. Ask basic comprehension questions such as: *What is Verso's annual fee? Does Maincard charge a late fee? How much is it?*

E Which card did you choose? Why?

Evaluation 1

5 mins.

Have students share their choices and reasons with the class.

Workplace Focus

Exercise F: Interact appropriately with team members.

Presentation 2

5-10 mins.

Write the words *advantages* and *disadvantages* on the board. Ask students what these words mean. Have them help you come up with a list of *advantages* and *disadvantages* of a debit card.

Practice 2

10-15 mins.

Life ONLINE

F You can now store your credit card information on your phone and use your phone to pay. What are the advantages and disadvantages of using an *electronic wallet* on your phone?

Explain that in the United States, it is very common for people to pay using an electronic wallet. If students are not familiar with this concept, explain how an electronic wallet works. Then, have students work in small groups to complete this exercise.

Evaluation 2

5-10 mins.

Have each group share their ideas by making a list of the advantages and disadvantages of having a credit card on the board.

Instructor's Notes

afaq-lc.com

C INFER **What do you think these words mean? Use context clues from the reading in B to figure out their meanings. Discuss the words with a partner.** Answers will vary.

annual fee	credit limit	grace period	late fee
annual percentage rate (APR)	creditworthiness	introductory rate	

D Read the chart and decide which credit card is the best deal for you.

	Verso	Maincard	Explore Card (must pay in full each month)	iCard
Annual Fee	$20	$15	$55	$0
APR	15%	14.9%	NA	21%
Introductory Rate (6 months)	2.9%	0%	3.8%	9.9%
Late Fee	$20	$10	$50	$25
Benefits	none	airline miles (one mile for each dollar you spend)	none	cash back (1% of purchases)

E Which card did you choose? Why? Answers will vary.

F You can now store your credit card information on your phone and use your phone to pay. What are the advantages and disadvantages of using an *electronic wallet* on your phone? Answers will vary.

Life ONLINE

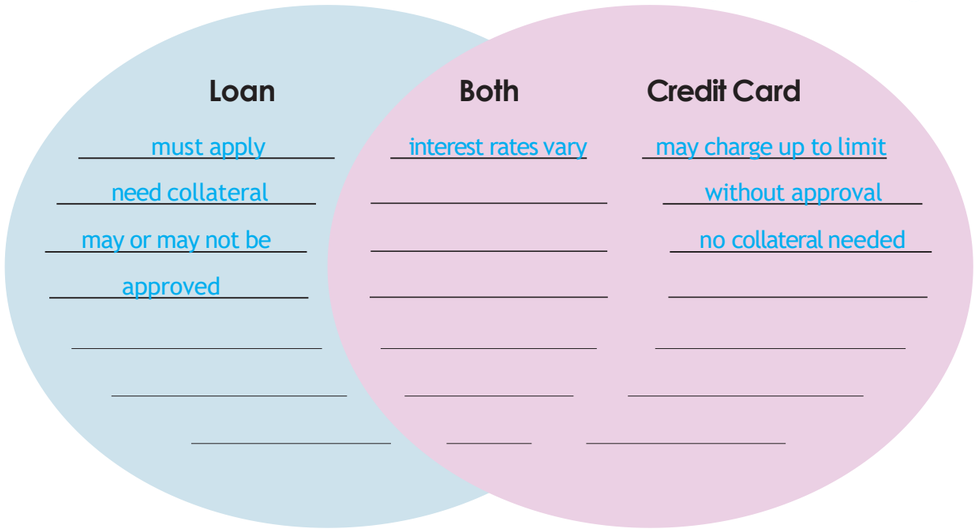
Advantages	Disadvantages

G **Read the information about loans.**

When you decide to purchase something that costs more than you can pay right now, you can put it on your credit card or you can get a loan. A loan from a bank or lending institution is something you have to apply for. You usually have to specify the amount you want to borrow and what kind of purchase you want to make. For large purchases, you usually need collateral, such as your house, your business, or a down payment. The interest rate will vary according to the amount you borrow, where you borrow the money from, and your creditworthiness.

H **COMPARE AND CONTRAST** **What are the differences between a loan and credit card? What do they have in common? With a partner, complete the Venn diagram.**

Answers will vary. Possible answers given.



I **Look at the list of items. For each item, decide if you should get a loan or put it on a credit card. Discuss your answers with a group.** Answers will vary.

	Car	College Course	TV	Computer	Airline Ticket	Small Business
loan						
credit card						

afaq-lc.com

Workplace Focus

Exercises H, I: Collect and organize information, Interact appropriately with team members.

Presentation 3

5-10 mins.

G **Read the information about loans.**

Read this information out loud to students. Ask the class to help you make a list on the board of information about loans.

Practice 3

10-15 mins.

You may want to erase the board before beginning **H**.

H **COMPARE AND CONTRAST** **What are the differences between a loan and a credit card? What do they have in common? With a partner, complete the Venn diagram.**

Evaluation 3

5-10 mins.

Ask students to share their answers with the class. Make a list on the board.

Application

5-10 mins.

I **Look at the list of items. For each item, decide if you should get a loan or put it on a credit card. Discuss your answers with a group.**

When students have finished, take a class poll to see if there is a consensus on how to pay for each item.

BEST PRACTICE

Grouping students

Some students are naturally more talkative than others. They eagerly participate when called on to share answers and express their opinions. Teachers often group students as another way to increase student participation. While grouping students is usually done randomly, it is possible that talkative students may dominate group discussions. This limits the opportunities for others to take part in the activities at an equal level. To prevent this, try placing the talkative and quieter students in separate groups from time to time. Quieter students will have more of a chance to engage in group discussions.

Instructor's Notes

At-a-Glance Prep

Goal: Analyze advertising techniques
Grammar: Passive voice
Academic Strategies: Comparing and contrasting
Vocabulary: *Bluetooth, camera, display, memory card, resolution, SD card, storage, streaming, tablet, touch screen*

Agenda

- ☐ Interpret advertisements.
- ☐ Use the passive voice.
- ☐ Create an advertisement.

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
CCRS: RI6, W7, SL8, L6, L8
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.
S4: Construct level appropriate oral and written claims and support them with reasoning and evidence.

Warm-up and Review 5–10 mins.

Write *car*, *computer*, *TV*, and *airline ticket* on the board. Ask students if they would pay for these items by taking out a loan or using a credit card. Also, ask if they would buy on impulse or do some research beforehand? How would they do such research?

Introduction 5–10 mins.

Ask students the following questions:
How are advertisements good for you, the buyer? How are they good for the seller? Do you look at advertisements? For what products? Why?

State the goal: *Today, we will look at advertisements and interpret them. Then you will create your own advertisement for a product.*

Workplace Focus

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

Presentation 1 10–15 mins.

A Read the ads for tablets.
Have students read the ads. If they don't know very much about tablets, you may need to briefly explain the features of each of the four featured in the ads.

B ANALYZE Answer the questions. Then discuss them in a group and compare answers.
Have students work in small groups to answer the questions. Ask the groups to try to come to a consensus. If they need help understanding what *consensus* means, explain that it is an opinion shared by the group as a whole. After students have finished, engage them in a class discussion. Have groups present their shared opinion for each question and discuss.

Prepare students for the practice by going over the instructions and the chart in **C**.

Instructor's Notes

afaq-lc.com

LESSON 4

How They Pull You In

GOAL ▶ Analyze advertising techniques

A Read the ads for tablets.



B ANALYZE Answer the questions. Then discuss them in a group and compare answers. Answers will vary.

1. Which ad is the most attractive to you? Why?

2. What kind of information do the ads give?

3. What information is not included?

4. How do the ads try to persuade you to buy the products?

C **IDENTIFY** **Complete the chart with information from the ads in A. If the information is missing from the ad, write *doesn't say*.**

	Zone 3000	Niken RS7	Digibook 4500	Tab X5
Price	$149.99	$246.99	$79.99	$349.99
Screen Size	7"	9.7"	7"	10.5"
Resolution	1280 x 800	2400 x 1600	1024 x 600	1920 x 1280
Bluetooth	doesn't say	yes	doesn't say	yes
Storage Capacity	64 GB	32 GB	16 GB	64 GB
Extras	free case	doesn't say	memory card	doesn't say

D **What else would you like to know about the tablets? Write three questions that you might ask a salesperson.** Answers will vary.

1. _____
2. _____
3. _____

E **DECIDE** **Based on the advertisements, which tablet would you buy?** Answers will vary.

F **Discuss these questions in a group.** Answers will vary.

1. What do advertisers do to get you interested in their products?
2. What's the best way to find out the truth about a product?
3. Can you always trust advertisements?



A woman shops for a tablet.

afaq-lc.com

Workplace Focus

Exercise C: Collect and organize information;
Exercises D, E: Complete tasks as assigned;
Exercise F: Interact appropriately with team members.

Practice 1

10-15 mins.

C **IDENTIFY** **Complete the chart with information from the ads in A. If the information is missing from the ad, write *doesn't say*.**

Evaluation 1

5 mins.

Go over the answers as a class.

Presentation 2

5 mins.

Go over the instructions for **D** and **E**.

Practice 2

10-15 mins.

D **What else would you like to know about the tablets? Write three questions that you might ask a salesperson.**

E **DECIDE** **Based on the advertisements, which tablet would you buy?**

F **Discuss these questions in a group.**

Evaluation 2

10-15 mins.

Have each group prepare a short class presentation based on the questions in **F**. Remind students to answer each question. Help groups as needed.

BEST PRACTICE

Class presentations

Presentations give students the opportunity to practice their language skills and to review key lesson goals. Presentations also help students build up their confiden e in using English inside and outside the classroom. A good communicator is able to express his or her ideas clearly. This is important for working well with both classmates and work colleagues.

Group presentations work well because shy students can support each other and not worry about presenting by themselves. Students will benefit f om working with each other before, during, and after the presentations.

Instructor's Notes

Workplace Focus

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

Presentation 3

5-10 mins.

Write the following sentences on the board: *Ads are written to sell products. The tablet is advertised for $199.* Ask students where the verbs are in the two sentences. For the first one, ask: *Who writes ads?* For the second one, ask: *Who advertises the tablets?* Explain the idea of passive voice to students. Tell them we use the passive voice when the *doer* of the action is not as important as the action itself.

G Study the chart.

Practice 3

5-10 mins.

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

H Complete each sentence with the passive voice of the verbs in parentheses. Make sure you use the correct form of the verb *be*.

I With a partner, rewrite each sentence in H using the active voice. You may need to add in your own information.

Help students to identify the doer of the action and use it as the subject of the active voice sentence. Explain that if the doer is not included in the passive sentence, students should use the context to decide on a suitable subject. Go around the class and help pairs as needed.

Evaluation 3

10-12 mins.

Ask volunteers to write the sentences on the board. Answer any questions students have about the passive voice. Ask the groups whether they agreed or disagreed with the statements.

Application

10-20 mins.

J DESIGN Imagine that you and a group of students are part of an advertising firm. Choose a product and write an ad for it. Try to persuade people to buy your product. Use some passive voice sentences in your ad. Share your ad with the class.

Go around the groups and help with vocabulary and other task-related questions as needed.

Instructor's Notes

afaq-lc.com

G Study the chart.

Passive Voice: Present				
Subject	***Be***	**Past Participle**		**Explanation**
Ads	are	written	to sell products.	Since we know that ads are written by advertisers, the information "by advertisers" is not important.
The tablet	is	advertised	on TV.	Since we know that the company is advertising the tablet, the information "by the company" is not important.
We use the passive voice to emphasize the object of the action or when the person who does the action is not important.				

H Complete each sentence with the passive voice of the verb in parentheses. Make sure you use the correct form of the verb *be*.

1. Special offers _are made_ (make) to consumers.
2. Some advertising techniques _are used_ (use) in order to confuse the buyer.
3. Many products _are sold_ (sell) because of ads.
4. The truth about a product _is discovered_ (discover) by doing research and talking to other people who have bought the same product.
5. Often, consumers _are tricked_ (trick) into buying a product that they don't really need.
6. A good graphic designer _is needed_ (need) to make ads visually interesting.

I With a partner, rewrite each sentence in H using the active voice. You may need to add your own information. Answers may vary. Possible answers given.

1. Companies make special offers to consumers.
2. Companies use some advertising techniques in order to confuse the buyer.
3. Companies sell many products because of ads.
4. Consumers discover the truth about a product by doing research and talking to other people who have bought the same product.
5. Companies often trick consumers into buying a product that they don't really need.
6. Companies need a good graphic designer to make ads visually interesting.

J DESIGN Imagine that you and a group of students are part of an advertising firm. Choose a product and write an ad for it. Try to persuade people to buy your product. Use some passive voice sentences in your ad. Share your ad with the class. Answers will vary.

LESSON 5

Express Yourself!

GOAL ▶ Write a complaint email

A RECALL Tell your classmates about a time when you complained about a product or service.

B VISUALIZE Read each situation. Answers will vary. Possible answers given. Answer the questions with a partner.

1. You got home from the grocery store and realized the milk is sour. Who would you talk to?
   the grocery store manager
   What would you say? I just got home and realized this milk is sour.
   What would you like to see happen? I would like a new carton of milk.

2. You took a suit to the dry cleaners and it came back with a stain on it. Who would you talk to?
   the manager
   What would you say? Excuse me, this suit has a stain on it.
   What would you like to see happen? I would like to have the stain removed or get a refund.

3. You paid cash for your meal in a restaurant, but the server did not bring back your change.
   Who would you talk to? the server
   What would you say? Excuse me, but you haven't brought me my change (yet).
   What would you like to see happen? I would like to get my change back.

4. There is a charge on your credit card bill for something that you didn't buy. Who would you talk to? a customer service representative or a bot
   What would you say? I have a charge for something I didn't purchase.
   What would you like to see happen? I would like the item removed from my bill.

C With a partner, choose a situation in B. Write a conversation between the customer and the representative of the business. Practice your conversation and present it to the class. Answers will vary.

afaq-lc.com

At-a-Glance Prep

Goal: Write a complaint email
Academic Strategies: Active reading, writing a complaint email
Vocabulary: *complain, complaint*

Agenda

- ☐ Discuss complaints.
- ☐ Complain about a product or service.
- ☐ Study the parts of a complaint email.
- ☐ Write a complaint email.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.1.8, 1.3.3, 7.4.4, 7.7.3
CCRS: RI/RL7, W/WHST6, SL8, L8
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.
S4: Construct level appropriate oral and written claims and support them with reasoning and evidence.
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 the groups take out the ads they created in the previous lesson and share them with the class. Ask each group what sort of techniques they used to persuade the buyer.

Introduction 5–10 mins. ■■■

Tell a short story about a time when you complained about a product or service; for example, when you purchased an item that didn't work properly or received poor service at a restaurant. Explain that you had a *complaint*. Elicit ways you could have handled your situation. State the goal: *Today, we will practice complaining about products and services. Then we will write an email expressing a complaint.*

A RECALL Tell your classmates about a time when you complained about a product or service.

Workplace Focus

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

Presentation 1 5 mins. ■■■

Go over the instructions and first example for **B.**

Practice 1 15–20 mins. ■■■

B VISUALIZE Read each situation. Answer the questions with a partner.

C With a partner, choose a situation in B. Write a conversation between the customer and the representative of the business. Practice your conversation and present it to the class.
Go around the class monitoring conversations and helping as needed.

BEST PRACTICE

Monitoring groups and pairs

This is a great opportunity to appreciate how much students have absorbed from the lessons. This goal is best served by observing students talking freely amongst themselves. Depending on their educational backgrounds, some class members may become quiet when you visit their group or pair, either in deference to your position, or in the expectation that you will automatically take center stage because you are the teacher. It can be important that students are quieter in full-class sessions for everyone's benefit, but in group and pair work, cultivate an atmosphere in which students are comfortable either using you as a resource or ignoring you and getting on with the job, as the occasion demands.

Evaluation 1 5 mins. ■■■

Have each pair present their conversation to the class.

Workplace Focus

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

Presentation 2

5-10 mins.

Have students look at the email on page 53. Ask some basic questions that they can answer by skimming the letter, such as: *Who wrote the letter? Whom did she write it to? Why would you write a letter to a restaurant?*

Practice 2

10-15 mins.

(Shorter classes can do these exercises for homework.)

D One of the most effective ways to complain about a product or service is to write an email detailing your complaint. Read the email.

Have students read the email silently and then go on to **E.** (The parts of the email will be covered in the next practice.)

E Answer the questions about the email.

Evaluation 2

10-15 mins.

Go over the answers to **E.** Ask students what makes this email more formal than a personal email they might write to a friend. Some of the things students might include are the wording of the subject line, the formal greeting and / or closing, the full signature, and the tone.

F When writing a complaint, it is important to include certain pieces of information. Look back at the email in E and see if you can find each of these items:

Have students identify the four items in the email individually, then have them compare with a partner. Go over the items again as a class and answer any questions students might have.

BEST PRACTICE

Writing complaint emails

Remind students that complaint emails need to be well organized. Review the parts of a complaint email as a class.

TO: It is important to make sure you are sending your email to the correct address - the individual or department that deals with complaints.

CC: Use this line to **copy** the email to the addresses of other people you want to keep informed; for example: friends who also experienced bad service at the restaurant. The **recipient** will see these addresses.

BCC: Use this line to blind copy the email. The recipient will not see these addresses.

SUBJECT: A short phrase summarizing what the email is about. Always fill in the subje t line in a formal email.

FROM: This line will be filled in au omatically by your email program or app.

Salutation - *Dear Mr.* _____ or *Mrs.* ____: You may use *To Whom It May Concern* if you don't know the name.

Body - the message you would like to send

Closing - Yours truly, Best regards, or Sincerely

Signature - your signed name

Signature File: You can also set up a signature fil which contains your name and any other details you like, such as occupation, street address, phone number, etc.

Instructor's Notes

afaq-lc.com

D One of the most effective ways to complain about a product or service is to write an email detailing your complaint. Read the email.

TO: manager@littleitaly.com
CC:
BCC:
SUBJECT: Unacceptable Service
FROM: lisha@gmail.com

To Whom It May Concern:

I have been a customer at your restaurant many times and usually the food and service are wonderful. However, last night I was there having dinner with my husband and we had a terrible experience. First of all, our server, Kimberly, greeted us, took our order, and then never returned. When we finally tracked her down, forty minutes later, she was bringing our food, which was cold because it had been sitting in the kitchen too long. We never did get our drinks. When we finished, we had to find another server to get our check. We spent two hours at your restaurant and had bad service and a cold meal.

We have really enjoyed eating at your restaurant in the past, so I hope you will take this email seriously and do more training with your staff.

Sincerely,

Alesha Mason

E Answer the questions about the email. Answers will vary. Possible answers given.

1. Who is Alesha complaining to? the restaurant manager
2. What is she complaining about? bad service
3. What do you think will happen? The manager may offer a free meal.

F When writing a complaint, it is important to include certain pieces of information. Look back at the email in E and see if you can find each of these items:

- who she is Yes. Alesha Mason
- why she is writing Yes. We had a terrible experience.
- an explanation of the problem or situation Yes. We spent two hours at your restaurant and had bad service and a cold meal.
- a possible solution or resolution Yes. Do more staff training.

G **Sometimes a business will have an online form you can fill out to let them know about your problem. Also, many companies have an online chat feature where you can directly chat with a customer service representative. Read the chat and notice the different pieces of information like the ones in D.**

Life ONLINE

Hi, my name is Indira. How can I help you today?

Hi, Indira. My package was supposed to arrive two days ago and it still hasn't arrived. It was a birthday present for my husband and his birthday is today.

Oh no! I'm so sorry to hear that! Let me see if I can track it and see what happened.

So, it looks like your package never left the warehouse. Again, I'm so sorry about that. Would you like me to have it overnighted today? Or would you like a refund?

I would like a refund. Tomorrow will be too late.

Ok, no problem. I'm issuing the refund right now back to your VISA card ending in 4728. Is there anything else I can help you with today?

No, that's it. Thank you.

Have a nice day! And thank you so much for being a FIT Sportswear customer.

H **Look at the situations in the chart and decide if it's better to write an email or have an online chat.** Answers will vary.

Company	Reason	Email	Chat
1. Lane's Accessories support@lanes-sa.com	The purse you bought is falling apart after one month.		
2. Satellite Inc. info@satellinc.net	You were charged for two months of cable instead of one.		
3. Riverview Bank support@rvbank.com	There is a charge on your credit card statement that doesn't belong to you.		
4. Latin Marina Products info@latmarprods.com	You were treated poorly by an employee.		

I **COMPOSE** **With a partner, choose one of the situations in H and write an email or compose a chat.** Answers will vary.

afaq-lc.com

Workplace Focus

Exercise G: Complete tasks as assigned;
Exercise H: Combine ideas and information.

Presentation 3

5–10 mins.

Prepare students for the practice by going over the instructions to **G**.

Practice 3

15–20 mins.

(Shorter classes can do these exercises for homework.)

G **Sometimes a business will have an online form you can fill out to let them know about your problem. Also, many companies have an online chat feature where you can directly chat with a customer service representative. Read the chat and notice the different pieces of information like the ones in D.**

Have students underline the pieces of information they notice in the chat and annotate them in the margin. Then have them compare what they found with a partner and discuss any differences.

Evaluation 3

5–10 mins.

Go around the class helping pairs as needed. Then go over the exercises as a class.

Application

10–20 mins.

H **Look at the situations in the chart and decide if it's better to write an email or have an online chat.**

I **COMPOSE** **With a partner, choose one of the situations in H and write an email or compose a chat.**

Notice that the two tasks require different forms of collaboration between the partners. For the email, they will need to reach agreement on all of the wording, layout, etc. For the chat, the opportunity exists for each partner to assume responsibility for one role. Also, of course, the chat does not revise the parts or layout of an email, which some students may benefit from. Equally, depending on how well students have handled the prior material, you may decide that such review is or is not necessary at this stage.

Another way of exploiting this activity would be to have pairs work on the chat first to establish the content in a less formal context, and then convert their chat into an email demonstrating all the features discussed in the lesson.

Instructor's Notes

At-a-Glance Prep

Goal: Explore careers in advertising

Agenda

- ☐ Learn about the online attractiveness of various companies.
- ☐ Analyze an online ad.
- ☐ Retrieve data from a bar graph.
- ☐ Research careers in advertising.
- ☐ Learn about the job of an advertising manager.
- ☐ Write about a specific job in advertising.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.1, 4.1.3, 4.1.8, 6.7.2, 7.4.4, 7.7.3
CCRS: RI.6.7, W/WHST.6-8.4, W.7.7, SL.8.1.a, L.8.6
ELPS:
S4: Construct level appropriate oral and written claims and support them with reasoning and evidence.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

In this lesson, students will learn about online ads, how they are designed, and and how they perform in terms of attracting potential customers; they will work with bar graphs to retrieve and comment on ad-related data; they will research job descriptions in the advertising field and then listen to and write descriptions of specific advertising jobs.

Warm-up and Review

5-10 mins. ■■■

Write *Advertising* on the board as the center of a spider diagram. Put a circle around it and draw five or six arms to start with. Elicit different types of advertising that a company might use (online, TV, billboards, newspapers, etc.). If no one suggests *online* or *internet*, add it yourself.

Introduction

5-10 mins. ■■■

Ask students which types of advertising in the spider diagram have the biggest effect on them, and which have the least. Answer any questions, then erase all arms except *online*. Explain that online ads are the focus of the next activity and continue into Presentation 1.

Workplace Focus

Exercise A: Complete tasks as assigned.

Presentation 1

10-15 mins. ■■■

Ask students how much online advertising they see in a day and where. Ask general questions such as: *Do you enjoy seeing online ads? Do you find them useful? What makes you want to click on an online ad? Have you ever bought anything you didn't need because of an online ad? Give an example.* Discuss interesting points arising with the class.

Practice 1

5-10 mins. ■■■

A Today, most advertising that people see is online. Companies can see how many customers notice their ads by knowing the click-through rate. Look at the graph and make statements about it in a small group.

As a class, have students read the graph title and the *click-through rate* explanation. Make sure students know what the bars in the graph represent. Then have them skim the Y axis. Ask: *Is there one bar for each company?* (no) Then ask: *What does each label refer to?* (a category of companies). Look at a few categories and ask what types of companies they might represent (for example: Medical: hospitals, doctors, pharmaceuticals, diet companies, etc.). Put students in small groups to do the activity. Since the statements about the raw data will be the same for all groups, encourage students to make statements that go beyond the data, such as the *attorneys* example given.

Evaluation 1

5-10 mins. ■■■

Go around the class monitoring and helping as needed. Refer to the Best Practice section in this lesson to assist with monitoring. Then, as a class, have students share statements about the raw data in the graph. Finally, ask volunteers to share some of their group's other ideas. Focus on inferences and other ideas that go beyond the raw data.

afaq-lc.com

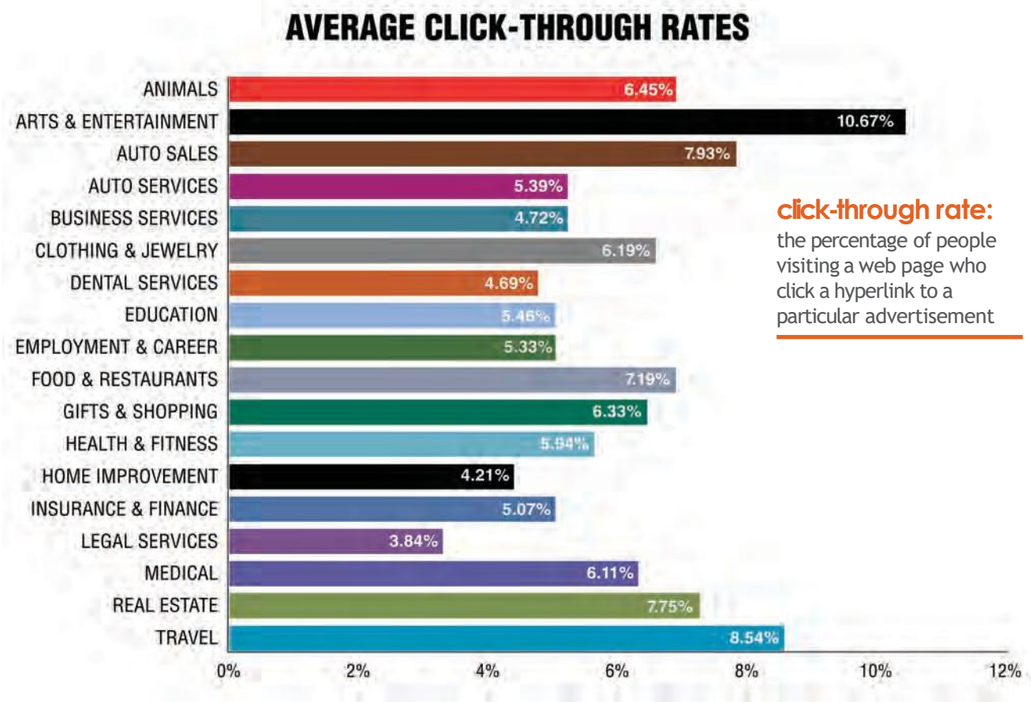
LESSON 6

Explore the Workforce

GOAL ▶ Explore careers in advertising

A Today, most advertising that people see is online. Companies can see how many customers notice their ads by knowing the click-through rate. Look at the graph and make statements about it in a small group.

Examples:
Arts and entertainment have the highest click-through rate.
Maybe attorneys should find a bet er way to advertise.

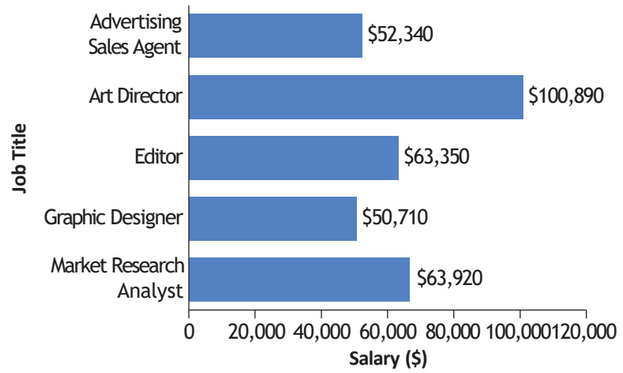


click-through rate: the percentage of people visiting a web page who click a hyperlink to a particular advertisement

B **Look at the online ad. Think about the person who created it. Do you think it was one person or a team? Why? What skills are needed to create this ad?** Answers will vary.



C **READ GRAPHS** **In advertising, people work as a team to create an ad campaign. Look at the graph and answer the questions.**



1. Which job pays the most?

   a. graphic designer b. advertising sales agent (c.) market research analyst d. editor

2. Which job pays the least?

   (a.) graphic designer b. advertising sales agent c. market research analyst d. editor

afaq-lc.com

Workplace Focus

Exercises B, C: Complete tasks as assigned.

Presentation 2

5-10 mins.

B **Look at the online ad. Think about the person who created it. Do you think it was one person or a team? Why? What skills are needed to create this ad?**

This activity can be done as a class, in small groups, or in pairs. Have students answer the questions and try to reach agreement on the answers. Encourage them to give reasons for their opinions about how the ad was created. Review answers as a class.

Practice 2

15-20 mins.

C **READ GRAPHS** **In advertising, people work as a team to create an ad campaign. Look at the graph and answer the questions.**

Have students study the graph and answer the questions individually, then compare answers with a partner. Go over the answers as a class and cover any points you noted in your monitoring sessions.

Evaluation 2

10-15 mins.

Go around the classroom and check on students' progress. Help individuals when 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. Refer to the Best Practice to assist with monitoring.

BEST PRACTICE

Monitoring and correction

Monitoring students' ongoing language acquisition is a challenge for all teachers, especially in large classes. Aim to be in 'monitoring mode' whenever you are not actually presenting activities and dealing with classroom mechanics. Importantly, be specific in our monitoring goals. Trying to catch everything at once, even if successful, can lead to a 'mixed bag' follow up that may confuse students rather than help them progress. In **A**, for example, you could focus on student use and pronunciation of percentages; in **C**, you could monitor how students handle large numbers and dollar amounts. Make notes discreetly if you can, but not if it interferes with student focus. (Train students to ignore your note taking over time—they will come to understand the benefit.) Simila ly, do not interrupt the fl w of the class

Instructor's Notes

to correct individuals, but review any problems you notice later on a general level with the full class.

Workplace Focus

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

Presentation 3

20-25 mins.

Tell students they are going to research jobs in the advertising field. Elicit suggestions for advertising jobs. List them on the board. Review any new vocabulary that came up in **B**. Have students skim the chart in **D**. If you need to explain terms like *agent* or *analyst*, do it on a general level (not in an advertising context) to maintain the authentic need for research.

D Research what each person listed below does. Write what you find in the *Job Description* column.

Handle the research element of this activity according to the resources available (in pairs / groups or individually at home). In either case, ask students to find at least three aspects of the job to write in the *Job Description* column.

Practice 3

15-20 mins.

At the end of the research session, or in a future class if **D** is set as homework, write the five job titles in a list on the board. Leave room for descriptions. Have volunteers share one thing about advertising sales agents. Discuss any questions and points of interest before moving on to the other job titles. When the chart is complete, have students discuss in pairs which of the five jobs they would choose for themselves, and which is the one they like the least. Ask them to explain their opinions. Then have volunteers share their choices and reasons with the class.

E Listen to what an advertising manager does and fill in the missing information.

Go over the instructions with the class. Play the audio once and have students just listen for the gist. Then have them read the paragraph and see what they are listening for. You can allow students to pencil in answers they are sure of or write them on a separate paper, but tell them not to use pens in their book at this stage. Play the audio two more times for students to write the answers as they hear them. If necessary, pause after each sentence to allow extra time. Elicit answers from volunteers and write them on the board. Play the audio once again for students to check answers.

Listening Script

The main task of an advertising manager is to create interest among potential buyers of a product or service. They might do this for a department, an entire organization, or on a project basis (otherwise known as an account). Advertising managers work at advertising agencies that create advertising campaigns for companies, in media firms that sell advertising space or time, and in organizations that do a lot of advertising. Advertising managers work with a team to create ideas for an advertising campaign. They also work with the finance department to prepare a budget and cost estimates.

Some advertising managers have a specialty. For example, a media director decides how to best reach customers. They use a variety of different media, such as radio, television, newspapers, magazines, the internet, or outdoor signs, depending on what they think will reach the most people.

Application

(In shorter classes, **F** can be done as homework and reviewed in a future lesson.)

F Choose one of the jobs from D. In your notebook, write a longer job description, similar to the one in E.

Review the instructions and recap the features of a paragraph (topic sentence, supporting sentences, conclusion, indentation). Have students write on a separate paper or in their notebook.

Evaluation 3

5-10 mins.

If you have students write their descriptions in class, go around the classroom helping as needed. Draw out any consistent errors or other points of interest to go over with the class. Do not refer to individuals' mistakes in this session.

afaq-lc.com

3. List the jobs and salaries in order from highest paying to lowest paying.

1. Art Director: $100,890
2. Market Research Analyst: $63,920
3. Editor: $63,350
4. Advertising sales agent: $52,340
5. Graphic Designer: $50,710

D Research what each person listed below does. Write what you find in the *Job Description* column. Answers will vary. Sample answers given.

Job Title	Job Description	Education Needed
Advertising Sales Agent	Advertising sales agents sell advertising space to businesses and individuals.	High School diploma or equivalent
Art Director	Art directors are responsible for the visual style and images in magazines, newspapers, product packaging, and movie and television productions.	Bachelor's degree
Editor	Editors plan, review, and revise content for publication.	Bachelor's degree
Graphic Designer	Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers.	Bachelor's degree
Market Research Analyst	Market research analysts study market conditions to examine potential sales of a product or service.	Bachelor's degree

E Listen to what an advertising manager does and fill in the missing information.

The main task of an advertising manager is to (1) create interest among potential buyers of a product or service. They might do this for a department, an entire organization, or on a (2) project basis (otherwise known as an (3) account). Advertising managers work at advertising (4) agencies that create advertising campaigns for companies, in (5) media fi ms that sell advertising space or time, and in organizations that do a lot of advertising. Advertising managers work with a team to create ideas for an advertising (6) campaign. They also work with a finance department to prepare a (7) budget and cost (8) estimates.

Some advertising managers have a (9) specialty. For example, a media director decides how to best reach (10) customers. They use a variety of different (11) media, such as radio, (12) television, newspapers, magazines, the internet, or outdoor signs, depending on what they think will reach the most people.

F Choose one of the jobs from D. In your notebook, write a longer job description, similar to the one in E.

Review

A **Imagine that your family of four has $3,700 to live on per month. How would you budget your money? Fill in the chart.** Answers will vary. Sample answers given.

Monthly Expense	Budgeted Amount
Rent / Mortgage Payment	$1,400
Utilities	$400
Auto: Car Payment / Gas / Insurance	$800
Food	$600
Medical	$150
Commute	$250
Entertainment	$100
TOTAL	$3,700

B **Look at the budget. Calculate the differences and totals.**

Monthly Expense		Budgeted Amount	Actual Amount Spent	Difference
Auto	Car Payment	$404.00	$404.00	$0
	Insurance	$72.39	$72.39	$0
	Gas	$180.00	$179.90	$0.10
	Maintenance	$100.00	$29.99	$70.01
Housing	House Payment	$1,490.00	$1,490.00	$0
	Utilities	$400.00	$365.22	$34.78
	Cell and Internet Bundle	$150.00	$230.00	-$80.00
Food	Groceries	$350.00	$345.00	$5.00
	Eating Out	$200.00	$215.00	-$15.00
Other	Commute	$350.00	$224.59	$125.41
	Entertainment	$300.00	$315.03	-$15.03
	Medical	$100.00	$40.00	$60.00
	TOTAL	$4,096.39	$3,911.12	$185.27

C **What are three things you can do to be a smart consumer?**

Answers will vary. Possible answers:

1. compare prices at different stores
2. look for price-matching policies
3. read ads carefully for misleading information

Learner Log

I can calculate expenses. ☐ Yes ☐ No ☐ Maybe

I know how to be a smart consumer. ☐ Yes ☐ No ☐ Maybe

afaq-lc.com

At-a-Glance Prep

Goals: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Do My Dictionary.
- ☐ Evaluate and reflect on progress.

Pacing

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

Standards Correlations

CASAS: 0.1.5, 1.5.1, 1.5.2, 1.8.6, 6.1.1, 6.1.2
CCRS: SL8
ELPS:
S4: Construct level appropriate oral and written claims and support them with reasoning and evidence.

Warm-up and Review

5–10 mins. ■■■

In groups, have students share their complaint emails from the previous lesson.

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 students of the goals they omitted, if any. (Unit Goals: Calculate expenses, identify ways to be a smart consumer, interpret credit card and loan information, analyze advertising techniques, write a complaint letter, and explore careers in advertising.) 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.*

Workplace Focus

Exercises A, B: Perform basic computations.

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.

Note: Since there is little presentation in the review, you can assign the review exercises that don't involve pair work or group work 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) 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. Stop and evaluate whenever it is appropriate for the class.

A **Imagine that your family of four has $3,700 to live on per month. How would you budget your money? Fill in the chart.**

B **Look at the budget. Calculate the differences and totals.**

C **What are three things you can do to be a smart consumer?**

Evaluation

Go around the classroom and check on students' progress. Help individuals when 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

Exercises D, E, F: Complete tasks as assigned;
Exercise G: Combine ideas and information.

D **Imagine that you have just inherited $100,000 from a relative. What would you do with it? Write three conditional statements about the possibilities. Then share your answers with the class.**

E **Write *credit card, loan,* or *both* for each statement.**

F **List three advertising techniques that are used to get you to buy a product.**

G **Imagine that you are writing an advertisement for a product. What information should be included in your ad? Make a list and share it with the class.**

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 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

afaq-lc.com

D **Imagine that you have just inherited $100,000 from a relative. What would you do with it? Write three conditional statements about the possibilities. Then share your answers with the class.** Answers will vary.

1. If I inherited $100,000, I would _____
2. _____
3. _____

E **Write *credit card*, *loan*, or *both* for each statement.**

1. You need to apply for this. both
2. This can be used to buy an expensive item. both
3. You need collateral for this. loan
4. This often has an annual fee. credit card
5. Sometimes this has an introductory offer. credit card
6. You will pay a penalty if your payment is late. both
7. This has an interest rate that affects your payments. both
8. You can get this from the bank. both

F **List three advertising techniques that are used to get you to buy a product.** Answers will vary. Possible answers:

1. special offers
2. coupons
3. rebates

G **Imagine that you are writing an advertisement for a product. What information should be included in your ad? Make a list and share it with the class.** Answers will vary.

Learner Log

I can interpret credit card and loan information. ☐ Yes ☐ No ☐ Maybe

I can analyze advertising techniques. ☐ Yes ☐ No ☐ Maybe

Review

H **Complete each sentence with the passive form of the verb in parentheses.**

1. Tablets _are sold_ (sell) at electronics stores.
2. Advertisements _are created_ (create) to sell products.
3. Advertisers _are paid_ (pay) to convince you to buy certain products.
4. Sometimes an ad _is written_ (write) to confuse you.

I **What four things should be included in a complaint email?**

1. _who you are_
2. _why you are writing_
3. _an explanation of the problem or situation_
4. _a (satisfactory) resolution_

J **Write *True* or *False* next to each statement. If the statement is false, rewrite it to make it true.**

_T_ 1. A smart consumer asks a lot of questions about a product before buying it.

_F_ 2. Advertisements always tell you everything about the product.
Advertisements don't always tell you everything about the product.

_F_ 3. Budgets are only for people with a lot of money.
Budgets are helpful for everyone.

_T_ 4. It is better to pay cash for something if you can.

_T_ 5. Sometimes credit cards carry high interest rates.

K **Make your own dictionary of the new words that you are learning in this class. Make a list of 12 words that were new to you. Put them in alphabetical order in your notebook.**

1. Buy a ruled notebook.
2. Divide the notebook into 26 sections—one for each letter of the alphabet.
3. As you learn new words, write them in your dictionary in the correct section.
4. After each word, write the page number where the word appears in your book, the definition, and an example sentence.

Learner Log

I can write a complaint email.
☐ Yes ☐ No ☐ Maybe

afaq-lc.com

Practice *(continued)*

25–30 mins.

Workplace Focus

Exercises H, I, J, K: Complete tasks as assigned.

H **Complete each sentence with the passive form of the verb in parentheses.**

I **What four things should be included in a complaint email.**

J **Write *True* or *False* next to each statement. If the statement is false, rewrite it to make it true.**

Evaluation

45–60 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.

K **Make your own dictionary of the new words that you are learning in this class. Make a list of 12 words that were new to you. Put them in alphabetical order in your notebook.**

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.

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, 1.5.2, 4.8.1, 4.8.5

CCRS: SL8, L8

ELPS: S4: Construct level appropriate oral and written claims and support them with reasoning and evidence.

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

Presentation Tips

Not everybody enjoys presenting to a group of people, even in their own language. You may wish to share some tips, such as:

1. Become familiar with new vocabulary.
2. Make simple visuals that are easy to explain.
3. Know exactly when to speak (who goes before).
4. Speak loudly and clearly.

In this project, each team will decide on a large item to purchase. Then, they will create an ad and a purchasing plan to buy the product.

This is the final application for the unit. It gives students a chance to show that they have mastered all of the Unit 2 goals.

Note: Shorter classes can extend this project over two class meetings.

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 time to fully develop their ideas. The projects are designed to be done in several steps. Each student leads one step.

Introduction 10 mins.

Tell students that they will be selecting an item to buy, creating a plan to purchase it, and presenting their purchase plan to the class.

Presentation 10–15 mins.

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

Have students decide who will lead each step. Write clear directions on the board for how teams should proceed. Tell students to do each step as a team and to not go on to the next stage until the previous one is complete.

2. Choose a large item that your team would like to purchase.

When students decide the large item, ask the spokesperson to report their decisions to the class.

3. Work as a team to create an advertisement for this product.

Brainstorm things students might include in their ads.

Optional Computer Activity: Students may want to use the computer to design their ads.

4. Write down all the steps you will need to take to purchase this item. (Hint: Think about a budget, comparison shopping, ads, and loan information.)

5. Write a brief description of how you will complete each step.

6. Design a purchase plan poster that has a space for the ad, each step in your purchase plan, and artwork.

7. Present your purchase plan to the class.

Help teams prepare for their presentations. Suggest that each member work on a different part of the poster.

Practice / Evaluation / Application 1–2 hours

To help students choose their roles in the team, go through the job descriptions and each step. Explain each role. Remind students to work together on each step.

The team leader makes sure everyone participates and speaks English, and may supervise other steps. For example, in **Step 2**, the leader can manage the discussion. In **Step 3**, all members contribute ideas, but the designer takes the lead on the visual side of the ad. In **Steps 4-5**, the secretary writes down the lists of steps and descriptions while all team members contribute ideas. And so on.

afaq-lc.com

Create a Purchase Plan

SOFT SKILL ▸ Presentation skills

In a team, create a purchase plan for a large item. Think of the steps you should follow and how to implement them.

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English and participates.	
Student 2: **Secretary**	Take notes. Write down purchase plan.	
Student 3: **Designer**	Design ad for product and purchase plan layout.	
Students 4: **Spokesperson**	Report information to the class. Prepare team for the presentation.	
Students 5: **Assistant**	Help the secretary and designer with their work.	

2. Choose a large item that your team would like to purchase.
3. Work as a team to create an advertisement for this product.
4. Write down all the steps you will need to take to purchase this item. (Hint: Think about a budget, comparison shopping, ads, and loan information.)
5. Write a brief description of how you will complete each step.
6. Design a purchase plan poster that has a space for the ad, each step in your purchase plan, and artwork.
7. Present your purchase plan to the class.

PRESENTATION:

Presentation Tips

1. Memorize as much as you can. Even if you still have to read, it is easier to make eye contact if you know the content well.
2. Make eye contact with your audience. Try to look at three to four different classmates when you are presenting.
3. Speak slowly and clearly.

About the Photo

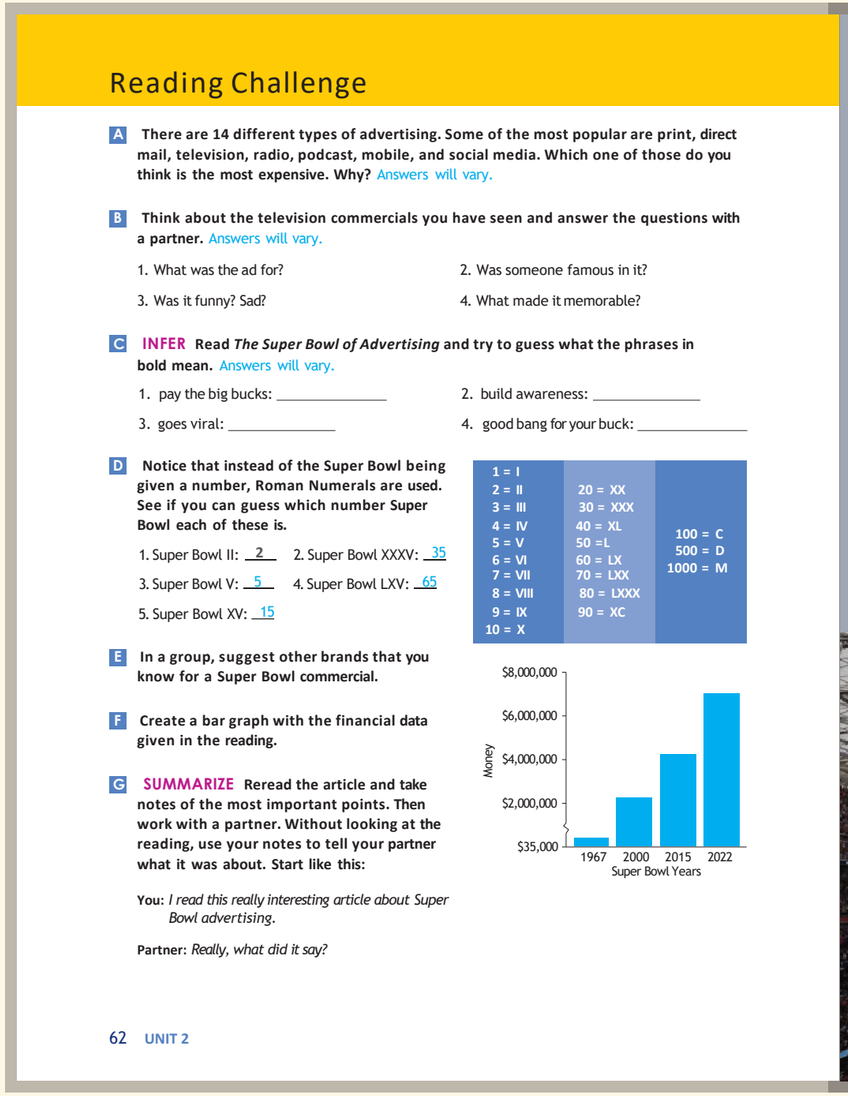
The Super Bowl is the final game of the National Football League (NFL) season and dates back to the late 1960s, when the two main football leagues joined together. It takes place on the second Sunday in February every year. Twenty of the 32 current NFL teams have won at least one Super Bowl. Super Bowl Sunday has grown into a national occasion that brings friends and families together around their TVs for a celebration that goes far beyond the result of the game itself. It has one of the largest audiences for a single event in the world of sport.

A There are 14 different types of advertising. Some of the most popular are print, direct mail, television, radio, podcast, mobile, and social media. Which one of those do you think is the most expensive. Why?

Discuss the questions as a class. List students' reasons on the board and elicit reactions from the class.

B Think about the television commercials you have seen and answer the questions with a partner.

Allow time for students to work through the questions in their pairs, then go over responses with the whole class.



Reading Challenge

A **There are 14 different types of advertising. Some of the most popular are print, direct mail, television, radio, podcast, mobile, and social media. Which one of those do you think is the most expensive. Why?** Answers will vary.

B **Think about the television commercials you have seen and answer the questions with a partner.** Answers will vary.

1. What was the ad for?
2. Was someone famous in it?
3. Was it funny? Sad?
4. What made it memorable?

C **INFER** **Read *The Super Bowl of Advertising* and try to guess what the phrases in bold mean.** Answers will vary.

1. pay the big bucks: _____
2. build awareness: _____
3. goes viral: _____
4. good bang for your buck: _____

D **Notice that instead of the Super Bowl being given a number, Roman Numerals are used. See if you can guess which number Super Bowl each of these is.**

1. Super Bowl II: 2
2. Super Bowl XXXV: 35
3. Super Bowl V: 5
4. Super Bowl LXV: 65
5. Super Bowl XV: 15

1 = I	20 = XX	100 = C
2 = II	30 = XXX	500 = D
3 = III	40 = XL	1000 = M
4 = IV	50 = L	
5 = V	60 = LX	
6 = VI	70 = LXX	
7 = VII	80 = LXXX	
8 = VIII	90 = XC	
9 = IX		
10 = X		

E **In a group, suggest other brands that you know for a Super Bowl commercial.**

F **Create a bar graph with the financial data given in the reading.**

G **SUMMARIZE** **Reread the article and take notes of the most important points. Then work with a partner. Without looking at the reading, use your notes to tell your partner what it was about. Start like this:**

You: *I read this really interesting article about Super Bowl advertising.*

Partner: *Really, what did it say?*

C INFER Read *The Super Bowl of Advertising* and try to guess what the phrases in bold mean.

Give students time to read the text. Then have them find and underline the four phrases. Have students work in pairs to find the meanings of the phrases. Remind them to look at the surrounding words for clues to the meaning. Check answers as a class, and point out that the phrases with *buck(s)* are colloquial. Explain what that means if it is a new concept for the class.

CASAS FOR READING

0.1.2, 0.1.5, 6.7.2

CCRS FOR READING

RI/RL7, RI/RL6, RST6, RST7, RST8, W/WHST6, W/WHST7, W/WHST8, SL8

The Super Bowl of Advertising

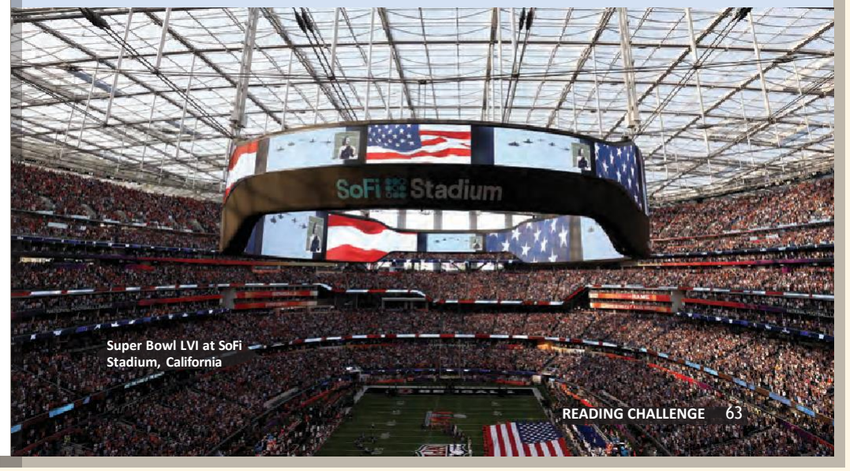
What do you call an ad that you watch on television? Yes, you guessed it, a commercial. These days, many people record TV shows on their DVR and just fast forward right past the commercials when they are watching. But there is one day a year when most people don't skip past the commercials...Super Bowl Sunday. Although many people like to watch football, many people watch the Super Bowl just for the ads.

Advertisers know this and that's why they **pay the big bucks** to advertise during the Super Bowl. In 1967, the average cost of a 30-second commercial during the Super Bowl was about $37,000. By the year 2000, that cost had risen to $2.2 million. The cost doubled to around $4.5 million in 2015 and in 2022 a 30-second commercial during the Super Bowl cost $7 million.

Why would companies spend that much money to air their ad during a football game? Advertisers have typically used commercials during the Super Bowl as a way to **build awareness** for their products and services, while also trying to generate buzz around the ads themselves. When this happens, the commercial often **goes viral** which gives them even more exposure.

During Super Bowl LVI in 2022, held at SoFi Stadium in California as this photo shows, it was estimated that 112.3 million people watched the game. Even if only half of that number of people saw the ads, that's a lot of people. People in the business world call that a **good bang for your buck**!

Several major brands have been known to run commercials year after year, including Coca-Cola and Doritos. Many Super Bowl advertisements have become well known because of their movie-like quality, unpredictability, humor, and special effects. You will also see many celebrities appear in Super Bowl ads. So, this year, when the Super Bowl comes on, check it out and see what you think of those $7 million ads.



Super Bowl LVI at SoFi Stadium, California

D Notice that instead of the Super Bowl being given a number, Roman Numerals are used. See if you can guess which number Super Bowl each of these is.

Have students work individually. Then go over the answers as a class.

E In a group, suggest other brands that you know for a Super Bowl commercial.

Have groups make a list of brands and report briefly to the class.

F Create a bar graph with the financial data given in the reading.

Have students find the data individually and draw a bar graph.

G SUMMARIZE Reread the article and take some notes of the most important points. Then work with a partner. Without looking at the reading, use your notes to tell your partner what it was about. Start like this:

Have both partners make notes on the whole text and use them to summarize the reading.

afaq-lc.com

3 Housing



About the Photo

With the average price of a house in the US over $510,000 and a median personal annual income under $40,000, it is no wonder so many people are not able to buy a home. While the cost of housing constantly fluctuates based on the market, this high cost has had a severe impact on young people and families hoping to purchase their first home, as of time of publishing.

The people in the photo were living in an five-story apartment building in the Bronx, when their landlord announced it would increase their rent or sell the building and have them kicked out of their homes. The higher rent cost was a real threat to the occupants of the building, who had very diverse backgrounds—working professionals with a steady income, people with low incomes, unemployed, or relying on public assistance. Despite their very different circumstances and limited legal knowledge, these neighbors organized themselves and used their abilities and skills to fight against the landlord's threats to increase their rent and legal tactics to get them to leave the building. The fight was long but, with the help of a non-profit organization who bought the building after taking out a low-interest loan from one of its donors, the tenants will have the option of buying their apartments for $2,500 from the non-profit organization.

UNIT OUTCOMES

- Interpret housing advertisements
- Compare types of housing
- Identify housing preferences
- Identify the steps to buying a home
- Interpret mortgage information
- Explore careers in real estate

Look at the photo and answer the questions.

1. Where are these people?
2. How do you think these four people know each other?
3. What type of neighborhood do you think these people live in?
4. Where you live, do you see people sitting outside like this?

Life Skills Focus

In this unit, students will learn how to identify the steps leading to purchasing and renting a home. They will do this by identifying types of housing, interpreting housing advertisements, and identifying their own personal preferences.

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 learn about careers in real estate specifically the duties of and difference between real estate agents and real estate brokers.
- On the Team Project page, students practice the soft skill of collaboration as they complete the project.
- Digital Literacy Tips in lessons focus on looking for homes online and getting a home loan quote.

STEPS

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES	ELPS	CCRS
• Interpret housing advertisements • Compare types of housing • Identify housing preferences • Identify the steps to buying a home • Interpret mortgage information • Explore careers in real estate	• Comparative adjectives and questions • Superlative adjectives and questions • *Yes / No* questions • Information questions	• Buying a home • Describing homes • Getting a loan	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Housing • Community Buildings and Places • Buying a Home • Banking	Lesson 1: 0.1.2, 0.1.5, 1.4.1, 1.4.2 Lesson 2: 0.1.2, 0.1.5, 1.4.1 Lesson 3: 0.1.2, 0.1.5, 1.4.1 Lesson 4: 0.1.2, 0.1.5, 1.4.2, 1.4.6 Lesson 5: 0.1.2, 0.1.5, 1.4.6, 1.8.4, 6.7.1, 7.4.4, 7.7.3 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 6.7.4 Team Project: 0.1.2, 0.1.5, 1.4.2, 4.8.1, 4.8.2, 4.8.5, 7.1.2 Reading Challenge: 0.1.2, 0.1.5, 1.4.1, 1.4.2, 7.4.4, 7.7.3	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. S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.	RI1, RI2, RI3, RI4, RI6, W1, W2, W4, W5, W7, SL1, SL2, SL3, SL6, L1, L2, L3, L4

afaq-lc.com

LESSON 1

The American Dream

GOAL ▶ Interpret housing advertisements

A IDENTIFY Read the online housing listings. Identify the property type.

downtown condominium	rural ranch home	suburban single-family home



1. Property Type: rural ranch home
MLS #: 13586
$325,000
4.57 acres in the country!!! Cozy 3 beds, 2 baths home with a 2-car garage in a secluded neighborhood. Everything in the house has been updated: plumbing, electrical, windows, maple kitchen cabinets, walk-in pantry. Utility room has 2 sets of washer and dryer hookups. There is even an enclosed porch for pets to have their own space! Beautiful pine trees! You have to come see this home!



2. Property Type: suburban single-family home
MLS #: 200298
$400,000
Welcome to your large 4 beds and 3 baths home in the Southwest subdivision. This 2,500 sq. ft. home has a large living room and kitchen with breakfast area, and huge bonus rooms upstairs used as game room or gym. Wood burning fi eplace in the family room, a spacious backyard, and within minutes of schools, restaurants, and the highway. Home needs some TLC, so it is priced to sell. Come and see today!



3. Property Type: downtown condominium
MLS #: 200268
$799,000
This 1,000-square-foot condo is owned by the original owner and you'd think it was brand-new! Amazing views of the downtown skyline. Bright, open floo plan with sleek modern finishe .The main floor eatures a spacious open kitchen and living area that is perfect for hosting guests. No shared living wall so it feels like a single-family home. Two large en suite bedrooms. Indoor laundry and a detached two-car garage. Will not last long on the market, so hurry!

afaq-lc.com

At-a-Glance Prep

Goal: Interpret housing advertisements
Academic Strategies: Using context clues, focused listening, reading a bar graph
Vocabulary: *offe , closing, detached, market, negotiate, cozy, nightlife, secluded, needs loving care, seasonal views, brand-new, en suite, amenities, asking price*

Agenda

- ☐ Read housing advertisements.
- ☐ Understand housing ad vocabulary.
- ☐ Listen for information.
- ☐ Write a housing advertisement.

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
CCRS: RI1, RI4, W2, W3, SL1, SL2, L1, L2, 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.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 5–10 mins. ■■■

Write the following words on the board and ask students the difference between these types of housing: *house, condo, apartment, townhouse,* and *mobile home*.

Introduction 5–10 mins. ■■■

As you introduce this activity, be mindful of students who may not be comfortable sharing where they live if their housing situation is transitional, temporary, or unstable. If this topic is sensitive for your students, focus on where students would like to live, not where they currently live.

Take a class poll of the types of housing students live in. Make a quick bar graph on the board based on the poll. Ask: *What type of housing do most of our students live in? What type of housing does no one in our class live in?*

Take another poll, asking students where they would like to live if they could live in a different type of housing. Make a quick bar graph of the results of this poll and compare the two graphs. State the goal: *Today, we will interpret housing advertisements.*

Workplace Focus

Exercise A: Complete tasks as assigned, Interpret and communicate information.

Presentation 1 10–15 mins. ■■■

Have students look at the three houses in the photos. Ask them where they think each one is located.

A IDENTIFY Read the online housing listings. Identify the property type.

Allow time for students to read the listings individually and match a property type to each listing. Then ask volunteers to read each listing out loud. Consider having several students read sections of each listing. Go over any vocabulary questions and other points of interest. Then ask the class which property type fits each listing.

Ask students which features of each property they find attractive and why. If they don't come up, have students consider the pros and cons of a secluded neighborhood (Listing 1), bonus rooms (Listing 2), and an open floorplan (Listing 3).

BEST PRACTICE

Class polls

When teachers need feedback from students, a simple show of hands may not be enough. Students may feel peer pressure from others and vote with the majority. Also, verbal responses may not be accurate if students are reluctant to express their opinions.

One of the best ways to get true responses from every student is to conduct a poll. They give immediate results and allow teachers to gauge how much of the lesson students have understood.

Workplace Focus

Exercise B: Interpret and communicate information;
Exercise C: Interact appropriately with team members.

Practice 1

10-15 mins.

B Realtors write advertisements to get you excited about a property. Write definitions for the phrases from the ads.

Have students work with a partner or in a small group to come up with their own definitions.

Evaluation 1

5 mins.

Go over the answers as a class.

Workplace Focus

Exercise D: Collect and organize information.

Presentation 2

5-10 mins.

Ask students what information is usually given in a housing ad. Make a list of students' ideas on the board. Students may include price, size, number of bedrooms, and so on.

Ask students questions about the housing ads, such as: *What type of property is the suburban dream? How big is the downtown condo? What amenities does the rural ranch have?* (The answers to these questions have already been filled in in the chart in **D**.)

Show students the chart and explain to them how to fill it in.

Practice 2

10-15 mins.

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

C Look back at the ads in A and complete the chart.

Have students complete the chart on their own.

Evaluation 2

5 mins.

Go over the answers as a class.

Instructor's Notes

afaq-lc.com

B Realtors write advertisements to get you excited about a property. Write definitions for the phrases from the ads. Answers will vary.

MLS _____

updated _____

cozy _____

en suite _____

downtown skyline _____

TLC _____

enclosed porch _____

secluded _____

C Look back at the ads in A and complete the chart.

	Type of Property	Size	Price	Number of Bedrooms	Number of Bathrooms	Location	Amenities
Rural Ranch Home	single-family home	4.75 acres	$325,000	3	2	country, secluded neighborhood	updated, enclosed porch, pine trees
Suburban Single Family Home	single-family home	2,500 sq. ft.	$400,000	4	3	Southwest subdivision	bonus room, spacious backyard
Downtown Condominium	condo	1,000 sq. ft.	$799,000	2	2	city / downtown	Indoor laundry; two-car garage

D **Listen to the advertisements of homes for sale and fill in the information you hear.**

1. 

Elegant Estate
Price: $4.2 million
Size: 15,000 sq. ft.
Location: suburban
Amenities: appliances and hardwood floor

2. 

Rural Residence
Price: $325,000
Size: 3,500 sq. ft.
Location: cul-de-sac
Amenities: backyard and a pool

3. 

City High-Rise
Price: $2,000 a month
Size: 1,000 sq. ft.
Location: city
Amenities: 24-hour security and utility room with washers and dryers

4. 

Fixer-Upper
Price: $150,000
Size: 2,000 sq. ft.
Location: busy with lots of families
Amenities: none mentioned

E **COMPOSE** **Use the vocabulary you have learned in this lesson to write an advertisement for the place where you live now or a place where you want to live. Draw or paste a picture.** Answers will vary.

afaq-lc.com

Workplace Focus

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

Presentation 3

5-10 mins.

Prepare students for the listening exercise by discussing the photos in **D**. Ask them questions such as: *How big do you think the fixer-upper is? How much do you think the Elegant Estate costs?*

Practice 3

15-20 mins.

D **Listen to the advertisements of homes for sale and fill in the information you hear.**

Play the audio once. Have students share the information they heard with their classmates. Play the audio several more times until students have all the information.

Listening Script

1. *Wanna live like a star? Then you can't pass up this elegant estate. Offered at a mere $4.2 million, this sprawling 15,000-square-foot home is located at the top of a hill far away from other residences in a suburban neighborhood. Not only does it have every appliance you can think of, but all the rooms have beautiful hardwood floors. Wanna find out more about this princely estate? Call today!*
2. *You've finally decided it's time to move out of the city and into the country. Well, we've got the place for you. This three-bedroom rural residence is just what you need. It's a spacious 3,500-square-foot, ranch-style home with a huge backyard and a pool. It's located at the end of a cul-de-sac where there are only five other homes. It is now being offered at $325,000.*
3. *Move out of the slow lane and into the fast lane! A beautifully spacious 1,000-square-foot studio apartment at the top of one of the city's high rises is just what you're looking for. The building has 24-hour security. Utility room with washers and dryers is in the basement. The owner wants to lease it for $2,000 a month but is willing to sell. Hurry! This one will go fast!*
4. *Always wanted to take a house and make it your own? Here's your chance! Settle into this four-bedroom, 2,000-square-foot fixer-upper for only $150,000. Located in a busy neighborhood with lots of other families. This place is perfect for a young family.*

Evaluation 3

5-10 mins.

Go over the answers as a class.

Application

15-20 mins.

E **COMPOSE** **Use the vocabulary you have learned in this lesson to write an advertisement for the place where you live now or a place where you want to live. Draw or paste a picture.**

As a model, write an ad for your own home or an imaginary home on the board. Make sure you include all the necessary details as well as some of the new vocabulary items learned in this lesson.

Have students write their ads and then encourage volunteers to share their ads with the class by writing them on the board.

At-a-Glance Prep

Goal: Compare types of housing
Grammar: Comparative and superlative adjectives, questions using comparative and superlative adjectives, long and short answers
Academic Strategies: Comparing and contrasting, focused listening
Vocabulary: *properties, advantages, disadvantages, comparative, superlative, noisy, floor plan, friendly*

Agenda

- ☐ Compare two places to live.
- ☐ Identify comparative and superlative adjectives.
- ☐ Write questions using comparative and superlative adjectives.
- ☐ Compare homes you have lived in.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.1
CCRS: RI1, RI3, SL1, 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.

Ask for volunteers to share the ads they wrote in Lesson 1. Encourage the rest of the class to ask questions about the ads.

Introduction 5 mins.

Describe two properties to students, one really nice and one not so nice. Ask students which one they would rather live in and why. State the goal: *Today, we will compare types of housing.*

Presentation 1 5 mins.

Prepare students for focused listening by having them look at the two photos in the book. Ask them what they think the differences are. Discuss the meanings of *advantages* and *disadvantages*.

Workplace Focus

Exercise A: Collect and organize information; Exercises B, C: Interact appropriately with team members.

Practice 1 10-15 mins.

A Listen to Jamal and Courtney discuss two properties that Courtney looked at. As you listen, take notes about the advantages and disadvantages of each place.

Note: Listening Script to accompany **A** is on page 70a.

Evaluation 1 10-15 mins.

Go over the answers as a class.

B COMPARE With a partner, compare the house and the condominium.

Go over the example with students before they talk to a partner. **Note:** The focus of this activity should not be grammar at this point.

C Which one would you rather live in? Why? Explain your reasons to a partner.

Workplace Focus

Exercise D: Interact appropriately with team members.

Presentation 2 5 mins.

Go over the first example in **D** with students. Comparative and superlative forms should be familiar to students at this level.

Practice 2 10-15 mins.

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

D Complete the lists with a partner.

afaq-lc.com

LESSON 2

Bigger? Better?

GOAL ▶ Compare types of housing

A Listen to Jamal and Courtney discuss two properties that Courtney looked at. As you listen, take notes about the advantages and disadvantages of each place.

House	Advantages	Disadvantages
	closer to job	more expensive neighborhood less safe fewer children
Condominium		
	nice neighborhood cheap safe friendly	farther from job association fees

B COMPARE With a partner, compare the house and the condominium.

Student A: What's an advantage of living in the house?
Student B: The house is larger than the condo.

C Which one would you rather live in? Why? Explain your reasons to a partner.

D Complete the lists with a partner.

Adjective	Comparative	Superlative
beautiful	more beautiful	the most beautiful
noisy	noisier	the noisiest
safe	safer	the safest
comfortable	more comfortable	the most comfortable
far	farther	the farthest
friendly	more friendly / friendlier	the most friendly / friendliest
cheap	cheaper	the cheapest
big	bigger	the biggest

Note: Some two-syllable adjectives have two forms; for example, *quieter* or *more quiet*.

E **INFER** **What are the rules? Write the adjective(s) from D that corresponds to each rule.**

1. Add ***-er*** or ***-est*** to one-syllable adjectives. — cheap
2. Use ***more*** or ***the most*** before two-syllable adjectives or longer. — beautiful, comfortable, friendly
3. Add ***-r*** or ***-st*** to one-syllable adjectives that end in ***e***. — safe
4. Change ***y*** to ***i*** and add ***-er*** or ***-est***. — noisy, friendly
5. Some adjectives have irregular forms. — far
6. Double the final consonant of adjectives ending in the pattern of consonant-vowel-consonant and add ***-er*** or ***-est***. — big

F. **COMPARE** **Compare two homes you know. Use the adjectives from D.**

I live in a two-bedroom apartment. My cousin lives in a three-bedroom house. His house is bigger than mine.

G. **Listen to Uma and Lucia talk about properties.**

H **Listen again and write down the questions that Uma asks.**

1. How's the house hunt going?
2. So, what have you looked at?
3. What about the other one?
4. Which one is safer?
5. Which one is bigger?
6. Which one is closer to both of your jobs?
7. And is it the closest to the kids' schools?
8. And which one is the most expensive?

I **Without listening again, try to remember how Lucia answers the questions. Practice asking and answering with a partner.**

afaq-lc.com

Listening Script

Courtney: *I went and looked at houses yesterday.*
Jamal: *You did? How did it go?*
Courtney: *Well, I found two that I really liked. One was a three-bedroom house and the other was a two-bedroom condominium.*
Jamal: *Which one did you like better?*
Courtney: *Well, they both have their pluses and minuses. The house is closer to my job than the condo, but the condo is in a much nicer neighborhood.*
Jamal: *What about price?*
Courtney: *The condo is cheaper than the house, but the condo has association fees.*
Jamal: *Did you talk to any of the people who live in the area?*
Courtney: *Yep. I met one of the women who lives in the condominium complex, and she looked in both neighborhoods as well when she was buying her place. She said the complex is safer than the other neighborhood because of the gate at the front. She also said that there are more children in the complex and that the neighbors seem to be friendlier because everyone lives so close together.*

Evaluation 2

10-15 mins.

Go over the answers to **D** by doing **E** as a class. Students can then go back and check their answers in **D**. (Shorter classes can do **E** for homework.)

Workplace Focus

Exercises E, F: Complete tasks as assigned.

E **INFER** **What are the rules? Write the adjective(s) from D that corresponds to each rule.**

F **COMPARE** **Compare two homes you know. Use the adjectives from D.**

Have students use what they've just reviewed as they talk to a partner.

Workplace Focus

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

Presentation 3

10-20 mins.

As students are describing their chosen homes, ask them questions such as: *Which one is bigger? Which one is more comfortable? Which one is cheaper?*

G **Listen to Uma and Lucia talk about properties.**

Listening Script

Uma: *How's the house hunt going?*
Lucia: *Actually, it's going well. I have an app on my phone that sends me notifications every time a new property comes on the market that fits our needs.*
Uma: Oh, that's fantastic. So, what have you looked at?
Lucia: *I looked at two great places the other day. They are very different, but both could work for us.*
Uma: *Tell me about them.*
Lucia: *The first place we looked at was in a high-rise building. It's on the 10th floor and there is an elevator...thank goodness! It has a huge laundry in the basement and a nice common area in the lobby. What I love about this place is that it is close to my job and the kids' school.*
Uma: *Sounds great. What about the other one?*
Lucia: *The other place we looked at was a single-family home about 20 minutes outside of the city. It had a lot of space and even an extra room that we would rent out to help pay the bills.*
Uma: *That sounds ideal! Which one is safer?*
Lucia: *Actually, I think the high-rise building would be safer because there is a 24-hour security guard in the lobby. The single-family home isn't in the best neighborhood.*
Uma: *Which one is bigger?*
Lucia: *Definitely the single-family home.*
Uma: *Which one is closer to both of your jobs?*
Lucia: *The high-rise.*
Uma: *And is it the closest to the kids' schools?*
Lucia: *Yep!*
Uma: *And which one is the most expensive?*
Lucia: *The high-rise of course!*
Uma: *Of course.*

H **Listen again and write down the questions that Uma asks.**

If necessary, pause the audio after each question to give students time to write.

I **Without listening again, try to remember how Lucia answers the questions. Practice asking and answering with a partner.**

Presentation 3 *(continued)*

Workplace Focus

Exercise J: Complete tasks as assigned.
Exercise K: Interact appropriately with team members.
Exercise L: Combine ideas and information.

J Study the charts with your teacher.

After explaining the grammar points in the charts, go back to **H** and show students how Uma and Lucia followed the same rules.

Practice 3

10–15 mins.

K Write four comparative questions about the homes Jamal and Courtney talked about in A.

L With a partner, practice asking and answering the questions you wrote in K.

Evaluation 3

5–10 mins.

Ask volunteers to write their questions on the board. Review with the class by asking students the questions written on the board.

Application

10–20 mins.

M COMPARE Write three sentences on a separate piece of paper comparing a place or neighborhood you used to live in to the place you live in now.

Expansion activity or homework: Have students write a paragraph comparing the place they live in now to a place where they used to live.

Instructor's Notes

afaq-lc.com

J Study the charts with your teacher.

Questions Using Comparative and Superlative Adjectives				
Question Word	**Subject**	**Verb**	**Adjective or Noun**	**Rule**
Which	place house one	is	bigger? closer to work? the safest?	Use *be* when following the verb with an adjective.
		has	more rooms? the biggest floor plan?	Use *have* before a noun.

Long and Short Answers			
Question	**Short Answer**	**Long Answers**	**Rules**
Which one is bigger, the condominium or the house?	The condominium.	The condominium is bigger. The condominium is bigger *than* the house.	• When comparing two things, but only mentioning one of them, do not use *than*. • When comparing two things and mentioning both of them, use *than*.
Which place has more rooms?	The house.	The house has more rooms. The house has more rooms *than* the condominium.	

K Write four comparative questions about the homes Jamal and Courtney talked about in A. Answers will vary. Sample answers given.

1. Which place is closer to Courtney's job?
2. Which neighborhood is nicer?
3. Which place is cheaper?
4. Which place is safer?
5. Which neighborhood has more children?

L With a partner, practice asking and answering the questions you wrote in K.

M COMPARE Write three sentences on a separate piece of paper comparing a place or neighborhood you used to live in to the place you live in now. Answers will vary.

EXAMPLE: My old neighborhood was safer than the one I live in now.

LESSON 3

Housing Preferences

GOAL ▶ Identify housing preferences

A Think about these questions as you listen to the story about the Sharma family.

Answers will vary.

1. Why is the Sharma family looking for a new home?
2. What are they looking for in a new home?

The Sharma family has outgrown their home. They have three children and a baby on the way, and they are living in a two-bedroom house. They've been putting away money every month from their paychecks, and they finally have enough money for a down payment on a house. Every Sunday, the whole family piles into the car and goes to look at properties for sale. So far, they have been doing this on their own, but now it's time to find a realtor.

However, before they meet with a realtor, they need to decide exactly what they want. Uma and Suraj have thought long and hard about what they want to purchase. First of all, they want a house in a safe neighborhood that is within walking distance of the school that their children attend. Second of all, they want four bedrooms, one for Uma and Suraj, one for the two boys, and another for their daughter and the baby girl who will be born next month. The fourth room will be used as an office for Uma, who works from home. As for bathrooms, four would be ideal, but they could survive with three if they had to. Some other things they would like are a big backyard for the children to play in and an attached two-car garage. Other amenities, such as air-conditioning or a pool, are not important to them.

Now, they know what they are looking for in a new home. That was the easy part. Finding the home . . . that's a different story!

B INFER Read the story again. Figure out the meanings of these words and expressions using the context.

down payment	pile into	thought long and hard
ideal	putting away	within walking distance
on the way	realtor	works from home
outgrown	survive	

C APPLY Go over the meanings of the words and expressions with your teacher. Then choose three of the words or expressions and use them in sentences. Answers will vary.

afaq-lc.com

At-a-Glance Prep

Goal: Identify housing preferences
Grammar: *Yes / No* questions and answers, information questions
Pronunciation: Rising intonation; and rising and falling intonation
Academic Strategy: Using context clues
Vocabulary: *preferences, down payment, on the way, outgrown, pile into, putting away, realtor, within walking distance, attached garage, works out of the home, ideal, survive, thought long and hard, location, price range*

Agenda

- ☐ Listen and read about one family's housing preferences.
- ☐ Use context to find meaning of housing vocabulary.
- ☐ Ask and answer *yes / no* questions.
- ☐ Ask and answer information questions.
- ☐ Identify your own 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
CCRS: RI1, RI4, SL1, SL3, L1, L2, 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.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 5-10 mins.

Tell students to find a partner and talk about the homes they live in. Ask them to compare their homes using comparatives and superlatives.

Introduction 5 mins.

Tell students they are going to listen to a story about the Sharma family and their search for a new home. Write the two questions from **A** on the board. Ask students to predict possible answers. State the goal: *Today, we will identify housing preferences.*

Workplace Focus

Exercises A, B, C: Complete tasks as assigned.

Presentation 1 10-15 mins.

A Think about these questions as you listen to the story about the Sharma family.

Have students close their books while they listen to the audio. Ask them the questions on the board afterward. Then let them read the story as they listen to the audio a second time.

Practice 1 10-15 mins.

B INFER Read the story again. Figure out the meanings of these words and expressions using the context.

Use the first expression, *down payment*, as an example. Find it in the story and show students how to use context clues to discover its meaning.

Evaluation 1 10-15 mins.

C APPLY Go over the meanings of the words and expressions with your teacher. Then choose three of the words or expressions and use them in sentences.

Ask a few volunteers to write their sentences on the board. Evaluate them as a class.

Workplace Focus

Exercise D: Collect and organize information;
Exercises E, F: Complete tasks as assigned;
Exercise G: Interact appropriately with team members.

Presentation 2

5-10 mins.

D What are the Sharmas looking for in a home? Complete the checklist with as much information as you can based on the story in A.

Use this exercise to check that students understand what they have read. Then go over the answers with them.

E What information on the checklist did the Sharmas not talk about? What do you think their preferences might be regarding these items?

F When asking someone about their preferences, you can use *yes* / *no* questions. Study the chart.

Go over the chart by reading the questions and having students practice answering with the answers provided.

Monitor the practice for the intonation points in the pronunciation note and identify any consistent errors to focus on.

Then go over the pronunciation feature.

Pronunciation **Rising intonation**

Ask students some *yes* / *no* questions. (Examples from the book are fine.) Ask them if your voice goes up or down at the end of each question. 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.

Go over the pronunciation examples in the Student Book and model rising intonation. Have students practice by repeating after you as a class. Then call on individuals to demonstrate rising intonation.

Practice 2

10-15 mins.

G Practice asking and answering *yes* / *no* questions with a partner. Use the information in D.

Go over the example with students before they begin to practice.

Evaluation 2

10-15 mins.

Observe students while they practice. Offer feedback and instruction as needed.

Instructor's Notes

afaq-lc.com

D What are the Sharmas looking for in a home? Complete the checklist with as much information as you can based on the story in A.

Housing Preferences Checklist				
Features	**Yes**	**No**	**Features**	**Preference**
air-conditioning	☐	☑	type of property	house
backyard	☑	☐	number of bedrooms	4
balcony	☐	☐	number of bathrooms	3-4
garage	☑	☐	location	close to kids' school
heating	☐	☐	price range	
pool	☐	☑	down payment (percentage)	

E. What information on the checklist did the Sharmas not talk about? What do you think their preferences might be regarding these items? Answers will vary.

F. When asking someone about their preferences, you can use *yes* / *no* questions. Study the chart. Answers will vary.

Yes / *No* Questions and Answers		
Do you want	air-conditioning? a backyard? a balcony? a garage? heating? a pool?	Yes, I do. No, I don't.
Do they need		Yes, they do. No, they don't.
Does the house have		Yes, it does. No, it doesn't.

G Practice asking and answering *yes* / *no* questions with a partner. Use the information in D.

Student A: Do they want air-conditioning?
Student B: No, they don't.

***Yes* / *No* Questions**

Rising Intonation

Do you want an en suite?
Do you want any roommates?
Does the building have an elevator?
Does it have parking?

H **Information questions start with *who, what, where, when, why,* or *how*. Study the chart.**

Information Questions			
Information	**Example Questions**		
type of property	What type	of property	do you want? is it?
number of bedrooms number of bathrooms	How many	bedrooms bathrooms	do you want? does it have?
location	Where		is it?
price range	What		is your price range?
down payment (percentage)	How much		can you put down?

I **Practice asking and answering information questions with a partner. Use the information from the chart in D.** Answers will vary.

Student A: What type of property do they want?
Student B: They want a house.

Information Questions:

Rising and Falling Intonation

What type of property do you want?

How much can you put down?

When will you be moving?

J **COMPARE** **What would *you* like in a new home? Look at the checklist in D and make your own list of housing preferences. You might want to add some extra things that are not on the list. Compare your list with a partner.** Answers will vary.

afaq-lc.com

Workplace Focus

Exercise I: Interact appropriately with team members;
Exercise J: Combine ideas and information.

Presentation 3

5-10 mins.

H **Information questions start with *who, what, where, when, why,* or *how*. Study the chart.**

Pronunciation **Rising and falling intonation**

Ask students information questions. (Examples from the book are fine.) Ask them if your voice goes up or down at the end of each question. Students should be able to recognize the rising and falling intonation in your voice. Explain that this rising and falling intonation helps the listener know that you are asking an information question that requires an answer.

Go over the pronunciation examples in the Student Book and model rising and falling intonation. Have students practice by repeating after you as a class. Then call on individuals to demonstrate.

Practice 3

5-10 mins.

I **Practice asking and answering information questions with a partner. Use the information from the chart in D.**

Go over the example with students before they begin to practice.

Evaluation 3

4-10 mins.

Observe students as they practice. Offer feedback and instruction as needed.

Application

10-20 mins.

J **COMPARE** **What would *you* like in a new home? Look at the checklist in D and make your own list of housing preferences. You might want to add some extra things that are not on the list. Compare your list with a partner.**

After students have completed their lists, have them interview a partner using *yes / no* and information questions. Ask some students to report to the class what they learned from their partners.

Instructor's Notes

At-a-Glance Prep

Goal: Identify the steps to buying a home
Academic Strategies: Using context clues, sequencing, active reading, summarizing a process
Vocabulary: *enclosed, priority, central heating, closet space, real estate agent, closing, contract, cost comparison, lender, motivation*

Agenda

- ☐ Interpret information from a real estate website.
- ☐ Order the steps to buying a home.
- ☐ Write an article about buying a home.
- ☐ Use context to find meanin .

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.2, 1.4.6

CCRS: RI1, RI2, RI4, W2, W4, W5, SL1, SL3, 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.

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

S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

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

Warm-up and Review 5-10 mins. ■■■

Have students find a partner and ask each other questions about the housing preferences checklist they completed in Lesson 3.

Introduction 5-10 mins. ■■■

A What are some ways to find a house? In a group, list your ideas.

Allow ample time for this activity. When groups have finished, have them share their lists with the class. State the goal: *Today, we will identify the steps to buying a home.*

Workplace Focus

Exercise A: Interact appropriately with team members; Combine ideas and information.

Presentation 1 5-10 mins. ■■■

Allow time for students to study the web page individually. Then go over the layout and features of the page with the class. Do not assume that everybody will grasp the significance of, for example, the search criteria in the bar below the main menu. Point out the use and pronunciation of *K/k* to represent *thousand*. Answer general questions that arise, but take care not to provide specific information that might preempt **B**.

Practice 1 10 mins. ■■■

B A common way people look for homes is on a real estate website or app. Look at the website below and answer the questions.

Have students answer individually, then compare with a partner. Go over answers as a class. Ask students: *Which home is most attractive to you?* Have them give their reasons. Repeat with *least attractive*. Develop discussion as appropriate.

Evaluation 1 10 mins. ■■■

Go over the answers as a class.

After the exercise, demonstrate similar features on an online map if possible.

Life ONLINE

afaq-lc.com

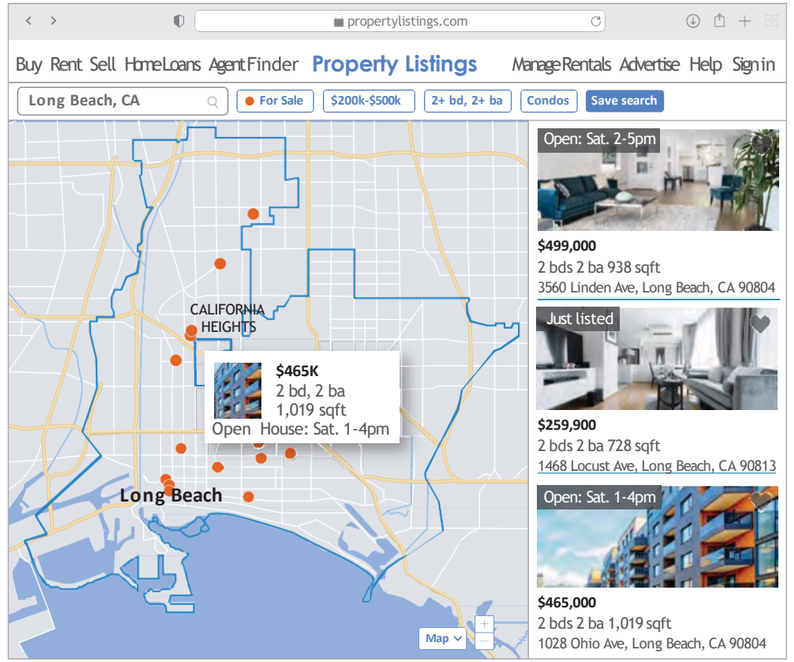
LESSON 4

Step-by-Step

GOAL ▶ Identify the steps to buying a home

A What are some ways to find a house? In a group, list your ideas. Answers will vary.

B A common way people look for homes is on a real estate website or app. Look at the website below and answer the questions.



1. What city is this family searching in? Long Beach, CA
2. What is their price range? $200k-500k
3. How many bathrooms do they want? 2 Bedrooms? 2
4. What do you think 2+ means? They want at least 2 bedrooms, possibly more.
5. One of the homes is highlighted on the map. How many square feet does this home have? 1,019 sq. ft.
6. If they want to take a look at this house, what should they do? Go to the open house Saturday 1-4 p.m.

Life ONLINE If you hover over a spot on this webpage, more information will pop up. Each of the red dots on the map is a home for sale. You can see the home that is being hovered over.

C SEQUENCE Read the steps for buying a home and number them in the correct order.

3 Apply for a loan.

5 Choose a home you'd like to buy.

1 Decide how much money you can spend.

2 Decide what you are looking for.

8 Have the home inspected.

6 Make an offer on the home.

9 Move in.

7 Negotiate until both parties come to an agreement.

4 Start looking for homes in a neighborhood you'd like to live in.

D Read the article about home buying and check your answers.

Buying a Home

Home buyers can spend up to three months, and possibly more, looking for and purchasing a home. Their search begins by looking at housing ads, driving through neighborhoods they are interested in, and walking through open houses. Many first-time buyers will meet with a real estate agent to get help finding and buying a home.

Home buyers should know how much they can afford before they start looking for a home. It isn't worth your time to look for a new home if you can't really afford to buy one. So, it's a good idea to look at your financial situation first. You might be surprised how much money you can borrow, especially if the interest rates are good. Also, if you have some money for a down payment, your monthly payments may be lower than you think.

You should never make an offer on a home without looking at other houses in the same neighborhood. Just as you would shop around for a car or computer, you should do a cost comparison on different homes for sale. You can do this by researching recent sales of similar properties, which you can find on real estate websites or by talking to a real estate agent. Also, if you can find something out about the seller and his or her motivation for selling, it will put you in a better position to negotiate. For instance, maybe the seller needs to sell quickly and would accept a low offer.

Once you have found the property that you want and can afford, you are ready to make an offer. A low-ball offer is an offer that is much lower than the asking price. Depending on the market, unless the house is really overpriced or the seller needs to sell it quickly, they will probably not accept a low-ball offer. Once you make an offer that is reasonable to the seller, they will either accept it or make a counteroffer. If the seller makes a counteroffer, the

afaq-lc.com

Workplace Focus

Exercises C, D: Complete tasks as assigned.

Presentation 2

5-10 mins.

Ask how many students own their own homes. Ask how many students would like to own homes. Ask students if they or anyone they know has ever bought a home. Ask them to share their experiences.

Go through each of the steps in **C** and make sure students understand them.

Practice 2

10-15 mins.

(Shorter classes can do these exercises for homework.)

C SEQUENCE Read the steps for buying a home and number them in the correct order.

Project the home-buying steps or write them on the board. As a class, have students put the steps in order. At this point, don't tell students if the order is correct.

Ask students what they think the article in **D** will be about. What specific information do they think they might find?

D Read the article about home buying and check your answers.

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. Tell them that 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.

Evaluation 2

10-15 mins.

Have students compare the steps numbered in the article to those the class numbered in **C**.

Go over the article with students and help them with any ideas they don't understand.

Instructor's Notes

Workplace Focus

Exercise E: Complete tasks as assigned;
Exercise F: Interact appropriately with team members;
Exercise G: Interpret and communicate information.

Presentation 3

5–10 mins.

Go over the instructions and do the first item in **E** with students.

Practice 3

10–15 mins.

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

E INFER **Find these words in the article and match them with the correct meaning.**

Remind students to use the surrounding context for clues to the meaning of words they don't know.

Note: With one eye on test-taking skills, tell students to leave any problem matches to the end, when they will have fewer options to choose from.

Evaluation 3

5–10 mins.

Observe students as they work independently. When students have finished, have them share their answers with a partner. Then go over the answers as a class. To make sure students understand the meanings, ask for volunteers to come up with new sentences using each word. Ask a few volunteers to write their new sentences on the board.

Application

10–20 mins.

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

F **With a partner, discuss the benefits and the disadvantages of owning your own home.**

G SUMMARIZE **Write a paragraph summarizing the process of buying a home.**

This is a good chance for students to practice using transitions, or connectors. Elicit a list of transitions and write them on the board. (*First*, *Second*, *Next*, etc.) Remind students to use commas when necessary.

When they have finished, have students exchange paragraphs with a partner and peer-edit specifically for use of transitions, then discuss similarities and differences between their summaries.

Instructor's Notes

afaq-lc.com

negotiating process has begun. You may have to go back three or four times before an agreement is reached.

Being a good negotiator can be tricky. Take your time when making your decision. This is a very important decision and you don't want to be rushed. Sometimes, you can negotiate for repairs to be done to the home before you move in, or you can ask the seller to pay for some of your closing costs. As soon as a written agreement is signed by both parties, the document becomes a legally binding contract.

One of the first things that usually happens after the contract is signed is a home inspection. You need to hire a professional inspector to inspect the home, searching for defects or other problems. The inspector usually represents the buyer and is paid for by the buyer. The contract that you sign with the seller protects you as a buyer by allowing you to cancel closing on the deal if an inspector finds problems with the property that the seller is unwilling to have fixed or give the buyer credit for.

Once the contract has been signed, the lender (usually a bank) starts processing the loan. Once all the inspections are done and any repairs are completed, the final papers for the transfer of the title are prepared. Finally, the closing takes place on the date agreed upon in the offer. On that date, the title comes to you and you can begin enjoying your new home!

E INFER **Find these words in the article and match them with the correct meaning.**

g	1. afford	a. a legal document between two or more parties
a	2. contract	b. amount of money that buyer is willing to pay for a house
c	3. cost comparison	c. looking at different prices of homes
h	4. negotiate	d. person or company that loans money
d	5. lender	e. the desire to do something
e	6. motivation	f. when all papers are signed and titles are transferred
b	7. offer	g. to have enough money to purchase something
f	8. closing	h. discuss until you reach an agreement

F **With a partner, discuss the benefits and the disadvantages of owning your own home.**

G SUMMARIZE **Write a paragraph summarizing the process of buying a home.**

Answers will vary.

LESSON 5

What Can We Afford?

GOAL ▶ Interpret mortgage information

A PREDICT Todd and Emilia Amaral are thinking of buying a house. Todd is worried about money, so he sat down with his friend who is a loan officer to talk about a mortgage. Discuss the questions below with a partner. Answers will vary.

1. What is a loan officer?
2. What do you think the loan officer will tell Todd about getting a mortgage? Make a list with your partner.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

B Listen to Todd talk to the loan officer. What does the loan officer say? Is anything he says on the list you made?

C DEFINE Do you know what these words and expressions mean? Discuss them with your classmates and teacher.

afford	down payment	mortgage
credit check	financial commitment	price range
deposit	get approved for a loan	purchase price

D Listen to the first part of the conversation again. What are the three questions Todd must ask himself? Write them below.

1. Do you have money set aside for a down payment?
2. Do you have enough money each month to make a loan payment?
3. Are you ready to make a long-term financial commitment?

afaq-lc.com

At-a-Glance Prep

Goal: Interpret mortgage information
Academic Strategies: Focused listening, writing about preferences, sequencing, reading a graph, comparing and contrasting
Vocabulary: *down payment, determine, make an offe , long-term financial ommitment, affo d, credit check, get approved for a loan, recent pay stubs, put down a deposit, price range, purchase price, mortgage*

Agenda

- ☐ Discuss financial planning.
- ☐ Learn mortgage vocabulary.
- ☐ Identify the steps to getting a mortgage.
- ☐ Analyze types of mortgages.
- ☐ Write a paragraph.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.6, 1.8.4, 6.7.1, 7.4.4, 7.7.3
CCRS: RI1, RI4, W2, W4, SL1, SL2, 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.
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 mins. ■■■

Review the benefits and disadvantages of owning your own home. Ask students if they think the benefits outweigh the disadvantages or vice versa.

Introduction

5-10 mins. ■■■

Ask students if they know what a loan for a house is called (a *mortgage*). State the goal: *In this lesson, we will interpret mortgage information.*

Workplace Focus

Exercises A, B: Interact appropriately with team members.

Presentation 1

10-15 mins. ■■■

A PREDICT Todd and Emilia Amaral are thinking of buying a house. Todd is worried about money, so he sat down with his friend who is a loan officer to talk about a mortgage. Discuss the questions below with a partner.

Talk about financial planners and what they do. Ask the class what sort of advice a financial planner gives.

When pairs have finished the activity, discuss their lists as a class.

Practice 1

5-10 mins. ■■■

B Listen to Todd talk to the loan officer. What does the loan officer say? Is anything he says on the list you made?

Note: Listening Script to accompany **B** is on page 79a.

Evaluation 1

5 mins. ■■■

Discuss the listening as a class.

Workplace Focus

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

Presentation 2

5-10 mins. ■■■

C DEFINE Do you know what these words and expressions mean? Discuss them with your classmates and teacher.

Practice 2

15-20 mins. ■■

For each of the exercises below, play each segment once. Then have students share their answers with a partner. Play the segment again if necessary. Then go over the answers as a class.

D Listen to the first part of the conversation again. What are the three questions Todd must ask himself? Write them below.

Note: Listening Script to accompany **D** is on page 79a.

BEST PRACTICE

Focused listening

The purpose of focused listening is to expose students to real-life listening situations and teach them how to pick out the most important information.

1. Make it clear to students that they don't need to understand everything that is spoken to grasp the meaning of the passage or conversation.
2. Present the context.
3. Make sure students understand what they are listening for.
4. Start with a few examples and allow students to be successful before you expect them to complete the whole task.
5. After they complete the task, ask for a report.

Workplace Focus

Exercises E, F: Interpret and communicate information;
Exercises G, H: Complete tasks as assigned.

E **Listen to what the loan officer says and write the next four steps Todd must take below.**

F **Todd will need to provide some information to get a loan. Write four pieces of information he has to provide. If you can't remember, listen again.**

Evaluation 2

10–15 mins.

Go over the answers as a class.

G **Imagine that you are trying to get a mortgage and you have to gather all of the items listed in F. Put a checkmark (✓) next to each one that you have at home right now.**

H **Today you can get some answers online without meeting with a loan officer. Look at the online ad and discuss the questions.**

Life ONLINE

Listening Script

Different parts of this track are used for B–F.

Todd: *I really appreciate your taking time to talk to me.*
Loan officer: *No problem, Todd. I always have time for an old friend.*
Todd: *Well, as I told you over the phone, the kids are starting to grow up and Emilia and I would like to move into a permanent place of our own. We're just a little worried about how we're going to pay for it.*
Loan officer: *I think it's great that you and Emilia are ready to take the next step, but only you can decide if you're ready to buy a house. Here's what I tell all my clients. First, you have to ask yourself three questions. Do you have money set aside for a down payment? Do you have enough money each month to make a loan payment? And are you ready to make a long-term financial commitment? If you can answer yes to all three of those questions, you are ready to buy a home.*
Todd: *How much will we need for a down payment?*
Loan officer: *Well, that all depends on how much the house is that you want to buy. Also, you have to decide how much you want to put down. It's best if you can put 20% down, but some people can only put 5% down. The more you put down, the lower your monthly payments will be.*
Todd: *OK, so if we can answer yes to all of those questions, what's the next step?*
Loan officer: *First, you need to determine how much you can afford to spend on a house. Next, you get approved for a loan for that amount. Third, start looking for a home in your price range. And fourth, make an offer on the house you want.*
Todd: *Looking for a home and making an offer are easy, but how do we figure out how much we can afford?*
Loan officer: *That's easy. There are tools online that can help you figure it out. I will share some with you.*
Todd: *And after I figure that out, how do I get a loan?*
Loan officer: *That's also easy. You can apply for a loan online or you can contact a bank or financial institution like the one I work for, and they'll tell you what to do. Generally, you'll need to provide your social security number to run a credit check, tax statements, pay stubs or a W2 as proof of income, and a bank statements from all your bank accounts. The company who's lending you the money will tell you exactly what they need.*
Todd: *Is there anything else I need to know?*
Loan officer: *That's it for now. Why don't you and Emilia sit down and discuss the three questions we talked about. If the answer is yes to all three, start gathering that paperwork and give me a call.*
Todd: *Great! Thanks for all your help.*

afaq-lc.com

E **Listen to what the loan officer says and write the next four steps Todd must take below.**

1. determine how much you can afford to spend on a house
2. get approved for a loan for that amount
3. start looking for a home in that price range
4. make an offer on the house you want

F **Todd will need to provide some information to get a loan. Write four pieces of information he has to provide. If you can't remember, listen again.**

1. social security number
2. tax statements
3. pay stubs or a W2
4. bank statements

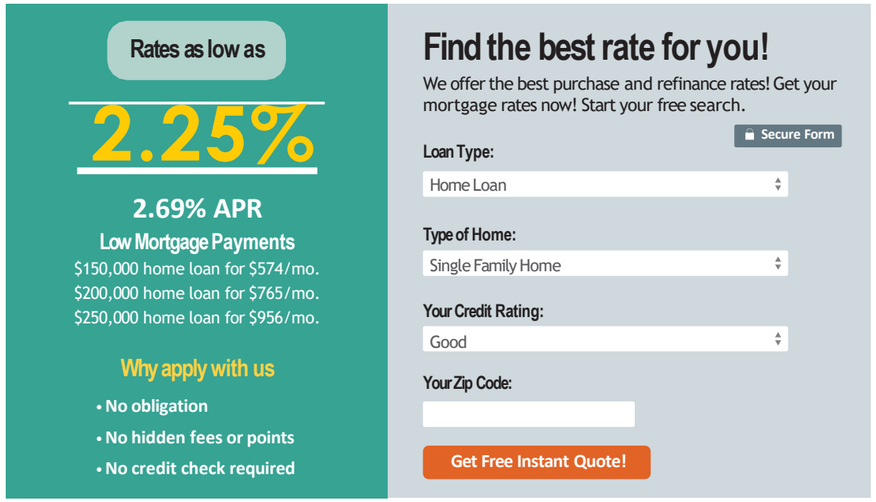
G **Imagine that you are trying to get a mortgage and you have to gather all of the items listed in F. Put a checkmark (✓) next to each one that you have at home right now.**

Answers will vary.

H **Today you can get some answers online without meeting with a loan officer. Look at the online ad and discuss the questions.**

Life ONLINE

Answers will vary.



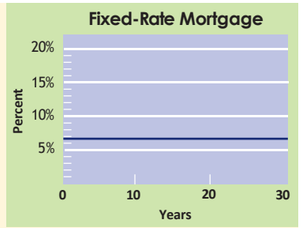
1. Why do you think they need to know your zip code?
2. How much will you pay if you have a $200,000 loan?
3. What do you think *rates as low as* means?

I Go online and find a home loan calculator. Does it ask for similar information from you?

J Now that Todd knows how to get a mortgage, he needs to learn about the different types of mortgages. Read about each type below.

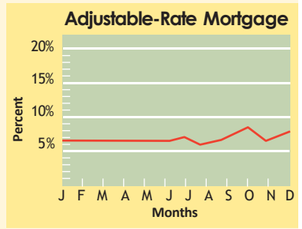
Fixed-Rate Mortgages

A fixed-rate mortgage has a fixed interest rate for the life of the loan, which could be 10, 15, 20, or 30 years. You will make the same payment every month for the life of the loan and, at the end of the term, your loan will be paid off. The advantage of this type of loan is the interest rate never changes, and the monthly payment is always the same.



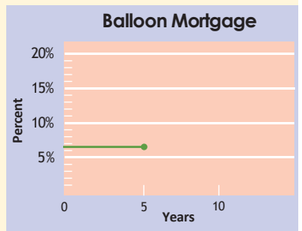
Adjustable-Rate Mortgages

An adjustable-rate mortgage (ARM) begins like a fixed-rate mortgage with a fixed interest rate and a constant monthly payment, but this mortgage will adjust after a certain amount of time, anywhere from six months to five years. At this point, the interest rate and your monthly payment will change based on the market at the time. Furthermore, the rate and payment could change every month based on how the market changes.



Balloon Mortgages

A balloon mortgage has a fixed interest rate and a fixed monthly payment, but after a certain amount of time, for example five years, the entire balance of the loan is due. Often times, there is no collateral needed. This is a short-term loan, usually for businesses in the construction industry as a way for them to get short-term financing.



K CLASSIFY **Using the information from J, mark (✓) the correct column(s).**

	Fixed-Rate	ARM	Balloon
1. The monthly payment is always the same.	✓		✓
2. The interest rate changes after a certain period of time.		✓	
3. The interest rate is fixed.	✓		✓
4. The monthly payment will change based on the market.		✓	
5. This type of loan is short-term.			✓

L **If you were going to buy a house, which type of loan would you get? Why? On a separate piece of paper, write a short paragraph about your preference.** Answers will vary.

afaq-lc.com

Workplace Focus

Exercises I, J: Complete tasks as assigned;
Exercise K: Interpret and communicate information;
Exercise L: Combine ideas and information.

Presentation 3

5-10 mins.

Ask students if any of them have mortgages. If so, ask them if they're comfortable sharing what type of mortgage they have? Make a list on the board, if possible. Tell students there are three main types of mortgages.

Practice 3

10-15 mins.

(Shorter classes can do these exercises for homework.)

I **Go online and find a home loan calculator. Does it ask for similar information from you?**

J **Now that Todd knows how to get a mortgage, he needs to learn about the different types of mortgages. Read about each type below.**

K CLASSIFY **Using the information from J, mark (✓) the correct column(s).**

Evaluation 3

5-10 mins.

Review the reading with students to make sure they understand its main points. Then go over the answers to **K**.

Application

10-20 mins.

L **If you were going to buy a house, which type of loan would you get? Why? On a separate piece of paper, write a short paragraph about your preference.**

Instructor's Notes

At-a-Glance Prep

Goal: Explore careers in real estate

Agenda

- ☐ Learn about the different ways people use to buy a house.
- ☐ Interpret data from a pie chart.
- ☐ Read about real estate agents and real estate brokers.
- ☐ Compare the jobs of real estate agents and real estate brokers.
- ☐ Consider useful character traits for real estate agent.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 6.7.4

CCRS: R1, R7, SL1, SL2

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 will learn about the process of buying a house and become familiar with the jobs of real estate professionals. They will retrieve and use data from a pie chart, read about and compare two of the main jobs in real estate, real estate agents and real estate brokers. They will also form an opinion of the character traits that are useful in the real estate field.

Warm-up and Review 10-15 mins. ■■■

Write *Buying a Home* as a title on the board. Under the title, divide the board into two columns titled *Pros* and *Cons*. Elicit pros and cons of buying a house and write them under the corresponding column on the board.

Introduction 10-15 mins. ■■■

Have students discuss the most important pros and cons for them. Have volunteers share their ideas with the class. Clear the board and make a list of their suggestions. Leave the list on the board, you will use it later in **B**.

Workplace Focus

Exercises A, B, C, D: Complete tasks as assigned.

Presentation 1

Explain that this lesson is going to focus on real estate as a career. Make sure that everybody understands what real estate is.

Practice 1

A Have you bought a home before? Do you know someone who has? How did you or they pay for the house?

Have volunteers share their experiences with the class. Discuss any interesting points that arise and write on the board any key vocabulary that students have difficulty with.

B Look at the pie chart and decide if each statement is true or false.

Have students skim the pie chart and compare the categories with the list they generated on the board. Did they think of everything? Review talking about percentages if necessary. Then have students do the activity individually.

C With a partner, read the statements in B and make the false statements true.

Have students write their answers, supplying the correct information or making affirmative sentences negative (or vice versa). Go over the answers as a class. Monitor for correct use of superlatives and review as needed.

D Listen to the following statements and fill in the missing numbers.

Play the audio for students to complete the activity. Pause after each item if students need more time. Then have volunteers read a completed sentence each. Monitor for correct pronunciation of percentages and numbers.

Note: Listening Script to accompany **D** is on page 82a.

afaq-lc.com

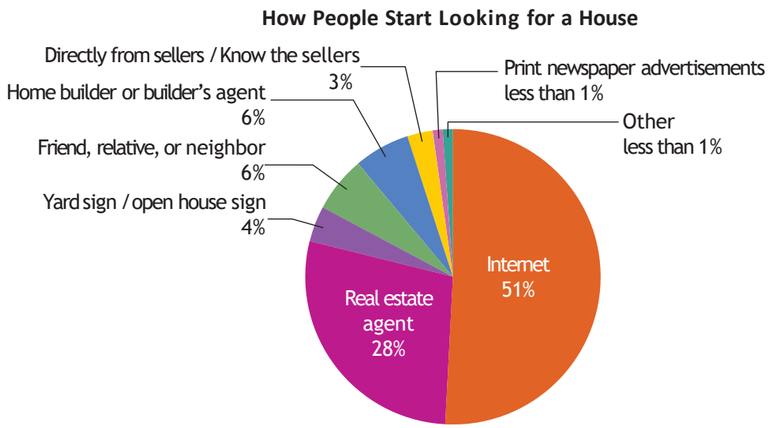
LESSON 6

Explore the Workforce

GOAL ▸ Explore careers in real estate

A Have you bought a home before? Do you know someone who has? How did you or they pay for the house? Answers will vary.

B Look at the pie chart and decide if each statement is true or false.



1. Using a real estate agent is the most common way to start looking for a house. F
2. Some people buy their house directly from the seller. T
3. The internet is the most common place to start looking for a house for sale. T
4. More people use a newspaper than a real estate agent to look for a home. F

C With a partner, read the statements in B and make the false statements true.

1. The internet is the most common way to start looking for a house.
4. More people use a real estate agent than a newspaper to look for a home.

Answers may vary.

D Listen to the following statements and fill in the missing numbers.

1. 87 % of buyers purchased their home through a real estate agent or broker.
2. 75 % of buyers would use their agent again or recommend their agent to others.
3. The median age of all realtors is 56.
4. 66 % of all realtors are female.
5. Most realtors worked 35 hours per week in 2021.
6. The median gross income of realtors was $54,330 in 2021.

E **A *real estate broker* is mentioned in D. What is the difference between a real estate agent and a broker? Read the article about agents and brokers in California.**

Differences between a Real Estate Agent and a Real Estate Broker in California

The main difference between a real estate agent and a real estate broker is that a real estate agent works for a broker. According to Aceable, an online real estate school based in Texas, "a broker can legally own a real estate firm and hire real estate agents to work under him or her." A real estate agent cannot.

Education Requirements

Real estate brokers in California are required to take more real estate education courses than real estate agents. Agents need three college-level courses in order to take the state exam, while brokers need eight. Neither career requires a college degree, but brokers in California can meet their education requirement by majoring or minoring in real estate as part of their four-year degree.

Experience Requirements

Real estate agents in California do not need any experience in the real estate field to get their license. They learn the principles and practices through their education requirements and can count on their brokers to help them learn on the job. On the other hand, brokers must prove that they have experience in the industry in one of two ways: 1) Earn a Bachelor's Degree with a major or minor in real estate, or 2) Gain two years' experience in fields such as property management, real estate development, escrow processing, and mortgage lending. Having real estate experience is an important qualification for brokers since they are able to work on their own.

Exam Requirements

To be a real estate agent or a broker, you need to take and pass an exam. In California, real estate agents need to finish a 150-question exam over three hours and receive at least a 70%. Brokers are required to take a 200-question exam over five hours and score at least a 75%.

Fees

Both agents and brokers in California pay exam fees, licensing fees and renewal fees every year, but brokers pay more. Currently, exam and licensing for agents are $305 and renewal fees are $245. For brokers, the amounts are $395 and $300 respectively.

F **Write the missing titles to the paragraphs in E.**

a. Fees
b. Experience Requirements
c. Education Requirements
d. Exam Requirements

afaq-lc.com

Listening Script

1. *87% of buyers purchased their home through a real estate agent or broker.*
2. *75% of buyers would use their agent again or recommend their agent to others.*
3. *The median age of all realtors is 56.*
4. *66% of all realtors are female.*
5. *Most realtors worked 35 hours per week in 2021.*
6. *The median gross income of realtors was $54,330 in 2021.*

Evaluation 1

Go over the answers to **D** as a class. Have volunteers read out one completed sentence each. Monitor for correct pronunciation of percentages and other numbers.

Workplace Focus

Exercises E, F: Complete tasks as assigned.

Presentation 2

Explain that students will learn some differences between real estate brokers and real estate agents.

Practice 2

E **A *real estate broker* is mentioned in D. What is the difference between a real estate agent and a broker? Read the article about agents and brokers in California.**

If your class are able listeners, you may choose to play the audio once or twice before students read the article. In this case, elicit any ideas that students have identified and wish to share before allowing time to read the article. Then go through the reading, having students read out sentences individually. Address any questions before moving on to the next sentence. Note that paragraph three has a long sentence beginning *On the other hand*, which is better broken into sections.

F **Write the missing titles to the paragraphs in E.**

At this point, students should have a reasonable understanding of the reading. Give them a short amount of time to skim back through the article and do this activity. Point out that the headings and the topic sentences are closely related and that a full reading of the article is often not necessary for this type of exercise. Check answers as a class.

Instructor's Notes

G **Complete the table.**

For this activity, have students focus on the category of information they need to find (education, experience, etc.), and the likely format of that information (length of time, percentage, dollar amount, etc.). Have students scan the article back and forth for those precise details rather than 'begin at the beginning' as they likely did in **E**. Check answers as a class.

Evaluation 2

Go around the classroom while students are reading in **E** and check on their progress. Help individuals as needed. Over time, observe who are the quicker and slower readers in the class and develop an idea of whether their reading speed correlates in any way with the accuracy of their answers in text-based activities. Monitor responses to **G** for correct pronunciation of percentages and numbers.

Workplace Focus

Exercises H, I, J: Complete tasks as assigned.

Presentation 3

Practice 3

H **REFLECT** **Which career would you rather have? Why?**

Put students in small groups to discuss their ideas and give their reasons. Then have individual students share their thoughts with the class.

(In shorter classes, **I** can be done as individual homework and reviewed in a future lesson.)

I **Look at the online job post for real estate agent. What character traits does the person need to get this job? Make a list with a partner.**

When the pairs have finished their lists, have them share their lists with the class. Create a master list on the board. Ask students who chose real estate agent in **H** to consider how they match up to the list. Have volunteers share their conclusions. If no one wants to go first, talk about how you think you measure up yourself and ask students about individual traits as you go down the list. This may be more comfortable for them than focusing on the big picture.

Application

J **Role play a job interview in pairs. One partner is the broker; the other partner is the job applicant. Then switch roles.**

Evaluation 3

Go around the classroom during the role plays and check on students' progress. Help individuals when 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

afaq-lc.com

G **Complete the table.**

	Real Estate Agent	Real Estate Broker
Education Needed	3 college-level classes	8 college-level classes or a major / minor in real estate
Experience Needed	None	2 years in a related fiel
Exam Score Needed	70%	75%
Exam and Licensing Fees	$305	$395
Renewal Fees	$245	$300

H **REFLECT** **Which career would you rather have? Why?** Answers will vary.

I **Look at the online job post for real estate agent. What character traits does the person need to get this job? Make a list with a partner.** Answers will vary.

Real Estate Agent — No Experience Needed

Bentley Properties
Fort Worth, TX

As an entry-level real estate agent, you will:

- Communicate and interact with clients over phone, email, and social media.
- Network and seek referrals to increase your client list.
- Create marketing strategies to make your homes stand out.
- Get to know your clients and their home preferences.
- Be available to show homes to clients and attend open houses.
- Give clients advice on how to stage, market, and sell their home quickly for a good profit.

As a broker, we will:

- Advise you during your training and licensing process and provide follow-up resources so you can be at the top of your field and stand out as a reliable, knowledgeable real estate agent.
- Share our real estate technology with you to help you grow and organize your client base.

J **Role play a job interview in pairs. One partner is the broker; the other partner is the job applicant. Then switch roles.**

Review

A **Read the housing advertisements and complete the chart below.**



1. Always wanted to take a house and make it your own? Settle into this 3-bedroom, 2.5 ba, 1,500-square-foot fixer-upper. $250,000. Located in a quiet neighborhood. This is the perfect property for a first-time homeowner!

2. Check out this cozy 1,100-square-foot apartment. 2 beds, 1.5 baths. The building has 24-hour security. Laundry room and gym in the basement. Lease it for $2,000 a month or buy it for $650,000. This one will go fast!



	Type of Property	Size	Asking Price	Number of Bedrooms	Number of Bathrooms	Location	Amenities
Home #1	house	1,500 sq. ft.	$250,000	3	2.5	quiet neighborhood	not given
Home #2	apartment	1,100 sq. ft.	$2,000/ month lease or $650,000	2	1.5	not given	24-hour security, laundry room, and gym

B **Using the ads above, complete the following sentences by choosing the correct verb and using comparatives and superlatives.**

1. Home #1 (is / has) has more space than Home #2. (space)
2. Home #1 (is / has) is less expensive. (expensive)
3. Home #2 (is / has) is smaller than Home #1. (small)
4. Home #2 (is / has) has more security. (security)
5. Home #1 (is / has) is more spacious than Home #2. (spacious)
6. Home #1 (is / has) is bigger than Home #2. (big)

Learner Log

I can interpret housing advertisements. ☐ Yes ☐ No ☐ Maybe

I can compare types of housing. ☐ Yes ☐ No ☐ Maybe

afaq-lc.com

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.
- ☐ Do My Dictionary.
- ☐ 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, 1.4.1, 1.4.2, 1.4.6

CCRS: RI1, RI7, 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.

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 come up with a list of the steps it takes to get a mortgage.

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: Interpret housing advertisements, compare types of housing, identify housing preferences, identify the steps to buying a home, interpret mortgage information, and explore careers in real estate.) Write all the goals from Unit 3 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.*

Workplace Focus

Exercise A: Collect and organize information;
Exercise B: Complete tasks as assigned.

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 that don't involve pair work or group work 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) 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 **Read the housing advertisements and complete the chart below.**

B **Using the ads above, complete the following sentences by choosing the correct verb and using comparatives and superlatives.**

Evaluation

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)*

Workplace Focus

Exercise C: Complete tasks as assigned;
Exercises D, E: Combine ideas and information.

C Complete the housing preferences checklist based on what you would want in a home.

Have students complete the chart individually. Then have them compare preferences with a partner and discuss similarities and differences.

D Write four *yes* / *no* questions you could ask someone about their housing preferences.

Briefly review *yes* / *no* questions as needed. Then have students write their sentences individually.

E Write four information questions you could ask someone about their housing preferences.

Briefly review information questions as needed. Then have students write their sentences individually.

Evaluation

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 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.

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

afaq-lc.com

C Complete the housing preferences checklist based on what you would want in a home. Answers will vary.

Housing Preferences Checklist				
Features	**Yes**	**No**	**Features**	**Preference**
air-conditioning	☐	☐	type of property	
backyard	☐	☐	number of bathrooms	
garage	☐	☐	number of bedrooms	
laundry	☐	☐	location	
elevator	☐	☐	price range	

D Write four *yes* / *no* questions you could ask someone about their housing preferences. Answers will vary.

1. _____
2. _____
3. _____
4. _____

E Write four information questions you could ask someone about their housing preferences. Answers will vary.

1. _____
2. _____
3. _____
4. _____

Learner Log

I can complete a housing preferences checklist.
☐ Yes ☐ No ☐ Maybe

Review

F **Ask a partner the questions you wrote in D and E and complete the checklist based on his or her answers.** Answers will vary.

Housing Preferences Checklist				
Features	**Yes**	**No**	**Features**	**Preference**
air-conditioning	☐	☐	type of property	
backyard	☐	☐	number of bathrooms	
garage	☐	☐	number of bedrooms	
laundry	☐	☐	location	
elevator	☐	☐	price range	

G. **Put the steps to buy a home in the correct order (1–10).**

4 Start looking at homes for sale online and looking in neighborhoods you'd like to live in.

7 Negotiate with the seller until you come to an agreement.

10 Move in.

6 Make an offer on a home.

9 Get the title to the house transferred into your name.

8 Get a home inspection.

5 Find the home you want to buy.

2 Figure out how much money you can spend.

1 Decide on your housing preferences.

3 Apply for a loan.

H. **With a partner, take turns describing the process of getting a mortgage.**

I. **Making lists of words that are related helps you to recall them. In this unit, you learned new words about buying a home. Complete the lists with related words from this unit in your notebook.**

Housing ads	Buying a home	Mortgages
cozy	home inspection	fixed-rate

Learner Log

I can interpret mortgage information. ☐ Yes ☐ No ☐ Maybe

I can explain the steps to buying a home. ☐ Yes ☐ No ☐ Maybe

afaq-lc.com

Practice (*continued*)

Workplace Focus

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

F **Ask a partner the questions you wrote in D and E and complete the checklist based on his or her answers.**

Put students in pairs to ask and answer their questions from **D** and **E**. Depending on your class, either have students follow the order of the chart or encourage pairs to have a more natural conversation and introduce their questions in a natural way as the occasion arises.

G **Put the steps to buying a home in the correct order (1–10).**

Have students order the items individually, then compare answers with a partner. Finally, go over answers as a class.

H **With a partner, take turns describing the process of getting a mortgage.**

I **Making lists of words that are related helps you to recall them. In this unit, you learned new words about buying a home. Complete the lists with related words from this unit in your notebook.**

Evaluation

45-60 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 confiden e and to document what they have learned. Consequently, students see that they are progressing in their learning.
3. They provide students with a tool that they can use over and over to check and recheck their understanding of the target language. In this way, students become independent learners.

Instructor's Notes

Standards Correlations

CASAS: 4.8.1, 4.8.5, 4.8.6

CCRS: RI1, R4, R7, W2, W4, W7, SL1, SL2, SL3, SL6, L1, L2, L3

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.

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
Organizational Skills

Review the Organizational Skills section as a class before presenting the details of the project. In general work, students may have to decide when to take notes for themselves and develop their own method of keeping those notes organized to help them achieve their goals. A few useful tips would be:

1. Always be ready to take notes.
2. Organize your notes whenever possible. For example, divide a page into sections before an activity and place your notes accordingly.
3. Use symbols and callout techniques such as uppercase letters, underlining, asterisks, etc.
4. Keep your notes simple and clear, so that they make sense to you later when you need them.

Note: Shorter classes can extend this project over two class meetings.

Warm-up 10 mins.

Briefly review key points about types of property and the process of buying a home.

Introduction 10 mins.

Tell students that in this project, they will create a real estate agency and a brochure for three homes. Then they will role-play a meeting between a family searching for a home and agents from the real estate agency. Finally, they will make an offer on one of the homes in the brochure.

Presentation 10-15 mins.

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

Have students decide who will lead each step as described on the student page. Provide well-defined directions on the board for how teams should proceed. Teams shouldn't go on to the next stage until the previous one is complete.

Part 1: With an advertising team, create a real estate brochure.

1. **Create a real estate agency. What is the name of your agency?**
2. **Come up with three homes that you want to sell. Create a web page for these properties, including pictures and brief ads. Display your web page design on a computer or on paper.**

In these steps, have students fulfill their roles from the chart. Provide help as needed.

Part 2: As a family, choose which properties you like, meet with a realtor, and decide which property to purchase.

1. **Now the entire group acts as a family. Together, write down your housing preferences.**

Remind students to consider size, price, and location when looking for a home.

2. **From the web pages other teams created, choose two properties that you are interested in, each one from a different agency. Then prepare a list of questions that you'd like to ask about each property.**
3. **Split into teams of two or three, set up appointments with the realtors and meet with them to discuss the properties you like. Report back to your group and decide which property to make an offer on. Then make an offer on the property.**

For this step, students 4/5 act as realtors, stay with their web page and meet with family members to discuss their team's properties. Students 1-3 act as family members and circulate around the different real estate agencies.

afaq-lc.com

Create a Real Estate Brochure and Decide on a Property to Buy

SOFT SKILL ▸ Collaboration

In a team, create an online housing ad. Then as a family, choose a home to buy.

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English and participates.	
Student 2: **Writer**	Write text for advertisements. Write list of preferences and questions.	
Student 3: **Graphic Designer**	Design online housing advertisement.	
Students 4/5: **Realtors**	Represent the real estate agency.	

Part 1: With an advertising team, create a real estate brochure.

1. Create a real estate agency. What is the name of your agency?
2. Come up with three homes that you want to sell. Create a web page for these properties, including pictures and brief ads. Display your web page design on a computer or on paper.

Part 2: As a family, choose which properties you like, meet with a realtor, and decide which property to purchase.

1. Now the entire group acts as a family. Together, write down your housing preferences.
2. From the web pages other teams created, choose two properties that you are interested in, each one from a different agency. Then prepare a list of questions that you'd like to ask about each property.
3. Split into teams of two or three, set up appointments with the realtors and meet with them to discuss the properties you like. Report back to your group and decide which property to make an offer on. Then make an offer on the property.

COLLABORATION:
Organizational Skills

When you have a lot of tasks to complete, it is necessary to be organized. This project has two parts, so to stay organized, make a list of what you need to do for each part. Check off each task once you have completed it.

For example if you are the writer:

- ☐ Help the team come up with a name for an ad agency.
- ☐ Help the team come up with houses.
- ☐ Ask the team for input and write ads.

About the Photo

The photo shows an OPod Tube House in Hong Kong. Designed by James Law Cybertecture to offer what the company calls *micro-living*, the OPod is one possible answer to the city's affordable housing crisis. It is estimated that since 2012, Hong Kong's housing prices have increased by 187%. While this may not be a problem for the city's millionaires (over 125,000 of them in 2022), it is a bad situation for a large section of the city's population. Made out of a 8.1ft (2.5 meter)-diameter concrete water pipe, OPods can provide a minimalist living space for one or two people with all necessary facilities. They can be stacked on top of one another to provide more housing in a smaller space than traditional homes. They can also be quickly and easily transported from one site to another.

A ANALYZE Look at the photo and discuss the questions.

Discuss the questions as a class. List students' pros and cons to Item 4 on the board and take a poll to find out how many students think they could live in a home like this.

B Read *Could You Live in a Tube?* While you read, underline phrases that would make the tiny homes described affordable.

Allow time for students to read the article and do the activity. Go over their selected phrases as a class and write them on the board. Move straight on to **C**.

afaq-lc.com

Reading Challenge

A ANALYZE **Look at the photo and discuss the questions.** Answers will vary.

1. What do you see in the photo?
2. What do you think this home is made of?
3. Do you think this home is affordable? Why or why not?
4. What would be the pros and cons of living in a home like this?



B **Read *Could You Live in a Tube?* While you read, underline phrases that would make the tiny homes described affordable.**

C **Choose the best answer.**

1. Which word could replace the word *grapples* in line 3?
   a. wants (b.) struggles c. hopes d. tries
2. Which word or phrase could replace the word *crisis* in line 12?
   (a.) critical problem b. situation c. solution d. committee

D **Look back at what you underlined in the text. Fill in the chart. Which home do you think would be more affordable? Why?** Answers will vary.

Micro Flat in Beirut	OPod Tube House in Hong Kong

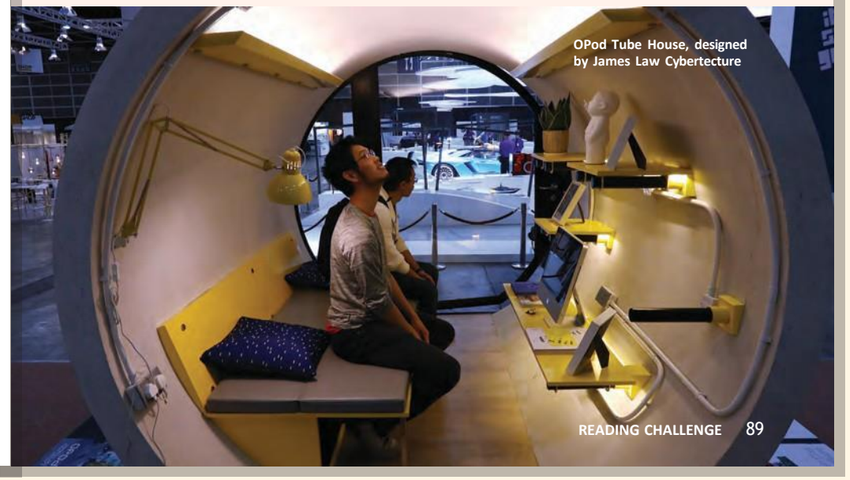
E **CREATE** **In a small group, design an affordable tiny house. What would it be made of? How would you design the layout? Present your tiny home to the class.** Answers will vary.

F **Search for a video of the OPod Tube House. Has it been built yet or is it still just an idea?** Answers will vary.

Could You Live in a Tube?

Cities are becoming more and more crowded. But just because there are more people doesn't mean there is more space for their needs. Lebanon's capital, Beirut, is also its largest city, with an estimated population of 2.4 million. Like other large cities, Beirut grapples to offer enough affordable housing for its residents. Fortunately, a micro flat, designed by Elie Metni, offers a solution. Located in the city's Achrafieh neighborhood, the tiny 161-square-foot apartment is located on the roof of an old building. The architect wanted to create a space that was both practical and beautiful. The space hosts up to five people with its extendable kitchen table that frees up floor space. Storage units have been fitted into almost every open space, including gaps in the bed frame! The bedside table can also be used as a desk, while the sofa can be used as a guest bed. The tiny apartment also has an outdoor roof terrace, which offers a beautiful view of the Beirut skyline.

Although Beirut has an affordable housing crisis, there is one city in the world that has ranked first in least affordable housing for the past 12 years. Hong Kong has over seven million residents but only 7% of the land is zoned for housing. Compare that to 75% of land in New York City. One architecture firm has come up with a groundbreaking solution: a house made out of a concrete water tube. The OPod Tube House, like this one in an Exhibition Center in Hong Kong, is made of concrete, a cheap and readily available material. These pods will be highly affordable to construct, and also very durable. They will also be affordable because they can be quickly assembled in a factory and then shipped to their final location. Each pod will have a living space of 100 square feet and will be designed for two. The pod will have a living room, cooking area and bathroom, and the main living space will turn into a bedroom at night with a retractable sofa bed. These homes will also be very modern, equipped with the latest smart technologies.



OPod Tube House, designed by James Law Cybertecture

C Choose the best answer.

Have students answer the questions individually. Go over the answers as a class. Discuss the meaning of unfamiliar words in the items and answer any other vocabulary questions arising from the reading.

D Look back at what you underlined in the text. Fill in the chart. Which home do you think would be more affordable? Why?

Have students work individually. Then compare answers with a partner.

E CREATE In a small group, design an affordable tiny house. What would it be made of? How would you design the layout? Present your tiny home to the class.

Provide suitable materials for groups according to resources. Go around the class and help as needed. Have each group member present an aspect of the design if possible.

F Search for a video of the OPod Tube House. Has it been built yet or is it still just an idea?

This can be done as homework or in the library if online access is not possible in the classroom.

CASAS FOR READING

0.1.2, 0.1.5, 1.4.1, 1.4.2, 7.4.4, 7.7.3

CCRS FOR READING

RI/RL9, RI/RL10, RH9, RH10, RI11, RI12, SL9, SL10, SL11, SL12, L11, L12

READING STRATEGIES

Active Reading

Tell students that when reading an article with many details, it is important for them to practice active reading. Explain that this strategy is done by simply underling, highlighting, or circling key information as they read along. Let students know that taking notes is another approach to the strategy. Point out that active reading keeps the information fresh in their minds and helps with recalling details when answering questions or participating in a discussion of the reading at a later date.

4 Community



About the Photo

The photo shows the Rose Main Reading Room in the historic New York Public Library. The room is a spectacular space that stretches two city blocks and has appeared in many well-loved movies, such as *Spider-Man* and *Ghostbusters*. It houses over 50,000 reference books, with another 4.3 million research volumes in storage.

- Introduce the unit by reading the title out loud. Ask students for a definition of *community*.
- Ask students to look at the photo and answer the questions. Share answers as a class.
- Have a volunteer read each unit outcome.

Life Skills Focus

In this unit, students will learn how to locate community resources using the phone, giving suggestions to others, and interpreting road maps. Students will also learn how to find ways to volunteer in their communities.

UNIT OUTCOMES

- Ask for help in your community
- Use the phone
- Give suggestions
- Interpret a road map
- Identify ways to volunteer in the community
- Explore the job of a volunteer coordinator

Look at the photo and answer the questions.

1. What do you see in this photo?
2. What are these people doing?
3. This is the Rose Main Reading Room in the New York Public Library. Some libraries, like this one, are beautiful places to visit because of their architecture, but did you know that they are also full of resources for people in the community? What kind of resources are these people using?
4. What other resources do you think people can find in this library?
5. Have you ever used your local library's resources? If so, what were those resources?
6. Did you go in person, or did you access those resources online?

Workplace Focus

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

- In Unit 4, Lesson 6, *Explore the Workforce* students will learn about the responsibilities of a volunteer coordinator. They will discuss characteristics of this role, interpret a graph, learn facts about the job, and write about suitability for the profession.
- On the Team Project page, students practice the soft skill of collaboration.
- Digital Literacy Tips focus on using technology to resolve customer service issues, shop, and search for information.

sparkResources

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	ELPS	CCRS
• Ask for help in your community • Use the phone • Give suggestions • Interpret a road map • Identify ways to volunteer in the community • Explore the job of a volunteer coordinator	• Embedded questions	• In the community • Using maps • Making and responding to suggestions	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Community Buildings and Places • Community Workers • Common Activities • Transportation	Lesson 1: 0.1.2, 0.1.5, 2.8.7 Lesson 2: 0.1.2, 0.1.5, 2.1.1, 2.1.8 Lesson 3: 0.1.2, 0.1.5, 2.5.8, 2.5.9, 2.6.1, 2.6.3, 4.8.1 Lesson 4: 0.1.2, 0.1.5, 2.2.5 Lesson 5: 0.1.2, 0.1.5, 5.6.5, 7.4.4, 7.7.3 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 5.6.5, 6.7.1 Team Project: 0.1.2, 0.1.5, 2.5.8, 4.8.1, 4.8.2, 4.8.5, 5.6.5 Reading Challenge: 0.1.5	S4: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing. 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.	RI1, RI2, RI3, RI4, RI7, W2, W4, W5, W7, W8, SL1, SL2, SL3, SL4, L1, L2, L3, L5

afaq-lc.com

LESSON 1

Your Community

GOAL ▶ Ask for help in your community

A **Look at the picture. Where is Kofi? Read the conversation and find out what kind of help he needs.**



Kofi: Hi, we just moved to Rutherford and I'm looking for a school to take some English classes.

Neighbor: Welcome to the neighborhood! Why don't you try Rutherford Adult School? It's located on Elm Street.

Kofi: Great! Thanks.

B **With a partner, practice the conversation in A, but change the underlined information. Use these expressions and information you know about your community.**

1. a farmer's market
2. a dog park
3. a good pizza place
4. a place to volunteer
5. a library I can walk to
6. an elementary school for my children
7. a hospital
8. a public pool to go swimming
9. a gym
10. a place to play basketball

afaq-lc.com

At-a-Glance Prep

Goal: Ask for help in your community
Grammar: Embedded questions
Vocabulary: *locate, resources, sign-up*

Agenda

- ☐ Ask for information.
- ☐ Use embedded questions.
- ☐ Write embedded questions.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.8.7

CCRS: 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.

S4: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review

5 mins. ■■■

Write the word *community* on the board. Ask students what the word means to them.

Introduction

5 mins. ■■■

Tell students that *Community* is the title of this unit. Ask them what they think they will be learning about. State the goal: *Today, we will learn how to locate resources in our community by asking for help and information.*

Workplace Focus

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

Presentation 1

10-15 mins.

A **Look at the picture. Where is Kofi? Read the conversation and find out what kind of help he needs.**

Have volunteers tell you where they think the men are. After they have read the conversations, ask volunteers to tell you what kind of help Kofi needs.

BEST PRACTICE

Modeling

Before students do any conversation practice, it is a good idea to model it in a few different ways until they understand what to do.

1. Read the example conversation.
2. Have the class repeat each line of the conversation after you.
3. Divide the class in half. Have one half be one person and the other half be the other person in the conversation.
4. Ask for a volunteer to practice with you.
5. Ask for two volunteers to demonstrate the conversation for the class.

Practice 1

10-15 mins. ■■■

B **With a partner, practice the conversation in A, but change the underlined information. Use these expressions and information you know about your community.**

Before starting the exercise, ask volunteers to give you examples of places in their own communities. People may not always know the names of streets, so it might be helpful to allow them to use their phones to find the addresses.

Evaluation 1

5 mins. ■■■

Ask volunteers to present conversations to the class.

Workplace Focus

Exercise C: Complete tasks as assigned.

Presentation 2

5-10 mins.

Ask students the following embedded questions: *Do you know if there's a library near here? Can you tell me when the post office opens?*

Practice 2

5-10 mins.

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

C ANALYZE In each question, there are actually two questions. Find them and write them down.

Go over the example with students. Have them complete the exercise alone, then go over the answers as a class. As a follow-up, ask students to come up with three examples on their own, similar to the models in **C**.

Evaluation 2

5-10 mins.

Give students a few minutes to complete the exercise and then ask volunteers to write the embedded questions they came up with on the board. Ask the class to find the two questions in each embedded question just as they did in **C**.

Workplace Focus

Exercise D: Complete tasks as assigned.

Presentation 3

5-10 mins.

D Study the chart. When two questions are combined into one, the second question is called an *embedded question*. One question is embedded in the other.

Read the best practice feature on this page. This will help you elaborate on the information in the chart when explaining how to use embedded questions with the students.

BEST PRACTICE

Embedded questions

Point out that *embedded questions* are a more polite way of asking for information. For example: *Could you tell me if we have any homework?* They are also used when we are talking about something that is unknown to us. For example: *I don't know why she didn't come to class today*.

Tell students that embedded questions are easy to recognize because they usually begin with one of the following introductory phrases:

I'm not sure . . .
Do you know . . .
Would you mind explaining . . .
Can you remember . . .
I wonder . . .
Could you tell me . . .
Let's ask . . .
We need to find out . . .

Instructor's Notes

afaq-lc.com

C ANALYZE In each question, there are actually two questions. Find them and write them down.

1. Do you know if there is a library near here?

   1st question: Do you know?

   2nd question: Is there a library near here?

2. Can you show me where Elm Street is?

   1st question: Can you show me?

   2nd question: Where is Elm Street?

3. Can you tell me when the post office opens?

   1st question: Can you tell me?

   2nd question: When does the post office open?

D Study the chart. When two questions are combined into one, the second question is called an *embedded question*. One question is embedded in the other.

Embedded Questions	
Introductory Question	**Embedded Question**
Can you show me Do you know Can you tell me	where **Elm Street is**? **if** there is a library near here? when the library **opens**?
Rules	
• In an embedded information question, the subject comes before the verb. • For *yes* / *no* questions, use *if* before the embedded question. • In an embedded question that would normally have *do* or *does*, take out *do* / *does* and use the verb form that agrees with the subject.	

Embedded Questions

Why do we use embedded questions? They sound more polite than direct questions.

Common Expressions Used to Introduce Embedded Questions	
Would you tell me what time the bank closes?	**Will you show me** where the adult school is?
Can you explain where I drop off my books?	**Do you know** if I can buy a computer there?

E **Change these questions to embedded questions using the expressions from the box.**

Answers may vary. Sample answers given.

1. What is the name of the local community college?

   Do you know what the name of the local community college is?

2. What is the address of the public pool?

   Would you tell me the address of the public pool?

3. Where is Rutherford?

   Will you show me where Rutherford is?

4. Do you sell running shoes?

   Would you tell me if you sell running shoes?

5. What time does the train leave?

   Would you tell me when the train leaves?

6. Is Union Community College on this street?

   Do you know if Union Community College is on this street?

7. When do classes begin?

   Do you know what time classes begin?

8. Where do you take your cans and papers for recycling?

   Can you explain where you take your cans and papers for recycling?

F **Write five embedded questions that you could ask a school counselor.**

EXAMPLE: Can you explain how to get a high school diploma?

afaq-lc.com

Workplace Focus

Exercise E: Complete tasks as assigned;
Exercise F: Combine ideas and information.

Practice 3

15-20 mins.

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

E **Change these questions to embedded questions using the expressions from the box.**

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

Evaluation 3

5-10 mins.

Ask volunteers to write their embedded questions from **E** on the board.

BEST PRACTICE

Evaluating by having students write on the board

A very useful way to evaluate student work is to ask for volunteers to write the answers on the board.

1. Ask volunteers to write a completed exercise item on the board.
2. Ask the class to check the volunteers' work. If students think an item contains an error, have them come up to the board and make the necessary corrections.
3. Go through each example and indicate whether it is right or wrong. (You may wish to circle or underline the mistake or just indicate that something in the entire phrase is wrong.)
4. Repeat this procedure until all of the sentences are correct.

Application

10-20 mins.

F **Write five embedded questions that you could ask a school counselor.**

Ask students what a school counselor does and have a brief discussion on the topic. Go over the example in the exercise and then ask students to write their own questions. Monitor students to ensure they are using the correct structure for embedded questions. When they have finished, have them share their questions with a partner. Have some volunteers write their questions on the board.

Instructor's Notes

At-a-Glance Prep

Goal: Use the phone
Pronunciation: Enunciation and intonation
Academic Strategy: Focused listening
Vocabulary: *chamber of commerce, registration, enunciation, reservations, dress code*

Agenda

- ☐ Use a phone directory.
- ☐ Listen to phone conversations for information.
- ☐ Plan for a phone conversation.
- ☐ Practice using the phone.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.1.1, 2.1.8
CCRS: R7, 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.

Warm-up and Review 5-10 mins.

Have students take out the questions they wrote for a school counselor in the previous lesson. Have them work in small groups to come up with answers they think the counselor might give.

Introduction 5-10 mins.

Ask students what they use the telephone for. Most likely, they will say that they use the phone to call friends and family. If they don't bring it up, ask students if they use the phone to call local businesses to ask questions. Once you lead them to this idea, ask them what they might call local businesses for, such as hours of operation and address. State the goal: *Today, we will practice conversations using the phone*.

Workplace Focus

Exercise A: Complete tasks as assigned; Interpret and communicate information.

Presentation 1 10-15 mins.

Ask students to come up with specific names of businesses in their community that they have called and asked for information. Ask students to share their experiences. For many students, using the phone to speak to someone in English is very difficult.

Ask students how they would get the phone number of a place they wanted to call. They might suggest referring to a phone book, using the internet, or calling 411.

Practice 1 10-15 mins.

A What phone number would you call if you wanted information about these items? Look at the directory and write the correct number.

Evaluation 1 5 mins.

Go over the answers as a class.

BEST PRACTICE

Phone numbers in the U.S.

Explain that every phone number in the United States has an area code. Point out that all area codes are three digits long and are followed by the seven-digit phone number; for example, ***(555)*** *345-1983*.

Let students know that if they call a number outside of their area code, this is considered to be long distance. Local numbers usually have the same area code if the city is small. Larger cities may have more than one area code.

Advise students to check the area codes for where they live. The cost of making a long distance call depends on your individual calling plan.

afaq-lc.com

LESSON 2

Can You Tell Me . . . ?

GOAL ▶ Use the phone

A What phone number would you call if you wanted information about these items? Look at the directory and write the correct number.

1. getting a driver's license — (201) 555–0013
2. a bus schedule — (201) 555-2678
3. a place to borrow books — (201) 555-0507
4. medical help — (201) 555-7623, (201) 555-8473
5. school registration for your teenage son — (201) 555-1238
6. swim lessons — (201) 555-4499
7. looking at art — (201) 555-2939
8. a place for your daughter to play soccer — (201) 555-6482
9. fighting your parking ticket — (201) 555-1796
10. activities for your grandparents — (201) 555-7342

Community Resources

Balboa College Museum
(201) 555-2939 1852 Elm Street

Bus Transit
(201) 555-2678 984 First Street

Chamber of Commerce
(201) 555-4671 2064 Elm Street

City Clerk
(201) 555-8403 946 Fifth Street #1

Madison Driving School
(201) 555-0013 4024 Fourth Street

Employment Development Department
(201) 555-5334 2678 Elm Street

Lancaster Urgent Care
(201) 555-8473 2589 First Street

High School
(201) 555-1238 658 Main Street

Hospital
(201) 555-7623 1346 Elm Street

Little League Baseball
(201) 555-7300 6655 Lincoln Street

Union Adult School
(201) 555-9134 527 Fourth Street

Public Library
(201) 555-0507 361 Main Street

Public Pool
(201) 555-4499 5632 Lincoln Street

Senior Center
(201) 555-7342 7501 Riverview Terrace

Rutherford Soccer Club
(201) 555-6482 352 Martin Street

Superior Court
(201) 555-1796 4345 Elm Street

Village Elementary School
(201) 555-8462 360 Main Street

B **SUMMARIZE** **Listen to the phone conversations. Which place did each person call? What information did he or she want?**

1. Place: Riverside Books
   Information: store hours
2. Place: Madison Driving School
   Information: driving lessons
3. Place: Lancaster Urgent Care
   Information: x-rays
4. Place: Computer Warehouse
   Information: computers in stock
5. Place: Village Elementary School
   Information: school registration

C **PLAN** **Sometimes it is helpful to write down what you want to say before you make a phone call. For each of the examples in B, write what you might say when the person answers the phone.** Answers will vary. Sample answers given.

1. Hi. Could you please tell me what your store hours are?
2. Hello. I'd like information on a driving test.
3. Hi. Could you please tell me if you take x-rays?
4. Hi. I would like to know if you have a certain computer in stock.
5. Hello. Could you please explain what I need to do to register my son?

D **Using the questions you wrote in C, practice short conversations with a partner. Change the underlined information for each item you wrote. Take turns answering the phone.**

Clerk: Thank you for calling Riverside Books. How can I help you?

You: Hi. Could you please tell me what your store hours are?

Life On Hold Many times, when you call a business, you will be put on hold. This means you have to wait until someone is available to help you. The hold could be five minutes or 45 minutes. Before you call, it is a good idea to go online and see if there are any faster options. Often, you can place orders or shop online, ask questions via chat, or send an email to resolve a problem. If you must speak with someone to address your issue, put the hold music on speaker phone and do something else while you wait.

Life ONLINE

afaq-lc.com

Workplace Focus

Exercise B: Interpret and communicate information.

Presentation 2

1 min.

Prepare students for the listening exercise.

Practice 2

10-15 mins.

B **SUMMARIZE** **Listen to the phone conversations. Which place did each person call? What information did he or she want?**

Listening Script

1. **Clerk:** *Riverside Books, how can I help you?*
   Caller: *Um, yes, I was wondering what your store hours are?*
   Clerk: *We're open Monday to Friday from 10 to 9 and Saturday and Sunday from 11 to 2 p.m.*
   Caller: *Great! I think I'll stop by this afternoon.*
   Clerk: *Is there anything in particular you're looking for?*
   Caller: *Nope. Just want to do some browsing.*
   Clerk: *OK! We look forward to seeing you.*
   Caller: *Thanks. Goodbye.*
   Clerk: *Bye.*
2. **Clerk:** *Madison Driving School, this is Clarissa. How may I help you?*
   Caller: *I'd like some information on driving lessons.*
   Clerk: *Sure. Do you need adult lessons or teen lessons?*
   Caller: *They're lessons for my son. He's 15 years old.*
   Clerk: *OK. He needs to be 15 years old and nine months.*
   Caller: *That's fine. He's almost 16. His birthday is on May 10.*
   Clerk: *Perfect. What's his name?*
   Caller: *Thomas Sanders.*
   Clerk: *OK. And you said he'll be 16 on May 10… [clicking sounds] We can sign him up for the classroom lessons that start the week of March 17.*
   Caller: *Classes in a classroom? No, he needs to learn how to drive in a car.*
   Clerk: *Yes. I understand. Before students can get behind the wheel they have to take some classes. After they complete those, they can start scheduling their driving lessons.*
   Caller: *Oh, this is very different now! I didn't have to do all that when I was young.*
   Clerk: *Yes. Do you want me to sign him up for the classes?*
   Caller: *Yes, please.*
   Clerk: *Great, I just have to go over some questions…*
3. *Thank you for calling Lancaster Urgent Care. Please listen carefully to the following menu options. If you have a life-threatening emergency, please hang up and dial 911. If you know your party's extension number, dial it now. To schedule a well visit, press 1.*

   Receptionist: *Lancaster Urgent Care. Can I help you?*
   Grandmother: *Hi, my granddaughter fell and her doctor told me to take her to urgent care so they take X-rays. Can she get X-rays at your office?*
   Receptionist: *Oh, I'm sorry, ma'am, but we don't have an X-ray machine in our office. You'll have to take her to the Emergency Room for that.*
   Grandmother: *Oh. Do you know where the Emergency Room is?*
   Receptionist: *Yes, it's at the hospital, at 1346 Elm Street.*
   Grandmother: *Thank you very much.*
   Receptionist: *You're welcome.*
4. **Clerk:** *Computer Warehouse.*
   Caller: *Um, yes, I was wondering if you had a certain computer in stock?*
   Clerk: *Let me transfer you.*
5. **Clerk:** *Hi, this is Village Elementary School. Can you please hold?*
   Caller: *Sure.*
   Clerk: *Thank you for holding. How may I help you?*
   Caller: *Yes, my name is Veronica and we just moved to Rutherford from Texas.*
   Clerk: *Wow! That's a long way!*
   Caller: *Yes, my husband's job transferred him here.*
   Clerk: *Well, I think you'll love our area.*
   Caller: *Well, we do so far. Anyway, my son is going to be in the third grade in the fall and I need some information on how to get him registered.*
   Clerk: *You can find all the information you need on our website. You can also register him there, through our secure portal.*
   Caller: *Oh, so I don't need to go to the school in person?*
   Clerk: *Oh no, that's not necessary.*

Evaluation 2

5 mins.

Go over the answers as a class.

Presentation 3

5-10 mins.

Go over the instructions to **C** and **D**.

Practice 3

15-20 mins.

C **PLAN** **Sometimes it is helpful to write down what you want to say before you make a phone call. For each of the examples in B, write what you might say when the person answers the phone.**

Evaluation 3

5-10 mins.

For **C**, ask volunteers to read their answers out loud.

D **Using the questions you wrote in C, practice short conversations with a partner. Change the underlined information for each item you wrote. Take turns answering the phone.**

Workplace Focus

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

Application

10-20 mins.

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

Have students first read the conversation. Then play the audio.

Pronunciation **Speak clearly**

At this level, many students are pronouncing their words correctly but still have trouble being understood. Therefore, on a daily basis, it's important to work on enunciation (speaking clearly) and intonation (the rising and falling of the voice in different sentence patterns). Some ways to practice these aspects of language production include the following ideas:

1. Read a sentence out loud and have students repeat after you.
2. Ask for individual students to read a sentence out loud and ask the class to repeat what they have said.
3. Work individually with students, critiquing their enunciation and intonation.

In this lesson, it is especially important to focus on these two concepts because when students are using the phone, the other person will not be able to read their lips or see their facial expressions and body language.

F **Practice the conversation in E with a partner.**

Have students swap roles in the dialog after reading through the conversation a couple of times. Ask a volunteer pair to perform the conversation in front of the class and comment constructively on enunciation and pronunciation.

G **Talk to four different classmates. Using the information in the chart, have conversations like the one in E.**

Tell students to talk to a different person for each conversation. Ask them to switch roles so they each get a chance to play the caller and the person receiving the call.

Instructor's Notes

afaq-lc.com

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

Host: Thank you for calling Scott's Steakhouse. How can I help you?

Caller: I was wondering if you are open for lunch.

Host: Yes, we are open from 11 a.m. to 10 p.m., Tuesday through Saturday. And we're open from 11 a.m. to 3 p.m. on Sundays.

Caller: Do I need reservations?

Host: Reservations aren't necessary, but we recommend them during our busy lunch hours between 12 and 2.

Caller: Great. Thanks for your help!

Host: You're welcome. Goodbye.

Caller: Bye.

F **Practice the conversation in E with a partner.**

Speak clearly

When you are talking on the telephone, it is important that you pronounce every word very clearly (enunciate) and speak with rising and falling intonation. This is important because the person on the other end of the line can't see your mouth or your facial expressions.

G **Talk to four different classmates. Using the information in the chart, have conversations like the one in E.**

Calling	Information Needed	Response
Paris French Bistro	reservations needed? dress code?	yes yes—coat and tie for men; no jeans for women
High School	location of the school's talent show	School auditorium 658 Main Street
Community Center	days and times of concerts in the park	every Sunday from 1 to 4 p.m.
Public Library	age required to get a library card	age five with parent's signature; parent must have a valid library card

LESSON 3

Why Don't We . . . ?

GOAL ▶ Give suggestions

A Look at the photo. Where are these people? What do you think they are talking about? Read their conversation. Answers will vary.



Ricardo: Let's find a good Italian restaurant. Can you think of where we could go?

Jim: Why don't we try this great little place called Island Pasta? It's a local hangout and I've heard the food is great!

Jasmine: I think they're closed tonight. How about going to Laredo's for a Mexican meal instead?

Kiaga: Great idea!

Making Suggestions	Responding to Suggestions
Why don't we . . . ? We could . . . How about . . . ? Do you want to . . . ? Let's . . .	Great idea! Yes, let's do that! Sure! How about . . . instead?

afaq-lc.com

At-a-Glance Prep

Goal: Give suggestions
Grammar: Making suggestions
Academic Strategy: Focused listening
Vocabulary: *bulletin board, suggestion, local hangout, notices, fl ers, marathon, bingo*

Agenda

- ☐ Make and respond to suggestions.
- ☐ Read a bulletin board.
- ☐ Make a bulletin board.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.5.8, 2.5.9, 2.6.1, 2.6.3, 4.8.1
CCRS: R7, 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.

Warm-up and Review

10-15 mins. ■■■

Write the following items on the board:
Garden Center: store hours
Post Office: address
Community Center: swimming classes

Have students find a partner and create phone conversations like those in the previous lesson using this information. Ask volunteers to perform their conversations for the class. Remind students to consider enunciation and pronunciation when having their conversations.

Introduction

5-10 mins. ■■■

Write *bulletin board* on the board. Ask students what this term refers to and then elicit what type of information they might find on a bulletin board. Ask students where they have seen bulletin boards in their community.

State the goal: *Today, we will practice giving suggestions.*

Workplace Focus

Exercise A: Complete tasks as assigned.

Presentation 1

5-10 mins. ■■■

A Look at the photo. Where are these people? What do you think they are talking about? Read their conversation.

Ask students to look carefully at the photo. Then have them read the conversation.

Ask students what suggestions Jim and Jasmine make. Go over the phrases used to make and respond to suggestions, giving students examples of each one.

Instructor's Notes

Workplace Focus

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

Ask students which websites they might visit for each of the items and come up with a master list on the board.

Life ONLINE

Visit the Digital Literacy Worksheets on the Spark Platform to further explore the topic of online shopping and digital safety.

Practice 1

10-15 mins.

B With a partner, make new conversations. Use suggestions from the chart in A and these topics. Talk about places in your community or online.

Do the first item with a volunteer as an example.

Evaluation 1

5 mins.

Ask volunteers to perform their conversations.

Workplace Focus

Exercise C: Complete tasks as assigned;
Exercise D: Interpret and communicate information.

Presentation 2

5-10 mins.

C Read the notices on the community bulletin board. Which notice is the most interesting to you? Why?

Give students a chance to read the bulletin board on their own and then ask them basic comprehension questions about the notices and flyers.

Practice 2

5-10 mins.

D Listen to the community members. Where can they find the information they need? Write the correct number next to each notice in C and D.

Prepare students for the listening activity by telling them they will be listening to different community members make statements about activities and information that can be found on the bulletin boards in **C** and **D**. They will have to write the correct number in the box next to each bulletin board item.

Listening Script

1. *I've always wanted to learn how to play an instrument.*
2. *There's gotta be something my grandmother can do Sundays to keep herself busy.*
3. *I need a place to send my kids for the summer while I'm at work.*
4. *I want to do start training to run in a marathon.*
5. *I just saw a lost dog on my street.*
6. *My mom has always wanted to learn some crafts.*
7. *I'm starting a new job and need someone to watch my kids.*
8. *I need to rent the extra room in my apartment.*

Evaluation 2

5 mins.

Go over the answers to **D** with the class, eliciting answers from students

Instructor's Notes

afaq-lc.com

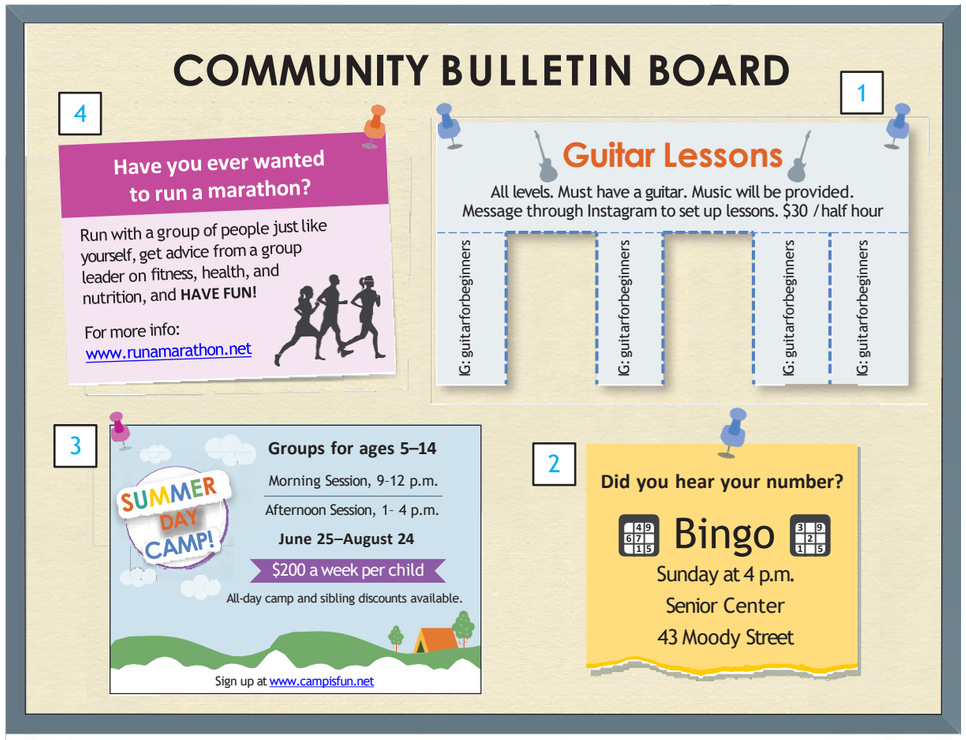
B With a partner, make new conversations. Use suggestions from the chart in A and these topics. Talk about places in your community or online.

1. a place to buy shoes online
2. a good movie for kids
3. a nice restaurant for your best friend's birthday dinner
4. a bookstore with a large selection of books
5. a good place to find really fresh fruit and vegetables
6. a place to eat Thai food
7. a place to listen to good music
8. an online bookstore to buy a required book for class

Life ONLINE

Today, people shop online for many items that they used to buy in stores. Also, instead of talking to a friend or neighbor, people search online for information. Look at each item in **B**. Which would you search for online?

C Read the notices on the community bulletin board. Which notice is the most interesting to you? Why? Answers will vary.



D Listen to the community members. Where can they find the information they need? Write the correct number next to each notice in C and D.



E **Work in pairs. Student A: Make a statement about one of the notices in C and D. Student B: Respond with a suggestion.**

Student A: I need a place to send my kids for the summer while I'm at work.

Student B: Why don't you sign them up for the Summer Day Camp?

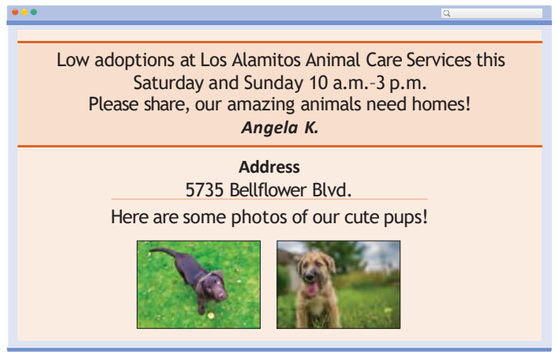
Student A: That's a good idea.

F **In pairs, design a bulletin board or a webpage for community events. Share ideas and make suggestions.**

Life ONLINE

Some neighborhood apps advertise similar types of information. Often, they will use a format where you can post a comment, ask questions, get information, etc.

1. What is this post about?
2. What time is the event?
3. Where is the event?



afaq-lc.com

Workplace Focus

Exercises E, F: Interact appropriately with team members; Combine ideas and information.

Presentation 3

5-10 mins.

Have two volunteer students read the example dialog. Then model how to do **E** with a volunteer by making a statement about something on the bulletin boards and asking the volunteer to give you a suggestion, as in the example.

Practice 3

15-20 mins.

E **Work in pairs. Student A: Make a statement about one of the notices in C and D. Student B: Respond with a suggestion.**

Before they start the activity, have students look back at the chart in **A**. Briefly review the pronunciation and intonation of making suggestions and responding. Model phrases again if necessary. Then have pairs complete the activity.

Evaluation 3

5-10 mins.

Walk around and observe students acting out the activity. Monitor for correct use of, and facility with, suggestion and response phrases. If necessary, give a mini lesson to deal with consistent errors. Do not single out errors by individuals, but present a general overview.

Application

10-20 mins.

F **In pairs, design a bulletin board or webpage for community events. Share ideas and make suggestions.**

Life ONLINE

Encourage students to offer their own talents (musical, athletic, etc.) or items they want to sell.

Once students have completed their bulletin boards, post them around the classroom. In pairs, have students go around and have conversations like the ones they practiced in **E** based on the class bulletin boards.

As an extension or homework activity, have students go online and find local bulletin board style posts on websites and social media sites. Then, ask them to ask questions or create a conversation based on the information in the post. For homework, have them write descriptions of the posts and questions or conversations based on them.

Instructor's Notes

At-a-Glance Prep

Goal: Interpret a road map
Grammar: Imperatives
Academic Strategy: Focused listening
Vocabulary: *legend, freeway, interstate, airport, campground, exit, rest area, scenic, map scale, speed limit*

Agenda

- ☐ Read a map legend.
- ☐ Estimate distances using a map scale.
- ☐ Listen to directions.
- ☐ 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, 2.2.5
CCRS: R7, 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.

Warm-up and Review 5-10 mins.

Ask students to look at the bulletin boards they made in the previous lesson. Have them ask other students which notices were most interesting to them.

Introduction 5-10 mins.

Find out how many students drive. Ask how many of those who drive use the highway. Ask them how they know how to get where they need to go. State the goal: *Today, we will read a road map and practice giving and receiving directions from one place to another.*

Workplace Focus

Exercises A, C: Complete tasks as assigned;
Exercise B: Interact appropriately with team members.

Presentation 1 10-15 mins.

A A *legend* helps you read the symbols on a road map. Write the correct words from the box next to the symbols.

Do this activity together as a class. Write numbers 1-10 on the board. Ask students to look at their books and call out the answers. Write them on the board next to the corresponding numbers.

Practice 1 5-10 mins.

B Look at the map in D and answer these questions with a partner.

Tell pairs to have one student turn to the map in **D** so they can look at the map and read the questions simultaneously.

Evaluation 1 5 mins.

Go over the answers to **B** as a class. Check comprehension by asking a few extra questions.

Workplace Focus

Exercises A, C: Complete tasks as assigned;
Exercise B: Interact appropriately with team members.

Presentation 2 5-10 mins.

Some students may be new to the US. Remind them that in the US, miles are used rather than kilometers to measure long distances. Explain map scales and their purpose. Ask comprehension questions about the map scale in **C** to confirm understanding.

Practice 2 10-15 mins.

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

C CALCULATE Look at the highway map scale and estimate the road distances (in miles) on the map in D.

Evaluation 2 10-15 mins.

Go over the answers as a class.

afaq-lc.com

LESSON 4

How Far Is It?

GOAL ▶ Interpret a road map

A A *legend* helps you read the symbols on a road map. Write the correct words from the box next to the symbols.

1.  lodging
2.  campground
3.  picnic site
4.  gas station
5.  bike route
6.  hiking trail
7.  exit
8.  airport
9.  restaurant
10.  hospital

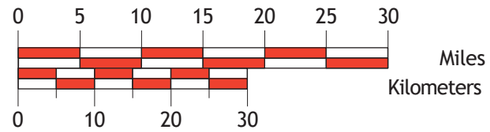
airport
bike route
campground
exit
gas station
hiking trail
hospital
lodging
picnic site
restaurant

B Look at the map in D and answer these questions with a partner.

1. Is there a hospital in Rose? No
2. What interstate has a gas station? 315
3. Where is the nearest campground to Grandville? Mountain State Park
4. Where is the closest hospital to Poppington? Loronado
5. Is there an airport near Lake Ellie? No

C CALCULATE Look at the highway map scale and estimate the road distances (in miles) on the map in D.

1. How far is it from Grandville to Rose? ~60 miles
2. How far is it from Poppington to Lake Ellie? ~120 miles
3. How far is it from Loronado to Poppington? ~30 miles
4. How far is it from Lake Ellie to Rose? ~90 miles
5. How far is it from Grandville to Poppington? ~90 miles
6. How far is it from Rose to Loronado? ~100 miles



D **Listen to the people giving directions. Where will the driver end up? Choose the correct answer.**

1.	☐ Grandville	☐ Rose	☐ Lake Ellie	☑ Loronado	☐ Poppington
2.	☐ Grandville	☑ Rose	☐ Lake Ellie	☐ Loronado	☐ Poppington
3.	☑ Grandville	☐ Rose	☐ Lake Ellie	☐ Loronado	☐ Poppington
4.	☐ Grandville	☐ Rose	☐ Lake Ellie	☑ Loronado	☐ Poppington



afaq-lc.com

Workplace Focus

Exercise D: Interpret and communicate information.

Presentation 3

5-10 mins.

Go over the directions to **D** with students.

Practice 3

15-20 mins.

D **Listen to the people giving directions. Where will the driver end up? Choose the correct answer.**

Listening Script

1. *Since you'll be coming from Rose, get on 24 going west. Then take 315 South. You'll drive for a while and then get off at the first exit.*
2. *From Grandville, get on 315 South. Then take 24 East. You'll pass the airport. Get off right before 24 and 89 intersect.*
3. *If you're coming from Poppington, take 315 North. Then get on 13 West, the scenic route, and go on to 15 North. You'll pass by Lake Ellie, which might be a nice place to stop and have lunch. Then continue on 15 North till you get to 315 North. Take the first exit.*
4. *From Rose, take 89 South until you get to the first exit. Keep going until you get to the hospital.*

Evaluation 3

5-10 mins.

Go over the answers to **D** with students and present the tips from the best practice feature to the class.

BEST PRACTICE

Asking for directions

Everyone needs to ask for directions at some point. Besides the vocabulary presented in this unit, it is useful to keep the following tips in mind:

- Use polite expressions. *Hello! Good morning! . . . Excuse me, could you help me please? . . . Hello! May I ask you for directions?*
- Listen carefully. Ask the person to slow down and ask questions, especially if there is something that you don't understand.
- Write down the directions if possible.
- Repeat the directions, making sure that you have the correct information.
- Thank the person for their help. *Thank you! Have a nice day!*

Instructor's Notes

Workplace Focus

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

Application

10-20 mins.

E Practice giving and receiving directions with a partner. Student A: Use the map in D to give directions. Student B: Write down what your partner says. If you get confused, ask your partner to slow down or repeat for clarification. Then switch roles.

Go over the example with students and show them how to take notes by writing the directions on the board: *Take 24 East to 315 North. Follow 315 North to the third exit (60 miles).* Ask a few volunteer students to help you model the conversation.

BEST PRACTICE

Conversation strategies

Throughout *Stand Out*, students will be given many opportunities to have conversations. It is always a good idea to give them one or two new strategies every time they have a conversation to help them improve their conversation skills. Encourage them to build on what they know by using the strategies you have already taught them as well as implementing a new one.

F COMPARE Look at the directions you wrote in E when you were Student B. Compare them to the map. Are they correct?

Have students check themselves and ask for volunteer pairs to model their conversations from **E** too.

Instructor's Notes

afaq-lc.com

Conversation Strategy: Repeat for Clarification

When you are getting important information from someone, such as directions, it is always a good idea to ask for clarification. Asking for clarification means repeating back what was said or asking the other person to repeat it so you can double-check what you wrote. One way to do this is to repeat just the part of the sentence that you are unsure of.

Examples:

A: Take the highway exit and turn left.
B: Turn left?
A: Yes.

A: Take 605 to 405 to 22.
B: Did you say 605 to 405 to 22?
A: Yes.

E Practice giving and receiving directions with a partner. Student A: Use the map in D to give directions. Student B: Write down what your partner says. If you get confused, ask your partner to slow down or repeat for clarification. Then switch roles.

Answers may vary. Possible answers given.

EXAMPLE: From Rose to Grandville

Student A: I live in Rose and I need to get to Grandville. What's the best way to get there?

Student B: Take 24 West to 315 North. Follow 315 North to Exit 8.

Student A: About how far is it?

Student B: Sixty miles.

Student A: Thank you so much.

1. Poppington to Lake Ellie Take 315 North to Exit 4. Go north on Route 13 for about 80 miles. Then take 15 East. In about 25 miles, you'll make a right turn onto the road to Lake Ellie.
2. Loronado to Poppington Take 315 South and get off at Exit 2.
3. Lake Ellie to Rose Take 15 North to Grandville. Then take 315 South until Exit 6 for 24 East. Follow 24 East for about 45 miles to Rose.
4. Rose to Loronado Take 89 South until it ends at Route 315. Take 315 North to Exit 5 for Loronado.
5. Grandville to Poppington Take 315 South to Exit 2 for Poppington.

F COMPARE Look at the directions you wrote in E when you were Student B. Compare them to the map. Are they correct?

LESSON 5

Volunteering

GOAL ▶ Identify ways to volunteer in the community

A **What is a volunteer? Make a list of three ways you can volunteer in your community.**

Answers will vary.

1. _____
2. _____
3. _____

B **MATCH** **Look at the pictures. Where do you think these people are volunteering? Write a word or phrase from the box under each picture.**

animal shelter	Habitat for Humanity	neighborhood	senior center	soup kitchen
art gallery	library	political campaign	soccer league	

1. 
art gallery

2. 
senior center

3. 
soup kitchen

4. 
library

5. 
animal shelter

6. 

political campaign

7. 
Habitat for Humanity

8. 
neighborhood

9. 
soccer league

afaq-lc.com

At-a-Glance Prep

Goal: Identify ways to volunteer in the community
Academic Strategy: Making inferences
Vocabulary: *volunteer, community organizations, keep track of, structures, decorations*

Agenda

- ☐ Identify places to volunteer.
- ☐ Identify your skills.
- ☐ Find out about your partner's skills.
- ☐ Identify specific places that you could volunteer.
- ☐ Write questions.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.2.5
CCRS: 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.
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 5-10 mins.

Have students review giving directions by repeating **E** in Lesson 4. This time, just have them give the directions to their partners, not write them down.

Introduction 5-10 mins.

State the goal: *Today, we will identify ways to volunteer in the community.*

Workplace Focus

Exercise A: Combine ideas and information;
Exercise B: Complete tasks as assigned.

A **What is a volunteer? Make a list of three ways you can volunteer in your community.**

Ask students the question in **A** and go over the concept of volunteering. Ask students to share any volunteer experience they have had.

Presentation 1 10-15 mins.

As a class, come up with a list of three ways to volunteer. Write students' responses on the board. Then go through each one and ask them where each type of volunteer work could be done. For example: *read to residents—retirement home; serve meals—soup kitchen; walk dogs—animal shelter.*

Practice 1 10-15 mins.

B **MATCH** **Look at the pictures. Where do you think these people are volunteering? Write a word or phrase from the box under each picture.**

Have students do this activity with a partner or in small groups. Tell them there may be more than one possible answer for some pictures.

Evaluation 1 5 mins.

Go over students' answers as a class.

Instructor's Notes

Workplace Focus

Exercise C: Complete tasks as assigned;
Exercise D: Interact appropriately with team members.

Presentation 2

10-15 mins.

C Before you volunteer, you need to think about what you would like to do or what you are good at. Look at the list and mark (✓) the things that you like to do and are good at. Add your own ideas to the bottom of the list.

Do this exercise as a class. Go through each item on the list and make sure students understand what it entails. Have them mark the first two columns based on their preferences and abilities. Help them come up with some ideas of things they might write on the last three lines.

Practice 2

10-15 mins.

D Interview a partner. Ask them what they like to do and mark (✓) the appropriate columns in C. Use questions that begin with *Can you . . . ? Do you like to . . . ?*

Ask a few students questions using the question beginnings and the information from the chart in **C**.

Evaluation 2

10-15 mins.

Ask students to report what they learned about their partners. Ask: *(John), what does (Sara) like to do? (Emilio), what can (Flavio) do?*

BEST PRACTICE

Volunteer work in the United States

Volunteer work is popular in the United States. Many people believe that volunteering has played an important role in the country's history and that volunteering is essential to the health of the community. It is not unusual for classmates, teachers, and even coworkers to propose participating in a volunteer activity over the weekend. This could be visiting the elderly in a retirement home, cleaning a park, or helping to make meals for homeless people. Some take great pride in their volunteer work and might even mention it on job applications. They see it as evidence of their dedication to hard work and service to others. They also see it as a way to make close community ties that are important for personal and professional relationships.

Instructor's Notes

afaq-lc.com

C Before you volunteer, you need to think about what you would like to do or what you are good at. Look at the list and mark (✓) the things that you like to do and are good at. Add your own ideas to the bottom of the list. Answers will vary.

Skills	I can . . .	I like to . . .	My partner can . . .	My partner likes to . . .
build structures				
clean				
communicate information to people				
cook				
create an online newsletter				
give a speech				
keep track of money				
make decorations				
make phone calls				
plan a meeting				
plan a party				
put books in alphabetical order				
raise money for a cause				
spend time with children				
talk to people				
teach someone English				
teach someone math				
teach someone to read				
use a computer				

D Interview a partner. Ask them what they like to do and mark (✓) the appropriate columns in C. Use questions that begin with *Can you . . . ? Do you like to . . . ?*

E **What are some places in your community where you might be able to volunteer? In a group, make a list. Share your list with the class.** Answers will vary.

_____

_____

_____

_____

_____

F **Practice the conversation. Make new conversations. Give your partner an idea of places to volunteer based on the checklist in C.**

Student A: I see you like to work with children. How about volunteering at the library for story time?

Student B: That's a great idea!

G **Select one of the places your partner suggested you volunteer and come up with questions you can ask when you call or visit the location.** Answers will vary.

1. _____

2. _____

3. _____

H **Practice asking your questions to a partner. Imagine that your partner works at the place where you want to volunteer. Your partner will have to be creative and come up with answers to your questions. Then switch roles.**

I **Go online and find a place where you can volunteer in your community. Fill out this information.** Answers will vary.

Name of Place or Business: _____

Address: _____

Phone Number: _____

Email Address of Person to Contact: _____

What do you think you will do as a volunteer there? _____

Volunteer Hours

It is not uncommon for employers to offer volunteer time. You can use that time to help at your child's school, a polling location, or your local community center.

afaq-lc.com

Workplace Focus

Exercises E, F, G, H: Interact appropriately with team members;
Exercise G: Combine ideas and information;
Exercise I: Complete tasks as assigned.

Presentation 3

5-10 mins.

Ask: *Who likes to spend time with children?* Have students raise their hands if this is true for them.

E **What are some places in your community where you might be able to volunteer? In a group, make a list. Share your list with the class.**

Once groups have finished writing their lists, ask a representative from each group to read them out. Write a master list on the board. Offer information about any of the opportunities students may be interested in.

Practice 3

5-10 mins.

F **Practice the conversation. Make new conversations. Give your partner an idea of places to volunteer based on the checklist in C.**

Ask students to work with a partner, and give their partner suggestions.

Evaluation 3

5-10 mins.

Ask pairs to report their decisions from **F** to the class.

Application

10-20 mins.

G **Select one of the places your partner suggested you volunteer and come up with questions you can ask when you call or visit the location.**

When students have finished, ask them to write some of their questions on the board. This will give other students more ideas of what else they could ask.

H **Practice asking your questions to a partner. Imagine that your partner works at the place where you want to volunteer. Your partner will have to be creative and come up with answers to your questions. Then switch roles.**

Encourage students to contact an organization and ask them to report back to the class if they do. However, be sure not to contact the same organization too often unless enquiries are genuine.

I **Go online and find a place where you can volunteer in your community. Fill out this information.**

This may be a good opportunity to visit the Life Skills video page in the appendix. Videos can be found on the Spark platform.

Instructor's Notes

At-a-Glance Prep

Goal: Explore the job of a volunteer coordinator

Agenda

- ☐ Learn about the job of a volunteer coordinator.
- ☐ Analyze the character traits of a volunteer coordinator.
- ☐ Retrieve data from a line graph.
- ☐ Interpret data from a line graph.
- ☐ Discuss information about volunteerism in the US.
- ☐ Write about suitability for a volunteer coordinator 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, 4.1.8, 4.1.9, 5.6.5, 6.7.1
CCRS: RH9, RH10, RI6, RI7, RI11, RI12, W/WHST6, W/WHST7, W/WHST8, W/WHST11, W/WHST12, SL8, SL9, SL10, SL11, SL12
ELPS:
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 10-15 mins.

Write *Volunteering in the Community* as a title on the board and elicit different types of roles that volunteers might fill in the community. List suggestions as students make them (helping the elderly, hospital support activities, cleaning up neighborhoods, etc.).

Introduction 10-15 mins.

Ask students whether they volunteer in the community or have done so in the past.

Workplace Focus

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

Presentation 1 10-15 mins.

A What is a volunteer coordinator? What do you think a volunteer coordinator does? Discuss with your class and brainstorm.

Write *Volunteer Coordinator* on the board as the center of a spider diagram. Put a circle around it and draw five or six arms to start with. Elicit different responsibilities that a volunteer coordinator might have, and add them.

Practice 1 10-15 mins.

B Listen to what a volunteer coordinator does. Write down five things you hear.

Play the audio and have students just listen the first time. Then play the audio again as needed for students to complete their answers.

The listening script for **B** and **C** is on p108a.

C Listen again. Share your list with a partner and add two more things that your partner heard.

D Based on what you heard and wrote in B and C, what do you think are the five most important characteristics for a volunteer coordinator to have? Discuss with a small group and come to a consensus.

Have each pair join with a second pair to discuss their selections and narrow the results to a list of five. Have the group reach agreement on an order and award 5 stars to the most important trait, four stars to the second, and so on.

E With your class, based on the responses in D, make a list of character traits (in order) needed to be a volunteer coordinator.

Go through the list of traits and collect the number of stars awarded by each group for each trait.

Evaluation 1 10-15 mins.

Go around the class helping as needed.

afaq-lc.com

LESSON 6

Explore the Workforce

GOAL ▶ Explore the job of a volunteer coordinator

A What is a volunteer coordinator? What do you think a volunteer coordinator does? Discuss with your class and brainstorm.

B Listen to what a volunteer coordinator does. Write down five things you hear.
Answers will vary. Possible answers given.
1. Volunteer coordinators oversee the volunteers for non-profit organizations.
2. Volunteer coordinators recruit, train, place, and supervise volunteers.
3. Volunteer coordinators document volunteer activities.
4. Volunteer coordinators monitor the daily activities of the organization to decide where and when volunteers are needed.
5. Volunteer coordinators attend public relations events.

C Listen again. Share your list with a partner and add two more things that your partner heard. Answers will vary.

1. _____
2. _____

D Based on what you heard and wrote in B and C, what do you think are the five most important characteristics for a volunteer coordinator to have? Discuss with a small group and come to a consensus. Answers will vary.

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

E With your class, based on the responses in D, make a list of character traits (in order) needed to be a volunteer coordinator. Answers will vary.

_____

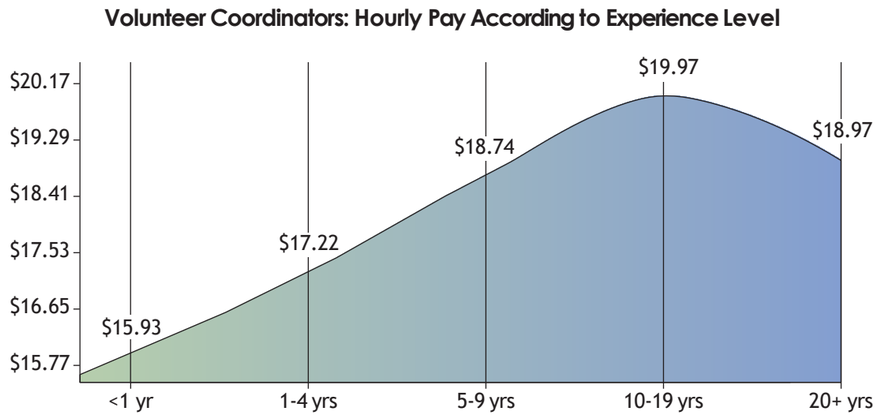
_____

_____

_____

_____

F **How much do you think volunteer coordinators make? Look at the graph and answer the questions that follow.**



1. If a volunteer coordinator is making $18 an hour, how many years of experience do you think she has?

   a. 3 years (b.) 5 years c. 10 years d. 15 years

2. If a volunteer coordinator has been working for two years, how much money do you think he makes?

   (a.) $16/hour b. $18/hour c. $19/hour d. $20/hour

3. According to the graph, what is the most one can make as volunteer coordinator?

   a. $18.97/hour (b.) $19.97/hour c. $20.17/hour d. $21.97/hour

4. Do you think this is a well-paying job? Why or why not? Answers will vary.

_____

_____

_____

G **With a partner, have conversations using the information in the *Did You Know?* list. Try to come up with a unique reply each time. Take turns asking the questions.**

EXAMPLE:

Student A: ***Did you know that*** volunteers spend about 50 hours per year donating their time?

Student B: Wow, that's a lot of time!

Student B: ***Did you know that*** food preparation and distribution is one of the most popular volunteer activities?

Student A: That doesn't surprise me. There are a lot of people out there who need a meal.

afaq-lc.com

Listening Script

Welcome everyone and thank you so much for coming today. My name is Myra and this is the first in a series of career path presentations. Today, we will be talking about the volunteer industry. I hope to answer all of your questions in my presentation, but if I don't, there will be time for questions at the end. So, please jot them down and I will address them all at once.

The first job I'd like to discuss is the volunteer coordinator. Volunteer coordinators oversee the volunteers for non-profit organizations. They are in charge of hiring and firing (or letting go of) volunteers. Part of this responsibility includes recruiting, training, placing, and supervising.

Volunteer coordinators also deal with paperwork documenting volunteer activities. They keep track of how many volunteers are at a certain location and how many hours they work. They also handle any paperwork that the volunteers need to sign. So, if this is a job you decide to apply for, you need to be someone who is good at keeping neat and organized records.

Another one of their tasks is monitoring the daily activities of the organization to decide where and when volunteers are needed. They also supervise the volunteers to make sure that they have been assigned a job that they are good at.

One part of being a volunteer coordinator that is very important is attending public relations events to let people know about their organization. Oftentimes, they need to find ways to financially support the organization. So, you need to be a person who is not afraid to ask for money.

Those are the basics about being a volunteer coordinator, but when you interview or get hired, I'm sure there will be some additional responsibilities. Or maybe fewer. Are there any questions?

Workplace Focus

Exercises F, G: Complete tasks as assigned.

Presentation 2

10-15 mins.

F **How much do you think volunteer coordinators make? Look at the graph and answer the questions that follow.**

Have students look at the graph and complete the activity individually. Encourage them to write at least two reasons for their answer to 4. Then go over the answers to 1-3 as a class and answer any final questions about the graph. For 4, have volunteers share their opinions and reasons. Discuss any interesting points that arise.

Practice 2

10-15 mins.

G **With a partner, have conversations using the information in the *Did You Know?* list. Try to come up with a unique reply each time. Take turns asking the questions.**

Make sure that partners are switching roles with each new conversation. Monitor for accurate question intonation and articulation of numbers. Some of these sentences are quite long. Notice whether that causes students any difficulty and if necessary, conduct a mini lesson on any issues that you find. When pairs have finished, go through the *Did You Know?* list as a class, discussing anything students found especially interesting or surprising. Have volunteers share what they know about volunteering in their own countries or cultures.

Evaluation 2

10-15 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.

Workplace Focus

Exercise H: Complete tasks as assigned.

Presentation 3

Review the usual activities associated with a volunteer coordinator position from **B** and the class list of top traits for the position from **E**.

Practice 3

Once students have finished working with their partners, have one student from each pair swap with another pair. Have them carry out the same task with their new partner. The variety of working with different people can challenge and energize students at this level.

Application

(In shorter classes, **H** can be done as homework and reviewed in a future lesson.)

H REFLECT Look at the job ad for a volunteer coordinator. Would this be a good job for you? Why or why not? Write your response in your notebook.

Make sure students identify both parts of the task and realize that the bulk of what they write will consist of the reasons why this is a good or bad job for them. Elicit possible ways to organize a response. For example, they could start from the ad and deal with each aspect in turn (*responsibilities*, *benefits*, *qualifications*) and how it measures up to their wants, needs and character traits; or they could start from their personal aspirations and traits and then compare them with the job.

You may want to have students write a properly organized and connected paragraph as their response, especially if they are working toward exams. Depending on your students, you may want to review paragraph-writing principles, transitions, etc. before students do the activity. Alternatively, have students begin writing with minimal support and use the activity as a formative assessment with the intention of reviewing key elements as needed afterwards.

Evaluation 3

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.

If asking for a full paragraph as the response and using it as a formative assessment, monitor for retention and execution of the principles of paragraph construction. (*topic sentence, supporting sentences, conclusion sentences, title, indent, etc.*)

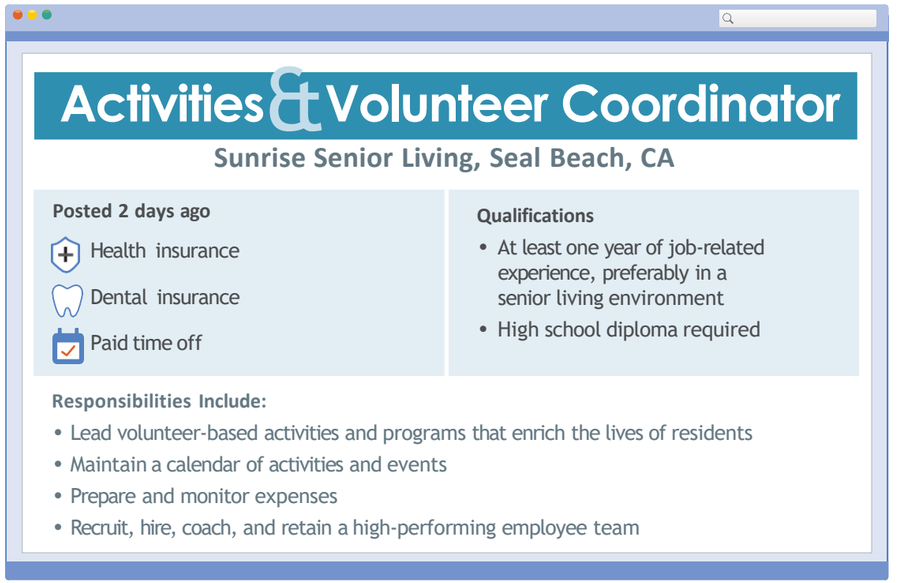
Instructor's Notes

afaq-lc.com

DID YOU KNOW?

1. One out of four Americans volunteer; two out of three Americans help their neighbors.
2. People between the ages of 35 and 54 are the most likely to volunteer their time.
3. Volunteers earn $28.54 an hour on average.
4. Volunteerism benefits your health by strengthening your body, improving your mood, and reducing stress.
5. Those who volunteer regularly have a 27% better chance of getting a job.
6. Women currently volunteer more than men.
7. People who volunteer over 100 hours a year are some of the healthiest people in the US.
8. Ninety-six percent of volunteers say that volunteering enriches their sense of purpose in life.

H REFLECT Look at the job ad for a volunteer coordinator. Would this be a good job for you? Why or why not? Write your response in your notebook. Answers will vary.



Activities & Volunteer Coordinator

Sunrise Senior Living, Seal Beach, CA

Posted 2 days ago

- Health insurance
- Dental insurance
- Paid time off

Qualifications

- At least one year of job-related experience, preferably in a senior living environment
- High school diploma required

Responsibilities Include:

- Lead volunteer-based activities and programs that enrich the lives of residents
- Maintain a calendar of activities and events
- Prepare and monitor expenses
- Recruit, hire, coach, and retain a high-performing employee team

Review

A **Where would you go to do the following things? Write one idea on each line.**
Answers may vary. Possible answers given.

1. get a bus schedule — the bus station / the transportation website
2. borrow books — the library
3. get a flu vaccine — the doctor's office / the pharmacy
4. take an art class — an adult school / a museum
5. use a computer — the library / a school / an internet or cyber cafe

B **Change the questions to embedded questions.**

1. What is the address of the library?
   Can you tell me the address of the library?
2. Do you sell vitamins?
   Can you tell me if you sell vitamins?
3. What time does the museum close?
   Do you know what time the museum closes?
4. Is the urgent care on this street?
   Do you know if the urgent care is on this street?
5. When do classes begin?
   Do you know when classes begin?

C **Imagine you are talking to someone at one of the places that you wrote in A. With a partner, practice having conversations about each of the topics listed.**

EXAMPLE:

Librarian: Hi there, how can I help you?

Patron: Hi! We just moved here, and I'd like to find out how to get a library card.

Librarian: All I need is for you to fill out this card with some basic information. I will need to see one form of ID and something that has your address on it, like a utility bill or a service order. Anything with your name and address works.

Patron: Great! I brought those with me. Can I fill this out and get the card today?

Librarian: Sure! You can sit at the table over there. And I can also give you cards for your children.

Patron: Great. Thank you so much!

Learner Log

I can ask for help in my community. ☐ Yes ☐ No ☐ Maybe

I can use the phone. ☐ Yes ☐ No ☐ Maybe

afaq-lc.com

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.
- ☐ Work on the My Dictionary task.
- ☐ 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, 2.2.1, 2.2.5, 5.6.5
CCRS: RI6, RI11, RI12, RH9, RH10, SL8, SL9, SL10, L8, L11, L12
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.

Warm-up and Review 5-10 mins.

In groups, have students come up with a list of places to volunteer.

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: *locate community resources, use the phone, give suggestions, interpret a road map, identify ways to volunteer in the community, and explore the job of a volunteer coordinator*) Write all the goals from Unit 4 on the board. Show students the first page of the unit and mention the six goals. State this lesson's goal: *Today, we will review everything you have learned in this unit.*

Workplace Focus

Exercises A, B: Complete tasks as assigned;
Exercise C: Interact appropriately with team members.

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.

Note: Since there is little presentation in the review, you may want to assign the review exercises that don't involve pair work or group work 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) 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 would you go to do the following things? Write one idea on each line.

B Change the questions to embedded questions.

Go through the answers as a class once students have finished the exercise. Ask volunteers to give more specific answers. For example, ask *which library do you borrow books from?*

C Imagine you are talking to someone at one of the places that you wrote in A. With a partner, practice having conversations about each of the topics listed.

Read through the example conversation with a volunteer first. Then explain to students that their conversations must be about a different place in the community.

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

D Imagine that you just moved into your neighborhood. Write four questions you might ask your new neighbors about different places to go. Then practice asking and answering the questions with a partner. Write your partner's suggestions in the chart.

Walk around the class monitoring the conversations and helping pairs as needed.

E Ask your partner to give you directions from your current location to the four places he or she suggested. Write down the directions. Ask for clarification to double-check them with your partner.

Have volunteers read out their directions to the class.

BEST PRACTICE

Recycling / Review

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

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

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

afaq-lc.com

D Imagine that you just moved into your neighborhood. Write four questions you might ask your new neighbors about different places to go. Then practice asking and answering the questions with a partner. Write your partner's suggestions in the chart. Answers will vary.

Questions	Suggestions
1. Do you know a good place to get tea?	1. Why don't you try the Simulatte on 4th Street?
2.	2.
3.	3.
4.	4.
5.	5.

E Ask your partner to give you directions from your current location to the four places he or she suggested. Write down the directions. Ask for clarification to double-check them with your partner. Answers will vary.

1.

2.

3.

4.

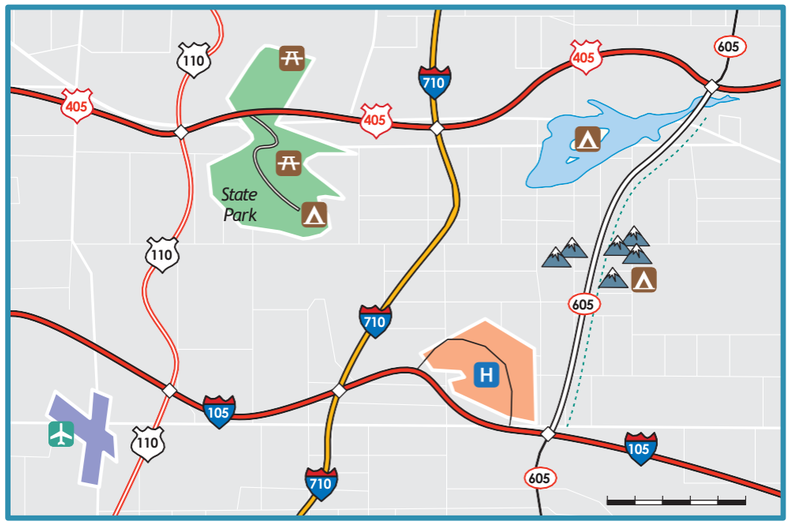
Learner Log

I can give suggestions. ☐ Yes ☐ No ☐ Maybe

I can interpret a road map. ☐ Yes ☐ No ☐ Maybe

Review

F **Look at the map and answer the questions.**



1. Which highway would you take to get to the hospital? Interstate 105
2. Which highway would you take to get to the state park? State Highway 405
3. Which highways run north-south? State Highway 110, Interstate 710, Freeway 605
4. How would you get from the lake to the hospital? Coming from the lake, take 605 South. Then take Interstate 105 West to get to the hospital.

G **List three things you like to do. For each thing you like to do, write two places where you could volunteer.** Answers will vary.

Things That I Like To Do	Places Where I Could Volunteer
1.	1. 2.
2.	1. 2.
3.	1. 2.

H **Take out the dictionary you started in Unit 2. Brainstorm and add five new words you learned in this unit. If you don't remember the meanings, look them up in a dictionary.**

Learner Log I can identify ways to volunteer in the community.
☐ Yes ☐ No ☐ Maybe

afaq-lc.com

Practice *(continued)* 25-30 mins.

Workplace Focus
Exercise F: Interpret and communicate information;
Exercise G: Collect and organize information;
Exercise H: Complete tasks as assigned.

F **Look at the map and answer the questions.**

G **List three things you like to do. For each thing you like to do, write two places where you could volunteer.**

Evaluation 45-60 mins.
Go around the classroom and check on students' progress. Help individuals when 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.

H **Take out the dictionary you started in Unit 2. Brainstorm and add five new words you learned in this unit. If you don't remember the meanings, look them up in a dictionary.**

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.

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, 2.5.8, 4.8.1, 4.8.2, 4.8.5, 5.6.5

CCRS: W/WHST6, W/WHST7, W/WHST8, W/WHST9, W/WHST10, W/WHST11, W/WHST12, W7, W9, W10, SL8, SL9, SL10, SL11, SL12, L8, L11, L12

ELPS:

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

S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

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
Negotiating

Elicit what students can tell you about being polite in English, and review the fact that concepts of politeness can be very different from one culture and one language to another. Explain that in English, introductory phrases are frequently used both to validate the other person's point of view or suggestion and to reduce the effect of apparently negative or critical comments. Use the phrases from the Collaboration section to illustrate. Remind students that a pleasant manner and tone of voice are also very important. For example, It's possible to start with *I'm sorry, but* . . . and still come across as rude if you sound angry or dismissive.

Warm-up 10 mins.

Review items in the review section of the unit and make sure all students have recorded their progress in the learner logs.

Introduction 10 mins.

Let students know that in this project, they will be creating an online community resource guide, or a section of one, as appropriate. They will design their guide on computer if available or on paper if not, and will present their work to the class when complete.

This project can be done in two ways:
1. Each team creates its own guide.
2. Each team creates a portion of a guide and all parts are combined at the end to make a class guide.

Practice/Evaluation/Application 1–2 hours

1. Form a team of four or five students. Choose roles for each member of the team.

Have students decide who will lead each step as described on the student page. The leader's job is to make sure everyone participates and speaks English. They may also participate in other steps. For example, in Step 3, the leader can manage the presentation and discussion of members' ideas about what should be included and conduct a vote. In Step 4, all members will contribute ideas, but the designer will take the lead on the visual aspects of the guide.

2. As a class, discuss what information should go in the guides, such as the names of local services, medical facilities, restaurants, events, and places to volunteer. Make a list on the board.

3. As a team, decide what will be in your guide. Use the ideas from the board and add your own.

4. Create your online guide. (If you don't have a computer, design the layout on paper.) Each section should include addresses, phone numbers, websites, basic information, and a map.

Presentation 10–15 mins.

5. Present your guide to the class.

Briefly review presentation skills with the class before groups prepare to present. Answer any questions arising, either with the class or with individual groups as you monitor preparation.

Help teams prepare for their presentations. Suggest that each member choose a different part of the team's work to present.

afaq-lc.com

Create an Online Resource Guide

SOFT SKILL ▸ Collaboration

With a team, you will create a community resource guide.

1. Form a team of four or five students. Choose roles for each member of the team.

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone participates and speaks English.	
Student 2: **Writer**	Take notes and write information for guide.	
Student 3: **Designer**	Design layout and add art to guide.	
Students 4/5: **Presenter**	Report information to class. Present guide.	

2. As a class, discuss what information should go in the guides, such as the names of local services, medical facilities, restaurants, events, and places to volunteer. Make a list on the board.
3. As a team, decide what will be in your guide. Use the ideas from the board and add your own.
4. Create your online guide. (If you don't have a computer, design the layout on paper.) Each section should include addresses, phone numbers, websites, basic information, and a map.
5. Present your guide to the class.

COLLABORATION:

Negotiating

While there is no limit to the amount of information that an online guide can have, you don't want to overwhelm your audience. As a team, you will need to negotiate to decide what is most important to include in your guide. Some phrases you can use:

I love that idea.
That is a good idea, but instead I think we should include ...
I'm not sure that would be the best thing to include. What if we included ...

About the Photo

The photo shows Sanga Moses, the subject of the reading. When Sanga dropped everything to work on his alternative fuel project, he gave up a promising career as an accountant that he had studied hard for. And when he told his boss he was going back to Kampala to find a clean energy solution for the people there, his boss told him he was crazy. Sanga carried on believing in his goals in the face of negative reactions and eventually achieved success.

A ANALYZE Read the quote and discuss the questions.

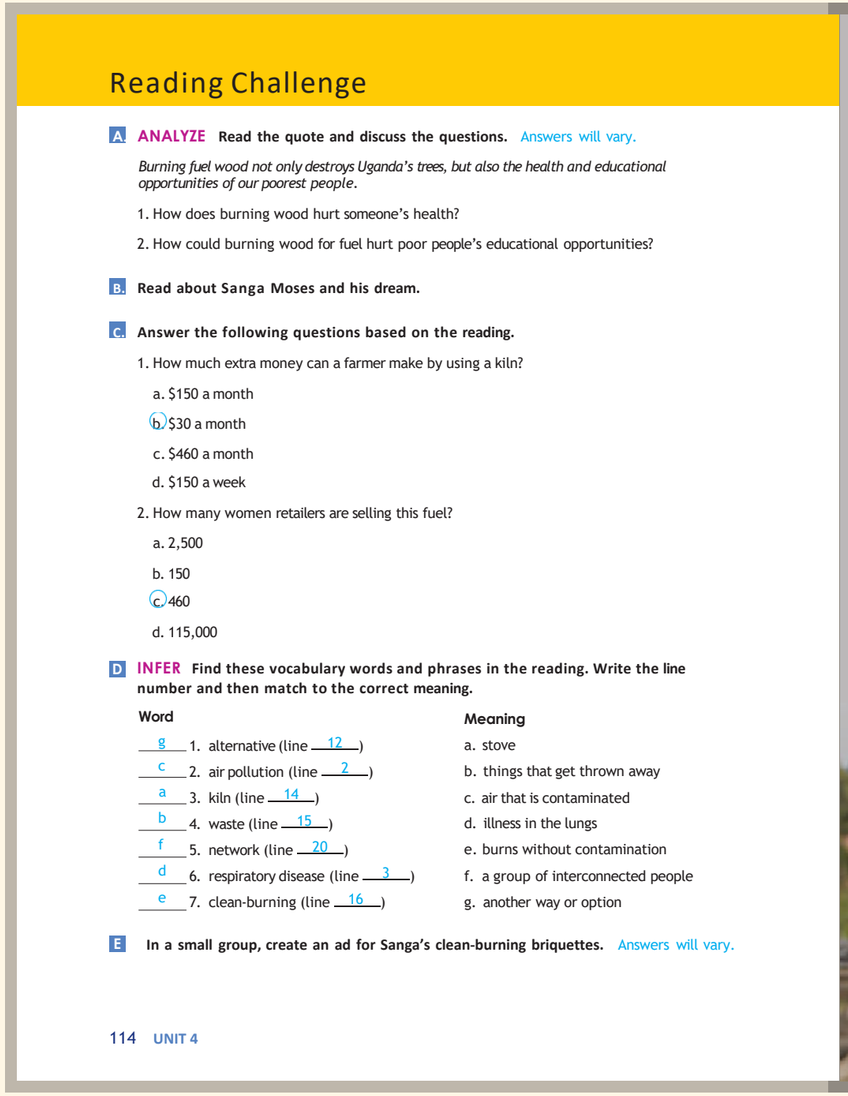
Have students discuss the questions in small groups, then share their answers with the class.

B Read about Sanga Moses and his dream.

Give students adequate time to read the text. Suggest that they skim the text first to form a general idea of the content and then read more thoroughly for a fuller understanding. Since **C** and **D** ask students to use scanning and context clues to find the answers, limit explanation at this point to student questions that do not affect those exercises.

C Answer the following questions based on the reading.

Have students read through the questions first. Ask what reading strategy is most useful for these questions (scanning) — since all the options are numerical, scanning the text for numbers allows options to be evaluated quickly. Students should also identify why the wrong options are incorrect: What do the other numbers represent? This is good practice for test situations when double-checking answer choices is useful.



Reading Challenge

A ANALYZE **Read the quote and discuss the questions.** Answers will vary.

Burning fuel wood not only destroys Uganda's trees, but also the health and educational opportunities of our poorest people.

1. How does burning wood hurt someone's health?
2. How could burning wood for fuel hurt poor people's educational opportunities?

B **Read about Sanga Moses and his dream.**

C **Answer the following questions based on the reading.**

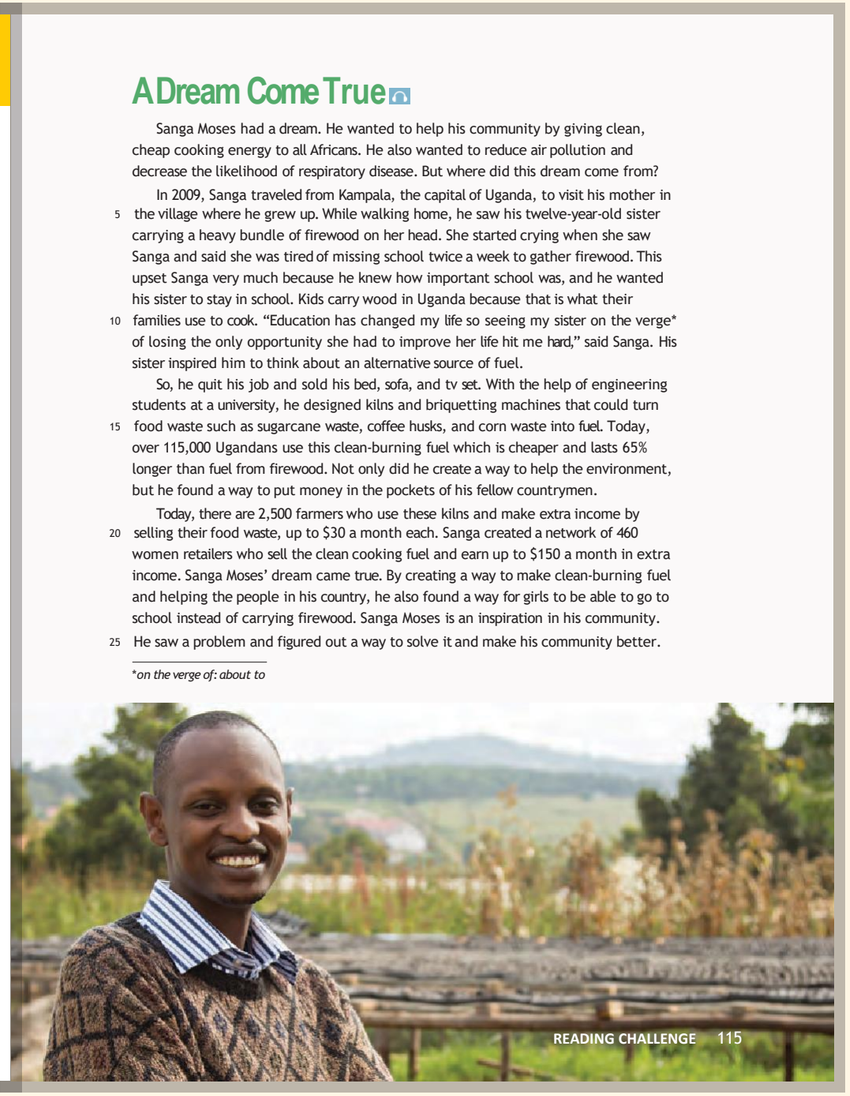
1. How much extra money can a farmer make by using a kiln?
   a. $150 a month
   b. $30 a month
   c. $460 a month
   d. $150 a week
2. How many women retailers are selling this fuel?
   a. 2,500
   b. 150
   c. 460
   d. 115,000

D **INFER** **Find these vocabulary words and phrases in the reading. Write the line number and then match to the correct meaning.**

Word	Meaning
g 1. alternative (line 12)	a. stove
c 2. air pollution (line 2)	b. things that get thrown away
a 3. kiln (line 14)	c. air that is contaminated
b 4. waste (line 15)	d. illness in the lungs
f 5. network (line 20)	e. burns without contamination
d 6. respiratory disease (line 3)	f. a group of interconnected people
e 7. clean-burning (line 16)	g. another way or option

E **In a small group, create an ad for Sanga's clean-burning briquettes.** Answers will vary.

114 UNIT 4



A Dream Come True

Sanga Moses had a dream. He wanted to help his community by giving clean, cheap cooking energy to all Africans. He also wanted to reduce air pollution and decrease the likelihood of respiratory disease. But where did this dream come from?

In 2009, Sanga traveled from Kampala, the capital of Uganda, to visit his mother in the village where he grew up. While walking home, he saw his twelve-year-old sister carrying a heavy bundle of firewood on her head. She started crying when she saw Sanga and said she was tired of missing school twice a week to gather firewood. This upset Sanga very much because he knew how important school was, and he wanted his sister to stay in school. Kids carry wood in Uganda because that is what their families use to cook. "Education has changed my life so seeing my sister on the verge* of losing the only opportunity she had to improve her life hit me hard," said Sanga. His sister inspired him to think about an alternative source of fuel.

So, he quit his job and sold his bed, sofa, and tv set. With the help of engineering students at a university, he designed kilns and briquetting machines that could turn food waste such as sugarcane waste, coffee husks, and corn waste into fuel. Today, over 115,000 Ugandans use this clean-burning fuel which is cheaper and lasts 65% longer than fuel from firewood. Not only did he create a way to help the environment, but he found a way to put money in the pockets of his fellow countrymen.

Today, there are 2,500 farmers who use these kilns and make extra income by selling their food waste, up to $30 a month each. Sanga created a network of 460 women retailers who sell the clean cooking fuel and earn up to $150 a month in extra income. Sanga Moses' dream came true. By creating a way to make clean-burning fuel and helping the people in his country, he also found a way for girls to be able to go to school instead of carrying firewood. Sanga Moses is an inspiration in his community. He saw a problem and figured out a way to solve it and make his community better.

*on the verge of: about to

READING CHALLENGE 115

D INFER Find these vocabulary words and phrases in the reading. Write the line number and then match to the correct meaning.

Have students work individually, then compare with a partner. Go over the answers as a class, and then ask general comprehension questions to assess how well students have grasped the overall content of the reading. For example: *What started Sanga thinking about alternative fuel?* (seeing his sister carrying wood); *How is Sanga's fuel better than firewood?* (cheaper, lasts longer, burns cleaner). Answer any other questions students have, and discuss any interesting points arising. (See the *Recall and Relate* Reading Strategy section.)

E In a small group, create an ad for Sanga's clean-burning briquettes.

Remind students to practice the skills they have learned from Team Projects in this level when they work on creative tasks like this. Have them begin by identifying key ideas in the reading to keep their ads authentic. Then they should combine those ideas to support their ad concept. When students are ready, have each group present their ad to the class. Optionally, take a vote on which ad was the most effective. Have students give reasons for their choices.

CASAS FOR READING
0.1.5

CCRS FOR READING
RI/RL6, RI/RL7, RI/RL9, RI/RL10, SL8, SL9, SL10

READING STRATEGIES

Recall and Relate
In this strategy, students first demonstrate comprehension by answering questions that call upon them to think and recall facts that appear directly in the reading. Then students are required to rely on what they already know and what they have learned from the reading to answer the questions.

afaq-lc.com

About the Photo

This photo shows racks of servers at a data center in an office in Moscow, Russia. Servers are defined as computer devices that provide service to other devices, computer programs, and their users or clients. Servers communicate by accepting and responding to requests made over a computer network. Ask students if they know what the machines in the photo are.

Before You Watch

A Mark the things you do online. Then share your answers with a partner.

Have students work in pairs. After students have completed the exercise, elicit more examples of things students do online and write them in a master list on the board.

B Read the words in the box. Then complete the sentences.

Have students complete the sentences on their own. You can extend the activity, and double check comprehension, by having students write sentences with the words in the box.

C Companies use servers and data centers like the one in the photo to store the information they get from our online activities. But, do you know how that data is tracked? You are going to watch a video about data tracking.

What sort of data do you think will be mentioned? What advice do you think the video will offer?

Have students discuss the questions in pairs. Then, ask for volunteers to report to the class on the conclusions they came to with their partner.

afaq-lc.com

Life ONLINE

Who's Tracking You?



Servers at a data center in Moscow, Russia

Before You Watch

A **Mark the things you do online. Then share your answers with a partner.** Answers will vary.

☐ 1. send and receive emails ☐ 3. shop ☐ 5. find directions
☐ 2. find medical information ☐ 4. find local services ☐ 6. use social media

B **Read the words in the box. Then complete the sentences.**

coincidence	data	privacy	third-party
cookies	mailing list	stores	tracking

1. Third-Party applications don't belong to you or to the company you are interacting with; they are created by a different company or website.
2. Small pieces of information that are kept by your web browser are called cookies.
3. A collection of customers' names and email addresses is called a mailing list.
4. Tracking is following someone's activities and recording that information.
5. A coincidence is when two things happen at the same time and appear to be related.
6. Privacy refers to keeping information to yourself so other people don't know or can't see it.
7. When a company stores your information, they keep it so they can use it again later.
8. Data is another word for information, such as your name and location.

C. **Companies use servers and data centers like the one in the photo to store the information they get from our online activities. But, do you know how that data is tracked? You are going to watch a video about data tracking. What sort of data do you think will be mentioned? What advice do you think the video will offer?**

Answers will vary.

While You Watch

D. **Watch the video. Write *A* if the item refers to accounts you create, write *C* if it refers to cookies, and write *B* if it refers to both.**

1. They store information about your activity online. B
2. You might get on a mailing list when you have one. A
3. They can be associated with one website or across several websites. C
4. They can be helpful sometimes. B
5. You do not have to accept all of them to use a website. C

After You Watch

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

1. When you create an account online, a company usually tracks what you do on their website. (T) F
2. When you click *accept all cookies*, you might be allowing third-party cookies. (T) F
3. The best way to keep your information private is to use a public computer. T (F)
4. Cookies can be helpful so you don't have to choose your settings every time you visit a website. (T) F

F **With a partner, write three tips from the video. Which one is most useful? Will you use any of these tips? What else can you do to keep your information safe online?**

Answers will vary.

While You Watch

D Watch the video. Write *A* if the item refers to accounts you create, write *C* if it refers to cookies, and write *B* if it refers to both.

Give students a moment to read over sentences one to five before playing the video.

After You Watch

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

Have students do this exercise individually. Then have volunteers read out the answers. Challenge students by asking why they chose their answers. Ask *What did you see or hear in the video that made you choose true / false?*

F With a partner, write three tips from the video. Which one is most useful? Will you use any of these tips? What else can you do to keep your information safe online?

Once the pairs have finished their conversations, have volunteers share with the class the tips they chose and their answers to the follow up questions.

5 Health



UNIT OUTCOMES

- Identify health habits
- Describe symptoms
- Interpret doctors' instructions
- Interpret nutrition information
- Research health insurance
- Explore careers in the medical field

Look at the photo and answer the questions.

1. Why do people sneeze?
2. Why is being exposed to a sneeze problematic?
3. What can you do to avoid the problem?

About the Photo

This photo shows Brian Judd sneezing. The photo was taken by scientific photographer James Gathany at the Centers for Disease Control (CDC). The photo was taken to show the importance of covering the mouth and nose during a sneeze so that the spread of infection is reduced. It is usually difficult for the human eye to see this kind of detail because a sneeze travels at such a high speed.

- Read the title out loud to introduce the unit. Ask students if the man in the photo is in good health. Ask why they think so.
- Have students work in small groups to answer the questions. Then discuss as a class.
- Go over the unit outcomes as a class.

Life Skills Focus

In this unit, students will learn how to identify symptoms and follow the instructions of a doctor. Students will also learn how to identify habits that relate to a healthy lifestyle, including dietary information.

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 learn about careers in the medical field, focusing on medical jobs that do not require a degree.
- On the Team Project page, students practice the soft skill of collaboration as they complete the project.
- Digital Literacy Tips in lessons focus on using online nutrition apps and getting an online health insurance quote.

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	ELPS	CCRS
• Identify health habits • Describe symptoms • Interpret doctor's instructions • Interpret nutrition information • Research health insurance • Explore careers in the medical field	• Present perfect • Present perfect continuous • *For* and *since* • Direct vs. Indirect speech	• Health • Symptoms and illnesses • Types of doctors • Nutrition • Health insurance	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Dentist • Healthy Foods • Medical Clinic • Recreation	Lesson 1: 3.5.2, 3.5.7, 3.5.9, 6.4.3, 6.7.2 Lesson 2: 0.1.2, 0.1.5, 3.1.4, 3.6.3, 3.6.4 Lesson 3: 0.1.2, 0.1.5, 3.6.4 Lesson 4: 0.1.2, 0.1.5, 3.5.1 Lesson 5: 0.1.2, 0.1.5, 3.1.6, 3.2.3 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 6.7.2, 6.7.4, 7.4.4, 7.7.3 Team Project: 0.1.2, 0.1.5, 3.2.3, 3.5.1, 3.5.9, 4.8.1, 4.8.2, 4.8.5, 7.2.6 Reading Challenge: 3.5.9, 7.4.4, 7.7.3	S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing. 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.	RI6, RI7, RI11, R12, RH9, RH10, RH11, RH12, W6, W7, W8, W9, W10, W11, W12, SL8, SL9, SL10, SL11, SL12, L8, L11, L12

afaq-lc.com

LESSON 1

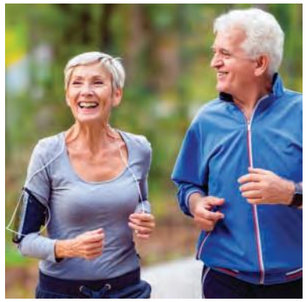
Health Habits

GOAL ▶ Identify health habits

A **What are these people doing? Which activities are healthy? Which activities are unhealthy? Make two lists below.** Answers may vary.











Healthy Habits	Unhealthy Habits
walking / jogging / exercising, eating fruit	getting a sunburn, eating junk food, smoking

B **Can you think of other healthy and unhealthy habits? Add them to your lists.**
Answers will vary.

afaq-lc.com

At-a-Glance Prep

Goal: Identify health habits
Academic Strategies: Making a bar graph, calculating percentages
Vocabulary: *Healthy, unhealthy, puzzles, meditating, mental health, calculate, percentage, poll*

Agenda

- ☐ Identify healthy and unhealthy activities.
- ☐ Understand mental health and physical health.
- ☐ Read a bar graph.
- ☐ Take a poll.
- ☐ Make a bar graph.

Pacing

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

Standards Correlations

CASAS: 3.5.2, 3.5.7, 3.5.9, 6.4.3, 6.7.2
CCRS: RI6, RI11, RI12, RH9, RH10, SL8, SL9, SL10
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. ■■■

Write *health* on the board. Ask students what the word means to them.

Introduction

5–10 mins. ■■■

Write *healthy* and *unhealthy* on the board. Ask students the difference between these two adjectives. Have them give you some examples of healthy and unhealthy foods to check their understanding. State the goal: *In this unit, we will identify healthy and unhealthy habits, calculate percentages, and make a bar graph of the healthy habits of students in this class.*

Workplace Focus

Exercises A, B: Collect and organize information.

Presentation 1

5 mins. ■■■

A **What are these people doing? Which activities are healthy? Which activities are unhealthy? Make two lists below.**

Do this exercise as a class. Ask students to look at the photos and answer the questions to complete the lists. Have students compare their lists with a partner's to see if they described the activities in the same way.

Practice 1

10–15 mins. ■■■

B **Can you think of other healthy and unhealthy habits? Add them to your lists.**

Have students do this activity in small groups. Ask the groups to create one common list that combines every group member's answers.

Evaluation 1

5 mins. ■■■

Have each group report to the class by writing their answers on the board in two columns.

Instructor's Notes

Workplace Focus

Exercise C: Complete tasks as assigned;
Exercise D: Collect and organize information.

Presentation 2

10-15 mins.

C CLASSIFY Look at each health habit in the chart below and decide if it is healthy or unhealthy. Mark (✓) the correct column.

Do this exercise as a class, making sure students understand the vocabulary. As you go through each habit, have students mark if it is healthy or unhealthy.

Practice 2

10-15 mins.

D Two different aspects of a healthy person are mental health and physical health. Mental health is anything related to your mind and psychological well-being. Physical health is anything related to your body, both fitness and nutrition.

Look at the health habits you checked as healthy in the chart in C. Decide whether they benefit your mental or your physical health and write them in the correct column.

Make sure students understand the difference between the two types of health.

Have students work in small groups to complete the chart. Do one or two examples as a class to get them started.

Evaluation 2

5-10 mins.

Have the groups report answers to the class by asking a representative from each group to come to the board and work together to compile the two lists.

Instructor's Notes

afaq-lc.com

C CLASSIFY Look at each health habit in the chart below and decide if it is healthy or unhealthy. Mark (✓) the correct column.

Health Habit	Healthy	Unhealthy
watching a lot of TV		✓
doing puzzles	✓	
drinking too much alcohol		✓
drinking water	✓	
eating fruits and vegetables	✓	
eating junk food		✓
lifting weights	✓	
meditating	✓	
playing sports	✓	
reading	✓	
sleeping	✓	
smoking		✓
spending time with friends and family	✓	
taking drugs		✓
walking	✓	

D Two different aspects of a healthy person are mental and physical health. Mental health is anything related to your mind and psychological well-being. Physical health is anything related to your body, both fitness and nutrition.

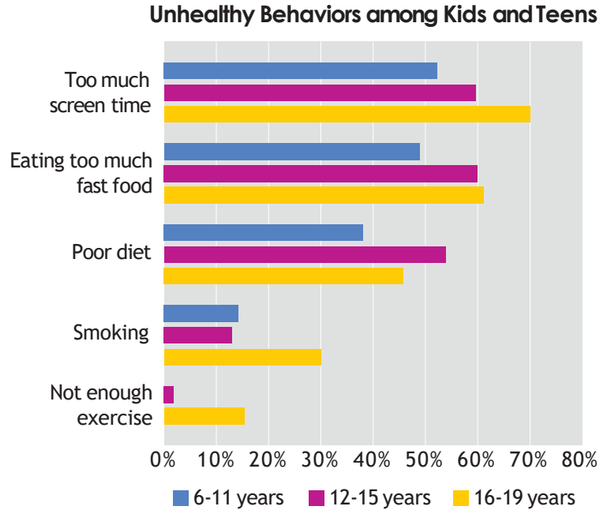
Look at the health habits you checked as healthy in the chart in C. Decide whether they benefit your mental or your physical health and write them in the correct column.

Mental Health	Physical Health
doing puzzles meditating, reading, sleeping, spending time with friends and family, physical activities	drinking water, eating fruits and vegetables, lifting weights, playing sports, sleeping, walking

E **INTERPRET** **The bar graph represents the results of a study conducted by the Children's Hospital of Philadelphia. Interpret the graph and answer the questions.**

Answers may vary slightly.

1. What percentage of 16- to 19-year-olds have a poor diet? about 45%
2. What percentage of 12- to 15-year-olds spend too much time on the computer? 60%
3. Which age group exercises the least? 16–19 years
4. Which two age groups are almost tied in eating too much fast food? 12–15 years and 16–19 years
5. What unhealthy habit is more common among teens ages 16 to 19 years old? too much screen time



How to Calculate Percentage

1. First, find out the total number of students in your class.
2. Then divide the total number of students into the number of students who answered the question *yes*.

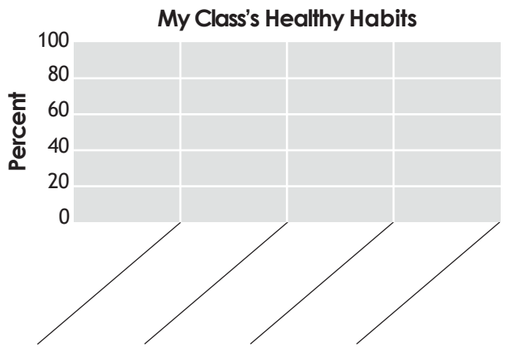
   EXAMPLE: In a class of 25 students, 15 students exercise.

```
   .60
25)15.00
   15.00
       0
```

3. Move the decimal two places to the right to get the percentage.

.60 = 60%

F **GRAPH** **In a group, list four healthy habits. Take a poll in your class to see who practices these healthy habits. Make a bar graph of your findings.** Answers will vary.



afaq-lc.com

Workplace Focus

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

Presentation 3

5–15 mins.

Ask students to raise their hands if they eat junk food. Ask a volunteer to count the total number of students in the class and the number of students who eat junk food. Then ask students what percentage of the class eats junk food. See if anyone can figure this calculation out. Show students how to calculate percentages using the steps in the Student Book.

BEST PRACTICE

Calculating percentages

This concept may be straightforward for students who have studied math but difficult for those who haven't. Spend as much time as you feel necessary teaching how to calculate percentages. (If your students seem to be getting frustrated, you may want to move on to another activity.) It's up to you if you want students to work out the calculations on paper or if you want to show them how to use a calculator to compute percentages.

For the application activity (which will be done as group work), students will need to calculate percentages. You may want to carefully select the groups so you can be sure that at least one person in each group can calculate the percentages.

Ask students to scan the bar graph in **E** and make guesses or observations about the information presented.

Practice 3

5–10 mins.

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

E **INTERPRET** **The bar graph represents the results of a study conducted by the Children's Hospital of Philadelphia. Interpret the graph and answer the questions.**

Evaluation 3

5 mins.

Go over the answers as a class.

Application

10–20 mins.

F **GRAPH** **In a group, list four healthy habits. Take a poll in your class to see who practices these healthy habits. Make a bar graph of your findings.**

Explain to students how this activity will work:

1. Students will come up with four health habits they want to ask about.
2. They will need to ask all the students in the class their questions. First, they need to know how many students are in the class so they don't miss anyone, and second, they will need to make sure they don't ask the same person twice.
3. Once they have all their data, they will calculate the percentages and make their graphs.
4. When they are finished, they will report their findings to the class.

BEST PRACTICE

How to take a poll

Although there are many online tools and applications available for classroom polls, they often involve registration and a small cost. If teachers conduct a lot of surveys, it might be worth looking into. Nevertheless, polls can always take the form of the simple paper-and-pencil variety. It is simple to set up and easy for students to give feedback.

1. Decide on the information you want to poll. Keep the questions and / or items short and simple.
2. Design the poll and print copies on small pieces of paper.
3. Distribute the poll and instruct students to check the answer(s) that apply to them. Remind them not to write their names.
4. Have students turn in their polls.
5. Calculate the results either on your own or have volunteers participate.

At-a-Glance Prep

Goal: Describe symptoms
Grammar: Present perfect and present perfect continuous
Pronunciation: Word linking
Vocabulary: *Cough, ache, common cold, muscle spasm, fl , throwing up, examine*

Agenda

- ☐ Read and practice conversations between a doctor and patient.
- ☐ Read about symptoms and diagnoses.
- ☐ Use the present perfect continuous.
- ☐ Review the present perfect.
- ☐ Ask and answer questions with *"How long have you ... ?"*

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.1.4, 3.6.3, 3.6.4
CCRS: SL8, SL9, SL10
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 about their friends' and family's healthy and unhealthy habits.

Introduction 5-10 mins. ■■■

Tell students about a family member or friend who has been sick recently. You can, of course, make this information up for the purposes of modeling the exercise. Ask students: *Who should this person see to get help?* (the doctor) *What should this person tell the doctor?* (his or her symptoms) State the goal: *Today, we will learn how to describe the symptoms of illnesses.*

Workplace Focus

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

Presentation 1 5-10 mins. ■■■

A PREDICT Look at the photo. Who are the people in the picture? What are they saying? Read the conversation.
Ask volunteers to role-play the conversation. Show students how to do **B** by role-playing the conversation with a volunteer and then having two students role-play the conversation with the substituted information.

Practice 1 10-15 mins. ■■■

B Practice the conversation with a partner. Then practice the conversation a few more times, replacing the underlined parts with the information in this chart.
Have each student complete this exercise with a partner. Have partners take turns being the doctor and patient. If students finish early, encourage them to come up with additional symptoms and diagnoses.

Evaluation 1 5 mins. ■■■

Ask volunteers to perform their conversations for the class.

BEST PRACTICE

Suggestions for using role plays in class

- Model the role play with a volunteer to start.
- Only use role plays to model short dialogs. One or two minutes.
- Limit role plays to two or three students. No more.
- Have students do the role play more than once. Have them switch roles.
- If you have students perform their role plays for the class, arrange the classroom so that everyone has an unobstructed view of the role play.

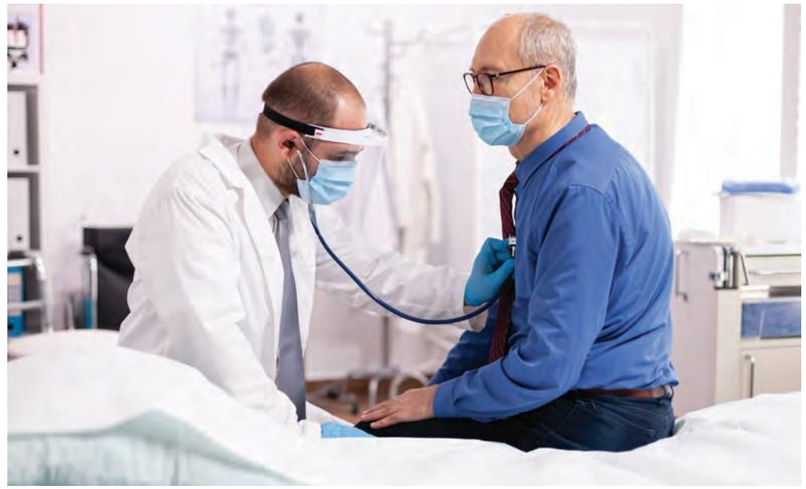
afaq-lc.com

LESSON 2

What's the Problem?

GOAL ▶ Describe symptoms

A PREDICT Look at the photo. Who are the people in the picture? What are they saying? Read the conversation. Answers will vary.



Doctor: Hello, John. What seems to be the problem?
John: I've been coughing a lot.
Doctor: Anything else?
John: Yes, my chest has been hurting too.
Doctor: It sounds like you might have bronchitis. I'd like to test you for COVID and do some other tests to be sure. Then we'll discuss what treatment can help relieve your symptoms.
John: Thanks, Doc.

B Practice the conversation with a partner. Then practice the conversation a few more times, replacing the underlined parts with the information in this chart.

Symptom 1	Symptom 2	Diagnosis
1. I've been blowing my nose a lot.	My body has been aching.	a common cold
2. My leg's been hurting.	I haven't been walking properly.	a muscle spasm
3. I've been throwing up.	I've been feeling faint and dizzy.	the flu

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

Present Perfect Continuous	
Example	**Form**
I **have been resting** for three hours.	Affirmative sentence: *has / have* + *been* + present participle
He **hasn't been sleeping** well recently.	Negative sentence: *has / have* + *not* + *been* + present participle
How long **has your stomach been hurting**?	Question: *has / have* + subject + *been* + present participle

Uses

- To emphasize an action that started in the past and is still in progress. Example: I **have been taking** my vitamins.
- To emphasize the duration of an action or habit that started in the past and continues in the present. Example: She **has been sleeping** since 10 p.m. / I **have been taking** this medicine for three days.
- With some verbs (*work, live, teach*), there is no difference in meaning between the present perfect and the present perfect continuous. Example: They **have lived / have been living** here since 2010.

Note: Some verbs are not usually used in the continuous form. These include *be, believe, hate, know, like,* and *want*.

D **Complete the sentences using the present perfect continuous form of the verb in parentheses and suitable time expressions.** Answers may vary.

Time

for + period of time	*since* + point in time
two weeks	Tuesday
five days	5:30 p.m.
a month	2014
a long time	last night
a while	I was a child

1. We have been going (go) to our family doctor for a long time.
2. The kids have been sleeping (sleep) since 8:00 p.m.
3. The couple has been practicing (practice) medicine in Mexico for a long time.
4. I have been working (work) at the same hospital for a while.
5. How long have you been studying (you, study) to be an optometrist?
6. Satomi has not been feeling well (not / feel well) since Tuesday.
7. The boy has been coughing (cough) since 5:30 p.m.
8. Enrico has been taking (take) his medicine for five days.
9. Aimee has been thinking (think) about changing doctors for two weeks.
10. They have been going (go) to the gym together for a month.

afaq-lc.com

Workplace Focus

Exercises C, D: Complete tasks as assigned.

Presentation 2

5-10 mins.

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

Go over the examples with students. Explain when we use the present perfect continuous and have them come up with more examples.

Practice 2

10-15 mins.

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

D **Complete the sentences using the present perfect continuous form of the verb in parentheses and suitable time expressions.**

Point out the *for / since* chart to students and go over the examples that can be used after each.

Evaluation 2

10-15 mins.

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

Pronunciation

Word linking

Note: This pronunciation aspect is not covered explicitly in the student book, but this may be a good time to teach your students word linking.

In spoken English, the pronoun *he* often loses its initial /h/ sound when it is linked to the previous word. Write some of these examples on the board and have students repeat after you.

1. Is he taking any medication? (*izzy*)
2. Has he been ill for a long time? (*hazzy*)
3. Does he often go to the doctor? (*duzzy*)
4. Did he give you some advice? (*diddy*)
5. Isn't he going to take sick leave? (*izzeny*)
6. Hasn't he phoned yet? (*hazzeny*)
7. Doesn't he have insurance? (*duzzeny*)
8. Didn't he tell you about the pills? (*diddeny*)

Instructor's Notes

Workplace Focus

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

Presentation 3

5–10 mins.

E Review the present perfect with your teacher.

Go over the uses with the class. Ask for volunteers to give an additional example sentence of each use covered.

Practice 3

10–15 mins.

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

F Write the present perfect or the present perfect continuous form of the verbs in parentheses. In some sentences, you will also need to decide if *for* or *since* should be used. Then listen and check your answers.

Remind students that they can look back at the *for* / *since* chart on the previous page for help.

Evaluation 3

5–10 mins.

Go over the completed sentences as a class.

Application

10–20 mins.

G DEMONSTRATE Work in pairs. Ask and answer questions beginning with *How long*. Use the present perfect or present perfect continuous.

To help students get started, you may want to brainstorm some ideas on the board first; for example, situations in which *How long* could be used. Once you have some topics on the board, have the class help you write one or two *How long* questions. Then ask for a volunteer to practice asking and answering the questions with you.

Instructor's Notes

afaq-lc.com

E Review the present perfect with your teacher.

Present Perfect	
Example	**Form**
He **has seen** the doctor. I **have hurt** my knee four times in my life.	Affirmative sentence: *has* / *have* + past participle
They **haven't been** to the hospital to see her.	Negative sentence: *has* / *have* + *not* + past participle OR *has* / *have* + *never* + past participle
Have you **taken** your medicine?	Question: *has* / *have* + subject + past participle

Uses

- When something happened (or didn't happen) at an unspecified time in the past. Example: She **has never broken** her arm.
- When something happened more than once in the past (and could possibly happen again in the future). Example: I **have hurt** my knee four times in my life.
- When something started at a specific time in the past and continues in the present. Example: I **have worked** in this hospital for ten years.

F Write the present perfect or the present perfect continuous form of the verbs in parentheses. In some sentences, you will also need to decide if *for* or *since* should be used. Then listen and check your answers.

1. They ___have been___ (be) to their new doctor several times.
2. Marco ___has had___ (have) asthma ___since___ 2015.
3. She ___has given / has been giving___ (give) me a lot of help ___since___ I moved here.
4. I ___have not seen___ (not / see) the dentist ___for___ a year.
5. ___Have you seen___ (you / see) the new hospital downtown?
6. ___Have you been waiting___ (you / wait) ___for___ a long time?
7. Santiago ___has missed___ (miss) two appointments this week.
8. We ___have been cooking___ (cook) ___for___ three hours.
9. He ___has not seen___ (not / see) her ___since___ she was a child.
10. How long ___have you known___ (you / know) Maria?

G DEMONSTRATE Work in pairs. Ask and answer questions beginning with *How long*. Use the present perfect or present perfect continuous.

EXAMPLE: How long have you been going to the same doctor?
I have had a headache since Saturday.

LESSON 3

What Did She Say?

GOAL ▶ Interpret doctors' instructions

A SEQUENCE Look at the picture. What are the people talking about? What do you think they are saying? Listen and number the things the doctor told Rosa about her health in the correct order (1–5).



___1___ "I can give you some more tests."

___5___ "The most important thing is to stay active."

___2___ "You'll have to wait two weeks."

___3___ "If you start exercising more, your cholesterol level should go down."

___4___ "If you don't stop eating junk food, you will have serious health problems."

B Listen to Rosa reporting her conversation to her friend. Fill in the missing words.

1. He said he ___could___ give ___me___ some more tests.
2. The doctor told me the most important thing ___was___ to stay active.
3. He told me if ___I started___ exercising more, ___my___ cholesterol should go down.
4. He said if ___I didn't___ stop eating junk food, ___I would___ have serious health problems.
5. He said ___I had___ to go back in two weeks.

C What differences do you notice between the sentences in A and B? Study the chart with your teacher.

Direct Speech	Indirect Speech	Rule
"You have to exercise more."	The doctor *explained* (that) *I had* to exercise more.	• Change pronoun. • Change simple present to simple past.
"The most important thing is your health."	The doctor *said* (that) the most important thing *was* my health.	

afaq-lc.com

At-a-Glance Prep

Goals: Interpret doctor's instructions
Grammar: Direct vs. indirect speech
Academic Strategy: Focused listening
Vocabulary: *Cholesterol, obstetrician, podiatrist, chiropractor, dentist, pediatrician, nutritionist, announce, advise, warn, state*

Agenda

- ☐ Listen to a doctor's advice.
- ☐ Understand and use indirect speech.
- ☐ Identify types of doctors.
- ☐ Report doctor's advice.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.6.4
CCRS: RI7, RI11, RI12, SL8, SL9, SL10, SL11, SL12, L8, L11, L12
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.

Review present perfect and present perfect continuous with students by asking some basic information questions. For example: *How long have you been studying English?* Have students answer in full sentences in order to properly demonstrate understanding of the grammar point. Briefly review the rules of the two verb forms.

Introduction 5-10 mins.

Ask students to recall the poll that they took about health habits. Ask a student, *What did you say about your good health habits?* Rephrase the student's answer using indirect speech. This will introduce students to the structure and concept of indirect speech. State the goal: *Today, we will learn how to interpret a doctor's instructions and tell someone else what a doctor told us.*

Workplace Focus

Exercise A: Collect and organize information;
Exercises B, C: Complete tasks as assigned.

Presentation 1 10-15 mins.

Have students look at the picture in **A**. Ask students: *Who are the people in the picture? What do you think they are saying?*

Practice 1 10-15 mins.

A SEQUENCE Look at the picture. What are the people talking about? What do you think they are saying? Listen and number the things the doctor told Rosa about her health in the correct order (1–5).

Listening Script

Doctor: *Rosa, I can give you some more tests, but you'll have to wait two weeks to get the results. Here's an information leaflet that tells you about exercises that will be good for your back and for your knees. If you start exercising more, your cholesterol level should go down. The fact is, if you don't stop eating junk food, you will have serious health problems. The most important thing is to stay active.*

B Listen to Rosa reporting her conversation to her friend. Fill in the missing words.

Listening Script

Friend: *What did the doctor tell you, Rosa?*
Rosa: *He said he would give me some more tests.*
Friend: *Why? Are you very sick?*
Rosa: *Not now, but I might get sick. The doctor told me the most important thing was to stay active. He told me if I started exercising more, my cholesterol should go down. He said if I didn't stop eating junk food, I would have serious health problems. He said I had to go back in two weeks.*

Evaluation 1 5 mins.

Go over the answers to both exercises by playing the audio again and pausing at appropriate intervals so that students can check their work.

C What differences do you notice between the sentences in A and B? Study the chart with your teacher.

Elicit answers from volunteers before going through the chart with the students.

Workplace Focus

Exercise D: Complete tasks as assigned;
Exercise E: Combine ideas and information.

Presentation 2

5–10 mins.

Ask students to brainstorm a list of different types of doctors with you. Get them started by asking: *What doctor would you see if you had a problem with your teeth?*

D Match the kinds of doctors with the type of treatment they provide.

Do this exercise as a class.

Prepare students for **E** by going over the example and demonstrating with a few volunteers. Remind students they can look back at the chart in **C** if they need help. Before students begin, go over the list of indirect speech verbs.

Practice 2

10–15 mins.

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

E RESTATE Read the statements and decide what kind of doctor said each one. Use indirect speech to tell your partner what each doctor said.

Evaluation 2

10–15 mins.

Observe pairs as they do the activity. When everyone is finished, ask some volunteer pairs to demonstrate.

If you think students need more practice, ask them to take each of the statements and write an indirect speech statement on a piece of paper. Put these statements on the board so you can evaluate them as a class.

Instructor's Notes

afaq-lc.com

D Match the kinds of doctors with the type of treatment they provide.

chiropractor	dentist	obstetrician	pediatrician	podiatrist



pediatrician



obstetrician



chiropractor



dentist



podiatrist

E RESTATE Read the statements and decide what kind of doctor said each one. Use indirect speech to tell your partner what each doctor said. The indirect speech verbs may vary.

"Your child is in perfect health!"

The pediatrician said my child was in perfect health.

Indirect Speech Verbs

announced	stated
answered	said
complained	explained
replied	agreed

1. "You need to brush your gums and floss your teeth every day."
   The dentist explained that I needed to brush my gums and floss my teeth every day.
2. "Your children are eating too many sweets and sugary foods. They have to eat more fruits and vegetables." The pediatrician complained that my children were eating too many sweets and sugary foods and said that they had to eat more fruits and vegetables.
3. "It is a good idea to go to prenatal classes for at least three weeks."
   The obstetrician agreed that it was a good idea to go to prenatal classes for at least three weeks.
4. "The shoes you are wearing aren't good for your feet."
   The podiatrist said the shoes I was wearing weren't good for my feet.
5. "You have to bend your knees to lift heavy objects."
   The chiropractor explained that I had to bend my knees to lift heavy objects.
6. "You need to make an appointment to have your teeth cleaned."
   The dentist stated that I needed to make an appointment to have my teeth cleaned.
7. "You need to make sure you take your vitamins every day."
   The obstetrician/pediatrician said that I needed to make sure I took my vitamins every day.

F **Study the chart.**

Direct Speech	Indirect Speech
I want to lose weight. Your test results are negative.	I told *you* (that) I wanted to lose weight. He told *me* (that) my test results were negative.
It is important to check your heart rate. I feel sick.	My personal trainer said (that) it was important to check my heart rate. She complained (that) she felt sick.
• Some verbs are usually followed by an indirect object or pronoun. (*tell, assure, advise, notify, promise, remind, teach, warn*) • Some verbs are not followed by an indirect object or pronoun. (*say, agree, announce, answer, complain, explain, reply, state*)	

G **Rewrite each quote using indirect speech with the subject and verb in parentheses.** Answers may vary.

1. "You need to walk for 30 minutes every day." (the doctor, remind)

   The doctor reminded me that I needed to walk for 30 minutes every day.

2. "He needs to stop smoking." (the cardiologist, warn)

   The cardiologist warned him that he needed to stop smoking.

3. "You have a very balanced diet." (the nutritionist, assure)

   The nutritionist assured me that I had a very balanced diet.

4. "She is very healthy." (the pediatrician, agree)

   The pediatrician agreed that she was very healthy.

5. "You eat too much junk food." (the doctor, explain)

   The doctor explained (to me) that I ate too much junk food.

6. "I read nutrition labels for every food I eat." (I, tell, the doctor)

   I told the doctor that I read nutrition labels for every food I ate.

7. "We want to start exercising together." (our parents, announce)

   Our parents announced that they wanted to start exercising together.

H **RETELL** **Think of a conversation you had with a doctor or someone else about your health. Tell your partner what the person said to you.**

afaq-lc.com

Workplace Focus

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

Presentation 3

5–10 mins.

BEST PRACTICE

Grammar presentation

It is often useful to have students try to figure out the grammar rules for themselves. One way to do this is to give them a list of sentences, questions, phrases, and so forth that follow a specific rule. After they have studied the list, have them try to deduce the rule.

Dictate the following sentences to students.

1. I told *you* (that) I wanted to lose weight.
2. He notified *me* (that) my test results were negative.
3. My personal trainer said (that) it was important to check my heart rate.
4. She complained (that) she felt sick.

Ask students if they can find what is different between the first two sentences and the last two sentences. (There is a pronoun after the main verb.)

BEST PRACTICE

Dictation

The purpose of dictation is to help students improve their listening skills. One goal of dictation is to get students to understand what you've said before they write it down.

1. Write the following steps on the board for students and go over them until students have them memorized.
   Listen first. (The most important part!)
   Repeat it to yourself.
   Write.
2. Tell students that you will only be reading the statements one time. This will encourage them to listen more carefully.
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 between sentences.
7. Ask for volunteers to come and write each statement on the board.
8. Ask the class to check the volunteers' statements. If students think there is an error, ask them to come up to the board and make changes.
9. Repeat this procedure until all of the sentences are correct.

F **Study the chart.**

Practice 3

15–20 mins.

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

G **Rewrite each quote using indirect speech with the subject and verb in parentheses.**

Evaluation 3

5–10 mins.

Ask volunteers to write the sentences on the board. Evaluate the sentences as a class.

Application

5–10 mins.

H **RETELL** **Think of a conversation you had with a doctor or someone else about your health. Tell your partner what the person said to you.**

Walk around the class observing the students' conversations to make sure they are using indirect speech.

At-a-Glance Prep

Goal: Interpret nutrition information
Academic Strategy: Active reading
Vocabulary: *Fat, sodium, calories, carbohydrates, serving size, protein, ingredients, cholesterol, fibe*

Agenda

- ☐ Read and interpret a nutrition label.
- ☐ Learn nutrition vocabulary.
- ☐ Share information about nutrition.
- ☐ Read about nutrition.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.5.1
CCRS: RI/RL6, RI/RL7, RI/RL9, RI/RL10, SL8, SL9, SL10, L8, L11, L12
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.

Review indirect speech by asking some students to tell you about conversations they had with people before class.

Introduction 5–10 mins.

Write *nutrition* on the board. Ask students what this means to them. Ask them how they can find the nutritional information of certain foods. (*Optional:* Pass around some cans or food packages to show them examples. Alternatively, find these images online and either print them out or display them on a screen for the class to see.) State the goal: *Today, we will interpret the nutritional information found on product labels.*

Workplace Focus

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

Presentation 1 5–10 mins.

A Do you read the nutrition labels on the food that you buy? What do you look for? Why?

Discuss these questions as a class.

Practice 1 10–15 mins.

B SCAN Scan the nutrition label and answer the questions.

Tell students not to read the label from top to bottom. They should simply scan to identify the various sections and then answer the questions by locating each piece of information as quickly as they can.

Evaluation 1 5 mins.

Go over the answers as a class. Ask students if they found scanning the label rather than reading it easy or difficult and why. Make notes as part of your ongoing formative assessment of reading capabilities.

Instructor's Notes

afaq-lc.com

LESSON 4

Nutrition Labels

GOAL ▸ Interpret nutrition information

A Do you read the nutrition labels on the food that you buy? What do you look for? Why?
Answers will vary.

B SCAN Scan the nutrition label and answer the questions.

1. How much protein is in one serving of this product? 8g
2. How many calories are in one serving of this product? 200
3. What vitamins and / or minerals does this product contain?
   Vitamin D, Calcium, Iron, Potassium, Thiamin, Riboflavin, Niacin, Folate
4. How many carbohydrates are in one serving of this product? 40g
5. How much fat is in one serving of this product? 1g
6. How much fat is saturated? 0g
7. How much of this product is one serving? ¾ cup / 56g
8. How many servings are in the box? 8

Fusilli no. 34

Nutrition Facts

8 servings per container
Serving size 3/4 cup (56g) dry

Amount per serving	
Calories	**200**
	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 40g	15%
Dietary Fiber 2g	6%
Total Sugars 2g	
Includes 0g Added Sugars	0%
Protein 8g	16%
Vitamin D 0mcg	0%
Calcium 15mg	0%
Iron 1,7mg	10%
Potassium 139mg	4%
Thiamin 0,5mg	45%
Riboflavin 0,2mg	20%
Niacin 3,5mg	25%
Folate 186mcg DFE (111mcg folic acid)	50%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

C MATCH These words and phrases can be found on a nutrition label. (See the highlighted words on the nutrition label in B.) Write the correct letter next to each definition. Use each letter only once.

a. saturated fat	b. sodium	c. calories
d. carbohydrates	e. serving size	f. protein
g. cholesterol	h. vitamins	i. fiber

e 1. This is the amount of food that a person typically eats at one time.

c 2. This is the amount of energy supplied by a kind of food.

a 3. This is a type of fat. It can contribute to heart disease.

i 4. This component of food is not digested, but it aids digestion.

b 5. This indicates the salt content of food.

f 6. This helps to build and repair muscles. It is found mainly in meat, fish, eggs, beans, and cheese.

d 7. These are the best source of energy and can be found in breads, grains, fruits, and vegetables.

g 8. Eating too much of this can cause you to have heart disease and to be overweight.

h 9. These nutrients are found in food and help to keep your body healthy.

D How much do you know about the nutrients on food labels? Discuss the questions in a small group. Answers will vary.

1. Why is it good to read nutrition labels?
2. What do complex carbohydrates do for your body?
3. What does saturated fat do to your body?
4. What type of person should watch his or her sodium intake?
5. How much protein should you eat per day?
6. Why is it good to eat fiber?

Life
ONLINE

There are many free apps where you can input your meals and calculate the nutritional information. These apps are a great way to make sure you aren't eating too much sodium or sugar, for example.

afaq-lc.com

Workplace Focus

Exercise C: Complete tasks as assigned.

Presentation 2

5–10 mins.

Write the following words on the board and see if students can help you define them: *fat*, *sodium*, *calories*, and *protein*. Accept all answers at this point and don't correct students.

Practice 2

10–15 mins.

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

C MATCH These words and phrases can be found on a nutrition label. (See the highlighted words on the nutrition label in B.) Write the correct letter next to each definition. Use each letter only once.

Evaluation 2

10–15 mins.

Have students check their answers with a partner when they have finished. Then go over the answers as a class.

Workplace Focus

Exercise D: Interact appropriately with team members.

Presentation 3

5–10 mins.

D How much do you know about the nutrients on food labels? Discuss the questions in a small group.

BEST PRACTICE

Group Discussions

Many exercises at this level involve students discussing something in groups. As the instructor, it's important for you to decide if students can choose their own groups or if you should group students together. Some ways to group students are by level, by language group, or by having mixed levels and / or language groups. You may also want to assign or have students self-select certain positions, such as leader, secretary, reporter, timekeeper, etc.

Make sure that students clearly understand the task by modeling a discussion. Let students know what you expect the outcome of their discussion to be. Give students a certain amount of time for the discussion and then ask each group to report to the class.

Instructor's Notes

Workplace Focus

Exercise E: Complete tasks as assigned;
Exercise F: Interpret and communicate information.

Practice 3

15–20 mins.

E Listen and read the information about food labels.

Put students in small groups and have them read the article to themselves. Then assign each group one or more numbers (1–10). Have them find the term in the reading that corresponds to their number and have them prepare to explain the term to the class. Go around the classroom and help each group make sure the information they are going to present to the class is accurate.

Evaluation 3

5–10 mins.

Discuss each part of the reading after the groups have presented.

Application

5–10 mins.

F DEMONSTRATE How much do you know about nutrition now? Choose *True* or *False* for each statement.

Have students answer individually, then compare with a partner. Finally, go through the answers as a class and discuss any points that arise.

Instructor's Notes

afaq-lc.com

E Listen and read the information about food labels.

Reading Nutritional Information on Food Packaging

Understanding the food label on packaged foods can help you build better eating habits. Here are the basics you'll find on a food label and how you can use the information to improve your diet.

1. Serving Size The serving size is based on the amount that people typically eat and drink, not how much people *should* eat. The information on the rest of the label is based on data for one serving. Remember, a package may contain more than one serving.

2. Calories This tells you how many calories are in one serving. The number of calories from fat tells you how many of those calories come from fat. Try to find foods with low amounts of calories from fat.

3. Fat This is where you look if you are counting fat grams. Total fat is important to watch, but saturated fat is particularly bad for you. Saturated fat raises your blood cholesterol level, which could lead to heart trouble. Trans fats are created by adding hydrogen to vegetable oils to give them a longer shelf life. They may increase your risk of heart disease.

4. Cholesterol Along with the saturated-fat information, cholesterol amounts are important for anyone concerned about heart disease. High levels of cholesterol can lead to serious heart problems later in life.

5. Sodium Sodium (or salt) levels are important to monitor if you have high blood pressure. Too much sodium in your diet can also lead to heart disease and stroke.

6. Carbohydrates These fit into two categories—complex carbohydrates (dietary fiber) and simple carbohydrates (sugars). You want to eat more complex carbohydrates and fewer simple carbohydrates. Diets high in complex carbohydrates have been shown to fight cancer and heart disease. Simple carbohydrates are good for energy, but if you eat too many of them, you can gain weight and increase your risk of cancer.

7. Fiber Fiber consists of complex carbohydrates that cannot be absorbed by the body. It aids digestion and can help lower blood cholesterol. High-fiber foods include fruits, vegetables, brown rice, and whole-grain products.

8. Protein The food label doesn't specify a daily guideline for protein consumption because so much depends on individual needs. An athlete needs more than an office worker, but the amount of protein needed per day depends on the person's weight. The more you weigh, the more protein you need.

9. Vitamins and Minerals This list will show the nutrients required by the FDA and those that the company voluntarily shares.

10. Ingredients Ingredients are listed on food packaging by weight from the most to the least. This section can alert you to any ingredients you may want to avoid because of food allergies or medical conditions.

F DEMONSTRATE How much do you know about nutrition now? Choose *True* or *False* for each statement.

	True	False
1. Reading food labels can improve your eating habits.	☑	☐
2. Diets high in complex carbohydrates can help fight cancer and heart disease.	☑	☐
3. Saturated fat lowers your blood cholesterol level.	☐	☑
4. You should watch your sodium intake if you have high blood pressure.	☑	☐
5. A person who weighs 120 pounds needs more protein than a person who weighs 160 pounds.	☐	☑

LESSON 5

Do You Want Dental Coverage?

GOAL ▶ Research health insurance

A **If you were looking for a good health insurance plan, what things would you look for? Choose the items that would be most important for you. Share your answers with the class.** Answers will vary.

- ☐ dental coverage
- ☐ good choice of providers
- ☐ low copay
- ☐ low deductible
- ☐ low premium
- ☐ no referrals required
- ☐ prescription plan
- ☐ vision plan

B **HMO and PPO are two common types of insurance coverage. What do these two terms stand for?**

HMO: Health Maintenance Organization

PPO: Preferred Provider Organization

C **What are the differences between an *HMO* and *PPO*? Work in a small group and write *HMO* or *PPO* before each statement.**

1. PPO higher out-of-pocket expenses
2. HMO low or sometimes free copay
3. PPO you can see any doctor at any time
4. HMO you must choose one primary-care physician
5. PPO higher monthly premium
6. HMO lower monthly premium
7. HMO you must get a referral from your primary-care physician to see another doctor
8. HMO low or sometimes no out-of-pocket expenses

afaq-lc.com

At-a-Glance Prep

Goal: Research health insurance
Academic Strategies: Skimming, active reading
Vocabulary: *Coverage, prescription plan, vision, premium, deductible, co-pay, providers, reputation, spouse, dependants, stroke, intestinal, colon, kidney, muscular, circulatory, cancer, diabetes, respiratory, mental, emotional, liver, hernia, thyroid, allergy, digestive system, joint, asthma, reproductive organs, ulcer, arthritis, high blood pressure*

Agenda

- ☐ Talk about health insurance.
- ☐ Compare types of insurance—HMO vs. PPO.
- ☐ Read a health insurance form.
- ☐ Fill out a health insurance form.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.1.6, 3.2.3

CCRS: RI6, RI11, RI12, RI/RL7, RI/RL9, RI/RL10, RH9, RH10, W/WHST11, W/WHST12, W7, SL8, SL9, SL10

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.

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review

5–10 mins. ■■■

Ask students if they went home after the previous lesson and looked at any food labels. Ask them to share any interesting information that they found.

Introduction

5–10 mins. ■■■

Ask students to raise their hands if they have health insurance. Ask how many have it through their work and how many pay for it out of pocket. Ask students who don't have health insurance why they don't. Talk about why health insurance is important. State the goal: *Today, we will talk about health insurance options and learn how to complete a health insurance form.*

Workplace Focus

Exercises A, B: Complete tasks as assigned; Exercise C: Interact appropriately with team members.

Presentation 1

10–15 mins. ■■■

Ask students what qualities they would look for in a health insurance plan. Make a list on the board.

A **If you were looking for a good health insurance plan, what things would you look for? Choose the items that would be most important for you. Share your answers with the class.**

B **HMO and PPO are two common types of insurance coverage. What do these two terms stand for?**

Briefly discuss the differences between these two types of coverage. (For example: Typically, HMOs have lower monthly premiums and out-of-pocket expenses but the range of doctors to choose from is limited to the plan's network. PPOs tend to be more expensive plans with higher out-of-pocket expenses, but offer a wider range of doctors both inside and outside the plan's network, often with no need for a referral.)

Practice 1

5–10 mins. ■■■

C **What are the differences between an *HMO* and *PPO*? Work in a small group and write *HMO* or *PPO* before each statement.**

Evaluation 1

5 mins. ■■■

Go over the answers as a class.

Workplace Focus

Exercise D: Complete tasks as assigned.

Presentation 2

5-10 mins.

Ask students what information they might find on a health insurance application. Make a list on the board.

Practice 2

10-15 mins.

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

D You can get health insurance quotes by filling out an online form with some basic information. Look at the form and answer the questions.

Life ONLINE

Evaluation 2

10-15 mins.

Walk around the classroom and observe students as they work.

BEST PRACTICE

Skimming for information

Skimming is basically reading without reading every word. In order to do this effectively, we need to know what information to read and skip. The following are a few tips to help us skim.

Know what you are looking for Before you start, read the direction line or listen to the information the teacher asks you to find.

Preread Look closely at the text before you start skimming. Try to identify which parts you will need to pay special attention to.

Read horizontally and vertically In English we read from left to right (or horizontally). When we skim, we move our eyes horizontally and vertically (or up and down the page). Do one technique at a time at your own pace.

Read the first sentences Usually the first sentence in each paragraph tells us what it is about. If the paragraph doesn't address the information that you are looking for, skip over it.

Ignore the examples Examples illustrate the author's point. These can usually be ignored unless you determine that they can contain relevant information. Read them last.

Instructor's Notes

afaq-lc.com

D You can get health insurance quotes by filling out an online form with some basic information. Look at the form and answer the questions.

Life ONLINE

Primary Applicant

Gender: Male | Date of Birth: 06 / 01 / 1973 | Zip Code: 90815 ✓

Does this person need coverage? Yes ○ No ○

Spouse

Gender: Female | Date of Birth: 08 / 14 / 1971

Does this person need coverage? Yes ○ No ○

Child 1

Gender: Female | Date of Birth: 05 / 25 / 2009

Does this person need coverage? Yes ○ No ○

Child 2

Gender: Male | Date of Birth: 02 / 27 / 2015

Does this person need coverage? Yes ○ No ○

+ Add Child + Add Dependent

Get Quotes Online

1. How many people are in this family?
   a. 2 b. 3 (c.) 4 d. It doesn't say.
2. How many people need coverage?
   (a.) 4 b. 3 c. 2 d. It doesn't say.
3. In what year was the woman born?
   a. 1973 (b.) 1971 c. 2009 d. It doesn't say.
4. What sexes are the children?
   a. two girls b. two boys (c.) one girl and one boy d. It doesn't say.

E **Based on the information provided in the online form, these are the available plans.**

Compare	Compare	Compare	Compare
Health Plus	JOINT CARE	Premium Health	Total Body
Bronze 60 HMO	Bronze 60 HMO	Bronze 60 PPO	Bronze 60 HMO
Family Total **$999.00** /month	Family Total **$1,190.50** /month	Combined Family Total ⓘ **$1,181.75** /month	Family Total **$1,192.79** /month
View Details	View Details	View Details	View Details
APPLY NOW	APPLY NOW	APPLY NOW	APPLY NOW

1. How many HMO plans are offered? How many PPO? 3, 1

2. Which plan is the cheapest? The most expensive? Health Plus, Total Body

F **Read this plan information for Health Plus. What is a *deductible*? Discuss with your teacher and then complete the exercises.**

Free Preventive Care Annual checkup with your doctor Annual well woman checkup with your OB-GYN Other preventive screenings	**Doctor Visits** Primary care doctor (you pay $65) ✓ Urgent care (you pay $65) ✓ Specialist (you pay $50) ✓ Mental health (you pay $65) ✓ Lab tests (you pay $40) ✓
Medical Deductible $6,300 You Pay 40% (after deductible is met) X-Rays Imaging (CT / PET scans, MRIs) Emergency room	 Emergency transportation Hospitalization Surgery

1. Highlight all the free services.

2. Mark (✓) the services that you pay a part of.

3. Underline the services that you have to pay for completely until you meet the deductible.

4. How much is the medical deductible? $6,300

G **Mila has Health Plus. Work with a small group to explain how much she would pay in this scenario.** Answers will vary.

Mila has been putting off getting knee surgery but she can no longer walk so it is time. The cost of the knee surgery is $20,000 but she has already used $4,000 of her deductible. About how much will the surgery cost her?

H **Find a website where you can compare health insurance plans. Fill out a basic form like the one in D, and see what results you get. Are the plans cheaper or more expensive than the ones in E?** Answers will vary.

afaq-lc.com

Workplace Focus

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

Presentation 3

5 mins.

Have volunteer students answer the questions from **D**. Tell them to point out where on the form they got the information for their answers.

Practice 3

15-20 mins.

E **Based on the information provided in the online form, these are the available plans.**

Have students skim the plans quickly to see what type of information they include and ask any vocabulary questions they may have. Then have them answer questions 1 and 2 individually.

Evaluation 3

10-15 mins.

Go over the answers to **E** as a class, explaining any parts that students couldn't figure out.

F **Read this plan information for Health Plus. What is a *deductible?* Discuss with your teacher and then complete the exercises.**

Depending on your students, you may want to let them do this exercise without much preparation, using whatever experience they can bring to the task. Explain that there are a number of context clues and that the first aim is for them to find the necessary information. They will be able to ask about the vocabulary later. Note that the services are already divided into the three groups students are asked about in 1–3 so it's not as complicated as it may look to them at first.

Go through the answers as a class and then elicit the answers to any vocabulary questions.

If your class is not ready for this approach, deal with the vocabulary first, taking care not to discuss the status of the various services in this plan (i.e., *free*, *copay*, *pay in full until deductible is met*).

Application

10-15 mins.

G **Mila has Health Plus. Work with a small group to explain how much she would pay in this scenario.**

Put students into small groups. Observe their discussions. When they are finished, go over the answer and the calculation as a class.

(**H** can be set as homework if resources are not available in class.)

H **Find a website where you can compare health insurance plans. Fill out a basic form like the one in D, and see what results you get. Are the plans cheaper or more expensive than the ones in E?**

Set up the students' research by briefly reviewing the elements that most people would compare between plans and the new vocabulary that has been covered (e.g., *deductible*, *HMO*, *PPO*, etc.).

If the exercise is assigned as homework, tell students that you will be going over their findings in a future lesson.

This would be a good time to visit the Life Skills Video section at the back of the book.

At-a-Glance Prep

Goal: Explore careers in the medical fiel

Agenda

- ☐ Listen to a career counselor.
- ☐ Learn about different medical jobs.
- ☐ Retrieve data from a pie chart.
- ☐ Create a pie chart from given data.
- ☐ Interpret a bar graph.
- ☐ Research careers in the medical field.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 6.7.2, 6.7.4, 7.4.4, 7.7.3

CCRS: RI6, RI11, RI12, RH9, RH10, W7, W/WHST11, W/WHST12, SL8, SL9, SL10

ELPS:

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

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 10-15 mins.

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.

Introduction 10-15 mins.

Tell students that the lesson is going to focus on jobs in the medical field. Students may think of this as a high-powered field that requires a lot of specialist education and qualifications. Explain that there are a lot of important support jobs in the medical field that do not require degrees.

Presentation 1

Brainstorm a list of medical support jobs or activities with students and list them on the board.

Practice 1 20-25 mins.

A There are many medical careers that don't require a degree. Listen to a career counselor talk about different medical jobs and fill in the missing information.

Play the audio and have students just listen the first time. Then play the audio again as needed for students to complete their answers. Do not go over the answers at this point.

Note: The listening script for **A** is on p136a.

B Write the correct job title(s).

Have students refer to their completed chart in **A** and answer the questions individually. Then go through the answers to the chart in **A** and the items in **B**.

C Work with a partner. Practice asking and answering questions about the jobs in A.

Have students take turns asking and answering questions. For additional practice, have them go through the chart in **A** two times. Since there is an odd number of jobs, partners will each ask and answer about all five jobs in this manner.

Evaluation 1 10-15 mins.

Go around the class monitoring and helping as needed. Monitor for any students using rising intonation for information questions or the answers. Give a mini lesson to review intonation afterward if appropriate.

afaq-lc.com

LESSON 6

Explore the Workforce

GOAL ▶ Explore careers in the medical field

A There are many medical careers that don't require a degree. Listen to a career counselor talk about different medical jobs and fill in the missing information.

Medical Career	Average Salary	Duties
medical equipment repairer	$24.00/hour	1. Repairs medical equipment. 2. Installs equipment. 3. Performs regular maintenance.
dental assistant	$18.59/hour	1. Prepares patient and necessary equipment so hygienist or dentist can work on patient. 2. Sterilizes instruments. 3. Takes x-rays. 4. Assists dentist.
phlebotomist	$17.97/hour	1. Draws blood. 2. Prepares blood to be transported.
medical biller	$21.75/hour	1. Sends claims to insurance company. 2. Follows up to make sure payment is received on time.
paramedic	$23.80/hour	1. Responds to emergency calls. 2. Provides assistance based on symptoms. 3. Transports patients to hospital.

B Write the correct job title(s). Answers will vary.

1. Who makes more than $20 an hour? medical equipment repairer, medical biller, paramedic
2. Who drives a special vehicle? paramedic
3. Who takes x-rays? dental assistant
4. Who maintains equipment? medical equipment repairer

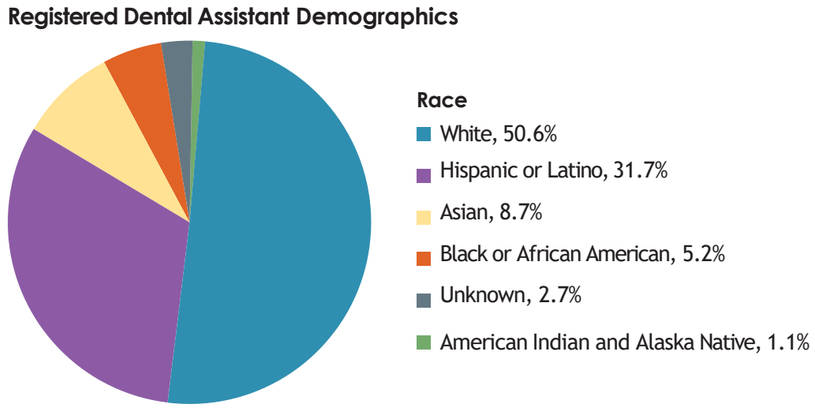
C Work with a partner. Practice asking and answering questions about the jobs in A.

EXAMPLE:

Student A: Who draws blood?

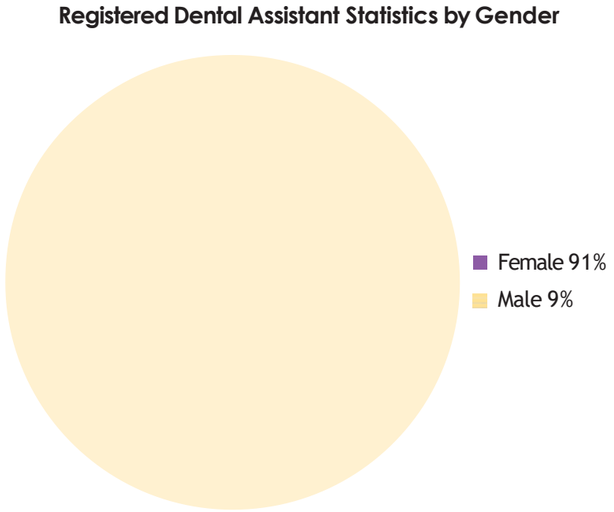
Student B: A phlebotomist.

D ANALYZE **Look at the pie chart and answer the questions.**



1. Which race is least likely to be a dental assistant?
   a. Asian
   b. Hispanic or Latino
   c. Black or African American
   d. American Indian and Alaska Native
2. Which race makes up about 5% of the pie chart?
   a. Unknown
   b. Hispanic or Latino
   c. Black or African American
   d. American Indian and Alaska Native

E GRAPH **Complete the graph based on the data given. Use the pattern in the key for each category.**



afaq-lc.com

Listening Script

Good morning, everyone and thank you so much for getting up early on a Saturday to be here. This workshop will focus on medical careers that don't require a degree. I know some of you are eager to get into the medical field and these are jobs that you can apply for right away. I'm going to be discussing the average salaries of these jobs (remember it could be different where you live) and also the basic duties of each job. I have a lot of information to cover so I would appreciate it if you could hold your questions until the end. Ok let's get started.

The first job I'm going to talk about is a medical equipment repairer who makes on average $24 per hour. A medical equipment technician has three main responsibilities, repairing medical equipment that doctors and other healthcare professionals may use in their day-to-day work, installing equipment and performing regular maintenance.

Next is a dental assistant who makes about $18.59 an hour. A dental assistant prepares the patient and the necessary equipment so that the dental hygienist or dentist can work on a patient. They also sterilize instruments and patient chairs, take x-rays and assist the dentist while they perform their work.

This next job has a unique name and may be a little tricky to spell. Phlebotomist. A phlebotomist is responsible for drawing blood on patients for use in various medical or clinical tests that a doctor may request to further assess a patient's symptoms. This blood may also be used for transfusions or blood donations. Phlebotomists also prepare the blood they collect so others can transport and analyze it. Phlebotomists make on average $17.97.

If you like to deal with paperwork and work on a computer, you might like to be a medical biller. A medical biller is responsible for sending claims to a patient's insurance company. They must be able to understand a physician's coding on the patient's chart to bill the insurance company appropriately. Medical billers may also need to follow up with all parties to make sure the doctor and physician's office receive payment on time. Oh, I forgot to tell you. A medical biller makes about $21.75 an hour.

The last job I'm going to talk about today is a paramedic. This is probably the most exciting job on the list, but also one of the most stressful since a patient's life could be in your hands. And it pays the best, around $23.80 an hour. A paramedic is responsible for responding to emergency calls and providing assistance as needed based on what the patient's symptoms are. They must have a CPR certification, know how to dress a wound and be able to quickly assess a patient to determine what immediate treatment is necessary. Paramedics may also transport more critically ill patients to a hospital.

So those are the 5 different medical careers I planned to talk about today. Are there any questions?

Workplace Focus

Exercises D, E: Complete tasks as assigned.

Presentation 2

5 mins.

Allow students time to look at the pie chart and read the key. Check understanding by asking questions such as: *Which races are purple in the chart?*

Practice 2

20-25 mins.

D ANALYZE **Look at the pie chart and answer the questions.**

Have students answer the questions individually. Then go over the answers as a class.

E GRAPH **Complete the graph based on the data given. Use the pattern in the key for each category.**

Have students complete their pie chart individually. Draw an empty circle on the board to represent the pie chart, then have a volunteer draw in the segments and label the chart.

BEST PRACTICE

Formative assessment

In *Explore the Workforce* lessons, the main focus of the activities is, as it should be, on the content rather than on particular grammar or usage. However, this makes Lesson 6 an effective tool for formative assessment. When students are not focusing on the most recent grammar chart or what verb form to write in a blank, they will be using their English more transparently to complete the given tasks. This gives you the chance to observe whether, and how far, aspects of recent instruction have permeated into their everyday use of English.

Evaluation 2

Monitor student contributions for an accurate grasp of the pie chart concept (largest slices = largest percentages, etc.). This page can also be useful for formative assessment of accurate handling and pronunciation of percentages, comparatives, and superlatives. To increase coverage of these areas, ask, for example: *Which races have bigger percentages of dental assistants than Asians? Which races have the fewest dental technicians?* Have students focus on the content and answer in full sentences.

Workplace Focus

Exercise H: Complete tasks as assigned.

Presentation 3

5 mins.

Briefly review the vocabulary and significance of the elements in a bar graph as needed. Explain that students are going to look at a graph *without* a title and that they will use their experience of bar graphs to figure out the focus of the graph.

Practice 3

10-15 mins.

F Look at the bar graph. What do you think it represents? Choose the best title.

Have students look at the graph and make their choice individually. For formative assessment of facility with bar graphs, take a show of hands for each option before confirming the correct answer. Ask for volunteers to explain why the answer is *b*. Do not ask students who were wrong to say why they made their choice, but create an opportunity for them to ask any questions they may have.

G INFER Why do you think most dental assistants only stay at their job for one to two years? Discuss with a partner and share your ideas with the class.

If appropriate, extend the activity by personalizing the discussion. Ask questions such as: *What do you think are the good and bad points about being a dental assistant? If you were a dental assistant, how many years do you think you would stay in the job? What would your reason for leaving be?* For maximum involvement, have students discuss in pairs. Then have them share with the class.

BEST PRACTICE

Student involvement in full-class sessions

There are several opportunities in these lesson plans for students to volunteer an answer in front of the whole class. This is a reminder that volunteering is easier for some than others: Some students may just prefer the 'easy life,' while others may even spend their time in class actively hoping that they don't get picked to answer a question. It is a balancing act for the teacher and not always an easy one. However, it is important to remain conscious of this aspect of classroom life at all times. Students who are not speaking are not actively putting into practice what they have been studying. Their knowledge of English may be increasing, perhaps even faster than their more talkative classmates, but their facility with the language will not be. Feel free to substitute a directed question session for any volunteer activity if and when you deem it appropriate or necessary to do so to balance out contributions among your students.

Application

(In shorter classes, **H** can be done as homework and reviewed in a future lesson.)

H RESEARCH There are other medical careers that don't require a degree. Research the following careers and fill in the table.

This activity can be done individually, in pairs, or in small groups researching one or two jobs per member. It can be done in class if resources permit, or as homework.

Evaluation 3

10-15 mins.

Go over students' charts in **H** at a convenient time, depending on the method you used. Draw the chart on the board before the start of the session if possible. Collect findings for *Average Salary* first and write them in the chart. Use the medical assistant results to model useful phrases for speaking about the salary ranges resulting from the research. Write some variations on the board, for example: *Medical assistants earn an average of / at least / a maximum of / from . . . to / (anywhere) between . . . and . . . .* Then have students make sentences about the salary results for the other jobs in pairs. Next, collect results for the *Duties* column. Deal with any new vocabulary as it comes up, first by asking the group that found it, and then widening the discussion in the case of any generally useful new terms.

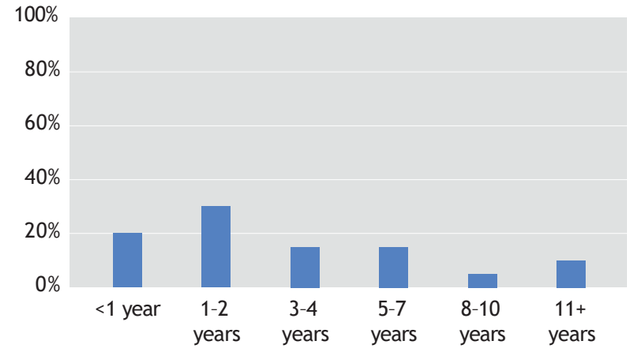
afaq-lc.com

F Look at the bar graph. What do you think it represents? Choose the best title.

a. The Average Age of Dental Assistants

b. The Average Number of Years That Dental Assistants Stay in a Job

c. The Number of Years A Person Has to Go to School before Becoming a Dental Assistant



G INFER Why do you think most dental assistants only stay at their job for one to two years? Discuss with a partner and share your ideas with the class. Answers will vary.

H RESEARCH There are other medical careers that don't require a degree. Research the following careers and fill in the table. Answers will vary.

Medical Career	Average Salary	Duties
medical assistant		
medical transcriptionist		
home health aide		
sonographer		
occupational therapy aide		

Review

A **In your opinion, what are the three best health habits to have?** Answers will vary.

1. _____
2. _____
3. _____

B **In your opinion, what are the three worst health habits to have?** Answers will vary.

1. _____
2. _____
3. _____

C **Complete the sentences using the present perfect or present perfect continuous form of the verb in parentheses.**

1. I haven't / have not eaten (not / eat) meat for three years.
2. Camila has / 's been going (go) to yoga classes since September.
3. Andres has drunk (drink) two liters of water today.
4. I haven't / have not been sleeping (not / sleep) well recently.
5. I have never smoked (never / smoke) a cigarette.
6. Why have you chosen (you / choose) such a stressful job?
7. Marna has / 's been coughing (cough) since last night.
8. We have / 've seen / been seeing (see) the same doctor for over ten years.
9. My father has / 's had (have) diabetes since he was a child.
10. The children have not / haven't been brushing (not / brush) their teeth very well.

Learner Log

I can identify health habits. ☐ Yes ☐ No ☐ Maybe

I can describe symptoms. ☐ Yes ☐ No ☐ Maybe

afaq-lc.com

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.
- ☐ Do My Dictionary.
- ☐ Evaluate and reflect on progress.

Pacing

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

Standards Correlations

CASAS: 3.1.6, 3.5.1, 3.5.9, 3.6.4
CCRS: W/WHST6, W/WHST8, W/WHST11, W/WHST12
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 come up with a list of how HMOs are different from PPOs. Ask them which one they prefer and why.

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 health habits, describe symptoms of illnesses, interpret doctor's directions, interpret nutrition information, research health insurance, and explore careers in the medical field.*) Write all the goals from Unit 5 on the board. Show students the first page of the unit and mention the six goals. State the goal: *In this unit, we will review everything you have learned in this unit.*

Workplace Focus

Exercises A, B: Combine ideas and information; Exercise C: Complete tasks as assigned.

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 that don't involve pair work or group work 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) 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 **In your opinion, what are the three best health habits to have?**

You may want to put students into pairs to discuss the questions in **A** and **B**.

B **In your opinion, what are the three worst health habits to have?**

C **Complete the sentences using the present perfect or present perfect continuous form of the verb in parentheses.**

Have volunteers come to the board to write their answers. Correct where necessary.

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

Exercises D, E: Complete tasks as assigned.

D **Write the type of doctor you would see if you were having problems with the following.**

E **Change the sentences from direct speech to indirect speech.**

Go through the answers as a class.

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.

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

afaq-lc.com

D **Write the type of doctor you would see if you were having problems with the following.**

1. feet — podiatrist
2. back — chiropractor
3. pregnancy — obstetrician
4. baby's ears — pediatrician
5. teeth — dentist

E **Change the sentences from direct speech to indirect speech.**

1. "My daughter is sick."

   Romero said that his daughter was sick.

2. "You have to go to the hospital right away."

   Luis and Avinash told me I had to go to the hospital right away.

3. "They don't have time to go out."

   Hanif said they didn't have time to go out.

4. "You need to take the medicine on an empty stomach."

   The doctor explained that I needed to take the medicine on an empty stomach.

5. "Your son is eating too much sugar."

   The pediatrician said my son was eating too much sugar.

6. "My back has been hurting for two months."

   I told the chiropractor my back had been hurting for two months.

7. "You need to take your prenatal vitamins every day."

   The obstetrician told me I needed to take my prenatal vitamins every day.

8. "Your husband needs to stay off his feet for a few hours a day."

   The podiatrist warned me my husband needed to stay off his feet for a few hours a day.

Learner Log

I can interpret doctors' instructions.

☐ Yes ☐ No ☐ Maybe

Review

F **Match the descriptions to the nutrition items.**

f	1. calories	a. listed on a food label by weight
d	2. carbohydrates	b. complex carbohydrates that cannot be absorbed by the body
j	3. cholesterol	c. salt
g	4. saturated fat	d. dietary fiber and sugar
b	5. fiber	e. try to get the recommended amount of these
a	6. ingredients	f. energy supplied by food
i	7. protein	g. a type of fat that can contribute to heart disease
h	8. serving size	h. the amount of food a person eats at one time
c	9. sodium	i. helps build and repair muscles
e	10. vitamins	j. too much of this could lead to heart disease

G **What is most important to you when looking for health insurance? Make a list.**

Answers will vary.

H **Look back at Lesson 3 of the Pre-Unit. Complete as much of the chart as you can with words from this unit. Then complete the word families using your dictionary.**

Answers will vary. Possible answers given.

Noun	Verb	Adjective	Adverb
advice	advise	advisable	advisedly
insurance	insure	insurable	—
habit	—	habitual	habitually
medicine	medicate	medicinal	medically

Look in your dictionary and see if any new words you have written have other "family members." If they do, add them to your dictionary.

Learner Log

I can interpret nutrition information. ☐ Yes ☐ No ☐ Maybe

I can research health insurance. ☐ Yes ☐ No ☐ Maybe

afaq-lc.com

Practice *(continued)*

25–30 mins.

Workplace Focus

Exercise F: Complete tasks as assigned;
Exercise G: Combine ideas and information;
Exercise H: Collect and organize information.

F **Match the descriptions to the nutrition items.**

Have students do this exercise individually. Then, go over the answers as a class.

G **What is most important to you when looking for health insurance? Make a list.**

Evaluation

45–60 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.

H **Look back at Lesson 3 of the Pre-Unit. Complete as much of the chart as you can with words from this unit. Then complete the word families using your dictionary.**

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 to 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, 3.2.3, 3.5.1, 3.5.9, 4.8.1, 4.8.2, 4.8.5, 7.2.6

CCRS: W/WHST6, W/WHST7, W/WHST8, W/WHST9, W/WHST10, W/WHST11, W/WHST12, SL8, SL9, SL10, SL11, SL12, L8, L11, L12

ELPS:

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.

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

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

Workplace Focus

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

Soft Skill: Collaboration
Time management

In a group setting, with possibly several different cultures represented, it is important that all members remain sensitive to the needs of others. What seems very efficient in terms of time management to one team member may make another feel rushed; an area that seems to be central for one person may appear to be a background detail for another. The team leader can and should play an important role in helping team members find a common pace at each stage of the work. Failing that, pacing and focus are always two things to keep an eye on when monitoring team projects since you, as the instructor, can quickly help teams define what is and what isn't important in the timeframe of the project.

In this project, each team will create a pamphlet for the local community providing information about good health practices.

The team project is the final application for the unit. It gives students a chance to show that they have mastered all of the Unit goals.

Note: Shorter classes can extend this project over two class meetings.

Warm-up 10 mins.

Review items in the review section of the unit and make sure all students have recorded their progress in the learner logs. Ask questions and challenge students in order to help them feel confident about completing the project in a team.

Introduction 10 mins.

Let students know that in this project, they will be creating a community health pamphlet with helpful advice to encourage members of the community to look after their health wisely and enjoy life to the full as a result.

Practice/Evaluation/Application 1-2 hours

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

Have students decide who will lead each step as described on the student page. Provide well-defined directions on the board for how teams should proceed. Explain that all the students do every step as a team. Teams shouldn't go on to the next stage until the previous one is complete.

2. In your group, decide what information should go in your pamphlet, such as good health habits, types of doctors, nutrition, insurance information, and so on.

Have each team tell the class which topics they have decided to put in their pamphlets.

3. Write the text and decide on the visuals for your pamphlet.

4. Put your pamphlet together.

Presentation 10-15 mins.

5. Present your pamphlet to the class.

Briefly review presentation skills with the class before groups prepare to present. Answer any questions arising, either with the class or with individual groups as you monitor preparation.

Help teams prepare for their presentations. Suggest that each member choose a different part of the team's work to present.

afaq-lc.com

Create a Community Health Pamphlet

SOFT SKILL ▸ Collaboration

In a team, you will create a pamphlet to distribute to the community about good health practices.

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English and participates.	
Student 2: **Writer**	Take notes and write information for pamphlet.	
Student 3: **Designer**	Design and add art to pamphlet.	
Students 4/5: **Spokespeople**	Prepare the team for presentation. Present pamphlet to the class.	

2. In your group, decide what information should go in your pamphlet, such as good health habits, types of doctors, nutrition, insurance information, and so on.
3. Write the text and decide on the visuals for your pamphlet.
4. Put your pamphlet together.
5. Present your pamphlet to the class.

COLLABORATION:

Time Management

When working on a project with a time limit, it is important to manage your time carefully. First, write all the steps you need to do and allocate a certain amount of time to each step. (Remember, some steps can be happening at the same time if different people are working on them.) Then see if that fits within the time given by your teacher. Make sure someone in your group is keeping track of the time so you can fit everything in.

For example:

Total Time Given: 90 minutes

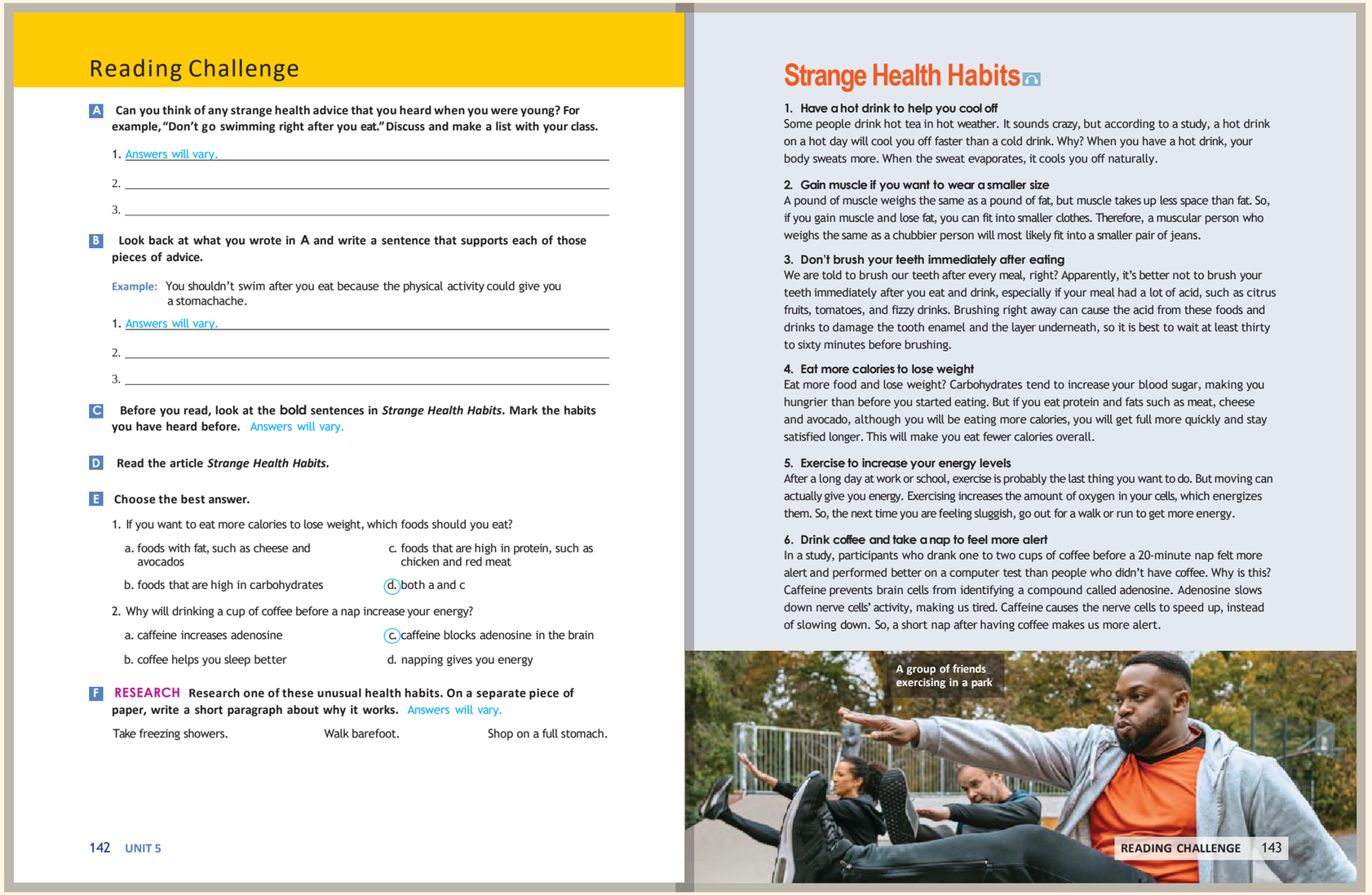
1. Brainstorm information for pamphlet. (15 minutes)
2. Write the text for the pamphlet. Create art for the pamphlet. (30-45 minutes)
3. Put the pamphlet together. (5-10 minutes)
4. Practice presenting the pamphlet. (15-20 minutes)

About the Photo

With all the pressures of modern life, it can be very challenging to stick to a solo exercise routine. That's why many people prefer to exercise with others, either at the gym or in a public place, like the people in this photo. For some, a competitive element can help their progress, but for many, it's not about competition at all. What really counts for them is the support and friendship of a group of people all trying to achieve similar goals.

A Can you think of any strange health advice that you heard when you were young? For example, "Don't go swimming right after you eat." Discuss and make a list with your class.

Before starting this exercise, explain that different generations and cultures often have different ideas about what is and isn't healthy. Tell them they must be open minded and respectful when listening to their classmates' contributions. Discuss the example as a class, then allow time for them to share their own ideas. Start a list on the board with the example and an idea of your own. Explain your idea and then have volunteers come out and add their best idea to the list. Make sure everybody understands what is being written, but don't start the discussion of the health advice until the list is complete. Find out which advice is most common.



Reading Challenge

A **Can you think of any strange health advice that you heard when you were young? For example, "Don't go swimming right after you eat." Discuss and make a list with your class.**

1. Answers will vary.
2. _____
3. _____

B **Look back at what you wrote in A and write a sentence that supports each of those pieces of advice.**

Example: You shouldn't swim after you eat because the physical activity could give you a stomachache.

1. Answers will vary.
2. _____
3. _____

C **Before you read, look at the bold sentences in *Strange Health Habits*. Mark the habits you have heard before.** Answers will vary.

D **Read the article *Strange Health Habits*.**

E **Choose the best answer.**

1. If you want to eat more calories to lose weight, which foods should you eat?
   a. foods with fat, such as cheese and avocados
   b. foods that are high in carbohydrates
   c. foods that are high in protein, such as chicken and red meat
   (d.) both a and c
2. Why will drinking a cup of coffee before a nap increase your energy?
   a. caffeine increases adenosine
   (c.) caffeine blocks adenosine in the brain
   b. coffee helps you sleep better
   d. napping gives you energy

F **RESEARCH** **Research one of these unusual health habits. On a separate piece of paper, write a short paragraph about why it works.** Answers will vary.

Take freezing showers. Walk barefoot. Shop on a full stomach.

142 UNIT 5

Strange Health Habits

1. Have a hot drink to help you cool off
Some people drink hot tea in hot weather. It sounds crazy, but according to a study, a hot drink on a hot day will cool you off faster than a cold drink. Why? When you have a hot drink, your body sweats more. When the sweat evaporates, it cools you off naturally.

2. Gain muscle if you want to wear a smaller size
A pound of muscle weighs the same as a pound of fat, but muscle takes up less space than fat. So, if you gain muscle and lose fat, you can fit into smaller clothes. Therefore, a muscular person who weighs the same as a chubbier person will most likely fit into a smaller pair of jeans.

3. Don't brush your teeth immediately after eating
We are told to brush our teeth after every meal, right? Apparently, it's better not to brush your teeth immediately after you eat and drink, especially if your meal had a lot of acid, such as citrus fruits, tomatoes, and fizzy drinks. Brushing right away can cause the acid from these foods and drinks to damage the tooth enamel and the layer underneath, so it is best to wait at least thirty to sixty minutes before brushing.

4. Eat more calories to lose weight
Eat more food and lose weight? Carbohydrates tend to increase your blood sugar, making you hungrier than before you started eating. But if you eat protein and fats such as meat, cheese and avocado, although you will be eating more calories, you will get full more quickly and stay satisfied longer. This will make you eat fewer calories overall.

5. Exercise to increase your energy levels
After a long day at work or school, exercise is probably the last thing you want to do. But moving can actually give you energy. Exercising increases the amount of oxygen in your cells, which energizes them. So, the next time you are feeling sluggish, go out for a walk or run to get more energy.

6. Drink coffee and take a nap to feel more alert
In a study, participants who drank one to two cups of coffee before a 20-minute nap felt more alert and performed better on a computer test than people who didn't have coffee. Why is this? Caffeine prevents brain cells from identifying a compound called adenosine. Adenosine slows down nerve cells' activity, making us tired. Caffeine causes the nerve cells to speed up, instead of slowing down. So, a short nap after having coffee makes us more alert.

A group of friends exercising in a park

READING CHALLENGE 143

B Look back at what you wrote in A and write a sentence that supports each of those pieces of advice.

Give students adequate time to write their sentences, then put them in pairs to share their work. Have them say what they think about the new health advice they hear and whether they agree with the support sentence. Encourage them to give their reasons.

C Before you read, look at the bold sentences in *Strange Health Habits*. Mark the habits you have heard before.

Have volunteers call out some of the habits they have marked.

D Read the article *Strange Health Habits*.

Elicit what reading strategy might help students get a quick general idea of this particular text (reading the title and the subheads first). Then allow time for students to read the text at least twice in whatever manner they choose.

E Choose the best answer.

Remind students to use the subheads to find the relevant part of the text quickly. Have them answer individually, then go over the answers as a class.

(In shorter classes, **F** can be done as homework and reviewed in a future lesson.)

F RESEARCH Research one of these unusual health habits. On a separate piece of paper, write a short paragraph about why it works.

You may want to prepare an example paragraph of your own to model the exercise.

CASAS FOR READING

3.5.9, 7.4.4, 7.7.3

CCRS FOR READING

RI/RL7, RI/RL9, RI/RL10, W6, W7, W8, W11, W12

READING STRATEGIES

Teaching Vocabulary Explicitly

Define all new vocabulary words. Then have students locate and underline the words in the reading. Talk about how each word is used in the sentences where they appear. Also help students understand that each word may have multiple meanings.

afaq-lc.com

6 Getting Hired



About the Photo

The sudden change to remote work during the pandemic in 2020 brought with it difficulties for the workers and their families, whose homes were suddenly transformed into workplaces. This photo pokes fun at the idea that remote workers can wear what they like. This man is dressed for a virtual interview, but only from the waist up—he is still wearing his pajama bottoms. With his jacket, tie, and thoughtful pose, his onscreen image will be the picture of professionalism . . . just as long as he does not stand up!

- Read the title out loud to introduce the unit.
- Ask students to discuss what a person needs to do to get hired.
- Go over the unit outcomes as a class.
- Have students look at the photo and answer the questions. Discuss answers as a class.

Life Skills Focus

In this unit, students will learn to identify the skills and characteristics needed for particular jobs. They will also learn the steps in applying for a job including the job search, writing resumes, and preparing for interviews.

UNIT OUTCOMES

- Identify skills and characteristics
- Conduct a job search
- Write a resume
- Write an email
- Prepare for a job interview
- Find a job online

Look at the photo and answer the questions.

1. Where is this man?
2. What is he wearing?
3. What do you think he is doing?
4. How do people dress for job interviews where you come from?

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 learn to use job search websites and to apply filters to focus their search.

- On the Team Project page, students practice the soft skill of collaboration as they complete the project.
- Digital Literacy Tips in lessons focus on the benefits of the internet in searching for a job, professional networking sites, and comparing information about jobs you are interested in.

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 skills and characteristics • Conduct a job search • Write a resume • Write an email • Prepare for a job interview • Find a job online	• Simple present	• Job titles • Job skills and characteristics • Job applications	The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: • Clothes • Employment	Lesson 1: 0.1.2, 0.1.5, 4.1.8, 4.1.9 Lesson 2: 0.1.2, 0.1.5, 4.1.2, 4.1.3, 4.1.6 Lesson 3: 0.1.2, 0.1.5, 4.1.2, 4.1.6 Lesson 4: 0.1.2, 0.1.5, 4.1.2, 4.6.2, 7.7.4 Lesson 5: 0.1.2, 0.1.5, 4.1.5, 4.1.7, 4.1.9 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 7.4.4, 7.7.3 Team Project: 0.1.2, 0.1.5, 4.1.2, 4.1.5, 4.8.1, 4.8.2, 4.8.5 Reading Challenge: 0.1.5, 4.1.4, 4.1.9	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, RI8, RI/RL6, RI/RL7, RI/RL9, RI/RL10, RL9, L10, L8, L11, L12, W7, W9, W10, W/WHST6-12, SL8, SL9, SL10, SL11, SL12

afaq-lc.com

LESSON 1

What Skills Do You Have?

GOAL ▶ Identify skills and characteristics

A PREDICT Look at the photos. What jobs are these people doing? Discuss them with a partner.












afaq-lc.com

At-a-Glance Prep

Goal: Identify skills and characteristics
Grammar: Simple present
Academic Strategies: Focused listening
Vocabulary: *job titles, skills, characteristics, interests*

Agenda

- ☐ Identify job titles.
- ☐ Write job responsibilities.
- ☐ Match people and characteristics.
- ☐ Match people and jobs.
- ☐ List your skills and interests.

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: W/WHST6, W/WHST7, W/WHST8, W/WHST11, W/WHST12, SL8, SL9, SL10

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 get into small groups and discuss their current jobs or jobs they have had in the past. Groups should make a list of all jobs mentioned. Ask a volunteer to come up to the board and write down the list of job titles that his or her group came up with.

Introduction

5–10 mins. ■■■

Write the word *skills* on the board. Explain that many jobs require certain skills. For example, an administrative assistant must be able to type and use a computer. Ask students what skills they think a teacher needs. Help them make a list on the board. Now, ask students to form groups. Have them discuss a few of the jobs they wrote down in the warm-up. Make sure they talk about what skills might be needed to do each of the jobs.

State the goal: *Today, we will talk about skills and characteristics, especially those that you need for jobs.*

Workplace Focus

Exercise A: Interact appropriately with team members; Interpret and communicate information.

Presentation 1

5–10 mins. ■■■

A PREDICT Look at the photos. What jobs are these people doing? Discuss them with a partner.

When students have finished discussing the photos, go over the answers as a class. Then ask the class what skills the first two jobs require.

Instructor's Notes

Practice 1

10-15 mins.

B **A *skill* is something you can do, such as use a computer or write a report. What skills are required for each job in A? Discuss your ideas in a small group.**

Evaluation 1

5 mins.

Go over the answers to **B** as a class.

Workplace Focus

Exercise C: Complete tasks as assigned; Interact appropriately with team members;
Exercise D: Interact appropriately with team members.

Presentation 2

5-10 mins.

Go over the list of job titles in **C**. If you have to explain what some of them are, try not to include the skills required for the job. Students will be identifying the skills for the practice. Go over the two examples.

Practice 2

15-20 mins.

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

C **Below is a list of job titles. Work in groups to write the job responsibilities that go with each job. Then add two more job titles to the list.**

Evaluation 2

15-25 mins.

Go over the answers as a class.

D **Practice the conversation using the information that you wrote in C.**

Prepare students for **D** by doing the conversation with a few volunteers.

Workplace Focus

Exercise E: Interact appropriately with team members.

Presentation 3

10-20 mins.

E **CONTRAST** **In groups, discuss the difference between skills and characteristics. A *skill* is something you can do, such as change a tire or type a letter. A *characteristic* describes your personality and work habits, such as hardworking or well-organized. What are some other examples of characteristics?**

Have students make a list of five characteristics that they think are important to have on a job. Then ask one student from each group to write their list on the board. Discuss as a class.

Instructor's Notes

afaq-lc.com

B **A *skill* is something you can do, such as use a computer or write a report. What skills are required for each job in A? Discuss your ideas in a small group.**

C **Below is a list of job titles. Work in groups to write the job responsibilities that go with each job. Then add two more job titles to the list.** Answers will vary. Possible answers given.

Job Title	Job Responsibilities
accountant	manages finan es
administrative assistant	writes correspondence, schedules appointments
business owner	oversees the creation of products / sales to clients
cashier	handles customer payment for goods
computer technician	repairs computers
construction worker	builds buildings
delivery person	drives truck, makes deliveries
dental assistant	assists dentist, cleans teeth
electrician	connects / fi es electricity in houses, offices
firefighter	puts out fi es
garment worker	sews clothing
hairstylist	cuts / styles hair
homemaker	cooks meals, takes care of children and house
landscape architect	designs and plans gardens and / or parks
lawyer	defends people in court
mail carrier	sorts and delivers mail
reporter	reports news, writes articles
salesperson	sells merchandise to customers
security guard	protects store or bank from theft

D **Practice the conversation using the information that you wrote in C.**

Student A: What does a computer technician do?

Student B: A computer technician repairs computers.

E **CONTRAST** **In groups, discuss the difference between skills and characteristics. A *skill* is something you can do, such as change a tire or type a letter. A *characteristic* describes your personality and work habits, such as hardworking or well-organized. What are some other examples of characteristics?**

F **Read some characteristics that employers look for in employees. Discuss the characteristics with your classmates and choose the ones that describe you.**

Answers will vary.

- ☐ a quick learner
- ☐ creative
- ☐ dependable
- ☐ detail-oriented
- ☐ efficient
- ☐ flexible
- ☐ good with numbers
- ☐ great with people
- ☐ hardworking
- ☐ well-organized
- ☐ willing to accept responsibility
- ☐ works well under pressure

G **Read the descriptions and choose a characteristic to describe each person.**

1. Suzanne always makes everyone around her feel comfortable. great with people
2. You can always rely on Linh. dependable
3. Li is always calm, even when work is very stressful. works well under pressure
4. You never have to explain anything to Vlasta twice. a quick learner

H **Listen to four people describe their skills, characteristics, and interests. Take notes in the first column. Then suggest a job for each person in the second column.**

Answers will vary.

	Skills, Characteristics, Interests	Most Suitable Job
 Lam	loves being outdoors hard worker likes to use hands doesn't mind taking orders	landscape architect
 Lilia	loves working with people likes to help people not good with numbers works hard learns quickly	receptionist
 Morteza	engineering skills good at technical things knows a lot about computers likes to work alone	computer technician
 Hilda	well-organized detail-oriented good with numbers creative	accountant

I **Make a list of your skills and interests in your notebook. List at least three jobs that you might enjoy and be good at. Then list the characteristics that make you good for each job.** Answers will vary.

afaq-lc.com

Presentation 3 (*continued*) 10-20 mins.

Workplace Focus

Exercise F: Interact appropriately with team members;
Exercise G: Complete tasks as assigned;
Exercise H: Collect and organize information.

F **Read some characteristics that employers look for in employees. Discuss the characteristics with your classmates and choose the ones that describe you.**

Do this activity as a class. Then go back to A and discuss which characteristics would be good for each job in the photos.

Practice 3 15-20 mins.

G **Read the descriptions and choose a characteristic to describe each person.**

H **Listen to four people describe their skills, characteristics, and interests. Take notes in the first column. Then suggest a job for each person in the second column.**

Prepare students for the listening task by asking them what they think the four people will say.

Listening Script

1. *My name is Lam and I love to be outdoors. I'm a hard worker and I like to work with my hands. I don't like to tell other people what to do, but I don't mind taking orders from my boss.*
2. *Hello, I'm Lilia and I love working with people. I'm very customer-service oriented and I like to help people. I wouldn't make a good cashier because I'm not very good with numbers, but I'm willing to work hard and I learn quickly.*
3. *My name is Morteza and I was an engineer in my country. Unfortunately, I don't have the right qualifications to be one here, but I'm very good at technical things. I know a lot about computers and really like working with them. I'm introverted, so I like to work alone.*
4. *Hi, I'm Hilda. I've never had a job before, but I'm very organized and good with details. I've always taken care of the finances at our house, so I'm good with numbers. Also, I'm creative and like to come up with new ideas.*

Evaluation 3 5-10 mins.

Go over the answers as a class.

Application 10-20 mins.

I **Make a list of your skills and interests in your notebook. List at least three jobs that you might enjoy and be good at. Then list the characteristics that make you good for each job.**

Make this chart on the board for students to copy down and complete.

My skills	My interests	Good jobs for me	My characteristics

Instructor's Notes

At-a-Glance Prep

Goal: Conduct a job search
Vocabulary: *benefit , overtime, required, qualifi ations, contact information, salary*

Agenda

- ☐ List ways to find a job.
- ☐ Interpret job advertisements.
- ☐ Interview your classmates.
- ☐ Find out company information.
- ☐ Create a company.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.2, 4.1.3, 4.1.6
CCRS: SL8, SL9, SL10
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 a student what he or she does for a living. Ask another student to make a statement about that person using an adjective clause. For example, (Jen) says: *I'm a seamstress. I sew clothes.* The other student says: *(Jen) is a seamstress who sews clothes.* If students have trouble with adjective clauses, direct them to Unit 1, Lesson 4 **C** and **D** of the student book to review.

Introduction 10-15 mins.

Call on individual students that you know have jobs and ask them how they found their jobs. State the goal: *Today, we will learn how to conduct a job search and how to learn more about different companies.*

Workplace Focus

Exercises A, B: Complete tasks as assigned; Interact appropriately with team members;
Exercise C: Collect and organize information.

Presentation 1 15-20 mins.

A What is the best way to look for a job? Make a list of different ways to look for a job.

Do this exercise as a class. Once you have a list on the board, ask for a show of hands of how many students found their jobs in each different way. Review percentages by having students calculate the percentage of students who found their job in each different way. If students have trouble calculating percentages, direct them to the steps to calculate percentages next to **E** in Unit 5, Lesson 1 of the student book to review.

B Make a list of things you need to think about before you begin your job search. Compare lists with a partner.

Have students work in small groups to make a list.

Practice 1 5-10 mins.

C CLASSIFY What information is usually included in job ads? What information do you usually need to ask about? Put the information in the correct column.

Evaluation 1 5 mins.

Go over the answers as a class.

afaq-lc.com

LESSON 2

Looking for a Job

GOAL ▸ Conduct a job search

A What is the best way to look for a job? Make a list of different ways to look for a job.



Answers will vary.

B Make a list of things you need to think about before you begin your job search. Compare lists with a partner. Answers will vary.

1. hours available to work
2. _____
3. _____
4. _____
5. _____
6. _____

C CLASSIFY What information is usually included in job ads? What information do you usually need to ask about? Put the information in the correct column.
Answers may vary slightly.

benefits	job title	salary / pay
how to apply	possibility of overtime	vacation
job hours	required qualifications	
job location	required skills	

Information Found in the Ad	Information I Need to Ask About
job location	benefit
how to apply	possibility of overtime
job hours	vacation
job title	salary / pay
required qualific tions	
required skills	

D **Think about the job you have or have had. (If you are a student or a homemaker, that is your job.) Complete the chart.**
Answers will vary.

	Information about Your Job
Job title	
Job location	
Job skills	
Qualifications	
Hours	
Salary	
Benefits	

E **SURVEY** **Interview your classmates about their jobs. Write questions for each piece of information. Then ask your classmates the questions and complete the columns.**
Answers will vary.

Interview Questions	Classmate 1	Classmate 2	Classmate 3
Title: What is your job title?			
Location:			
Skills:			
Qualifications:			
Hours:			
Benefits:			

afaq-lc.com

Workplace Focus

Exercise D: Complete tasks as assigned;
Exercise E: Collect and organize information; Interact appropriately with team members; Combine ideas and information.

Presentation 2

15-20 mins.

D **Think about the job you have or have had. (If you are a student or a homemaker, that is your job.) Complete the chart.**

Go over this exercise as a class, giving students ideas when necessary. Have them fill in the charts with their own information.

Prepare students for **E** by helping them write the first few questions. Then do an interview with a few volunteers to show students how to fill in the chart.

Practice 2

10-15 mins.

E **SURVEY** **Interview your classmates about their jobs. Write questions for each piece of information. Then ask your classmates the questions and complete the columns.**

Evaluation 2

10-15 mins.

Ask volunteers to share what they learned about their classmates.

BEST PRACTICE

Sharing information about classmates

Having students share information about their classmates is a useful exercise. Depending on how it is set up, these exercises give students the opportunity to practice their speaking, listening, reading, and writing skills. Students ask classmates pre-determined questions, which they read from a list, and then listen carefully to what is said. At this point, students take notes or write the responses down. Students then share what they have learned with other classmates. This can be in a written or oral format.

Teachers can further test students' skills and knowledge by asking them to focus on key points like indirect speech, vocabulary, grammar, etc.

Instructor's Notes

Workplace Focus

Exercises F, G: Complete tasks as assigned; Combine ideas and information;
Exercise H: Interact appropriately with team members.

Presentation 3

5–10 mins.

Ask students to come up with the names of some big companies that they have heard of. Make a list of their ideas on the board. Pick one of the companies and tell students to imagine they will be applying for a job at this company. Ask them what they might want to know about this company, such as the number of employees it has, the number of years it has been in business, and so on.

Practice 3

10–15 mins.

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

F Imagine that you want to work for a company. It is important to find out some information about the company or business ahead of time. Fill in the table.

Go over the example with students. Have students work in small groups to complete the chart.

Evaluation 3

5–10 mins.

Have the groups share their ideas with the class.

Think about a specific job and sea ch online for it with the class on a web browser. It is likely that the search will offer results including platforms with job posts. Select a post from the search and go over the information related to that job.

Life ONLINE

Application

15–25 mins.

G VISUALIZE Think of the perfect job for you. Complete the table with what you want from that perfect job.

When students have finished, have them share information about their jobs with the class.

H Share your perfect job with your class and ask for ideas on where to look for a job like this.

Instructor's Notes

afaq-lc.com

F Imagine that you want to work for a company. It is important to find out some information about the company or business ahead of time. Fill in the table.

Answers will vary. Possible answers given.

What kind of information is useful to know?	Where can you find this information?
1. the number of employees who work for the company	1. on the company's website
2. the kind of business it is	2. on the company's website
3. how long the company has been in business	3. on the company's website
4. if there are branch offices in other locations	4. on the company's website

Life ONLINE

There are websites that have a lot of information for prospective employees. On these sites, you can find information such as:

- benefits offered
- company culture
- what people in your desired position are paid

These sites are also an online job marketplace where you can search for jobs by salary, location, and many other factors.

G VISUALIZE Think of the perfect job for you. Complete the table with what you want from that perfect job. Answers will vary.

Job title	
Job location	
Size of company	
Hours	
Salary	
Benefits	
Other	

H Share your perfect job with your class and ask for ideas on where to look for a job like this.

LESSON 3

Resumes

GOAL ▶ Write a resume

A **Read about Ranjit.**

Ranjit Ghosh is from India. He moved to the United States seven years ago. In India, he attended the National Computer Education Center and received a certificate in network security. His first job was troubleshooting computer repairs for a financial company. After he moved to the United States, he started assembling computers and was able to use the skills he had learned in India. Although he loved his job, he needed another job to pay the bills. In addition to assembling computers, now he also works as a part-time network security specialist in the evenings for another company. Ranjit is busy, but he is doing what he loves.

B **Answer the questions about Ranjit.**

1. Ranjit has had three jobs. List them with the most recent first.

   a. network security specialist

   b. assembling computers

   c. repairing computers

2. Where did he go to school and what did he receive?

   National Computer Education Center; certific te in network security

3. Why does Ranjit have two jobs in the United States?

   He needs to pay the bills.

C **Think about your job history. List your jobs starting with the most recent.**

Answers will vary.

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

afaq-lc.com

At-a-Glance Prep

Goal: Write a resume
Academic Strategy: Active reading, writing a resume
Vocabulary: *certifi ate, degree, job responsibilities*

Agenda

- ☐ Read and answer questions.
- ☐ Give your job history.
- ☐ Read a resume.
- ☐ Identify the parts of a resume.
- ☐ Detail information for your resume.
- ☐ Write a resume.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.2, 4.1.6

CCRS: RI/RL6, RI/RL7, RI/RL9, RI/RL10, W/WHST6-8, W/WHST11, W/WHST12, W7, W9, W10, L8, L11, L12

ELPS:

SB1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.

SB8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

SB10: 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 make a list of ways to find a job and things to look for in a good company.

Introduction 5-10 mins. ■■■

Ask students what a *resume* is. Ask them what the difference is between a job application and a resume. Pass around sample resumes if you have them. State the goal: *Today, we will read and study a resume. Then we will write our own resume.*

Workplace Focus

Exercises A, B: Interpret and communicate information.

Presentation 1 10-15 mins. ■■■

A **Read about Ranjit.**

Have students read the text first by themselves. Then read it together as a class.

Practice 1 10-15 mins. ■■■

B **Answer the questions about Ranjit.**

Evaluation 1 5 mins. ■■■

Go over the answers as a class.

Workplace Focus

Exercise C: Complete tasks as assigned.

Presentation 2 5-10 mins. ■■■

Ask a few volunteer students to share information about different jobs they have had.

Practice 2 10-15 mins. ■■■

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

C **Think about your job history. List your jobs starting with the most recent.**

Evaluation 2 10-15 mins. ■■■

Ask two volunteers to come to the board and list their job history.

Instructor's Notes

Workplace Focus

Exercises D, E: Complete tasks as assigned.

Presentation 3

5-10 mins.

D **Read Ranjit's resume.**

E **Can you identify the parts of a resume? Use the words in the box to label Ranjit's resume in D. Cross out the things that are not on a resume in the US.**

Go over the different parts of Ranjit's resume as a class. Check students' comprehension by asking them information questions about the resume.

BEST PRACTICE

Writing a resume

No one hiring is impressed by a poorly written resume. Point out the following tips to help students write resumes to attract more interviews.

- **Simplicity:** A resume should be easy to read, so keep it simple. Use a font that it is neither too large nor too small. Make sure that there is plenty of white space.
- **Recent information:** List the most recent information showing your last job first. If possible, avoid listing work experience that goes back many years.
- **Get an opinion:** Get an outside opinion about your resume. Ask a friend, classmate, or teacher to take a look at how to highlight your professional achievements.
- **Proofread it twice:** Always read and reread your resume before sending it. Since you are so close to the information, you may not initially spot errors. Misspelled words might make the employer less interested in your qualifications.
- **Don't add a photo:** In many countries, a photo on the resume is required. This is not the case in the United States. Unless you are applying for a job as an actor or a model, you should avoid including a photo.
- **Don't mention age:** In the United States, it is illegal to discriminate against someone because of age, so this information should never be included on your resume.

Instructor's Notes

afaq-lc.com

D **Read Ranjit's resume.**

Ranjit Ghosh

Objective: To obtain a full-time job in the computer repair industry.

Contact

Email
ranghosh@amc.com

Address
859 East 44th Street #16
New York, NY 10017

Phone
(212) 555-8973

Education & Certification

May 2022 – present
New York City College - New York, NY
English as a Second Language, Adult Basic Education
Network+

2011
National Computer Education Center - New Delhi, India
Certificate in Network Security

Work History

Global Financial, LLC - Network Security Specialist
New York, NY •07/2022 - Current
- Test and maintain security systems (VPNs, firewalls and email security)
- Generate performance and failure reports
- Help establish internal security procedures

CompBuild - Computer Technician
New York, NY •06/2018 - Current
- Set up hardware and install software
- Repair equipment and devices

Machine Construct - Associate Computer Tech
New Delhi, India •02/2012 - 03/2017
- Repaired computers

Skills

Fluent in Hindi, organized, responsible, and self-motivated
Works well with others

Computer Literacy: Microsoft Office, Adobe, and Google Suites

Hobbies

Playing the guitar, running

References

References provided upon request.

name of company
address
dates of education
certificate or degree received
languages
things you enjoy doing

E **Can you identify the parts of a resume? Use the words in the box to label Ranjit's resume in D. Cross out the things that are not on a resume in the US.**

address	job responsibilities	name of company
~~age~~	languages	name of school
~~certificate or degree received~~	location of company	~~photo of person~~
computer skills	location of school	skills
dates of education	~~marital status~~	things you enjoy doing
dates of job	name and last name	

F ANALYZE **Look at the words in the box in E. Why is it important to put each of those pieces of information on your resume? Discuss the reasons in a group and make notes about each item.**

G Think about your own resume. Fill in your information. Answers will vary.

1. Schools you have attended: _____
2. Classes you have taken: _____
3. Certificates or degrees you have received: _____
4. Awards you have received: _____
5. Names and locations of companies you have worked for: _____
6. Job titles and responsibilities you have had: _____
7. Special characteristics you have: _____
8. Things you enjoy doing: _____

Life ONLINE

Professional social networking sites are a great way to find jobs and help companies find you. In addition to your resume, you can request recommendations, show projects, set job alerts, and take assessments to show your skill set and make you more attractive to employers. Just remember to keep it professional on these sites—it's not appropriate to use them to socialize.

H Using the information you wrote in G, write your resume on a separate piece of paper or type it on the computer. Answers will vary.

afaq-lc.com

Workplace Focus

Exercise F: Interact appropriately with team members;
Exercise G: Complete tasks as assigned;
Exercise H: Combine ideas and information.

Practice 3

10-15 mins.

F ANALYZE Look at the words in the box in E. Why is it important to put each of those pieces of information on your resume? Discuss the reasons in a group and make notes about each item.

Evaluation 3

5-10 mins.

Have representatives from each group share why they think each part of the resume is important.

Application

20-30 mins.

G Think about your own resume. Fill in your information.

Walk around the classroom and help students complete the information.

Life ONLINE

As a class, discuss what professional networking sites are used in students' countries of origin. Compare those sites to sites used in the US. Ellicit how a professional networking site is different than social media accounts. What information would they post there? What wouldn't they post?

H Using the information you wrote in G, write your resume on a separate piece of paper or type it on the computer.

If possible, have students type their resumes on a computer and print them out.

Instructor's Notes

At-a-Glance Prep

Goal: Write an email
Academic Strategy: Active reading, writing an email cover letter
Vocabulary: *cover letter, enclosed, asset, key strengths, identify*

Agenda

- ☐ Study an email cover letter.
- ☐ Choose a job that you would like to have.
- ☐ Write an email cover letter.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.2, 4.6.2, 7.7.4
CCRS: RI6, RI8, RI11, RI12, RI/RL7, RI/RL9, RI/RL10, W/WHST6-8, W/WHST11, W/WHST12
ELPS:
SB8: Determine the meaning of words and phrases in oral presentations and literary and informational text.
SB10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 5–10 mins.

Ask students to share their resumes that they wrote in Lesson 3 with the person sitting next to them.

Introduction 5–10 mins.

Write the term *email cover letter* on the board. Ask if students know what an email cover letter is and what its purpose is. Ask if any of the students have written email cover letters before. State the goal: *Today, we will write an email cover letter to accompany our resume*.

Workplace Focus

Exercise A: Complete tasks as assigned.

Presentation 1 10–15 mins.

Have students look at the email cover letter in their books. Ask them some basic comprehension questions, such as: *Who wrote the email? Who did he write the email to?*

Practice 1 10–15 mins.

A Read the email that Ranjit wrote when he sent his resume. What is the purpose of this email?

Have students read the email silently and then discuss it as a class.

Evaluation 1 5 mins.

Answer any questions students might have about the email. Ask students what things Ranjit said in his email that are important.

Instructor's Notes

afaq-lc.com

LESSON 4

Cover Letters

GOAL ▸ Write an email

A Read the email that Ranjit wrote when he sent his resume. What is the purpose of this email?

Computer Technician Needed: Trizon Electronics

Qualified, experienced computer technician to maintain equipment and operation.

Dynamic, friendly work environment, and full benefits.

Submit cover letter and resume to apply.

Apply Now

Send Delete

To: hiring@triz0n.com
Cc:
Subject: Computer Technician Position

To the hiring manager at Trizon Electronics, — Greeting

I am writing to apply for the computer technician position posted on MyTechLink. I believe I have the education and qualifications you are looking for and would be an asset to your team. — Identify the position you wish to apply for.

As you can see from my attached resume, I have a certificate in network security and experience working on computers. I am a hard worker and willing to learn new things. Trizon Electronics is a well-known, well-respected company, which I feel could teach me a lot. My schedule is flexible and I am willing to work whenever you need me. — Outline your key strengths and abilities for this job.

Thank you for taking the time to consider my application. I will follow up next week with another email. I look forward to meeting you and discussing this opportunity. — Suggest next steps.

Sincerely, — Closing

Ranjit Ghosh

B **Read the job descriptions.**

Company Name: Healthy Living
(Grand Rapids, MI)

Company Description: A company that produces and sells vitamins.

Job Title: Warehouse Supervisor

Job Description: In charge of packaging orders in the warehouse.

Must be able to supervise 20 employees. No experience with vitamins necessary, but warehouse experience would be helpful.

Company Name: Medical Valley Hospital
(Glenview, IL)

Job Title: Nurse's Aide

Job Description: Help the RNs take care of patients. Fill out basic paperwork regarding patients, take vital signs. No experience necessary—will train. Looking for someone who is friendly, patient, and doesn't mind working in a fast-paced, challenging environment.

Company Name: Auto Land (Kalamazoo, MI)

Company Description: Used car lot

Job Title: Salesperson

Job Description: Selling cars. Must be good with people and outgoing. No sales experience necessary.

Company Name: Choicemart (Toledo, OH)

Job Title: Customer Service Representative

Job Description: Handling customer complaints, helping customers submit complaints, entering complaint information into the system, and setting up follow-ups to discuss the complaints with the proper department. Must have good oral and written communication skills. Must be good with people and have the ability to handle angry customers. Basic computer skills helpful.

Company Name: Villa Italia (Detroit, MI)

Job Title: Food Server

Job Description: Serve food to customers. Must have restaurant experience, but serving experience not necessary. Will train.

C **Choose one job that you would like to apply for from the descriptions in B. Tell a partner why you would be good for this job.**

afaq-lc.com

Workplace Focus

Exercise C: Interpret and communicate information; Interact appropriately with team members.

Presentation 2

5-10 mins.

Ask volunteers to read each of the job descriptions out loud.

Practice 2

15-20 mins.

B **Read the job descriptions.**

Have students work in small groups to talk about each of the jobs. After analyzing all of the job descriptions, students should choose a job that they would like to apply for.

C **Choose one job that you would like to apply for from the descriptions in B. Tell a partner why you would be good for this job.**

Evaluation 2

10-15 mins.

Have students report their choices to the class. Ask them why they chose the job they did. Ask them if they think they have the necessary skills for that job.

BEST PRACTICE

Reading a job ad

Explain to students that knowing how to read a job ad is one of the first and most important steps in securing an interview. First, they will be able to target their resume and email cover letter. Second, they will know which job best suits them. Point out that there are several things to note when reading a job ad:

- Identify the company or business.
- Look at the job title.
- Carefully read all job duties.
- Review the desired job qualifications.
- Identify the workplace location.
- Look at pay and benefits.
- Note any special instructions on how to apply.

Instructor's Notes

Application

20-40 mins.

D IMAGINE Imagine that you are applying for the job that you chose in C. Write an email to the company.

Have students begin working on the application activity. Longer classes will have more time to peer-edit and perfect their letters in class. Shorter classes may have to do some work at home. If possible, have students type their resumes on a computer and print them out.

BEST PRACTICE

Writing an email cover letter

Explain to students that if they're emailing a resume, their cover letter will always give the first impression. This is why it is important to put as much effort into writing it as they would with their resume. Let students know that they should consider the following points when writing an email cover letter:

Keep it formal: Just because the cover letter is an email doesn't mean that it should be written the same way as a message to a friend would be. Remind students that the purpose of the email cover letter is to get an interview and eventually a job. It is, therefore, a professional type of communication.

Keep it simple: An email cover letter needs to be short, simple, and to the point. Students should keep the main purpose of the communication in mind and stick to the point . . . getting a job!

Keep it clean: Students should always spell-check and proofread an email cover letter. Point out that grammar mistakes generally leave a bad impression. Advise students to allow their friends, classmates, or teachers to review the email cover letter first.

Instructor's Notes

afaq-lc.com

D IMAGINE Imagine that you are applying for the job that you chose in C. Write an email to the company. Answers will vary.

Send Delete Attachment Signature

To:

Cc:

Subject:

_____,

_____,

_____

LESSON 5

Interviewing

GOAL ▶ Prepare for a job interview

A **Now that you have written your resume and your cover letter, it's time to get ready for the interview! The best way to prepare for an interview is to practice.**

Read the interview questions. How would you answer them? Discuss each question in a group. Then write your answers on a piece of paper. Answers will vary.

1. What can you tell me about yourself?
2. Why are you applying for this job?
3. Why do you think you would be good at this job?
4. What is your greatest strength?
5. What is your greatest weakness?
6. Do you prefer to work alone or with other people?
7. Why did you leave your last job?
8. What did you do at your last job?
9. What did you like most about your last job?
10. Describe a situation where you had a conflict with another employee. How did you solve it?
11. What special skills do you have that would benefit our company?
12. What characteristics do you have that would make you a good employee?
13. Do you have any questions?

B **With a partner, practice asking and answering the interview questions in A. Since you are just practicing, it is OK to look at the answers you wrote.**



afaq-lc.com

At-a-Glance Prep

Goal: Prepare for a job interview
Vocabulary: *strength, weakness, confli t, benefit, eye contact, voice level, facial expressions, posture, willingness, self-evaluate, impression, mock, criteria*

Agenda

- ☐ Practice answering interview questions.
- ☐ Think about important interview behavior.
- ☐ Practice interviewing.
- ☐ Complete a mock evaluation.

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, 4.1.9
CCRS: W/WHST6, W/WHST8, W/WHST11, W/WHST12, SL8, SL9, SL10
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 some students to read their cover letters out loud.

Introduction 5 mins.

Tell students that they have now found the job they want, written their resume and cover letter, and sent them in. Ask students: *What's the next step?* State the goal: *Today, we will prepare for a job interview.*

Workplace Focus

Exercises A, B: Complete tasks as assigned; Interact appropriately with team members.

Presentation 1 5-10 mins.

A **Now that you have written your resume and your cover letter, it's time to get ready for the interview! The best way to prepare for an interview is to practice.**

Have a brief discussion with students about interviewing for jobs. Ask how many of them have practiced at home before they have gone for an actual interview. Discuss the importance of practicing.

Practice 1 15-25 mins.

Read the interview questions. How would you answer them? Discuss each question in a group. Then write your answers on a piece of paper.

Have each student write out his or her own answers.

Evaluation 1 10-15 mins.

Go over some of the questions and ask volunteers to tell the class how they would answer them. Discuss what makes a good answer and what makes a poor one.

Presentation 2 5-10 mins.

Have a volunteer ask you some of the interview questions. Give responses that you would give in a real interview.

Practice 2 10-15 mins.

B **With a partner, practice asking and answering the interview questions in A. Since you are just practicing, it is OK to look at the answers you wrote.**

Evaluation 2 10-15 mins.

Observe students as they practice the interview questions.

Workplace Focus

Exercise C: Interact appropriately with team members; Exercises D, E: Combine ideas and information; Exercise F: Combine ideas and information; Interact appropriately with team members.

Presentation 3

15-20 mins.

C DETERMINE Read the list and discuss with a partner what you think an employer is looking for. Choose four items on the list that you think are the most important in an interview.

Go through the list with students, explaining each item and how students should rate themselves. For example, demonstrate an excellent handshake, a medium handshake, and a fair handshake. Have students practice each item with you so they understand what it means to rate as excellent.

Practice 3

5-10 mins.

(Shorter classes can do these exercises for homework.)

D Look at the list in C. Which two aspects are your strongest?

E Which two aspects do you need to work on the most?

Ask students to complete the blanks for themselves.

Evaluation 3

5-10 mins.

Ask some volunteers to say which aspects they are best at and which ones they need to work on the most.

Application

10-20 mins.

F Work with a partner. You will interview for the job that you wrote your cover letter for. Take turns being the interviewer and the interviewee.

Explain each role to students and what they are supposed to do. If they need more explanation, ask a volunteer to help demonstrate the activity with you in front of the class.

Instructor's Notes

afaq-lc.com

C DETERMINE Read the list below and discuss with a partner what you think an employer is looking for. Choose four items on the list that you think are the most important in an interview. Answers will vary.

- ☐ Appearance
- ☐ Appropriateness of responses to questions
- ☐ Effectiveness in describing strengths, skills, and abilities
- ☐ Eye contact with interviewer
- ☐ Facial expressions
- ☐ Handshake
- ☐ Posture / body position
- ☐ Self-confidence / comfort level
- ☐ Voice level (volume)
- ☐ Willingness to volunteer information

D Look at the list in C. Which two aspects are your strongest? Answers will vary.

1. _____
2. _____

E Which two aspects do you need to work on the most? Answers will vary.

1. _____
2. _____

F Work with a partner. You will interview for the job that you wrote your cover letter for. Take turns being the interviewer and the interviewee.

Student A: Interviewer

Ask your partner at least 10 of the questions in **A**. When the interview is over, fill out the interview evaluation form in **G** in your partner's book.

Student B: Interviewee

Do your best to answer the questions without looking at your notes and try to think about each of the aspects listed in **C**.

G Fill out the mock evaluation form about your partner. Answers will vary.

INTERVIEW EVALUATION FORM

Name of applicant: _____

Name of interviewer: _____

Date of interview: _____

Job applied for: _____

Rate the applicant on each of the following questions by writing *excellent*, *good*, or *fair*.

What kind of impression did this person make? _____
Did the person give answers that would make an employer want to hire them?

_____

Did the person have a friendly, enthusiastic, and positive attitude?

_____

Rate the applicant on the criteria below on a scale of 1 to 5.
(1 = poor, 5 = excellent)

CRITERIA	Rating				
	1	2	3	4	5
1. Appearance	☐	☐	☐	☐	☐
2. Eye contact with interviewer	☐	☐	☐	☐	☐
3. Voice level (volume)	☐	☐	☐	☐	☐
4. Facial expressions	☐	☐	☐	☐	☐
5. Posture / body position	☐	☐	☐	☐	☐
6. Self-confidence / comfort level	☐	☐	☐	☐	☐
7. Willingness to volunteer information	☐	☐	☐	☐	☐
8. Appropriateness of responses to questions	☐	☐	☐	☐	☐
9. Effectiveness in describing strengths, skills, and abilities	☐	☐	☐	☐	☐
10. Overall evaluation	☐	☐	☐	☐	☐

What suggestions can you give this person on how to make a better impression?

_____

Additional comments: _____

_____

_____

afaq-lc.com

Application (*continued*) 10-20 mins.

Workplace Focus

Exercise G: Complete tasks as assigned; Collect and organize information; Combine ideas and information.

G Fill out the mock evaluation form about your partner.

Explain this form to students and show them how to fill it out. When students have finished, they should show their partners the mock evaluation forms and answer any questions that their partner may have about the results.

Go over the contents of the evaluation form as a class. Ask students what personal characteristics the employer is looking for. Then ask students what things generally make a good impression on the employer. Discuss as a class.

Instructor's Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

At-a-Glance Prep

Goal: Find a job online

Agenda

- ☐ Learn about filters on job search websites.
- ☐ Consider criteria for narrowing a job search.
- ☐ Interpret an online job ad.
- ☐ Listen to a candidate fill in a job application.
- ☐ Research jobs online.
- ☐ Fill out a job application.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 7.4.4, 7.7.3

CCRS: RI/RL7, RI/RL9, RI/RL10, W/WHST6, W/WHST8, W/WHST11, W/WHST12, W7, SL8, SL9, SL10

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.

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

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

In this lesson, students will learn about using filters to narrow down the results obtained on job search websites. They will interpret information from an online job ad and listen to a candidate think out loud while filling in an online job application. Finally, they will research jobs online and practice filling out a job application themselves.

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 10-15 mins. ■■■

Tell students that the lesson is going to focus on searching for jobs online. Ask if anyone has already done this, and have volunteers share their experiences with the class.

Workplace Focus

Exercise A: Complete tasks as assigned.

Presentation 1 5-10 mins. ■■■

Ask whether, when searching online, students usually find what they are looking for quickly or if they have problems using online search engines (for *any* purpose). Elicit good techniques for getting fast and accurate results. (using strong keywords, avoiding irrelevant or over-general search terms, using filters if available, etc.) Explain exactly what a filter is, and the phrases *setting* and *clearing a filter*.

Practice 1 10-15 mins. ■■■

A There are many websites where you can set certain filters and find jobs in your area that meet your criteria. Look at the site and answer the questions.

Allow time for students to look at the webpage and answer any questions that do not affect the activity. Then have students work through the questions individually. Have them compare answers with a partner and discuss any differences.

Evaluation 1 5-10 mins. ■■■

Go over the answers to **A** as a class. Answer any questions arising.

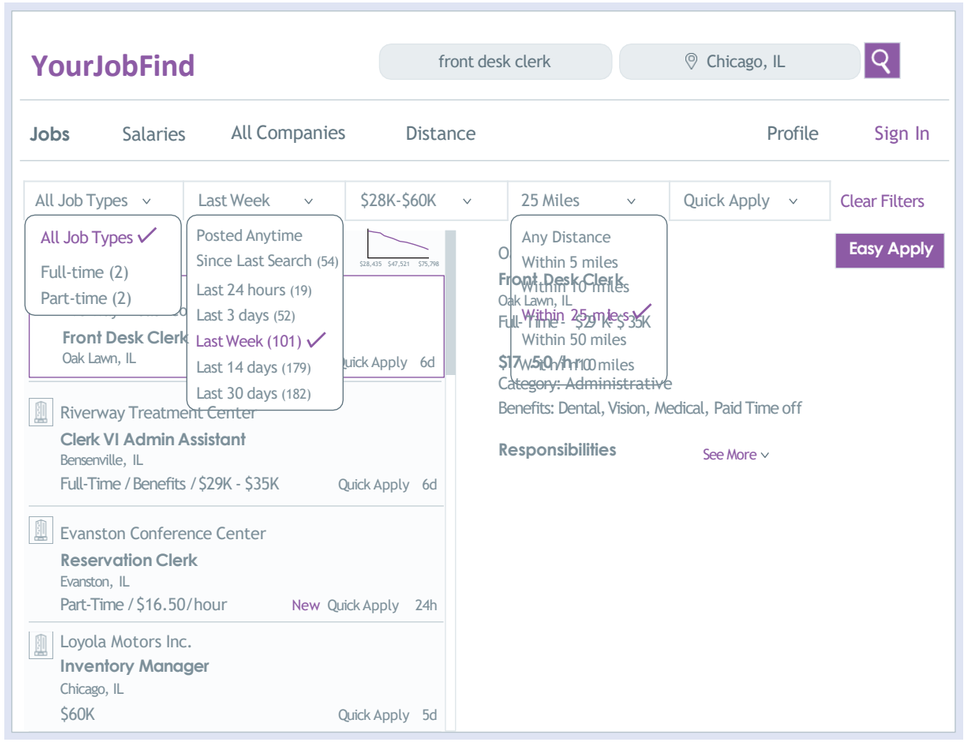
afaq-lc.com

LESSON 6

Explore the Workforce

GOAL ▶ Find a job online

A There are many websites where you can set certain filters and find jobs in your area that meet your criteria. Look at the site and answer the questions.

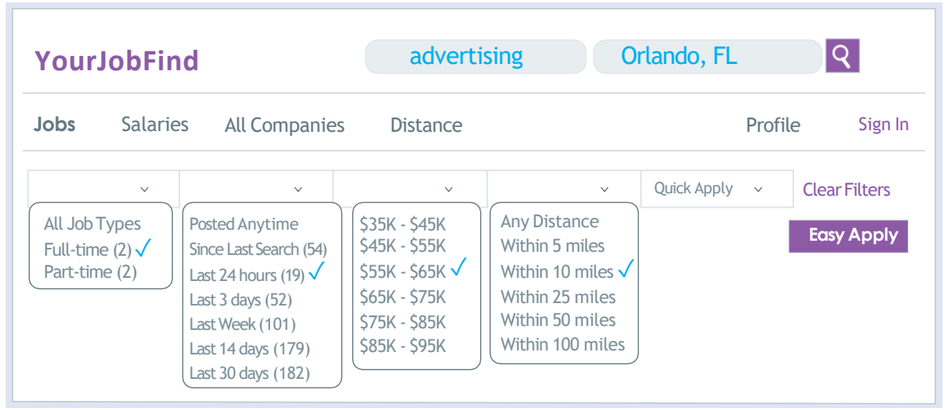


1. One of the filters is Job Type. How many part-time jobs are available? 2
2. You can see when the jobs were posted. How many jobs were posted in the last 3 days? 52
3. Under the salary range, there is a graph showing how many jobs are available in each pay range. Can you guess in what salary range the fewest jobs are available? Answers will vary. Possible answer: $60K
4. What city is this person searching in? Chicago
5. Although the job search was for "front desk clerk", different job titles came up in the search. What are the 3 different job titles in the column on the left? Next to each job, write the salary.

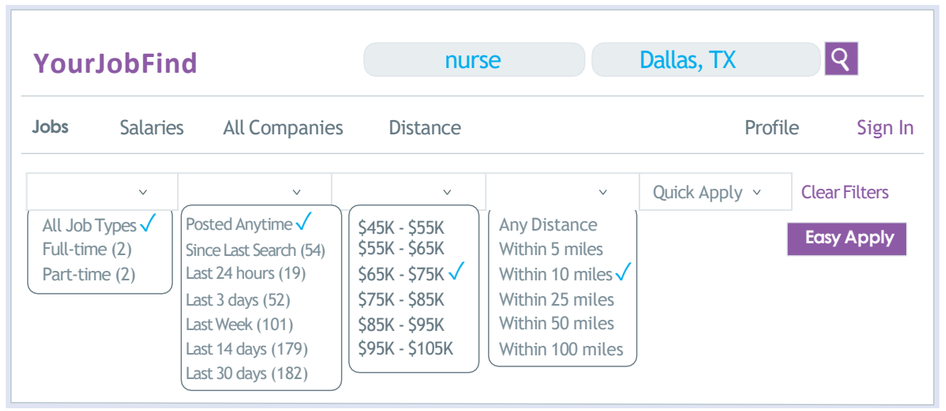
a. Reservation Clerk $16.50/hour b. Admin Assistant $29K-$35K c. Inventory Manager $60K

B **Read each scenario. Fill in the blank search bars with the job title and location. Then choose one filter in each list for the corresponding scenario.** Answers may vary. Possible answers given.

1. Jeremiah lives in Orlando, FL and he is looking for a job in advertising. He currently makes $48,000 a year, but he's hoping to make more at his new job. He doesn't want to be too far away from his kids' school in case there is an emergency, so he's hoping to drive no more than 15 miles. He's been looking for the past few weeks, but he wants to see if anything new has been posted in the last day.



2. Ana lives in New York City, but she's planning to move to Dallas, TX. She is a nurse and wants to work full-time in a hospital. She is hoping to find the job before she moves and would like to live no more than 10 miles from her job. She'd like to make at least $70,000 a year. She has just started her search, so she is looking for any jobs that have been posted.



afaq-lc.com

Workplace Focus

Exercise B: Complete tasks as assigned.

Presentation 2

5 mins.

Have students skim the web pages and read the instructions to **B** (not the scenarios at this time). Point out that the filters are similar to the ones students worked with in **A**.

Practice 2

10-15 mins.

B **Read each scenario. Fill in the blank search bars with the job title and location. Then choose one filter in each list for the corresponding scenario.**

Allow time for students to read the first scenario and make their choices. Then go through the four filters as a class. Discuss the possible variations and elicit the elements in the scenario that dictate which filters are possible answers and which are not. Have students do the second scenario on their own.

Evaluation 2

10-15 mins.

Go around the class monitoring and helping as needed. Then go through the answers to scenario 2.

Note: If you think **B** will be relatively straightforward for your students, you may want to have them do both scenarios individually before going over the whole activity as a class.

BEST PRACTICE

Formative assessment

In *Explore the Workforce* lessons, the main focus is, as it should be, on the content rather than on particular grammar or usage. However, that makes Lesson 6 an excellent tool for formative assessment. When students are not thinking about the most recent grammar chart or what verb form to write in a blank, they will be using their English more transparently to complete the tasks set before them. This gives you the chance to observe whether, and how far, aspects of recent instruction have transferred into their everyday use of English.

In the Unit 6, monitoring specifically for correct use of language about educational qualifications and using websites is a good example of how you can continually be assessing what is actually being acquired by students in the longer term.

Instructor's Notes

Workplace Focus

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

Presentation 3

5-10 mins.

Briefly review the type of information job applicants might want to find out online. (size, history of the company, position in the marketplace, employee satisfaction, application process, etc.) Elicit places students could look for this information. (company website, job posts, job search sites, etc.)

Practice 3

20-25 mins.

C This came up in Ana's search. Draw a line from each item to the information in the profile.

Have students complete the activity individually. Go over the answers as a class and answer any questions about the information and ratings in the profile.

D With a partner, ask and answer questions about the job ad.

Go around the class and monitor exchanges for accurate handling and pronunciation of the data in the profile and other job-related language. Allow the work to flow: Do not intervene to make minor corrections, but take notes on any consistent errors that may warrant a mini-lesson at class level later.

E Listen to Ana and fill out her application form. What part of the application form did Ana not fill out? Fill it in.

Allow time for students to familiarize themselves with the form and the different types of information they have to fill in. Make sure that they understand *shifts* and what *FT* and *PT* stand for. Do not trouble to go over the list of abbreviated qualifications before you play the audio. It might be a time-consuming distraction. Explain that students will just be listening for the one correct abbreviation at this time; there will be an opportunity to review qualifications after the activity.

Listening Script

OK, let's see . . . Name obviously Ana Sanchez. Phone: (978) 555-4217. Resume. OK, let's see, I'm going to upload that from my desktop. Done. OK, work experience. Job title: nurse. New Hope Hospital and New York City. Let's see . . . when did I start working there . . . I think it was August of 2012. Wow, I've been working there a long time. OK . . . obviously this month will be my last month so September, 2023. OK, education. I went to the University of Tampa and got my MS degree in nursing. Languages . . . I can speak Spanish and Portuguese. Not sure Portuguese is gonna help me very much in Texas, but anyways. Skills . . . I'm going to come back to that one. Salary desired: $75,000 a year. Job status . . . um, I need full-time. Shift . . . um, let's do nights and weekends. I'll leave my day free for other things and let's see . . . when will I be available to start working? I would say by the time I move, I could do September 15, 2023, and am I available to work weekends? Yes. Obviously since I checked that I wanted to work weekends. OK, I'm gonna take a break and come back and add some more information later.

Evaluation 3

10-15 mins.

Go over the answers to **E** as a class. Answer any questions, then elicit the full qualifications represented by the abbreviations in the dropdown menu in **E**. Briefly review any qualifications that are unclear or have been forgotten and list them on the board.

Application

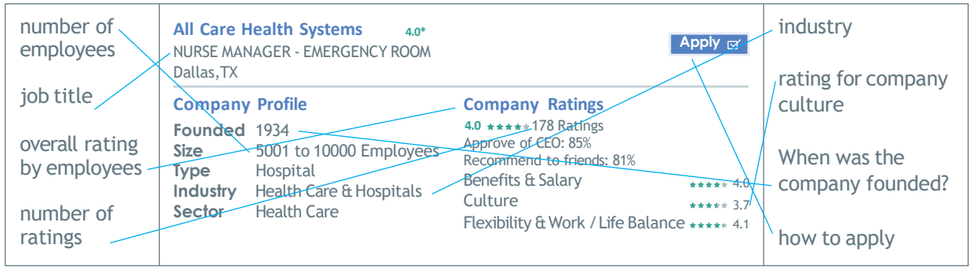
(In shorter classes or where online resources are not available, **F** can be done as homework and reviewed in a future lesson.)

F APPLY Search online for a job that you might be interested in. Practice filling out the online application.

Follow up students' research with a group discussion in which students can share the jobs that they investigated and talk about what they found. As a class, discuss any surprises or difficulties that students experienced with the online application process they practiced.

afaq-lc.com

C This came up in Ana's search. Draw a line from each item to the information in the profile.



D With a partner, ask and answer questions about the job post.

Student A: What percentage of people approve of the CEO?

Student B: 85%

E Listen to Ana and fill out her application form. What part of the application form did Ana not fill out? Fill it in. skills

First Name: Ana — Last Name: Sanchez

Phone Number: (978) 555-4217 — Resume File Upload

Work Experience

Job Title: Nurse — Company: New Hope Hospital — Location: New York City

From: 08 / 2012 — To: 09 / 2023

Education

School or University:

Degree: GED, High School, AA, AS, BA, BS, MA, MS ✓, MD, MBA

Languages: Spanish and Portuguese

Skills: Answers will vary.

Salary desired: $75,000 a year

What job status / shift would you accept?

☑ FT ☐ PT

Shift

☐ day ☑ night ☐ evening ☑ weekend

When will you be available to start work?

09 / 15 / 2023

Are you available to work weekends? ☑ yes ☐ no

F APPLY Search online for a job that you might be interested in. Practice filling out the online application. Answers will vary.

Review

A **Write responsibilities for the job titles.** Answers will vary. Sample answers given.

Job Title	Job Responsibilities
administrative assistant	writes correspondence, schedules appointments
cashier	handles customer payment for goods
delivery person	drives truck, makes deliveries
dental assistant	assists dentist, cleans teeth
electrician	connects / fi es electricity in houses, offices
homemaker	cooks meals, takes care of children and house
receptionist	answers telephones, takes messages, greets people
salesperson	sells merchandise to customers

B **List six characteristics you think an employer is looking for in an employee.** Answers will vary. Possible answers:

1. well organized
2. a quick learner
3. dependable
4. hardworking
5. effici t
6. works well under pressure

C **Imagine you are looking for a job. Complete the table about your ideal job.** Answers will vary.

Information about Your Ideal Job	
Job title	
Job location	
Job skills	
Qualifications	
Hours	
Salary	
Benefits	

Learner Log

I can identify skills and characteristics. ☐ Yes ☐ No ☐ Maybe

I can conduct a job search. ☐ Yes ☐ No ☐ Maybe

afaq-lc.com

At-a-Glance Prep

Goals: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Do My Dictionary.
- ☐ Evaluate and reflect on progress.

Pacing

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

Standards Correlations

CASAS: 0.1.5, 4.1.2, 4.1.3, 4.1.5, 4.1.7, 4.1.8, 4.1.9
CCRS: SL8, SL9, SL10
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.

In groups, have students come up with a list of things they should do to prepare for a job interview.

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 skills and characteristics, conduct a job search, write a resume, write an email cover letter, prepare for a job interview,* and *find a job online*.) 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 we have learned in this unit*.

Workplace Focus

Exercises A, B: Complete tasks as assigned;
Exercise C: Complete tasks as assigned; Collect and organize information.

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 that don't involve pair work or group work 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) 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. Stop and evaluate whenever it is appropriate for the class.

A **Write responsibilities for the job titles.**

B **List six characteristics you think an employer is looking for in an employee.**

C **Imagine you are looking for a job. Complete the table about your ideal job.**

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

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

D **List 10 pieces of information that go on a resume.**

E **Answer these interview questions.**

F **If you want to get a job, what are all the things you need to do from beginning to end? List them below.**

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.

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

afaq-lc.com

D **List 10 pieces of information that go on a resume.**

1. name
2. education (name of school and location, dates of education)
3. address / phone / email address
4. objective
5. personal interests
6. language skills
7. work responsibilities
8. computer skills
9. work experience (name of employer, dates of employment, job title)
10. degree or certific te received

E **Answer these interview questions.** Answers will vary.

1. What is your greatest strength? _____
2. What is your greatest weakness? _____
3. What special skills do you have that would benefit our company?
4. What characteristics do you have that would make you a good employee?
5. What did you like most about your last job?

F **If you want to get a job, what are all the things you need to do from beginning to end? List them below.** Answers may vary. Possible answers given.

1. Write a resume.
2. Look for available positions.
3. Write an email cover letter.
4. Apply for the job.
5. Prepare for the interview.
6. Appear at interview early and organized.

Learner Log

I can write a resume. ☐ Yes ☐ No ☐ Maybe

I can write an email. ☐ Yes ☐ No ☐ Maybe

Review

G **In this unit, you learned many things about getting a job. In a group, complete the sentences to explain why each one is important. Share your answers with the class.**

Answers will vary.

1. Knowing what my skills are is important because _____

_____.

2. Finding information about the job I want is important because _____

_____.

3. Finding information about the company I am applying to is important because

_____

_____.

4. Writing a resume is important because _____

_____.

5. Writing a cover letter is important because _____

_____.

6. Preparing for an interview is important because _____

_____.

H **Take out your dictionary and add a section about yourself. Make two lists—one for your skills and one for your characteristics. Write down anything you can do and anything that describes you. If you need to add definitions for any of the words, put them in the same section. Use these lists as a reference when applying for a job or school.**

Answers will vary.

Skills	Characteristics

Learner Log

I can prepare for a job interview.

☐ Yes ☐ No ☐ Maybe

afaq-lc.com

Practice (*continued*) 25–30 mins.

Workplace Focus

Exercise G: Interact appropriately with team members;
Exercise H: Collect and organize information.

G **In this unit, you learned many things about getting a job. In a group, complete the sentences to explain why each one is important. Share your answers with the class.**

H **Take out your dictionary and add a section about yourself. Make two lists—one for your skills and one for your characteristics. Write down anything you can do and anything that describes you. If you need to add definitions for any of the words, put them in the same section. Use these lists as a reference when applying for a job or school.**

Evaluation 45–60 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

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 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, 4.1.2, 4.1.5, 4.8.1, 4.8.2, 4.8.5

CCRS: W/WHST6, W/WHST7, W/WHST8, W/WHST11, W/WHST12, SL8, SL9, SL10, SL11, SL12, L8, L11, L12

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.

Workplace Focus

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

In this project, students will create their own job application portfolio. Teams will create companies and open positions to hire for.

The team project is the final application for the unit and can be extended over two class meetings. It gives students a chance to show that they have mastered all of the Unit 6 goals.

Part 1: By yourself, you will create a job application portfolio that contains all the information you need to apply for a job and go to an interview.

1. List all of the information you want to include in your portfolio.

2. Create your portfolio. You must include a resume, a cover letter, and sample interview questions and answers. You may also include certificates, awards, transcripts, letters of recommendation.

Explain what is needed in the portfolios by going over the lists with the class.

Part 2: In a team, you will write a brief job post and interview students for that job.

1. Form a team of four students. Choose positions for each member of your team.

Provide well-defined directions on the board and explain that students must work as a team.

2. Decide on a company name and the position you are hiring for. Write a job post for the position.

Have each team report to the class about its company and the available position. A volunteer can distribute the posts together on one page to the class.

3. Prepare a list of interview questions that you will ask the applicants.

4. Decide what you are looking for in an employee and create an evaluation form.

5. Once your classmates have seen all of the job posts and decided on a job to apply for, interview and evaluate the applicants.

Help teams prepare sign-up sheets with time slots for applicants to fill in. Tell each student he or she must interview with at least two companies.

Soft Skill: Collaboration
Being a team player

Put students in small groups and have them think about the phrase *team player* literally, in the context of any team sports they watch or have played themselves. Have them brainstorm the character traits of a good team player (does the right thing for the team, tries hard, follows instructions, encourages and supports teammates, accepts change and constructive criticism, etc.) and a bad team player (selfish, doesn't try hard, doesn't follow instructions, criticizes other players, rejects change and refuses to accept constructive criticism, etc.).

Have groups share their ideas with the class. Make two lists on the board, then have students consider how these good and bad traits might manifest themselves in the workplace. Ask volunteers to share examples (from outside the current classroom environment) if appropriate.

Finally, as a personal exercise, have students reflect individually on their own performance as a team player in *Stand Out* team projects to date. What have been their strengths so far, and what could they improve, starting with this unit's project?

afaq-lc.com

Create a Job Application Portfolio

SOFT SKILL ▸ Collaboration

Part 1: By yourself, you will create a job application portfolio that contains all the information you need to apply for a job and go to an interview.

1. List all of the information you want to include in your portfolio.
2. Create your portfolio. You must include a resume, a cover letter, and sample interview questions and answers. You may also include certificates, awards, transcripts, letters of recommendation.

Part 2: In a team, you will write a brief job post and interview students for that job.

1. Form a team of four students. Choose positions for each member of your team.

Position	Job Description	Student Name
Student 1: **Company Owner**	Check that everyone speaks English and participates.	
Student 2: **Department Supervisor**	Write job advertisement and interview questions.	
Student 3: **Company President**	Ask interview questions.	
Student 4: **Human Resources Director**	Create evaluation form.	

2. Decide on a company name and the position you are hiring for. Write a job post for the position.
3. Prepare a list of interview questions that you will ask the applicants.

COLLABORATION

Being a team player

Most companies are looking for people who are team players. A team player is someone who can:

- solve problems before they get worse
- create a healthy work environment
- understand people's strengths
- accept feedback and make improvements

As a person who is hiring, here are some questions you can ask to see if someone will be a good team player:

1. Tell me about a time you had to work with a colleague you didn't get along with.
2. What would you do if your team didn't want to use your idea?

4. Decide what you are looking for in an employee and create an evaluation form.
5. Once your classmates have seen all of the job posts and decided on a job to apply for, interview and evaluate the applicants.

About the Photo

The fear of speaking in public, or *glossophobia*, is said to be greater even than the fear of death for many people. Speaking at conferences, in meetings and interviews is crucial in many careers, so this fear can be a major obstacle to advancement and is an obvious candidate for upskilling. The photo shows a solution at American University's Kogod School of Business, where students can practice their public speaking skills in front of an audience who will not judge or criticize their performance—dogs!

A Read this scenario and discuss with a partner.

Have students read the paragraph individually and answer the question before discussing with a partner. Have the class share their solutions. Students can remain with their partner through **B-D**.

B Read *Upskilling*. While you read, take notes about the key points.

Give students time to read the text and take notes. Be ready to answer questions, but encourage students to use context clues to help them with vocabulary. Discuss vocabulary issues as a class.

C Using your notes, tell your partner about the article. Take turns sharing information you learned.

Have students take the lead presenting their notes on alternate paragraphs: Student A presents paragraph 1; Student B comments and fills in additional ideas from their notes. Then they switch roles for paragraph 2, and so on. Go around the class and monitor for clarity and organization.

afaq-lc.com

Reading Challenge

A. **Read this scenario and discuss with a partner.**

Mario is an auto mechanic. For years, he has been working on cars, doing oil changes, replacing the brakes, and working on the transmission. But the variety of devices that diagnose car problems is so large that Mario doesn't understand all the reports they generate. In order to properly work on the car, Mario needs to understand very well what the computer systems are reporting. He's worried that he may lose his job if he can't figure this out. What do you think Mario should do?

B. **Read *Upskilling*. While you read, take notes about the key points.**

C. **Using your notes, tell your partner about the article. Take turns sharing information you learned.**

D. **SUMMARIZE** **With your partner, write a summary of the article.**
Answers will vary.

E. **The reading talks about *hard skills* and *soft skills*. What do you think the difference between these two is? Find two examples from the reading and then add some of your own. The first examples have been done for you.**

hard skills	*soft skills*
learning how to use a new app	*becoming a better listener*

F **The reading lists the steps to upskilling. Write them.**

1. identify your goals
2. find knowledge gaps for current position or the new position
3. formulate a plan
4. try new skills at work

G. **What are benefits of upskilling?**

keeping your job, being a more effective worker, staying relevant and competitive, getting noticed for a raise and recognition, positioning yourself for a better job opportunity in the future

H. **REFLECT** **Think about how you could upskill in your job. Write your ideas.**
Answers will vary.

Upskilling

What do you do when the job you were hired for changes? You used to do all your marketing in print magazines and newspapers. But now, more advertising is being done on social media platforms. You're a great graphic designer, but do you know how to make a Tik Tok video? A report by the US Chamber of Commerce Foundation states that 74 percent of hiring managers said there is a lack of adequate skills in the workforce. This is one of the biggest obstacles in hiring. This is why you need to upskill.

Upskilling is when you build upon and advance your current skills through training and education. Upskilling would be that graphic designer learning to use social media apps to advertise. Upskilling would be an oil and gas employee learning about electric cars because of the future trends in automotive sales. But it isn't only hard skills that employers are looking for. They are looking for employees to improve their soft skills, things like becoming a better listener and learning how to give and receive constructive feedback. Presentation skills and public speaking are also important soft skills. Some schools, like American University's Kogod School of Business in Washington, DC, understand the value of these skills and provide a space for students to develop and practice them, as shown by the student in the photo.

The obvious goal of upskilling is to keep your job. But there are many other positive benefits. You will be a more effective worker. You will stay relevant and competitive in your industry. You could get noticed for a raise and recognition. And most importantly, you will position yourself for a better job opportunity in the future.

So, you know you need to upskill, but where do you start? First, identify your goals. Do you want to stay at your current job or move on? Once you know that, find your knowledge gaps for your current position or the new one you want. Then formulate a plan. How will you acquire this new knowledge? Some companies are investing in programs to help their employees, so you may even be able to get your training at work. This benefits the company because there is less turnover and increased productivity and satisfaction. Once you've learned new skills, try them out at work.

Upskilling is the way of the future. You have to be willing to learn new skills if you want to be competitive in today's workplace.



CASAS FOR READING

0.1.5, 4.1.4, 4.1.9

CCRS FOR READING

RI11, RI12, RI/RL7, RI/RL9, RI/RL10, RI8, W/WHST6, WHST7, W/WHST8, W/WHST9, W/WHST10, W/WHST11, W/WHST12, L9, L10, SL8, SL9, SL10

READING STRATEGIES

Read the Questions First

Before students begin reading, ask them to glance over any accompanying questions first. Explain that the questions generally will indicate where in the article to focus their attention. Students can highlight or underline the answers or key points as they read along. This strategy will increase motivation for reading and the questions will trigger background knowledge and help with overall comprehension.

D SUMMARIZE With your partner, write a summary of the article.

Elicit the main points from the class in text order and list them on the board. If students suggest details or examples, list them in a second column, next to the relevant main point. When the list of main points is complete, remind students that details and examples are not needed in a summary. Have students compare their summaries with the list on the board and check 1) if they have all the main points; 2) if they have any unnecessary ideas.

E The reading talks about *hard skills* and *soft skills*. What do you think the difference between these two is? [See Student Book for full prompt.]

Elicit the difference between hard and soft skills, then have students work individually. Go over examples from the reading as a class. Then have volunteers share an additional example.

F The reading lists the steps to upskilling. Write them.

G What are benefits of upskilling?

Have students do **F** and **G** individually. Go over the answers as a class.

H REFLECT Think how you could upskill in your job. Write your ideas.

Students can work individually in pairs or small groups. Discuss answers as a class.

7 On the Job



UNIT OUTCOMES

- Identify different types of workplace behavior
- Identify workplace actions
- Communicate problems to a supervisor
- Make ethical decisions
- Ask for a raise
- Explore entrepreneurship

Look at the photo and answer the questions.

1. What do you think the man's job is?
2. Where do you think this is?
3. Why is he wearing a mask and a green and black costume?

About the Photo

This photo was taken at a children's hospital in Sao Paulo, Brazil during the celebrations leading up to Children's Day. Brazil celebrates Children's Day on October 12. On this day, children receive presents from their parents, and here we see a window cleaner getting into the spirit of the occasion by wearing a Green Lantern costume while cleaning the hospital windows. His coworkers were dressed as other superheroes, like Superman and The Flash. It was a wonderful gesture that surprised and delighted the young patients at the hospital.

- Read the title out loud and discuss what it means.
- Have students look at the photo and answer the questions. Discuss as a class.
- Go over the unit outcomes as a class.

Life Skills Focus

In this unit, students will learn how to identify different types of workplace actions and behavior. They will also learn how to communicate problems and requests to their supervisors.

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 learn pros and cons of starting one's own business, and the educational backgrounds of people who choose entrepreneurship as a career path.
- On the Team Project page, students practice the soft skill of collaboration as they complete the project.
- Digital Literacy Tips in lessons focus on the strategic use and avoidance of email at work and the importance of not using company technology for personal purposes.

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 different types of workplace behavior • Identify workplace actions • Communicate problems to a supervisor • Make ethical decisions • Ask for a raise • Explore entrepreneurship	• Tag questions • Passive voice vs. active voice	• Job conduct • Jobs	The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: • Communication • Employment	Lesson 1: 0.1.5, 4.4.1 Lesson 2: 0.1.2, 0.1.5, 4.6.1, 4.6.2 Lesson 3: 0.1.2, 0.1.5, 4.6.4, 4.6.5, 4.8.1, 4.8.2, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.4.8 Lesson 4: 0.1.2, 0.1.5, 5.7.6, 7.3.1, 7.3.2, 7.3.4 Lesson 5: 0.1.2, 0.1.5, 4.1.9, 4.6.5 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 6.7.2, 6.7.4 Team Project: 0.1.2, 0.1.5, 4.8.1, 4.8.2, 4.8.5, 5.7.6, 7.3.1, 7.3.2, 7.3.4 Reading Challenge: 0.1.5, 4.1.3	S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing. 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.	SL8, SL9, SL10, SL11, SL12, L6, L8, RI/RL7, RI/RL9, RI/RL10, RI6, RI9, RI10, RI11, RI12, RST6, RST7, RST8, RST9, RST10, L11, L12, W/WHST6-12

afaq-lc.com

LESSON 1

She's Late, Isn't She?

GOAL ▶ Identify different types of workplace behavior

A **Imagine that you are at work. Think carefully about each action and decide if it is appropriate (*A*) or inappropriate (*I*) workplace behavior. Write your answers.**

Answers will vary. Possible answers given.

1. Ask a coworker for help. A
2. Take products home for your friends and family. I
3. Ask your supervisor a question. A
4. Call in sick (when you are really sick). A
5. Come to work sick. I
6. Send personal emails. I
7. Sit on your desk. I
8. Ask for a raise. A
9. Come back from break early. A
10. Smoke in the office. I
11. Talk to a friend on the phone. I
12. Do research for your child's school project. I
13. Talk to your boss about a problem with a coworker. A
14. Show up late every day. I
15. Tell your boss you don't understand something he or she said. A



B **Discuss your answers in a group and think of three more examples of both appropriate and inappropriate workplace behavior. Share your ideas with the class.**

Answers will vary.

afaq-lc.com

At-a-Glance Prep

Goal: Identify different types of workplace behavior
Grammar: Tag questions
Academic Strategy: Focused listening
Pronunciation: Rising and falling intonation
Vocabulary: *appropriate, inappropriate*

Agenda

- ☐ Discuss workplace behavior.
- ☐ Classify behavior as appropriate or inappropriate.
- ☐ Use tag questions correctly.

Pacing

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

Standards Correlations

CASAS: 0.1.5, 4.4.1
CCRS: SL8, SL9, SL10
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.

Have students look at the picture in their books on page 172. Ask them what is wrong with this picture, if anything.

Introduction

5–10 mins.

Write the words *appropriate* and *inappropriate* on the board. See if students know what these words mean. Ask them if the picture shows appropriate or inappropriate workplace behavior. State the goal: *Today, we will identify appropriate and inappropriate workplace behavior.*

Workplace Focus

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

Presentation 1

5 mins.

Have students look at the situations listed in **A**. Make sure students understand them.

Practice 1

10–15 mins.

A **Imagine that you are at work. Think carefully about each action and decide if it is appropriate (*A*) or inappropriate (*I*) workplace behavior. Write your answers.**

Have students work individually to complete the exercise. They should not share their decisions with other students at this point.

B **Discuss your answers in a group and think of three more examples of both appropriate and inappropriate workplace behavior. Share your ideas with the class.**

Have students discuss each situation in small groups.

Evaluation 1

5 mins.

Have groups share their responses with the class. Ask if any group had disagreements among members about whether a situation was appropriate or inappropriate.

Instructor's Notes

Presentation 2

10-15 mins.

C COMPARE Read the two questions. Which is a tag question?

Have students look in their books at the two questions and the thought bubbles coming from each. Ask students how the two questions differ.

D Read the questions and answers about the tag question.

First, have students read the questions and answers silently to themselves. Then go through the rules as a class, calling on two students to read each question-and-answer exchange.

E Study the chart with your teacher.

Using the examples in the chart, go back over the rules in **D**. To check students' comprehension, have students close their books. Read the first part of the tag question to students and see if they can come up with the appropriate tag.

Pronunciation

Intonation

In tag questions, a rising intonation often indicates that you are unsure of the answer. A falling intonation indicates that you are almost sure of the answer.

You work in the library, don't you? ↑*unsure of the answer*

You work in the library, don't you? ↓*almost sure of the answer*

Read the examples below to students. Read each example both ways so they can hear the difference. As you read each one, ask students if your voice went up or down at the end. Discuss the two possible meanings.

1. We called them, didn't we?
2. She is an engineer, isn't she?
3. You weren't in the office, were you?
4. He hasn't applied yet, has he?
5. He wasn't fired, was he?

Instructor's Notes

afaq-lc.com

C COMPARE Read the two questions. Which is a tag question?



D Read the questions and answers about the tag question.

Tag question: She's late for work again, isn't she?

Q: Why is this called a tag question?

A: Because it's a question tagged onto the end of a statement.

Q: When do we use tag questions?

A: When we are almost sure something is true, but we want to check and be 100% sure.

Q: When I'm asking a tag question, how do I know if the tag should be positive or negative?

A: If the sentence is positive, the tag is negative. If the sentence is negative, the tag is positive.

Q: What verb form do I use in the tag?

A: Use the same verb form in the tag that is used in the beginning of the statement.

E Study the chart with your teacher.

Tag Questions			
Positive Statement	**Tag**	**Negative Statement**	**Tag**
She works,	doesn't she?	She doesn't work,	does she?
She is working,	isn't she?	She isn't working,	is she?
She worked,	didn't she?	She didn't work,	did she?
She will work,	won't she?	She won't work,	will she?
She is going to work,	isn't she?	She isn't going to work,	is she?
She has worked,	hasn't she?	She hasn't worked,	has she?
She had worked,	hadn't she?	She hadn't worked,	had she?

F **Complete each statement with the correct tag question.**

1. He isn't texting a friend, _____is he_____?
2. Lisa and Jack have never missed a day of work, _____have they_____?
3. Maria works late every night, _____doesn't she_____?
4. Our coworkers won't be fired, _____will they_____?
5. My assistant is going to eat lunch during the meeting, _____isn't he / she_____?
6. She didn't finish her work, _____did she_____?
7. The supervisor said to wait until tomorrow to ask for a raise, _____didn't he / she_____?
8. He wore shorts to his interview, _____didn't he_____?
9. Liam had stolen things before, _____hadn't he_____?
10. We'll have a business meeting next week, _____won't we_____?

G **Listen to the tag questions. Choose the tag that you hear.**

1.	☐ did he?	☑ didn't he?	☐ does he?	☐ doesn't he?
2.	☐ won't she?	☐ will she?	☑ won't we?	☐ don't we?
3.	☑ did they?	☐ did he?	☐ didn't they?	☐ didn't he?
4.	☐ hasn't she?	☐ did she?	☐ didn't she?	☑ has she?
5.	☐ are you?	☑ aren't you?	☐ weren't you?	☐ were you?

H **Write three tag questions about inappropriate workplace behavior.** Answers will vary.

1. She told her boss he looked bad, didn't she?
2. _____
3. _____
4. _____

I **Write three tag questions about appropriate workplace behavior.** Answers will vary.

1. She wore a suit to the interview, didn't she?
2. _____
3. _____

afaq-lc.com

Workplace Focus

Exercise F: Complete tasks as assigned.

Practice 2

5-10 mins.

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

F **Complete each statement with the correct tag question.**

Have students do this exercise by themselves.

Evaluation 2

5-15 mins.

Go over the answers as a class.

Extra practice: Have students take the tag questions in **F** and reverse the affirmative and negative parts of each one. Reverse the parts of the first two sentences as examples, and then ask students to work in pairs to do the rest.

Workplace Focus

Exercises G, H, I: Complete tasks as assigned.

Presentation 3

10-20 mins.

Dictate the following tag questions to students, but don't give them the tag.

1. *He sent the package yesterday, ___?*
2. *We'll get our paychecks tomorrow, ___?*
3. *They didn't eat the cake yet, ___?*
4. *Kayla hasn't ever missed class, ___?*
5. *You're just learning about tag questions, ___?*

Have students complete the tags. Go over the answers as a class.

Prepare students for **G** by telling them they will hear the tag questions and have to check the tags they hear.

Practice 3

5 mins.

G **Listen to the tag questions. Choose the tag that you hear.**

Listening Script

1. *He arrived late yesterday, didn't he?*
2. *We'll leave early without telling the boss, won't we?*
3. *They didn't unload those boxes yet, did they?*
4. *Martina hasn't ever assembled computers, has she?*
5. *You're just learning how to write reports, aren't you?*

Evaluation 3

5 mins.

Go over the answers as a class. Play the audio again so students can hear the correct answers.

Application

10-20 mins.

H **Write three tag questions about inappropriate workplace behavior.**

I **Write three tag questions about appropriate workplace behavior.**

Instructor's Notes

At-a-Glance Prep

Goal: Identify workplace actions
Grammar: Passive voice
Vocabulary: *active, passive, misunderstanding*

Agenda

- ☐ Read and listen to a conversation.
- ☐ Practice a conversation.
- ☐ Identify sentences as active or passive.
- ☐ Use the passive voice.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.6.1, 4.6.2
CCRS: SL8, SL9, SL10, SL11, SL12
ELPS:
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 10-15 mins.

Review the previous lesson by having students make two lists, one of appropriate and one of inappropriate workplace behavior. Then have them practice tag questions by putting their ideas in the following sentences:

It's appropriate to _____, isn't it?
It's inappropriate to _____, isn't it?

Have students share their ideas with a partner or the entire class.

Introduction 5-10 mins.

Have students look at the photo in **A.** As a class, discuss the questions: *Where are these people? What are they talking about? What can you see on the desk?* State the goal: *Today, we will identify workplace actions.*

Workplace Focus

Exercises B, C: Complete tasks as assigned.

Presentation 1 5-10 mins.

A Look at the photo. Where are these people? What are they talking about? What can you see on the desk? Then read and listen to the conversation.
Play the audio as students follow along in their books.

B Answer the questions about the conversation.
Ask students the questions and go over the answers as a class.

Go over the instructions for **C** and show students how to substitute the words in the conversation.

Practice 1 10-15 mins.

C Practice the conversation with a partner. Replace some of the words and phrases with these new words.
Have students practice the conversation twice with one partner (switching roles), and then find other partners to repeat the process.

Evaluation 1 5 mins.

Ask two or three pairs of students to demonstrate the conversations for the class. Get students used to being in front of the class by asking them to come to the front of the room when they present.

Instructor's Notes

afaq-lc.com

LESSON 2

The Note Was Written by Jim

GOAL ▸ Identify workplace actions

A Look at the photo. Where are these people? What are they talking about? What can you see on the desk? Then read and listen to the conversation.



Raquel: Did you see the note I put on your screen?

Bruno: Was that note from you? I thought Jim put it there.

Raquel: Actually, the note was written by Jim, but I taped it to your screen. I wanted to make sure you got it before you left for lunch.

Bruno: I did get it. The orders were sent to me yesterday, and I'll have them ready for your signature before I leave today.

Raquel: Great! I'll sign them in the morning, and then you can send them to the finance department. Make sure they are sent by Package Express.

Bruno: I'll take care of it right away.

B. Answer the questions about the conversation.

1. Who are the two people in the conversation? Who is the supervisor?
   A supervisor and an employee are having the conversation; Raquel is the supervisor.
2. What was the misunderstanding?
   The misunderstanding is about who left the note.
3. What was sent to Bruno?
   The orders were sent to Bruno.

C Practice the conversation with a partner. Replace some of the words and phrases with these new words.

screen	→	computer
note	→	email
lunch	→	the day
the finance department	→	human resources
right away	→	as soon as possible

D **Study the chart. Compare the sentences in the passive voice with those in the active voice. What are the differences?** Answers will vary.

Passive Voice	Active Voice
The note **was put** there by Raquel.	Raquel **put** the note there.
The note **was written** by Jim.	Jim **wrote** the note.
The orders **were sent** yesterday. (We don't know who sent them.)	They **sent** the orders yesterday.

E. **CLASSIFY** **Read each sentence and write *A* for active or *P* for passive.**

1. The copy machine was repaired last week. P
2. My manager wrote the report. A
3. The employees were laid off by their supervisor. P
4. Was the package received? P
5. Eli designed the new brochure. A
6. The new office building was built last year. P
7. Our new employees were given an orientation. P
8. Yuri was given a raise last week. P
9. Jamal and Brian started their own business. A
10. Jayden quit. A

F. **Rewrite each sentence in the active voice. (*Hint:* Use the simple past.)**

1. Three employees were laid off by the supervisor.
   The supervisor laid off three employees.
2. Our new employees were given an orientation by the manager.
   The manager gave our new employees an orientation.
3. Yuri was given a raise last week by the owner of the company.
   The owner of the company gave Yuri a raise last week.
4. The package was received by the receptionist.
   The receptionist received the package.

afaq-lc.com

Workplace Focus

Exercises E, F: Complete tasks as assigned.

Presentation 2

10-15 mins.

Write the following sentence on the board: *The note was put on the desk by his supervisor*. Underline *was put* and ask students if they know what verb form this is.

D **Study the chart. Compare the sentences in the passive voice with those in the active voice. What are the differences?**

Help students understand the difference between an active sentence and a passive sentence.

Practice 2

5-15 mins.

(Shorter classes can do these exercises for homework.)

E **CLASSIFY** **Read each sentence and write *A* for active or *P* for passive.**

F **Rewrite each sentence in the active voice. (*Hint:* Use the simple past.)**

Evaluation 2

10-20 mins.

Go over the answers as a class. Ask volunteers to write the answers to **F** on the board.

BEST PRACTICE

Active vs. passive voice

Suggest that students try to use the active voice in most of their own writing. Point out that it is generally clearer, more direct, and to the point. The reader knows who does the action.

Explain that with the passive voice the emphasis is more on the receiver, or object of the action, than on who or what does it. Consequently, the wording of a sentence in the passive voice can be a bit trickier to write. When using the passive voice, students need to be more attentive to their grammar as the chance to make errors is slightly higher.

Instructor's Notes

Workplace Focus

Exercises H, I: Complete tasks as assigned.

Presentation 3

5-10 mins.

G Study the chart.

Make sure students understand how to form the passive voice and when it is used. Go back to the exercises on the previous page and look at the passive voice statements to give them more examples.

Practice 3

10-15 mins.

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

H Change the sentences from active voice to passive voice.

Evaluation 3

10-15 mins.

Ask volunteers to write the answers on the board. Correct them as a class.

I Think of three things that happened at work last week. Write three passive voice sentences.

When students have finished, have them share their sentences with a partner. If you think the whole class would benefit from seeing more examples, walk around the classroom and find good examples from students' books and ask those students to write their sentences on the board.

BEST PRACTICE

Key words to check for passive voice

Students can check to see if their work is written in passive voice by looking for a few key words. Advise students to check their sentences for the following:

is	has been
are	have been
was	will be
were	being

Instructor's Notes

afaq-lc.com

G Study the chart.

Passive Voice				
Example Sentence	**Passive Subject**	***Be***	**Past Participle**	***by* + Person or Thing**
The note was written by Jim.	It	was	written	by Jim.
The orders were sent yesterday. (We don't know who sent them.)	They	were	sent.	

- Use the passive voice to emphasize the object of the action, or when the doer of the action is unknown or unimportant.
- To change an active sentence into a passive sentence, switch the subject and the object, and change the verb to the correct form of *be* + the past participle. The word *by* is used before the doer of the action.

H Change the sentences from active voice to passive voice.

1. Our delivery person brought twelve bottles of water this morning.
   Twelve bottles of water were brought by our delivery person this morning.
2. The receptionist bought all the supplies.
   All the supplies were bought by the receptionist.
3. The repairperson fixed the computer.
   The computer was fi ed by the repairperson.
4. Someone stole his money and driver's license.
   His money and driver's license were stolen.
5. A group of managers saw my presentation.
   My presentation was seen by a group of managers.

I Think of three things that happened at work last week. Write three passive voice sentences.

Answers will vary.

1. _____
2. _____
3. _____

LESSON 3

Taking Action

GOAL ▶ Communicate problems to a supervisor

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

Construction worker: Excuse me, do you have a second?

Supervisor: Sure. What is it?

Construction worker: Well, there's a small problem. The shipment of lumber didn't arrive, so we have to stop construction until it gets here. What would you like us to do?

Supervisor: There's nothing else you can do while you are waiting for it?

Construction worker: No. We need that lumber to start working on the door frames.

Supervisor: OK. Well, why don't you guys take lunch early, and I'll call and see where the lumber is.

Construction worker: Let me make sure I understand you correctly. You want all of us to go on lunch break right now while you call and find out where the lumber is?

Supervisor: That's right.

Construction worker: When should we come back?

Supervisor: In about an hour.

Construction worker: Thank you. See you in an hour.

B **Answer the questions about the conversation.**

1. What is the problem?
   A shipment of lumber didn't arrive, so work must stop.
2. What does the employee say to get the supervisor's attention?
   Excuse me.
3. Does the supervisor understand the problem?
   Yes.
4. What does the supervisor suggest they do to solve the problem? The workers will take an early lunch break while the supervisor calls to find out where the lumber is.

How to get someone's attention politely	How to check that you have understood
Excuse me, sir / ma'am / (name). Do you have a minute? Pardon me, sir / ma'am / (name). Can I talk to you for a second?	Let me make sure I understand you. What you are saying is . . . So what we / I should do is . . .

afaq-lc.com

At-a-Glance Prep

Goal: Communicate problems to a supervisor
Academic Strategy: Reading a fl wchart
Vocabulary: *get someone's attention, politely, excuse me, pardon me, fl wchart, solution, construction, shipment, lumber, door frames*

Agenda

- ☐ Read and listen to a conversation.
- ☐ Get someone's attention.
- ☐ Check for understanding.
- ☐ Communicate problems.
- ☐ Offer solutions.
- ☐ Follow steps to solve problems.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.6.4, 4.6.5, 4.8.1, 4.8.2, 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.4.8

CCRS: RI6, RI9, RI10, RI/RL7, RI/RL9; RI11, RI12, RST6, RST7, RST8, RST9, RST10, SL8, SL9, SL10

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

10-15 mins. ■■■

Have students take out the sentences they wrote in **I** from the previous lesson (page 177). Ask volunteers to write their sentences on the board. As a class, evaluate the sentences, making sure they are written in the passive voice. Then, ask students to take out a sheet of paper and make the sentences active.

Introduction

5-10 mins. ■■■

Ask students to tell you about some problems they might face at work, possibly with a coworker or supervisor. Ask the class for suggestions on how to solve these problems. State the goal: *Today, we will learn how to communicate problems to a supervisor.*

Workplace Focus

Exercise B: Complete tasks as assigned.

Presentation 1

10-15 mins. ■■■

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

Have students close their books and play the audio for them. Ask them some basic comprehension questions about what they heard. Next, have them open their books and follow along as you play the audio a second time.

Practice 1

5-10 mins. ■■■

B **Answer the questions about the conversation.**

Have students discuss the questions with the person sitting next to them.

Evaluation 1

5 mins. ■■■

Go over the questions and answers as a class.

Instructor's Notes

Workplace Focus

Exercise C: Interact appropriately with team members.

Presentation 2

10-15 mins.

C INTERPRET Read the flowchart. Do you agree with each step?

Go over the flowchart with students. Show them how the arrows guide them to the subsequent steps. Ask them questions about the flowchart as you are explaining it to make sure they understand.

Practice 2

10-15 mins.

D Discuss these questions with a partner.

Evaluation 2

15-20 mins.

Go over the questions as a class.

E Look at the conversation in A. Did the construction worker follow the steps in the flowchart?

Do this exercise together as a class.

BEST PRACTICE

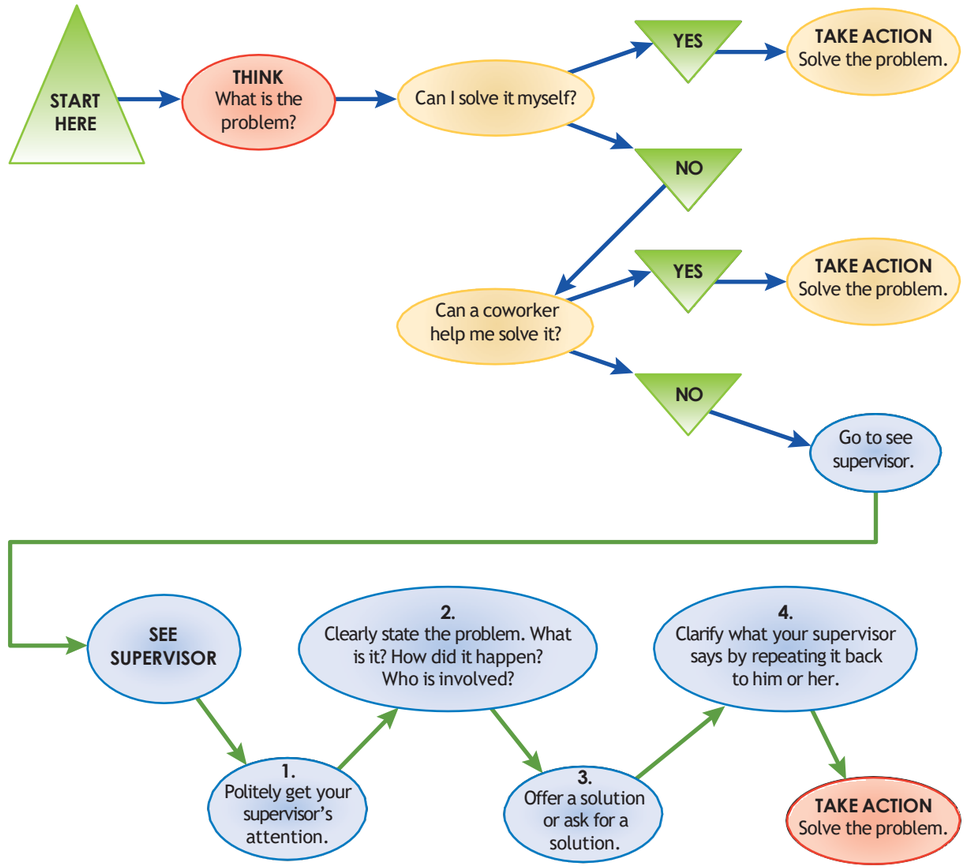
Reading a fl wchart

Explain to students that flowcharts are easy to read. Tell them that despite how they look, we usually read flowcharts by following the arrows from left to right and top to bottom. Remind students that flowcharts are normally drawn from top to bottom or left to right. The colors and shapes are there to make the flowchart easier to read.

Instructor's Notes

afaq-lc.com

C INTERPRET Read the flowchart. Do you agree with each step?



D Discuss these questions with a partner.

1. If you can solve the problem by yourself, what should you do?
   Take action and solve the problem.
2. If a coworker can help you solve the problem, what should you do?
   With your coworker's help, solve the problem.
3. When you go to see your supervisor, what is the first thing you should do?
   What is the last thing you should do?
   Politely get his / her attention. Clarify what he or she says by repeating it back.

E Look at the conversation in A. Did the construction worker follow the steps in the flowchart? Yes

How to offer a solution

Why don't we / I . . .
What if we / I . . .
Would it work if we / I . . .

F **In a group, read the three situations. Following the steps in the flowchart in C, discuss what you would do if you were in these situations.** Answers will vary.

1. Renee is a cashier in a fast-food restaurant. A customer just came up to the counter and told her that she gave him the wrong change. He doesn't have his receipt, and she doesn't remember helping him. What should she do?
2. Mikhail is part of an advertising team that has to put together a presentation for the client. One of the team members isn't doing her research—research that is needed for Mikhail to create his part of the presentation. What should he do?
3. Leo is a hairdresser about to make some hair dye for a customer. He is supposed to wear gloves since the chemicals can cause mild irritation if not handled properly. His coworker tells him they are out of gloves and not to bother since taking time to put on the gloves will slow down the mixing process. What should Leo do?

G **As a group, divide into 'supervisors' and 'employees' and read the instructions for your part. Then walk around the room and role-play the scenarios.**

Supervisors: Discuss how you would solve each of the employees' problems below. Be prepared to communicate this to the employee when they ask you.

Employees: Discuss what you would say to your supervisor about each of the problems below. Remember the four steps from the flowchart.

1. You just received your paycheck, and you notice that you didn't get paid for the overtime hours you worked.
2. There is an emergency phone call for you, but if you leave your place, you will negatively impact the assembly line.
3. You are out installing cable TV at a customer's home, and the customer is unhappy with your service.

H **Switch roles and role-play the same scenarios.**

Life ONLINE

Email for Communication at Work

Often times, it may be easier to send an email to communicate with a manager at work. But it may not always be the best way to solve a problem. Maybe a simple *yes / no* question can be handled by email, but a longer, in-depth discussion should be done in person. Look at the following situations and decide which ones could be handled by email.

- asking for a promotion
- requesting time off
- discussing a personal issue you're having with a coworker
- asking for a raise
- letting your manger know that an item needs to be restocked

afaq-lc.com

Workplace Focus

Exercises G, H: Interact appropriately with team members.

Presentation 3

5–10 mins.

Look at the first situation in **F** with the class. Take students through the flowchart and have them come up with a decision about what Renee should do.

Practice 3

5–10 mins.

F **In a group, read the three situations. Following the steps in the flowchart in C, discuss what you would do if you were in these situations.**

Evaluation 3

5–10 mins.

Call on different groups to report what should be done in each situation.

Application

15–25 mins.

G **As a group, divide into 'supervisors' and 'employees' and read the instructions for your part. Then walk around the room and role-play the scenarios.**

Divide the class into two groups and have each group get together and go through each of the three situations presented. Encourage students to look back at the useful language in the boxes on page 178 and 179 and to use these during the role-plays.

Group A: Supervisors

As a group, discuss how you would solve each of the employee's problems below. Be prepared to communicate this to the employee when he or she asks you.

Group B: Employees

As a group, discuss what you would say to your supervisor about each of the problems below. Remember the four steps from the flowchart.

Have students get up and walk around the classroom to find someone to talk to. (If you want, each group could carry a different color card or wear a tag that says *supervisor* or *employee*.)

H **Switch roles and role-play the same scenarios.**

Life ONLINE

After students have read the note on p. 180, ask them to share other examples of situations that are better handled by email. Encourage them to share their personal experiences and lessons learned. If they have ever communicated about a topic in a way that could have been handled differently, ask them to explain what they would do differently and why.

Instructor's Notes

At-a-Glance Prep

Goal: Make ethical decisions
Academic Strategies: Active reading, writing a description of a situation
Vocabulary: *ethics, ethical, relevant*

Agenda

- ☐ Define *ethics*.
- ☐ Respond to ethical dilemmas.
- ☐ Read steps for making an ethical decision.
- ☐ Make an ethical decision.
- ☐ Write about an ethical dilemma.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 5.7.6, 7.3.1, 7.3.2, 7.3.4
CCRS: RI/RL7, RI/RL9, RI/RL10, SL8, SL9, SL10
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.

Talk about the application activity from the previous lesson with students. Ask students if it was easy or difficult and if they now think they feel better prepared to talk to a supervisor at work about a problem.

Introduction 5-10 mins.

Write *ethics* and *ethical* on the board. Tell students the following story: *Imagine that last week I gave you a test. When you got the test back, you saw that you missed 3 and got a B, according to what I had written at the top of your paper. When you went back and counted the wrong answers, you discovered that you had actually missed 5, which means you should have gotten a C. I made a mistake with your score. Would you tell me I made a mistake, or just keep your B?*

Discuss right and wrong decisions with students and define *ethics*. State the goal: *Today, we will look at ethical dilemmas and learning steps to follow in order to make good decisions.*

Workplace Focus

Exercise A: Collect and organize information; Interact appropriately with team members.

Presentation 1 5 mins.

Tell students that in each situation in **A**, they are presented with a choice. Have them think carefully about each circumstance and make an honest decision.

Practice 1 10-15 mins.

A Each situation describes an ethical question you might face. What would you do? Choose your answers and discuss them with a partner.

Have each student complete this exercise alone and then find a partner to share answers with. Remind students that there is no right or wrong answer and that they should try to answer truthfully.

Evaluation 1 10-15 mins.

Take a poll and see if the class agrees on the decisions.

Life ONLINE

As a class, discuss the Life Online tip. Emphasize the risk posed to an individual's privacy if work devices are used for personal business.

afaq-lc.com

LESSON 4

What Should You Do?

GOAL ▶ Make ethical decisions

A Each situation describes an ethical question you might face. What would you do? Choose your answers and discuss them with a partner. Answers will vary.

1. You notice that your company has paid you for overtime you didn't work. This type of mistake is almost never caught and even if they catch it, it will be payroll's fault, not yours. What would you do?

_____ Say nothing. _____ Tell payroll.

Definition

ethics: *n.* moral rules or principles of behavior for deciding what is right and wrong; *adj.* **ethical**

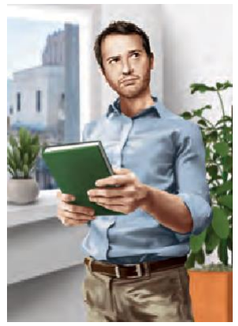
Pay Period	Amount
10/06/2023	$1,025.50
10/20/2023	$1,025.50
11/03/2023	$1,025.50
11/17/2023	$1,025.50
12/01/2023	$1,370.50

2. It's the night before the final exam at your school and you haven't had much time to study. A classmate has found the answers to the exam online and offers to share them with you. What would you do?



_____ Say no. _____ Borrow the answers from him.

3. You go shopping and buy some books. When you get home, you realize that the clerk put an extra book in your bag that you didn't pay for. What would you do?



_____ Go back to the store and give the book back. _____ Keep it.

Life ONLINE

Using work technology for personal communication is often prohibited at most companies. But even if it's not, it's probably not a good idea to use your work computer, phone, or tablet for personal business. Your company can see all the emails, messages, and internet searches you conduct.

B **In some situations, you know what you should do, but do you always do it? Sometimes the decision is not easy, but there are steps you can take to make a good decision.**

Steps for Making an Ethical Decision

1. Identify the ethical issue or problem.
2. List the facts that are most relevant to your decision.
3. Identify the people who might be affected by your decision and how.
4. Explain what each person would want you to do about the issue.
5. List three different decisions you could make and what the outcome of each decision would be.
6. Decide what you will do.

C **Using the steps in B, discuss one of the situations in A in a group and decide what would be the best thing to do.**

D **RANK** **Read the situations and decide how ethically wrong each one is. Rank them 1–4, with 4 being the worst.** Answers will vary.

___ Ricardo, the night security guard, has access to all of the buildings at night. It is a slow night and he wants to chat with a friend for a little while. The company has a strict policy about texting during business hours, but Ricardo is the only person in the building. So, he decides to text his friend at work.

___ Emilia is a facilities manager who is in charge of cleaning the restrooms and refilling the supplies. She is the only one with a key to the supply closet. She is a single mom and she is having trouble making enough money to support her family. Sometimes she can't afford to feed her family. She decides to take some extra supplies home for her family.

___ Kimberly, who works as a receptionist in the front office, has access to the copy machine to make copies for other employees. Her daughter, Alyse, needs some copies for a school project. She brought her own paper and needs 50 copies for her class. She needs to have the copies or she will fail the project. The copier does not require a security code and they don't keep track of who makes how many copies, so she decides to make the copies at work.

___ Brandon works in Quality Control, helping refurbish used computers. Once a year, his supervisor gives away computers to a local elementary school. He doesn't keep any record of this, and Brandon really needs a computer for his son, who is just starting high school. His supervisor asks him to deliver 12 computers to a local school. Brandon decides to keep one for his son.

afaq-lc.com

Workplace Focus

Exercise C: Interact appropriately with team members.

Presentation 2

10-15 mins.

B **In some situations, you know what you should do, but do you always do it? Sometimes the decision is not easy, but there are steps you can take to make a good decision.**

Go through each step with students. Then choose one situation in **A** and go through each of the steps again as it relates to the situation. See if the class agrees on a decision.

Practice 2

15-20 mins.

C **Using the steps in B, discuss one of the situations in A in a group and decide what would be the best thing to do.**

Evaluation 2

15-20 mins.

Observe students as they resolve the dilemmas.

Workplace Focus

Presentation 3

5-10 mins.

D **RANK** **Read the situations and decide how ethically wrong each one is. Rank them from 1–4, with 4 being the worst.**

Call on volunteers to read the situations out loud. As a class, discuss which situation they think is the most ethically challenging.

Put students who don't normally work together into groups of four or five. Tell groups they will choose an ethical dilemma and go through the steps listed in **B** to reach a decision. Tell them all group members must agree on a single decision so they may have to negotiate and compromise.

Instructor's Notes

Workplace Focus

Exercise E: Interact appropriately with team members;
Exercise F: Interpret and communicate information.

Practice 3

10-20 mins.

E APPLY Work with a partner and choose one of the situations from D. Follow the steps for making an ethical decision in B and answer the questions.

Have each pair read through the situations and choose one to work on. One partner should act as the secretary and write down the answers to the questions and the final decision.

Evaluation 3

5-10 mins.

Have each pair report its final decision to the class.

Application

10-20 mins.

F REFLECT Write a description of an actual situation where you had to make an ethical choice. What did you do? How did you feel afterward?

You may need to help students brainstorm if they are having trouble thinking of something to write about.

If students feel comfortable sharing their situations, ask for some volunteers to tell their experiences to the class.

Instructor's Notes

afaq-lc.com

E APPLY Work with a partner and choose one of the situations from D. Follow the steps for making an ethical decision in B and answer the questions. Answers will vary.

1. What is the ethical problem?

2. What are the relevant facts?

3. Which people are involved and how would each person be affected?

4. What would each person want you to do?

5. What are three different possible decisions?

6. What is your final decision?

F REFLECT Write a description of an actual situation where you had to make an ethical choice. What did you do? How did you feel afterward? Answers will vary.

LESSON 5

A Raise

GOAL ▶ Ask for a raise

A **Discuss these questions in a group.** Answers will vary.

1. Have you ever received a raise at your job? If yes, what was it for?
2. Have you ever asked for a raise? If yes, did you get it? If no, did your manager or supervisor explain to you why you didn't get it?

B **SUPPOSE** **Many people hesitate to ask for a raise. Can you think of some reasons why? List them.**

Answers will vary. Possible answers given. They don't feel they deserve it; they are afraid the answer will be no; they are nervous about talking with their supervisor.

C **Raj met with his boss yesterday to ask for a raise. Read about his experience.**

Raj has been working for EJ Electronics as an assembler for two years. In the past year, he has come up with new ways to make the assembly line more efficient and helped increase productivity in his department. Raj thinks he deserves a raise. He has friends who work at other electronics companies, and he has been asking around to find out what different employees are paid. He believes that with his experience and his contributions to the company, his boss should give him a raise.

First, Raj went to see Heidi in Human Resources and asked her what procedures he needed to follow to ask for a raise. She suggested that he should make an appointment with his boss. So, last week, he asked his boss if the two of them could sit down and have a meeting. When his boss agreed, he began to gather his paperwork: job evaluations, memos from his supervisor about the new assembly-line configurations, his "Employee of the Month" award, and records of his attendance at work. He sat down and thought about all the questions his boss might ask him, and he wrote out detailed answers. Then he asked his cousin to help him practice by asking him those questions.

D **Answer the questions.** Answers will vary. Possible answers given.

1. Do you think Raj deserves a raise? Why or why not?
   Yes, because he has contributed to his company.
2. Who did he talk to first after he decided to ask for a raise? What did this person tell him?
   First, he talked to Heidi in Human Resources. She told him to schedule a meeting with his boss.
3. What did he do to prepare for the meeting with his boss?
   He gathered paperwork and awards and practiced answering questions that he thought his boss would ask him.

afaq-lc.com

At-a-Glance Prep

Goal: Ask for a raise
Academic Strategies: Active reading
Vocabulary: *close the gap, cover your bases, contributions to the company, star performer, document, counterpart, Census Bureau data, rehearse, raise, deserve*

Agenda

- ☐ Talk about raises.
- ☐ Read about how to ask for a raise.
- ☐ Evaluate a memo asking for a raise.
- ☐ Ask for a raise (in person or writing).

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.9, 4.6.5
CCRS: RI/RL7, RI/RL9, RI/RL10, SL8, SL9, SL10
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.

Ask for volunteers to describe the ethical situations they wrote about in the previous lesson.

Introduction 5–10 mins.

State the goal: *Today, we will learn about asking for a raise.*

A **Discuss these questions in a group.**

Put students in small groups and have them discuss the two questions.

Workplace Focus

Exercise A: Interact appropriately with team members; Exercises B, D: Complete tasks as assigned.

Presentation 1 5–10 mins.

B **SUPPOSE** **Many people hesitate to ask for a raise. Can you think of some reasons why? List them.**

Discuss the reasons as a class and have students write ideas in their books.

Practice 1 10–15 mins.

C **Raj met with his boss yesterday to ask for a raise. Read about his experience.**

Have students read this passage silently.

D **Answer the questions.**

Have students work with a partner to answer the questions.

Evaluation 1 5–10 mins.

Talk about the questions as a class.

Instructor's Notes

Workplace Focus

Exercise F: Interact appropriately with team members.

Presentation 2

5-10 mins.

Have students look at the title of the article "How to Ask for a Raise." Have them speculate on what things they think the article might contain. Make a list of their ideas on the board.

Practice 2

15-20 mins.

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

E Read the article about getting a raise. Underline the advice that could be useful for you.

Encourage students to read for the main ideas rather than worrying about understanding every single word and phrase.

Have students reread the article and the story about Raj in **C** and underline any words or phrases they don't understand. Have a few students tell you which phrases or words they underlined and have them take you through the process of trying to discover the meanings through context.

F ANALYZE Discuss these questions in a group.

Evaluation 2

10-15 mins.

Observe groups as they work.

BEST PRACTICE

Identifying the main idea

Point out that the main idea is the central message of a reading. In order to find it, ask students to consider the following tips.

- Find the topic or topic sentence and ask yourself what the writer is trying to say.
- Check the first paragraph(s) of the reading. The main idea is usually found here.
- If you think you've found the main idea, look for supporting details or facts. If there is nothing present, you probably haven't found the main idea.

Instructor's Notes

afaq-lc.com

E Read the article about getting a raise. Underline the advice that could be useful for you.

How to Ask for a Raise

Men are still earning more than women—lots more. According to the most recent data from the US Bureau of Labor Statistics, the gap between men and women is 18%. This means that a woman earns 82 cents for every dollar a man earns. In other words, a woman works five weeks to earn as much as her male counterpart earns in three weeks.

How can women close the gap? Knock on the boss's door and ask for a raise! Getting a raise is not as difficult as it might seem. Here are 10 tips to assist women in negotiating their annual raise.

1. Be a star performer. Make yourself indispensable to the company. Document your achievements by saving emails and letters, and then compile them into a portfolio. Make sure to take this portfolio with you when you go to your boss.

2. Do some research. Know what other men and women in your field and position are paid.

3. Focus on your contributions to the company. While the raise is certainly important to you, do not focus on how it will help your credit card debt.

4. Be informed. Know the company's policy on raises by asking your human resources director.

5. Timing is everything. Don't ask when the office is hectic; wait until the pace has slowed down and the moment is right.

6. Do your homework. Rehearse and prepare responses to counter any objections your boss might have. Know ahead of time what the difficult questions might be and have your answers ready.

7. Rehearse. If you can, role-play the scenario with a friend or colleague. This will help you become more comfortable when you are actually face-to-face with your boss.

8. Be professional. Ask for a formal meeting with your boss.

9. Cover your bases. Make four points about your contributions prior to asking for the raise. Show your employer or company how this will benefit them. Illustrate your ability to:

- find solutions;
- go above and beyond your job responsibilities;
- help others; and, most important,
- increase the company's profitability.

10. Negotiate. If the answer is *no* to a raise, negotiate more vacation time, stock options, 401K contribution, or flextime. Set goals and ask for another review in three to six months.

F ANALYZE Discuss these questions in a group. Answers will vary.

1. This article focuses on how women should ask for a raise. Do you think these same ideas apply to men? Why or why not?
2. Which aspect of asking for a raise do you think is the most difficult? Take a poll among your group members.

G **Read the email that Rogelio wrote to his supervisor asking for a raise.**

Dear Mr. Michalski,

I'm writing to ask you to consider giving me a raise. I have been working at Mitchel George Manufacturing for five years, and I really like my job here. I started out as a warehouse packer, and now I work in the shipping department.

I feel like I deserve a raise because, in the past year, I have been given more responsibilities on my shift. I have trained 10 new employees and become a team leader. I have increased efficiency in my department by implementing a new flow system that helps us pack and ship the boxes in less time. Therefore, I hope that you will consider my request.

I would like to sit down and discuss this possibility with you as soon as it is convenient for you. Thank you for your time.

Sincerely,
Rogelio Rodriguez

H **Read the email again and choose the items Rogelio included.**

- ✓ *thank you* to his supervisor for reading the email
- ✓ reason for the email
- ✓ how long he has been working for the company
- ✓ what his job is
- ✓ how his job has changed since he has been there
- ✓ things he has done to help the company

I **You can ask for a raise in person or by writing an email. What are the advantages and disadvantages of each method?** Answers will vary.

J **EVALUATE** **Let's get ready to ask for a raise! First, answer these questions. (If you are a homemaker or a student, imagine that you get paid for what you do and are asking for more money.)** Answers will vary.

1. Do you deserve a raise? Why or why not?
2. How long have you been working at your job?
3. When was the last time you got a raise?
4. Have you been working harder or working more hours?
5. Have you been given more responsibilities?
6. Have you gotten good reviews from your supervisors?

K **Work with a partner. Practice asking for a raise, or write an email asking for a raise.**

afaq-lc.com

Workplace Focus

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

Presentation 3

10-15 mins.

Write this question on the board: *Do you deserve a raise?* Make sure students understand *deserve*. Ask if any of them feel they deserve a raise at their job. If they say yes, ask them why. If none of the students answer yes, ask them to give you good reasons why anyone should get a raise.

G Read the email that Rogelio wrote to his supervisor asking for a raise.

Have students read the email silently to themselves. When they have finished, ask them basic comprehension questions about the email, such as: *How long has Rogelio been working at the company? How many new employees did he train?*

Practice 3

10-15 mins.

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

H Read the email again and choose the items Rogelio included.

Have students do this exercise by themselves.

Evaluation 3

10-15 mins.

Go over the answers as a class.

I You can ask for a raise in person or by writing an email. What are the advantages and disadvantages of each method?

Have students discuss this question in small groups or discuss it together as a class.

Application

10-20 mins.

J EVALUATE Let's get ready to ask for a raise! First, answer these questions. (If you are a homemaker or a student, imagine that you get paid for what you do and are asking for more money.)

Go over each of the questions with students, giving them an example of a possible answer if necessary. Then have them work alone to answer the questions.

K Work with a partner. Practice asking for a raise, or write an email asking for a raise.

Ask students to raise their hands if they would prefer to practice writing an email. Have those students move to the back of the class and begin working on their emails. Take the rest of the students and pair them up so they can practice asking for a raise in person.

Instructor's Notes

At-a-Glance Prep

Goal: Explore entrepreneurship

Agenda

- ☐ Consider why people start their own companies.
- ☐ Listen to entrepreneurs talk about their motivation.
- ☐ Interpret a pie chart.
- ☐ Rank the problems faced by small businesses.
- ☐ Interpret a block graph.
- ☐ Present an essential small business skill.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 6.7.2, 6.7.4

CCRS: RI6, RI/RL9, RI/RL10, W/WHST11, W/WHST12, SL8, SL9, SL10

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.

In this lesson, students will learn about entrepreneurship and what makes people decide to start their own companies. Students will interpret information from a pie chart about the educational qualifications of small business owners and consider the problems that those owners might face. Finally, students will consider the value of certain essential skills in a small business environment and give a presentation on one of them.

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. Ask students which clusters they think are better suited to small businesses and why. If possible, elicit suggestions about the meaning of entrepreneurship.

Introduction

10-15 mins. ■■■

Tell students that the lesson is going to focus on entrepreneurship and why people choose to start their own businesses rather than work for a large company. Ask what traits or characteristics a successful entrepreneur would need to have. What traits might be a disadvantage for someone hoping to run their own business?

Workplace Focus

Exercises A, B: Complete tasks as assigned.

Presentation 1

5-10 mins. ■■■

Remind students that the idea behind a spider diagram is that each arm or box should deal with a different area of the topic. Have them read the instructions to **A** and understand that they are aiming to find up to five different reasons. Once they have done that, they can brainstorm each reason for details.

Practice 1

5-10 mins. ■■■

A An entrepreneur is someone who owns their own business. Why do you think someone would decide to start a business? Brainstorm ideas.

Have students brainstorm ideas individually and write a different reason in each box if possible. Then have them brainstorm details for each reason. When they have finished, put students in small groups to share their ideas. Allow students to add or change ideas in their own diagram. Finally, as a class, ask volunteers to share one reason for starting a small business along with supporting details from their chart.

B The graph shows what research says about why people started their own companies in 2022. Listen and fill in missing information.

Have students look at the graph and elicit what the missing pieces of information have in common. (They are all related to percentages.) Play the audio once and have students just listen. Ask if they noticed anything that would help them gather the information to complete the graph when they listen again. (All the information on percentages is given by the interviewer.) Play the audio once or twice more as needed. Have students focus on the interviewer and complete the chart.

Note: The Listening Script for **B** is on page 188a.

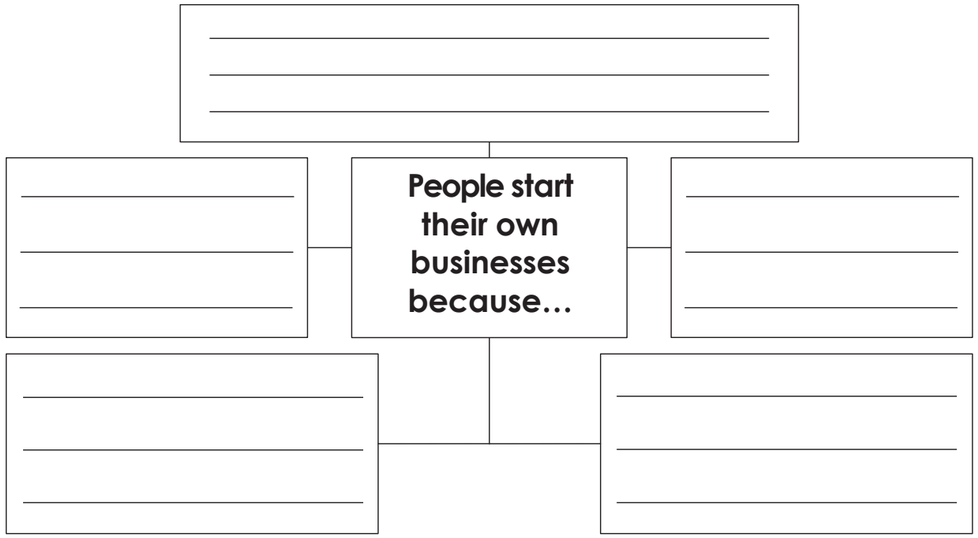
afaq-lc.com

LESSON 6

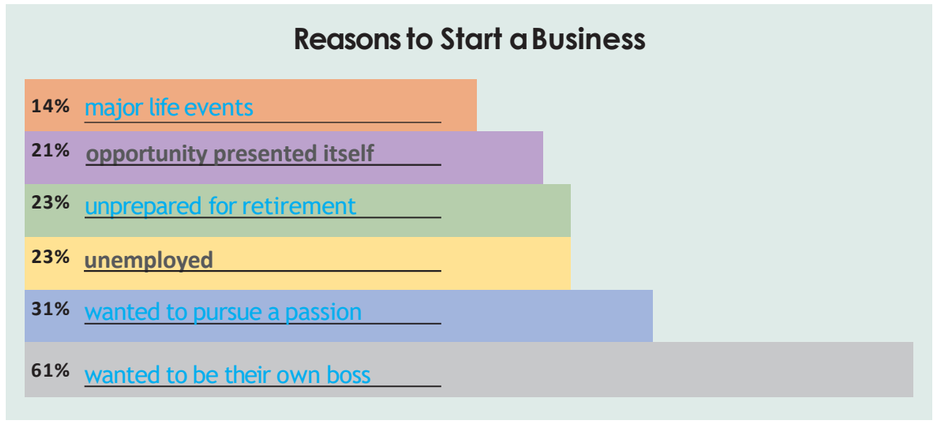
Explore the Workforce

GOAL ▶ Explore entrepreneurship

A An entrepreneur is someone who owns their own business. Why do you think someone would decide to start a business? Brainstorm ideas. Answers will vary.



B The graph shows what research says about why people started their own companies in 2022. Listen and fill in missing information.



C **Listen to the interviews again and complete the answers.** Answers may vary.

1. What type of business did she start? woodworking school for kids

   Why did she do it? **Woodworking is her passion.**

   History behind her decision? She learned how to woodwork with her dad and had always done it as a hobby. She started teaching her kids how to do it.

2. What type of business did he start? a bar

   Why did he do it? couldn't say no to the opportunity

   History behind his decision? **He loved hanging out in bars with his friends after work. The opportunity presented itself for him to buy a bar, so he did.**

3. What type of business did she start? Italian restaurant

   Why did she do it? was ready to be her own boss

   History behind her decision? She always worked in restaurants, ever since she was a little girl. Her family owned a restaurant. The recipes are family recipes.

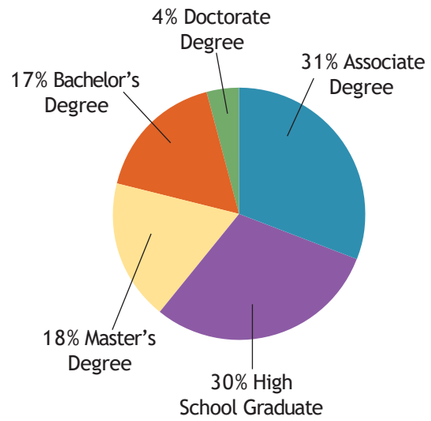
4. What type of business did he start? **landscaping business**

   Why did he do it? His wife was sick and life is too short.

   History behind his decision? He worked for a large landscaping company, so he knew the business. It was something he always wanted to do and his wife's illness gave him the push he needed.

D **Decide if each statement is true (*T*) or false (*F*) based on the pie chart.**

1. Most small business owners have a Bachelor's degree. F
2. Eighteen percent of small business owners have a Master's degree. T
3. More small business owners have a high school diploma than have a Bachelor's degree. T
4. Almost half of all small business owners have a Doctorate degree. F
5. It is important to have a college degree if you want to own your own business. F
6. An Associate degree is common for small business owners to have. T



afaq-lc.com

Listening Script

Interviewer: *You're a small business owner, correct?*
Speaker: *That's right.*
Interviewer: *So what made you decide to branch out on your own?*
Speaker: *My dad was a woodworker and taught me everything he knew. I've been woodworking as a hobby ever since I can remember. It's just not something I thought I could make money at. But when I had kids of my own and started teaching them, I thought, maybe this is something I can make a business out of…teaching woodworking to kids. I started teaching classes out of my garage on weekends and it just took off. I've never looked back.*
Interviewer: *That's amazing. Thirty one percent of people who start their own business do it because it's a passion they've always wanted to pursue. I'd say that describes you to a tee!*
Speaker: *I guess you're right!*

Interviewer: *Did you know that twenty-three percent of people are unprepared to retire and end up starting their own business?*
Speaker: *That doesn't surprise me one bit! I've met more old-timers since I started my business than I ever would've imagined. I've spent more days of my life than I can count sitting at a bar, hanging out with friends after a long day's work. I never thought I'd own one myself. But when the opportunity presented itself, I just couldn't say no.*

Interviewer: *These meatballs are delicious.*
Speaker: *Grazie. It's my grandmother's recipe. All of the recipes on the menu came from my family who live in the southern part of Italy.*
Interviewer: *So why decide to open your own restaurant?*
Speaker: *Ever since I can remember, I have worked in restaurants. From the time I was a little girl, helping my father in the kitchen. But I was never happy because I always wanted the owner to run it differently. I was finally ready to be my own boss.*
Interviewer: *That's a pretty common story. Sixty-one percent of people start their own business because they want to be their own boss, just as you said. If these meatballs are any indication of the what the rest of the food tastes like, I know your restaurant will be a huge success!*

Interviewer: *What kind of business do you own?*
Speaker: *I started my own landscaping business five years ago. Before that, I was an employee of a huge landscaping company that did work for the city.*
Interviewer: *What made you decide to start your own landscaping company?*
Speaker: *My wife was battling cancer for over 10 years. Once she got a clean bill of health from her doctor, we decided life was too short. I quit and started working for myself the next day.*
Interviewer: *Good for you! That's not the first time I've heard that a major life event is the reason people decide to go into business for themselves. In fact, fourteen percent of entrepreneurs surveyed said that a major life event is the main reason they started their own business.*

Practice 1 (*continued*)

C Listen to the interviews again and complete the answers.

Have students skim the questions and look at the type of information required. Elicit how this activity is different from **B**. (This time all the information is supplied by the interviewees / small business owners.) Depending on your students, either play the audio multiple times while they complete the activity, or pause after each speaker if preferred. At this level, avoid pausing after each piece of target information. Students should be learning to cope with longer listening activities as part of their general progress.

Evaluation 1

5–10 mins.

Go over the answers as a class. Answer any questions arising.

Workplace Focus

Exercise D: Complete tasks as assigned.

Presentation 2

10–15 mins.

D Decide if each statement is true (*T*) or false (*F*) based on the pie chart.

Have students complete the task individually. Then go over the answers as a class.

Practice 2

5-10 mins.

E Work with a partner and make statements like the ones in D. Have your partner guess if they are true or false.

Evaluation 2

5-10 mins.

Go over the answers to **D** and **E** as a class.

Workplace Focus

Exercises F, G, H, I: Complete tasks as assigned.

Presentation 3

10-15 mins.

F RANK Although owning a business is a dream come true for many people, it is not always easy. Look at the problems that small business owners face. In a group, rank them from biggest problem (5) to smallest problem (1). Your group must come to a consensus.

Review what it means to come to a consensus. Also make sure that the concept of employee retention is thoroughly understood. Allow ample time for students to work out their rankings. Bear in mind that the main value of this activity is in the negotiating and agreeing of a single ranking for each group rather than in the particular order chosen.

Practice 3

G What are some other problems that small businesses might face?

Have students work individually and then share ideas with the class. You may want to have students write full sentences with *might* for an element of grammar review here. When they have finished, have volunteers write one of their sentences on the board and have the class correct any errors.

H Small businesses look for employees with specific skills. Look at each of the skills from the graph. With a partner, discuss examples of how these skills might be valuable in the workplace.

Allow ample time for discussion in pairs. Then have volunteers share examples with the class. Discuss any interesting points arising as a class.

Evaluation 3

5-10 mins.

In **F-H**, students have to cope with group, individual, and pair work in quick succession. This provides a good opportunity to assess which students have developed the flexibility to manage all three environments, and which may be struggling with one or other. As always, look out for quiet students who may be missing opportunities to contribute or more confident students who may be dominating. Take notes to aid in future strategizing.

Application

(In shorter classes, **I** can be done as homework and the presentations given in a future lesson.)

I Choose one of the essential skills from H and prepare a small presentation for the class. Explain why this is an essential skill for an employee to have and give an example of what this employee would do or say in the workplace.

Briefly review presentation skills as a class before introducing the details of the activity. By this point in *Stand Out*, you should be able to elicit a solid list of presentation strategies from the class. (plan carefully, follow a logical order, speak clearly, make eye contact, etc.)

BEST PRACTICE

Formative assessment

Unit 7 is an ideal opportunity to monitor specifically for student awareness and application of soft skills covered in the course. Student-centered activities like negotiating a consensus and delivering a presentation can be a great aid to assessing how far students have absorbed relevant instruction into their available language and general comportment.

afaq-lc.com

E Work with a partner and make statements like the ones in D. Have your partner guess if they are true or false. Answers will vary.

F RANK Although owning a business is a dream come true for many people, it is not always easy. Look at the problems that small business owners face. In a group, rank them from biggest problem (5) to smallest problem (1). Your group must come to a consensus. Answers will vary.

_____ Taxes

_____ Competition from other similar businesses

_____ Finding good employees

_____ Government regulations

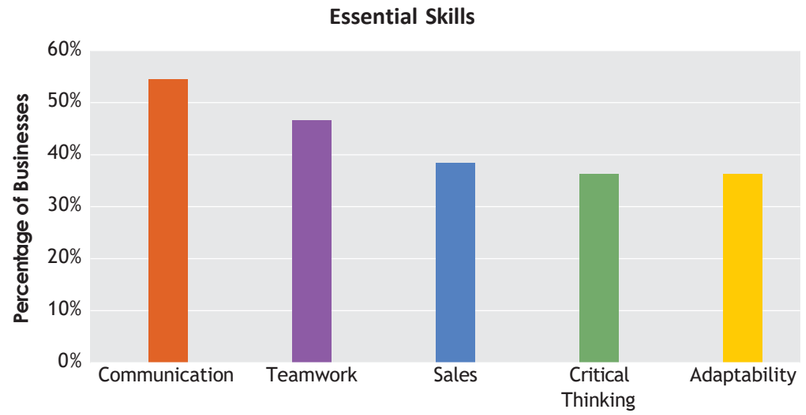
_____ Cost of insurance

_____ Employee retention

G What are some other problems that small businesses might face? Answers will vary.

1. _____
2. _____
3. _____
4. _____

H Small businesses look for employees with specific skills. Look at each of the skills from the graph. With a partner, discuss examples of how these skills might be valuable in the workplace.



Example: An employee who is a team player is important to employers. They are looking for a person who can work well with others, someone who contributes to the project.

I Choose one of the essential skills from H and prepare a small presentation for the class. Explain why this is an essential skill for an employee to have and give an example of what this employee would do or say in the workplace. Answers will vary.

Review

A **Add tags to the statements to make tag questions.**

1. She is going to ask for a promotion, isn't she?
2. We will volunteer to help them finish, won't we?
3. Ken gets to work early every day, doesn't he?
4. Her sister can't design our logo, can she?
5. They won't get that project done on time, will they?

B **List two examples of appropriate and inappropriate employee behavior.**

Answers will vary. Possible answers given.

Appropriate Employee Behavior:	Inappropriate Employee Behavior:
1. ask a coworker for help	1. smoke inside the office
2. get to work on time	2. talk to a friend on the phone

C **Use the words below to write sentences in the passive voice.**

1. new office building / build / Lynn Street

   A new office building was built on Lynn Street.

2. childcare workers / give / a raise

   The childcare workers were given a raise.

3. machines / repair / mechanics

   The machines were repaired by the mechanics.

4. computer / buy / the finance department

   The computer was bought by the finan e department.

5. reports / write / two weeks ago

   The reports were written two weeks ago.

6. package / send / express mail

   The package was sent by express mail.

D **What are two ways to politely get someone's attention? Write them below.**

Answers may vary slightly.

1. Excuse me, sir / ma'am / [name]
2. Pardon me, sir / ma'am / [name]

Learner Log

I can identify different types of workplace behavior. ☐ Yes ☐ No ☐ Maybe

I can identify workplace actions. ☐ Yes ☐ No ☐ Maybe

afaq-lc.com

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.
- ☐ Do My Dictionary.
- ☐ Evaluate and reflect on progress.

Pacing

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

Standards Correlations

CASAS: 4.4.1, 4.6.4, 4.6.5, 5.7.6, 7.3.1, 7.3.2, 7.3.4
CCRS: RI/RL7, L6, SL9, SL10
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.

Warm-up and Review 5–10 mins.

In groups, have students come up with a list of things they should do before they ask for a raise.

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 appropriate and inappropriate workplace behavior, identify workplace actions, communicate problems to a supervisor, make ethical decisions*, and *ask for a raise*.) Write all the goals from Unit 7 on the board. Show the students the first page of the unit and mention the six goals. State the goal: *Today, we will review everyth we have learned in this unit*.

Workplace Focus

Exercises A, B, C, D: Complete tasks as assigned.

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 that don't involve pair work or group work 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) 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 **Add tags to the statements to make tag questions.**

B **List two examples of appropriate and inappropriate employee behavior.**

C **Use the words below to write sentences in the passive voice.**

D **What are two ways to politely get someone's attention? Write them below.**

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

E Recall how to communicate a problem to a supervisor. Choose the best answer.

F What are the six steps to making an ethical decision? List them.

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.

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

afaq-lc.com

E Recall how to communicate a problem to a supervisor. Choose the best answer.

1. What is the first step in communicating a problem to a supervisor?
   a. Take action.
   (b.) Think about what the problem is.
   c. Offer a solution.
2. What should you do if you can solve the problem yourself?
   (a.) Take action.
   b. Ask a coworker for help.
   c. Offer a solution.
3. What should you do if you and your coworker can't solve the problem yourselves?
   a. Take action.
   b. Think about what the problem is.
   (c.) Go see your supervisor.
4. What is the first thing you should do when you talk to your supervisor?
   a. Ask for a solution.
   b. Think about what the problem is.
   (c.) Politely get his or her attention.
5. After your supervisor offers a solution, what should you do?
   a. Offer a different solution.
   (b.) Clarify what your supervisor has said by repeating it back to him or her.
   c. Take action and solve the problem.

F What are the six steps to making an ethical decision? List them.

1. Identify the ethical issue.
2. List the facts that are most relevant to your decision.
3. Identify the people who might be affected by your decision and how.
4. Explain what each person would want you to do.
5. List three different decisions you could make and what the outcomes would be.
6. Decide what you will do.

Learner Log

I can communicate problems to supervisors. ☐ Yes ☐ No ☐ Maybe

I can make ethical decisions. ☐ Yes ☐ No ☐ Maybe

Review

G **Read the situation. Based on the steps you wrote in F, what would you do?**
Answers will vary.

You work in a restaurant and notice that your coworker is taking food off of the customers' plates before they are served—a french fry here, a carrot there. You know that your coworker is supporting a very large family and doesn't have enough money to feed everyone. What would you do?

H **You read 10 suggestions on how to ask for a raise. List them in your own words.**
Answers may vary.

1. Make yourself valuable to the company.
2. Research what other people in your field are getting paid.
3. Focus on what you can do for your company.
4. Talk to HR to understand your company's policy on raises.
5. Choose the right moment to ask for a raise.
6. Be ready with prepared answers to difficul questions.
7. Role-play the conversation with a friend or coworker.
8. Ask for a formal meeting with your boss.
9. Illustrate what you have done for the company clearly before asking for the raise.
10. Negotiate if the answer is "No."

I **Can you think of synonyms for these words? Use a dictionary if you need help. Synonyms are words that have the same or similar meanings.**
Answers will vary. Sample answers given.

problem—*difficulty, hard time*

solution—*answer, explanation*

fact	actuality
decision	resolution
rehearse	practice
illustrate	explain, demonstrate
contributions	participation, donation

Learner Log

I can ask for a raise.
☐ Yes ☐ No ☐ Maybe

afaq-lc.com

Practice (*continued*) 25-30 mins.

Workplace Focus

Exercises G, H, I: Complete tasks as assigned.

G **Read the situation. Based on the steps you wrote in F, what would you do?**

H **You read 10 suggestions on how to ask for a raise. List them in your own words.**

I **Can you think of synonyms for these words? Use a dictionary if you need help. Synonyms are words that have the same or similar meanings.**

Evaluation 45-60 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

Learner Logs

Learner Logs function to help students in many different ways.

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

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, 4.8.1, 4.8.2, 4.8.5, 5.7.6, 7.3.1, 7.3.2, 7.3.4

CCRS: W2, W4, W5, SL1, SL2, SL4, L1, L2, L5

ELPS:

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

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

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

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

Workplace Focus

Make decisions and solve problems; Collect and organize information; Combine ideas and information; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information.

In this project, students will form action committees to solve a company problem. They will create a handout explaining the process they went through to come up with their solutions.

The team project is the final application for the unit. It gives students a chance to show that they have mastered all of the Unit 7 goals.

Note: Shorter classes can extend this project over two class meetings.

Soft Skill: Collaboration
Prioritize

When prioritizing the elements of an ethical debate, gut feelings and an instinct for what is right and wrong can play a large part, but equally, they can hamper a collective decision-making process since instinctive opinions are unlikely to change without additional information. This means it is important for teams to base decisions on as much concrete thought as possible about the situation, the responsibilities involved, and the potential consequences of different courses of action. The steps in **Lesson 4B** should help with this.

However, if teams still seem to be stuck in a polarized, 'gut feeling' debate, guide them toward formulating a series of precise 'What if' questions about specific aspects of the situation. This can be done at group level or as a class. Example questions for this project might be:

1. What will happen if the safety concerns are ignored?
2. If there are delays, what effect will these delays have on the company's reputation? Its market share?
3. If contracts are lost, what will be the effect on jobs? On the community?

Encourage teams to examine these and similar questions and then weigh the pros and cons of each course of action in light of their conclusions.

Note: If students are comfortable with the required grammar, have them form their 'What if' questions in the 2nd conditional.

1. Form a human resources action committee of four or five students. Choose positions for each member of your team.

Have students decide who will lead each step as described on the student page. Provide well-defined directions on the board for how teams should proceed. Explain that all the students do every step as a team. Teams shouldn't go on to the next stage until the previous one is complete.

2. Carefully read the problem.

Once groups have read the problem, go over it as a class to make sure everyone understands it.

3. Use the steps for making an ethical decision from Lesson 4 as you consider each possible solution.

4. Make a final decision.

5. Create a handout explaining the process you went through to come up with your decision.

If possible, when students have finished creating their handouts, make copies for everyone in the class or at least one per group.

Optional Computer Activity: Students may want to use the computer to create their handouts.

6. Report your final decision to the class.

Help teams prepare for their presentations. Suggest that each member choose a different part of the handout to present.

afaq-lc.com

Solve a Company Problem

SOFT SKILL ▸ Collaboration

In a team, you will solve a company problem as an action committee and create a handout for the class.

1. Form a human resources action committee of four or five students. Choose positions for each member of your team.

Position	Job Description	Student Name
Student 1: **Human Resources Director**	Check that everyone speaks English and participates.	
Student 2: **Secretary**	Take notes and write information for handout.	
Student 3: **Designer**	Prepare final handout.	
Students 4/5: **Spokespeople**	Report final decision to class.	

2. Carefully read the problem.
3. Use the steps for making an ethical decision from **Lesson 4** as you consider each possible solution.
4. Make a final decision.
5. Create a handout explaining the process you went through to come up with your decision.
6. Report your final decision to the class.

Company: RB Aerospace—Refurbishes and designs airplane interiors

Problem: A group of employees discovers that the quality of some of the parts they are using is not up to standard. They are worried that this may cause safety problems when the aircraft is in use. They have mentioned it to the quality control supervisor, but the factory is on a tight schedule and if they don't deliver this contract on time, they may lose future contracts.

COLLABORATION

Prioritize

When solving a problem, it is important to prioritize, in other words, decide what is most important. Read the problem and list each of the issues caused by the problem. Then, when coming up with a solution, decide which of these issues is the most important.

About the Photo

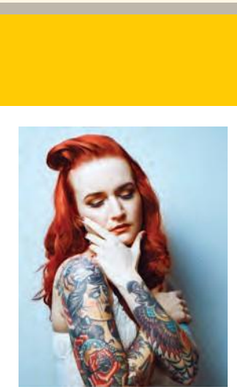
Guido Daniele is an Italian artist well known for his body painting, a technique he has been exploiting since 1990. His body art has been displayed in commercials, fashion events, and exhibitions.

In this photo we see one of his "handimals"—body painting applied to the hands. His collection of handimals includes wild animals from elephants, to iguanas, to fish, to birds, to zebras, and has been shown in many countries around the world.

- Read the title aloud and ask students what it means.
- Ask students to identify the animal in the photo. Then ask them to look carefully at the photo once again and find the hands painted in this art piece.
- Ask students if they have ever seen any body painting like this one and discuss as a class.

A What differences do you see between the two photos in this section? Discuss with a partner and take notes.

Have students work with a partner and compare the two photos. Monitor students' interactions and help them with new vocabulary as needed.





Body art by artist Guido Daniele

B Read *Body Art.*

Give students time to read the article individually. Then, have them read in small groups, taking turns reading different paragraphs. Help them with vocabulary questions, but encourage them to use the context to figure out the meaning of new words.

C Choose the best answer.

Have students answer the questions individually. Then go over their answers as a class.

D With a partner, write a job description for a body artist.

Ask students to think about the skills and experience a body artist must have. Then in pairs, have them write a job description for a body artist. Lastly, have volunteers share their responses with the class.

Reading Challenge

A. **What differences do you see between the two photos in this section? Discuss with a partner and take notes.**
Answers will vary.

- _____
- _____
- _____
- _____
- _____
- _____

Read *Body Art.*

Choose the best answer.

1. Where might you see a body artist?
   a. at a football game
   b. at a work party
   c. at a political protest
   d. all of the above
   e. none of the above
2. What do a tattoo artist and a body painter have in common?
   a. They both use paint.
   b. They both use the human body as their canvas.
   c. They both work in a studio.
   d. both a and b
   e. both b and c
3. In line 9, what do you think *hypoallergenic* means?
   a. something that is safe to put on your body
   b. a medicine you take for allergies
   c. something that won't cause an allergic reaction
   d. both a and b
   e. both a and c

D **With a partner, write a job description for a body artist.** Answers will vary.

Body Art

When someone tells you they are an artist, what do you think of? A painter? A sculptor? Perhaps a musician who plays in an orchestra? These are the things that most people think of. But there are other people who call themselves artists who do a more personal form of art.

Two unique types of artist actually create their art on a person's body. The most common body artist is a tattoo artist, who creates permanent images or words on the body using a needle that injects ink underneath the skin. But have you heard of a body painter?

Traditional artists paint on a canvas, whereas body painters use the human body as their canvas. These artists can paint an entire body or just a small part, such as an arm or leg. They create their art using non-toxic, hypoallergenic paint with their hands, sponges, brushes and airbrushes. Some artists are so good that's it's difficult to tell if the person is painted or clothed. Artist Guido Daniele, who did this body painting, is one of them. He has painted models for advertisements, commercials, and fashion events. He has also used his art to raise awareness for endangered species.

Body painting is an ancient art form. Indigenous people used to paint themselves in order to worship gods. This practice still occurs using natural pigments such as clay, chalk, ash, and cattle dung. It is thought that painting the body will help moderate body heat or protect the skin from insect bites. In modern society, body painting appeared in the late 1950s as part of the Performance Art Movement, where live bodies would be painted as part of a show. Today, in addition to fine art exhibits, you can find body painters at music festivals or sporting events. Sometimes, you'll see bodies painted at political protests, where people are trying to get the attention of the media and people passing by. More commonly, body painters work at private events, such as corporate gatherings or children's birthday parties.

CASAS FOR READING

0.1.5, 4.1.3

CCRS FOR READING

RI/RL7, RI/RL9, RI/RL10, RI8, RI11, RI12, W/WHST6, W/WHST7, W/WHST8, W/WHST9, W/WHST10, W/WHST11, W/WHST12, SL8, SL9, SL10

READING STRATEGIES

Group Reading

Giving students the opportunity to read together in small groups improves both their reading and language abilities. It creates a relaxed class environment, which in turn makes it more comfortable for students to speak, listen, and learn to read. Teachers can ask students to take turns reading paragraphs or smaller sections of the text. They can also have students write down vocabulary and expressions that they are unfamiliar with and discuss within their groups.

afaq-lc.com

8 Civic Responsibility



About the Photo

In this photo tourists walk around the Martin Luther King, Jr. Memorial in West Potomac Park, Washington, D.C. Martin Luther King, Jr. was a leader in the African-American Civil Rights Movement during the 1950s and 1960s. He was recognized for his work to end racial segregation and promoting racial equality in the US. King was assassinated on April 4, 1968. He is remembered by a national holiday on the third Monday of January every year. He became the first private US citizen to be commemorated in this way.

- Ask students to look at the photo while you read the title out loud.
- Ask students what they think *civic responsibility* means. Discuss as a class.
- Have students answer the questions and share their answers with the class.
- Go over each unit outcome as a class.

Life Skills Focus

In this unit, students will learn how to interpret civic responsibilities and identify the roles they can play within their communities. Students will also learn how to interpret the electoral process.

UNIT OUTCOMES

- Interpret civic responsibilities
- Apply for a driver's license and respond to a jury summons
- Communicate opinions about a community problem
- Interpret the electoral process
- Write and give a speech
- Explore law-related careers

Look at the photo and answer the questions.

1. What type of place is this?
2. Who are the people walking around it? Why are they there?
3. What do you know about Martin Luther King, Jr.?

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 learn about careers related to the law, both those that require a full legal education and those that can be accessed with an Associate degree or less.
- On the Team Project page, students practice the soft skill of active listening as they complete the project.
- Digital Literacy Tips in lessons focus on getting a driver's license and dealing with a jury summons online.

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
• Interpret civic responsibilities • Apply for a driver's license and respond to a jury summons • Communicate opinions about a community problem • Interpret the electoral process • Write and give a speech	• Passive modals	• Civics • Electoral process • Political issues • Sequencing: Transition words	The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: • Community workers • Community buildings and places • Civics and government • Bill of Rights • Rights and freedoms	Lesson 1: 0.1.2, 0.1.5, 1.9.2, 5.6.3 Lesson 2: 0.2.2, 1.9.2, 5.6.3 Lesson 3: 0.1.5, 5.6.1, 7.3.1, 7.3.2, 7.3.4, 7.7.4 Lesson 4: 0.1.2, 0.1.5, 5.1.1, 5.1.2, 5.1.4, 5.1.6, 7.4.4, 7.4.8, 7.7.3 Lesson 5: 0.1.2, 01.5, 5.1.4, 5.1.6, 7.3.1, 7.3.2 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 6.7.4 Review: 0.1.2, 0.1.5, 1.9.2, 5.6.3, 7.3.1, 7.3.2 Team Project: 0.1.2, 0.1.5, 4.8.1, 4.8.2, 4.8.5, 5.1.4 Reading Challenge: 0.1.2, 0.1.5, 5.1.4, 7.3.1, 7.3.2, 7.4.4, 7.7.3	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. S9: Create clear and coherent level appropriate speech and text.	RI/RL6, RI/RL7, RI6, RI11, RI12, RI/RL9, RI/RL10, W/WHST6-12, SL8, SL9, SL10, SL11, SL12, L6, L8, L11, L12, W7, W9, W10

afaq-lc.com

LESSON 1

Solving Problems

GOAL ▶ Interpret civic responsibilities

A IDENTIFY **Why are these things important? Complete the sentences below.**











car registration	driver's license	jury summons	taxes	ticket

1. A driver's license permits you to drive a car.
2. Taxes help pay for government programs.
3. A car registration shows that you have paid to register your car with the state.
4. A ticket indicates that you have broken a traffic law.
5. A jury summons notifies you that the court needs you to appear for jury selection.

afaq-lc.com

At-a-Glance Prep

Goal: Interpret civic responsibilities
Academic Strategy: Focused listening
Vocabulary: *civic responsibility, permit, jaywalking, public transportation, jury summons*

Agenda

- ☐ Understand and identify civic responsibilities.
- ☐ Learn about getting a driver's license.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.9.2, 5.6.3

CCRS: RI/RL7, RI/RL6, RI/RL9, RI/RL10, W/WHST6, W/WHST7, W/WHST8, W/WHST11, W/WHST12, SL8, SL9, SL10

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.

Ask students to recall what they learned in the last two units about jobs and the workplace. Have them make a list of the most important things they learned.

Introduction 5–10 mins.

Ask students to raise their hands to get an idea of the number of students who could answer *yes* to the following questions: *How many of you drive a car? How many of you have a driver's license? How many of you vote?*

State the goal: *Today, we will interpret civic responsibilities.*

Workplace Focus

Exercise A: Complete tasks as assigned.

Presentation 1 5 mins.

Write *driver's license*, *vote*, and *pay taxes* on the board. Ask students what these things have in common. Ask them if they can add any others to the list. Go over the instructions to **A** with students by focusing their attention on the photos and the vocabulary box.

Practice 1 10–15 mins.

A IDENTIFY **Why are these things important? Complete the sentences below.**

Evaluation 1 5 mins.

Go over the answers as a class.

Instructor's Notes

Workplace Focus

Exercise C: Collect and organize information;
Exercise D: Combine ideas and information.

Presentation 2

5–10 mins.

B SUMMARIZE A group of students from all over the country is attending a workshop about civic responsibility in the United States. Read their conversation and see if you can define *civic responsibility* with your teacher.

Ask five volunteers to take one of the characters' roles in the conversation and read the conversation to the class. Then, as a class, write a definition for *civic responsibility*.

Practice 2

10–15 mins.

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

C What five situations do the students mention?

Put students in small groups to find the five situations discussed in the conversation.

D REFLECT Can you think of other situations you have had to deal with in the United States that are related to civic responsibility? Write them.

Have students continue to work in their groups to complete this activity.

Evaluation 2

5–10 mins.

Have each group report to the class. Make a list on the board of all the responsibilities mentioned.

BEST PRACTICE

Civic responsibility

Explain to students that *civic responsibility* consists of the duties or obligations of people living in a country that are for the benefit of everyone else. This can include volunteer work, protecting the environment, voting, paying taxes, and even obeying traffic rules. Stress that students need to learn what their new civic responsibilities are as they might be significantly different than in their native countries.

Life ONLINE

In the US, it is customary for individuals to conduct official business with governmental offices online. Some examples of transactions that can be done online are filing ta es, responding to a jury duty summons, registering a vehicle, and submitting immigration requests. Lead a conversation about this topic and share with students examples of tasks that can be done online to comply with civic responsibilities. Ask them to compare your examples to official ansactions they would complete online in their home countries. Do offices commonly process paperwork online? Are there transactions that must be completed in person?

Instructor's Notes

afaq-lc.com

B SUMMARIZE A group of students from all over the country is attending a workshop about civic responsibility in the United States. Read their conversation and see if you can define *civic responsibility* with your teacher.

Bita: I never realized how difficult it would be to get adjusted to life in the United States. There are so many things to do.

Consuelo: I know. Getting a driver's license and registering my car was very complicated.

Ranjit: In New York, we have good public transportation, so I don't have to worry about a car. But I did get a jury summons the other day, and I didn't know what I was supposed to do with it.

Ricardo: I got one of those last year and I couldn't understand it, so I threw it away.

Minh: You threw it away? You can't do that. You have to respond.

Bita: What about tickets? The other day, I got a ticket for jaywalking. I want to fight it, but I don't know where to go.

Ranjit: I think you have to go to court, don't you?

Minh: The most confusing thing I've had to do is pay taxes. Can't they make those forms easier to understand?

Consuelo: I agree. Last year, we paid someone to do our taxes.

C What five situations do the students mention? Answers may vary slightly.

1. getting a driver's license
2. registering a car
3. getting a jury summons
4. getting a ticket
5. paying taxes

D REFLECT Can you think of other situations you have had to deal with in the United States that are related to civic responsibility? Write them. Answers will vary.

Life ONLINE

Many of the civic responsibilities mentioned in this lesson can be taken care of online, including one of the most important, a driver's license. If you are getting a driver's license for the first time, you can fill out the application and upload the documents online. However, you will need to go to the DMV in person to take the driving test and get your picture taken. But if you are just renewing your license, you can often do everything online.

Do you know what documents you will need to upload? Visit your state's DMV website and find out.

E **Do you have a driver's license? How did you get it? Share your experience with a group of students.**

F **Bita calls Elena to ask how to get a driver's license. Listen to the conversation.**

G **With a partner, ask and answer the questions based on what you learned from the conversation.** Answers will vary. Sample answers given.

1. If I already have my driver's license from another country, do I still have to take the test?
   Yes, you'll have to take the written test and the driving test.
2. How do I prepare for the written test?
   You need to get a driver's handbook to study the rules of the road.
3. How many questions are on the test?
   In Massachusetts, the test has 25 questions.
4. How many questions do I have to get correct?
   You have to answer 18 questions correctly to pass the test.
5. What if I don't pass it the first time?
   You can retake the test.
6. Do I have to take any other tests?
   Yes, you need to take the driving test.
7. What do I need to know about the driving test? You need to make an appointment and a licensed driver must accompany you to the DMV in the car that you'll use to take the test.
8. How do I apply for the license? You have to go to the DMV website, create an account, and fill out an application online. Then you need to go to the DMV office and finish the application process in person.
9. Do I need to make an appointment to take the driving test?
   Yes, you need to make an appointment. They won't let you test without one.
10. When will they take my picture?
    They take your picture during the driver's license application process.
11. How much does it cost?
    It costs around $40.

H **Listen again. Put the steps in the correct order.**

__2__ Fill out the application online.

__6__ Take the driving test.

__4__ Take and pass the written test.

__3__ Upload your documents.

__8__ Wait for your license to arrive in the mail.

__1__ Create an account on the DMV website.

__7__ Get your picture taken.

__5__ Make an appointment to take the driving test.

I **In groups, ask and answer questions about situations related to the civic responsibilities that you listed in D.**

Student A: Have you ever gotten a ticket before?

Student B: Yes, I got one for rolling through a stop sign.

afaq-lc.com

Workplace Focus

Exercise H: Interact appropriately with team members.

Presentation 3

10-15 mins.

E **Do you have a driver's license? How did you get it? Share your experience with a group of students.**

Have students do this exercise in groups or discuss the questions as a class.

Prepare students for **F** by reading through the questions as a class.

F **Bita calls Elena to ask how to get a driver's license. Listen to the conversation.**

Play the audio once and have students answer the questions. Replay the audio if needed.

Listening Script

Elena: *Hello?*
Bita: *Hi Elena. This is Bita.*
Elena: *Hi! How are you doing?*
Bita: *I'm OK. A little busy with work and school, but I'm surviving. Hey, I was wondering if you could help me with something.*
Elena: *Of course! What do you need?*
Bita: *Well, I think it's time for me to get a driver's license. Public transportation is taking up too much of my time and I need to be able to get around faster. I've been saving up to buy a car, but I still have to get my license. And I remember the other day that you said you had gotten your license and registered your car, so I thought maybe you could give me some advice.*
Elena: *Of course!*
Bita: *Well, I already have my driver's license from Iran. Do I still have to take the test?*
Elena: *Yes, you'll have to take the written test and the driving test. Only people from other states in the United States can get the driving test waived.*
Bita: *Got it. So what should I do first?*
Elena: *First you need to go online and create an account on the DMV website. Then you can fill out the online application. Once you've done that, you can make an appointment to take your written test.*
Bita: *OK, so how do I prepare for the written test?*
Elena: *First, you need to get a driver's handbook to study the rules of the road for the written test. You can order one through the DMV website, or you can download a copy. I can send you the link to download it after we speak.*
Bita: *How many questions are on the test?*
Elena: *Here, in Massachusetts, the test has 25 questions.*
Bita: *How many questions do I have to get correct? And what if I don't pass it the first time?*
Elena: *You have to answer 18 questions correctly to pass the test. But if you don't pass the first time, you can retake the test.*
Bita: *OK. What about the driving test?*
Elena: *First, you need to make an appointment. They won't let you test without one. Second, a licensed driver must accompany you to the DMV in the car that you'll use to take the test.*
Bita: *And then they test me on my driving skills?*
Elena: *Yep.*
Bita: *That should be easy. I've been practicing with my brother for over a year. So, how do I apply for the license?*
Elena: *Go to the DMV website, create an account, and fill out an application online. You're going to get a confirmation number in your email.*
Bita: *OK, so what do I have to do next?*
Elena: *Then, you'll have to go to the DMV office and finish the application process in person. There you have to pay the application fee, take the written test, take a vision exam, show them proof of your social security number and your date of birth, give them your thumbprint, and have your picture taken.*
Bita: *How much does that cost?*
Elena: *It's around $40.*
Bita: *OK, I think I can do this.*
Elena: *I know you can. Good luck! Call me and let me know how it goes.*
Bita: *I sure will. Thanks a lot, Elena!*
Elena: *Anytime.*

Practice 3

15-20 mins.

G **With a partner, ask and answer the questions based on what you learned from the conversation.**

H **Listen again. Put the steps in the correct order.**

Evaluation 3

10-15 mins.

Ask students to share the answers from **G.** Go over the steps in **H.** If needed, play the audio again, pausing at each step.

Application

10-15 mins.

I **In groups, ask and answer questions about situations related to the civic responsibilities that you listed in D.**

Go over the example. Then have students work in groups to talk about civic responsibilities.

At-a-Glance Prep

Goal: Apply for a driver's license and respond to a jury summons

Academic Strategies: Active reading, using context clues

Vocabulary: *seizures, unconsciousness, mental disability, fair trial, jury, judge, jury selection, accused of a crime, case, qualifi ations, disqualify*

Agenda

- ☐ Fill out a driver's license application.
- ☐ Explain in a chart how to get a driver's license.
- ☐ Understand jury summons vocabulary.
- ☐ Fill out a jury summons.

Pacing

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

Standards Correlations

CASAS: 0.2.2, 1.9.2, 5.6.3

CCRS: RI/RL6, RI/RL7, RI/RL9, RI/RL10, SL8, SL9, SL10, SL11, SL12, L8, L11, L12

ELPS:

S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.

S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 5-10 mins.

Quiz students on the procedures they learned in the previous lesson by asking them to take out a sheet of paper and write down answers to the following questions:

1. *If you already have your driver's license from another country, do you still have to take the test?*
2. *How do you prepare for the written test?*
3. *How many questions are on the test?*
4. *How many questions do you have to get correct?*
5. *What can you do if you don't pass it the first time?*
6. *How do you apply for a license?*
7. *Do you need to make an appointment to turn in your application?*
8. *What do you have to do when you turn in your application?*
9. *How much does it cost?*

Introduction 5-10 mins.

Write *jury duty* on the board. See if students can explain this term to you. Ask if any students have had experience with jury duty or received a jury summons in the mail. State the goal: *Today, we will continue learning about applying for a driver's license by filling out an application. Then we will learn what to do when we receive a jury summons in the mail.*

Focus students' attention on the application and go over each section with them as they fill it out.

Workplace Focus

Exercise A: Complete tasks as assigned.

Presentation 1 10-15 mins.

A Marco is getting his driver's license for the first time. He filled out his application online. Read and answer the questions that follow.

Have students complete the activity individually and then go over the answers and the application form as a class.

Practice 1 10-15 mins.

B Marco made some mistakes on his application. Read the statements and correct the application for him.

Have students make their corrections in **A** individually, then go over the answers as a class.

afaq-lc.com

LESSON 2

A Driver's License and Jury Duty

GOAL ▶ Apply for a driver's license and respond to a jury summons

A Marco is getting his driver's license for the first time. He filled out his application online. Read and answer the questions that follow. Answers will vary.

I am: Applying for the first time (Edit) — Real-ID Compliant: Yes (Edit)

PERSONAL INFORMATION

Name: Marco Rivera (Edit) — Date of Birth: 2/27/2003 (Edit)

Home Address: 6798 Orlena Street, Chicago, IL 60018 (Edit)

Mailing Address: 6798 Orlena Street, Chicago, IL 60018 PO Box 2645, Chicago, IL 60018 (Edit)

Sex: Male (Edit) — Eye Color: Brown (Edit) — Hair Color: Brown (Edit)

Height: 5 feet 10 inches 5 feet 11 inches (Edit) — Weight: 140 pounds (Edit)

Social Security Number: xxx-xx-6723 (Edit)

MY HISTORY

Medical Conditions: None (Edit)

Previous Names: None (Edit)

Veteran: No Yes (Edit)

ORGAN DONATION

Be an Organ Donor: Yes No (Edit)

1. What is the difference between a home address and a mailing address? Why is this important?
2. What is an organ donor?
3. Why is it important to have a social security number?
4. What is a Real ID?

B Marco made some mistakes on his application. Read the statements and correct the application for him.

1. Marco gets his mail at: PO Box 2645, Chicago, IL 60018
2. He is 5'11".
3. Marco was in the military for four years.
4. He does not want to donate his organs.

C **Bita and Ranjit are talking about jury duty in the United States. Read their conversation.**

Bita: Ranjit, I just got my new driver's license in the mail!

Ranjit: Congratulations, Bita! That's wonderful.

Bita: What are you looking at?

Ranjit: Oh, I just got a jury summons. Can you tell me what I'm supposed to do with it?

Bita: Sure. I've had at least three of them.

Ranjit: What are they about, anyway?

Bita: Well, in the United States, anyone accused of a crime has the right to a fair trial, which means a judge and a jury of their peers get to listen to the case and make a decision.

Ranjit: Oh, I get it. So, can anyone be on a jury?

Bita: No, you have to meet certain qualifications.

Ranjit: Like what?

Bita: First of all, you have to be a US citizen and a resident of the county or city where the trial is taking place. Also, you have to be able to understand and speak enough English to participate in the jury selection and the trial.

Ranjit: Well, I think I can speak and understand enough English, but I'm not a citizen yet. Does that disqualify me?

Bita: I'm afraid so.

Ranjit: Darn. It would be interesting to participate in a trial. So, what do I do with this form?

Bita: There should be a series of *yes* / *no* questions on it. Answer them truthfully. Then explain why you are not qualified to participate. Some people who are citizens can be excused for other reasons, like financial hardship, medical conditions, or being older than 65. So, fill out the form and send it back or do it online.

Ranjit: That's it?

Bita: That's it. Easy, huh?

D **INFER** **Discuss the terms with your teacher. Try to figure out their meanings using the conversation in C.**

accused of a crime	fair trial	judge	jury	jury selection	qualifications

afaq-lc.com

Evaluation 1

10-15 mins.

Go over the answers to **B** as a class and answer any questions arising.

Workplace Focus

Exercise D: Interpret and communicate information.

Presentation 2

5-10 mins.

C **Bita and Ranjit are talking about jury duty in the United States. Read their conversation.**

Choose two volunteers to read the conversation out loud. Ask students questions about the content of the conversation.

Practice 2

10-15 mins.

D **INFER** **Discuss the terms with your teacher. Try to figure out their meanings using the conversation in C.**

Allow time for students to try to work out the meanings on their own before you begin a class discussion.

Have students read the conversation and underline any other unfamiliar words or phrases. Have them work out their meanings.

Evaluation 2

10-15 mins.

Go over the meanings of unfamiliar words and phrases.

BEST PRACTICE

Learning in context

Context is very important in learning unfamiliar words and phrases. *Context* is simply parts of a written statement that precede or follow a specific word or phrase. The meaning of a word can change dramatically depending on its context. It is important for students to work on acquiring meaning from context. It is a natural way to build vocabulary. Students will not always have a dictionary at hand.

Teachers can teach students to focus on context by asking them to look for clues within the sentence that suggest the word or phrase's meaning. Having students analyze parts of speech also helps.

Teachers can also teach students to learn by making connections. This means trying to link the words or phrases to something familiar or relevant. This also helps students with the retention of new vocabulary.

Instructor's Notes

Workplace Focus

Exercise F: Complete tasks as assigned; Combine ideas and information.

Presentation 3

10-15 mins.

E Read the partial jury summons with your teacher.

Take students through the jury summons step-by-step.

Practice 3

15-20 mins.

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

Have students practice asking and answering the eight *yes / no* questions on the juror qualification form with at least three other students. Demonstrate for them first by asking a volunteer the first two questions.

F Fill out the jury summons in E with your personal information. What should you do with this form when you have filled it out?

G Listen to each person. Choose if they are eligible for jury service. To be eligible, questions 1–4 in E must be marked *yes* and questions 5–8 should be marked *no*.

Play the audio for Juror 1 and have students just listen for a general idea of eligibility. Then play Juror 1 again and have students listen for the answers to the yes / no questions on the form in **E**.

Agree as a class whether the person is eligible or not.

Depending on your class, either play the audio once or twice through for Juror's 2-4 and have students decide on their eligibility OR continue to work through the audio one juror at a time.

Listening Script

1. *I was born in the United States and English is my first language. I live in Pierre, South Dakota, and am a 17-year-old high school senior.*
2. *I am from Mexico and came here 2 months ago. I am hoping to become a US citizen one day.*
3. *I was born and raised in Baltimore and came here to raise my family in Los Angeles. I used to be in the military, but now I am going to school to become a police officer. I currently teach high school math.*
4. *I am a native of Wisconsin, living in Madison, working as a legal clerk at a local law firm.*

Evaluation 3

5-10 mins.

Go over the answers as a class. Note that there is a lot of intensive listening in these two activities. Use student performance for formative assessment of the class's progress in this skill. If intending to play all the audio at once, monitor for signs of stress or overload and be prepared to switch to playing in sections if it seems necessary.

Application

10-20 mins.

Have students close their books. Write the following chart on the board.

	Requirements
To get a driver's license	
To be on jury duty	

Have students work in teams to complete the chart based on what they have learned in this lesson and the previous lesson.

Life ONLINE

Students may not be familiar with a jury duty summons or the steps that need to be followed should they receive a summons. Guide a conversation about the topic and emphasize that it is responding to a summons (be it to postpone service or request an excuse) is mandatory, not optional. Explain that the summons will indicate what the recipient must do to respond, and that in many states the response can be submitted online.

afaq-lc.com

E Read the partial jury summons with your teacher.

JURY SUMMONS

You are required to register using the telephone within five days of receipt of this summons. If you cannot serve, complete steps 1, 2, and 3 below.

Section A- Affidavit

STEP 1 – Answer the following questions by completely filling in the appropriate circle. (circle ●) (Incorrect ⊗ ⃠ ⦿) Use Black or Blue Ink, only.

	YES	NO
1. I am a citizen of the United States. ..... If not, I am citizen of: _____	○	○
2. I am able to read and understand basic English.	○	○
3. I am a resident of the County of Los Angeles.	○	○
4. I am at least 18 years of age.	○	○
5. I have been convicted of a felony and am currently on parole.	○	○
6. I am on active military duty and not living in this state.	○	○
7. I am a peace officer.	○	○
8. I am currently incarcerated in prison or jail.	○	○

STEP 2 – Complete Juror Information

Juror Name: _____ Age: _____

Telephone Home / Work: _____ Cell: _____

Email: _____ Emergency Contact: _____ Contact Phone: _____

STEP 3 – Juror or Respondent Signature

It is perjury to falsify any information on this form. Perjury is a felony punishable by up to four years in state prison. I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Sign _____ Date _____

Sign and date. Unsigned documents are not valid by law.

F Fill out the jury summons in E with your personal information. What should you do with this form when you have filled it out? Answers will vary.

Note: If the information is too personal, just invent the answer.

Life ONLINE

If you receive a jury summons in the mail, you MUST respond to it, even if you are not eligible to serve. Most states have an online portal where you can submit your summons, postpone your service, or submit a request for excuse.

G Listen to each person. Choose if they are eligible for jury service. To be eligible, questions 1–4 in E must be marked *yes* and questions 5–8 should be marked *no*.)

1. Juror 1	a. yes	(b.) no	2. Juror 2	a. yes	(b.) no
3. Juror 3	(a.) yes	b. no	4. Juror 4	a. yes	(b.) no

LESSON 3

Problems in Your Community

GOAL ▶ Communicate opinions about a community problem

A **Look at the photos and identify what these community problems might be.**









B **SOLVE** **List the problems. Discuss some possible solutions for each with a partner. Write one solution for each problem.** Answers will vary. Possible answers given.

Problem	Solution
1. graffi	repaint / remove
2. trash / littering	community clean-up programs
3. traffic	improve public transportation
4. bad roads	repair / repave

afaq-lc.com

At-a-Glance Prep

Goal: Communicate opinions about a community problem

Academic Strategy: Writing an email to a local offici

Vocabulary: *graffiti, garba , overcrowded freeway, gang, street corner, local offici , facts, anecdotes*

Agenda

- ☐ Identify common community problems.
- ☐ Identify solutions to community problems.
- ☐ List problems in your community and possible solutions.
- ☐ Write a business email.

Pacing

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

Standards Correlations

CASAS: 0.1.5, 5.6.1, 7.3.1, 7.3.2, 7.3.4, 7.7.4

CCRS: W/WHST6, W/WHST7, W/WHST8, W/WHST9, W/WHST10, W/WHST11, W/WHST12, SL8, SL9, SL10

ELPS:

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

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

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

Warm-up and Review 5–10 mins. ■■■

Review the jury summons process with students by calling on them to explain what to do if they receive a jury summons in the mail. If they don't give you enough information, ask for more. (Pretend you don't understand the process.)

Introduction 5–10 mins. ■■■

Ask students: *What are some problems in your community that you you think should be solved?* Write the problems that they mention on the board. State the goal: *Today, you will come up with solutions for different community problems and writing a business email to a local official.*

Workplace Focus

Exercise A: Complete tasks as assigned;
Exercise B: Collect and organize information.

Presentation 1 10-15 mins. ■■■

A **Look at the photos and identify what these community problems might be.**

Discuss the photos as a class and list the four problems on the board. Ask students if they have any of these problems in their communities.

Practice 1 10-15 mins. ■■■

B **SOLVE** **List the problems. Discuss some possible solutions for each with a partner. Write one solution for each problem.**

Depending on your students, either allow a free choice of solutions from those discussed, or have pairs negotiate to an agreed choice of the best solution they thought of. If choosing the latter approach, briefly review the language of negotiation and polite disagreement from earlier units before starting the activity.

Instructor's Notes

C **Share your solutions with the class. Vote on the best solution for each problem.**

Evaluation 1

5 mins.

Take advantage of this session for formative assessment of presentation skills. Monitor presentation of solutions for ease and clarity of delivery, use of introductory and transitional phrases, etc. Take notes on areas for class review at a later time.

Workplace Focus

Exercise E: Collect and organize information; Interact appropriately with team members.

Presentation 2

5-10 mins.

D **Imagine you are meeting with a government official in your community. Practice the conversation.**

Ask volunteers to read the conversation out loud. Then have all of the students read the conversation out loud with a partner. Ask if students think these are good solutions.

Practice 2

10-15 mins.

E **What are some problems in your community? Work in a group to make a list. Then come up with two possible solutions for each problem.**

BEST PRACTICE

Making suggestions

Activities that ask students to make suggestions in groups give students more opportunities to participate and practice their language skills. Initially, students may be reluctant to express their opinions. This could be shyness or simply not knowing how to initiate their suggestion.

Present students with expressions they can use to make suggestions, such as the ones below:

How about / what about verb + *ing*? *How about asking our neighbors for help.*

Why not + base form? *Why not ask volunteers for help?*

Why don't + base form? *Why don't we collect some money for the homeless people?*

Let's *Let's research this issue on the internet.*

Could / Couldn't *We could ask our teachers for advice. / Couldn't we write a report on this issue?*

Instructor's Notes

afaq-lc.com

C **Share your solutions with the class. Vote on the best solution for each problem.**

D **Imagine you are meeting with a government official in your community. Practice the conversation.**

Official: What do you think one of the biggest problems in our community is?

Resident: I think the biggest problem is the number of homeless people who sleep on the street.

Official: Do you have any ideas about how to solve the problem?

Resident: Actually, our neighborhood came up with two ideas. One, we would like to spend our tax dollars to build a bigger homeless shelter. And two, we would like to put a community group together to tell the homeless people about the shelter and take them there if necessary.

Official: Those are two great ideas. I'll bring them up at our next council meeting.

E **What are some problems in your community? Work in a group to make a list. Then come up with two possible solutions for each problem.** Answers will vary.

Problem	Solution
1.	1. 2.
2.	1. 2.
3.	1. 2.

F **With a partner practice the conversation in D again. This time, substitute the information you wrote in E for the underlined information.** Answers will vary.

G **BRAINSTORM** **Prepare to write a formal business email to your city council member about a problem in your community. Choose one of the problems that you have discussed with your group or a different problem in your community. Fill out the information.** Answers will vary.

Name of city council member (research online): _____

_____

Email address of city council member: _____

Subject of email: _____

Problem: _____

_____

_____

_____

Facts or what you have observed: _____

_____

_____

_____

Suggested solutions: _____

_____

_____

_____

Request for a reply: _____

_____

_____

H **Using the information in G, write a draft email to your city council member.** Answers will vary.

afaq-lc.com

Practice 2 (*continued*)

Workplace Focus

Exercise F: Interact appropriately with team members.

F **With a partner practice the conversation in D again. This time, substitute the information you wrote in E for the underlined information.**

Prepare students to practice this conversation by showing them how to substitute their own ideas for the ones given in the conversation.

Evaluation 2

10-15 mins.

Ask volunteers to perform the conversations for the class.

Workplace Focus

Exercise G: Complete tasks as assigned; Collect and organize information;
Exercise H: Combine ideas and information.

Presentation 3

5-10 mins.

Go through each item in **G** and ask students why this information is important to include in a business email to a local official. Make sure they understand what to write in each section.

Practice 3

15-20 mins.

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

G **BRAINSTORM** **Prepare to write a formal business email to your city council member about a problem in your community. Choose one of the problems that you have discussed with your group or a different problem in your community. Fill out the information.**

Evaluation 3

15-20 mins.

Walk around the classroom and help students as needed.

Application

10-20 mins.

H **Using the information in G, write a draft email to your city council member.**

Always review and help students with any 'live' material destined for use or receipt outside the classroom. Set students up for success wherever possible. Tactfully, have them remove or replace any language that may come across as having an inappropriate tone in an email.

Instructor's Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

At-a-Glance Prep

Goal: Interpret the electoral process
Academic Strategies: Active reading, reading a flowchart, writing a paragraph
Vocabulary: *elected position, step down, term, ballots, announce*

Agenda

- ☐ Understand and describe the electoral process.
- ☐ Learn voter requirements.
- ☐ Register to vote.
- ☐ Write about the electoral process.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 5.1.1, 5.1.2, 5.1.4, 5.1.6, 7.4.4, 7.4.8, 7.7.3

CCRS: RI/RL7, RI/RL9, RI/RL10, RI6, RI11, RI12, W/WHST6, W/WHST7, W/WHST8, W/WHST9, W/WHST10, W/WHST11, W/WHST12, W7, W9, W10, SL8, SL9, SL10, L8, L11, L12

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.

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

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. ■■■

Ask students how they felt about drafting an email to a local official. Take a poll and see how many students would feel comfortable sending their email. Ask how many students would write another email in the future and actually send it.

Introduction 5-10 mins. ■■■

Ask students who the president is. Ask students who the vice president is. Ask students how these people got chosen to lead our country. State the goal: *Today, you will learn about the electoral process and how to register to vote.*

Presentation 1 10-15 mins. ■■■

Have a brief discussion about local elections and what happens in a community when elections are coming up, such as ad campaigns, voter registration drives, and so on.

A Read a conversation between students about local elections. Do you agree with them? Why is it important to understand the electoral process?

Have students read the conversation silently. Then call on two students to read the conversation out loud. Answer any questions students have about the conversation.

B Read the flowchart and discuss it with your classmates and teacher.

Point out the change in direction (from bottom to top) in the third column of the flowchart. Stress the importance of following number labels and arrows in flowcharts, infographics, etc.

Instructor's Notes

afaq-lc.com

LESSON 4

Elections

GOAL ▶ Interpret the electoral process

A Read a conversation between students about local elections. Do you agree with them? Why is it important to understand the electoral process?

Norman: Elections for mayor are coming up here in New York. Have any of you participated in an election before?

Lucia: I haven't. I just became a US citizen last year, so I will finally get to vote in this election.

Ricardo: So, if we're not citizens, we don't need to pay attention to the elections, do we?

Lucia: Oh, I disagree. Even when I wasn't a citizen, I participated in town meetings.

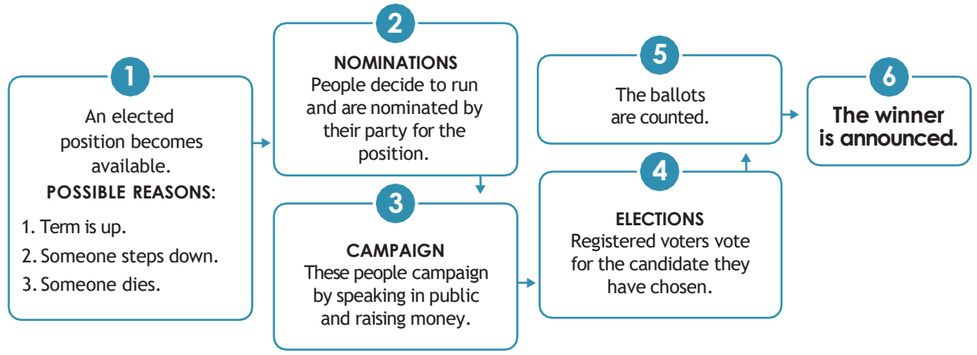
Tarek: Why?

Lucia: Because I live in this community just like everyone else, and I want my voice to be heard.

Norman: I agree with you, Lucia. I think it's important that we voice our opinions on local issues in our community. I've been listening to the candidates' speeches to see who I would vote for. But I don't really understand how the election process works.

Lucia: Let's look at the chart our teacher gave us.

B Read the flowchart and discuss it with your classmates and teacher.



C **Work with a partner. One of you should explain the words in the box. The other partner should then explain the electoral process using these words. Switch roles when you have finished.**

ballots	elected	party	position	term	to announce	to step down

D **Choose the best answer to each question about the electoral process.**

1. When does an elected position become available?
   a. when someone's term is up
   b. when someone steps down
   c. when someone dies
   d. all of the above
2. Who nominates people to run for office?
   a. their friends and family
   b. their political party
   c. their teachers
   d. the previous elected official
3. What does it mean to campaign?
   a. vote
   b. make posters
   c. speak in public and raise money
   d. count the ballots
4. When is the winner announced?
   a. before the elections
   b. after the nominations
   c. after someone dies
   d. when all the ballots have been counted

E **SUMMARIZE** **Write a paragraph about the electoral process. Use some of these sequencing transitions in your paragraph.** Answers will vary.

After that,	Finally,	In conclusion,	Next,	Thirdly,
At the next stage,	First of all,	In summary,	Secondly,	

afaq-lc.com

Practice 1 (*continued*) 10-15 mins.

Workplace Focus
Exercise C: Complete tasks as assigned; Interact appropriately with team members.

C **Work with a partner. One of you should explain the words in the box. The other partner should then explain the electoral process using these words. Switch roles when you have finished.**

Evaluation 1 5 mins.
Observe students as they work. Ask a few volunteers to explain the electoral process.

Workplace Focus
Exercise D: Complete tasks as assigned.

Presentation 2 1 min.
Explain the instructions to **D**.

Practice 2 5-10 mins.
(Shorter classes can do this exercise for homework.)

D **Choose the best answer to each question about the electoral process.**
If necessary, direct students back to the flowchart to find the answers.

Evaluation 2 5 mins.
Go over the correct answers as a class.

Workplace Focus
Exercise E: Complete tasks as assigned.

Presentation 3 10-15 mins.

E **SUMMARIZE** **Write a paragraph about the electoral process. Use some of these sequencing transitions in your paragraph.**
Have students exchange papers and read their partner's paragraph. Ask them to look for sequencing transitions and to give feedback on errors. Encourage students to look for and give praise on their partner's work as well. Then ask volunteers to share their work with the class.

BEST PRACTICE

Going over correct answers
Checking students' answers can be an engaging activity. Teachers are not limited to just calling out answers and asking students to check their work. Below are a few suggestions to vary the process:

- Allow students to compare their answers first.
- Go over the questions in random order.
- Allow volunteers to choose the questions they answer.
- Pass out a list of answers and have students compare it with their work on their own time.
- Write the answers on the board in random order and have students match them with the correct questions.

Instructor's Notes

Workplace Focus

Presentation 3 (*continued*) 10-15 mins.

F **Read the list of requirements to vote in an election. Choose the ones that apply to you.**

Practice 3 10-15 mins.

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

G **You can register to vote at a post office, a public library, the Department of Motor Vehicles (DMV), and other government offices. But you can also register online. Fill out the online voter registration form for the state of New York using Zhang Wei's documents on the right.**

Allow time for students to read through the form and ask any questions. Remind them that they have to use the information from Zhang Wei's documents, not their own. Have students complete the activity, then go over the answers as a class.

Evaluation 3 10-15 mins.

Walk around the classroom and help students as needed.

Application 10-20 mins.

H **Find out how to register to vote in your state. Share what you find with the class.**

This activity can be set as homework and followed up later if necessary.

Instructor's Notes

afaq-lc.com

F **Read the list of requirements to vote in an election. Choose the ones that apply to you.** Answers will vary.

Requirements	
US citizen	☐ I am a US citizen.
Resident of the state you live in	☐ I am a resident.
A person who is 18 years or older	☐ I am 18 years or older.
A person who is not in jail or on parole	☐ I am not in jail or on parole.

G **You can register to vote at a post office, a public library, the Department of Motor Vehicles (DMV), and other government offices. But you can also register online. Fill out the online voter registration form for the state of New York using Zhang Wei's documents on the right.**

New York State Voter Registration

(All fields required unless specified otherwise)

ID Number from your NYS Driver License, Permit, or Non-Driver ID:
132 867 782

Date of Birth: (mm/dd/yyyy):
10/14/2005

Current ZIP Code:
11569

Last 4 digits of Social Security Number (SSN):
6789

Email Address:
ZhangWei_725@mail*net

Confirm Email:
ZhangWei_725@mail*net







I AGREE, and it is my intent, to sign this document and affirmation by clicking the box marked "I AGREE", and by electronically submitting this document to the New York State Department of Motor Vehicles. I understand that my signing and submitting this registration document in this fashion is the legal equivalent of having placed my handwritten signature on the submitted document and this affirmation. I understand and agree that by electronically signing and submitting this document in this fashion I am attesting to the truth of the information contained herein.

☐ I Agree. Submit

H **Find out how to register to vote in your state. Share what you find with the class.**

LESSON 5

What's Your Platform?

GOAL ▶ Write and give a speech

A **Listen to the speeches from three people running for mayor of your city. For the first speech, mark everything the candidate promises to do for you. For the next two speeches, write down what they promise to do for you. You will hear each speech two times.**

Antonio Montoya promises to:

- ☐ clean up the streets
- ☑ decrease gang violence
- ☑ get kids off the streets
- ☑ help homeless people
- ☑ improve public transportation
- ☐ increase environmental awareness
- ☐ lower tuition fees



Antonio Montoya

Gary Hall promises to:

1. clean up the beaches
2. improve public transportation
3. create more parks and safe places



Gary Hall

Kwan Tan promises to:

1. build more schools
2. lower tuition fees
3. implement standards in schools
4. start a parent involvement program



Kwan Tan

B **EVALUATE** **Who would you vote for if you were interested in . . .**

1. the environment? Gary Hall
2. education? Kwan Tan
3. safe streets? Antonio Montoya

afaq-lc.com

At-a-Glance Prep

Goal: Write and give a speech
Grammar: Passive modals
Academic Strategies: Focused listening, active reading, writing a speech
Vocabulary: *running for office, tuition, gang violence, homeless, environmental awareness*

Agenda

- ☐ Analyze campaign speeches.
- ☐ Decide how to vote.
- ☐ Use passive modals.
- ☐ Write a speech.
- ☐ Give a speech.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 01.5, 5.1.4, 5.1.6, 7.3.1, 7.3.2

CCRS: RI/RL7, RI/RL9, RI/RL10, W7, SL8, SL9, SL10, SL11, SL12, L6, L8, W/WHST9, W/WHST10

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.

S4: Construct level appropriate oral and written claims and support them with reasoning and evidence.

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. ■■■

Ask students to write down the six steps of the electoral process without looking at their books. Go over the answers as a class.

Introduction

5–10 mins. ■■■

Ask students if they know who the mayor of their city is. Ask them if they have ever seen him or her on TV or in the newspaper. Find out how much they know. State the goal: *Today, we will listen to speeches from three different mayoral candidates, analyze the speeches, and write our own speeches to give to the class.*

Workplace Focus

Exercise A: Complete tasks as assigned;
Exercise B: Collect and organize information.

Presentation 1

10–15 mins. ■■■

Prepare students for the listening by telling them that they will be hearing speeches from three different mayoral candidates. Go over the list that details the campaign promises of Antonio Montoya.

Practice 1

10–15 mins. ■■■

A **Listen to the speeches from three people running for mayor of your city. For the first speech, mark everything the candidate promises to do for you. For the next two speeches, write down what they promise to do for you. You will hear each speech two times.**

Depending on your students, choose to play the three speeches as a set or to treat them as three separate listenings, with the audio for each played twice before moving on. In the Antonio Montoya activity, students need to avoid missing required options by listening too hard for options that aren't present. Advise students to scan up and down the list while they listen trying to catch any key words or ideas in the options.

After all three listenings are complete, have students compare answers with a partner, then go over the answers as a class.

Note: Listening Script is on the next page.

B **EVALUATE** **Who would you vote for if you were interested in . . .**

Have students complete this activity individually.

Evaluation 1

3 mins. ■■■

Discuss students' answers as a class.

Workplace Focus

Exercise D: Interact appropriately with team members.

Presentation 2

5-10 mins.

C Read Kwan Tan's speech.

Read Kwan's speech to your students. Ask them some basic comprehension questions about it.

Practice 2

10-15 mins.

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

D DEBATE What changes would Kwan Tan like to make? Do you think these are good ideas? Discuss your opinions with a partner.

Evaluation 2

10-15 mins.

Observe students discussing the changes and their opinions. Have students report back to the class.

Workplace Focus

Presentation 3

5-10 mins.

E Study the chart with your teacher.

BEST PRACTICE

Classroom monitoring by walking around

Teachers should monitor the classroom by walking around on a frequent basis. This allows them to observe students' participation and content learning. The strategy should be applied to easy lessons as well as more challenging ones. The more the teacher does it, the more students will accept the teacher's presence and not view it as an intrusion or a means of checking their mistakes. Teachers gain invaluable feedback by seeing first-hand how well their teaching goals have been met.

Listening Script

Antonio Montoya: *First of all, I want to thank you all for coming today. It is my pleasure to speak to you, and I hope that you will vote for me come Election Day. I'll be brief and to the point. My biggest concern is our streets. There is too much gang violence and I want to wipe it out. I think we can start by getting our children off the streets and taking care of the homeless people. It's time for us to regain our streets and feel safe again. Once this happens, we can focus on other problems like overcrowded schools and our public transportation system. I know you have a tough decision to make, but I hope that when you go to the polls next Tuesday, you'll put a check next to my name, Antonio Montoya.*

Gary Hall: *I have been waiting for this day. A day when I could stand before you and tell you what I'm going to do if elected. These are not empty promises, but things that will happen if you elect me as your mayor. The environment will be my number one priority. Our beaches will be clean again. Our public transportation system will be so good that you won't want to drive your cars anymore. I will use your tax dollars to create more parks and safe places for our children to play. Our city will be great once again if you vote for Gary Hall!*

Kwan Tan: *Good evening and thank you for coming tonight! The community has given me so many opportunities and, in running for mayor, I hope to give something back to the city that welcomed me as an immigrant, educated me through my teen years, and supported me as I opened my first business.*

First on my agenda is education. I will make sure your tax dollars are used to build more schools so our children won't have to sit in overcrowded classrooms. I'll fight to lower the tuition at our community colleges so all of us will have a chance to continue to improve our education. I'll implement standards to ensure that schools are teaching our kids what they need to know. I'll start a parent-involvement program that encourages parents to participate actively in their kids' schools. Our children are the future of our community and we should invest time and money in their success.

Vote for me on Election Day and you'll have schools and a community to be proud of!

afaq-lc.com

C Read Kwan Tan's speech.

Good evening and thank you for coming tonight! This community has given me so many opportunities and, in running for mayor, I hope to give something back to the city that welcomed me as an immigrant, educated me through my teen years, and supported me as I opened my first business.

First on my agenda is education. I will make sure your tax dollars are used to build more schools so our children won't have to sit in overcrowded classrooms. I'll fight to lower the tuition at our community colleges so all of us will have a chance to continue to improve our education. I'll implement standards to ensure that schools are teaching our kids what they need to know. I'll start a parent-involvement program that encourages parents to participate actively in their kids' schools. Our children are the future of our community, and we should invest time and money in their success.

Vote for me on Election Day and you'll have schools and a community to be proud of!



D DEBATE What changes would Kwan Tan like to make? Do you think these are good ideas? Discuss your opinions with a partner.

E Study the chart with your teacher.

Passive Modals				
Example Sentence	**Subject**	**Modal**	***Be***	**Past Participle**
More schools **should be** built.	schools	should	be	built
Taxes **need to be** increased.	taxes	need to	be	increased
Children **must be** protected.	children	must	be	protected
Parents **have to be** involved.	parents	have to	be	involved

F **Write sentences to describe the issues Kwan Tan wants to change.**

Answers may vary slightly.

1. Kwan Tan wants to build more schools.

   She thinks that more schools should be built.

2. Kwan Tan wants to lower tuition fees at community colleges.

   She says that tuition fees should be lowered at community colleges.

3. Kwan Tan wants to implement standards in schools.

   She thinks that tuition standards must be implemented in schools.

4. Kwan Tan wants to encourage parents to participate in their kids' schools.

   She believes that parents have to be encouraged to participate in their kids' schools.

5. Kwan Tan wants to invest time and money in children.

   She emphasizes that time and money must be invested in children.

G **Think of three problems that you would like to solve in your community. Write sentences about them using passive modals.** Answers will vary.

1. _____
2. _____
3. _____

H **Kwan Tan's election speech has three parts. Look for each part in her speech in C.**

Introduction: She introduces herself and explains why she is running for office.

Body: She tells her audience what she plans to do if she is elected.

Conclusion: She reminds her audience to vote and tells them once again what changes she will make to the community.

I **DRAFT A SPEECH** **Imagine that you are running for mayor of your community. How would you introduce yourself? What problems would you like to solve? Write a speech that you would give. Practice it a few times alone and then give your speech to the class.** Answers will vary.

afaq-lc.com

Workplace Focus

Exercises F, G: Complete tasks as assigned;
Exercise I: Combine ideas and information.

Practice 3

15-20 mins.

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

F **Write sentences to describe the issues Kwan Tan wants to change.**

G **Think of three problems that you would like to solve in your community. Write sentences about them using passive modals.**

Evaluation 3

5-10 mins.

Ask volunteers to write their sentences on the board.

Application

10-20 mins.

H **Kwan Tan's election speech has three parts. Look for each part in her speech in C.**

I **DRAFT A SPEECH** **Imagine that you are running for mayor of your community. How would you introduce yourself? What problems would you like to solve? Write a speech that you would give. Practice it a few times alone and then give your speech to the class.**

Give students an idea of how long their speech should be. (Two to four minutes is probably reasonable if you have a large class.) Depending on the amount of time you have, you may have to schedule the speeches over the next couple of class periods to give everyone a chance to give their speech.

Instructor's Notes

At-a-Glance Prep

Goal: Explore law-related careers

Agenda

- ☐ Learn about law-related careers.
- ☐ Analyze data about law-related careers.
- ☐ Interpret pie charts.
- ☐ Consider the qualifications and responsibilities of a paralegal.
- ☐ Evaluate your own suitability for a paralegal position.
- ☐ Explain whether a paralegal career interests you or not.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 6.7.4

CCRS: RI/RL7, RI/RL9, RI/RL10, RI/RL11, RI6, RI11, RI12, SL8, SL9, SL10

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 will learn about law-related careers. Students will examine the duties and salaries associated with various law-related jobs. Students will then focus on the job of a paralegal. They will interpret information from pie charts about the demographics of current paralegals and consider the responsibilities of, and the qualifications required for, the job. Finally, students will analyze how suitable they might be as a candidate for a paralegal position and explain their conclusion.

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. Ask students which cluster they think law-related careers are part of and why. (Human Services)

Introduction 5-10 mins. ■■■

Tell students that the lesson is going to focus on law-related careers, and a career as a paralegal in particular. Elicit suggestions for other law-related careers and make a list on the board.

Ask what traits or characteristics students think would be beneficial to a law-related career. What traits might make a candidate unsuitable for such a career?

Workplace Focus

Exercises A, B: Complete tasks as assigned.

Presentation 1 10-15 mins. ■■■

A Write the correct job title from the box in the occupation column next to the correct description.

Have students read through the *Description* column. Deal with any vocabulary questions and then allow students time to write in the occupations individually. Go over the answers as a class and make sure all students have placed the occupations correctly before moving on to **B**.

Practice 1 10-15 mins. ■■■

B Read each statement and complete the table in A.

Have students transfer the information to the table in **A** individually. Then have them compare answers with a partner.

Evaluation 1 10-15 mins. ■■■

Go over the answers to **B** as a class. Monitor for correct stress and pronunciation of new vocabulary. This is also an opportunity for continued formative assessment of facility with dollar amounts and names / nature of qualifications. Answer any questions arising.

afaq-lc.com

LESSON 6

Explore the Workforce

GOAL ▸ Explore law-related careers

A Write the correct job title from the box in the occupation column next to the correct description.

arbitrator / mediator	court reporter	judge	lawyer	paralegal / legal assistant

Occupation	Description	Annual Salary	Education Needed
lawyer	advises and represents individuals, businesses, and government agencies on matters related to the law	$128,000	Doctorate
court reporter	creates word-for-word transcripts of a trial	$60,000	diploma and certific te
paralegal / legal assistant	helps support lawyers with their job	$56,000	Associate degree
arbitrator / mediator	helps with negotiation and conflict resolution between disputing parties outside the legal system	$50,000	Bachelor's degree
judge	oversees the legal process in court and oversees the case	$129,000	Doctorate

B Read each statement and complete the table in A.

1. To become a judge or lawyer, a Doctorate degree is required.
2. An arbitrator needs to have a Bachelor's degree and makes around $50,000 a year.
3. A great way to get into law is to become a court reporter because all you need is a high school diploma and a certificate from court reporting school.
4. A court reporter makes approximately $60,000 a year.
5. You can become a paralegal with an Associate degree and make around $56,000 a year.
6. Judges and lawyers make a similar salary, $129,000 and $128,000 respectively.

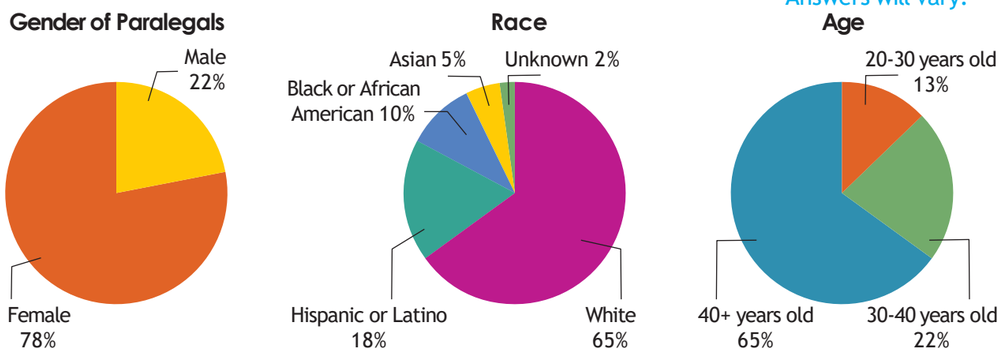
C **Write the job titles in order from the occupation that makes the least to the one that makes the most.**

1. arbitrator / mediator
2. paralegal / legal assistant
3. court reporter
4. lawyer
5. judge

D **Does the salary match the education required? Share your opinion with a partner.**

E **INTERPRET** **Look at the pie charts about paralegals. Write true statements.**

Answers will vary.



1. Most paralegals are female.
2. _____
3. _____
4. _____
5. _____
6. _____

F **Ask and answer discussion questions with a partner.**

EXAMPLE: Why do you think most paralegals are female?

afaq-lc.com

Workplace Focus

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

C **Write the job titles in order from the occupation that makes the least to the one that makes the most.**

Have students complete the activity individually.

Evaluation 1 (*continued*)

Go over the answers to **C** as a class. Review the dollar amounts orally by asking volunteers to recall how much each position earns annually. Monitor as before and be ready to give a mini-lesson on any consistent weaknesses.

Presentation 2

10-15 mins.

D **Does the salary match the education required? Share your opinion with a partner.**

Remind students that when giving opinions, it is important to give reasons and supporting information. Allow a minute or two for students to consider the question and make notes if they want to. Then have pairs share their ideas. Take a show of hands as a class and develop further discussion if opinion is divided.

Practice 2

15-20 mins.

E **INTERPRET** **Look at the pie charts about paralegals. Write true statements.**

Briefly review the construction and interpretation of pie charts if necessary. Then allow time for students to write their sentences individually. Have them compare their sentences with a partner and make any corrections they notice. Then have individual students read a sentence or two each to the class. Depending on your students, call on individuals or ask for volunteers.

F **Ask and answer discussion questions with a partner.**

Have volunteers suggest one or two more example discussion questions and write them on the board. Then have pairs ask and answer. Encourage students to develop discussions with follow-up questions when possible.

Evaluation 2

10-15 mins.

Go over the pie charts in **E** as a class. Have individuals take a segment each and explain what it means. (22% of paralegals are male; 18% of paralegals are Hispanic or Latino, etc.) Monitor for confident handling of the percentages and labels.

For **F**, go around the class and monitor discussions, helping as needed. Aim for broader formative assessment than will have been possible in **E**.

Instructor's Notes

Workplace Focus

Exercises G, H, I: Complete tasks as assigned.

Presentation 3

5-10 mins.

(If time elapses between **F** and **G**, ask volunteers to say what they remember about the description of a paralegal career in **A** and the backgrounds of people who do that job in **E**.)

Have students read the post in **G** for a few moments before going over the qualifications and responsibilities with them. Deal with any vocabulary or other questions.

Practice 3

10-15 mins.

G Look at the partial job post and mark all the qualifications that you have.

H Even though you may not have legal experience, you can probably handle many of the responsibilities listed. Mark the ones you could handle.

Evaluation 3

5-10 mins.

Go over responses to **G** and **H** as a class. Make sure students understand that their answers to these two activities will provide them with the basis of their answer in **I** below.

Application

(In shorter classes, **I** can be done as homework and followed up in a future lesson.)

I To be a paralegal, you need to have an Associate degree from a community college. In most cases, this would only take two years. After looking at the job post, do you think this is a career you might like to have? Write a paragraph explaining why or why not.

Ask students to write their response in a connected paragraph rather than isolated notes. Formative assessment: Whether followed up orally or as a piece of writing, monitor especially for the presence and correct presentation of reasons.

Instructor's Notes

afaq-lc.com

G Look at the partial job post and mark all the qualifications that you have.

Answers will vary.

Paralegal (Entry Level)

SAVE

Johnson Jenkins LLP
Tucson, AZ

Apply on LegalJobs | Apply on FindYourLegalJob | Apply on HireforLaw

Highlights

Full time | Health Insurance | Dental Insurance | Paid Time Off

Qualifications

- work in a diverse team environment
- work under pressure, meet deadlines
- communicate effectively and in a professional manner
- be a self-starter and take initiative
- have strong attention to detail
- maintain confidentiality
- have strong written and verbal communication skills

Responsibilities

- help lawyers with assigned projects
- conduct database searches
- coordinate information between lawyers, paralegals, and clients as necessary
- gather client documents, public records, and other factual information
- coordinate deliveries of materials to local courts
- perform any and all duties as necessary and as assigned by your supervisor

H Even though you may not have legal experience, you can probably handle many of the responsibilities listed. Mark the ones you could handle. Answers will vary.

I To be a paralegal, you need to have an Associate degree from a community college. In most cases, this would only take two years. After looking at the job post, do you think this is a career you might like to have? Write a paragraph explaining why or why not. Answers will vary.

Review

A **Without looking back in the unit, try to recall what you learned about each of these topics. Write notes.** Answers will vary.

Topic	I learned . . .
a jury summons	
a driver's license	
the electoral process	
voting	
giving a speech	

B **Are the statements true or false?**

	True	False
1. You have to be 16 to register to vote.	☐	☑
2. You must respond to a jury summons.	☑	☐
3. You have to be a US citizen to serve on a jury.	☑	☐
4. You don't have to speak English to serve on a jury trial.	☐	☑
5. People who want to run for office must be nominated.	☑	☐
6. Anyone who lives in the United States can vote.	☐	☑
7. You can register to vote at the DMV.	☑	☐
8. Only US citizens can get involved in the community.	☐	☑

C **What are three problems in your community that you would like to solve? How would you solve them? Work in a small group to fill in the chart.** Answers will vary.

Problem	Solution
1.	
2.	
3.	

Learner Log

I can communicate opinions about community issues.
☐ Yes ☐ No ☐ Maybe

I can apply for a driver's license and respond to a jury summons.
☐ Yes ☐ No ☐ Maybe

afaq-lc.com

At-a-Glance Prep

Goals: All unit goals
Grammar: All unit grammar
Academic Strategies: Reviewing
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Do My Dictionary.
- ☐ 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, 1.9.2, 5.6.3, 7.3.1, 7.3.2

CCRS: W/WHST6, W/WHST7, W/WHST8, W/WHST11, W/WHST12, L6, L8, L11, L12

ELPS:

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

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

Warm-up and Review 10-15 mins.

Have students take out the speeches they wrote in Lesson 5 and share them with a small group. Ask each group to vote on the best speech. Ask some students to read their speeches aloud.

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: *Interpret civic responsibilities, apply for a driver's license and respond to a jury summons, communicate opinions about a community problem, interpret the electoral process, write and give a speech,* and *explore law-related careers.*) 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: *Today, we will review everything we have learned in this unit.*

Workplace Focus

Exercises A, B: Complete tasks as assigned;
Exercise C: Interact appropriately with team members.

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 that don't involve pair work or group work 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) 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. Stop and evaluate whenever it is appropriate for the class.

A **Without looking back in the unit, try to recall what you learned about each of these topics. Write notes.**

B **Are the statements true or false?**

C **What are three problems in your community that you would like to solve? How would you solve them? Work in a small group to fill in the chart.**

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.

Workplace Focus

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

Practice (*continued*)

25–30 mins.

D **There are six steps in the electoral process. Number them in the correct order.**

E **What are four requirements to be eligible to vote? List them.**

F **What are three places where you can register to vote? List them.**

G **Rewrite each sentence using a passive modal.**

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.

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

afaq-lc.com

D **There are six steps in the electoral process. Number them in the correct order.**

5 Ballots are counted.
2 Candidates are nominated.
4 Elections are held.
6 The winner is announced.
3 Candidates campaign.
1 A position becomes available.

E **What are four requirements to be eligible to vote? List them.**

1. US citizen
2. resident of the state you live in
3. 18 years or older
4. not in jail or on parole

F **What are three places where you can register to vote? List them.**

1. post office
2. public library
3. Department of Motor Vehicles (DMV)

G **Rewrite each sentence using a passive modal.** Answers may vary slightly.

1. We must protect the environment.
   The environment must be protected.
2. They should reduce our taxes.
   Taxes should be reduced.
3. They need to invest money in our education system.
   Money needs to be invested in our education system.
4. They need to provide more public transportation.
   More public transportation needs to be provided.
5. We should protect our children from gang violence.
   Our children should be protected from gang violence.

Learner Log

I can understand the electoral process. ☐ Yes ☐ No ☐ Maybe

I can write and give a speech. ☐ Yes ☐ No ☐ Maybe

Review

H **Imagine that you are running for mayor. What are your solutions for these problems?**

Answers will vary.

1. Problem: gang violence

   Solution: _____

   _____

2. Problem: traffic

   Solution: _____

   _____

3. Problem: residents not using public transportation

   Solution: _____

   _____

4. Problem: homeless children

   Solution: _____

   _____

I **Go back through the book and make a list of all the vocabulary strategies you learned. Choose the strategies that are the most useful to you.** Answers will vary.

Vocabulary Strategies I Have Learned

_____

_____

_____

_____

_____

_____

_____

_____

_____

Learner Log

I can identify community problems and solutions.

☐ Yes ☐ No ☐ Maybe

afaq-lc.com

Workplace Focus

Exercise H: Complete tasks as assigned;
Exercise I: Combine ideas and information.

Practice (*continued*)

25–30 mins.

H **Imagine that you are running for mayor. What are your solutions for these problems?**

I **Go back through the book and make a list of all the vocabulary strategies you learned. Choose the strategies that are the most useful to you.**

Evaluation

40–55 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

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 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, 4.8.1, 4.8.2, 4.8.5, 5.1.4

CCRS: SL8, SL9, SL10, SL11, SL12

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.

Soft Skill: Active listening

Key Phrases

When listening to prepared speeches, students can expect to identify and follow many of the organizational features they have studied in this course. Listening actively for these features will make the overall gist of a speech easier to grasp. Encourage students to form a habit of anticipating, and trying to identify:

1. an introduction, which may get quickly to the main idea of the speech. In more relaxed settings, the introduction may include or take the form of a story that sets up the main idea.
2. several 'paragraphs' or idea groups which will normally begin with a topic sentence and then include supporting details and examples.
3. question and answer sections. For variety, many speakers will occasionally use a question instead of a topic statement. The main idea of that section comes through in the way the speaker answers the question.
4. transition words and phrases (*First*, *Second*, *In addition*, *However*, etc.). These are helpful in following movement from one idea to the next, and understanding how they relate to each other.
5. a conclusion phrase (*Finally*, *In conclusion*, *In summary*, etc). This is a key time for students to be at their sharpest. What follows is likely to be a summary of the main points of the speech.

Workplace Focus

Collect and organize information; Manage time; Interact appropriately with team members.

In this project, each team will choose a candidate to run for school president. The team will prepare by writing a speech for their candidate. The candidates will give their speeches and the class will vote. The ballots will be counted and the winner announced.

The team project is the final application for the unit. It gives students a chance to show that they have mastered all of the Unit 8 goals.

1. Form a campaign committee of four or five students. Choose positions for each member of your team.

Have students decide who will lead each step as described on the student page. Provide well-defined directions on the board for how teams should proceed. Explain that all the students do every step as a team. Teams shouldn't go on to the next stage until the previous one is complete.

2. In your group, decide who will run for school president. Announce the nomination to the class.

Ask for each campaign spokesperson to report to the class.

Optional Computer Activity: Students may want to use the computer to write and print their speeches.

3. As a class, create a ballot with all the nominees' names on it. Make a ballot box for students to put their ballots in when they vote.

Have all the campaign spokespeople in the class get together to create a ballot with all the nominees' names on it.

Optional Computer Activity: Students may want to use the computer to design and print the ballots.

If computer resources are not available in class, prepare printed copies of a blank ballot form for spokespeople to write in the candidates' names.

4. In your group, decide what issues are most important and write a campaign speech.

5. Candidates give speeches to the class.

6. All students vote.

7. The teacher counts the ballots and announces the winner.

afaq-lc.com

Conduct an Election

SOFT SKILL ▸ Active listening

In a team, you will prepare a candidate for an election. As a class, you will conduct an election.

1. Form a campaign committee of four or five students. Choose positions for each member of your team.

Position	Job Description	Student Name
Student 1: **Campaign Director**	Check that everyone speaks English and participates.	
Student 2: **Speech Writer**	Write candidate's speech.	
Student 3: **Candidate**	Give speech to class.	
Students 4 / 5: **Spokespeople**	Announce nomination. Introduce candidate. Create ballot.	

2. In your group, decide who will run for school president. Announce the nomination to the class.
3. As a class, create a ballot with all the nominees' names on it. Make a ballot box for students to put their ballots in when they vote.
4. In your group, decide what issues are most important and write a campaign speech.
5. Candidates give speeches to the class.
6. All students vote.
7. The teacher counts the ballots and announces the winner.

ACTIVE LISTENING

Key Phrases

When you are listening to a candidate give a speech, you may not understand every word. But listen and write down "key phrases" that you hear that are related to campaign promises. When you look back at your notes, you will remember what the candidate talked about.

About the Photo

A local government council member is elected by their community to deal with everyday and more general issues facing that community. These issues may be ongoing, such as education and transportation, or short-term, such as an immediate response to adverse weather events or other external factors. The Covid-19 pandemic, for example, highlighted the importance of local government in providing guidance and maintaining communication between communities and state governments.

Council members do not have the power to take decisions alone but must attempt to represent their electorate through their influence in formal meetings and committees. Since their duties involve the collection and use of local taxes, their performance is always under close scrutiny by voters. The role demands a lot of time and commitment from councillors, who perform a valuable service for the communities they represent.

A BRAINSTORM Most cities have a city council with a council member in each district. What do you think city council members do that a mayor does not? Research and brainstorm in a group.

Stress that mayoral duties are not part of the activity. If research facilities are not accessible in class, EITHER set the research element as homework prior to the lesson OR have students brainstorm the ideas individually in class.

afaq-lc.com

Reading Challenge

A BRAINSTORM Most cities have a city council with a council member in each district. What do you think city council members do that a mayor does not? Research and brainstorm in a group. Answers will vary.

City council members help improve parks.

B. Read about a city council member from Long Beach, California.

C. Discuss in a small group.

1. Why isn't Suzie a typical immigrant?
2. Why did Suzie feel like she didn't belong when she came back to the United States?
3. What did she learn about being a PTA volunteer?
4. Why did Suzie decide to run for city council?
5. What were three things Suzie planned to do if elected major?

D. Read Suzie's speech in the last paragraph again. Choose the correct answers.

1. In line 26, what does the word *essence* mean in *the essence of democracy*?
   (a.) the most important quality b. the most unusual feature c. the newest element
2. What example of the "American dream" does Suzie mention earlier in her speech?
   a. Politicians having wonderful supporters.
   b. People fighting for what they believe in.
   (c.) A young immigrant growing up to run for mayor.
3. What is Suzie's message in the last sentence of her speech?
   a. She thinks Long Beach is a perfect city.
   (b.) She intends to continue in public life.
   c. She will run for mayor again in the future.

E Are there things happening in your community that you would like to change? In your notebook, write a short paragraph about what you would do to help your community if you were elected to the city council. Answers will vary.

Suzie Price

Suzie Aramesh Price doesn't fit the typical definition of an immigrant. She was born in the United States, but her parents took her back to Iran where she lived until she was seven. Due to political unrest in Iran, Suzie and her mother came back to the US.

"I remember it was hard to learn the language. I was in the third grade when we came here. It took me a while to feel like I belonged and that was because of the language barrier." Suzie learned English in elementary school while her mother worked hard to support her daughter by becoming a school nurse. Suzie graduated from high school but wasn't a very good student. She was lucky to be accepted at California State University at Long Beach (CSULB) where she excelled and got her BA and MA in public policy and administration. Suzie eventually got her law degree from Santa Clara University in 1999.

She worked as a city prosecutor for 14 years before her interest in political life began. She joined the Parent Teacher Association (PTA) when her children started school. Being a PTA volunteer taught her how to organize a community and get people interested in supporting certain ideas. One of the PTA moms told Suzie that she should run for city council. It was something she had never thought of doing. But at the time, she was frustrated that City Hall wouldn't put a crosswalk in her neighborhood so her kids could safely walk to school. She ran for city council in 2014 and won. And she was reelected in 2018.

And she was hoping to do more. She ran for mayor of Long Beach in 2022. She had plans to hire more police officers and improve public safety in her community. She also wanted to support early intervention programs for youth to keep them out of gangs. And one of the most important things she wanted to do was address the homeless issue by improving services and outreach. But she didn't win.

"I am incredibly proud of the campaign that we ran and how hard each and every one of our supporters, staff, friends and family worked to fight for what they believed in," said Suzie. "As a young kid trying to learn a new language in a new country, I could never have dreamed of running for mayor in one of this country's greatest cities. This is the essence of democracy and the heart of the American dream. I love our city and will always work hard to make it a better place."



Suzie Price

Put students in groups and have them discuss and agree on a single list of duties. Then create a list on the board with suggestions from all groups. With a researched list, invite groups or individuals to go into detail where appropriate. With a brainstormed list, some wayward ideas may need to be discounted. Elicit reasons why those duties don't fit.

CASAS FOR READING

0.1.2, 0.1.5, 5.1.4, 7.3.1, 7.3.2, 7.4.4, 7.7.3

CCRS FOR READING

0.1.2, 0.1.5, 5.1.4, 7.3.1, 7.3.2, 7.4.4, 7.7.3

B Read about a city council member from Long Beach, California.

Remind students about the value of skimming for gist when reading a text for the first time and allow a short time for them to do that. Have students look up when they are ready. Ask a few general comprehension questions to make sure that everyone has a basic idea of the reading. Do not take vocabulary questions at this point.

C Discuss in a small group.

Have students skim the questions before they begin reading the text in detail. Then they take notes on the answers individually as they read and discuss with their group when they have finished. Go over the answers as a class.

D Read Suzie's speech in the last paragraph again. Choose the correct answers.

Check answers as a class.

E Are there things happening in your community that you would like to change? In your notebook, write a short paragraph about what you would do to help your community if you were elected to the city council.

If students live in the same community, have them discuss in groups to explore ideas before planning their paragraphs individually. Then have them write their response in class or as homework, as preferred. If students do not share the same community, consider setting the whole activity as homework.

About the Photo

This photo shows people taking selfies at the Museum of Selfies in Los Angeles, California. This museum allowed visitors to explore selfies as a prevalent element of today's culture and their history through interactive exhibits. Although this particular location has permanently closed its doors, there are many locations throughout the US where visitors can immerse themselves into dynamic art installations sure to catch the eye of anyone checking social media platforms.

Before you Watch

A Work with three classmates. Ask what social media accounts they have and why.

Have students work together in groups of four. Monitor their interactions as they share information about their social media accounts. Provide vocabulary support as needed, and discuss terminology as a class. Ask volunteers to share their responses, and write a list of social media platforms students use on the board.

B Read the words. Then complete the sentences.

Have students complete the sentences by themselves. You can extend the activity, and double check comprehension, by having students write example sentences using the words in the box.

Life ONLINE

Caring For Your Second Self



Visitors have fun at the Museum of Selfies in Los Angeles.

Before You Watch

A **Work with three classmates. Ask what social media accounts they have and why.**
Answers will vary.

B **Read the words. Then complete the sentences.**

digital footprint	extension	followers	post	unfiltered

1. When we share a photo of ourselves, we are contributing to our digital footprint .
2. What if a post from a few years ago affects your chances of getting into college?
3. Some people have a private account to share unfil ered content with their friends.
4. A computer could be considered an extension of your mind.
5. I use these accounts to keep my followers informed about my work.

C **You are going to watch a video called *Caring for Your Second Self*. What do you think the video is about?** Answers will vary.

While You Watch

D **Watch the video. Put the events in order.**

3 a. Amber explains what she uses her social media accounts for.
4 b. Amber explains the difficulties social media can cause.
5 c. Amber gives advice on how to manage online content.
2 d. Amber describes how humans share information.
1 e. Amber explains the origin of the term *cyborg*.

E **Watch the video again. What is NOT one of the pieces of advice Amber gives?**

1. Check your privacy settings.
2. Make sure your personal information is correct.
3. Look at your photos.
4. Look at your posts and comments.

After You Watch

F **Complete the video summary with the words.**

followers	online	posts	private	public	technology

Amber Case studies the relationship between humans and (1) technology . She explains that our social media accounts create an (2) online life for us; therefore, it is important that we care about our digital selves.

Amber uses various social media accounts for different reasons. Some of her accounts are (3) public so that she can share information with her (4) followers . Other accounts are (5) private so that she can only share information with people she knows.

Amber says that if we don't manage our (6) posts , photos, and comments, it may cause problems in the future, like not getting into college or getting the job we want.

G **Think about Amber's three pieces of advice. Then look at your social media accounts. Is there anything you need to change? Discuss with a partner.**

C You are going to watch a video called *Caring for Your Second Self*. What do you think the video is about?

Have students discuss the questions in pairs. Then, ask for volunteers to report to the class on the conclusions they came to with their partner.

While you Watch

D Watch the video. Put the events in order.

Allow students to read the events before playing the video. Then tell them that they should think about those events as they watch the video.

E Watch the video again. What is NOT one of the pieces of advice Amber gives?

Ask students to do this exercise individually. Then have volunteers read out their answer. Encourage them to explain why they chose that answer by asking, *What did you see or hear in the video that made you choose that?*

After you Watch

F Complete the video summary with the words.

When students have completed the summary, discuss answers as a class. If necessary, replay the video.

G Think about Amber's three pieces of advice. Then look at your social media accounts. Is there anything you need to change? Discuss with a partner.

When students have finished speaking with their partners, ask volunteers to share with the class one of the changes they would make to their social media accounts. If you use social media, you may want to start by sharing a change you would make on your own accounts.

afaq-lc.com

Life Skills Video Practice

UNIT 1 I Need To Get Organized

A BEFORE Discuss the questions with a partner. Answers will vary.

1. Are you an organized person?
2. What can people do to be organized?

B. WHILE Watch the video. Complete the parts of the conversation.

Mateo: Well, how did you learn to get (1) ___organized___?

Naomi: The first one: (2) ___Write___ everything down. Now write your goals.

Naomi: "Prioritization": You (3) ___should___ know what things need to get done first.

Mateo: That's a great idea! I (4) ___wish___ I had thought of that.

Naomi: "Managing interruptions," "Avoiding (5) ___procrastination___," "Scheduling."

C AFTER Read the statements. Write *T* for true and *F* for false.

1. Hector has a problem with organization. ___T___
2. Hector knows which tasks he has to do first, next, and last. ___F___
3. Mateo helps Hector with his paper. ___F___
4. Naomi tells Hector to write everything down. ___T___

UNIT 2 Compare Before You Decide

A BEFORE Discuss the questions with a partner. Answers will vary.

1. What can you do to make sure you get a good deal when you buy something?
2. What is an example of when you got a good deal?

B WHILE Watch the video. Complete the chart.

	Card A	Card B	Card C
Annual percentage rate	20%	14%	8%
Annual fee	$0	$0	$75
Late fee	$10	$10	$25

C AFTER Complete the parts of the conversation.

Mateo: Oh ... I see. But the one on the left has no annual fee. But the (1) ___APR___ is 20%.

Mrs. Smith: You would have to pay $20 dollars in (2) ___interest___ over the course of a year.

Hector: There's a low rate for (3) ___late fees___ and there isn't any annual fee.

Mrs. Smith: If you got this card, you would pay the lowest overall (4) ___charges___.

afaq-lc.com

UNIT 1 I Need To Get Organized

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Then discuss as a class.

WHILE

B Watch the video. Complete the parts of the conversation.

Read the directions out loud. Explain that students will write the missing words to complete the conversation.

Play the video and have students watch and listen.

Play the video again. Then ask students to write the correct word in each sentence.

Play the video once more and have students check their answers.

AFTER

C Read the statements. Write *T* for true and *F* for false.

Ask students to complete the task based on their memory of the video. Then check answers as a class.

UNIT 2 Compare Before You Decide

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Then discuss as a class.

WHILE

B Watch the video. Complete the chart.

Play the video and have students watch and listen.
Play the video again and ask students to fill in the cha t.
You may need to play the video twice for this exercise.
Replay the video and have students check their answers.

AFTER

C Complete the parts of the conversation.

Ask students to answer the questions based on their memory of the video.

UNIT 3 We Are Going To Be Roommates!

A BEFORE Discuss the questions with a partner. Answers will vary.

1. What is the most important thing for you when looking for a new house?
2. What advice would you give someone looking for a new place to live?

B WHILE Watch the video. Complete the chart.

Length of Lease	12 Months
Rent	$1,500
Deposit (before the administrative fee)	$1,500
Administrative Fee	$100
Cleaning Deposit	$300

C AFTER In your notebook, reorder the words to make questions.

1. much / the / is / rent / how
   How much is the rent?
2. deposit / is / much / how / the
   How much is the deposit?
3. long / how / lease / the / is
   How long is the lease?
4. fees / any / other / there / are
   Are there any other fees?

UNIT 4 Everybody Needs To Get Involved

A BEFORE Discuss the questions with a partner. Answers will vary.

1. What is a clothing drive?
2. Have you volunteered? If yes, what did you do?

B. WHILE Watch the video. Complete the parts of the conversation.

Naomi: I have a lot of (1) ___extra___ clothes. It's the least I could do.

Mrs. Sanchez: I know somebody will really (2) ___appreciate___ these clothes.

Naomi: Do you need any (3) ___volunteers___?

Mrs. Sanchez: Let me see ... Would you mind helping me (4) ___sort___ the clothing?

C AFTER Make embedded questions with the words in parentheses.

1. Where is Orange Avenue? (Can you show me) ___Can you show me where Orange Avenue is?___
2. Are there any shelters downtown? (Do you know if) ___Do you know if there are any shelters downtown?___
3. When does the shelter open? (Can you tell me) ___Can you tell me when the shelter opens?___
4. What do volunteers do? (Can you explain) ___Can you explain what volunteers do?___
5. How can I get public assistance? (Would you mind telling me) ___Would you mind telling me how I can get public assistance?___

afaq-lc.com

UNIT 3 We Are Going To Be Roommates!

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Watch the video. Complete the chart.

Ask students to watch the video, paying attention to the amount of the deposits the renters have to pay.

Play the video again and ask students to fill in the cha t.

Play the video once more and have students check their answers.

AFTER

C In your notebook, reorder the words to make questions.

Tell students that they have to unscramble the words to write questions.

Review students' answers as a class. Then play the video once again to check answers.

UNIT 4 Everybody Needs To Get Involved

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Watch the video. Complete the parts of the conversation.

Play the video and ask students to watch and listen carefully.

Play the video again and have students write the missing words.

Then play the video once more and have students check their answers.

AFTER

C Make embedded questions with the words in parentheses.

Read the directions out loud.

Then write the first xample to model the exercise.

Ask students to write their questions and, when they've finishe , ask volunteers to write some of their questions on the board.

UNIT 5 Thanks For The Advice, Doctor

A BEFORE Discuss the questions with a partner. Answers will vary.

1. What do you do to keep healthy?
2. What can you do to be healthier?

B WHILE Watch the video. Complete the parts of the conversation.

Dr. Badaoui: The results show that your (1) ___cholesterol___ count is still very high.

Mrs. Sanchez: I've changed my diet quite a bit. I've stopped eating (2) ___red meat___.

Dr. Badaoui: And have you been getting any (3) ___exercise___?

Mrs. Sanchez: Yes, I've been (4) ___walking___ every day, and I love it.

C AFTER Read the statements. Write *T* for true or *F* for false.

1. Mrs. Sanchez's cholesterol count is low. ___F___
2. She is now eating less red meat but more dairy products. ___T___
3. The doctor wants her to run every day. ___F___
4. The doctor wants her to take one pill for a month. ___F___
5. The doctor wants her to come back in three weeks. ___F___

UNIT 6 Tell Me About Your Job

A BEFORE Discuss the questions with a partner. Answers will vary.

1. Write a definition for the word "loan."
2. What do people get loans for?

B. WHILE Watch the video. Complete the parts of the conversation.

Mr. Sanchez: I'm a (1) ___loan officer___.

Mr. Sanchez: When customers want to get a loan—that is, when they want to (2) ___borrow___ money—they come to see me.

Hector: Sometimes you must have to give people (3) ___bad news___.

Mr. Sanchez: But sometimes I have good news for an (4) ___applicant___.

C. AFTER Read the statements. Write *T* for true or *F* for false.

1. Hector is writing an article for the Glendale newspaper. ___F___
2. Naomi likes talking to people in her job. ___T___
3. Naomi says being on her feet all day is tiring. ___T___
4. Mr. Patel first worked at his father's store. ___F___
5. Mr. Patel doesn't like to work hard. ___F___

afaq-lc.com

UNIT 5 Thanks For The Advice, Doctor

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Watch the video. Complete the parts of the conversation.

Explain that students will complete the parts of the conversation.

Play the video and ask students to watch and listen.

Play the video again so that students can complete the activity.

Then play the video once more and ask students to check their answers.

AFTER

C Read the statements. Write *T* for true or *F* for false.

Play the video and ask students to watch and listen carefully. Replay the video and have students decide if each statement is true or false.

Play the video once more and have students check answers.

UNIT 6 Tell Me About Your Job

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Watch the video. Complete the parts of the conversation.

Play the video and ask students to watch and listen.

Play the video again. Then ask students to complete the parts of the conversation.

Check answers as a class.

AFTER

C Read the statements. Write *T* for true or *F* for false.

Play the video and ask students to watch and listen carefully. Replay the video and have students decide if each statement is true or false.

Play the video once more and have students check answers.

UNIT 7 I Think You Gave The Wrong Change

A BEFORE Discuss the questions with a partner. Answers will vary.

1. Do you prefer to buy clothes in a store or online? Why?
2. Do you usually pay by cash or card? Why?

B WHILE Watch the video and complete the conversation.

Hector: And the tie (1) ___was___ $22?

Customer: That's (2) ___right___.

Hector: And you gave me $30, (3) ___didn't you___?

Customer: No, I (4) ___didn't___. I gave you $40.

Hector: You mean two $20 (5) ___bills___?

Customer: (6) ___Correct___.

C AFTER Read the statements. Write *T* for true or *F* for false.

1. The tie costs $22. ___T___
2. The customer counts the change. ___T___
3. Hector thinks the customer gave him $30. ___T___
4. Mateo gives the customer $10. ___F___
5. Mr. Patel is angry with Hector. ___F___

UNIT 8 This Place Looks Like A Garbage Dump

A BEFORE Discuss the questions with a partner. Answers will vary.

1. Which places in your community need to be cleaned up? Why?
2. What can you do if an area near you has a lot of litter?

B. WHILE Watch the video and complete the parts of the conversation.

Hector: This place looks like a (1) ___garbage dump___.

Naomi: What a (2) ___shame___. It used to be nice and clean.

Mateo: Well, it's definitely not nice and clean (3) ___anymore___.

Naomi: How did it (4) ___get___ so bad?

Hector: It all changed after the local (5) ___elections___. Remember?

C AFTER What do Mateo, Naomi, and Hector suggest to fix the problem?

- ☐ calling the city council
- ☑ washing off the graffiti
- ☐ do nothing
- ☐ picking up the garbage twice a week
- ☐ writing to 100 people
- ☑ planting new trees

afaq-lc.com

UNIT 7 I Think You Gave The Wrong Change

BEFORE

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 to students that they will watch the video and then complete the parts of the conversation.

Play the video and ask students to watch and listen carefully.

Play the video again. Then have students complete the activity.

AFTER

C Read the statements. Write *T* for true or *F* for false.

Play the video and ask students to watch and listen carefully. Replay the video and have students decide if each statement is true or false.

Play the video once more and check answers as a class.

UNIT 8 This Place Looks Like A Garbage Dump

BEFORE

Read the title and ask students what they think the video will be about.

A Discuss the questions with a partner.

Ask students to read the questions and discuss their answers with a partner. Discuss as a class.

WHILE

B Watch the video and complete the parts of the conversation.

Tell students to watch the video and complete the parts of the conversation.

Play the video and ask students to watch and listen carefully.

Play the video again. Then ask students to complete the activity.

AFTER

C What do Mateo, Naomi, and Hector suggest to fix the problem?

Ask students to think about Naomi, Mateo, and Hector's conversation about the problem. Then have them select the correct answers.

Discuss answers as a class.

Vocabulary List

PRE-UNIT

achievable
achieved
adjective
admissions application
adverb
architect
bar graph
conclusion sentence
creation
decide
educational
goal
interview
meet
native speakers
noun
organization
paragraph
strategy
success
support sentence
topic sentence
verb
word family

UNIT 1

accomplish
achievements
adjective clause
advice
allocate
ambitious
big box retailer
brainstorm
calm
carpool
character trait
cluster diagram
compassionate
conscientious
context
courageous
daycare facility
deadline
designed
determination
disciplined
dreams
firm
flexible
focus
goals
habits
hands-on
honest
honorable
hopeful
humble
in advance
influence
intern
inventory
jewelry
journal
last-minute changes
loyal
medicine
obstacle
on occasion
organized
overcome
overstock
partner
patience
patient
persistent
perspective
positive influence
prioritize
qualifications
raise
realistic
reality
refugee
reliable
resilient
respond
retired
sacrificing
simultaneously
solution
suburban
surgeon
task
time management
to the last minute
toddler
troubled
used to
veranda

UNIT 2

account
advertisement (ad)
advertising
advertising sales agent
annual fee
APR
art director
attorney
attractive
bargain
budget
budgeted amount
campaign
capacity
career
character
click-through rate
closing
collateral
commute
complain
complaint
credit card
credit limit
creditworthiness
debit card
delivery time
down payment
editor
employment
estimate
finance
grace period
graphic designer
home improvement
image
insurance
introductory rate
job description
job title
late fee
legal services
loan
market research analyst
medical
monthly expenses
personal finances
price-matching
real estate
salary
shipping costs
shop around
utilities
warranty

UNIT 3

advantage
afford
air-conditioning
amenities
asking price
backyard
balcony
brand-new
broker
builder's agent
buyer
closing
comparative
contract
cost comparison
cozy
credit check
deposit
detached
disadvantage
en suite
enclosed
financial commitment
floor plan
garage
get approved for a loan
heating
ideal
lender
location
make an offer
market
median gross income
mortgage
motivation
negotiate
noisy
offer
on the way
outgrown
pile into
pool
preference
price range
purchase price
putting away
real estate
real estate agent
realtor
secluded
seller
single-family
superlative
survive
thought long and hard
TLC (tender loving care)
within walking distance
work from home

UNIT 4

airport
bingo
brochure
bulletin board
campground
clarification
detail-oriented
dress code
farmer's market
friendly
highway
independent
interstate
job-related experience
keep track of
local hangout
locate
map scale
marathon
monitor expenses
notices
outgoing
recycling
reliable
reservations
reserved
resources
rest area
scenic
sign up
structures
suggestion
tech-savvy
volunteer
volunteer coordinator

UNIT 5

advise
announce
asthma
calculate
calories
cancer
carbohydrates
chiropractor
cholesterol
common cold
computer technician
copay
cough
coverage
deductible
demographics
dental assistant
dentist
diabetes
examine
fat
fiber
flu
healthy
high blood pressure
home health aide
ingredients
joint
junk food
landscape architect
lawyer
mail carrier
medical biller
medical career
medical equipment repairer
medical transcriptionist
meditating
mental
mental health
muscle spasm
muscular
nutrients
obstetrician
occupational therapy aide
optometrist
overtime
overweight
paramedic
pediatrician
percentage
phlebotomist
physical health
podiatrist
poll
premium
prescription plan
protein
providers
puzzles
saturated fat
serving size
sodium
sonographer
spouse
stroke
throwing up
unhealthy
vitamins

UNIT 6

ability
accountant
adaptability
administrative assistant
appearance
applicant
application
appropriateness
benefit (v.)
benefits (n.)
boss
business owner
cashier
certificate
characteristics
company culture
computer technician
conflict
construction worker
cover letter
criteria
degree
delivery person
effectiveness
electrician
eye contact
facial expressions
filter
firefighter
garment worker
hairstylist
homemaker
identify
impression
interests
inventory manager
key strengths
landscape architect
lawyer
mock
overtime
pay
position
posture
professional social networking sites
receptionist
reporter
required qualifications
reservation clerk
resume (n.)
salesperson
security guard
self-confidence
skill
strength
troubleshooting
upskilling
voice level
weakness
willingness

UNIT 7

active
airbrush
artist
Associate degree
Bachelor's degree
canvas
body art
bodypainting
City Hall
close the gap
communication
competition
construction

afaq-lc.com

contributions to the company
counterpart
cover your bases
critical thinking
deserve
Doctorate degree
document (v.)
door frames
employee retention
entrepreneur
entrepreneurship
ethical
ethics
fine art exhibits
flowchart
get someone's attention
hesitate
high school diploma
hypoallergenic paint
inappropriate
ink
lumber
Master's degree
misunderstanding
pardon me
passion
passive voice
pigment
politely
raise
rehearse
relevant
retirement
review
shipment
small business
solution
sponge
star performer
tag questions
tattoo artist
teamwork
woodworking

UNIT 8

accused of a crime
arbitrator
ballots
campaign
car registration
case
civic responsibility
court reporter
disqualify
elected
electoral process
eligible
environmental awareness
fair trial
gang violence
give a speech
homeless
homeless shelter
jaywalking
judge
jury
jury selection
jury summons
lawyer
legal assistant
mayor
mediator
nominate
occupation
paralegal
parent involvement
party
public transportation
step down
taxes
term
ticket
tuition
voting

afaq-lc.com

Grammar Reference

UNIT 1

Used to	
Example	**Rule**
Minh **used to** go to school during the day. Bita **used to** be an architect in Iran.	**Affirmative:** *used to* + base verb
Bita **did not use to** go to school at night. Minh **didn't use to** take care of his grandchildren.	**Negative:** *did* + *not (didn't)* + *use to* + base verb **Incorrect:** ~~I didn't **used** to go to school.~~
Did Minh **use to** work? **Did** Bita **use to** study English?	***Yes/No* Question:** *did* + subject + *use to* + base verb **Incorrect:** ~~Did Bita **used** to live in Iran?~~
Where **did** Minh **use to** work? What **did** Bita **use to** study?	***Wh-* Question:** *wh-* word + *did* + subject + *use to* + base verb
Used to + base verb expresses a past habit or state which is now different.	

Future Using *Will*	
Example	**Rule**
In the spring of 2026, **I will ask** my boss for a raise. In the summer, **I will look** for a job.	Future = *will* + base verb
In spoken English, people often use contractions: I will = *I'll*.	

Adjective Clauses		
Main Clause (Subject Clause)	**Relative Pronoun**	**Adjective Clause**
This is the place	**where**	I grew up.
She is the person	**who / that**	influenced me most.
A journal is something	**which / that**	can help you focus on important things.
Main clause (Object Clause)	**Relative Pronoun**	**Adjective Clause**
This is the woman	**who / whom**	I met yesterday.
Here is the book	**which / that**	you gave me this morning.
Adjective clauses describe a noun (either the subject or object) from the main clause. If the noun is the object, you can leave out the relative pronoun. *This is the woman I met yesterday*.		

UNIT 2

Contrary-to-Fact Conditionals	
Condition (*if* + Simple Past Verb)	**Result (*would* + Base Verb)**
If she **got** a raise,	she **would buy** a new house.
If they **didn't spend** so much money on rent,	they **would have** more money for entertainment.
If I **were** a millionaire,	I **would give** all my money to charity.
If John **weren't** so busy at work,	he **would spend** more time with his children.

- Contrary-to-fact (or unreal) conditional statements are sentences that are not true.
- The *if*-clause can come in the first or second part of the sentence. Notice how commas are used in the examples. (If you reverse the order of the condition and result clauses, omit the comma.)
- In written English, use *were* (instead of *was*) for *if*-clauses that need first or third person singular forms of *be*.
- In spoken English, people often use contractions: *I would = I'd*; *she would = she'd*, etc.

Contrary-to-Fact Questions	
***Wh-* Question**	***Yes / No* Question**
What + *would* + subject + base verb + *if* + subject + simple past	*Would* + subject + base verb + *if* + subject + simple past
What would you do **if** you won the lottery?	**Would** you give up your job **if** you won the lottery?

Passive Voice: Present				
Subject	***Be***	**Past Participle**		**Explanation**
Ads	are	written	to sell products.	Since we know that ads are written by advertisers, the information "by advertisers" is not important.
The tablet	is	advertised	on TV.	Since we know that the store is advertising the tablet, the information "by the store" is not important.
We use the passive voice to emphasize the object of the action or when the person who does the action is not important.				

afaq-lc.com

UNIT 3

Questions Using Comparative and Superlative Adjectives				
Question Word	**Subject**	**Verb**	**Adjective or Noun**	**Rule**
Which	place house one	is	bigger? closer to work? the safest?	Use *be* when following the verb with an adjective.
		has	more rooms? the biggest floor plan?	Use *have* before a noun.

Long and Short Answers			
Question	**Short Answer**	**Long Answer**	**Rules**
Which one is bigger, the condominium or the house?	The condominium.	The condominium is bigger. The condominium is bigger **than** the house.	• When comparing two things and mentioning both of them, use *than*. • When comparing two things, but only mentioning one of them, do not use *than*.
Which place has more rooms?	The house.	The house has more rooms. The house has more rooms **than** the condominium.	

Yes / No Questions and Answers		
Do you want	air-conditioning? a backyard? a balcony? a garage? heating? a pool?	Yes, I do. No, I don't.
Do they need		Yes, they do. No, they don't.
Does the house have		Yes, it does. No, it doesn't.

Information Questions			
Information	**Example Questions**		
type of property	What type	of property	do you want? is it?
number of bedrooms number of bathrooms	How many	bedrooms bathrooms	do you want? does it have?
location	Where		is it?
price range	What		is your price range?
down payment (percentage)	How much		can you put down?

UNIT 4

Embedded Questions	
Introductory Question	**Embedded Question**
Can you show me Do you know Can you tell me	where **Elm Street is**? **if** there is a library near here? when the library **opens**?

Rules
- In an embedded information question, the subject comes before the verb.
- For *yes* / *no* questions, use *if* before the embedded question.
- In an embedded question that would normally have *do* or *does*, take out *do* or *does* and use the verb form that agrees with the subject.

Common Expressions Used to Introduce Embedded Questions	
Would you tell me what time the bank closes?	**Will you show me** where the adult school is?
Can you explain where I drop off my books?	**Do you know** if I can buy a computer there?

UNIT 5

Present Perfect Continuous	
Example	**Form**
I **have been resting** for three hours.	Affirmative sentence: *has* / *have* + *been* + present participle
He **hasn't been sleeping** well recently.	Negative sentence: *has* / *have* + *not* + *been* + present participle
How long **has your stomach been hurting**?	Question: *has* / *have* + subject + *been* + present participle

Uses
- To emphasize an action that started in the past and is still in progress. Example: I **have been taking** my vitamins.
- To emphasize the duration of an action or habit that started in the past and continues in the present. Example: She **has been sleeping** since 10 p.m. / I **have been taking** this medicine for three days.
- With some verbs (for example *work*, *live*, *teach*), there is no difference in meaning between the present perfect and the present perfect continuous. Example: They **have lived** / **have been living** here since 2010.

Note: Some verbs are not usually used in the continuous form. These include *be*, *believe*, *hate*, *know*, *like*, and *want*.

afaq-lc.com

Present Perfect	
Example	**Form**
He **has seen** the doctor. I **have hurt** my knee four times in my life.	Affirmative sentence: *has* / *have* + past participle
They **haven't been** to the hospital to see her.	Negative sentence: *has* / *have* + *not* + past participle OR *has* / *have* + *never* + past participle
Have you **taken** your medicine?	Question: *has* / *have* + subject + past participle

Uses
- When something happened (or didn't happen) at an unspecified time in the past. Example: She **has never broken** her arm.
- When something happened more than once in the past (and could possibly happen again in the future). Example: I **have hurt** my knee four times in my life.
- When something started at a specific time in the past and continues in the present. Example: I **have worked** in this hospital for ten years.

Direct Speech	Indirect Speech	Rule
"You have to exercise more."	The doctor **explained** (that) I had to exercise more.	• Change pronoun. • Change simple present to simple past.
"The most important thing is your health."	The doctor **said** (that) the most important thing was my health.	

Direct Speech	Indirect Speech
I want to lose weight. My test results are negative.	I told **you** (that) I wanted to lose weight. He notified **me** (that) my test results were negative.
It is important to check your heart rate. I feel sick.	My personal trainer said (that) it was important to check my heart rate. She complained (that) she felt sick.

- Some verbs are usually followed by an indirect object or pronoun. (*tell*, *assure*, *advise*, *notify*, *promise*, *remind*, *teach*, *warn*)
- Some verbs are NOT followed by an indirect object or pronoun. (*say*, *agree*, *announce*, *answer*, *complain*, *explain*, *reply*, *state*)

UNIT 7

Tag Questions			
Positive Statement	**Tag**	**Negative Statement**	**Tag**
She works,	doesn't she?	She doesn't work,	does she?
She is working,	isn't she?	She isn't working,	is she?
She worked,	didn't she?	She didn't work,	did she?
She will work,	won't she?	She won't work,	will she?
She is going to work,	isn't she?	She isn't going to work,	is she?
She has worked,	hasn't she?	She hasn't worked,	has she?
She had worked,	hadn't she?	She hadn't worked,	had she?

Passive Voice	Active Voice
The note **was put** there by Raquel.	Raquel **put** the note there.
The note **was written** by Jim.	Jim **wrote** the note.
The orders **were sent** yesterday. (We don't know who sent them.)	They **sent** the orders yesterday.

Passive Voice				
Example Sentence	**Passive Subject**	***Be***	**Past Participle**	**(*by* + Person or Thing)**
The note was written by Jim.	It	was	written	by Jim.
The orders were sent yesterday. (We don't know who sent them.)	They	were	sent.	

- Use the passive voice to emphasize the object of the action, or when the doer of the action is unknown or unimportant.
- To change an active sentence into a passive sentence, switch the subject and the object, and change the verb to the correct form of *be* + the past participle. The word *by* is used before the doer of the action.

UNIT 8

Passive Modals				
Example Sentence	**Passive Subject**	**Modal**	***Be***	**Past Participle**
More schools **should be** built.	schools	should	be	built
Taxes **need to be** increased.	taxes	need to	be	increased
Children **must be** protected.	children	must	be	protected
Parents **have to be** involved.	parents	have to	be	involved

afaq-lc.com

Credits

ILLUSTRATIONS: Illustrations created by Oscar Hernandez. All illustrations and graphics are owned by © Cengage Learning, Inc.

PHOTOS: v (tl) © Charlie Zevon, (tr) © Priscilla Caraveo; **xii** (tl) Shapecharge/E+/Getty Images, (tc) (tr) © Christopher Payne/Esto, (cl1) (cr2) © Chris Crisman Photography, (cl2) (cr1) © Brian Doben Photography; **2** (tr) (br) © Chris Crisman Photography, (cl) Shapecharge/E+/Getty Images, (c) (bl) © Brian Doben Photography, (cr) (bc) © Christopher Payne/Esto; **12–13** (spread) Sumiko Scott/Moment/Getty Images; **14** (cl) Makistock/Shutterstock.com, (cr) PixDeluxe/Shutterstock.com; **16** (c) Plo/Shutterstock.com, (cr) Pixel 4 Images/Shutterstock.com, (bc) IM_photo/Shutterstock.com, (br) Oleg_Mit/Shutterstock.com; **20** Dotshock/Shutterstock.com; **21** (tl) Yamasan0708/Shutterstock.com, (cl1) FG Trade/E+/Getty Images, (cl2) Adamkaz/E+/Getty Images; **23** Peter Horree/Alamy Stock Photo; **24** Thomas Barwick/Taxi/Getty Images; **26** Phongsak Sangkhamanee/iStock/Getty Images; **37** © Kate Cummings/National Geographic Image Collection; **38–39** (spread) Josh Appel/Unsplash.com; **42** The Good Brigade/DigitalVision/Getty Images; **49** (tl) Yevgen Romanenko/Moment/Getty Images, (tr) Issarawat Tattong/Shutterstock.com, (cl) Mirjanajovic/DigitalVision Vectors/Getty Images, (cr) VRstudio/Shutterstock.com; **50** 97/E+/Getty Images; **56** (tr) VladaKela/Shutterstock.com, (cl) Billion Photos/Shutterstock.com, (cr) Everytime/Shutterstock.com; **63** Katelyn Mulcahy/Getty Images Sport/Getty Images; **64–65** (spread) Karsten Moran/The New York Times/Redux; **66** (tl) Rafal Olechowski/Shutterstock.com, (cl) Vineyard Perspective/Shutterstock.com, (bl) Elxeneize/Shutterstock.com; **68** (tl) Tim Kitchen/The Image Bank/Getty Images, (tr) Ursula Page/Shutterstock.com, (cl) Rick Lewis/Alamy Stock Photo, (cr) Daniel Korzeniewski/Alamy Stock Photo; **69** (cl1) Thomas Northcut/Iconica/Getty Images, (cl2) Livio Sinibaldi/Photodisc/Getty Images; **75** (cr1) BondRocketImages/Shutterstock.com, (c) (cr2) Tracy ben/Shutterstock.com, (cr3) Roman Babakin/Shutterstock.com; **84** (tl) Agil73/Shutterstock.com, (tr) Ballyscanlon/Photodisc/Getty Images; **88** Halfpoint/Shutterstock.com; **89** South China Morning Post/Getty Images; **90–91** (spread) NurPhoto/Getty Images; **92** Iakov Filimonov/Alamy Stock Photo; **98** Monkey Business Images/Shutterstock.com; **100** (br1) Sean Levett/EyeEm/Getty Images, (br2) Shymar27/Shutterstock.com; **115** © Kat Keene Hogue/National Geographic Image Collection; **116** Andrey Rudkov/Bloomberg/Getty Images; **118–119** (spread) Public Health Image Library/CDC; **120** (tl) Yurakrasil/Shutterstock.com, (tr) BSIP SA/Alamy Stock Photo, (cl) Lordn/Shutterstock.com, (c) Eva-Katalin/E+/Getty Images, (cr) Emmanuel Lavigne/EyeEm/Getty Images; **123** DC Studio/Shutterstock.com; **127** (tl) Michaeljung/Shutterstock.com, (tc) Wong yu liang/Shutterstock.com, (tr) LightField Studios Inc./Alamy Stock Photo, (cl) Wavebreakmedia/Shutterstock.com, (cr) Francisblack/E+/Getty Images; **143** Maskot/DigitalVision/Getty Images; **144–145** (spread) iStock.com/Ozgurcankaya; **146** (tl) Hinterhaus Productions/Stone/Getty Images, (tc) MesquitaFMS/E+/Getty Images, (tr) Gorodenkoff/Shutterstock.com, (cl) Cavan Images/Getty Images, (c) PeopleImages/iStock/Getty Images, (cr) MonstArrr/iStock/Getty Images, (bl) Virrage Images/Shutterstock.com, (bc1) VAKS-Stock Agency/Shutterstock.com, (bc2) Halfpoint/Shutterstock.com, (br) Prostock-studio/Shutterstock.com; **148** (cl1) Dragon Images/Shutterstock.com, (cl2) Mimagephotography/Shutterstock.com, (bl1) Tim Gerard Barker/Getty Images, (bl2) Andresr/Shutterstock.com; **149** Scott Olson/Getty Images News/Getty Images; **158** Djile/Shutterstock.com; **169** © Jason Henry; **170–171** (spread) Nelson Almedia/AFP/Getty Images; **173** Michaeljung/Shutterstock.com; **175** 10'000 Hours/DigitalVision/Getty Images; **194** Anna Maltseva/Shutterstock.com; **195** © Guido Daniele; **196–197** (spread) © Krista Rossow/National Geographic Image Collection; **198** (tl) Silvrshootr/iStock/Getty Images, (tr) Operation 2021/Alamy Stock Photo, (cl) William Andrew/Photographer's Choice RF/Getty Images, (c) PaulPaladin/Alamy Stock Photo, (cr) Michael Burrell/iStock/Getty Images; **204** (tl) Olena Yakobchuk/Shutterstock.com, (tr) Daniel Albach/Shutterstock.com, (cl) Chungking/Shutterstock.com, (cr) Marc Bruxelle/Shutterstock.com; **210** (cr1) Leland Bobbe/iStock/Getty Images, (cr2) Francesco83/Shutterstock.com, (br) Blend Images - LWA/Dann Tardif/DigitalVision/Getty Images; **211** Blend Images - LWA/Dann Tardif/DigitalVision/Getty Images; **221** © TK/Suzie Aramesh Price; **222** © Hannah Reyes Morales/National Geographic Image Collection; **269** © NG Maps/National Geographic Image Collection.

Skills Index

ACADEMIC SKILLS
Active Listening, 35, 61, 87, 113, 141, 167, 193, 219
Brainstorming, 20, 25
Charts, graphs, and maps, 4, 5, 7-9, 11, 14, 15, 18-21, 24, 28, 29, 33-35, 40, 41, 48, 49-50, 54, 55-58, 62, 67, 69, 73, 75, 79-81, 83, 85-88, 95, 97, 99-102, 105, 108, 109, 111, 112, 120-123, 129, 133-137, 147-151, 153, 160, 161-164, 166, 179, 181, 187-189, 201, 204, 205, 207, 213, 214, 216
Critical Thinking
Analyze, 11, 27, 49, 88, 93, 114, 136, 154, 185
Apply, 72, 163, 183
Brainstorm, 107, 187, 206
Calculate, 41, 42, 101
Clarify, 208
Classify, 17, 80, 121, 149, 176
Collaborate, 35, 61, 87, 113, 141, 167, 193, 219
Compare, 16, 40, 48, 69-71, 74, 103, 173
Contrast, 48, 147
Create, 22, 42, 88
Debate, 211
Defin , 67, 78
Design, 51, 88, 100
Evaluate, 11, 186, 210
Graph, 8, 22, 62, 122, 136
Identify, 50, 66, 198, 204, 212
Illustrate, 68
Infer, 17, 27, 47, 62, 67, 70, 72, 77, 114, 137, 146, 203
Interpret, 8, 81, 108, 122, 129, 134, 137, 179, 188, 189, 207, 214
Match, 29, 127, 130
Plan, 96
Predict, 14, 18, 43, 78, 123
Refle t, 30, 83, 105, 109, 168, 183, 199
Restate, 127
Retell, 128
Scan, 129
Sequence, 76, 126
Solve, 204, 205
Summarize, 62, 77, 96, 168, 199, 208
Visualize, 9, 45, 52, 151
Grammar
Active voice, 176
Adjective clauses, 24, 33
Adjectives, 70, 71
be, 51, 177, 211
Comparative adjectives, 69, 71, 84
Contrary-to-fact conditionals, 44, 45
Direct speech, 126, 128
Embedded questions, 93, 94
Errors, 11
Future using *will*, 19
Indirect speech, 126, 128
Information questions, 74
Long and short answers, 71
Passive modals, 211
Passive voice, 51, 176, 177
Past, 15-16
Present, 15-16, 51
Present perfect continuous, 124
Present perfect, 125
Relative pronouns, 24
Sentence types, 10
Superlative adjectives, 71
Tag questions, 173
used to, 15, 32
Wh- questions, 45
who, *which*, *where*, 23
Yes / No questions, 45
Group activities, 5, 8, 35, 45, 46, 48-51, 55, 61, 62, 75, 87, 88, 106, 107, 113, 114, 122, 130, 132, 134, 141, 147, 154, 158, 166, 167, 172, 180, 182, 184, 185, 193, 199, 200, 205, 216, 219, 220
Learning strategies, 6-8
Listening
Ads, 69
Conversations, 4, 18, 21, 40, 41, 69, 70, 78, 79, 96, 97, 102, 126, 175, 178, 188, 200
Directions, 102
Doctor's instructions, 126
Finances, 40, 41
Housing, 70, 72, 78, 79
Mortgage information, 78, 79
Problem communications, 178
Skills and characteristics, 148
Speeches, 210
Stories, 72
Tag questions, 174
Workplace behavior, 175
Partner activities, 11, 14, 16, 18, 17, 22, 24, 26, 31, 33, 47, 48, 51, 52, 54, 62, 67, 69-71, 73, 74, 77, 78, 81, 83, 86, 92, 96, 97, 99, 101, 103, 105-108, 110, 111, 123, 127, 128, 135, 137, 146, 149, 156, 158, 159, 163, 168, 175, 179, 181, 183, 186, 189, 194, 200, 204, 206, 208, 211, 214, 215
Pronunciation
Enunciation and intonation, 97
Information questions, 74
Yes / No questions, 73
Reading
Ads, 49, 66, 84
Bulletin boards, 99, 100
Charts, 9, 15, 19, 21, 24, 44, 45, 51, 71, 73, 74, 93, 94, 124-126, 128, 173, 176, 177, 211
Chat, 54
Conversations, 4, 92, 98, 123, 126, 172, 173, 175, 178, 199, 202, 205, 207
Cover letter, 155
Credit and loan information, 46, 48
Elections, 207
Email, 53, 155, 186
Ethical decisions, 181, 182, 192
Goals, 10
Graphs, 8, 20, 48, 55, 56, 62, 80, 81, 101, 108, 122, 136, 137, 179, 187-189, 207, 214
Health insurance forms, 133
Job descriptions, 31, 57, 83, 109, 135, 156, 213, 215
Letters, 167
Maps, 75, 101, 102, 112
Mortgage information, 75, 80
Nutrition labels, 129-131
Paragraphs, 9, 10-11, 17, 23, 25, 27
Speeches, 211
Websites, 75, 161, 201
Speaking
Answering questions, 14, 17, 52, 62, 125, 159, 163, 200, 215
Asking for clarific tion, 103, 111
Asking questions, 16, 33, 45, 70, 71, 73, 74, 105, 106, 108, 125, 150, 158, 163, 167, 200, 215
Conversations, 45, 92, 97, 106, 123, 147, 175, 205, 206
Giving a speech, 212, 219
Giving advice, 21, 22
Giving directions, 103
Indirect speech, 127, 128
Interviews, 150, 159
Introductions, 4
Vocabulary
Civic responsibility, 198, 203, 208, 213, 216
Context, 17
Credit and loans, 47
Doctors, 127
Elections, 208
Health insurance, 132, 135
Housing, 66, 72, 78
Jobs and careers, 29-31, 55-57, 81-83, 107-109, 135-137, 147, 150, 153, 161-163, 185, 187-189, 213-215
Maps, 101
Nutrition labels, 130
Resumes, 153
Skills, 146
Vocabulary cards, 34
Word families, 9
Writing
Active voice, 211
Ads, 51, 59, 68
Applications, 1
Charts, 4, 5, 7, 9, 11, 14, 18, 19, 21, 28, 33, 40, 41, 47, 48, 50, 54, 57, 58, 67, 69, 83-85, 88, 111, 112, 120, 121, 135, 137, 147-151, 164, 166, 204, 205, 213, 216
Checklists, 73, 74, 85
Combining sentences, 24, 33
Comparisons, 71
Conditional statements, 45, 59
Cover letters, 155
Definition , 67
Emails, 53, 54, 155, 157, 186, 206
Embedded questions, 94, 96, 110
Evaluation forms, 160
Goals, 9-11
Indirect speech, 127, 128
Information questions, 85
Lists, 17, 25, 26, 40, 42, 44, 57, 59, 60, 74, 75, 78, 83, 104, 106, 107, 120, 140, 142, 148, 149, 152, 164, 165, 190-192, 204, 205, 217, 218
Paragraphs, 10, 25, 77, 208
Passive modals, 212, 217
Passive voice, 212, 217
Past and present comparisons, 32
Present perfect continuous, 124
Present perfect, 125
Questions, 16, 32, 50, 70, 111
Resumes, 152-154, 164
Speeches, 212
Tag questions, 174, 190
Time-management strategies, 28
DIGITAL LITERACY, 3, 26, 41, 47, 54, 75, 79, 96, 99, 100, 130, 133, 151, 154, 180, 181, 199, 203
LEARNER LOGS, 32, 58, 84, 110, 138, 164, 190, 216
LIFE SKILLS
Admission applications, 3
Advertising techniques, 49-51
Asking for a raise, 184-186
Communicating opinions, 204-206
Community resources, 92-94
Comparing housing, 69-71
Cover letters, 155-157
Credit cards, 47-48
Doctor's instructions, 126-128
Driver's licenses, 201
Elections, 207-209
Ethical decisions, 181-183
Giving advice, 20-22
Giving suggestions, 98-100
Goal attainment, 17-19
Goal setting, 9-11
Health insurance forms, 132-134
Healthy habits, 120-122
Home-buying process, 75-77
Housing advertisements, 66-68
Housing preferences, 72-74
Identify obstacles, 20-22
Identifying skills and characteristics, 146-148
Interviews, 158-160
Job searches, 149-151
Jury duty, 202-203
Learning strategies, 6-8
Monthly expenses, 40-42
Mortgage information, 78-80
Nutrition labels, 129-131
Problem communication, 178-180
Problem solving, 198-200
Resumes, 152-154
Road maps, 101-103
Smart shopping, 43-45
Symptoms, 123-125
Time management, 26-28, 32
Volunteering, 104-106
Workplace behavior, 172-174
MY DICTIONARY, 34, 60, 112, 140, 166
TEAM PROJECTS, 35, 61, 87, 113, 141, 167, 193, 219
TOPICS
Civic responsibility, 196-221
Community problems, 204-206
Driver's licenses, 201
Elections, 207-209
Jury duty, 202-203
Problem solving, 198-200
Speeches, 210-212
Community, 90-113
Community resources, 92-94
Giving suggestions, 98-100
Road maps, 101-103
Using telephones, 95-97
Volunteering, 104-106
Explore the Workforce, 29, 55, 81, 107, 135, 161, 187, 213
Health, 114-133
Doctor's instructions, 122-128
Health insurance forms, 132-134
Healthy habits, 120-122
Nutrition labels, 129-131
Symptoms, 123-125
Home buying, 62-81
Comparing housing, 69-71
Home-buying process, 75-77
Housing preferences, 72-74
Interpreting advertisements, 66-68
Mortgage information, 78-80
Job searches, 144-167
Conducting a job search, 149-151
Cover letters, 155-157
Identifying skills and characteristics, 146-148
Interviews, 158-160
Resumes, 152-154
Life balance, 12-35
Give advice, 20-22
Goals, 17-19
Identify obstacles, 20-22
Important people, 23-25
Past and present, 14-16
Time management, 26-28
On the job, 170-193
Asking for a raise, 184-186
Communicating problems, 178-180
Ethical decisions, 181-183
Workplace actions, 175-177
Workplace behavior, 172-174
Personal finance, 38-61
Advertising techniques, 49-51
Business letters, 52-54
Credit cards, 46-48
Monthly expenses, 40-42
Smart shopping, 43-45

afaq-lc.com

LIFE ONLINE VIDEO 1: Who's Tracking You?

Do you ever get the feeling that the internet knows more about you than you realize? Do you ever go to a news site and see an ad for the same pair of shoes you were just shopping for? Do you ever go on social media and see posts about the band you just bought a ticket to see? Do you ever wonder: How do they know? … Is it just a coincidence?

The short answer is: No, it's probably not a coincidence. Today, we use the internet for so many things that we share a lot of information about ourselves without even realizing it. And you know what? Companies want as much information about you as they can get, so they keep coming up with new ways to learn about you.

Sometimes companies simply ask you for information. Every time you sign up for an account, a membership, or a mailing list, you share some data about yourself: your name, email address, phone number, maybe even your birthday or the topics or products you are interested in. But it doesn't stop there. Now, every time you sign into that account, the website tracks what you do. Did you look at that striped sweater? Did you click on that dance video? That news article? That ad? With every click, they learn a little more about you.

Even when you don't have an account, companies have ways of tracking your online activities using *cookies*. They may sound tasty, but when we're talking about web browsing, cookies are little pieces of information stored on your browser. Cookies can save information like your language preferences, your location, and the things you bought or clicked on the last time you visited that site. There's even a type of cookie, called third-party cookies, that collects information about what you do across multiple websites. This is probably why you see ads for that same pair of shoes on your favorite news site and on social media.

Now, you might say, that's great! When I search for Korean restaurants, I want to see Korean restaurants close to my home. And when I go to my favorite websites, I want them to remember that I speak English, and that I like to watch videos of puppies. And I definitely want them to send me a code for 10% off on my birthday!

But what if you don't want to share all that information? Maybe you're shopping for a surprise gift for someone in your home, and you don't want them to find out. Or maybe you're looking for information about a medical problem, and you don't want others to know. Maybe you're worried that a company might lose your data or sell your data to someone else. How can you use the internet for the things you need and still protect your privacy?

Here are some tips that can help you keep your information safe online:

1) Create a separate email account for memberships, online shopping, and email lists. Keep your primary email address for your important personal and professional communication.
2) Use a search engine that doesn't store your past searches or track your location or preferences. Or search for information using your browser's "private mode."
3) Pay attention to the cookies settings on websites. Even though it's easy to click *accept all*, if you select just *necessary cookies*, you can reduce the amount of information that is tracked.
4) And perhaps most importantly, remember, you never get something for nothing! If a company is offering you a discount, it's probably because they're asking for some of your information in exchange.

Remembering these things will help keep your personal information … well, personal.

afaq-lc.com

LIFE ONLINE VIDEO 2: Amber Case: Caring for your Second Self

Amber Case: My name is Amber Case. I'm a National Geographic Explorer and a researcher in the field of cyborg anthropology.

Anthropologists study human relationships. Cyborg anthropologists study humans and technology and how technology effects culture.

But what is a cyborg?

Even though the word seems like it comes from the movies, the origin of the term actually comes from a 1960 paper on space travel.

You are a cyborg any time you use a tool for the purpose of adapting to a new environment.

Just as a hammer is an extension of your fist and a knife is an extension of your teeth, a computer could be considered an extension of your mind.

As humans, we can trade these tools out for other tools, and we can create new tools and techniques to adapt to our environments or to share information.

The ways in which we communicate with each other and share information is very different to how it was just a few years ago.

We all have email, but most of us also have multiple social media accounts as well. I have an account that I use to post status updates, an account I use to post photos, and an account that I use to connect with other professionals. I also have a blog and a professional website.

I use these different accounts to stay in touch with people, to keep my followers informed about my work, to share exciting developments, and to conduct business.

Social media can be fun and exciting, but of course it can also create difficulties.

One reason is because of our second self.

Psychologist Sherry Turkle coined this term to describe the trail of data that contributes to our digital selves.

We experience thousands of moments every day and only share a few of those moments online. When we create a post, share a photo of ourselves, or retweet a news story, we are contributing to our digital footprint and, just like the real-life version of ourselves that interacts everyday with people face to face, we need to think carefully about how we present our second self. That's because anyone, including complete strangers, can discover a lot about us.

It's important to manage this information. What if a post from a few years ago affects your chances of getting into college? What if a status update stops you from getting that job you've always wanted? Maybe you are a different person than you were a few years ago. But if you forget to make the changes to your second self, that school or that employer can't know that you've changed.

Some people have two accounts, a private and a public account, so that they can share specific, unfiltered content with a close group of friends and more professional content with the wider world.

In the same way that you wake up, take a shower, and get dressed every morning, you need to learn to do that for your second self.

Here are a few things you can do right now to maintain your second self.

First, check your privacy settings. Make sure that your posts aren't visible to people you don't know. Second, take a look at your photos. Are there any photos you don't want people to see? Similarly, have a look through your posts and comments and ask yourself the same question.

Think about the future. If you want to continue using social media to post and share whatever you like, you might consider creating a separate account that uses a nickname instead of your real name.

Life Skills Video Scripts

UNIT 1 Video 1: I Need to Get Organized

Naomi: What's wrong, Hector? You look worried.
Hector: I have so much to do at work, at school, at home.I don't know how to get organized. It's so frustrating!
Naomi: Well, did you make a list?
Hector: No, I didn't. I wrote myself these notes, but I forget to look at them, or I lose them. I am so busy at work that I can't get around to my school work. Like right now, I should be writing this paper for school. Hello? Mateo, hey! A movie? Tonight? Oh, right now? No. I'm not doing anything. You should come here. I'm at the diner, you should come here. OK, I'll see you here...See you soon. Where was I?
Naomi: Hi Mateo. Are you helping Hector with his paper?
Mateo: Uhhh, nope. We're doing a Sudoku. We have to kill time before the movie starts.
Naomi: Hector...didn't you need to write that paper? You don't know how to manage your time!
Hector: Well, like how?
Naomi: See, I used to be like that too. Very disorganized. I didn't know which tasks should be done firs . Like when I started working here at the diner and my boss would ask me to do three things, then an hour later, three more things. I didn't know what to do.
Mateo: Well how did you learn how to get organized?
Naomi: Here is your new best friend. I'm going to teach you some time-management skills. The first on , write everything down! Now, write down your goals.
Naomi: "GOAL SETTING": you need to make a chart with all your goals and things to do. "PRIORITIZATION": to should know what things need to get done firs .
Mateo: That's a great idea! I wish I had thought of that.
Naomi: "MANAGING INTERRUPTIONS""AVOIDING PROCRASTINATION""SCHEDULING".
Hector: Those are all good tools. With a chart like that, it would be easier to accomplish my goals. That's just what I'll do. Thanks, Naomi.
Mateo: So, are we still going to the movies?

UNIT 2 Video 1: Compare Before You Decide

Instructor: OK, class. So far we have covered personal expenses. We have talked about how to create a monthly budget and how to be a good consumer. Now, we are going to talk about something that you all probably have, but you may not really understand. Does anyone know what this is?
Student: Sure, it's a credit card.
Instructor: That's right. How many of you here have at least one credit card?
Instructor: All of you! OK, then. Let's just see how much you all know about the credit cards you have. First, can someone tell me what the difference is between a credit card and a debit card?
Naomi: Sure. They look the same. But a debit card is a way of paying for things with money you have. When you pay for something with a debit card, money is deducted from your bank account.
Instructor: That's right, Naomi. Now what about a credit card?
Naomi: A credit card is a way of making purchases without paying. At least, not right away.
Instructor: That's a good way of putting it. A credit card allows you to borrow money from a lending institution.
Student: Oh, so it's sort of like a loan from a bank.
Instructor: That's right. It's very much like a loan. The credit card company makes money by charging you interest on the purchases you make. If they didn't charge you interest, they wouldn't make any money. And we all know that banks are in the business of making money. In addition to the interest, they make even more money by adding other charges.
Naomi: Really? What kinds of charges?
Instructor: Well, let's look at the differences in these three cards. Mateo, which of these three cards would you choose?
Mateo: Well, I'm not sure. But the one on the right has the lowest annual percentage rate. And that means a lower interest rate, right?
Instructor: The interest is lower. But...see here. This card has a very high annual fee. That means you that you pay for the card each year, even if you don't use it.
Mateo: Oh...I see. But, the one on the left has no annual fee, but the APR is 20 percent.
Instructor: And 20 percent is fairly high. If you had a balance of 100 dollars, you would have to pay 20 dollars in interest over the course of a year.
Instructor: Now, what about the one in the middle, Hector?
Hector: That's the best one.
Instructor: Why is that?
Hector: Well, the APR is 14 percent. That doesn't sound too bad. There's a low rate for late fees, and there isn't any annual fee.
Instructor: If you got this card you would pay the lowest overall charges. The APR is a little high, but there's no annual fee and the late fees are reasonable. It's a good idea to compare cards if you're going to get an account. If you don't, you may end up paying a lot in interest and other fees.
Instructor: Well, that's all the time we have for today. We'll pick up again here next week. Bring in your credit card bills next week if you have any questions. Have a good weekend, and be careful with your money!

afaq-lc.com

Naomi: That was an interesting class. Does anyone want to go get lunch?
Mateo: Sure, but who's paying?
Student: I can see that somebody's been using their credit cards a little too much lately.
Hector: Don't worry, I'll lend you some money.
Mateo: Uh-huh. And if I borrowed money from you now, how much would you charge in interest later?
Hector: Don't worry, my interest rates are very reasonable.
Student: But you'd better watch out for his APR. I've heard it's very high.

UNIT 3 Video 1: We're Going to Be Roommates!

Naomi: Look at all this stuff! Where do we start, you guys?
Mateo: Don't stress out, Naomi. Everything will be OK.
Naomi: I guess I'm worried about the landlord. He's going to bring the lease in a few minutes.
Mateo: Yeah, the landlord is pretty tough. You've got to be careful with him. Whatever you do, don't sign anything until you read the lease.
Hector: Good advice. In the meantime, let's open some of these boxes. What's in here? A lamp! That will be useful.
Naomi: That's my favorite lamp. We can put it right here on top of the end table.
Mateo: What about these?
Naomi: Oh! Those are pillows for the sofa. Don't they look nice? Home, sweet home! Oh, you guys! We're going to be roommates! I'm so excited.
Hector: You know something? This is the first time 've ever lived away from my parents. I think I'm going to cry.
Mateo: Don't worry, Hector. We'll take care of you.
Naomi: That must be the landlord! Mateo, answer the door.
Landlord: Hello, hello. I see you started to move in. It looks very cozy. Anyway, I just came by to bring you a copy of the lease. You can just sign here on the last page.
Naomi: Well, can't we read it first? 'd like to read the lease before I sign it.
Landlord: Well, I am in a bit of a hurry. What don't you understand?
Naomi: Oh, for one thing, how long is the lease?
Landlord: A year. 12 months.
Hector: How much is the deposit?
Landlord: The deposit is equal to the rent.
Hector: The rent is $1500, so the deposit is $1500 too?
Landlord: Actually, the deposit is $1600.
Hector: Excuse me? What's the extra $100 for?
Landlord: That's an administrative fee.
Mateo: In other words, we need $3100 to move in?
Landlord: Plus a cleaning deposit.
Hector: A cleaning deposit? How much is that?
Landlord: The cleaning deposit is $300. It's refundable, as long as the apartment is in perfect condition when you move out.
Mateo: Let me see if I got this right. $3100 plus $300 is $3400.
Landlord: Correct, Einstein.
Hector: Is that it, or are there other hidden fees too?
Landlord: No, that's all. So you can sign right here.
Naomi: I'm sorry, but I need to read the lease before I sign it. Can't we just send you a signed copy later on?
Landlord: I guess so. I'll need it by tomorrow at the latest.
Naomi: Well, let's get comfortable, you guys.
Hector: Start at the top.
Mateo: And read every word.
Naomi: The landlord, Larry Thomas, hereby enters an agreement...

UNIT 4 Video 1: Everybody Needs to Get Involved

Mrs. Sanchez: Hello? Yes, we're collecting clothing for the local women's shelter. Anything you donate will be very much appreciated. We'll be here all day. Thank you very much. We look forward to receiving your donation.Good-bye. Oh, hello, Naomi! How are you?
Naomi: I'm fin , thank you Mrs. Sanchez. I brought in a few things for your clothing drive.
Mrs. Sanchez: Oh, thank you so much.
Naomi: I have a lot of extra clothes. It's the least I could do.
Mrs. Sanchez: That's so nice of you, Naomi. I know somebody will really appreciate these clothes.
Naomi: Could I help you with anything? I'm not working today and I don't have any classes. Do you need any volunteers?
Mrs. Sanchez: I could use your help. Let me see. Would you mind helping me sort the clothing?
Naomi: No, not at all. How do you want to sort them?
Mrs. Sanchez: Let's separate all the blouses, pants, and dresses.
Naomi: OK. Oh, look. What a nice dress.
Mrs. Sanchez: Isn't that lovely? You know, the women at the shelter need all kinds of clothing. Not only do they need casual clothes, but they also need professional clothing for job interviews and nice clothes for special occasions.
Hector: Hi, Mom. Hi, Naomi.
Naomi: Hi, Hector.
Mrs. Sanchez: Hello, dear. Did you come to help out?
Hector: Yeah, I went into my closet and found some things I don't really need anymore. I thought you could use them for your clothing drive.
Mrs. Sanchez: Oh, really? What did you bring?

Hector: Here . . . I brought some blue jeans, a couple of t-shirts, and—
Mrs. Sanchez: Hector, that's very sweet of you, but this is a clothing drive for women.
Hector: You mean . . . ?
Mrs. Sanchez: Yes, women.
Hector: Oh.
Naomi: But Mrs. Sanchez, can't we use some of his clothes? Women do wear blue jeans and t-shirts, after all.
Mrs. Sanchez: Well, I suppose we could use some of it. But I have an even better idea.
Hector: What's that?
Mrs. Sanchez: Why don't you start a clothing drive for the men's shelter? They need clothes, too.
Naomi: That's a great idea!
Hector: But, I was...
Mrs. Sanchez: Now, Hector. Everybody needs to get involved. Don't forget how lucky you are.
Hector: Yeah, you're right, Ma. There must be somebody that needs these clothes.
Mrs. Sanchez: That's the spirit. Hello? Yes, we're collecting clothing for the women and men at the local shelter. Anything you donate will be very much appreciated. Oh yes, we'll be here all day. Thank you very much. We look forward to receiving your donation. Good-bye.

UNIT 5 Video 1: Thanks for the Advice, Doctor

Mrs. Sanchez: Oh, hello, Dr. Badaoui. How are you?
Dr. Badaoui: I'm fin , thank you.
Mrs. Sanchez: And how am I?
Dr. Badaoui: I think you're fin , Miriam. I got the results of your blood test last week. That's why I wanted to talk to you.
Mrs. Sanchez: I was a little worried when you said I needed to come back. Is anything wrong?
Dr. Badaoui: Nothing serious. Do you remember what we talked about last time?
Mrs. Sanchez: Yes. First, we looked at the results of my blood test. You said that my cholesterol count was very high. Then you recommended another test. Are those the results?
Dr. Badaoui: Yes, they are. The results show that your cholesterol count is still very high. Tell me, have you made any changes to your diet since your last appointment?
Mrs. Sanchez: Oh, yes. I've changed my diet quite a bit. I've stopped eating red meat, and I don't eat as many dairy products, either.
Dr. Badaoui: And have you been getting any exercise?
Mr. Sanchez: Yes! I've been walking every day, and I love it.
Dr. Badaoui: Well, that's good. It sounds like you've been making some healthy changes in your lifestyle.
Mrs. Sanchez: But then why hasn't my cholesterol count gone down? I've done all the right things. Why is my cholesterol still so high?
Dr. Badaoui: Honestly? The answer is I don't know. Some people are just like that. Your body simply turns almost anything you eat into bad cholesterol.
Mrs. Sanchez: So what am I supposed to do?
Dr. Badaoui: I'd like to recommend a prescription.
Mrs. Sanchez: A prescription? How often do I need to take it?
Dr. Badaoui: You take one tablet per day.
Mrs. Sanchez: For how long?
Dr. Badaoui: You never stop taking it. It is something you need to do from now on to keep your cholesterol under control.
Mrs. Sanchez: Oh, taking a prescription for the rest of my life? I'm not sure how I feel about that. It feels like such a...commitment.
Dr. Badaoui: Then why don't you think about it for awhile? If you decide to, you can fill this p escription at any pharmacy.
Mrs. Sanchez: OK. Thank you, doctor. I really appreciate your advice.
Dr. Badaoui: No matter what you decide, can you come back in about a month? I'd like to do another blood test then.
Mrs. Sanchez: Yes, that's a good idea. Thanks again, Dr. Badaoui.
Dr. Badaoui: You're welcome, Miriam. I'll see you in about a month.
Mrs. Sanchez: Alright. Good-bye, doctor.
Dr. Badaoui: Good-bye.

UNIT 6 Video 1: Tell Me About Your Job

Naomi: Hi, Hector. What's that?
Hector: A tape recorder.
Naomi: Why, are you doing interviews?
Hector: I am, as a matter of fact. I'm interviewing people about their jobs.
Naomi: What for?
Hector: It's for the school newspaper. We're doing a series on jobs and careers. Would you mind if I asked you a few questions?
Naomi: No, not at all. Go right ahead.
Hector: I'm talking to Naomi Takayama, a waitress at the Blue Wave Diner here in Glendale. Would you tell me about your job, Naomi?
Naomi: My job is fun because I talk to people all day. Believe it or not, I actually like being a waitress. It makes me feel good to serve people food.
Hector: What's hard about your job?
Naomi: Standing on my feet all day. I'm exhausted by the end of my shift.
Hector: I'll bet. Well, thanks for talking to me, Naomi.
Naomi: My pleasure. Would you like some coffee?
Hector: Is it free?
Hector: So, tell me Dad... Mr. Sanchez—what's your job title?
Mr. Sanchez: I'm a loan officer.
Hector: What does that mean?
Mr. Sanchez: When customers want to get a loan—that is, when they want to borrow money—they come to see me. I look at their credit, and decide if they qualify.
Hector: Sometimes you must have to give people bad news.
Mr. Sanchez: Yes, you're right about that. Sometimes I do have to give bad news, and that's hard. But sometimes I have good news for an applicant. Yesterday, for example, I told a young couple that they qualified or a home loan. They were so excited. This was a big event in their life. And I got to be a part of it.
Hector: It must be very satisfying to help people like that.
Mr. Sanchez: It is satisfying. In fact, it's the best part of my job.
Hector: Well, thanks again for talking to me.
Mr. Sanchez: Anytime, Son—I mean, Hector.
Hector: Good afternoon, Mr. Patel.
Mr. Patel: Hello, Hector. And good afternoon to all your readers.
Hector: To begin, do you mind telling us your job title?
Mr. Patel: Not at all. I'm the manager and owner of this store, Patel's Clothing Store.
Hector: And, how did you become the manager and owner of a store?
Mr. Patel: Oh, that's a very long story. But I'll try to make it short. I was born in India, and moved to the U.S. about ten years ago. At firs , I started working in my uncle's store, and after awhile I became the store manager. I worked very hard for about fi e years, and saved all the money. At last I had enough saved to start my own business. And here I am the owner of Patel's Clothing Store.
Hector: And, what's the hardest thing about owning your own business?
Mr. Patel: I guess the hardest thing of it all is the responsibility that comes with it. Everything is on your shoulders. Sometimes I work 60 hours a week. Not that I mind. I like to work hard, and I'm very proud of this store.
Hector: Thank you for talking to me, Mr. Patel. My story should be in next week's paper. So I can bring in a copy when I come to work next week.
Mr. Patel: I can't wait to see it. This was a very good interview, indeed!

UNIT 7 Video 1: I Think You Gave Me the Wrong Change

Customer: I'd like to buy this tie.
Hector: OK. That will be $22.
Customer: Here you go.
Hector: Here is your change.
Customer: Thank you.
Hector: You're welcome. Have a nice day. Hey, Mateo. What time is it?
Mateo: It's 10:30. Why? Do you want to take a break?
Hector: Yeah, I think—
Customer: Excuse me, I think you gave me the wrong change.
Hector: How much did I give you?
Customer: Eight dollars.
Hector: And the tie was $22.
Customer: That's right.
Hector: And you gave me thirty dollars, didn't you?
Customer: No, I didn't. I gave you forty dollars.
Hector: You mean two twenty-dollar bills?
Customer: Correct.
Hector: I'm sure you're right, but I can't really remember.
Mateo, what should I do?
Mateo: Everything will be fin . We just need to call the manager. Mr. Patel!
Mr. Patel: Yes, what seems to be the problem?
Hector: The customer says that I gave him the wrong change.
Customer: I bought a tie for $22. I gave the clerk $40, but I only got $8 back in change. I didn't notice until I walked away.
Hector: I thought he gave me $30, but I can't be sure, Mr. Patel.
Mr. Patel: No problem, it happens all the time. We owe you $10 then, don't we?
Customer: Yes, that's right.
Hector: Here you are. Sorry for the inconvenience.
Customer: Don't worry. It's just a mistake. Everyone makes mistakes. Thanks again.
Hector: Gee, Mr. Patel, I'm sorry about that.
Mr. Patel: It's OK, Hector. Everybody makes mistakes, like the customer said. Can I show you something?
Hector: Sure.
Mr. Patel: Here's what you can do next time. Uh, pretend I'm the clerk. And Mateo, you are the customer.
Mateo: Um . . . How much is the tie?
Mr. Patel: It's $22. Twenty two dollars out of forty. 18 dollars is your change. You see? Say the amount of money that the customer gives you, then count the change.
Hector: That's a good tip. Thank you for explaining it to me Mr. Patel.

afaq-lc.com

Mr. Patel: You'll learn little by little.I think it's time for your break, isn't it?
Hector: Yes, it is. Mateo, do you want to take a break too?
Mateo: Sure. Let's go.
Mr. Patel: Hey! Be back in fi teen minutes!

UNIT 8 Video 1: This Place Looks Like a Garbage Dump

Naomi: Look at this place! Can you believe it?
Mateo: Man, this place really needs to be cleaned up. There's trash everywhere.
Hector: This place looks like a garbage dump.
Naomi: What a shame. It used to be nice and clean.
Mateo: Well it's defini ely not nice and clean anymore.
Naomi: How did it get so bad?
Hector: It all changed after the local elections, remember?
Mateo: That's right. After this election, I noticed that this neighborhood started to get really trashed, and they stopped picking up the garbage like they used to.
Hector: I guess the city council decided they had more important ways to spend our money.
Naomi: Well something should be done about this.
Hector: I agree. But what can you do?
Naomi: We could at least write a letter to the city council or something.
Mateo: That's not a bad idea.
Naomi: I think I will write a letter to the city council. Does anybody have a pen and paper? I'm so mad I want to start writing it right now.
Hector: Here, use mine.
Naomi: Help me make a list of things to include. For starters, I think all this garbage should be cleaned up right away.
Mateo: But that won't solve the problem unless they pick up the garbage on a regular basis, like they used to.
Naomi: You're right. The garbage needs to be picked up at least twice a week.
Hector: And what about this graffiti? an't they do something about that?
Naomi: The graffiti should be ashed off.
Hector: And, it would look nicer if they planted some trees or something.
Naomi: Trees need to be planted. Anything else?
Mateo: Well, let's just leave it at that for now. You can't change the whole world in one day.
Naomi: Wow! Isn't this great?
Hector: It looks just like it used to.
Naomi: There isn't a single scrap of paper on the ground.
Mateo: Even the graffiti has been emoved.
Naomi: It's amazing, isn't it? I wrote that letter to the city council, and I got more than 100 people to sign it. Three weeks later, this place is like new.
Hector: Yeah, but where are the trees? We said we wanted some trees to be planted!
Mateo: I guess you can't get everything you want.
Naomi: The important thing is we got involved. We did something and we made a difference.
Hector: Guys, I'm getting a little emotional. Can I get a hug?
Mateo: Get out!
Hector: Guys? Guys!

afaq-lc.com

Audio Script

Pre-Unit

LESSON 1

B pg 4
Bita: Hi. My name is Bita. What's your name?
Minh: I'm Minh. Nice to meet you.
Bita: Where are you from, Minh?
Minh: I'm from Vietnam. And you?
Bita: I'm from Iran.
Minh: Interesting. I've never met anyone from Iran. Tell me something about yourself.
Bita: Well, I'm studying English because I want to be an architect in the United States.
Minh: Wow! That's ambitious. Good for you!
Bita: And tell me something about yourself, Minh.
Minh: In my free time, I make jewelry and sell it to help raise money for my grandchildren to go to college.
Bita: That's wonderful! I'd love to see your jewelry sometime.
Minh: I'd be happy to show it to you.

LESSON 3

B pg 9
My goal for the year is to get organized. To learn a new language, you need to study a lot of vocabulary. Good organization requires writing down the new words you learn and finding out their meaning .You should organize the words in a notebook so you can easily find them. On e you learn how to keep a well-organized vocabulary list, you can say, "I have good organizational skills!"

LESSON 3

F pg 10
A paragraph is a group of sentences (usually 5–7 sentences) about the same topic. A topic sentence is usually the first se tence, and it introduces your topic or main idea. Support sentences are the sentences that follow your topic sentence. They give details about your topic. A conclusion sentence is the last sentence of your paragraph, and it summarizes what you have written.

Unit 1

LESSON 1

A and C pg 14
Bita: Hi Minh. Is this Ms. Johnson's ESL class? I'm new here.
Minh: I'm pretty sure this is her class. I attended classes at this school fi e years ago, and this is where her class was.
Bita: Oh good. I used to go to school in the daytime before I got a new job. Now that I'm working during the day, I have to go to school in the evening. My other school doesn't offer evening classes, so I had to leave there and come here.
Minh: I used to go to school during the day too but sometimes I take care of my grandchildren so evening classes are better for me. What kind of work do you do?
Bita: I used to be an architect in Iran, but I don't have the right qualific tions to be an architect in the United States. So, I'm doing administrative work for an engineering company until my English is good enough to go back to college and get the right degree.
Minh: Wow, I'm impressed.
Bita: Do you work?
Minh: Not anymore. I used to work for a computer company, assembling computers, but now I just go to school and help my children with their children.
Bita: That's nice. I bet your children appreciate that. Why are you studying English?
Minh: First of all, I want to help my grandchildren with their homework. But also, I figu e since I live in this country, I should be able to speak the language. Don't you agree?
Bita: Completely!

LESSON 2

A pg 17
My name is Bita and I'm from Iran. I've been in the United States for six years. In my country, I was an architect and designed schools and hospitals, but in the United States, I don't have the right qualific tions to be an architect. I have a plan. I'm going to learn English, go to school for architecture, and become an architect in the US. Here is my dream: In nine years, I will be an architect working in a fi m with three other partners. We will design and build homes in suburban neighborhoods. I will live in a nice home that I designed. How does that sound to you?

LESSON 2

B pg 17
I'm Minh and I've been in the United States since 1975. I came here as a refugee from Vietnam. I used to work for a computer company, but now I'm retired. I help take care of my grandchildren while their parents are working, but I also do something else on the side. I make jewelry to sell to local jewelers. My father was a jeweler in Vietnam, and he taught me his art. My goal is to help send my grandchildren to college, so I save every penny I make from the jewelry. This is my dream: In fi e years, my oldest grandchild will teach

elementary school in the community where she lives, and she will raise her own family. My other grandchild will study medicine at one of the best schools in the country because she wants to be a surgeon. I hope that all of their dreams come true.

LESSON 2

F pg 18

Yoshiko: How long do you think it will take you to become an architect?

Bita: My goal is to become a partner in a fi m by the year 2031.

Yoshiko: What'll you do first

Bita: Well, the first thing I h ve to do is improve my English, which I plan to study for two more years. Then, by the fall of 2025, I'll be ready to register for college.

Yoshiko: How long will it take you to finish

Bita: Well, usually a degree in architecture takes fi e or six years to complete, but some of the classes I took in my country will transfer, so I should be able to do it faster. I plan to get my degree in the spring of 2028.

Yoshiko: Then you can become an architect?

Bita: Not quite. Then, I'll have to become an intern to get some practical experience and prepare for my licensing exams.

Yoshiko: Exams?

Bita: Yes, I'll have to take a series of tests before I can get my license to be an architect. Once I have my license, which I hope to get in the winter of 2029, I can apply to work as a partner in an architectural fi m.

Yoshiko: Whew! That sounds like a lot of work!

Bita: It will be, but it'll be worth it in the end.

LESSON 3

C pg 21

Conversation 1

Anna: How's Haru doing these days?

Miyuki: I don't know what to do about him. He can't seem to settle down. He's angry all the time and is always fig ting with the other students. My husband has to go and talk to the principal almost every week.

Anna: How about talking to the guidance counselor?

Miyuki: I've tried that, but he doesn't have any suggestions.

Anna: Why don't you go and observe some classes and get to know the teachers better? Maybe that would help.

Miyuki: Yes, that's a great idea.

Conversation 2

Ron: What am I going to do? My new landlord doesn't like dogs and he wants me to get rid of Herbie!

Mike: You can't do that! Has he met Herbie? Does he know what a friendly dog he is? Did you try introducing them?

Ron: No, that won't work. I don't think my landlord likes any dogs.

Mike: OK, then why don't you start looking for another apartment?

Conversation 3

Sue: How's your back these days, Nestor?

Nestor: It's getting worse. I'm going to need an operation, but I don't have any insurance.

Sue: I guess you'll have to save up some money, then.

Nestor: Yes, it could be expensive.

Sue: Or how about finding a job th t gives you health insurance?

Nestor: Yes, that's what I'll have to do.

LESSON 4

A pg 23

This is a picture of the house where I grew up in Argentina. It's very important to me because it holds a lot of memories. This is the garden where I played with my brothers and sisters and the veranda where I often sat with my grandmother in the evenings, listening to her stories and watching the stars and dreaming about my future.

My grandmother is the person who influen ed me the most when I was young. She was always so calm and gave me good advice. She was the kind of person who is able to give you another perspective on a problem and make you feel hopeful, no matter how troubled you are.

When my grandmother was not home and I needed someone to talk to, I wrote in my journal. I used it to write about my feelings and hopes. It helped me understand them better. I still keep a journal. Sometimes, I just write about things which happened to me during the day. My journal is something that helps me focus on the important things in my life.

LESSON 4

F pg 25

Someone Who Has Influenced Me

The person who has influen ed me most in my life is my brother, Karim. I admire my brother for three reasons. First, he has patience and determination. Second, he does a fantastic job helping the community. Third, he is the type of person who always has time for his friends and family, no matter how busy he is. He has had a very positive influen e on my life.

afaq-lc.com

LESSON 5

E pg 27

Time-Management Strategies

Finding enough time to study is very important for all students. There are a number of time-management strategies that can help you to manage your time wisely. You can use them to accomplish the goals you have set for yourself without sacrificing the time ou spend with your family and friends.

One of the best ways to stay organized is to keep a schedule. First, write down everything you need to do in a week. This includes working, studying, taking care of children, shopping, and other tasks. Next, allocate a time slot to complete each of these tasks. Be realistic about the time you will need for each task. Mark these deadlines on your schedule. Finally, check off each task when you have completed it.

It is a good idea to prioritize your tasks in order of importance. First, make a "To Do" list of all your tasks. Second, divide your list into three groups: A, B, and C. The A list is for tasks you need to do today. The B list is for tasks you need to do tomorrow. The C list is for tasks you need to do sometime this week. Dividing your list will help you get your most important tasks done firs .You can also list tasks according to urgency: tasks you have to do, tasks you should do, and tasks you'd like to do if you have time.

Another time-management strategy is to combine two or more tasks and do them simultaneously. You can listen to a work meeting while you are driving, for example. Or you can review verb forms while you are eating lunch.

Lastly, remember that good health is also important to managing your time effectively. If you are burned out or overtired, you cannot do your best. First, you need to allow time for rest and exercise. Also, you need to have time to spend with family, friends, and people who are important to you.

In conclusion, don't get upset if you cannot accomplish all your goals. Be positive about your achievements and reward yourself for goals that you have accomplished.

LESSON 6

D pg 30

Eduardo works at a wholesale shop that sells plumbing parts. On Friday, they were getting a new shipment in and Eduardo knew there wasn't enough space on the shelves for all the new parts. He decided to come in early and see if he could rearrange things in a way that would make more room. He knew he was taking a risk because his manager may not like the way he rearranged the shelves. But he knew if he came in early and got it done, as soon as the shipment arrived, he could immediately put the new inventory out. His plan worked. The manager loved what he did and even asked him if he could rearrange a couple of other areas in the shop.

READING CHALLENGE pg 37

Empowering Girls

Kakenya Ntaiya is changing education for girls in her country of Kenya. She is the oldest of eight children and the odds were against her. She grew up in a grass and mud hut that her family shared with the goats and sheep. Her family was poor, and she had to work to support them and help take care of her siblings. But Kakenya was determined to finish school and become a teacher. She convinced her father to let her go to high school. When her father became sick and their family had no money, she persuaded the village leader to help her, and he convinced the community to financially suppo t her education. Not only did she go to college and get her BA in International Studies and Political Science, but she went on to get her PhD in Education from the University of Pittsburgh. Kakenya was the first irl from her village to go to college.

Kakenya became so much more than a teacher. She went back to Kenya and opened the Kakenya Centers for Excellence, two boarding school academies for girls. The classes are very small and she accepts around 30 new girls every year at each school. In addition to studying academic subjects, the girls learn to become leaders. "After just a few months here, they become completely different people," Kakenya observes. "In a girls-only environment they lead, make decisions, speak up, and gain confiden e. They're smart and thriving. They just needed a chance." Kakenya hopes that other academies like hers will be started in other remote areas across rural Africa. "I'm helping girls who cannot speak for themselves. Why should they go through the hardships I endured? They'll be stepping on my shoulders to move up the ladder—they're not going to start on the bottom."

Unit 2

LESSON 1

B pg 40

Tyrese: I think it's time we sat down and made a family budget. As the kids grow older, we're going to need to budget our money more wisely.

Alesha: Good idea. How should we start?

Tyrese: Well, let's make a list of everything we spend money on, and then let's guess how much we spend in each category. Then we'll save our receipts for next month and see how much we actually spent.

Alesha: OK, why don't we start with the cars? Since both of them are paid off, we don't have any loan payments, but we do have to pay for gas, insurance, and maintenance. I'd say we spend $450 a month on gas, $200 a month on insurance, and I don't know about maintenance, but it might come to $700 a month for everything.

Tyrese: That sounds right. Now let's talk about rent. We know it's going to be $2,000.

Alesha: Right. In the utilities category, I'd say we spend about $50 on gas, $100 on electricity, and $55 on water. That adds up to $205.

Tyrese: Don't forget cable, phone, and internet. Our cable and internet bundle is $170, and our cell plan is $95. That's $265 right there.

Alesha: Wow, we spend money on a lot of things!

Tyrese: And we're not even finished! et's see how much we spend on food each month... We spend about $550 a month on groceries.

Alesha: And I'd say we spend about $250 going out to dinner. That's 800.

Tyrese: What about extracurricular activities?

Alesha: Extracurricular activities are about $60 a month.

Tyrese: Are we forgetting anything? . . . Oh, medical expenses. It's a good thing we have insurance, but it doesn't pay for everything. I'd say we spend about $50 a month.

Alesha: That sounds about right. And don't forget entertainment. Movies and taking the kids on trips adds up. I'd be willing to bet we spend at least $150 a month on those kinds of things—I'm afraid to add all this up.

LESSON 1

E pg 41

Alesha: I can't believe it's been a month since we sat down and wrote our budget. Time flies

Tyrese: Yep, it sure does. OK, since we've already tallied up the receipts, let's write down the total amount of money we spent last month in each category.

Alesha: OK, I've got the auto expenses. We spent $415.50 on gas, $200 on insurance, and nothing on maintenance. So, that's $615.50 total. That's less than what we thought.

Tyrese: OK, rent and utilities. Obviously, rent is what we thought—$2,000. Gas was $65.76, electricity was $150.02, and water was $52.34. That comes to $268.12. We were way off on the ele tricity.

Alesha: I guess we're not used to that rate increase yet.

Tyrese: I don't think I'll ever get used to it. OK, our internet bundle was $170, and our cell was $95.

Alesha: We spent $559.81 last month on groceries, and we spent about $300 going out to dinner.

Tyrese: That adds up to... $859.81. I guess we underestimated on that one. Ok, what about the kids' extracurricular activities?

Alesha: We spent $52, but I still think we should leave the budget at $60.

Tyrese: Good idea. We spent $65.28 on medical expenses and $132.96 on entertainment.

Alesha: All right. Let's add it up.

LESSON 2

B pg 43

How to Be a Smart Consumer

Buying an expensive item can be a bit scary. To get the most for your money, try the following tips.

Budget. Plan carefully before you shop. Determine a budget and stick to it.

Shop around for quality and price, as well as for credit terms and service. Many stores offer the option to finan e. If you take this route, find out wh t the seller's credit terms are. Remember, a "sale" price isn't always the "best" price.

Read sale ads carefully. Some may say "quantities limited," "no rain checks," or "not available at all stores." Also, some ads contain misleading information.

Look for price-matching policies. Some merchants will match, or even beat, their competitors' prices. Read the merchant's pricing policy carefully. It may not apply to all items.

Go online. Compare prices online. Some sites may compare prices offered at stores in your area. If you decide to buy online, keep shipping costs and delivery time in mind.

Carefully consider bargain offers that are based on purchases of additional merchandise, like "Buy one, get one free" or "Free gift with purchase." If you don't really want or need the item, it's not a deal.

Ask about refund and return policies for sale items. Merchants may have different refund and return policies for sale items, especially clearance merchandise.

Ask about warranties. Most items have some sort of guarantee. Also, some stores will extend the warranty or offer an extended warranty for you to purchase. Decide if this is necessary based on the product you are buying.

afaq-lc.com

LESSON 3

B pg 46

Things to Know before Applying for a Credit Card

What is a credit card and how is it different from a debit card? A credit card is a fl xible way of borrowing money to make a purchase and paying back the money later. A debit card is a way of taking money directly from your bank account.

Annual fee: Many issuers charge an annual fee for using their card—anywhere between $35 and $500, depending on the card. However, there are many credit cards without annual fees.

Annual percentage rate (APR): The APR is the amount of interest the issuing bank charges if you carry a balance. Interest rates can vary from 13% to 25%.

Introductory rate: Some credit cards offer a low introductory rate that switches to a higher rate later. Make sure that you know how long the introductory rate is applicable and what APR the card will carry after the introductory period. Be aware that the introductory rate for some cards will be terminated if you are late with a payment.

Grace period: The grace period is the time between the day you make a purchase and the day when interest begins to be charged. For most cards, it is 25 days from the billing date. Many cards have no grace period and you will pay interest from the date you make a purchase.

Other fees: How much is the penalty for being late? How much do you pay if you go over the credit limit? How much does your bank charge you for an ATM withdrawal (cash advance fee)? Is the interest rate for cash advances the same or is it higher than the card's "regular" APR? What is your cash advance limit? Answers to all these questions may influen e your choice of credit card.

Benefits: Many issuers offer additional benefits (or perks) to card members. Rebate or reward cards allow you to earn cash back and discounts on goods and services based on card usage.

How do issuers evaluate if I am creditworthy? Issuers determine creditworthiness by what are called the three Cs of credit (capacity, collateral, and character). **Capacity** refers to your ability to pay based on your income and existing debt. **Collateral** refers to any assets you have that can secure payment (e.g., your savings or home ownership). **Character** refers to factors such as your payment history and length of employment. The criteria for accepting applicants vary between issuers and credit card products.

LESSON 3

G pg 48

When you decide to purchase something that costs more than you can pay right now, you can put it on your credit card or you can get a loan. A loan from a bank or lending institution is something you have to apply for. You usually have to specify the amount you want to borrow and what kind of purchase you want to make. For large purchases, you usually need collateral, such as your house, your business, or a down payment. The interest rate will vary according to the amount you borrow, where you borrow the money from, and your creditworthiness.

LESSON 6

E pg 57

The main task of an advertising manager is to create interest among potential buyers of a product or service. They might do this for a department, an entire organization, or on a project basis (otherwise known as an account). Advertising managers work at advertising agencies that create advertising campaigns for companies, in media fi ms that sell advertising space or time, and in organizations that do a lot of advertising. Advertising managers work with a team to create ideas for an advertising campaign. They also work with the finan e department to prepare a budget and cost estimates.

Some advertising managers have a specialty. For example, a media director decides how to best reach customers. They use a variety of different media, such as radio, television, newspapers, magazines, the internet, or outdoor signs, depending on what they think will reach the most people.

READING CHALLENGE pg 63

The Super Bowl of Advertising

What do you call an ad that you watch on television? Yes, you guessed it, a commercial. These days, many people record TV shows on their DVR and just fast forward right past the commercials when they are watching. But there is one day a year when most people don't skip past the commercials...Super Bowl Sunday. Although many people like to watch football, many people watch the Super Bowl just for the ads.

Advertisers know this and that's why they pay the big bucks to advertise during the Super Bowl. In 1967, the average cost of a 30-second commercial during the Super Bowl was about $37,000. By the year 2000, that cost had risen to $2.2 million. The cost doubled to around $4.5 million in 2015 and in 2022 a 30-second commercial during the Super Bowl cost $7 million.

Why would companies spend that much money to air their ad during a football game?

Advertisers have typically used commercials during the Super Bowl as a way to build awareness for their products and services, while also trying to generate buzz around the ads themselves. When this happens, the commercial often goes viral which gives them even more exposure.

During Super Bowl LVI in 2022, held at SoFi Stadium in California as this photo shows, it was estimated that 112.3 million people watched the game. Even if only half of that number of people saw the ads, that's a lot of people. People in the business world call that a good bang for your buck!

Several major brands have been known to run commercials year after year, including Coca-Cola and Doritos. Many Super Bowl advertisements have become well known because of their movie-like quality, unpredictability, humor, and special effects. You will also see many celebrities appear in Super Bowl ads. So, this year, when the Super Bowl comes on, check it out and see what you think of those $7 million ads.

Unit 3

LESSON 1

D pg 68

1.
Wanna live like a star? Then you can't pass up this elegant estate. Offered at a mere $4.2 million, this sprawling 15,000-square-foot home is located at the top of a hill far away from other residences in a suburban neighborhood. Not only does it have every appliance you can think of, but all the rooms have beautiful hardwood floor .Wanna find out mo e about this princely estate? Call today!

2.
You've finally decided i 's time to move out of the city and into the country. Well, we've got the place for you. This three-bedroom rural residence is just what you need. It's a spacious 3,500-square-foot, ranch-style home with a huge backyard and a pool. It's located at the end of a cul-de-sac where there are only fi e other homes. It is now being offered at $325,000.

3.
Move out of the slow lane and into the fast lane! A beautifully spacious 1,000-square-foot studio apartment at the top of one of the city's high rises is just what you're looking for. The building has 24-hour security. Utility room with washers and dryers is in the basement. The owner wants to lease it for $2,000 a month but is willing to sell. Hurry! This one will go fast!

4.
Always wanted to take a house and make it your own? Here's your chance! Settle into this four-bedroom, 2,000-square-foot fi er-upper for only $150,000. Located in a busy neighborhood with lots of other families. This place is perfect for a young family.

LESSON 2

A pg 69

Courtney: I went and looked at houses yesterday.
Jamal: You did? How did it go?
Courtney: Well, I found two that I really liked. One was a three-bedroom house and the other was a two-bedroom condominium.
Jamal: Which one did you like better?
Courtney: Well, they both have their pluses and minuses. The house is closer to my job than the condo, but the condo is in a much nicer neighborhood.
Jamal: What about price?
Courtney: The condo is cheaper than the house, but the condo has association fees.
Jamal: Did you talk to any of the people who live in the area?
Courtney: Yep. I met a woman who lives in the condominium complex, and she looked in both neighborhoods as well when she was buying her place. She said the complex is safer than the other neighborhood because of the gate at the front. She also said that there are more children in the complex and that the neighbors seem to be friendlier because everyone lives so close together.

LESSON 2

G pg 70

Uma: How's the house hunt going?
Lucia: Actually, it's going well. I have an app on my phone that sends me notific tions every time a new property comes on the market that fits our need .
Uma: Oh, that's fantastic. So, what have you looked at?
Lucia: I looked at two great places the other day. They are very different, but both could work for us.
Uma: Tell me about them.
Lucia: The first pla e we looked at was in a high-rise building. It's on the 10th floor and the e is an elevator... thank goodness! It has a huge laundry in the basement and a nice common area in the lobby. What I love about this place is that it is close to my job and the kids' school.
Uma: Sounds great. What about the other one?
Lucia: The other place we looked at was a single-family home about 20 minutes outside of the city. It had a lot of space and even an extra room that we would rent out to help pay the bills.
Uma: That sounds ideal! Which one is safer?
Lucia: Actually, I think the high-rise building would be safer because there is a 24-hour security guard in the lobby. The single-family home isn't in the best neighborhood.
Uma: Which one is bigger?
Lucia: Defini ely the single-family home.
Uma: Which one is closer to both of your jobs?
Lucia: The high-rise.
Uma: And is it the closest to the kids' schools?
Lucia: Yep!
Uma: And which one is the most expensive?
Lucia: The high-rise of course!
Uma: Of course.

LESSON 3

A pg 72

The Sharma family has outgrown their home. They have three children and a baby on the way, and they are living in a two-bedroom house. They've been putting away money every month from their paychecks, and they finally h ve enough money for a down payment on a house. Every Sunday, the whole family piles into the car and goes to look at properties for sale. So far, they have been doing this on their own, but now it's time to find a ealtor.

However, before they meet with a realtor, they need to decide exactly what they want. Uma and Suraj have thought long and hard about what they want to purchase. First of all, they want a house in a safe neighborhood that is within walking distance of the school that their children attend. Second of all, they want four bedrooms, one for Uma and Suraj, one for the two boys, and another for their daughter and the baby girl who will be born next month. The fourth room will be used as an office for Uma, who works from home. As for bathrooms, four would be ideal, but they could survive with three if they had to. Some other things they would like are a big backyard for the children to play in and an attached two-car garage. Other amenities, such as air-conditioning or a pool, are not important to them.

Now, they know what they are looking for in a new home. That was the easy part. Finding the home... that's a different story!

LESSON 3, PRONUNCIATION NOTE pg 73

***Yes / No* Questions**

Do you want an en suite?
Do you want any roommates?
Does the building have an elevator?
Does it have parking?

LESSON 3, PRONUNCIATION NOTE pg 74

Information Questions

What type of property do you want?
How much can you put down?
When will you be moving?

LESSON 4

D pg 76

Buying a Home

Home buyers can spend up to three months, and possibly more, looking for and purchasing a home. Their search begins by looking at housing ads, driving through neighborhoods they are interested in, and walking through open houses. Many firs -time buyers will meet with a real estate agent to get help finding and buying a home.

Home buyers should know how much they can afford before they start looking for a home. It isn't worth your time to look for a new home if you can't really afford to buy one. So, it's a good idea to look at your financial situ tion firs .You might be surprised how much money you can borrow, especially if the interest rates are good. Also, if you have some money for a down payment, your monthly payments may be lower than you think.

You should never make an offer on a home without looking at other houses in the same neighborhood. Just as you would shop around for a car or computer, you should do a cost comparison on different homes for sale. You can do this by researching recent sales of similar properties, which you can find on real estate websites or by talking to a real estate agent. Also, if you can find something out about the seller and his or her motivation for selling, it will put you in a better position to negotiate. For instance, maybe the seller needs to sell quickly and would accept a low offer.

Once you have found the property that you want and can afford, you are ready to make an offer. A low-ball offer is an offer that is much lower than the asking price. Depending on the market, unless the house is really overpriced or the seller needs to sell it quickly, they will probably not accept a low-ball offer. Once you make an offer that is reasonable to the seller, they will either accept it or make a counteroffer. If the seller makes a counteroffer, the negotiating process has begun. You may have to go back three or four times before an agreement is reached.

Being a good negotiator can be tricky. Take your time when making your decision. This is a very important decision and you don't want to be rushed. Sometimes you can negotiate for repairs to be done to the home before you move in, or you can ask the

afaq-lc.com

seller to pay for some of your closing costs. As soon as a written agreement is signed by both parties, the document becomes a legally binding contract.

One of the first things th t usually happens after the contract is signed is a home inspection. You need to hire a professional inspector to inspect the home, searching for defects or other problems. The inspector usually represents the buyer and is paid for by the buyer. The contract that you sign with the seller protects you as a buyer by allowing you to cancel closing on the deal if an inspector finds p oblems with the property that the seller is unwilling to have fi ed or give the buyer credit for.

Once the contract has been signed, the lender (usually a bank) starts processing the loan. Once all the inspections are done and any repairs are completed, the final papers or the transfer of the title are prepared. Finally, the closing takes place on the date agreed upon in the offer. On that date, the title comes to you and you can begin enjoying your new home!

LESSON 5

B pg 78

Todd: I really appreciate your taking time to talk to me.
Loan officer: No problem, Todd. I always have time for an old friend.
Todd: Well, as I told you over the phone, the kids are starting to grow up and Emilia and I would like to move into a permanent place of our own. We're just a little worried about how we're going to pay for it.
Loan officer: I think it's great that you and Emilia are ready to take the next step, but only you can decide if you're ready to buy a house. Here's what I tell all my clients. First, you have to ask yourself three questions. Do you have money set aside for a down payment? Do you have enough money each month to make a loan payment? And are you ready to make a long-term financial ommitment? If you can answer *yes* to all three of those questions, you are ready to buy a home.
Todd: How much will we need for a down payment?
Loan officer: Well, that all depends on how much the house is that you want to buy. Also, you have to decide how much you want to put down. It's best if you can put 20% down, but some people can only put 5% down. The more you put down, the lower your monthly payments will be.
Todd: OK, so if we can answer *yes* to all of those questions, what's the next step?
Loan officer: First, you need to determine how much you can afford to spend on a house. Next, you get approved for a loan for that amount. Third, start looking for a home in your price range. And fourth, make an offer on the house you want.
Todd: Looking for a home and making an offer are easy, but how do we figu e out how much we can afford?
Loan officer: That's easy. There are tools online that can help you figu e it out. I will share some with you.
Todd: And after I figu e that out, how do I get a loan?
Loan officer: That's also easy. You can apply for a loan online or you can contact a bank or financial institution like the one I work for, and they'll tell you what to do. Generally, you'll need to provide your social security number to run a credit check, tax statements, pay stubs or a W2 as proof of income, and bank statements from all your bank accounts. The company who's lending you the money will tell you exactly what they need.
Todd: Is there anything else I need to know?
Loan officer: That's it for now. Why don't you and Emilia sit down and discuss the three questions we talked about. If the answer is *yes* to all three, start gathering that paperwork and give me a call.
Todd: Great! Thanks for all your help.

LESSON 5

D pg 78

Todd: I really appreciate your taking time to talk to me.
Loan officer: No problem, Todd. I always have time for an old friend.
Todd: Well, as I told you over the phone, the kids are starting to grow up and Emilia and I would like to move into a permanent place of our own. We're just a little worried about how we're going to pay for it.
Loan officer: I think it's great that you and Emilia are ready to take the next step, but only you can decide if you're ready to buy a house. Here's what I tell all my clients. First, you have to ask yourself three questions. Do you have money set aside for a down payment? Do you have enough money each month to make a loan payment? And are you ready to make a long-term financial ommitment? If you can answer *yes* to all three of those questions, you are ready to buy a home.

LESSON 5

E pg 79

Todd: OK, so if we can answer *yes* to all of those questions, what's the next step?
Loan officer: First, you need to determine how much you can afford to spend on a house. Next, you get approved for a loan for that amount. Third, start looking for a home in your price range. And fourth, make an offer on the house you want.

LESSON 5

F pg 79

Todd: How do I get a loan?
Loan officer: That's also easy. You can apply for a loan online or you can contact a bank or financial institution like the one I work for, and they'll tell you what to do. Generally, you'll need to provide your social security number to run a credit check, tax statements, pay stubs or a W2 as proof of income, and a bank statements from all your bank accounts. The company who's lending you the money will tell you exactly what they need.

LESSON 5

J pg 80

Fixed-Rate Mortgages

A fi ed-rate mortgage has a fi ed interest rate for the life of the loan, which could be 10, 15, 20, or 30 years. You will make the same payment every month for the life of the loan and, at the end of the term, your loan will be paid off. The advantage of this type of loan is the interest rate never changes, and the monthly payment is always the same.

Adjustable-Rate Mortgages

An adjustable-rate mortgage (ARM) begins like a fi ed-rate mortgage with a fi ed interest rate and a constant monthly payment, but this mortgage will adjust after a certain amount of time, anywhere from six months to fi e years. At this point, the interest rate and your monthly payment will change based on the market at the time. Furthermore, the rate and payment could change every month based on how the market changes.

Balloon Mortgages

A balloon mortgage has a fi ed interest rate and a fi ed monthly payment, but after a certain amount of time, for example fi e years, the entire balance of the loan is due. Often times, there is no collateral needed. This is a short-term loan, usually for businesses in the construction industry as a way for them to get short-term financin .

LESSON 6

D pg 81

1. 87% of buyers purchased their home through a real estate agent or broker.
2. 75% of buyers would use their agent again or recommend their agent to others.
3. The median age of all realtors is 56.
4. 66% of all realtors are female.
5. Most realtors worked 35 hours per week in 2021.
6. The median gross income of realtors was $54,330 in 2021.

LESSON 6

E pg 82

Differences between a Real Estate Agent and a Real Estate Broker in California

The main difference between a real estate agent and a real estate broker is that a real estate agent works for a broker. According to Aceable, an online real estate school based in Texas, "a broker can legally own a real estate fi m and hire real estate agents to work under him or her." A real estate agent cannot.

Education Requirements

Real estate brokers in California are required to take more real estate education courses than real estate agents. Agents need three college-level courses in order to take the state exam, while brokers need eight. Neither career requires a college degree, but brokers in California can meet their education requirement by majoring or minoring in real estate as part of their four-year degree.

Experience Requirements

Real estate agents in California do not need any experience in the real estate field o get their license. They learn the principles and practices through their education requirements and can count on their brokers to help them learn on-the-job. On the other hand, brokers must prove that they have experience in the industry in one of two ways: 1) Earn a Bachelor's Degree with a major or minor in real estate, or 2) Gain two years' experience in fields such as p operty management, real estate development, escrow processing, and mortgage lending. Having real estate experience is an important qualific tion for brokers since they are able to work on their own.

Exam Requirements

To be a real estate agent or a broker, you need to take and pass an exam. In California, real estate agents need to finish a 150 question exam over three hours and receive at least a 70%.

Brokers are required to take a 200-question exam over fi e hours and score at least a 75%.

Fees

Both agents and brokers in California pay exam fees, licensing fees and renewal fees every year, but brokers pay more. Currently, exam and licensing for agents are $305 and renewal fees are $245. For brokers, the amounts are $395 and $300 respectively.

afaq-lc.com

READING CHALLENGE pg 89

Could You Live in aTube?

Cities are becoming more and more crowded. But just because there are more people doesn't mean there is more space for their needs. Lebanon's capital, Beirut, is also its largest city, with an estimated population of 2.4 million. Like other large cities, Beirut grapples to offer enough affordable housing for its residents. Fortunately, a micro fl t, designed by Elie Metni, offers a solution. Located in the city's Achrafieh neighborhood, the tiny 161-square-foot apartment is located on the roof of an old building. The architect wanted to create a space that was both practical and beautiful. The space hosts up to fi e people with its extendable kitchen table that frees up floor spa e. Storage units have been fit ed into almost every open space, including gaps in the bed frame! The bedside table can also be used as a desk, while the sofa can be used as a guest bed. The tiny apartment also has an outdoor roof terrace, which offers a beautiful view of the Beirut skyline.

Although Beirut has an affordable housing crisis, there is one city in the world that has ranked first in least affordable housing for the past 12 years. Hong Kong has over seven million residents but only 7% of the land is zoned for housing. Compare that to 75% of land in New York City. One architecture fi m has come up with a groundbreaking solution: a house made out of a concrete water tube. The OPod Tube House, like this one in an Exhibition Center in Hong Kong, is made of concrete, a cheap and readily available material. These pods will be highly affordable to construct, and also very durable. They will also be affordable because they can be quickly assembled in a factory and then shipped to their final loc tion. Each pod will have a living space of 100 square feet and will be designed for two. The pod will have a living room, cooking area and bathroom, and the main living space will turn into a bedroom at night with a retractable sofa bed. These homes will also be very modern, equipped with the latest smart technologies.

Unit 4

LESSON 2

B pg 96

1.

Clerk: Riverside Books, how can I help you?
Caller: Um, yes, I was wondering what your store hours are?
Clerk: We're open Monday to Friday from 10 to 9 and Saturday and Sunday from 11 to 2 p.m.
Caller: Great! I think I'll stop by this afternoon.
Clerk: Is there anything in particular you're looking for?
Caller: Nope. Just want to do some browsing.
Clerk: OK! We look forward to seeing you.
Caller: Thanks. Goodbye.
Clerk: Bye.

2.

Clerk: Madison Driving School, this is Clarissa. How may I help you?
Caller: I'd like some information on driving lessons.
Clerk: Sure. Do you need adult lessons or teen lessons?
Caller: They're lessons for my son. He's 15 years old.
Clerk: OK. He needs to be 15 years old and nine months.
Caller: That's fin . He's almost 16. His birthday is on May 10.
Clerk: Perfect. What's his name?
Caller: Thomas Sanders.
Clerk: OK. And you said he'll be 16 on May 10. We can sign him up for the classroom lessons that start the week of March 17.
Caller: Classes in a classroom? No, he needs to learn how to drive in a car.
Clerk: Yes. I understand. Before students can get behind the wheel they have to take some classes. After they complete those, they can start scheduling their driving lessons.
Caller: Oh, this is very different now! I didn't have to do all that when I was young.
Clerk: Yes. Do you want me to sign him up for the classes?
Caller: Yes, please.
Clerk: Great, I just have to go over some questions...

3.

Thank you for calling Lancaster Urgent Care. Please listen carefully to the following menu options. If you have a life-threatening emergency, please hang up and dial 911. If you know your party's extension number, dial it now. To schedule a well visit, press 1.
Receptionist: Lancaster Urgent Care. Can I help you?
Grandmother: Hi, my granddaughter fell and her doctor told me to take her to urgent care so they take X-rays. Can she get X-rays at your office?
Receptionist: Oh, I'm sorry, ma'am, but we don't have an X-ray machine in our office. You'll have to take her to the Emergency Room for that.
Grandmother: Oh. Do you know where the Emergency Room is?
Receptionist: Yes, it's at the hospital, at 1346 Elm Street.

afaq-lc.com

Grandmother: Thank you very much.
Receptionist: You're welcome.

4.

Clerk: Computer Warehouse.
Caller: Um, yes, I was wondering if you had a certain computer in stock?
Clerk: Let me transfer you.

5.

Clerk: Hi. This is Village Elementary School. Can you please hold?
Caller: Sure.
Clerk: Thank you for holding. How may I help you?
Caller: Yes, my name is Veronica and we just moved to Rutherford from Texas.
Clerk: Wow! That's a long way!
Caller: Yes, my husband's job transferred him here.
Clerk: Well, I think you'll love our area.
Caller: Well, we do so far. Anyway, my son is going to be in the third grade in the fall and I need some information on how to get him registered.
Clerk: You can find all the in ormation you need on our website. You can also register him there, through our secure portal.
Caller: Oh, so I don't need to go to the school in person?
Clerk: Oh no, that's not necessary.

LESSON 2

E pg 97

Host: Thank you for calling Scott's Steakhouse. How can I help you?
Caller: I was wondering if you are open for lunch.
Host: Yes, we are open from 11 a.m. to 10 p.m., Tuesday through Saturday. And we're open from 11 a.m. to 3 p.m. on Sundays.
Caller: Do I need reservations?
Host: Reservations aren't necessary, but we recommend them during our busy lunch hours between 12 and 2.
Caller: Great. Thanks for your help!
Host: You're welcome. Goodbye.
Caller: Bye.

LESSON 3

D pg 99

1. I've always wanted to learn how to play an instrument.
2. There's gotta be something my grandmother can do Sundays to keep herself busy.
3. I need a place to send my kids for the summer while I'm at work.
4. I want to start training to run in a marathon.
5. I just saw a lost dog on my street.
6. My mom has always wanted to learn some crafts.
7. I'm starting a new job and need someone to watch my kids.
8. I need to rent the extra room in my apartment.

LESSON 4

D pg 102

1. Since you'll be coming from Rose, get on 24 going west. Then take 315 South. You'll drive for a while and then get off t the first xit.
2. From Grandville, get on 315 South. Then take 24 East. You'll pass the airport. Get off ight before 24 and 89 intersect.
3. If you're coming from Poppington, take 315 North. Then get on 13 West, the scenic route, and go on to 15 North. You'll pass by Lake Ellie, which might be a nice place to stop and have lunch. Then continue on 15 North till you get to 315 North. Take the first xit.
4. From Rose, take 89 South until you get to the first exit. Keep going until you get to the hospital.

LESSON 6

B and C pg 107

Welcome everyone and thank you so much for coming today. My name is Myra and this the first in a series of career path presentations. Today we will be talking about the volunteer industry. I hope to answer all of your questions in my presentation but if I don't there will be time for questions at the end. So please jot them down and I will address them all at once.

The first job 'd like to discuss is the volunteer coordinator. Volunteer coordinators oversee the volunteers for non-profit o ganizations. They are in charge of hiring and fi ing (or letting go of) volunteers. Part of this responsibility includes recruiting, training, placing and supervising.

Volunteer coordinators also deal with paperwork documenting volunteer activities. They keep track of how many volunteers are at a certain location and how many hours they work. They also handle any paperwork that the volunteers need to sign. So, if this is a job you decide to apply for, you need to be someone who is good at keeping neat and organized records.

Another one of their tasks is monitoring the daily activities of the organization to decide where and when volunteers are needed. They also supervise the volunteers to make sure that they have been assigned a job that they are good at.

One part of being a volunteer coordinator that is very important is attending public relations events to

let people know about their organization. Oftentimes, they need to find ways to financially support the organization. So, you need to be a person who is not afraid to ask for money.

Those are the basics about being a volunteer coordinator but when you interview or get hired, I'm sure there will be some additional responsibilities. Or maybe fewer. Are there any questions?

READING CHALLENGE pg 115

A Dream Come True

Sanga Moses had a dream. He wanted to help his community by giving clean, cheap cooking energy to all Africans. He also wanted to reduce air pollution and decrease the likelihood of respiratory disease. But where did this dream come from?

In 2009, Sanga traveled from Kampala, the capital of Uganda, to visit his mother in the village where he grew up. While walking home, he saw his twelve-year-old sister carrying a heavy bundle of firewood on her head. She started crying when she saw Sanga and said she was tired of missing school twice a week to gather firewood. This upset Sanga very much because he knew how important school was, and he wanted his sister to stay in school. Kids carry wood in Uganda because that is what their families use to cook. "Education has changed my life so seeing my sister on the verge of losing the only opportunity she had to improve her life hit me hard," said Sanga. His sister inspired him to think about an alternative source of fuel.

So, he quit his job and sold his bed, sofa, and tv set. With the help of engineering students at a university, he designed kilns and briquetting machines that could turn food waste such as sugarcane waste, coffee husks, and corn waste into fuel. Today, over 115,000 Ugandans use this clean-burning fuel which is cheaper and lasts 65% longer than fuel from firewood. Not only did he create a way to help the environment, but he found a way to put money in the pockets of his fellow countrymen.

Today, there are 2,500 farmers who use these kilns and make extra income by selling their food waste, up to $30 a month each. Sanga created a network of 460 women retailers who sell the clean cooking fuel and earn up to $150 a month in extra income. Sanga Moses' dream came true. By creating a way to make clean-burning fuel and helping the people in his country, he also found a way for girls to be able to go to school instead of carrying firewood. Sanga Moses is an inspiration in his community. He saw a problem and figured out a way to solve it and make his community better.

Unit 5

LESSON 2

F pg 125

1. They have been to their new doctor several times.
2. Marco has had asthma since 2015.
3. She has given me a lot of help since I moved here.
4. I have not seen the dentist for a year.
5. Have you seen the new hospital downtown?
6. Have you been waiting for a long time?
7. Santiago has missed two appointments this week.
8. We have been cooking for three hours.
9. He has not seen her since she was a child.
10. How long have you known Maria?

LESSON 3

A pg 126

Rosa, I can give you some more tests, but you'll have to wait two weeks to get the results. Here's an information leaflet that tells you about exercises that will be good for your back and for your knees. If you start exercising more, your cholesterol level should go down. The fact is, if you don't stop eating junk food, you will have serious health problems. The most important thing is to stay active.

LESSON 3

B pg 126

Friend: What did the doctor tell you, Rosa?

Rosa: He said he would give me some more tests.

Friend: Why? Are you very sick?

Rosa: Not now, but I might get sick. The doctor told me the most important thing was to stay active. He told me if I started exercising more, my cholesterol should go down. He said if I didn't stop eating junk food, I would have serious health problems. He said I had to go back in two weeks.

LESSON 4

E pg 131

Reading Nutritional Information on Food Packaging

Understanding the food label on packaged foods can help you build better eating habits. Here are the basics you'll find on a food label and how you can use the information to improve your diet.

1. Serving Size

The serving size is based on the amount that people typically eat and drink, not how much people should eat. The information on the rest of the label is based on data for one serving. Remember, a package may contain more than one serving.

2. Calories

This tells you how many calories are in one serving. The number of calories from fat tells you how many of those calories come from fat. Try to find foods with low amounts of calories from fat.

3. Fat

This is where you look if you are counting fat grams. Total fat is important to watch, but saturated fat is particularly bad for you. Saturated fat raises your blood cholesterol level, which could lead to heart trouble. Trans fats are created by adding hydrogen to vegetable oils to give them a longer shelf life. They may increase your risk of heart disease.

4. Cholesterol

Along with the saturated fat information, cholesterol amounts are important for anyone concerned about heart disease. High levels of cholesterol can lead to serious heart problems later in life.

5. Sodium

Sodium (or salt) levels are important to monitor if you have high blood pressure. Too much sodium in your diet can also lead to heart disease and stroke.

6. Carbohydrates

These fit into two categories—complex carbohydrates (dietary fiber) and simple carbohydrates (sugars). You want to eat more complex carbohydrates and fewer simple carbohydrates. Diets high in complex carbohydrates have been shown to fight cancer and heart disease. Simple carbohydrates are good for energy, but if you eat too many of them, you can gain weight and increase your risk of cancer.

7. Fiber

Fiber consists of complex carbohydrates that cannot be absorbed by the body. It aids digestion and can help lower blood cholesterol. High-fiber foods include fruits, vegetables, brown rice, and whole-grain products.

8. Protein

The food label doesn't specify a daily guideline for protein consumption because so much depends on individual needs. An athlete needs more than an office worker, but the amount of protein needed per day depends on the person's weight. The more you weigh, the more protein you need.

9. Vitamins and Minerals

This list will show the nutrients required by the FDA and those that the company voluntarily shares.

10. Ingredients

Ingredients are listed on food packaging by weight from the most to the least. This section can alert you to any ingredients you may want to avoid because of food allergies or medical conditions.

LESSON 6

A pg 135

Good morning, everyone and thank you so much for getting up early on a Saturday to be here. This workshop will focus on medical careers that don't require a degree. I know some of you are eager to get into the medical field and these are jobs that you can apply for right away. I'm going to be discussing the average salaries of these jobs (remember it could be different where you live) and also the basic duties of each job. I have a lot of information to cover so I would appreciate it if you could hold your questions until the end. Ok let's get started.

The first job I'm going to talk about is a medical equipment repairer who makes on average $24 per hour. A medical equipment technician has three main responsibilities, repairing medical equipment that doctors and other healthcare professionals may use in their day-to-day work, installing equipment and performing regular maintenance.

Next is a dental assistant who makes about $18.59 an hour. A dental assistant prepares the patient and the necessary equipment so that the dental hygienist or dentist can work on a patient. They also sterilize instruments and patient chairs, take x-rays and assist the dentist while they perform their work.

This next job has a unique name and may be a little tricky to spell. Phlebotomist. A phlebotomist is responsible for drawing blood on patients for use in various medical or clinical tests that a doctor may request to further assess a patient's symptoms. This blood may also be used for transfusions or blood donations. Phlebotomists also prepare the blood they collect so others can transport and analyze it. Phlebotomists make on average $17.97.

If you like to deal with paperwork and work on a computer, you might like to be a medical biller. A medical biller is responsible for sending claims to a patient's insurance company. They must be able to understand a physician's coding on the patient's chart to bill the insurance company appropriately. Medical billers may also need to follow up with all parties to make sure the doctor and physician's office receive payment on time. Oh, I forgot to tell you. A medical biller makes about $21.75 an hour.

The last job I'm going to talk about today is a paramedic. This is probably the most exciting job on the list, but also one of the most stressful since a patient's life could be in your hands. And it pays the best, around $23.80 an hour. A paramedic is

afaq-lc.com

responsible for responding to emergency calls and providing assistance as needed based on what the patient's symptoms are. They must have a CPR certific tion, know how to dress a wound and be able to quickly assess a patient to determine what immediate treatment is necessary. Paramedics may also transport more critically ill patients to a hospital.

So those are the fi e different medical careers I planned to talk about today. Are there any questions?

READING CHALLENGE pg 143

Strange Health Habits

1. Have a hot drink to help you cool off

Some people drink hot tea in hot weather. It sounds crazy, but according to a study, a hot drink on a hot day will cool you off fas er than a cold drink. Why? When you have a hot drink, your body sweats more. When the sweat evaporates, it cools you off n turally.

2. Gain muscle if you want to wear a smaller size

A pound of muscle weighs the same as a pound of fat, but muscle takes up less space than fat. So, if you gain muscle and lose fat, you can fit i to smaller clothes. Therefore, a muscular person who weighs the same as a chubbier person will most likely fit i to a smaller pair of jeans.

3. Don't brush your teeth immediately after eating

We are told to brush our teeth after every meal, right? Apparently, it's better not to brush your teeth immediately after you eat and drink, especially if your meal had a lot of acid, such as citrus fruits, tomatoes, and fiz y drinks. Brushing right away can cause the acid from these foods and drinks to damage the tooth enamel and the layer underneath, so it is best to wait at least thirty to sixty minutes before brushing.

4. Eat more calories to lose weight

Eat more food and lose weight? Carbohydrates tend to increase your blood sugar, making you hungrier than before you started eating. But if you eat protein and fats such as meat, cheese and avocado, although you will be eating more calories, you will get full more quickly and stay satisfied longe . This will make you eat fewer calories overall.

5. Exercise to increase your energy levels

After a long day at work or school, exercise is probably the last thing you want to do. But moving can actually give you energy. Exercising increases the amount of oxygen in your cells, which energizes them. So, the next time you are feeling sluggish, go out for a walk or run to get more energy.

6. Drink coffee and take a nap to feel more alert

In a study, participants who drank one to two cups of coffee before a 20-minute nap felt more alert and performed better on a computer test than people who didn't have coffee. Why is this? Caffeine prevents brain cells from identifying a compound called adenosine. Adenosine slows down nerve cells' activity, making us tired. Caffeine causes the nerve cells to speed up, instead of slowing down. So, a short nap after having coffee makes us more alert.

Unit 6

LESSON 1

H pg 148

1.

My name is Lam and I love to be outdoors. I'm a hard worker and I like to work with my hands. I don't like to tell other people what to do, but I don't mind taking orders from my boss.

2.

Hello, I'm Lilia and I love working with people. I'm very customer-service oriented and I like to help people. I wouldn't make a good cashier because I'm not very good with numbers, but I'm willing to work hard and I learn quickly.

3.

My name is Morteza and I was an engineer in my country. Unfortunately, I don't have the right qualific tions to be one here, but I'm very good at technical things. I know a lot about computers and really like working with them. I'm introverted, so I like to work alone.

4.

Hi, I'm Hilda. I've never had a job before, but I'm very organized and good with details. I've always taken care of the finan es at our house, so I'm good with numbers. Also, I'm creative and like to come up with new ideas.

LESSON 3

A pg 152

Ranjit Ghosh is from India. He moved to the United States seven years ago. In India, he attended the National Computer Education Center and received a certific te in network security. His first job as troubleshooting computer repairs for a financial company. After he moved to the United States, he started assembling computers and was able to use the skills he had learned in India. Although he loved his job, he needed another job to pay the bills. In addition to assembling computers, now he also works as a part-time network security specialist in the evenings for another company. Ranjit is busy, but he is doing what he loves.

LESSON 6

E pg 163

OK, let's see... Name obviously Ana Sanchez. Phone: (978) 555-4217. Resume. OK, let's see, I'm going to upload that from my desktop. Done. OK, work experience. Job title: nurse. New Hope Hospital and New York City. Let's see... when did I start working there... I think it was August of 2012. Wow, I've been working there a long time. OK... obviously this month will be my last month so September, 2023. OK, education. I went to the University of Tampa and got my MS degree in nursing. Languages... I can speak Spanish and Portuguese. Not sure Portuguese is gonna help me very much in Texas, but anyways. Skills... I'm going to come back to that one. Salary desired: $75,000 a year. Job status... um, I need full-time. Shift... um, let's do nights and weekends. I'll leave my day free for other things and let's see... when will I be available to start working? I would say by the time I move, I could do September 15th, 2023, and am I available to work weekends? Yes. Obviously since I checked that I wanted to work weekends. OK, I'm gonna take a break and come back and add some more information later.

READING CHALLENGE pg 169

Upskilling

What do you do when the job you were hired for changes? You used to do all your marketing in print magazines and newspapers. But now, more advertising is being done on social media platforms. You're a great graphic designer, but do you know how to make a Tik Tok video? A report by the US Chamber of Commerce Foundation states that 74 percent of hiring managers said there is a lack of adequate skills in the workforce. This is one of the biggest obstacles in hiring. This is why you need to upskill.

Upskilling is when you build upon and advance your current skills through training and education. Upskilling would be that graphic designer learning to use social media apps to advertise. Upskilling would be an oil and gas employee learning about electric cars because of the future trends in automotive sales. But it isn't only hard skills that employers are looking for. They are looking for employees to improve their soft skills, things like becoming a better listener and learning how to give and receive constructive feedback. Presentation skills and public speaking are also important soft skills. Some schools, like American University's Kogod School of Business in Washington, DC, understand the value of these skills and provide a space for students to develop and practice them, as shown by the student in the photo.

The obvious goal of upskilling is to keep your job. But there are many other positive benefit . You will be a more effective worker. You will stay relevant and competitive in your industry. You could get noticed for a raise and recognition. And most importantly, you will position yourself for a better job opportunity in the future.

So, you know you need to upskill, but where do you start? First, identify your goals. Do you want to stay at your current job or move on? Once you know that, find our knowledge gaps for your current position or the new one you want. Then formulate a plan. How will you acquire this new knowledge? Some companies are investing in programs to help their employees, so you may even be able to get your training at work. This benefits the ompany because there is less turnover and increased productivity and satisfaction. Once you've learned new skills, try them out at work.

Upskilling is the way of the future. You have to be willing to learn new skills if you want to be competitive in today's workplace.

Unit 7

LESSON 1

G pg 174

1. He arrived late yesterday, didn't he?
2. We'll leave early without telling the boss, won't we?
3. They didn't unload those boxes yet, did they?
4. Martina hasn't ever assembled computers, has she?
5. You're just learning how to write reports, aren't you?

LESSON 2

A pg 175

Raquel: Did you see the note I put on your screen?

Bruno: Was that note from you? I thought Jim put it there.

Raquel: Actually, the note was written by Jim, but I taped it to your screen. I wanted to make sure you got it before you left for lunch.

Bruno: I did get it. The orders were sent to me yesterday, and I'll have them ready for your signature before I leave today.

Raquel: Great! I'll sign them in the morning, and then you can send them to the finan e department. Make sure they are sent by Package Express.

Bruno: I'll take care of it right away.

afaq-lc.com

LESSON 3

A pg 178

Construction worker: Excuse me. Do you have a second?

Supervisor: Sure. What is it?

Construction worker: Well, there's a small problem. The shipment of lumber didn't arrive, so we have to stop construction until it gets here. What would you like us to do?

Supervisor: There's nothing else you can do while you are waiting for it?

Construction worker: No. We need that lumber to start working on the door frames.

Supervisor: OK. Well, why don't you guys take lunch early, and I'll call and see where the lumber is.

Construction worker: Let me make sure I understand you correctly. You want all of us to go on lunch break right now while you call and find out whe e the lumber is?

Supervisor: That's right.

Construction worker: When should we come back?

Supervisor: In about an hour.

Construction worker: Thank you. See you in an hour.

LESSON 4

B pg 182

Steps for Making an Ethical Decision

1. Identify the ethical issue or problem.
2. List the facts that are most relevant to your decision.
3. Identify the people who might be affected by your decision and how.
4. Explain what each person would want you to do about the issue.
5. List three different decisions you could make and what the outcome of each decision would be.
6. Decide what you will do.

LESSON 5

C pg 184

Raj has been working for EJ Electronics as an assembler for two years. In the past year, he has come up with new ways to make the assembly line more effici t and helped increase productivity in his department. Raj thinks he deserves a raise. He has friends who work at other electronics companies, and he has been asking around to find out wh t different employees are paid. He believes that with his experience and his contributions to the company, his boss should give him a raise.

First, Raj went to see Heidi in Human Resources and asked her what procedures he needed to follow to ask for a raise. She suggested that he should make an appointment with his boss. So, last week, he asked his boss if the two of them could sit down and have a meeting. When his boss agreed, he began to gather his paperwork: job evaluations, memos from his supervisor about the new assembly-line configu ations, his "Employee of the Month" award, and records of his attendance at work. He sat down and thought about all the questions his boss might ask him, and he wrote out detailed answers. Then, he asked his cousin to help him practice by asking him those questions.

LESSON 5

E pg 185

How to Ask for a Raise

Men are still earning more than women—lots more. According to the most recent data from the US Bureau of Labor Statistics, the gap between men and women is 18%. This means that a woman earns 82 cents for every dollar a man earns. In other words, a woman works fi e weeks to earn as much as her male counterpart earns in three weeks.

How can women close the gap? Knock on the boss's door and ask for a raise! Getting a raise is not as difficult as it mi t seem. Here are 10 tips to assist women in negotiating their annual raise.

1. Be a star performer. Make yourself indispensable to the company. Document your achievements by saving emails and letters, and then compile them into a portfolio. Make sure to take this portfolio with you when you go to your boss.
2. Do some research. Know what other men and women in your field and position a e paid.
3. Focus on your contributions to the company. While the raise is certainly important to you, do not focus on how it will help your credit card debt.
4. Be informed. Know the company's policy on raises by asking your human resources director.
5. Timing is everything. Don't ask when the office is hectic; wait until the pace has slowed down and the moment is right.
6. Do your homework. Rehearse and prepare responses to counter any objections your boss might have. Know ahead of time what the difficul questions might be and have your answers ready.
7. Rehearse. If you can, role-play the scenario with a friend or colleague. This will help you become more comfortable when you are actually face-to-face with your boss.
8. Be professional. Ask for a formal meeting with your boss.
9. Cover your bases. Make four points about your contributions prior to asking for the raise. Show your employer or company how this will benefit them. Illustrate your ability to:
   - find solutions
   - go above and beyond your job responsibilities;
   - help others; and, most important,
   - increase the company's profitabili y.
10. Negotiate. If the answer is no to a raise, negotiate more vacation time, stock options, 401K contribution, or fl xtime. Set goals and ask for another review in three to six months.

LESSON 6

B pg 187

1.

Interviewer: You're a small business owner, correct?

Business owner: That's right.

Interviewer: So what made you decide to branch out on your own?

Business owner: My dad was a woodworker and taught me everything he knew. I've been woodworking as a hobby ever since I can remember. It's just not something I thought I could make money at. But when I had kids of my own and started teaching them, I thought, maybe this is something I can make a business out of… teaching woodworking to kids. I started teaching classes out of my garage on weekends and it just took off. I've never looked back.

Interviewer: That's amazing. Thirty one percent of people who start their own business do it because it's a passion they've always wanted to pursue. I'd say that describes you to a tee!

Business owner: I guess you're right!

2.

Interviewer: Did you know that 23% of people are unprepared to retire and end up starting their own business?

Business owner: That doesn't surprise me one bit! I've met more old-timers since I started my business than I ever would've imagined. I've spent more days of my life than I can count sitting at a bar, hanging out with friends after long day's work. I never thought I'd own one myself. But when the opportunity presented itself, I just couldn't say no.

3.

Interviewer: These meatballs are delicious.

Restaurant owner: *Grazie*. It's my grandmother's recipe. All of the recipes on the menu came from my family who live in the southern part of Italy.

Interviewer: So why decide to open your own restaurant?

Restaurant owner: Ever since I can remember, I have worked in restaurants. From the time I was a little girl, helping my father in the kitchen. But I was never happy because I always wanted the owner to run it differently. I was finally eady to be my own boss.

Interviewer: That's a pretty common story. Sixty-one percent of people start their own business because they want to be their own boss, just as you said. If these meatballs are any indication of what the rest of the food tastes like, I know your restaurant will be a huge success!

4.

Interviewer: What kind of business do you own?

Business owner: I started my own landscaping business fi e years ago. Before that, I was an employee of a huge landscaping company that did work for the city.

Interviewer: What made you decide to start your own landscaping company?

Business owner: My wife was battling cancer for over 10 years. Once she got a clean bill of health from her doctor, we decided life was too short. I quit and started working for myself the next day.

Interviewer: Good for you! That's not the first time I've heard that a major life event is the reason people decide to go into business for themselves. In fact, 14% of entrepreneurs surveyed said that a major life event is the main reason they started their own business.

READING CHALLENGE pg 195

Body Art

When someone tells you they are an artist, what do you think of? A painter? A sculptor? Perhaps a musician who plays in an orchestra? These are the things that most people think of.

But there are other people who call themselves artists who do a more personal form of art. Two unique types of artist actually create their art on a person's body. The most common body artist is a tattoo artist, who creates permanent images or words on the body using a needle that injects ink underneath the skin. But have you heard of a body painter?

Traditional artists paint on a canvas, whereas body painters use the human body as their canvas. These artists can paint an entire body or just a small part, such as an arm or leg. They create their art using non-toxic, hypoallergenic paint with their hands, sponges, brushes and airbrushes. Some artists are so good that's it's difficult o tell if the person is painted or clothed. Artist Guido Daniele, who did this body painting, is one of them. He has painted models for advertisements, commercials, and fashion events. He has also used his art to raise awareness for endangered species.

afaq-lc.com

Body painting is an ancient art form. Indigenous people used to paint themselves in order to worship gods. This practice still occurs using natural pigments such as clay, chalk, ash, and cattle dung. It is thought that painting the body will help moderate body heat or protect the skin from insect bites. In modern society, body painting appeared in the late 1950s as part of the Performance Art Movement, where live bodies would be painted as part of a show. Today, in addition to fine a t exhibits, you can find body pai ters at music festivals or sporting events. Sometimes, you'll see bodies painted at political protests, where people are trying to get the attention of the media and people passing by. More commonly, body painters work at private events, such as corporate gatherings or children's birthday parties.

Unit 8

LESSON 1

F and H pg 200

Elena: Hello?

Bita: Hi Elena. This is Bita.

Elena: Hi! How are you doing?

Bita: I'm OK. A little busy with work and school, but I'm surviving. Hey, I was wondering if you could help me with something.

Elena: Of course! What do you need?

Bita: Well, I think it's time for me to get a driver's license. Public transportation is taking up too much of my time and I need to be able to get around faster. I've been saving up to buy a car, but I still have to get my license. And I remember the other day that you said you had gotten your license and registered your car, so I thought maybe you could give me some advice.

Elena: Of course!

Bita: Well, I already have my driver's license from Iran. Do I still have to take the test?

Elena: Yes, you'll have to take the written test and the driving test. Only people from other states in the United States can get the driving test waived.

Bita: Got it. So what should I do first

Elena: First you need to go online and create an account on the DMV website. Then you can fill out the online application. Once you've done that, you can make an appointment to take your written test.

Bita: OK, so how do I prepare for the written test?

Elena: First, you need to get a driver's handbook to study the rules of the road for the written test. You can order one through the DMV website, or you can download a copy. I can send you the link to download it after we speak.

Bita: How many questions are on the test?

Elena: Here, in Massachusetts, the test has 25 questions.

Bita: How many questions do I have to get correct? And what if I don't pass it the first time

Elena: You have to answer 18 questions correctly to pass the test. But if you don't pass the first tim , you can retake the test.

Bita: OK. What about the driving test?

Elena: First, you need to make an appointment. They won't let you test without one. Second, a licensed driver must accompany you to the DMV in the car that you'll use to take the test.

Bita: And then they test me on my driving skills?

Elena: Yep.

Bita: That should be easy. I've been practicing with my brother for over a year. So, how do I apply for the license?

Elena: Go to the DMV website, create an account, and fill out an applic tion online. You're going to get a confi mation number in your email.

Bita: OK, so what do I have to do next?

Elena: Then, you'll have to go to the DMV office and finish the applic tion process in person. There you have to pay the application fee, take the written test, take a vision exam, show them proof of your social security number and your date of birth, give them your thumbprint, and have your picture taken.

Bita: How much does that cost?

Elena: It's around $40.

Bita: OK, I think I can do this.

Elena: I know you can. Good luck! Call me and let me know how it goes.

Bita: I sure will. Thanks a lot, Elena!

Elena: Anytime.

LESSON 2

G pg 203

1. I was born in the United States and English is my first language. I live in Pierre, South Dakota, and am a 17-year-old high school senior.
2. I am from Mexico and came here 2 months ago. I am hoping to become a US citizen one day.
3. I was born and raised in Baltimore and came here to raise my family in Los Angeles. I used to be in the military, but now I am going to school to become a police officer. I currently teach high school math.
4. I am a native of Wisconsin, living in Madison, working as a legal clerk at a local law fi m.

afaq-lc.com

LESSON 5

A pg 210

Antonio Montoya

First of all, I want to thank you all for coming today. It is my pleasure to speak to you, and I hope that you will vote for me come Election Day. I'll be brief and to the point. My biggest concern is our streets. There is too much gang violence and I want to wipe it out. I think we can start by getting our children off th streets and taking care of the homeless people. It's time for us to regain our streets and feel safe again. Once this happens, we can focus on other problems like overcrowded schools and our public transportation system. I know you have a tough decision to make, but I hope that when you go to the polls next Tuesday, you'll put a check next to my name, Antonio Montoya.

Gary Hall

I have been waiting for this day. A day when I could be here and tell you what I'm going to do if elected. These are not empty promises, but things that will happen if you elect me as your mayor. The environment will be my number one priority. Our beaches will be clean again. Our public transportation system will be so good that you won't want to drive your cars anymore.

I will use your tax dollars to create more parks and safe places for our children to play. Our city will be great once again if you vote for Gary Hall!

Kwan Tan

Good evening and thank you for coming tonight! This community has given me so many opportunities and, in running for mayor, I hope to give something back to the city that welcomed me as an immigrant, educated me through my teen years, and supported me as I opened my first busines .

First on my agenda is education. I will make sure your tax dollars are used to build more schools so our children won't have to sit in overcrowded classrooms. I'll fig t to lower the tuition at our community colleges so all of us will have a chance to continue to improve our education. I'll implement standards to ensure that schools are teaching our kids what they need to know. I'll start a parent involvement program that encourages parents to participate actively in their kids' schools. Our children are the future of our community, and we should invest time and money in their success.

Vote for me on Election Day and you'll have schools and a community to be proud of!

LESSON 5

C pg 211

Same script for Kwan Tan from previous track.

READING CHALLENGE pg 221

Suzie Price

Suzie Aramesh Price doesn't fit the ypical definition of an immi rant. She was born in the United States, but her parents took her back to Iran where she lived until she was seven. Due to political unrest in Iran, Suzie and her mother came back to the US.

"I remember it was hard to learn the language. I was in the third grade when we came here. It took me a while to feel like I belonged and that was because of the language barrier."Suzie learned English in elementary school while her mother worked hard to support her daughter by becoming a school nurse. Suzie graduated from high school but wasn't a very good student. She was lucky to be accepted at California State University at Long Beach (CSULB) where she exceled and got her BA and MA in public policy and administration. Suzie eventually got her law degree from Santa Clara University in 1999.

She worked as a city prosecutor for 14 years before her interest in political life began. She joined the Parent Teacher Association (PTA) when her children started school. Being a PTA volunteer taught her how to organize a community and get people interested in supporting certain ideas. One of the PTA moms told Suzie that she should run for city council. It was something she had never thought of doing. But at the time, she was frustrated that City Hall wouldn't put a crosswalk in her neighborhood so her kids could safely walk to school. She ran for city council in 2014 and won. And she was reelected in 2018.

And she was hoping to do more. She ran for mayor of Long Beach in 2022. She had plans to hire more police officers and improve public safety in her community. She also wanted to support early intervention programs for youth to keep them out of gangs. And one of the most important things she wanted to do was address the homeless issue by improving services and outreach. But she didn't win.

"I am incredibly proud of the campaign that we ran and how hard each and every one of our supporters, staff, friends and family worked to fig t for what they believed in," said Suzie. "As a young kid trying to learn a new language in a new country, I could never have dreamed of running for mayor in one of this country's greatest cities. This is the essence of democracy and the heart of the American dream. I love our city and will always work hard to make it a better place."

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 content.

Comprehension While Viewing

There are several strategies that teachers can use while viewing to help students better understand videos. These involve manipulation of the video to suit your needs:

1. **Stop or pause** the video while watching.
2. **Rewind the video** to clarify meaning and understanding.
3. **Watch the video** again with different objectives or purposes in mind.
4. **Adjust the viewing speed** (if possible) to focus on specific visual .

True / False Statements

Explain to students that there are strategies for correctly answering true / false statements.

1. Look for extreme *modifier* that might make the question or statement false, such as *all*, *always*, *never*, *only*, *none* and *nobody*.
2. Look for a qualifying word that might make the question or statement true, such as *usually*, *probably*, *often*, *most*, and *sometimes*.
3. Look for negative words and prefi es, such as *not* and *un-*.

Multitasking

Tell students that it is possible to engage in another activity while watching a video. Ask students to think about a 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 beyond the comprehension checks and other ideas already presented in this lesson.

Freeze Frame: Pause the video during viewing and use it like a picture dictionary, identifying and expanding on the vocabulary.

Silent Viewing: Show the video in segments without sound so students can guess at the story line. This helps them to understand that listening is more than just the words people say.

Prediction Techniques: Show portions of the video and ask students to predict what will come next.

Listening without Viewing: This helps students create their own image of what is happening. After a discussion, allow students to watch the video and the sound together.

Back-to-Back: In pairs, one student faces the video and the other faces away. Play the video without sound and ask the student viewing to report to the student who is facing away what is happening.

Summary Strips: Create strips of sentences that describe the events. Have students watch the video and then put the strips in the correct order, or ask students to predict the story line before watching and then check their answers.

Visual Memory

When students complete an exercise that requires them to match pictures from a video with the correct descriptions, it is important for them to be able to recall what they saw. Visual memory skills are those that allow a person to remember visual details. Students can improve their visual memory by paying close attention to colors, types of dress, weather conditions, number of people, scenery, etc.

Sequencing Events

Ask students to take notes while they are watching the video and pay particular attention to the events as they occur. Later, have students review their notes and identify a central theme. Similar to a reading, the theme of the video is the main event. All of the other events are details related to this theme, presented in a certain order. Students' notes will generally show this order. Sequencing events allows students to recall specific detail . It also helps them to understand the central theme of the video.

Visual-Detailing

Visual-detailing refers to identifying and listing individual or minute images in a video. Since we generally use both sight and hearing as we watch videos, we balance the two depending on our focus or concentration. When using visual-detailing, we make a conscious decision to allow our eyes to do the work to pick out key details from the video.

afaq-lc.com

The *Stand Out* Lesson Planner methodology ensures success!

Stand Out ensures student success through good lesson planning and instruction. Each of the six Lessons in every Unit has a lesson plan. Unlike most textbooks, the Lesson Planner was written before the student book materials. A lot of learning occurs with the student books closed, so by writing the lesson plans first, we could ensure that each objective was clearly achieved. Each lesson plan follows a systematic and proven format:

W	Warm-up and / or review
I	Introduction
P	Presentation
P	Practice
E	Evaluation
A	Application

Warm-up and / or review

The warm-up activities establish a context and purpose to the lesson. Exercises use previously learned content and materials that are familiar to students from previous lessons.

Introduction

In the introduction step, exercises focus the students' attention on the goals of the lesson by asking questions, showing visuals, telling a story, etc. Instructors should state the objective of the lesson and tell students what they will be doing. The objective should address what students are expected to be able to do by the end of the lesson.

Presentation

The presentation activities provide students with the building blocks and skills they need to achieve the objectives set in the introduction. The exercises introduce new information to the students through visuals, realia, description, listenings, explanation, or written text. This is the time to check students' comprehension.

Practice

Practice activities provide meaningful tasks for students to practice what they have just learned through different activities. These activities can be done as a class, in small groups, pairs, or individually. All of these activities are student-centered and involve cooperative learning. Instructors should model each activity, monitor progress, and provide feedback.

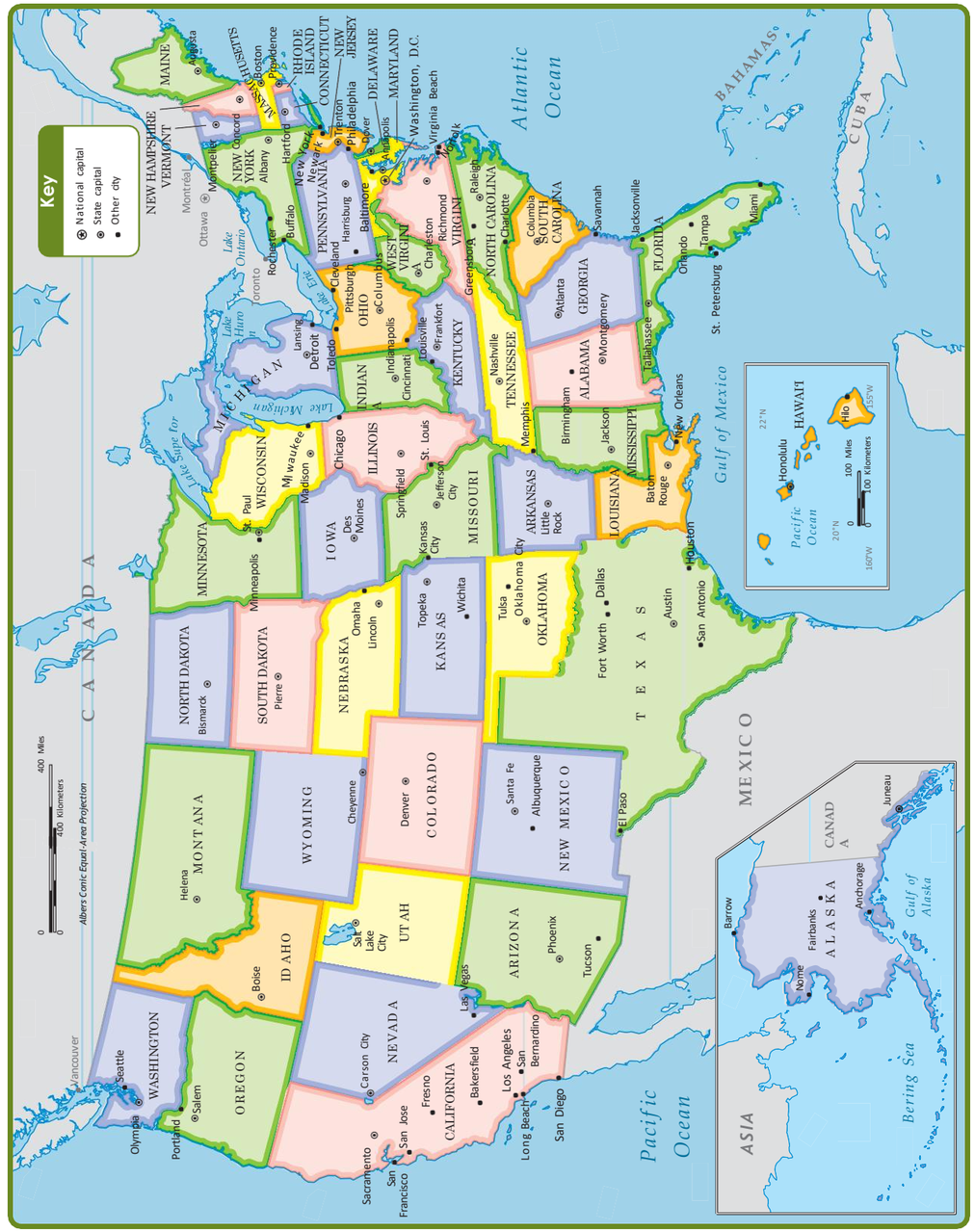
Evaluation

Evaluation ensures that students are successful. Instructors should evaluate students on attainment of the objective set at the start of the lesson. This can be done by oral, written, or demonstrated performance. At this point, if students need more practice, instructors can go back and do additional practice activities before moving on to the application.

Application

Application activities help students apply new knowledge to their own lives or new situations. This is one of the most important steps of the lesson plan. If students can accomplish the application task, it will build their confiden e to be able to use what they've learned out in the community. The Team Projects are an application of unit objectives that involves task-based activities with a product.

In addition to each lesson plan following the WIPPEA model, each Unit in *Stand Out* follows this same approach. The first lesson is al ays an Introduction to the Unit, introducing new vocabulary and the basic concepts that will be expanded upon in the unit. The following fi e lessons are the Presentations and Practices for the unit topic. Following the six lessons is a Review lesson, which allows students to do more practice with everything they already learned. The Team Project is an Application for everything they learned in the unit.



afaq-lc.com

afaq-lc.com