STAND OUT 5

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

New Spark Platform

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

ELTNGL.com/StandOut

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

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

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STAND OUT LESSON PLANNER

NATIONAL GEOGRAPHIC LEARNING

STAND OUT 5

Evidence-Based Learning for Life, College, and Career

LESSON PLANNER



STACI JOHNSON
ROB JENKINS

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

ON THE COVER

Pilot Abingdon Mullin decided to pursue her longtime dream of flying after graduating from a 4-year college program. She got her certification from a flight school where she worked as a paid intern.

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STANDOUT FOURTH EDITION

Literacy Foundations

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

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

STANDOUT 5

Evidence-Based Learning for College and Career Readiness

LESSON PLANNER

FOURTH EDITION

ROB JENKINS

STACI JOHNSON

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STACI JOHNSON

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

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

At its core, **Stand Out** has always prioritized robust, relevant content that will deliver student gains in the classroom; while that core mission has not changed, how the program achieves it has certainly evolved in response to 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.

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Lesson Plan Sequencing

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

The WIPPEA model follows six steps:

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

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

Critical Thinking

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

New and Expanded!

Workforce Readiness

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

New! **Digital Literacy**

As we teach, learn, work, and interact more online and with our devices, it has become increasingly apparent that there is a gap in the digital literacy skills of many of our adult learners. *Stand Out* now strives to help address some of these gaps by offering explicit instruction on issues related to privacy and security, scams, and digital footprint, as well as etiquette and how-to tips for students (and instructors!) who may still be going to class online. This content area is supported in the Student's 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 for offline use, the Classroom Presentation Tool integrates the Student's Book content with all media resources and interactive activities to help you deliver the class you want to your students.
- Completely revised **Assessment Suite** is aligned to CASAS and the new STEPS test.
- Robust **reporting functionality** in the Course Gradebook to demonstrate achievement and inform for reteaching opportunities.
- Downloadable **resources**, including multilevel worksheets for each lesson, **New!** word lists for Lesson 6 Career Clusters, **New!** digital literacy worksheets (a set of five worksheets for every two levels), audio and video scripts, rubrics for grading, and more are available in the Teacher Resources tab.

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

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
PRE-UNIT **Welcome** *Page 2*	**Goal:** Get to know people **Academic:** Compare, Apply	**Goal:** Talk about personal interests **Academic:** Infer, Categorize, Compose	**Goal:** Write a personal message **Academic:** Compose a message, Infer **Writing:** Write an email					
1 **Balancing Your Life** *Page 12*	**Goal:** Identify learning styles **Academic:** Evaluate, Reflect	**Goal:** Identify career paths **Academic:** Apply	**Goal:** Balance your life **Academic:** Compare **Grammar:** Review: *Be*, Review: Simple Verb Forms	**Goal:** Identify and prioritize goals **Academic:** Prioritize	**Goal:** Motivate yourself **Grammar:** Future Perfect **Life Online:** Time management tools **Academic:** Compare	**Workforce Goal:** Explore counseling careers **Academic:** Summarize	**Goal:** Research a career cluster **Soft Skill:** Collaboration—Comparing information online	*Protecting the Places We Play* **Academic:** Predict, Categorize
2 **Personal Finance** *Page 40*	**Goal:** Organize finances **Academic:** Calculate, Analyze **Life Online:** Money apps	**Goal:** Reduce debt and save money **Academic:** Analyze **Grammar:** Past Perfect Continuous	**Goal:** Identify investment strategies **Academic:** Compare, Predict, Summarize	**Goal:** Maintain good credit **Writing:** Write an outline	**Goal:** Protect against identity theft **Life Online:** Fake websites **Academic:** Summarize	**Workforce Goal:** Explore careers in finance	**Goal:** Research financial assistance information **Soft Skill:** Collaboration—Verify your sources	*Yo Quiero Dinero* **Academic:** Predict

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
3 **Automotive Know-How** *Page 68*	**Goal:** Purchase a car	**Goal:** Maintain and repair a car **Academic:** Summarize	**Goal:** Interpret an auto insurance policy **Academic:** Match information	**Goal:** Compute mileage, gas consumption, and energy used **Academic:** Calculate, Analyze	**Goal:** Follow the rules of the road **Life Online:** Distracted driving	**Workforce Goal:** Explore careers in the automotive industry **Academic:** Categorize **Writing:** Write a paragraph	**Goal:** Create an auto safety handbook **Soft Skill:** Collaboration—Negotiation	*Fully Charged* **Academic:** Predict, Infer
4 **Housing** *Page 96*	**Goal:** Communicate issues by phone **Grammar:** Causative Verbs: *Get*, *Have*, *Help*, *Make*, *Let* **Pronunciation:** Stress and rhythm **Academic:** Sequence	**Goal:** Interpret rental agreements **Academic:** Summarize	**Goal:** Identify tenant and landlord rights **Academic:** Restate, Analyze	**Goal:** Insure your home **Academic:** Contrast, Calculate	**Goal:** Prevent theft **Academic:** Predict, Compare, Create **Life Online:** Home security	**Workforce Goal:** Explore careers in planning, design, and construction **Academic:** Predict, Compare	**Goal:** Housing presentation **Soft Skill:** Presentation Skills—Memorize, show, ask	*The Prefab Home: More Sustainable?* **Academic:** Compare
Life Online Video *Page 124*								
5 **Health** *Page 126*	**Goal:** Identify practices that promote mental and physical well-being **Academic:** Create	**Goal:** Ask about medical bills	**Goal:** Interpret health insurance information **Academic:** Analyze, Graph	**Goal:** Identify addictions **Academic:** Analyze, Visualize **Grammar:** Adverb Clauses of Concession	**Goal:** Interpret procedures for first aid **Academic:** Label visuals, Apply concepts	**Workforce Goal:** Explore careers in emergency medical services **Academic:** Analyze	**Goal:** Health presentation **Soft Skill:** Presentation Skills—Make it interesting	*Disappearing Knowledge* **Academic:** Summarize

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
6 **Retail** *Page 154*	**Goal:** Do product research **Academic:** Research	**Goal:** Purchase goods and services by phone and online **Life Online:** Using credit cards online	**Goal:** Interpret product guarantees and warranties **Academic:** Restate **Writing:** Write a product warranty or guarantee	**Goal:** Return a product **Life Online:** Returning products purchased online **Academic:** Role-Play	**Goal:** Sell a product **Grammar:** Appositives **Writing:** Write an ad **Life Online:** Apps to sell used items	**Workforce Goal:** Explore the role of a customer service representative **Academic:** Interpret graphs	**Goal:** Create an online store **Soft Skill:** Collaboration—Brainstorm ideas	*Eco-Friendly Jeans* **Academic:** Predict
7 **At Your Service** *Page 182*	**Goal:** Connect technology **Academic:** Summarize **Writing:** Write instructions	**Goal:** Resolve technology problems **Academic:** Sequence **Life Online:** Online troubleshooting resources	**Goal:** Establish an organizational system **Academic:** Classify	**Goal:** Identify and resolve problems at work **Academic:** Predict	**Goal:** Report progress **Academic:** Analyze **Grammar:** Noun Clauses as Objects	**Workforce Goal:** Explore careers in information technology	**Goal:** Looking for a job **Soft Skill:** Active listening—Polite disagreements	*The New Workplace* **Academic:** Predict, Summarize
8 **Civic Responsibility** *Page 210*	**Goal:** Identify requirements for establishing residency and citizenship **Academic:** Predict, Analyze	**Goal:** Understand your rights **Academic:** Summarize, Interpret, Analyze	**Goal:** Identify local civic organizations **Academic:** Create	**Goal:** Interpret information about environmental issues	**Goal:** Communicate your opinion **Academic:** Brainstorm, Analyze **Grammar:** Transitional Expressions	**Workforce Goal:** Explore jobs in community and social service	**Goal:** Give an opinion speech **Soft Skill:** Presentation Skills—Peer feedback	*The American Dream*

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

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NEW AND UPDATED IN *STAND OUT*, FOURTH EDITION

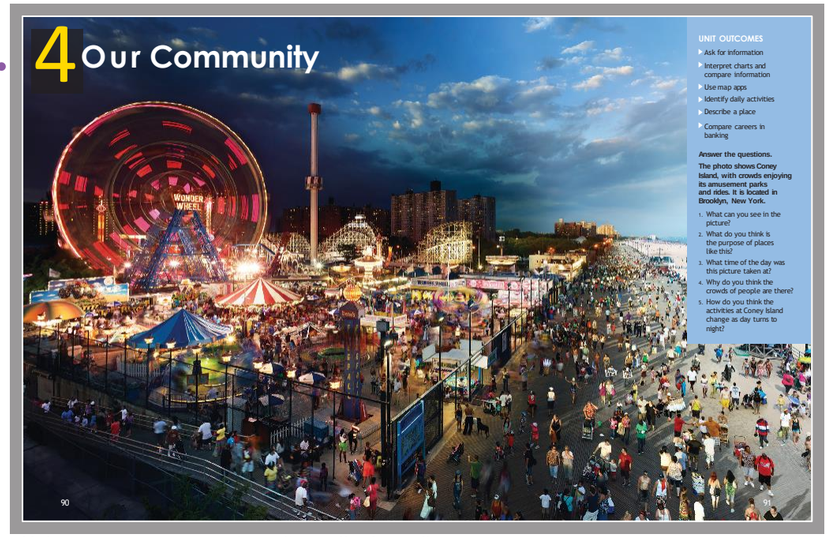
Now in its fourth edition, *Stand Out* is a seven-level, standards-based adult education program with a track record of real-world results. Close alignment to WIOA objectives and College and Career Readiness Standards provides adult students with language and skills for success in the workplace, college,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

New Literacy level

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



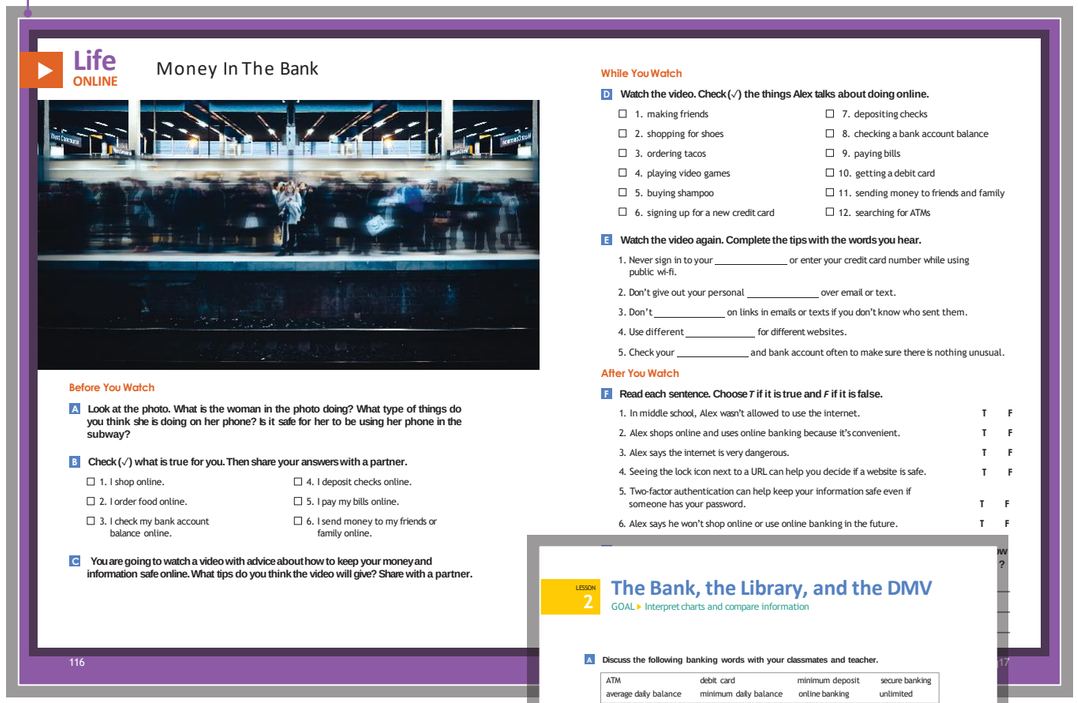
Each unit opens with a dynamic image to introduce the theme and engage learners in meaningful conversations from the start.



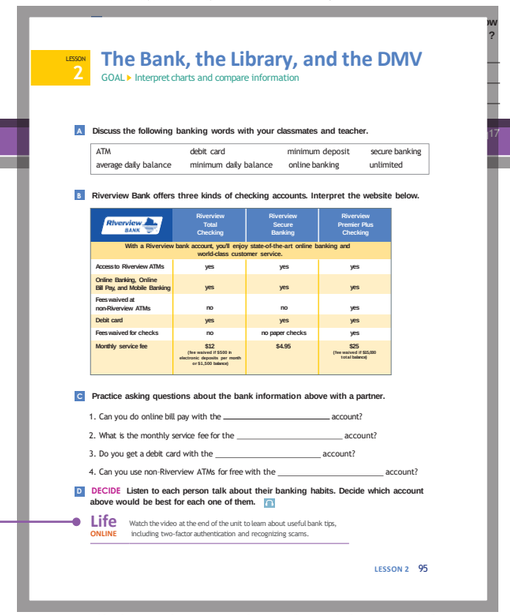
Unit walkthrough pages from *Stand Out* Level 3.

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

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



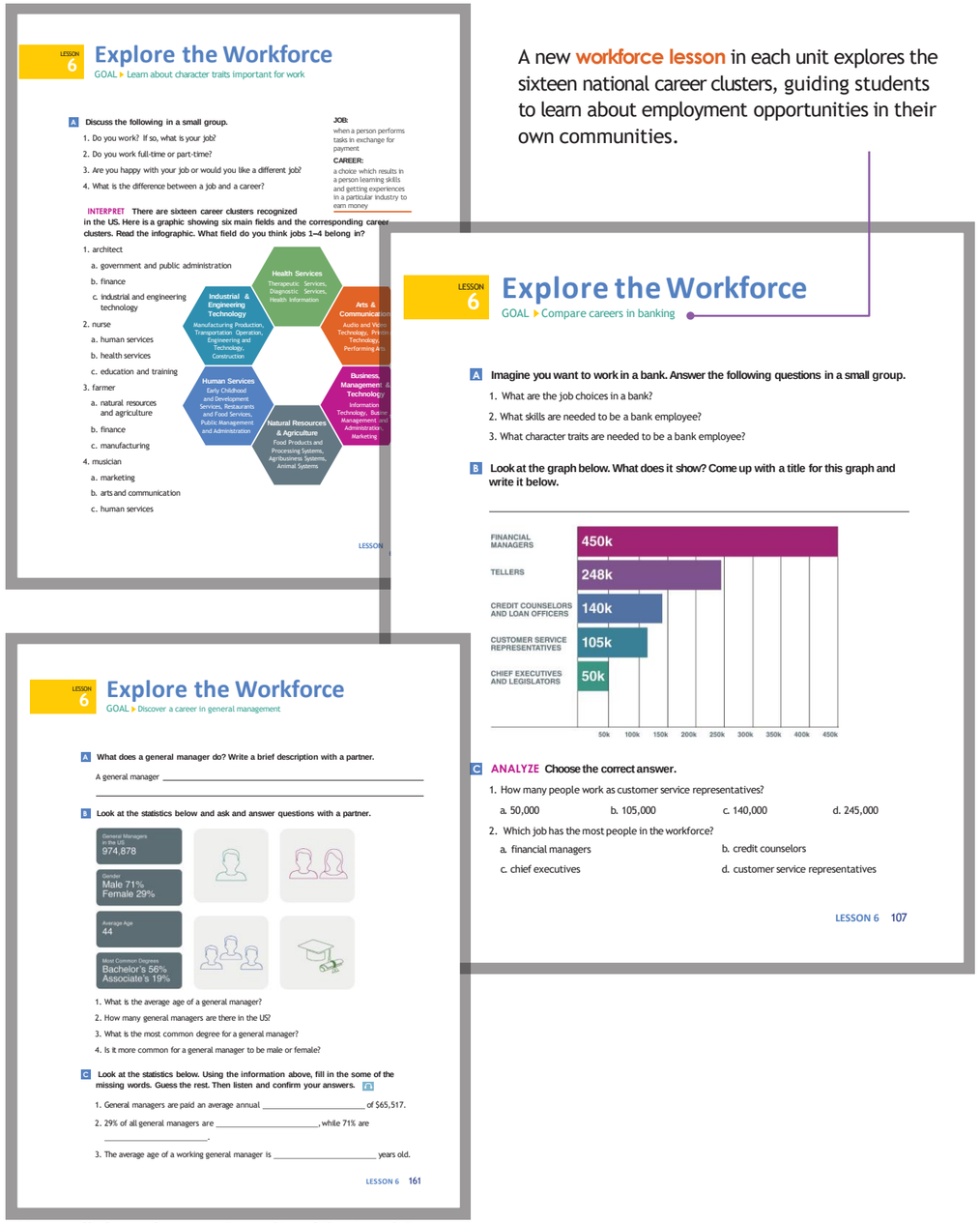
Digital literacy reinforces best practices around privacy, security, finances, and social media.



Unit walkthrough pages from *Stand Out* Level 3.

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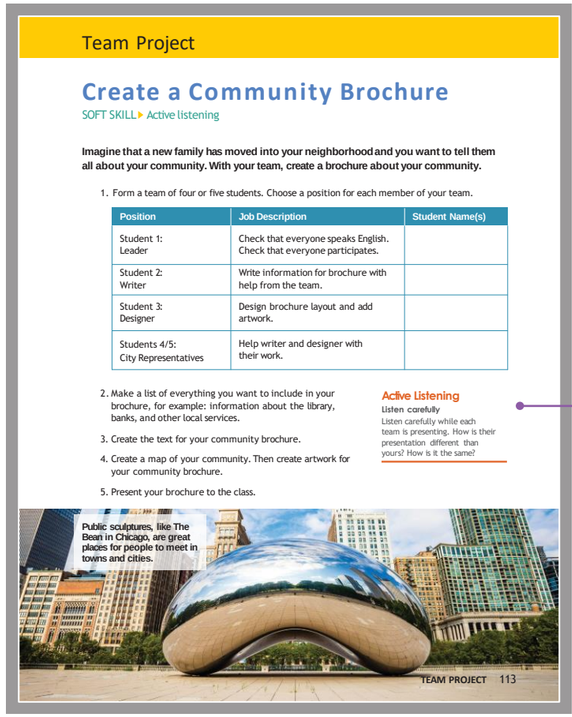
Unit Walkthrough



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

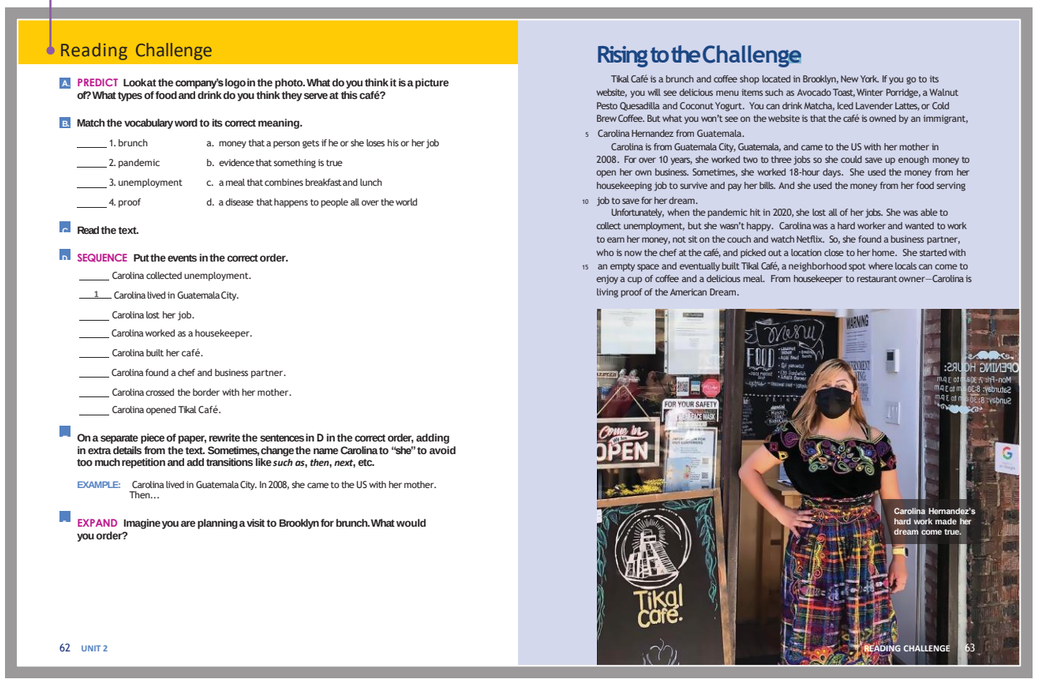
Unit walkthrough pages from *Stand Out* Level 3.

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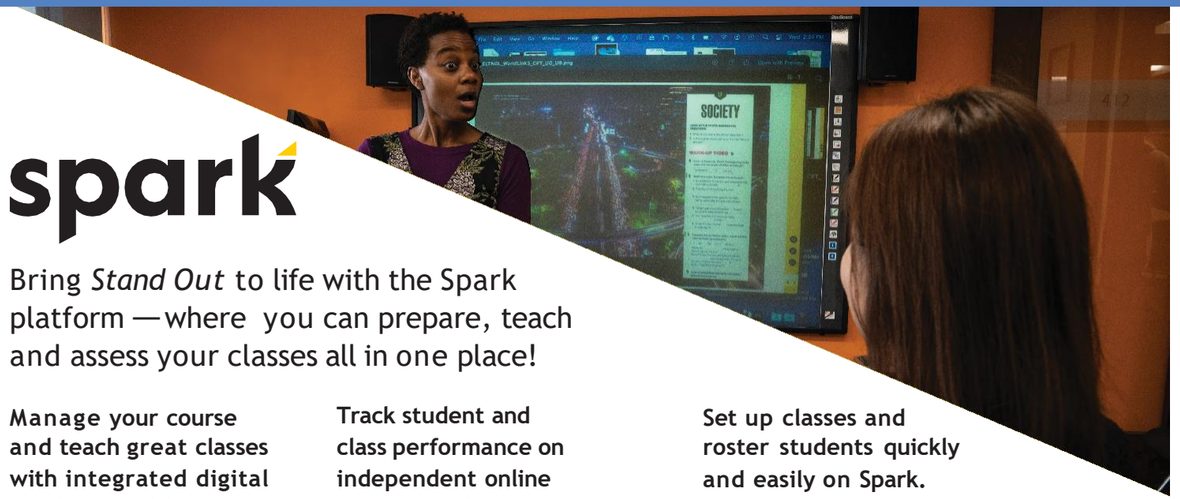
Team projects now highlight transferrable **Soft Skills**, such as collaboration, active listening, and presentation skills.

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



Unit walkthrough pages from *Stand Out* Level 3.

Unit Walkthrough



spark

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

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

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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.



Visit ***ELTNGL.com/spark*** *to learn more*

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CASAS Competencies Chart

Pre-Unit Welcome	
Lesson 1: Get to know people	0.1.1; 0.1.2; 0.1.4; 0.1.5; 0.2.1
Lesson 2: Talk about personal interests	0.1.2; 0.1.5; 0.2.1
Lesson 3: Write a personal message	0.1.2; 0.1.5; 0.1.8; 0.2.3; 7.7.4
Unit 1 Balancing Your Life	
Vocabulary Builder	7.4.9
Lesson 1: Identify learning styles	0.1.2; 0.1.5; 7.4.9
Lesson 2: Identify career paths	0.1.2; 0.1.5; 4.1.9; 6.7.2; 7.5.1
Lesson 3: Balance your life	0.1.2; 0.1.5; 7.5.1
Lesson 4: Identify and prioritize goals	0.1.2; 01.5; 7.1.1; 7.1.2; 7.2.7
Lesson 5: Motivate yourself	0.1.2; 0.1.5; 7.1.1; 7.1.2; 7.1.3
Lesson 6: Explore counseling careers	0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9; 6.7.2; 7.2.6
Review	0.1.2; 0.1.5; 4.1.6; 4.1.9; 7.1.1; 7.1.2; 7.1.3; 7.4.9; 7.5.1
Research Project	4.1.3; 7.4.4; 7.7.3
Reading Challenge	7.5.1
Unit 2 Personal Finance	
Vocabulary Builder	7.1.1
Lesson 1: Organize finances	0.1.2; 0.1.5; 1.5.1; 6.1.1; 6.1.3; 6.1.4; 6.1.5; 7.1.1
Lesson 2: Reduce debt and save money	0.1.2; 0.1.3; 0.1.5; 1.5.2; 7.1.1
Lesson 3: Identify investment strategies	0.1.2; 0.1.5; 1.5.2; 1.8.5
Lesson 4: Maintain good credit	0.1.2; 0.1.3; 0.1.5; 1.8.6
Lesson 5: Protect against identity theft	0.1.2; 0.1.5; 1.6.7
Lesson 6: Explore careers in finance	0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9; 6.7.4; 7.2.6
Review	0.1.2; 0.1.3; 0.1.5; 1.5.1; 1.5.2; 1.8.5; 1.8.6
Research Project	1.6.2; 1.6.7; 7.4.4; 7.7.3
Reading Challenge	0.1.2; 0.1.5; 4.1.6
Unit 3 Automotive Know-How	
Vocabulary Builder	1.9.9
Lesson 1: Purchase a car	0.1.2; 0.1.5; 1.9.5; 7.2.6
Lesson 2: Maintain and repair a car	0.1.2; 0.1.5; 1.9.6; 1.9.9
Lesson 3: Interpret an auto insurance policy	0.1.2; 0.1.5; 1.9.8
Lesson 4: Compute mileage, gas consumption, and energy used	0.1.2; 0.1.5; 1.9.3; 5.7.2; 6.1.4
Lesson 5: Follow the rules of the road	0.1.2; 0.1.5; 1.9.1
Lesson 6: Explore careers in the automotive industry	0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9
Review	0.1.2; 0.1.5; 1.9.3; 1.9.5; 1.9.6; 1.9.8; 1.9.9
Team Project	0.1.2; 0.1.5; 1.9.1; 1.9.6; 1.9.8; 4.8.1; 4.8.2; 4.8.5; 7.2.6; 7.4.4; 7.7.3
Reading Challenge	0.1.2; 0.1.5; 5.7.1; 5.7.2
Unit 4 Housing	
Vocabulary Builder	1.4.8
Lesson 1: Communicate issues by phone	0.1.2; 0.1.5; 1.4.7; 7.2.6
Lesson 2: Interpret rental agreements	0.1.2; 0.1.5; 1.4.3
Lesson 3: Identify tenant and landlord rights	0.1.2; 0.1.5; 1.4.5
Lesson 4: Insure your home	0.1.2; 0.1.5; 1.4.6
Lesson 5: Prevent theft	0.1.2; 0.1.5; 1.4.8; 7.2.6
Lesson 6: Explore careers in planning, design, and construction	0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9
Review	0.1.2; 0.1.5; 1.4.3; 1.4.5; 1.4.6; 1.4.7; 1.4.8
Team Project	0.1.2; 0.1.5; 1.4.3; 1.4.5; 1.4.6; 1.4.7; 1.4.8; 4.8.1; 4.8.2; 4.8.5; 7.4.4; 7.7.3
Reading Challenge	0.1.2; 0.1.5; 1.4.1
Unit 5 Health	
Vocabulary Builder	3.5.8
Lesson 1: Identify practices that promote mental and physical well-being	0.1.2; 0.1.3; 0.1.5; 0.2.1; 3.5.8; 7.5.4
Lesson 2: Ask about medical bills	0.1.2; 0.1.5; 3.2.4
Lesson 3: Interpret health insurance information	0.1.2; 0.1.5; 3.2.3; 6.7.2
Lesson 4: Identify addictions	0.1.2; 0.1.5; 3.4.5; 3.6.3; 7.2.6
Lesson 5: Interpret procedures for first aid	0.1.2; 0.1.3; 0.1.5; 3.4.3
Lesson 6: Explore careers in emergency medical services	0.1.2; 0.1.5; 2.1.2; 2.5.1; 4.1.3; 4.1.6; 4.1.8; 4.1.9; 6.7.2; 7.2.6
Review	0.1.2; 0.1.5; 3.2.3; 3.2.4; 3.4.3; 3.5.8. 3.6.3; 7.5.4
Team Project	0.1.2; 0.1.5; 3.2.3; 3.2.4; 3.4.3; 3.5.8. 3.6.3; 4.8.1; 4.8.2; 4.8.5; 7.4.4; 7.7.3
Reading Challenge	0.1.2; 0.1.5; 5.7.3
Unit 6 Retail	
Vocabulary Builder	1.2.2; 1.2.6; 1.3.1; 1.3.3; 1.7.1; 1.7.6
Lesson 1: Do product research	0.1.2; 0.1.5; 1.2.2; 1.5.2; 7.4.4; 7.7.3
Lesson 2: Purchase goods and services by phone and online	0.1.2; 0.1.5; 1.2.6; 1.3.1; 7.4.4; 7.7.3
Lesson 3: Interpret product guarantees and warranties	0.1.2; 0.1.5; 1.7.1
Lesson 4: Return a product	0.1.2; 0.1.5; 1.3.3
Lesson 5: Sell a product	0.1.2; 0.1.5; 1.7.6
Lesson 6: Explore the role of a customer service representative	0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9; 6.7.2; 6.7.4
Review	0.1.2; 0.1.5; 1.2.2; 1.2.6; 1.3.1; 1.3.3; 1.7.1; 1.7.6
Team Project	0.1.2; 0.1.5; 1.2.6; 1.3.3; 1.3.4; 1.7.1; 1.7.6; 4.8.1; 4.8.2; 4.8.5; 7.2.6
Reading Challenge	0.1.2; 0.1.5; 5.7.1
Unit 7 At Your Service	
Vocabulary Builder	4.5.1
Lesson 1: Connect technology	0.1.2; 0.1.5; 4.5.6
Lesson 2: Resolve technology problems	0.1.2; 0.1.5; 4.5.7
Lesson 3: Establish an organizational system	0.1.2; 0.1.5; 4.7.4; 4.7.5; 7.1.4
Lesson 4: Identify and resolve problems at work	0.1.2; 0.1.5; 4.8.6
Lesson 5: Report progress	0.1.2; 0.1.5; 4.6.4
Lesson 6: Explore careers in information technology	0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9; 6.7.2; 7.2.6
Review	0.1.2; 0.1.5; 4.5.6; 4.5.7; 4.6.4; 4.7.4; 4.7.5; 7.1.4
Team Project	0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.8.1; 4.8.2; 4.8.5; 4.8.6; 7.2.6; 7.4.4; 7.7.3
Reading Challenge	0.1.2; 0.1.5; 7.2.6
Unit 8 Civic Responsibility	
Vocabulary Builder	5.3.2
Lesson 1: Identify requirements for establishing residency and citizenship	0.1.2; 0.1.5; 5.3.6
Lesson 2: Understand your rights	0.1.2; 0.1.5; 5.3.2
Lesson 3: Identify local civic organizations	0.1.2; 0.1.5; 5.6.2
Lesson 4: Interpret information about environmental issues	0.1.2; 0.1.5; 5.7.1
Lesson 5: Communicate your opinion	0.1.2; 0.1.5; 5.1.6; 5.7.1; 7.2.6
Lesson 6: Explore jobs in community and social service	0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9; 6.7.2; 7.4.4; 7.7.3
Review	0.1.2; 0.1.5; 5.1.6; 5.3.2; 5.3.6; 5.6.2; 5.7.1
Team Project	0.1.2; 0.1.5; 4.8.1; 4.8.2; 4.8.5; 5.1.6
Reading Challenge	7.2.6

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 commute related; or connected to learning style or language apprehension, such as a fear of public speaking or making mistakes. They can also be related to issues of inclusivity, such as identity, health, physical mobility and ability, legal status, refugee status, and even trauma.

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



Welcome

Introduce the unit. Discuss the unit outcomes with students. Check for understanding, then direct students to the photos. Ask volunteers to describe the photos and explain to them that each photo represents a different career sector and that this is an important element of *Stand Out*. Elicit the greetings people say to each other when they meet for the first time. Write any useful vocabulary on the board. Ask students if they know anything about their classmates or if any of them have educational goals. Write any useful vocabulary on the board next to the vocabulary for greetings you elicited earlier.

Life Skills Focus

In this Unit, students will work on introductory language, study language related to hobbies, and read and write a personal message.

Workplace Focus

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

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

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Get to know people • Talk about personal interests • Write a personal message	• Information questions	• Expressions of introduction • Personal interests / hobbies • Personal letter writing	• Family • Greetings • Names	Lesson 1: 0.1.1; 0.1.2; 0.1.4; 0.1.5; 0.2.1 Lesson 2: 0.1.2; 0.1.5; 0.2.1 Lesson 3: 0.1.2; 0.1.5; 0.1.8; 0.2.3; 7.7.4	S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. S7: Adapt language choices to purpose, task, and audience when speaking and writing.	SL.8.1.a; SL..8.1.c; W/WHST.6-8.4; L.6.2-8.2.d

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At-a-Glance Prep

Goal: Get to know people
Pronunciation: Enunciation
Academic Strategy: Public speaking
Vocabulary: Introductions

Agenda

- ☐ Meet your classmates.
- ☐ Make introductions and respond to introductions.
- ☐ Introduce your classmates to one another.
- ☐ Introduce your classmates to the class.

Pacing

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

Standards Correlations

CASAS: 0.1.1; 0.1.2; 0.1.4; 0.1.5; 0.2.1
CCRS: SL.8.1.a; SL.8.1.c
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins.

As students enter your class for the first time, introduce yourself by giving them your name and saying: *Nice to meet you*.

Introduction 10-20 mins.

Ask students to take out a piece of paper and number it from 1 to 4 for dictation. (For more on dictations, see the Best Practice on p. 4a.)

Dictation:

1. Sebastian is from El Salvador.
2. Rani is from India and came here with her kid.
3. Haru just finished high school and needs to improve his writing skills.
4. Armineh came here four years ago.

State the goal: *Today, you will get to know your classmates*.

Presentation 1 10-15 mins.

A COMPARE Read and listen to the conversation between Sebastian and Rani. Do you know people like them?

Ask students if they know anyone who has come to the US to study or who has lived here for many years, but is just now starting to study English.

Ask a few volunteers to practice introducing themselves to you.

Practice 1 10-15 mins.

Workplace Focus

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

B Introduce yourself to four classmates. Ask them where they are from and why they are studying English.

Have students either sit in groups of four, or have everyone stand up and walk around the classroom. If you choose the latter, ask them to speak to people at a different table, so they mingle with students they are less likely to talk to later.

Evaluation 1 5-10 mins.

C Who are the four classmates you met? Complete the chart.

Tell students that they can talk to the classmates they met again to get the information correct. Have some volunteers talk about who they met using the information in their charts.

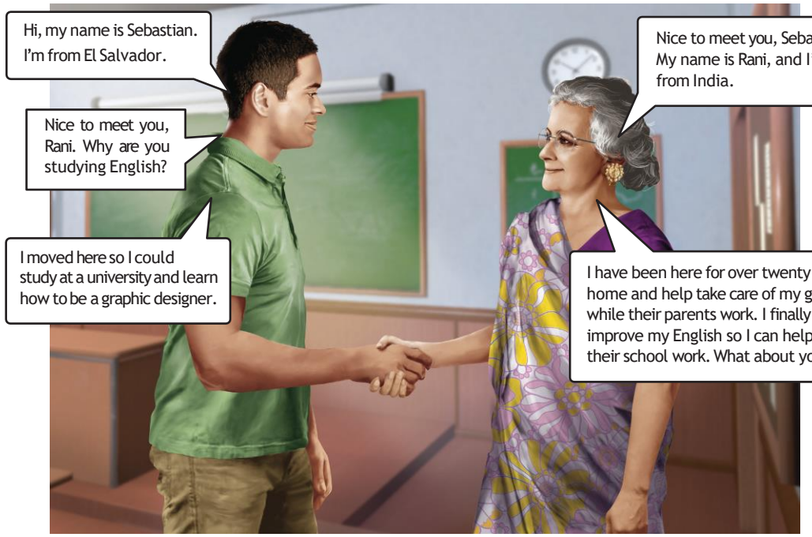
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LESSON 1

Classroom Community

GOAL ▶ Get to know people

A COMPARE Read and listen to the conversation between Sebastian and Rani. Do you know people like them? Answers will vary.

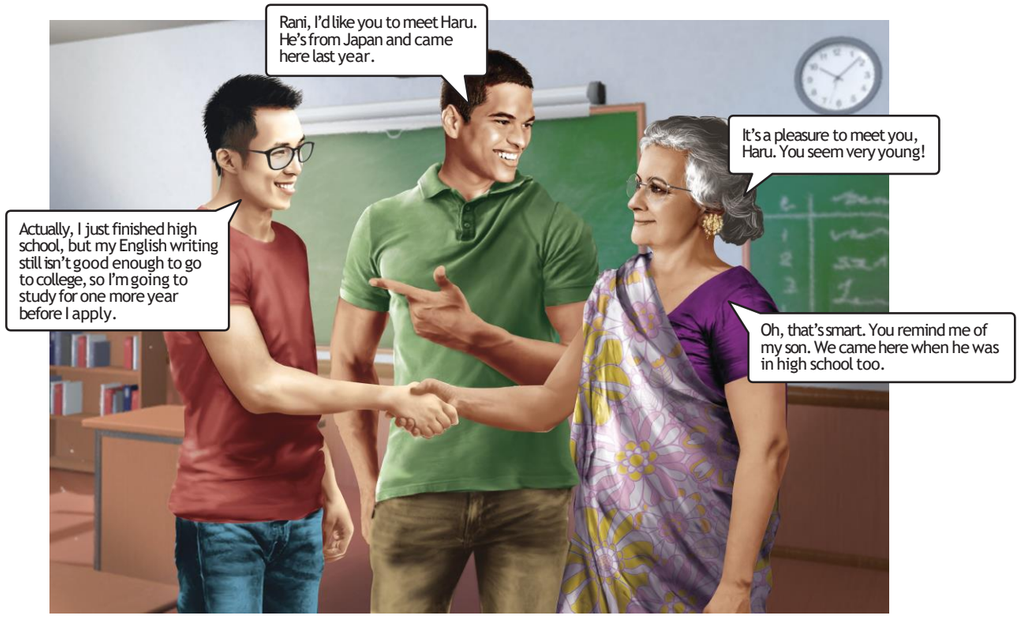


B Introduce yourself to four classmates. Ask them where they are from and why they are studying English.

C Who are the four classmates you met? Complete the chart. Answers will vary. Sample answer given.

Name	Country	Why are you studying English?
Hamdi Mohamed	Somalia	He wants to be a doctor.

D **Read and listen to the conversation between Sebastian, Rani, and Haru. What does Sebastian say to introduce Haru to Rani?**



E **Study the expressions below. Any response can be used for an introduction.**

Answers will vary.

Introduction	Response
I'd like to introduce you to _____.	(It's) A pleasure to meet you.
I'd like you to meet _____.	(It's) A pleasure meeting you.
This is (friend's name) _____.	(I'm) Pleased to meet you.
Do you know _____?	(It's) Nice to meet you.
Have you met _____?	(It's) Good to meet you.

F **Work with a partner. Introduce them to four people in your class. Make sure you include the person's name, country, and why they are studying English in your introduction.**

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BEST PRACTICE

Dictation (*listen–repeat–write* method)

The purpose of dictation is for students to improve their active listening skills. In most real-world conversations, students will only hear things one time, but they should be able to get the general meaning from the phrases they catch and understand.

Dictation instructions for advanced-level students:

1. Tell students they will only be hearing each statement or question ONE time.
2. Tell them to listen FIRST with their pencils down and / or eyes closed.
3. Once they have heard the statement, tell them to say it quietly to themselves or in their heads.
4. Once they have listened to the statement and repeated it to themselves, tell them to write it down.

Dictation instructions for the teacher:

1. Read each statement once, giving students enough time to write it down. Do not repeat.
2. Once all of the statements have been read and written, read each one again, more quickly this time, just giving students enough time to make small corrections.
3. Ask students to share their dictation with a person sitting next to them and fill in what they missed or make corrections.
4. Ask volunteers to come to the board and write each statement.
5. Tell students they can come to the board and correct any mistakes they see.
6. When the class agrees that the dictation is correct, read the statements on the board yourself and indicate which statements are indeed correct and which ones still contain errors. Allow volunteers to come to the board and make corrections. Go through this process until everything on the board is correct.

Note: Students who are not familiar with this style of dictation will find it difficult at first, but, as the course progresses, they will be proud of how much their active listening skills have improved.

Presentation 2

5-10 mins.

D **Read and listen to the conversation between Sebastian, Rani, and Haru. What does Sebastian say to introduce Haru to Rani?**

E **Study the expressions below. Any response can be used for an introduction.**

Discuss the expressions with students. Discuss which ones are formal and which ones are informal. Then read each expression out loud and have students practice repeating it after you with correct intonation.

Practice 2

10-15 mins.

(Shorter classes can practice making introductions with their family and friends at home.)

Workplace Focus

Exercise F: Interact appropriately with team members.

F **Work with a partner. Introduce them to four people in your class. Make sure you include the person's name, country, and why they are studying English in your introduction.**

Help facilitate this activity by making sure that everyone is included. Explain to students that everyone's task is to meet one person and then introduce that person to four of their classmates. Tell students they must write down the names of the people they interacted with. They should have five recorded names by the end of the exercise.

Have students ask each other: *Have we been introduced?* when they first pair up. Then have students ask: *Have you been introduced?* each time they present their partner to another person. Write both questions on the board as a model.

Evaluation 2

Observe students' interactions. Help students locate partners if necessary.

Presentation 3

5-10 mins.

G Read and listen to Haru as he introduces Armineh to the class.

Practice 3

10-15 mins.

(Shorter classes can do **H** for homework. If students are doing the exercise for homework, assign each student a different person to write about so that each student in the class gets introduced at least once.)

Workplace Focus

Exercise H: Interpret and communicate information.
Exercise I: Interact appropriately with team members.

H Choose two people you have met in class today. Write introductions for them below. Use Haru's introduction in G as an example.

Help students choose the person they will write introductions for so that each student in the class is being written about at least once.

Evaluation 3

5-10 mins.

Walk around the classroom and help students. Make sure they include the appropriate information.

When students have finished, they can practice reading their introductions to you. Help them with their enunciation.

Pronunciation

Enunciation

It is important for ESL / EFL students to clearly articulate words and phrases when they are having conversations or giving speeches. Help students improve their enunciation by having them speak slowly and clearly. If you have time to work individually with students, point out which words, letters, or sounds they should work on.

Throughout the book, there will be opportunities for students to give a presentation or speak out loud to the class. Teach them how important it is to speak clearly so they can be understood. Encourage students to speak slowly and clearly. As practice, have each student stand up and read a sentence or two out loud. Have students focus on speaking clearly while they are reading the sentences. This is a simple exercise, but it will give students an idea of how they sound to others as well as give timid students more opportunities to practice their speech.

Application

15-25 mins.

(Shorter classes that did not do **H** in class can choose someone they met at this class meeting and introduce the person to the class.)

I APPLY Choose one of the people from H to introduce to the class.

Have each student stand in the front of the class or near the person he or she is introducing. Students may choose to read the introduction they wrote in their books or do it off the top of their heads.

Instructor's Notes

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G Read and listen to Haru as he introduces Armineh to the class.



H Choose two people you have met in class today. Write introductions for them below. Use Haru's introduction in G as an example. Answers will vary.

Name of classmate: _____

Information about classmate: _____

_____

_____

_____

Name of classmate: _____

Information about classmate: _____

_____

_____

_____

I APPLY Choose one of the people from H to introduce to the class.

LESSON 2

What Are Your Hobbies?

GOAL ▶ Talk about personal interests

A INFER Look at the photos. What do you think these people's personal interests are?

1.



playing video games

2.



taking photos

3.



reading

B Listen to the conversation between Haru, Rani, and Armineh. Answer the questions below.

1. What kind of video games does Haru like to play?
   adventure / problem solving
2. What are three types of reading Armineh likes to do?
   fiction, biographies, newspaper / magazine
3. What type of photography does Rani like?
   nature photography
4. What doesn't Haru like to do?
   reading
5. How late does Armineh stay up reading?
   until two in the morning
6. What gift did Rani's son give her?
   a camera

C Share your answers with a partner.

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At-a-Glance Prep

Goal: Talk about personal interests
Vocabulary: Personal interests

Agenda

- ☐ Discuss personal interests.
- ☐ Ask about personal interests.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 0.2.1
CCRS: SL.8.1.a; SL.8.1.c; L.8.6
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins.

Ask volunteers to introduce some of their classmates. They may take out what they wrote in the previous lesson or just include the things they remember in their introductions.

Introduction 10-20 mins.

Note: See the Best Practice on page 4a for a method to use while giving students a dictation.

Dictation:

1. Jason's hobbies are watching movies and playing soccer.
2. In her free time, Jenni likes to play the piano and write in her journal.
3. Kevin's personal interests are photography and digital video editing.
4. John and Maggie like to cook and throw parties.

State the goal: *Today, we will talk about our personal interests.*

Presentation 1 5 mins.

Workplace Focus

Exercise A: Interpret and communicate information.
Exercise B: Complete tasks as assigned.
Exercise C: Interact appropriately with team members.

A INFER Look at the photos. What do you think these people's personal interests are?

Encourage students to call out their answers and the reasons behind their choices.

Practice 1 10-15 mins.

B Listen to the conversation between Haru, Rani, and Armineh. Answer the questions below.

Listening Script

Haru: *So, Mrs. Morgan wants us to talk about our personal interests. What do you think she means by "personal interests?"*
Rani: *I think she means, "What do we like to do when we are not at school or not working?"*
Armineh: *I think you're right, Rani. When I'm not working or in school, I like to read. Not schoolbooks, but fiction and biographies, newspapers, magazines—anything I can get my hands on. Sometimes, I'm up until two in the morning, just reading.*
Haru: *Wow, that's impressive! I hate reading, which made it pretty hard to get through my last year of high school. I like to play video games. Just like you can read for hours, I can sit and stare at a TV screen for hours, playing games. My favorite kind of games are adventure where you have to solve problems to get to the next place.*
Rani: *I know I've said it before, but you remind me so much of my son. He likes video games too. Although now that he has a family, he doesn't get to play them as much anymore. In my free time, I like to take pictures. My son and his wife gave me a new SLR digital camera, and it takes such amazing pictures! My favorite type of photography is nature photography, so I'm outdoors a lot.*
Armineh: *That's great, Rani. The three of us have such varied interests. It's so fun to hear about what other people do when they aren't in school.*

Evaluation 1 5 mins.

C Share your answers with a partner.

After students review with their partner, go over the answers as a class.

Presentation 2

5-10 mins.

D People have many different types of interests. Look at the three categories of interests. Can you think of some examples for each category?

Write the terms *Physical*, *Creative*, and *Mental / Emotional* on the board. Ask students to give you some examples of activities that could go in each of these categories without looking in their books. Write their ideas on the board.

Practice 2

10-15 mins.

(Shorter classes can do these exercises for homework.)

Workplace Focus

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

E CATEGORIZE Work in a small group. Put each of the activities into the circle in D that you think is most appropriate. Some activities may belong in more than one circle.

Draw a three-circle Venn diagram and show how interests that cross over into two or three category terms can be placed where the circles intersect.

Evaluation 2

10-15 mins.

Ask volunteers to come to the board and write the activities under each category head that you wrote in the presentation. Then see if the class can come up with more examples for each category.

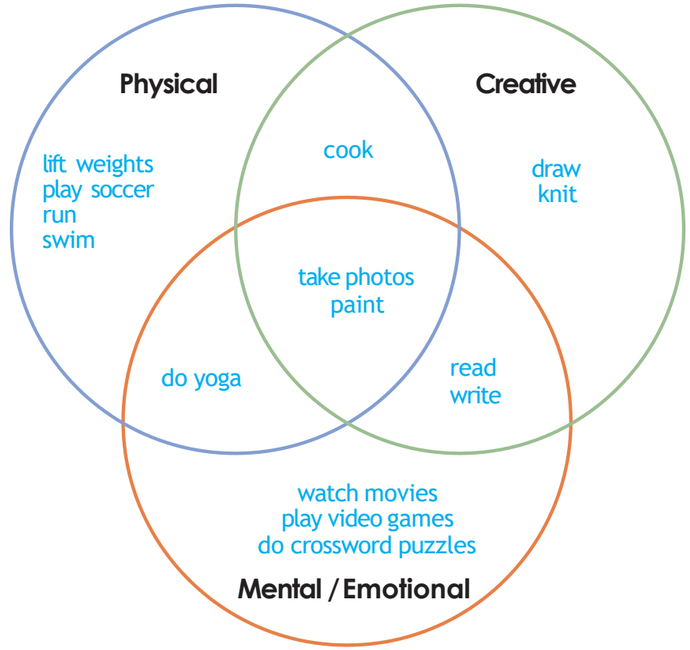
F Think about your personal interests. Write them in the appropriate categories.

Have students complete this exercise by themselves.

Instructor's Notes

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D People have many different types of interests. Look at the three categories of interests. Can you think of some examples for each category? Answers will vary.



E CATEGORIZE Work in a small group. Put each of the activities into the circle in D that you think is most appropriate. Some activities may belong in more than one circle. Answers will vary.

cook	lift weights	run
do crossword puzzles	paint	swim
do yoga	play soccer	take photos
draw	play video games	watch movies
knit	read	write

F Think about your personal interests. Write them in the appropriate categories.
Answers will vary.

Physical: _____

Creative: _____

Mental / Emotional: _____

G **How would you ask people about their personal interests? Study the phrases.**

What do you like to do in your free time?
What are your hobbies?
What are your interests outside of school or work?

H **COMPOSE** **Work with a partner. Write a conversation in which you discuss your personal interests.** Answers will vary. Sample answers given.

Student A: Hi. My name is Hamdi.
Student B: Hi, Hamdi. My name is Pablo.
Student A: Nice to meet you.
Student B: You, too. Why are you taking this class?
Student A: I'm studying English now to take biology next year.
Student B: Why biology?
Student A: I'd like to be a doctor one day.
Student B: Good for you! What are your hobbies?
Student A: Well, I volunteer at a hospital on Saturdays.
Student B: I volunteer, too. I work in a free food kitchen.
Student A: That's a nice thing to do. What do you do in your free time?
Student B: I like to run for exercise. I also play chess.
Student A: Me too! I love playing chess.
Student B: Maybe we can have a game after class one day.

I **In a small group, discuss your personal interests. When you have finished, share what you have learned about each other with the rest of the class.**

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Presentation 3 5-10 mins.

G **How would you ask people about their personal interests? Study the phrases.**
Go over the questions with the class. Have them repeat after you and practice their intonation. Ask students to think back to Rani and Armineh. Ask them to imagine that they are writing a conversation in which the two women will discuss their personal interests. As a class, write a conversation on the board.

Practice 3 10-15 mins.

(Shorter classes can do this exercise for homework. Students can either create an imaginary person to have a conversation with or use a friend or family member.)

Workplace Focus

Exercise H: Interact appropriately with team members; Collect and organize information.
Exercise I: Interact appropriately with team members.

H **COMPOSE** **Work with a partner. Write a conversation in which you discuss your personal interests.**

Evaluation 3 10-15 mins.

Observe and help as needed. Have volunteer pairs read their conversation in front of the class. Help students understand what a native English speaker would say in these situations.

Application 10-20 mins.

I **In a small group, discuss your personal interests. When you have finished, share what you have learned about each other with the rest of the class.**
Suggestion: Put students in small groups by having them number off. (See the Best Practice on this page.) This technique will ensure that students who may have never met before get to work together. When the groups have finished their discussions, ask each group to share what they learned about each other.

BEST PRACTICE

Group work

The ability to work together in groups is important for students at this level. Group size should be limited to five; four is usually the ideal number of students for maximum participation. A variety of grouping strategies are suggested below. The type of strategy you use to group students should depend on the type of task they are doing.

1. Allow students to self-select groups. Students sometimes perform well with friends or people they feel comfortable with.
2. Arrange groups according to students' language level. Sometimes proficient students will excel when working in groups with other proficient students. Likewise, less proficient students won't feel intimidated by working with other less proficient students and, consequently, will take more risks.
3. Arrange students in cross- or diverse-ability groups. More proficient students often enjoy helping less proficient students, and you'll have several mentors in the class instead of just one teacher.
4. Group students by having them "number off." Using this technique, students count one to four (or more depending on the desired number of groups). Students then go to the group of students that shares their "number." This grouping method ensures that students get to know students other than their friends.
5. To encourage the use of English, avoid putting students in homogeneous language groups too often if possible.

At-a-Glance Prep

Goal: Write a personal message
Grammar: Error correction
Academic Strategies: Personal writing
Vocabulary: *added responsibility, feel like I belong, pretty tough, professional guidance*

Agenda

- ☐ Read Sebastian's email.
- ☐ Practice vocabulary.
- ☐ Discuss writing personal messages.
- ☐ Read Sebastian's thank-you note.
- ☐ Read Rani's email.
- ☐ Write a personal 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; 0.2.3; 7.7.4
CCRS: SL.8.1.a; SL.8.1.c; W/WHST.6-8.4; L.6.2-8.2.d
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins. ■■■

Have students get in different small groups from the ones they were in during the previous class meeting and discuss their personal interests.

Introduction 5-10 mins. ■■■

Note: For more information on dictations, see the Best Practice on page 4a.

Dictation:

1. I've met a lot of great friends at school, and I'm really starting to feel like I belong here.
2. It was so thoughtful of you to remember us on our special day.
3. Both of our sons are married now with families of their own.
4. I really miss you and hope you can find some time to come out and visit.

State the goal: *Today, you will be reading and writing personal emails.*

Presentation 1 10-15 mins. ■■■

A Read the email that Sebastian wrote to his family.

Read Sebastian's email as a class. You can read the email out loud to the class or call on students to read the different paragraphs.

Workplace Focus

Exercise B: Complete tasks as assigned.
Exercise C: Interpret and communicate information.

B This is a personal email, not a formal email. How can you tell that this email is personal?

Discuss the different aspects of the email that make it personal, such as the informal greeting and the informal language used throughout.

Practice 1 10-15 mins. ■■■

C INFER What do you think the following expressions mean?

Have students work in small groups to come up with the meanings for these expressions.

Evaluation 1 5-15 mins. ■■■

Go over the answers to **C** as a class. For added practice, have students write sentences using these expressions. More specifically, have them write sentences they might use in a personal email to a friend or family member.

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LESSON 3

Dear Friend

GOAL ▶ Write a personal message

A Read the email that Sebastian wrote to his family.

From: Sebca20@ma1l.com
To: crtzfamily@ma1l.com
Subject: Email Update from Your Favorite Son

Mom and Dad,

Sorry it's been so long since my last email. I've been SOOO busy with work and school that I haven't had time to do anything else. I'm having a GREAT time here in the US. I've made a lot of great friends at my job and school. I feel like I belong here. 🙂

I think I told Dad when we spoke on the phone that I got a promotion at work. Instead of being a sales associate, I am now a sales manager!!!!! The added responsibility makes me a little nervous, but I think the bigger paycheck will make that go away! 🙂

I just started a new English class, and my teacher, Mrs. Morgan, is great. She's pretty tough, but I think I'll learn a lot in her class. I'm hoping that by the end of this semester, my English will be good enough to start taking some graphic design classes. I've been practicing using my computer as much as I can in my free time, but I'm starting to need some professional guidance on how I can improve my design skills.

I hope you are both doing well! I really miss you and hope you can find some time to come out and visit. Mom, I really think you'd like it here.

TTYS!
Sebastian

Send

B This is a personal email, not a formal email. How can you tell that this email is personal?

Sebastian writes informally about personal activities and his emotions, and signs it using "TTYS!"

C INFER What do you think the following expressions mean? Answers may vary. Sample answers given.

1. feel like I belong I am a part of something.
2. pretty tough demanding
3. added responsibility more duties
4. professional guidance help from a qualified person

D **A personal message is a message that you write to a family member, a friend, or someone you already know. Personal messages usually contain personal information and are written informally. Think of some people that you might write a personal message to. Who are they?** Answers will vary. Sample answer given.

family members and friends

E **There are many reasons for writing a personal message. Work in a small group to come up with a short list.** Answers will vary. Sample answers given.

1. to thank someone for a gift, a dinner, or a favor
2. to ask about someone's health
3. to say you were thinking about / miss someone
4. to make plans to get together in the future

F **DETERMINE** **Read Sebastian's thank-you note. There are ten mistakes. Find the mistakes and correct them.**

Dear Aunt Isabel and Uncle Mauricio
Thanks you so much for the glasses you sent me for my birtday.
They is absolutely beutiful and I can't wait to has a dinner party so I can show them off. It was so thoughtful of you to think of me on my day special. I hope you are both doing well, and I
hope to see you soon! to
Kindest regards!

Sebastian

G **Rewrite Sebastian's note on a separate piece of paper. Correct the mistakes.**

Dear Aunt Isabel and Uncle Mauricio,
Thank you so much for the glasses you sent me for my birthday. They are absolutely beautiful and I can't wait to have a dinner party so I can show them off. It was so thoughtful of you to think of me on my special day. I hope you are both doing well, and I hope to see you soon!
Love,

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Presentation 2

5-10 mins.

Workplace Focus

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

D **A personal message is a message that you write to a family member, a friend, or someone you already know. Personal messages usually contain personal information and are written informally. Think of some people that you might write a personal message to. Who are they?**
As a class, make a list of people that personal messages could be written to.

Practice 2

10-15 mins.

(Shorter classes can do this exercise for homework.)

E **There are many reasons for writing a personal message. Work in a small group to come up with a short list.**

Evaluation 2

10-15 mins.

As a class, create a list on the board from all the different groups' responses.

Presentation 3

5-10 mins.

Circle *thank-you note* from the list on the board if your students came up with it in Evaluation 2. If they did not think of it before, add it to the list now. Ask students when they might write thank-you notes.

Practice 3

15-20 mins.

(Shorter classes can do this exercise for homework.)

F **DETERMINE** **Read Sebastian's thank-you note. There are ten mistakes. Find the mistakes and correct them.**

Evaluation 3

5-10 mins.

Go over the answers as a class.

G **Rewrite Sebastian's note on a separate piece of paper. Correct the mistakes.**

Instructor's Notes

Application

10-20 mins.

Workplace Focus

Exercises H, I: Complete tasks as assigned.

H Mrs. Morgan asked her students to choose someone they had just met in class and send them an email. Read the email that Rani wrote to Armineh.

Have students read the email quietly to themselves and then discuss it as a class.

I COMPOSE Choose one of the classmates you recently met and write them a personal message about yourself on a separate piece of paper.

Consider modeling by prepping a piece of writing yourself and revealing something interesting. Hand it to a student and ask them to read it to the class. This will help students to get to know you as well, and show that you are willing to share information too. Tell students they do not have to share any private information.

BEST PRACTICE

Technology in the classroom

If you have access to computers, and the school hasn't provided students with one, or students aren't comfortable using their personal device, set up email accounts for all the students in your class so they can communicate with you as well as with one another. You may also consider encouraging students to set up a group page or chat on social media. This way they can contact each other about projects and assignments, share useful resources, and even arrange social events where they can get together and practice English outside of the classroom.

Suggestion: Print out the online form that students will have to fill out to apply for a free email account. Help them fill out all the information correctly before they submit the form online. It is a good idea for students to come up with a variety of user names in advance since the ones they choose may have already been taken by other email users. Discuss with them the importance of safe but easy-to-remember passwords.

***Digital Literacy Worksheets* are available on the Spark platform. There is an extensive worksheet on email, with exercises that would work well at this stage in the lesson either as homework or extension activities.**

BEST PRACTICE

Correcting errors

For certain activities, it is not important to correct student errors. Since the purpose of this message is to communicate something personal, error correction is not necessary as long as the letter's meaning can be understood by the reader. At this stage in the course, you are still trying to build a rapport and sense of trust with the students. The more comfortable they are with their teacher and each other, the more at ease they will be when communicating in English.

Instructor's Notes

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H Mrs. Morgan asked her students to choose someone they had just met in class and send them an email. Read the email that Rani wrote to Armineh.

From: rani@ma1l.com
To: armi@ma1l.com
Subject: Nice to meet you!

Dear Armineh,

It was so nice to meet you in class the other day. I really enjoyed learning some new things about you. I'd like to tell you a little bit more about myself.

My family came over here from India 20 years ago so that our children could finish up their education. We wanted to give them as many opportunities as possible, and we had heard such good things about the higher education system in the United States. We have two sons, both of whom are married now with families of their own. I take care of the four grandchildren during the day before and after school.

Someday, when the kids are grown up and don't need my supervision anymore, I would like to take some photography classes. I don't know if I will ever do anything professional with photography, but it is so intriguing to me, and I would like to learn more. So, that's a little bit about me.

I do hope to know you better as our class goes along. You seem like such a nice young woman, and I hope that we can be friends.

Sincerely,
Rani

Send

I COMPOSE Choose one of the classmates you recently met and write them a personal message about yourself on a separate piece of paper. Answers will vary.



1 Balancing Your Life



About the Photo

This photo was taken by Chinese photographer Jianan Yu. It shows a student napping at his desk during a lunch break. The photo illustrates the amount of studying students do for the national university entrance exam, known as the *gaokao*. The competition for university entrance is fierce, not just because of the Chinese population, but also the pressure exerted on students by their parents. For most students, the time leading up to the exam is extremely stressful.

- Introduce the unit by reading the title out loud.
- Have students look at the photo. Ask how the photo relates to the title.
- Ask students to look at the photo again and answer the questions.
- Go over the unit outcomes.

Life Skills Focus

In this unit, students will learn and practice organizational and planning activities, such as setting goals, managing priorities, and identifying career paths. They will also learn how to analyze a bar graph showing earning potentials for different levels of education.

UNIT OUTCOMES

- Identify learning styles
- Identify career paths
- Balance your life
- Identify and prioritize goals
- Motivate yourself
- Explore counseling careers

Look at the photo and answer the questions.

1. Where do you think this photo was taken?
2. What is the young man in the photo doing? Why?
3. What do you think are this young man's goals for the future?

Workplace Focus

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

In Unit 1, Lesson 6, *Explore the Workforce*, students will explore counseling careers. They will learn about different types of counseling jobs and analyze projected changes in employment in the career field. They will read about Life Coaches and create a pie chart.

In the Research Project, students practice the soft skill of comparing information online.

In Life Online, students learn about hybrid and distance learning.

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Identify learning styles • Identify career paths • Balance your life • Identify and prioritize goals • Motivate yourself • Explore counseling careers	• Review of *Be* • Review of simple verb forms: present, past, future • Future perfect	• Learning styles • Career paths • Motivation • Goal setting • Multiple intelligences • Careers	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Employment • Communication • Families	Vocabulary Builder: 7.4.9 Lesson 1: 0.1.2; 0.1.5; 7.4.9 Lesson 2: 0.1.2; 0.1.5; 4.1.9; 6.7.2; 7.5.1 Lesson 3: 0.1.2; 0.1.5; 7.5.1 Lesson 4: 0.1.2; 01.5; 7.1.1; 7.1.2; 7.2.7 Lesson 5: 0.1.2; 0.1.5; 7.1.1; 7.1.2; 7.1.3 Lesson 6: 0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9; 6.7.2; 7.2.6 Research Project: 4.1.3; 7.4.4; 7.7.3 Reading Challenge: 7.5.1	S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. S7: Adapt language choices to purpose, task, and audience when speaking and writing. S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.	RI/RL.6.4; L.6.4.c; L.6.4.d; RI/RL.7.1; RST.6-8.1 RI/RL.6.2; W/WHST.6-8.4; W/WHST.6-8.9.a; SL.8.1.a; SL.8.1.d; L.8.6 RI.6.7; RST.6-8.7; W/WHST.6-8.4;; SL.8.1.a; SL.8.1.c; SL.8.2; L.6.4.c; L.6.4.d W/WHST.6-8.5; SL.8.1.a; L.6.4.c; L.6.4.d RI/RL.6.2; RI.6.7; RST.6-8.7; SL.8.1.c; SL.8.1.a; L.8.6; W.7.7

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Vocabulary Builder

A **Look at the photos and read the information. What can you learn about the students?**



Name: Deon
Learning style: visual
Job: graphic designer
Motivation: financial



Name: Ruben
Learning style: visual
Job: photographer
Motivation: joy



Name: Aleesha
Learning style: tactile / kinesthetic
Job: computer programmer
Motivation: fun



Name: Abir
Learning style: auditory
Job: registered nurse
Motivation: time with family

B **What do you think each word or phrase means? Write your own thoughts.**
Answers will vary. Possible answers given.

1. learning style: a person's best way of learning
2. job: the education and training experiences leading toward fulfillment of employment goals
3. motivation: an idea, goal, or emotion that inspires a person

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At-a-Glance Prep

Goal: Introduce new vocabulary
Academic Strategies: Categorizing vocabulary, using a dictionary
Vocabulary: See lessons

Agenda

- ☐ Read about students in *Stand Out 5*.
- ☐ Categorize vocabulary.
- ☐ Find out what you know.
- ☐ Use a dictionary.

Pacing

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

Standards Correlations

CASAS: 7.4.9
CCRS: RI/RL.6.4; L.6.4.c; L.6.4.d
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Introduction 5-10 mins. ■■■

State the goal: *Today, we will be identifying and working with the vocabulary you will learn in this unit.*

Presentation 1 10-15 mins. ■■■

A **Look at the photos and read the information. What can you learn about the students?**

Ask students to describe what the people in the photos are doing, then have volunteers answer the question about each person.

Practice 1 10-15 mins. ■■■

Workplace Focus

Exercise B: Complete tasks as assigned; Interpret and communicate information.

B **What do you think each word or phrase means? Write your own thoughts.**

Have students complete this exercise by themselves.

Evaluation 1 5-10 mins. ■■■

Go over students' ideas as a class. Help them arrive at the correct definitions.

Academic Feature: Vocabulary Builder

Each unit in *Stand Out 5* will begin with a vocabulary-building section. The purpose of this two-page section is to introduce students to many of the words they will be using in the unit lessons. Students will have a chance to see how much they already know, and they will get exposure to the new vocabulary found in the unit.

Note: All of the exercises on these two pages should be done in class, no matter the class length. Longer classes can do this lesson and then move on to Lesson 1 during the same class meeting; shorter classes may have to devote one whole class meeting to this lesson.

Workplace Focus

Exercise C: Collect and organize information.
Exercises D, E: Complete tasks as assigned.

Presentation 2

5–10 mins.

C INFER In this unit, you will be working with these groups of words. Make your best guess as to which topic in the box goes with each group. Topics can be used more than once.

Have students work with a partner to come up with a topic for each group. Then go over the answers as a class.

Pronunciation

Vocabulary

When teaching students new vocabulary, pronounce each word for them several times and ask them to repeat it. Often, students may have heard the words you are introducing but have never seen them spelled out. By pronouncing a word for students, you allow students to make a connection between the word's spelling and its sound. It is also important that students learn the correct pronunciation of new words so they feel comfortable using their new vocabulary inside and outside of the classroom.

Practice 2

10–15 mins.

D Mark every word in C that you are familiar with.

Have students write down the words they already know in their notebooks.

E Choose two new words from C that you would like to know the meanings of. Use a dictionary and write the word, part of speech, definition, example sentence, and any related words on a separate piece of paper.

Go over the example with students. Make sure they understand each part of the definition. Discuss what makes a good example sentence. (Answer: An example sentence helps to define or illustrate the targeted word.) Alternatively, draw a table on the board with the headings *word*, *part of speech*, *definition*, *example sentence*, and *related words*. Then model by working through one of the words from **C** in front of the class, eliciting help from the class as you go.

Evaluation 2

10–15 mins.

Ask volunteers to write some of their own findings on the board.

Instructor's Notes

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C INFER In this unit, you will be working with these groups of words. Make your best guess as to which topic in the box goes with each group. Topics can be used more than once.

career path	learning style	multiple intelligences
goal setting	motivation	

1. learning style
   - auditory
   - tactile / kinesthetic
   - visual

2. motivation
   - earning power
   - pursue
   - educational attainment

3. multiple intelligences
   - musical / rhythmic
   - interpersonal
   - intrapersonal
   - logical / mathematical

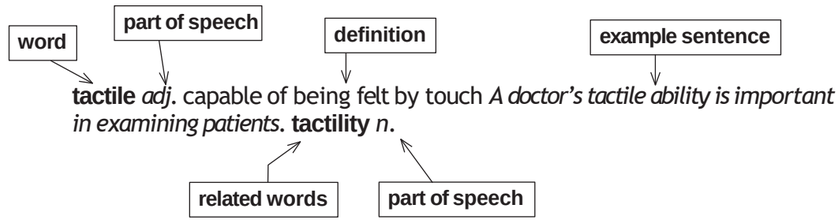
4. multiple intelligences
   - naturalistic
   - visual / spatial
   - verbal / linguistic
   - bodily / kinesthetic

5. goal setting
   - achieve
   - balance
   - long-term
   - motivate
   - prioritize
   - short-term

6. career path
   - be flexible
   - evaluate progress
   - inspire
   - monitor progress
   - positive outlook
   - support

D Mark every word in C that you are familiar with.

E Choose two new words from C that you would like to know the meanings of. Use a dictionary and write the word, part of speech, definition, example sentence, and any related words on a separate piece of paper.



LESSON 1

Learning Styles

GOAL ▶ Identify learning styles

A EVALUATE Choose how you learn new skills. Do you . . . Answers will vary.

☐ learn through seeing? ☐ learn through listening? ☐ learn through moving, doing, and touching?

B Listen to a lecturer talk about three learning styles and take notes. Write down any key words you hear to describe each learning style.

Visual	Auditory	Tactile / Kinesthetic
seeing	listening	moving
body language	lectures	doing, touching
facial expressions	discussions	explore surroundings
sit in front of class	listening to others	touching things
think in pictures	listen to tone, pitch, speed	moving
learn best using visuals	interpret meaning	trouble sitting still
take detailed notes	read text aloud	hands-on approach

C Indicate the learning style next to each activity. Write *V* for *Visual*, *A* for *Auditory*, and *T / K* for *Tactile / Kinesthetic*.

1. touching objects T / K
2. looking at a diagram V
3. watching a video V
4. listening to a lecture A
5. doing a science experiment T / K
6. participating in a discussion A
7. reading a textbook V

D EVALUATE Choose the learning style you think best describes you. Answers will vary.

_____ visual _____ auditory _____ tactile / kinesthetic

E What does *intelligence* mean? Write your ideas on a separate piece of paper. Then look up the definition in a dictionary and write it. Answers will vary.

Sample answer given.

intelligence *n.* the capacity to acquire and apply knowledge

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At-a-Glance Prep

Goal: Identify learning styles
Academic Strategies: Active listening, note taking, active reading, finding main ideas
Vocabulary: *auditory, bodily, interpersonal, intrapersonal, kinesthetic, linguistic, logical, multiple intelligences, naturalistic, rhythmic, spatial, tactile, verbal, visual*

Agenda

- ☐ Discover learning styles.
- ☐ Take notes.
- ☐ Study multiple intelligences.
- ☐ Find the main idea.
- ☐ Conduct a class poll.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 7.4.9

CCRS: RI/RL.7.1; RST.6-8.1 RI/RL.6.2; W/WHST.6-8.4; W/WHST.6-8.9.a; SL.8.1.a; SL.8.1.d; L.6.4.c; L.6.4.d; L..8.6

ELPS:

S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

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

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

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 call out new terms they learned in the previous unit. Make a list on the board.

Introduction 10-15 mins. ■■■

Note: Refer to the Best Practice on page 4a for information on dictation.

Dictation:

1. Marco learns best when he writes things down and memorizes them.
2. My sister likes to close her eyes and listen to the teacher talking.
3. His math teacher gives students small objects to practice addition and subtraction.
4. I like to see everything written on the board so I can study it.

State the goal: *Today, you will identify your own learning style and learn about multiple intelligences.*

Workplace Focus

Exercises A, E: Complete tasks as assigned.
Exercises B, C: Collect and organize information.

A EVALUATE Choose how you learn new skills. Do you . . .

Have students check their learning styles individually.

Presentation 1 10-15 mins. ■■■

Write *Visual*, *Auditory*, and *Tactile / Kinesthetic* as headings on the board. Prepare students for the listening exercise by going over the chart about learning styles. Discuss the three headings and ask students what they think the words mean.

B Listen to a lecturer talk about three learning styles and take notes. Write down any key words you hear to describe each learning style.

Note: The listening script is on page 17a. Refer to the Best Practice feature on 17a for more on note taking in the classroom.

Practice 1 5-10 mins. ■■■

C Indicate the learning style next to each activity. Write *V* for *Visual*, *A* for *Auditory*, and *T / K* for *Tactile / Kinesthetic*.

Have students complete this exercise in pairs.

Evaluation 1 5 mins. ■■■

Go over the answers as a class.

D EVALUATE Choose the learning style you think best describes you.

Have students think about the way they like to learn and answer the question.

Presentation 2 5-10 mins. ■■■

E What does *intelligence* mean? Write your ideas on a separate piece of paper. Then look up the definition in a dictionary and write it.

Ask students to come up with a definition. Then have students look up *intelligence* in the dictionary and compare their definition to the dictionary's definition.

Listening Script

Do you learn best through seeing? Then you are a visual learner. Visual learners learn from body language and facial expressions. They like to sit in the front of the classroom so they can see clearly. They tend to think in pictures and learn best by looking at visuals, such as diagrams, pictures, videos, and handouts. Visual learners like to take detailed notes to help learn information.

Do you learn best by listening? Then you are an auditory learner. Auditory learners learn best by listening to lectures, participating in discussions, and listening to what others say. They also listen to tone of voice, pitch, and speed to interpret hidden meanings. Auditory learners learn best if they read text out loud.

Do you like to learn by moving, doing, and touching? Then you are a tactile or kinesthetic learner. Kinesthetic learners like to actively explore their surroundings by touching things and moving. They have trouble sitting still for long periods of time. They learn best through a hands-on approach.

Practice 2

15–20 mins.

(Shorter classes can do these exercises for homework.)

Ask students what they think the term *multiple intelligences* means. Go over the directions to **F**, telling students not to worry about the meaning of every word. Tell them to focus their attention on the main ideas.

Workplace Focus

Exercise F: Complete tasks as assigned.

F DETERMINE Read about multiple intelligences. Underline the main idea in each paragraph.

BEST PRACTICE

Note taking

Taking notes is an important academic skill that students should practice as often as they can. Explain to students that they should focus on writing down the key words and phrases of a lecture—not all of the incidental words and phrases—so that they can recall the important ideas when they look back at their notes. Using **B** on page 16, show students how, in the first column, the words *seeing*, *body language*, and *facial expressions* are written as notes, not complete sentences.

To demonstrate note taking, you can:

1. Have a student tell you a story and, as he or she is talking, take notes on the board.
2. Use one of the audio recordings from the book and, as it is playing, show students on the board how you would take notes.

Instructor's Notes

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F DETERMINE Read about multiple intelligences. Underline the main idea in each paragraph.

1 According to psychologist Howard Gardner, there are eight different ways to show intellectual ability. These eight intelligences are described as visual / spatial, verbal / linguistic, logical / mathematical, bodily / kinesthetic, musical / rhythmic, interpersonal, intrapersonal, and naturalistic.

2 Visual / spatial learners tend to think in pictures. They like to look at maps, charts, pictures, and videos. They are good at such things as reading, writing, understanding charts and graphs, building, fixing, and designing.

3 Verbal / linguistic learners have the ability to use language. Unlike visual learners, they think in words. Verbal / linguistic learners are good at listening, speaking, writing, teaching, remembering information, and persuading others.

4 Logical / mathematical learners are good at using reason, logic, and numbers. These learners ask many questions and like experimenting. Logical / mathematical learners are good at problem solving, classifying information, figuring out relationships between abstract concepts, doing complex mathematical calculations, and working with geometric shapes.

5 Bodily / kinesthetic learners express themselves with their bodies through movement. By moving in the space around them, they can process and recall information. These learners are good at dancing, physical sports, acting, using body language, and expressing themselves with their bodies.

6 Musical / rhythmic learners have the ability to appreciate and produce music. These learners can immediately appreciate and evaluate the music they hear. Musical / rhythmic learners are good at singing, playing instruments, writing music, and remembering tunes they hear.

7 Learners with interpersonal intelligence are good at relating to others. They can see things from the point of view of others and they can sense people's feelings. They are good at communicating.

8 Intrapersonal intelligence, not to be confused with interpersonal intelligence, is the ability to be aware of one's own feelings. These learners are good at self-reflecting, and they try to understand their own hopes, dreams, strengths, and weaknesses.

9 Naturalistic intelligence has to do with understanding nature, that is, nurturing and relating information to one's surroundings. Naturalistic learners are sensitive to nature and have the ability to nurture and grow things.

10 In what way do you show intellectual ability? Although maybe you are more dominant in one than another, most people have all eight within them.

G **Match each type of intelligence to a main idea.**

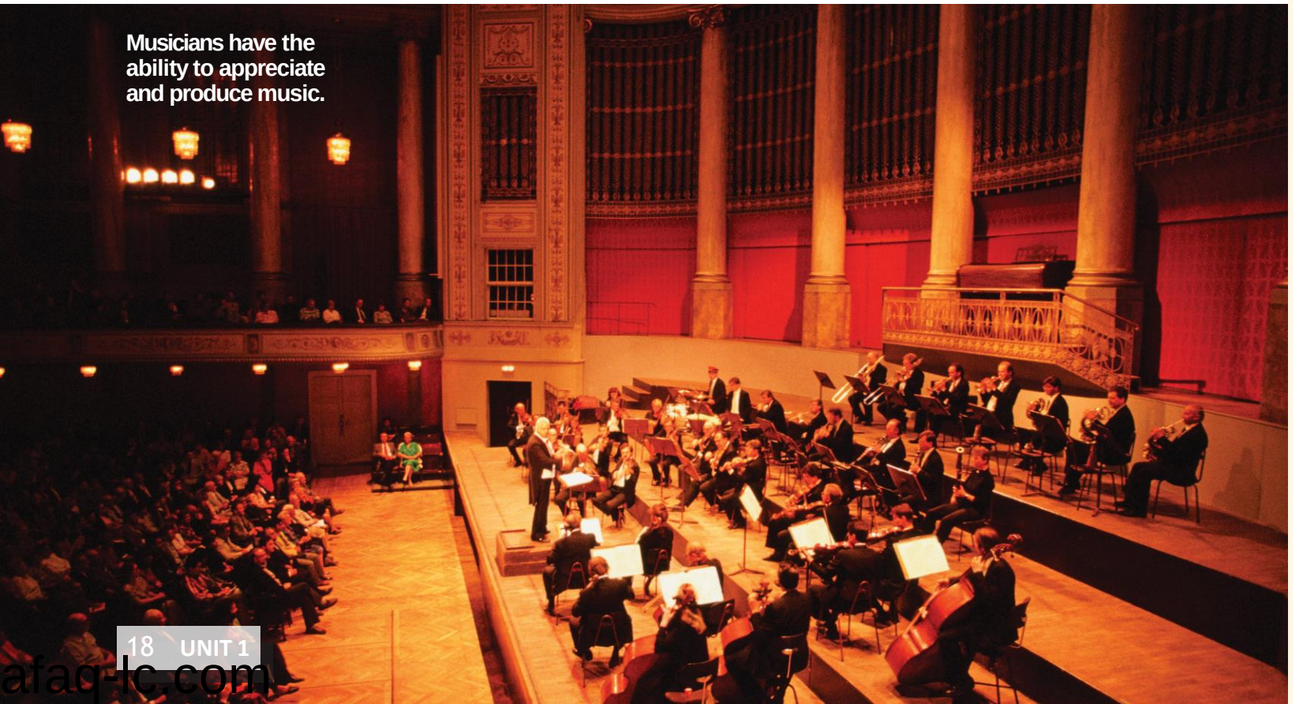
1. visual / spatial ___d___	a. nurture
2. verbal / linguistic ___c___	b. be aware of one's feelings
3. logical / mathematical ___h___	c. use language
4. bodily / kinesthetic ___f___	d. think in pictures
5. musical / rhythmic ___e___	e. appreciate and produce music
6. interpersonal ___g___	f. express with movement
7. intrapersonal ___b___	g. relate well to others
8. naturalistic ___a___	h. use reason, logic, and numbers

H **REFLECT** **Which types of intelligence do you think are strongest in you? Write down your top three in order. *1* is the strongest.** Answers will vary.

1. _____ 2. _____ 3. _____

I **How do you think the terms *learning styles* and *multiple intelligences* are related? Discuss your ideas in a small group.**

J **Take a class poll on learning styles and multiple intelligences. Which learning styles and types of intelligence are most common among your classmates?**



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BEST PRACTICE

Reading for understanding

At this level, students have a high level of comprehension, but there still may be many words that they do not know. Have students focus their attention on the concepts necessary to complete the instructions for each exercise rather than trying to understand every word. In most exercises in *Stand Out 5*, it is more important for students to read for understanding and meaning than to understand each word. Tell students that when they are at home and have already completed the exercise, they can spend time looking up individual words in a dictionary.

Practice 2 *(continued)*

Workplace Focus

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

G **Match each type of intelligence to a main idea.**

Evaluation 2

10-15 mins.

Go over the answers as a class.

H **REFLECT** **Which types of intelligence do you think are strongest in you? Write down your top three in order. *1* is the strongest.**

Model the exercise by doing it for yourself. Write your answers on the board and give short explanations why you chose them.

Presentation 3

5-10 mins.

Write *learning styles* on the board and have students tell you what the three learning styles are. Then write *multiple intelligences* on the board and have students help you list them. Put students into small groups and tell them they will be discussing the connection between learning styles and multiple intelligences.

Practice 3

15-20 mins.

(Shorter classes can do the following exercise in written form for homework.)

I **How do you think the terms *learning styles* and *multiple intelligences* are related? Discuss your ideas in a small group.**

Evaluation 3

5-10 mins.

Observe students as they discuss their ideas.

Application

10-20 mins.

J **Take a class poll on learning styles and multiple intelligences. Which learning styles and types of intelligence are most common among your classmates?**

You can take a class poll by a show of hands, or have students walk around and fill in a table in their notebooks, making a check mark each time they meet someone with a particular learning style. If you choose to do the latter, draw an example table on the board for students to copy.

ONLINE RESEARCH

The online activities in *Stand Out 5* help students learn more about the topics in most lessons. In this lesson, have students do an online search for *Learning Styles*. Ask them to find a quiz they can take to assess their own learning styles. They can present their results to a small group or to the class.

At-a-Glance Prep

Goal: Identify career paths
Academic Strategies: Active listening, note taking, analyzing a bar graph
Vocabulary: *careers, credential, earning power, educational attainment*

Agenda

- ☐ Define *job* and *career*.
- ☐ Match intelligence types with related careers.
- ☐ Interpret information about earning power in a bar graph.
- ☐ Listen to a conversation about Sonya's career path.
- ☐ Choose your career path.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 4.1.9; 6.7.2; 7.5.1
CCRS: RI.6.7; RST.6-8.7; W/WHST.6-8.4; W/WHST.6-8.9.a; SL.8.1.a; SL.8.1.c; SL.8.2; L.6.4.c; L.6.4.d
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 5-10 mins.

Facilitate a class discussion to review the terms used to describe learning styles and multiple intelligences. Try to get as many students as possible to participate.

Introduction 5-10 mins.

Note: Refer to the Best Practice on page 4a for information on dictation.

Dictation:

1. If you have a degree, you can make more money.
2. Do you have a job or a career?
3. What steps do you need to take to become a nurse?
4. People with verbal intelligence make good teachers.

State the goal: *Today, we will talk about different careers and you will identify a career path for yourself.*

Presentation 1 10-15 mins.

Workplace Focus

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

A What is the difference between a job and a career? Discuss the similarities and differences with a partner. Write your ideas in the table.

Write the words *job* and *career* on the board and ask students to write notes in their books about the similarities and differences between the two. You could also add a Venn diagram to the discussion to have a visual reference of similarities and differences.

B Look up the words *job* and *career* in a dictionary. Write the definitions.

Have students look up the two words in a dictionary. Briefly discuss the eight intelligences that students learned in the previous lesson. Make sure they understand the meaning of each one before they go on to **C**.

Practice 1 10-15 mins.

C Certain careers are associated with different intelligences. Look at the list of careers in the table and write which intelligence fits each category.

Review the vocabulary words in the table as a class. Model correct pronunciation. Have students repeat each word after you. Ask students to complete this exercise with a partner. Have students take turns saying the words to their partners before they begin.

Evaluation 1 10-15 mins.

Go over the answers as a class.

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LESSON 2

Career Planning

GOAL ▶ Identify career paths

A What is the difference between a job and a career? Discuss the similarities and differences with a partner. Write your ideas in the table.

Answers will vary. Sample answers given.

Job	Career
A job can be a short- or a long-term task or set of tasks done for money.	A career usually is a personal choice preceded by education and training.

B Look up the words *job* and *career* in a dictionary. Write the definitions.

Answers will vary. Sample answers given.

job *n.* an activity performed in exchange for payment

career *n.* a series of jobs in a specific field

C Certain careers are associated with different intelligences. Look at the list of careers in the table and write which intelligence fits each category.

bodily / kinesthetic
interpersonal
intrapersonal
logical / mathematical
musical / rhythmic
naturalistic
verbal / linguistic
visual / spatial

Intelligence	Careers
visual / spatial	architect, engineer, interior designer, mechanic
verbal / linguistic	journalist, lawyer, politician, teacher, translator, writer
logical / mathematical	accountant, computer programmer, doctor, researcher, scientist
bodily / kinesthetic	actor, athlete, dancer, firefighter, physical education teacher
musical / rhythmic	composer, conductor, disc jockey (DJ), musician, singer
interpersonal	businessperson, counselor, politician, salesperson, social worker
intrapersonal	philosopher, psychologist, researcher, scientist, writer
naturalistic	conservationist, farmer, gardener, scientist

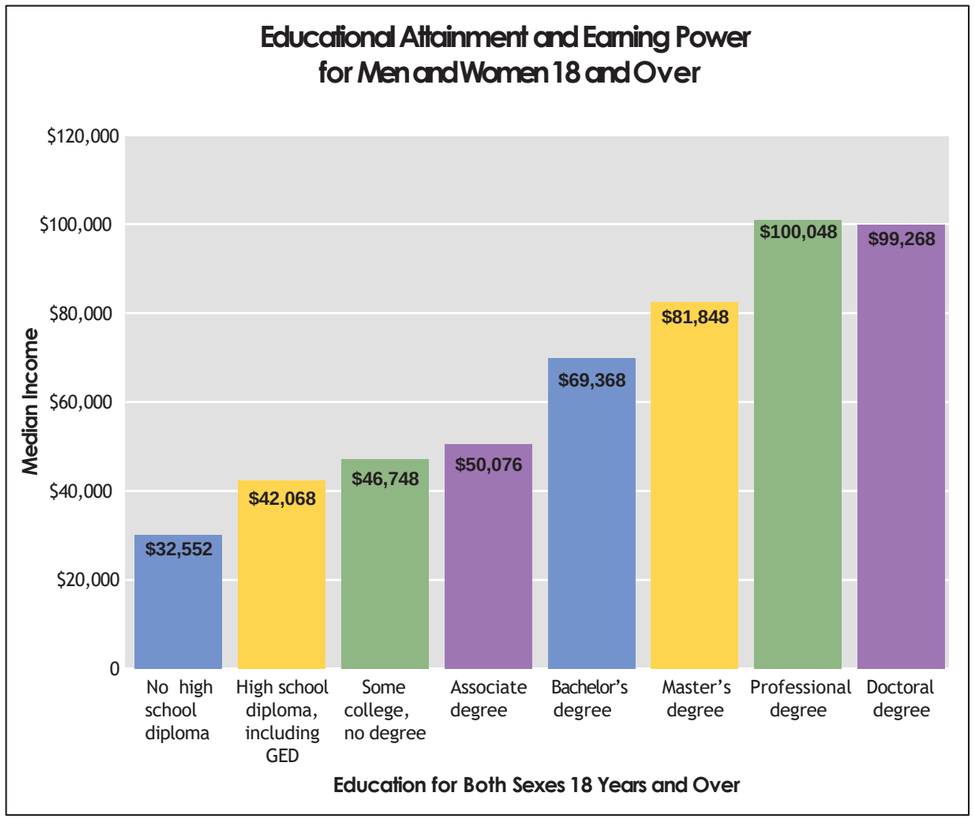
D **Look back at the three types of intelligence you think best describe your way of processing information in Lesson 1. Using this information, choose two careers listed in Cthat you would be good at or interested in.** Answers will vary.

_____ _____

E **In a small group, discuss the two careers you chose in D and make notes. What steps do you think you would need to take to pursue one of these careers? Think about the education and training. Make notes of these steps.** Answers will vary. Sample answers given.
1. investigate career 2. take career courses
3. get experience

F **In theory, the more education you have, the more money you can earn. Careers that require more education usually pay more. Look at the graph. Which two things are compared?** Median income and Education for men and women 18 and over

_____ and _____



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Workplace Focus

Exercise D: Complete tasks as assigned.
Exercise E: Interact appropriately with team members.
Exercise F: Interpret and communicate information.

D **Look back at the three types of intelligence you think best describe your way of processing information in Lesson 1. Using this information, choose two careers listed in C that you would be good at or interested in.**

Tell students to write at least one sentence in their notebook to support their choices.

E **In a small group, discuss the two careers you chose in D and make notes. What steps do you think you would need to take to pursue one of these careers? Think about the education and training. Make notes of these steps.**

To get students started, choose one of the careers that it seems unlikely for them to pick. Talk about what education or training might be needed for this career.

Presentation 2

5-10 mins.

F **In theory, the more education you have, the more money you can earn. Careers that require more education usually pay more. Look at the graph below. Which two things are compared?**

BEST PRACTICE

Modeling

Note: Use this Best Practice with conversation exercises, such as that found on the following page. In order to make sure that students understand how to do conversation practices, you may need to model for them before they work on their own. There are different levels of modeling, ranging from teacher-centered levels to student-centered levels:

1. Class to Class: Break the class up into two halves and have one half be Student A and the other be Student B. The teacher can participate as a member of both halves.
2. Teacher to Student: The teacher takes the role of Student A; students collectively take the role of Student B.
3. Student to Student: Students work in pairs, switching roles.

Listening Script

Counselor: *Hi, Sonya. How are you today?*
Sonya: *A bit tired. Taking care of the kids and going to school is keeping me quite busy!*
Counselor: *I bet. I remember those days. Even though you get tired sometimes, doing both of those things is so worthwhile.*
Sonya: *I know it is. I just have to keep reminding myself of that!*
Counselor: *Well, based on what we talked about in our last meeting, I would say your intelligences are most likely interpersonal as well as verbal and linguistic. Now, based on that list of careers that we looked at, are there any that seem interesting to you?*
Sonya: *Actually, teacher kept jumping out at me. It showed up on the list for both of those intelligences. I have always loved working with children and helping them learn new things.*
Counselor: *Well, I think that sounds like a great career for you . . . elementary school teacher. Have you ever thought about doing that before?*
Sonya: *Not really. I never thought my English would be good enough to be a teacher. And I didn't think I could get into a school to earn a degree.*
Counselor: *Well, you are wrong on both counts. You have worked really hard and your English is getting better every day. And there are plenty of schools that would be happy to accept you as an education major.*
Sonya: *Will it be expensive?*
Counselor: *That all depends on what school you*

choose. But you can start at a city or community college to get your general education requirements done and then you can transfer to a four-year school to finish up your degree and get your teaching credentials. That will definitely keep the costs down.
Sonya: *How long will it take?*
Counselor: *Well, that all depends on you. If you can go to school full time, you could finish in four years. And I know you have little ones at home, so we can look around for some schools that offer some online classes, so you can study on your own time.*
Sonya: *I'll have to talk to my husband to see if he still needs me to work part time.*
Counselor: *If you have to, there's no reason why you couldn't still work. It will just take you a little bit longer to get your degree.*
Sonya: *I wouldn't mind that. I don't want a full-time teaching job until both of my kids are in school anyways.*
Counselor: *That's smart. Your girls will appreciate having you home with them.*
Sonya: *So, what's the next step?*
Counselor: *Well, since you already have your high school diploma, let's start looking around at some local colleges where you can do your general education requirements. I'll put together a list for you, and then we can do some research on what English level you need to be at before you can apply.*
Sonya: *Sounds great. Thank you so much for all your help!*

Practice 2

10–15 mins.

The following exercise is a fun way to get students to study the information presented in the graph.

Workplace Focus

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

G With a partner, ask and answer the following questions. Use the information from the graph in F to replace the underlined words and make new conversations.

This activity should be fairly simple for students at this level, so only do as much modeling as you think is necessary for them to be able to do it on their own. You may have them sit and talk with one partner or walk around the room and talk to a variety of people.

Evaluation 2

Observe students as they talk about the graph.

Presentation 3

5 mins.

Have students read the instructions for **H** and ask them who they think each person is. Ask students what these women might be discussing. Then focus students' attention on the information they will be listening for.

Practice 3

15–20 mins.

H Listen to the conversation between a school counselor and Sonya. Take notes on the information you hear.

Note: The listening script begins on page 20a.

Evaluation 3

5–10 mins.

Go over the answers as a class. Once students have the correct answers written down, play the audio again.

Life ONLINE

Read the *Life Online* feature. Ask students why someone might prefer to choose an online course over an in-person course. Write their reasons on the board. As a potential homework assignment, you could ask students to find three online courses they are interested in and to write a few sentences on why.

Application

10–20 mins.

I APPLY Think about a career path you might like to take. Fill in this information.

If students do not know the answers, ask them how they might find out the information. Some students in the class may know about different careers and can share their prior knowledge with the class. Your school may also have access to a school counselor who can give students more information. You may also allow students to do some online research to help with this exercise.

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G With a partner, ask and answer the following questions. Use the information from the graph in F to replace the underlined words and make new conversations.

Student A: How much money can I make if I have a Master's degree?
Student B: About $82,000.
Student A: If I want to make over $100,000, what level of education do I need?
Student B: You need a professional degree.

H Listen to the conversation between a school counselor and Sonya. Take notes on the information you hear. Answers may vary.

1. Sonya's intelligences: interpersonal, verbal, and linguistic
2. Career she is interested in: teaching
3. Education she will need: general education requirements, education degree, teaching credentials
4. Time it will take to get her degree and credentials: four years or longer
5. What are some other things you learned about Sonya from this conversation? She loves children. She likes helping them learn. She might have to work part time. Her English is good and getting better. She doesn't want to work full time until her children are grown.

Life ONLINE

There are many colleges and universities where you can get your degree online. Some programs are through regular schools that have in-person and online classes but there are some universities that are entirely online.

I APPLY Think about a career path you might like to take. Fill in this information.
Answers will vary.

1. Your intelligences: _____
2. Career you are interested in: _____
3. Education and / or training you will need: _____
4. Time it will take you to follow your career path: _____

LESSON 3

Achieving Balance

GOAL ▶ Balance your life

A **Sonya has many roles. Listen and take notes.**

1. What are Sonya's roles?
   a wife, a mother, a sister, a student, a friend, a manager

Review: *Be*			
Subject	**Past**	**Present**	**Future**
I	was	am	will be
You / We / They	were	are	will be
He / She / It	was	is	will be

2. What was Sonya's role? an administrative assistant

3. What will Sonya's role be? an elementary school teacher

B **What are your roles? Write at least three statements.** Answers will vary. Sample answers given.

I am a brother, a son, a friend, and a student.

C **What were your roles? Write at least two statements.**

I was a plumber and a manager.

D **What will your roles be? Write at least two statements.**

I will be a husband, a father, and an engineer.

E **COMPARE** **Share your responses with a partner. Are they similar or different? How?**

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At-a-Glance Prep

Goal: Balance your life
Grammar: *Be;* Simple verb forms
Academic Strategy: Active listening
Vocabulary: *balance*

Agenda

- ☐ Find out who Sonya is.
- ☐ Describe yourself.
- ☐ Read Sonya's paragraph.
- ☐ Review simple verb forms.
- ☐ Discuss balance in your life.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 7.5.1
CCRS: RI/RL.7.1; W/WHST.6-8.4; W/WHST.6-8.5
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 5-10 mins.

Put students in small groups and have them discuss I from the previous lesson.

Introduction 10-20 mins.

Note: Refer to the Best Practice on page 4a for information on dictation.

Dictation:

1. If you want to be a teacher, you will need a college degree and a teaching credential.
2. Studying to be a teacher will take time away from your family.
3. Do you spend time with the people who are important to you?
4. If you could change your life somehow, what would you do?

State the goal: *Today, you will meet Sonya and see how she plans to balance her life. Then you will write about balance in your own life.*

Presentation 1 10-15 mins.

Suggest to students that a person can be perceived by others differently according to the role he or she fulfills. Write on the board: *Who is Sonya?* Ask students who they think she might be. Tell students they will be listening to Sonya describe herself. Play the audio.

Workplace Focus

Exercise A: Complete tasks as assigned.
Exercises B, C, D: Combine ideas and information.
Exercise E: Interact appropriately with team members.

A **Sonya has many roles. Listen and take notes.**

After students have listened to the audio, go over the answers as a class.

Listening Script

Sonya: *I am a wife. I am a mother. I am a sister. I am a student. I am a friend. I am a manager. I was an administrative assistant. I will be an elementary school teacher.*

Practice 1 10-15 mins.

Have students complete these exercises on their own.

B **What are your roles? Write at least three statements.**

C **What were your roles? Write at least two statements.**

D **What will your roles be? Write at least two statements.**

Evaluation 1 5 mins.

E **COMPARE** **Share your responses with a partner. Are they similar or different? How?**

TEACHER NOTE

Listen to pairs discuss their responses. Ask for individuals with representative or interesting answers to share with the class.

Presentation 2

10-15 mins.

Workplace Focus

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

F Read what Sonya wrote and answer the questions with a partner.

Ask a volunteer to read Sonya's paragraph out loud. Have students answer the questions with a partner.

G Review the chart.

Go over the review chart of simple verb forms with the class. Based on your students' needs, spend as much or as little time as appropriate.

Practice 2

10-15 mins.

(Shorter classes can do this exercise for homework.)

H Complete each statement about yourself using the verb form and verb in parentheses.

Evaluation 2

10-15 mins.

Ask volunteers to write their sentences on the board. Review the grammar chart as a class.

Instructor's Notes

F Read what Sonya wrote and answer the questions with a partner.

Answers will vary. Sample answers given.

Balance in My Life

When I was a little girl, I spent all my time playing with my two brothers. I just enjoyed doing whatever they were doing. Family was always very important to us. But as I grew older, I started working and studying more. It seemed like I was working all day, going to school every night, and studying whenever I had time. I didn't have any balance in my life. Now that I have my diploma, I don't study as much, but I still work a lot. I'm a manager at a restaurant, but I want to become an elementary school teacher. I am also a wife and a mother, and I want to spend more time with my family. I hope to find a job as a teacher where I can work fewer hours but still make enough money to help out. I will really enjoy being home with my family more and having more balance in my life.

1. How was Sonya's life different in the past from how it is now?
   When Sonya was young, she spent a lot of time with her family, but now she works a lot.
2. Is her life balanced right now? Why or why not? Her life isn't balanced right now because she wants to work less and she wants more time with her family.
3. What does she want to change in her life?
   She wants to find a job as a teacher, to make more money, and to work less.
4. Do you think this change will make her happy? Why or why not?
   Yes. If she makes all these changes, she will be happy because she will reach her goals.

G Review the chart.

Review: Simple Verb Forms

Subject	Past	Present	Future	
He / She / It	studied	studies	will study	English every day.
We	put	put	will put	our studies first.
They	worked	work	will work	too many hours.

H Complete each statement about yourself using the verb form and verb in parentheses.

Answers will vary. Sample answers given.

1. (*past*, spend) I spent time on the farm with my father.
2. (*present*, put) I put money in the bank every week.
3. (*future*, live) I will live in New York or Los Angeles.

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I **Think about balance in your life. What are some things that are important to you? What are your interests? What activities do you do regularly? Make a list.** Answers will vary.

J **Think about how you balanced your life in the past, how you balance it now, and what you want for the future. Answer the questions.** Answers will vary.

1. What was important to you in the past?
2. What is important to you now?
3. Do you spend enough time on the things that are important to you now? Why?
4. What changes would you like to make for the future?

K **Using Sonya's paragraph in F as a writing model, write a paragraph on a separate piece of paper about balance in your life—past, present, and future.**

L **Share your paragraph with a partner and ask for two suggestions about how to make your paragraph better. Write two suggestions for your partner's paragraph.**

Answers will vary.

1.

2.

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Presentation 3

5-10 mins.

Workplace Focus

Exercises I, J: Complete tasks as assigned.
Exercise K: Combine ideas and information.
Exercise L: Interact appropriately with team members.

I **Think about balance in your life. What are some things that are important to you? What are your interests? What activities do you do regularly? Make a list.**

Talk students through this exercise. Have them call out some other ideas for things that might be important to them.

Practice 3

10-15 mins.

(Shorter classes can do this exercise for homework.)

J **Think about how you balanced your life in the past, how you balance it now, and what you want for the future. Answer the questions.**

Go over the questions with students and then have them complete the exercise on their own.

Evaluation 3

5-10 mins.

Ask volunteers to share their responses with the class.

Application

20-30 mins.

(Shorter classes can do the following exercise for homework.)

K **Using Sonya's paragraph in F as a writing model, write a paragraph on a separate piece of paper about balance in your life—past, present, and future.**

L **Share your paragraph with a partner and ask for two suggestions about how to make your paragraph better. Write two suggestions for your partner's paragraph.**

Before you have students complete this exercise, give examples of the type of advice they can give their partner. For example, *Maybe you could state this idea more clearly*, or *Maybe you could give more details about this idea*.

BEST PRACTICE

Pairing students for peer-editing

Peer-editing can be difficult because not all students have learned to critically analyze texts. Pairing students of similar levels works well when students are peer-editing. If you pair students of mixed levels, one student will end up getting more out of the activity than the other. There will be some pairs who are better at peer-editing than others. Spend your time helping the pairs who need it.

Instructor's Notes

At-a-Glance Prep

Goal: Identify and prioritize goals
Academic Strategy: Active listening, goal setting
Vocabulary: *achieve, big picture, goal setting, long term, motivate, prioritize, short term*

Agenda

- ☐ Read about a goal-setting workshop.
- ☐ Take notes on a lecture.
- ☐ Read about Sonya's goals.
- ☐ Set and prioritize goals.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 7.1.1; 7.1.2; 7.2.7
CCRS: RI/RL.7.1; SL.8.1.a
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins.

Have students take out their paragraphs from the previous lesson and share them with a small group.

Introduction 5-10 mins.

Note: Refer to the Best Practice on page 4a for information on dictation.

Dictation:

1. It is very important to set goals for your life.
2. There are many different types of goals you can set.
3. Setting and achieving goals will improve your self-confidence.
4. Have you ever set goals before?

State the goal: *Today, we will learn about goal setting and you will practice identifying and prioritizing your own goals.*

Presentation 1 10-15 mins.

Use the dictation sentences as a springboard for a discussion about goals and goal setting. See what students already know and write their ideas on the board. Direct students' attention to the flyer in their books. Discuss the flyer and the idiomatic expressions found in it (examples: *big picture, get what you want out of life, make dreams a reality*).

Practice 1 10-15 mins.

Workplace Focus

Exercise A: Interpret and communicate information.
Exercise B: Interact appropriately with team members.

A Read the flyer and answer the questions.

Have students complete this exercise on their own.

Evaluation 1 10-15 mins.

B In a small group, discuss your answers to the questions in A.

Observe students' discussions.

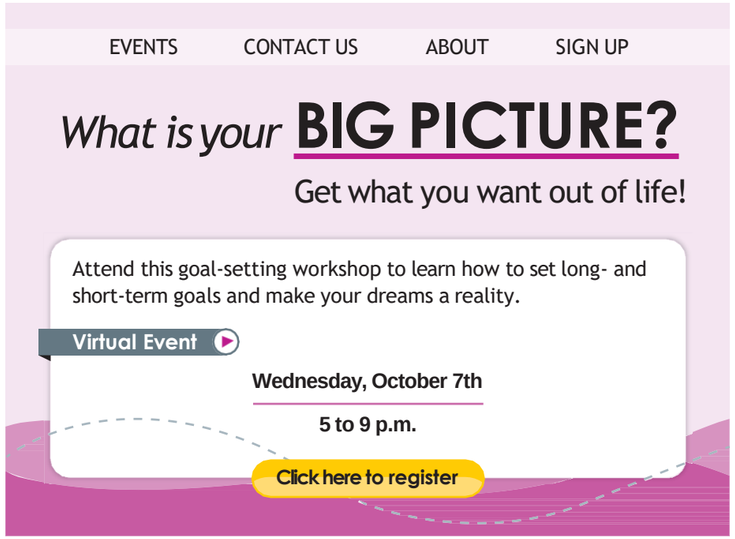
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LESSON 4

Setting Priorities

GOAL ▶ Identify and prioritize goals

A Read the flyer and answer the questions. Answers will vary. Sample answers given.



1. What do you think *big picture* means?
   my view of the future
2. What is *goal setting*?
   deciding specific things I want to accomplish
3. Would you attend the workshop? Why?
   Yes. I don't think about long-term goals enough.
4. Write three goals you have set for yourself in the past.
   a. make money (no)
   b. live in a big city (yes)
   c. get married (no)
5. Did you achieve your goals? Write *yes* or *no* next to each goal.

B In a small group, discuss your answers to the questions in A.

C **Listen to the lecture on goal setting and take notes about these topics.**

- Goal setting
  a process to make me think about the future, helps motivate me, choose the direction I want to go, increase my self-confidence
- The first thing you should do
  create a big picture with short-term goals
- Seven types of goals
  education, career, financial, attitude, family, physical, pleasure
- Five tips for setting goals
  set realistic goals; write your goals down; write goals as positive statements; be precise about goal times and dates; prioritize: put goals in order of importance

D **Answer these questions based on the notes you took. Choose the best answer.**

1. Which of the following is NOT true about goal setting?
   a. It will improve your self-confidence.
   b. It helps motivate you.
   c. It makes you think about your past.
   d. It helps you choose a direction for your life.
2. What are the seven types of goals?
   a. financial, physical, attitude, pleasure, education, mental, family
   b. physical, career, family, financial, attitude, personal, education
   c. education, career, technical, financial, physical, attitude, pleasure
   d. financial, physical, career, family, education, attitude, pleasure
3. Why is it important to prioritize your goals in a list?
   a. It will be easy to know when you have achieved a goal.
   b. It will help you focus your attention on the most important goals.
   c. It will give them life.
   d. It will improve your self-confidence.

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Listening Script

Goal setting is a process that makes you think about your future and helps motivate you to make that future a reality. Setting goals helps you choose the direction you want your life to go in. As you set and achieve goals, your self-confidence will improve.

The first thing you should do is to create a big picture of where you want to be in a certain number of years. Once you have created your big picture, you can make smaller or short-term goals. In this workshop, we'd like you to focus on seven different types of goals.

First are educational goals. Is there anything special you want or need to learn? Or, is there any degree you need to get to pursue your career goals? Second are career goals. How far would you like to go in your career? Third are financial goals. How much money would you like to be earning? Fourth are attitude goals. Would you like to change the way you think or act? Fifth are family goals. Do you want to have a family, increase the size of your family, or improve some of your family relationships? Sixth are physical goals. Is there anything you'd like to do to improve your health? Would you like to enter a physical competition? And, finally, pleasure goals. Are there any hobbies you'd like to do? It is important to enjoy your life, so make sure you think about goals for pleasure.

It is important to spend some time thinking about all these different goals and try to choose one goal in each category that best reflects what you want to do. Then you should prioritize these goals and focus on a small number of goals at one time.

So, how do you go about setting these goals? Here are five tips that should help you to set effective goals:

1. *Set realistic goals. It is important to set a goal that you can actually achieve. It will lower your self-confidence if you set goals that are unrealistic.*
2. *Write down your goals. Writing your goals down gives them life. Try to put them in a place where you will see them every day.*
3. *Write each goal as a positive statement.*
4. *Be precise. When you set your goals, write down exact times and dates. This way, it will be easy to see when you have achieved a goal.*
5. *Prioritize. When you have more than one goal, put them in order of importance. This will help you direct your attention to the most important goals and avoid feeling overwhelmed by having too much to do.*

So, now that we have talked about types of goals and tips for setting these goals, should we get down to business?

Presentation 2

15–20 mins.

Prepare students for the listening activity by reviewing the outline for their notes in their books. Ask them to tell you what they will be listening for.

Workplace Focus

Exercise C: Interpret and communicate information.
Exercise D: Complete tasks as assigned.

C Listen to the lecture on goal setting and take notes about these topics.

Review each item in the list. Then play the audio a few times until you think students have been able to fill in most of the notes. Between listenings, have students share their answers with a partner to fill in things they may have missed. Have students complete **D** before you go over any of the notes.

Practice 2

5 mins.

(Shorter classes can do this exercise for homework.

D Answer these questions based on the notes you took. Choose the best answer.

Evaluation 2

10–15 mins.

Go over the answers as a class. Go back to students' notes and help them fill in what they may have missed or gotten wrong. You can do this using an overhead transparency or by playing the audio again.

Presentation 3

5–10 mins.

E Sonya attended the goal-setting workshop and created a list of goals that she now keeps on her refrigerator.

As a class, talk about Sonya's *big picture* and her goals.

Workplace Focus

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

Practice 3

5–10 mins.

(Shorter classes can do this exercise for homework.)

F Sonya's goals are prioritized (listed in order of importance). Do you think she put her goals in the right order? Discuss your ideas with a partner.

Evaluation 3

5–10 mins.

Ask pairs of students to report what they discussed.

Application

10–20 mins.

G PRIORITIZE Think about where you would like to be ten years from now. Based on your thoughts, what are your long-term goals? Use these items to help you clarify what your goals should be.

BEST PRACTICE

Prioritizing

Explain to students that prioritizing is an important organizational skill. Prioritizing helps us avoid feeling overwhelmed or stressed and is a great tool for remembering important things. Point out that students are undoubtedly already familiar with setting priorities. Ask students if they have ever made a to-do list and discuss why. Have students make a to-do list for the next day and have them share it with a partner. Then have volunteers write their to-do lists on the board to model prioritizing.

Instructor's Notes

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E Sonya attended the goal-setting workshop and created a list of goals that she now keeps on her refrigerator.

I plan to be successful in my personal and professional life. I will be a highly educated elementary school teacher.

SHORT-TERM GOALS	LONG-TERM GOALS
• spend more time with my children	• get my Bachelor's degree and teaching credentials
• exercise to reduce stress	• become an elementary school teacher
• enroll in community college	• get a Master's degree
	• learn how to swim

F Sonya's goals are prioritized (listed in order of importance). Do you think she put her goals in the right order? Discuss your ideas with a partner. Answers will vary.

G PRIORITIZE Think about where you would like to be ten years from now. Based on your thoughts, what are your long-term goals? Use these items to help you clarify what your goals should be. Answers will vary. Possible answers given.

1. Write one goal for each category.
   Education: get a Bachelor's degree in nursing
   Career: become a registered nurse
   Family: get married by the age of 30
   Financial: save money for a down payment
   Physical: walk more
   Attitude: stay positive
   Pleasure: play on a soccer team
2. Number your three most important goals above in order of priority.
   Education, Career, and Physical
3. What are some short-term goals you can set in order to help you reach the three long-term goals you chose?
   Short-term goals: get financial aid, work in a hospital, start running and lifting weights
4. Prioritize your short-term goals. Write them in order. _____

LESSON 5

Motivation

GOAL ▶ Motivate yourself

A **What does *motivation* mean?**

motivation *n.* (your own definition or one from a dictionary): Answers will vary. Sample answer given. excitement or encouragement to act

B **How can you motivate yourself to reach your goals? Work in a small group and make a list.** Answers will vary.

C **Listen to Mrs. Morgan's students talk about motivating themselves. Take notes about what each person says.**



Deon: gets support from family and friends



Sonya: reads books and internet articles



Ruben: keeps a goal checklist in the Notes app on his phone



Aleesha: has a positive attitude



Abir: keeps a list of her goals in her planner



Mario: sets small goals to achieve

D **What idea for getting motivated does each person in C have? Share what you recall with a partner.**

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At-a-Glance Prep

Goal: Motivate yourself
Grammar: Future perfect
Academic Strategies: Active listening, note taking
Vocabulary: *be flexible, evaluate, inspire, monitor, motivation, outlook, progress, refresh, support*

Agenda

- ☐ Take notes on motivation techniques.
- ☐ Complete a self-motivation checklist.
- ☐ Practice using the future perfect.
- ☐ Write goal statements and ideas to motivate yourself.

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
CCRS: SL.8.1.a; L.6.4.c; L.6.4.d
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins. ■■■

Have students take out the goals they wrote in the previous lesson in **G.** Have them share their short-term goals (items 3 and 4) and how they prioritized them with a small group.

Introduction 5-10 mins. ■■■

Note: Refer to the Best Practice on page 4a for information on dictation.

Dictation:

1. I will already have become a teacher by the time my kids are in school.
2. When I turn 35, I will have been a graphic designer for five years.
3. I will have been accepted to college when I finish my last English class.
4. I will have been teaching English for 20 years when I retire.

State the goal: *Today, you will learn how to motivate yourself. You will write goal statements and make a commitment to motivate yourself.*

Presentation 1 10-15 mins. ■■■

A **What does *motivation* mean?**

Ask students to define *motivation*. Define the word as a class. Encourage students to refer to their dictionaries if they are stuck or need synonyms. Then ask students the following questions and discuss as a class:

1. Are you motivated to achieve your goals?
2. Do you need someone to motivate you?
3. Can you motivate yourself?

Workplace Focus

Exercises B, D: Interact appropriately with team members.
Exercise C: Collect and organize information.

B **How can you motivate yourself to reach your goals? Work in a small group and make a list.**

When students have finished the exercise, have them share some of their ideas with the class by writing them on the board.

Practice 1 10-15 mins. ■■■

C **Listen to Mrs. Morgan's students talk about motivating themselves. Take notes about what each person says.**

Note: The listening script is on page 29a.

Evaluation 1 5 mins. ■■■

D **What idea for getting motivated does each person in C have? Share what you recall with a partner.**

Discuss the motivation strategies mentioned in the audio as a class.

Listening Script

Deon: *I told my friends and family about my goals so they could support me.*
Sonya: *I read books and look for articles on the internet to inspire me.*
Ruben: *I have a goals checklist in the Notes app on my phone. Whenever I complete a goal, I check it off.*
Aleesha: *I remind myself every morning to have a positive attitude. I tell myself, "I can do it!"*
Abir: *I made a list of all my goals and I keep it taped inside my planner, so I see it every day.*
Mario: *I set very small goals, so that I can get excited every time I achieve one.*

Presentation 2

10–15 mins.

Workplace Focus

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

E Read the list of steps you can take to motivate yourself toward pursuing a goal. Mark the steps you already do and the steps you would like to do.

Go over each statement as a class. Have students put a check in the correct column once they understand each one.

Suggestion: Put up an overhead transparency and, as you go over each step, put a check in the correct column for yourself.

Practice 2

5–10 mins.

(Shorter classes can do this exercise for homework.)

F COMPARE Share your list with a partner. Are there any steps that both of you would like to take? What are your differences?

Play the audio from C again if students need a review of each person's motivation.

Evaluation 2

5 mins.

Go over the answers as a class.

Instructor's Notes

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E Read the list of steps you can take to motivate yourself toward pursuing a goal. Mark the steps you already do and the steps you would like to do. Answers will vary.

I already do	I would like to do	Steps to motivate yourself toward pursuing a goal
		1. Write down your goals and put them in a place you will see them every day.
		2. Put a reminder on your phone that pops up every day to remind you of your goal.
		3. Tell yourself that you can do it.
		4. Keep a positive attitude.
		5. Be enthusiastic about your goals.
		6. When you slow down or don't have the energy to do anything, take small steps and continue moving forward. Don't stop.
		7. Evaluate your progress. Make a chart or do something to monitor progress.
		8. Don't be too fixed on one approach. Be flexible and make changes when needed.
		9. Read inspiring books.
		10. Take some time to refresh yourself.
		11. Exercise more to help your attitude. The better your health, the more positive your outlook.
		12. After you are motivated, motivate others.

F COMPARE Share your list with a partner. Are there any steps that both of you would like to take? What are your differences?

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

Future Perfect				
Subject	***will have***	**Past Participle**		**Future Event—Time Expression**
I	will have	become	a teacher	**by** the time my kids are in school.
He	will have	been	a graphic designer (for five years)	**when** he turns 35.
They	will have	found	a job	**by** next year.

We use the future perfect to talk about an activity that will be completed before another time or event in the future. present 3 future to be completed (perfect) 3 future event with time expression

Note: The order of events is not important. If the future event with the time expression comes first, use a comma.

Example: *By the time my kids are in school, I will have become a teacher.*

H **Mrs. Morgan's students wrote goal statements. Complete each statement with the correct form of the future perfect.**

1. By the time I graduate from high school, I will have done (do) 500 hours of community service.
2. I will have bought (buy) a new house when I retire.
3. When I turn 60, I will have traveled (travel) to over 20 states.
4. We will have put (put) three kids through college by 2030.
5. I will have become (become) a successful business owner by the time I turn 40.
6. By the time I finish getting my degree, I will have applied (apply) to three different graduate programs.

I **Write three goal statements for yourself on a separate piece of paper. Use the future perfect.** Answers will vary.

J **Now that you have written your goals, what are you going to do to keep yourself motivated to achieve these specific goals? Write three ideas.** Answers will vary.

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Presentation 3

5–10 mins.

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

Let students read the chart by themselves before you present it. See how much of the target structure they can figure out on their own. This is now the second time they have been exposed to the future perfect in this lesson: the dictation and the grammar chart. Once you have gone over the chart as a class, create a few more examples on the board to make sure everyone understands the use of the future perfect.

BEST PRACTICE

Grammar charts

At this level, students should be able to read and understand grammar charts by themselves. Chart reading is a skill that they will need as they continue on to higher levels and take other academic classes. Allow students to read each chart by themselves before you present the material to the class. Encourage students to ask questions and to create their own sentences to demonstrate the targeted grammar points.

Practice 3

15–20 mins.

(Shorter classes can do this exercise for homework.)

Workplace Focus

Exercise H: Complete tasks as assigned.
Exercises I, J: Combine ideas and information.

H **Mrs. Morgan's students wrote goal statements. Complete each statement with the correct form of the future perfect.**

If students finish early, they can check their answers with a partner.

Evaluation 3

5–10 mins.

Ask volunteers to come up and write the statements on the board. Ask the class to help you correct any mistakes.

BEST PRACTICE

Volunteers to the board

In the beginning of the course, you may have the same students volunteering to come to the board for each activity. As the course progresses, other students should begin to gain more confidence and volunteer as well. If, after a few weeks, some students are still not volunteering, select the students you wish to come to the board. If you think certain students may need help with the activity at the board, have them come up with a partner.

Application

10–20 mins.

I **Write three goal statements for yourself on a separate piece of paper. Use the future perfect.**

J **Now that you have written your goals, what are you going to do to keep yourself motivated to achieve these specific goals? Write three ideas.**

Remind students they can look back at the list in **E** for ideas. Ask volunteers to come to the front of the class and share what they wrote in Exercises **I** and **J**. Remind students that they will be more motivated if they share their goals and motivations!

This may be a good time to visit the Life Skills video page at the back of the Student's Book.

At-a-Glance Prep

Goal: Explore counseling careers

Agenda

- ☐ Define *counselor*.
- ☐ Read about different types of counselors.
- ☐ Analyze an infographic.
- ☐ Listen to an article about counselors.
- ☐ Read and write about life coaches.
- ☐ Create a pie chart.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9; 6.7.2; 7.2.6

CCRS: RI/RL.6.2; RI.6.7; RST.6-8.7; W/WHST.6-8.9.a; SL.8.1.c; L.6.4.c; L.6.4.d

ELPS:

S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

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

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

Warm-up and Review 10-15 mins. ■■■

Review the previous lesson. Put students into pairs and ask them to tell each other their goals and plans for keeping motivated. Tell students to write notes on their partner's answers. Then ask pairs to team up with another pair. Each student should report what their partner told them to the other pair. When the groups are finished, ask a few volunteers to tell the class what they learned about their partner.

Introduction 5-10 mins. ■■■

In this lesson, students will explore counseling careers. Begin by asking students what they think is meant by counseling and which careers they think might be part of this sector. Write a list of their suggestions on the board.

Presentation 1 15-20 mins. ■■■

A How would you define *counselor*? Write your idea. Then look the word up and write the dictionary definition.

Building on the discussion from the introduction, ask students to write their own definition of *counselor*. Then ask them to write the definition they find in the dictionary. Ask some volunteers to read both their definition and the dictionary definition and to comment on whether they are similar.

Practice 1 5-10 mins. ■■■

As a class, come up with a list of different types of counselors on the board. Help students with vocabulary.

B There are over 50 different types of counselors. Some of them are on this list. Decide which counselor would be best for each person.

This may work well as pair or group work. Walk around the class, observing students as they work. Answer any questions they have about vocabulary within sentences 1–10. When everyone is finished, ask volunteers to read each sentence aloud with their chosen answer. Correct and explain as necessary.

Instructor's Notes

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LESSON 6

Explore the Workforce

GOAL ▸ Explore counseling careers

A How would you define *counselor*? Write your idea. Then look the word up and write the dictionary definition. Answers will vary.

Counselor *n.*

My definition: _____

Dictionary definition: _____

B There are over 50 different types of counselors. Some of them are on this list. Decide which counselor would be best for each person.

Addiction Counselor	High School Counselor
Alcohol and Drug Abuse Counselor	Juvenile Justice Counselor
Anger Management Counselor	Marriage Counselor
Career Development Counselor	Mental Health Counselor
Domestic Violence Counselor	Nutritional Counselor
Eating Disorder Counselor	Vocational Counselor
Elementary School Counselor	Rehabilitation Counselor
Family Counselor	Sports Counselor
Grief Counselor	Veteran's Counselor

1. My father passed away last month. I'm having trouble dealing with his death. grief counselor
2. Abdul is hoping to become a lawyer. He needs help with how to make that happen in the US. career development counselor
3. Sometimes, I get so mad, I throw things and punch holes in my apartment wall. anger management counselor
4. Sofia and Dmitri have been yelling at each other more and more in front of their kids. marriage counselor or family counselor
5. My doctor said my cholesterol is high and I need to start eating better. nutritional counselor
6. Jaynie's teenage son needs to figure out his class schedule for next year. high school counselor

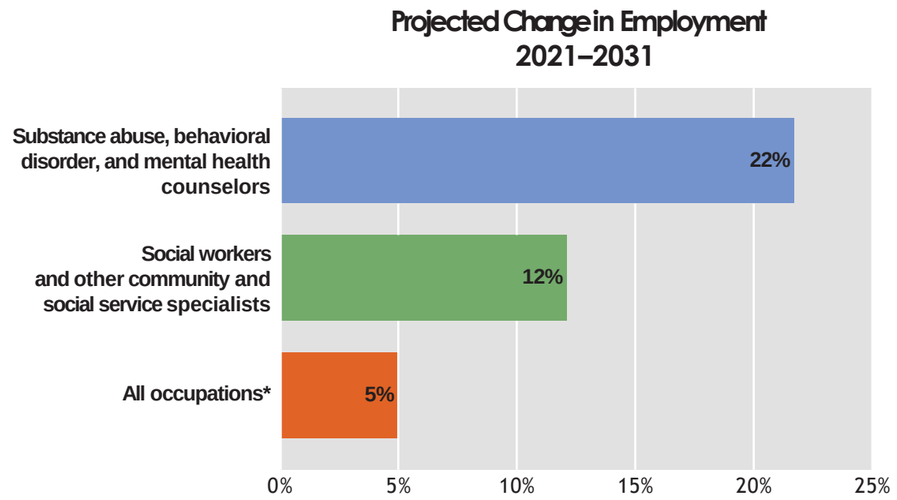
7. Her father has never been the same since he returned from fighting in the military.
veteran's counselor

8. Khadija is sad and never wants to leave the house. mental health counselor

9. My uncle spends all his money in casinos. I'm worried he is going to lose everything.
addiction counselor

10. Jamal is a college football player who is having confidence issues when he gets on the field.
sports counselor

C **Recently, there has been a rise in the need for counselors due to depression, physical abuse, and mental health disorders. This graph shows the projected growth in counseling jobs over 10 years. Do the numbers surprise you? Why or why not?**



* *All occupations* refers to all other occupations in the United States. SOURCE: www.bls.gov

D **Listen and fill in the missing words.**

Jobs for substance abuse, behavioral disorder, and mental health counselors are projected to increase (1) 22 percent from 2021 to (2) 2031, which is much faster than the average for all occupations. About (3) 43,600 job openings on average for substance abuse, behavioral disorder, and (4) mental health counselors are projected each year over the next ten years. Many of those openings will be a result of workers transferring to different occupations or (5) leaving the workforce for various reasons, such as retirement.

Employment is (6) expected to grow for substance abuse, behavioral disorder, and mental health counselors since more and more people are looking for help with

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Evaluation 1

5–10 mins.

Have students look through the entire list in **B** and ask them if there are any words they would like you to explain. Evaluate students' recollection of new vocabulary by describing situations like those in **B** for those counselor types that were not covered in the exercise. Alternatively, look up and read aloud definitions for those counselor types and have students match your definition with the correct type.

C **Recently, there has been a rise in the need for counselors due to depression, physical abuse, and mental health disorders. This graph shows the projected growth in counseling jobs over 10 years. Do the numbers surprise you? Why or why not?**

You could ask students to discuss the question in pairs or small groups before having a class discussion.

Presentation 2

10–15 mins.

D **Listen and fill in the missing words.**

Play the audio through twice. When students are finished, have them compare their answers with a partner. Then have students note down any words from the text they don't understand. Read the text, including the correct answers, aloud. Write the answers on the board. Then ask pairs for the words they didn't understand from the text and explain their meanings.

Instructor's Notes

E There is one type of counselor that has not been listed because the Bureau of Labor Statistics does not collect data on it yet. This counselor is a life coach. What do you think a life coach does? Brainstorm some ideas.

You may want to put students into groups, or to carry out the brainstorming session as a class. Either way, refer to the below Best Practice first, to learn some tips on brainstorming.

BEST PRACTICE

Brainstorming tips

Brainstorming is a way to gather a broad range of ideas or suggestions in response to a question or statement. It encourages creative thinking and inclusivity of all available points of view. Brainstorming provides an opportunity for students to use English for a real task in the way they might need to do in a lot of different workplace settings.

Brainstorming activities:

1. Word association: This is a simple mind map activity. Put your idea, word, or question in the middle of the board and ask for words associated with that word and write them in a mind map style with lines connecting ideas and with all ideas connecting to the central theme, idea, or word.
2. The alphabet game: Give students a piece of paper with A–Z written from top to bottom. Then give them the main idea, word, or phrase and, in pairs or groups, have them come up with a list of words beginning with the corresponding letters that have a connection to that central theme. This can take the form of a game. Set a timer for two minutes. The team with the greatest number of words or ideas at the end is the winner. For higher-level students, to encourage originality, take away points if more than one team comes up with the same word.
3. Five things: Simply ask students to write five ideas related to the central theme in one minute.
4. Board "race": Split the class into two teams. Have students stand in a line leading up to the board. Have the students at the front write something connected to a central brainstorm theme or question, then pass the pen on to the next person in line. The team with the most ideas, words, or associations wins.
5. Combining groups: Put students into pairs or small groups and have them brainstorm an idea through a mind map or a list. Then, after five minutes, have them join another group where they can develop their ideas through combining and sharing what they come up with. This can be done a third time if you use pairs, ending up with a group of six who can present their ideas to the class.

Practice 2

15–20 mins.

F SUMMARIZE Read. Then explain to a partner (without reading) how to become a life coach.

Put students into pairs and have one student explain how to become a life coach to the other without reading from the text below. Tell the other partner to give them feedback on anything they've missed. Then have them switch roles.

Evaluation 2

20–25 mins.

G Imagine you hired a life coach. Give each item a percentage based on how much help you need in that area (some may be 0%). The total should equal 100%.

When students are done, ask them to discuss their answers with a partner. Tell them to try to give examples or elaborate on their choices where possible. Tell them they must listen carefully to what their partner says and make notes. When the pairs are finished, ask students to share their partner's answers and reasoning with the class.

Note: Remind students that they can use their imaginations for this activity, or describe a friend, if they are not comfortable sharing personal information.

Presentation 3

25–30 mins.

Ask a few students to report what they discussed with their partner to the class.

H Create a pie chart with the percentages and the circle in G.

Model the activity by creating an example pie chart of your own. Briefly explain the most important parts of your chart and the reasoning behind those choices. Then have students complete their own charts.

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(7) addiction and mental health issues. The (8) demand for these counselors is also expected to increase as (9) states push for treatment and counseling services instead of jail time for people with addictions or mental health concerns. In addition, there will be a continued need for mental health and substance abuse counseling for (10) military veterans.

E There is one type of counselor that has not been listed because the Bureau of Labor Statistics does not collect data on it yet. This counselor is a life coach. What do you think a life coach does? Brainstorm some ideas. Answers will vary. Sample answer given.

A life coach:

1. A life coach helps clients identify obstacles to their goals and then helps them overcome these
2. obstacles. The focus is on future wants and goals as opposed to the present.
3. _____
4. _____

F SUMMARIZE Read. Then explain to a partner (without reading) how to become a life coach.

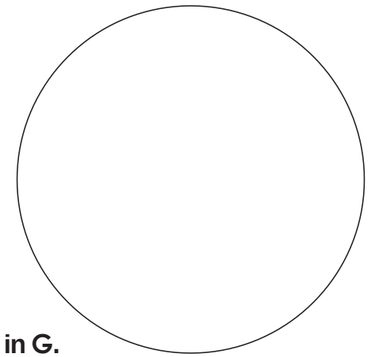
How to Become a Life Coach

1. Complete a training program from an accredited industry association. This can take 18–24 months and cost between $2,500 and $12,000.
2. Get certified. Certification requires 500 hours of coaching experience (450 paid), as well as at least 25 clients.
3. Take and pass a test.

G Imagine you hired a life coach. Give each item a percentage based on how much help you need in that area (some may be 0%). The total should equal 100%.

Answers will vary.

_____ Academic issues
_____ Aging
_____ Business
_____ Career transition and job search
_____ Physical health
_____ Romantic relationships
_____ Spirituality
_____ Work-life balance



H Create a pie chart with the percentages and the circle in G.

Pie charts will vary.

Review

A **Indicate the learning style next to each activity. Write *V* for *Visual*, *A* for *Auditory*, and *T / K* for *Tactile / Kinesthetic*.**

1. analyzing a graph V
2. reading a journal article V
3. listening to a discussion A
4. touching objects T / K
5. listening to a podcast A
6. watching the news online V
7. participating in a dance T / K

B **Complete each statement with a phrase from the box.**

appreciates music	relates well to surroundings
expresses oneself with movement	thinks in pictures
is aware of one's own feelings	uses language
relates well to others	uses reason, logic, and numbers

1. A naturalistic person relates well to surroundings.
2. Someone with interpersonal intelligence relates well to others.
3. A person who is kinesthetic expresses oneself with movement.
4. A logical / mathematical person uses reason, logic, and numbers.
5. A person with visual intelligence thinks in pictures.
6. Someone with intrapersonal intelligence is aware of one's own feelings.
7. A musical / rhythmic person appreciates music.
8. A verbal / linguistic person uses language.

C **Ask a classmate how they relate to this information. Write their answers.** Answers will vary.

1. Types of intelligence: _____
2. Career interests: _____
3. What is important to you now? _____
4. What changes would you like to make for your future? _____

_____

Learner Log

I can identify learning styles. ☐ Yes ☐ No ☐ Maybe

I can identify career paths. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goal: All unit goals
Grammar: All unit grammar
Academic Strategy: Reviewing
Vocabulary: All Unit 1 vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Use unit vocabulary.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 4.1.6; 4.1.9; 7.1.1; 7.1.2; 7.1.3; 7.4.9; 7.5.1
CCRS: W/WHST.6-8.4; SL.8.1.a; L.8.6
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 5-10 mins.

Review the previous lesson. Have volunteers tell you one fact they remember about what a life coach does, or how one can become a life coach.

Introduction 5-10 mins.

Ask students as a class to try to recall all the goals of this unit without looking back in their books. The goals for this unit include identifying your learning style, identifying a career path, balancing your life, identifying and prioritizing goals, motivating yourself, and exploring counseling careers. Write all the goals from Unit 1 on the board. Show students the first page of the unit and reread the six goals together.

State the goal: *Today, we will be reviewing everything you have learned in this unit and preparing for the research project.*

Presentation 10-15 mins.

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

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 the exercises one at a time and, as students complete each one, go over the answers.
2. Quickly go through the instructions of each exercise, let students complete all of the exercises at once, and then go over the answers.

Workplace Focus

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

A **Indicate the learning style next to each activity. Write *V* for *Visual*, *A* for *Auditory*, and *T / K* for *Tactile / Kinesthetic*.**

B **Complete each statement with a phrase from the box.**

C **Ask a classmate how they relate to this information. Write their answers.**

Evaluation 5-15 mins.

Go around the classroom and check on students' progress. Help individuals as needed. If you notice consistent errors among several students, interrupt the class and give a mini-lesson or review until students feel comfortable with the concept or point being examined.

Practice

25-30 mins.

Workplace Focus

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

D **Write a paragraph about your partner on a separate piece of paper using the information from C.**

E **Remember what you learned about goal setting. Without looking back, write four tips for setting goals.**

F **Walk around the classroom and ask your classmates for suggestions on how to motivate yourself. Write five ideas.**

G **Choose a verb from the box and complete each goal statement with the correct form of the future perfect.**

Evaluation

5-15 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.

BEST PRACTICE

Recycling / Review

The review and the project that follows are part of the recycling / review process. Students often need to be reintroduced to concepts to solidify what they have learned. Many concepts are studied but forgotten when students are engaged in 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 material with students and to show them how to review it on their own. It is also important to recycle the new concepts in different contexts.

Instructor's Notes

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D **Write a paragraph about your partner on a separate piece of paper using the information from C.** Answers will vary.

E **Remember what you learned about goal setting. Without looking back, write four tips for setting goals.** Answers will vary. Sample answers given.

1. Write goals as positive statements.
2. Prioritize (in order of importance).
3. Write goals where you can read them every day.
4. Put a reminder on your phone that pops up every day to remind you of your goal.

F **Walk around the classroom and ask your classmates for suggestions on how to motivate yourself. Write five ideas.** Answers will vary.

1. _____
2. _____
3. _____
4. _____
5. _____

G **Choose a verb from the box and complete each goal statement with the correct form of the future perfect.**

apply	compete	work
buy and sell	program	

1. By the time I graduate from technical school, I will have programmed over 20 computers.
2. She will have bought and sold at least ten properties when she retires.
3. When he retires, he will have worked for 35 years.
4. They will have competed in their first triathlon by the year 2030.
5. By the time I get my Master's degree, I will have applied for 40 jobs at companies all over the country.

Learner Log

I can balance my life. ☐ Yes ☐ No ☐ Maybe

I can identify and prioritize goals. ☐ Yes ☐ No ☐ Maybe

I can motivate myself. ☐ Yes ☐ No ☐ Maybe

Vocabulary Review

Use these words and phrases to help you complete all the exercises on this page. Some words may be used more than once.

achieve	evaluate	positive outlook
balance	inspire	prioritize
be flexible	long-term	pursue
earning power	monitor	short-term
educational attainment	motivate	support

A Complete each sentence with the best verb. Some sentences can have more than one answer. Then work with a partner and use the six questions for a discussion.

Answers will vary. Sample answers given.

1. If you prioritize your goals, you can focus on the most important ones first.
2. Have you ever created a chart to evaluate your progress?
3. What career do you think you might pursue?
4. How do you motivate yourself?
5. What goals have you wanted to achieve in the past?
6. Have you found family and friends who inspire you?

B Write sentences about goal setting with these terms from the vocabulary box.

Answers will vary. Sample answers given.

1. balance: It is important to maintain a balance of your goals.
2. be flexible: If you are flexible in your goal setting, you will be happy.
3. positive outlook: Keep a positive outlook when working on goals.
4. achieve: Try to achieve both long- and short-term goals.

C Complete each sentence.

Answers will vary. Sample answers given.

1. To improve your earning power, you should get a good education and some experience.
2. If you want to achieve your goals, you must be organized, motivated, and flexible.
3. In order to best reach your long-term goals, you have to make a plan, get support, and prioritize your activities.

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Practice

25–30 mins.

Vocabulary Review

Use these words and phrases to help you complete all the exercises on this page. Some words may be used more than once.

Workplace Focus

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

A Complete each sentence with the best verb. Some sentences can have more than one answer. Then work with a partner and use the six questions for a discussion.

B Write sentences about goal setting with these terms from the vocabulary box.

Ask volunteers to read their sentences aloud to the class.

C Complete each sentence below.

Evaluation

5–15 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.

Instructor's Notes

At-a-Glance Prep

Goal: Collaboration
Academic Strategy: Research

Agenda

- ☐ Use key words to conduct online research.
- ☐ Use the US Bureau of Labor Statistics' website to find information.

Pacing

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

Standards Correlations

CASAS: 4.1.3; 7.4.4; 7.7.3
CCRS: W.7.7
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Workplace Focus

Apply technology to a task; Collect and organize information; Combine ideas and information; Complete tasks as assigned; Interpret and communicate information.

Academic Feature: Research Project

Here, as in select other units in *Stand Out 5*, students are required to complete a task by conducting internet-based research.

Soft Skill: Collaboration

Comparing information online

Draw students' attention to the Soft Skills feature and remind them of the importance of consulting multiple reputable sources when doing research online. Information found on the internet varies greatly in its quality and credibility. The ability to evaluate sites for credibility and then compare information across multiple trustworthy sources is a skill that will serve students well in both their personal and academic lives.

Introduction 5-10 mins

Remind students about the research they did in the Pre-Unit. Ask students how they did this research. Ask them to help you brainstorm other ways to research. Make a list on the board.

State the goal: *Today, you will research the career path you chose by using the internet.*

Presentation 10-15 mins.

A One of the fastest ways to research something is to search the internet. For example, you might want to know how much money you can make in a certain career. What are some key words you could use to search for this information?

As a class, talk about key words and how we use them to search for something on the internet. If you have access to a computer connected to a projector, you can show students how to search.

Practice 15-30 mins.

B Conduct an online search to find out this information for the career path that you chose in I in Lesson 2.

C The Bureau of Labor Statistics is a US government organization that collects data about jobs and careers. These career clusters are from the *Occupational Outlook Handbook*. Underline the cluster you think would have information about your career.

Evaluation 5-10 mins

As a class, have each student tell you their career path and which cluster they underlined.

Application 10-30 mins.

D Find the *Occupational Outlook Handbook* online. Search for information about your chosen career.

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Research a Career Cluster

SOFT SKILL ▸ Collaboration

A One of the fastest ways to research something is to search the internet. For example, you might want to know how much money you can make in a certain career. What are some key words you could use to search for this information? Answers will vary.

_____

B Conduct an online search to find out this information for the career path that you chose in I in Lesson 2. Answers will vary.

Career title: _____
Training needed: _____
Education needed: _____
Possible earnings: _____

C The Bureau of Labor Statistics is a US government organization that collects data about jobs and careers. These career clusters are from the *Occupational Outlook Handbook*. Underline the cluster you think would have information about your career.

Agriculture, Foods, and Natural Resources	Hospitality and Tourism
Architecture and Construction	Human Services
Arts, Audio/Video Technology, and Communications	Information Technology
Business Management and Administration	Law, Public Safety, Corrections, and Security
Education and Training	Manufacturing
Finance	Marketing
Government and Public Administration	Science, Technology, Engineering, and Mathematics
Health Science	Transportation Distribution and Logistics

D Find the *Occupational Outlook Handbook* online. Search for information about your chosen career.

COLLABORATION

Comparing information online

When doing research online, it is important to look for data from more than one site. Compare the information you found in **B** with what you found in **D**. Is it the same? Is one site more reputable than another?

About the Explorer

Trip Jennings is a filmmaker and a professional kayaker. Specializing in conservation, Trip spends his time working to protect rivers around the world. He is the head of a production company called Balance Media. The company focuses on telling stories through videography for environmental and social justice organizations. Trip is also on the advisory board of Adventurers and Scientists for Conservation (ASC), which brings adventurers and scientists together to share data collected from around the world.

About the Photo

This photo shows Trip Jennings. On his travels, he has seen how the environment around places where humans play has been destroyed. Through his filmmaking, he hopes to change the way people interact with the environment.

- Introduce the explorer Trip Jennings. Have students look at the photo and read the caption.
- Read the title and discuss with students what they think it means.

Reading Challenge

A **PREDICT** **Trip Jennings is a filmmaker and a professional kayaker. How do you think these two things could be related?**

Answers will vary but may include suggestions that extreme sports are a popular subject for video storytelling.

B **Match each word to the best definition.**

c	1. conservationist	*a. v.* to bring something into existence
e	2. destruction	*b. v.* to support with factual evidence, written or visual
b	3. document	*c. n.* a person who tries to prevent waste or loss of natural resources
a	4. produce	*d. n.* fair treatment of all people
d	5. social justice	*e. n.* reduction to a useless form; ruin

C **Read *Protecting the Places We Play*. Think about Trip's multiple intelligences.**

D **CATEGORIZE** **Find examples in the reading of Trip's multiple intelligences. Write an example and the line number where you found it.** Answers will vary.

Intelligence	Example	Line
visual / spatial	watched videos; produced videos telling stories through video	3, 4, 11
bodily / kinesthetic	kayaked	3
interpersonal	works with other scientists	13
naturalistic	getting dirty in the wilderness	20

E **Answer the questions on a separate piece of paper.**

1. How does Trip work to "protect the wild lands, wild animals, and the places we play"? telling stories through videography for environmental and social justice organizations; brings adventurers and scientists together to share data collected from around the world; working on conservation projects; fundraising
2. Why do you think Trip decided to start making films about kayaking? Answers will vary.
3. What caused his filmmaking purpose to change? When he was documenting amazing places, he traveled through places where the environment had been destroyed.
4. Think about Trip's normal day. How is it different from yours? Is it similar to yours in any way? How do you think he finds balance? Answers will vary.

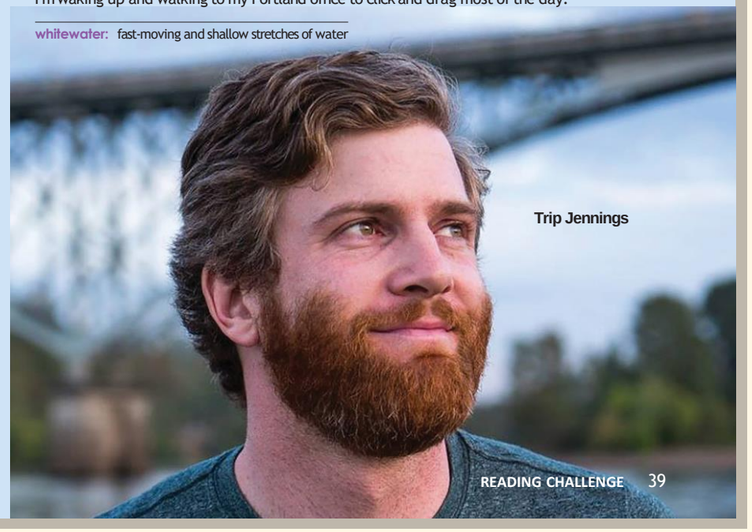
Protecting the Places We Play

Trip Jennings is a filmmaker who loves to kayak. Or should that be a professional kayaker who loves to make films? Watching kayaking videos as a child, he decided that he wanted to be the one behind the camera. For years, he kayaked and produced whitewater* kayaking videos, documenting some of the most beautiful places in the world. But to get to those amazing places, he had to travel through places where the environment had been destroyed. This caused him to rethink the purpose of his filmmaking.

In addition to being an award-winning filmmaker, kayaker, and adventurer, Trip is a conservationist. He spends his time working to protect rivers around the world. He also documents fossil fuel extraction, mining, and energy export in North America. To help get his message out, he runs a video production company called Balance Media. The company focuses on telling stories through videography for environmental and social justice organizations. He is also on the advisory board of Adventurers and Scientists for Conservation (ASC), which brings adventurers and scientists together to share data collected from around the world.

With everything that Trip has going on, it is often hard to stay balanced. When asked what a normal day is like for him, this is what he said: "I spend a fair amount of my time wishing for normal days, trying to find balance. I'm out and about for around half the year, traveling, filming, and working on conservation projects. In 2011, that led me to the Democratic Republic of the Congo, Canada three times, Mexico, and a number of trips within the US. The rest of the year I spend editing, fundraising, and planning—all of the office work that makes the fieldwork possible and useful. So, half the year I'm waking up at sunrise in the wilderness, getting dirty, carrying cameras into the backcountry, and documenting beauty and destruction. The other half, I'm waking up and walking to my Portland office to click and drag most of the day."

whitewater: fast-moving and shallow stretches of water



Trip Jennings

CASAS FOR READING

7.5.1

CCRS FOR READING

RI/RL.7.1; RI/RL.6.4

READING STRATEGIES

Predicting

Predicting asks students what they think will happen in the reading. It is an important strategy because it taps into students' background knowledge and allows them to make connections between new information and what they already know. While reading, students can check and revise their predictions, thereby blending new knowledge with old knowledge.

A **PREDICT** **Trip Jennings is a filmmaker and a professional kayaker. How do you think these two things could be related?**

Tell students that Trip Jennings is a filmmaker and a professional kayaker. Ask students what these two things have in common with each other. Then discuss as a class.

B **Match each word to the best definition.**

Encourage students to find the words in the reading passage first and to see if they can determine the meanings through the context in which they are used. To extend this activity, ask students to find a synonym for each word.

C **Read *Protecting the Places We Play*. Think about Trip's multiple intelligences.**

Have students read about Trip Jennings.

D **CATEGORIZE** **Find examples in the reading of Trip's multiple intelligences. Write an example and the line number where you found it.**

You may want to work through the first example together to model the exercise for the class.

E **Answer the questions on a separate piece of paper.**

Explain to students that first underlining the sentence where they find the information can help them to focus and find the answer in a smaller context.

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2 Personal Finance



About the Photo

This photo shows a segment of Las Vegas Boulevard (the "Las Vegas Strip"), seen here running left to right between the fountain on the left and the replica of France's Eiffel Tower on the right, in Las Vegas, Nevada. "The Strip" is a major tourist destination known for its bright lights and over-the-top aesthetic. Due to its constant presence in literature, film, and TV, it is a world-famous symbol of wealth and luxury with its enormous hotels, unique tourist attractions, world-class restaurants and live shows, and, of course, its casinos.

- Introduce the unit by reading the title out loud.
- Have students look at the photo ask them how it relates to the title.
- Ask students to look at the photo again and answer the questions.
- Go over the unit outcomes.

Life Skills Focus

In this unit, students will learn necessary strategies for creating and maintaining personal financial stability, such as how to reduce debt and save money, identify investment strategies, maintain good credit, and protect against identity theft.

UNIT OUTCOMES

- Organize finances
- Reduce debt and save money
- Identify investment strategies
- Maintain good credit
- Protect against identity theft
- Explore careers in finance

Look at the photo and answer the questions.

1. What do you see in this photo?
2. This is a place that people associate with money. Why do you think that is?
3. Would you want to visit this place? Why or why not?

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 explore careers in finance. They will discover different careers in this sector, read about the areas where people with finance experience can work, and create a pie chart. They will learn about the skills needed for a career in finance and reflect on their own capabilities.

In the Research Project, students practice the soft skill of collaboration.

In Life Online, learn about apps used to transfer money and tips to identify fake websites and help prevent identity theft.

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES (STEPS)	ELPS	CCRS
• Organize finances • Reduce debt and save money • Identify investment strategies • Maintain good credit • Protect against identity theft • Explore careers in finance	• Future perfect • Past perfect continuous • *Need* and *want* plus infinitive statements • Modal *should* • Information questions • Imperatives • Present perfect • Simple past	• Financial expressions • Expenses • Investing • Credit • Identity theft • Financial jobs	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Banking • Communication • Families	Vocabulary Builder: 7.1.1 Lesson 1: 0.1.2, 0.1.5, 1.5.1, 6.1.1, 6.1.3, 6.1.4, 6.1.5, 7.1.1 Lesson 2: 0.1.2, 0.1.3, 0.1.5, 1.5.2, 7.1.1 Lesson 3: 0.1.2, 0.1.5, 1.5.2, 1.8.5 Lesson 4: 0.1.2, 0.1.3, 0.1.5, 1.8.6 Lesson 5: 0.1.2, 0.1.5, 1.6.7 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9, 6.7.4, 7.2.6 Review: 0.1.2, 0.1.3, 0.1.5, 1.5.1, 1.5.2, 1.8.5, 1.8.6 Research Project: 1.6.2, 1.6.7, 7.4.4, 7.7.3 Reading Challenge: 0.1.2, 0.1.5, 4.1.6	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.	RI6, RI/RL6, RI/RL7, W/WHST6–8, RST6–8, SL8, L8, W7

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Vocabulary Builder

A **Read Kimla's list of financial goals.**

1. I need to stop *impulse buying* and pay off my credit cards.
2. I want to stop *living paycheck to paycheck* and save enough money for a down payment on a house.
3. I want to increase my *purchasing power* by putting $200 a month into an emergency savings account.
4. I want us to start *living within our means*, so I can start giving $25 a month to charity.

B **INFER** **What does each italicized expression in A mean? Discuss the expressions with your classmates.** Answers will vary. Sample answers given.
impulse buying = buying without a plan; living paycheck to paycheck = not saving money; purchasing power = ability to buy; living within our means = not overspending a paycheck

C **Often, if you try to understand the meaning of the individual words in a new phrase, you can understand the phrase. Try to figure out the meanings of these phrases with a partner.** Answers will vary. Sample answers given.

1. budget cut
   reduce spending
2. buy in bulk
   buy large amounts
3. remote deposit money deposited in an account from a device, not in person
4. commit fraud
   use false information intentionally
5. electronic payment payment made without use of cash or checks
6. current income
   money earned now
7. delinquent accounts
   overdue money owed
8. online banking
   accessing and making financial transactions on the internet, using a device or the computer
9. unauthorized transactions
   illegal financial deal

D **Work with a partner. Choose three expressions from C and make sentences.** Answers will vary.

Life ONLINE When you need to pay a friend or family or even a business and you don't have cash on you, you can use an app on your phone to send them money from your bank. Do you use any apps like these? If so, which ones?

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At-a-Glance Prep

Goal: Introduce new vocabulary
Academic Strategies: Using context clues, using a dictionary
Vocabulary: See lessons

Agenda

- ☐ Read about Kimla's financial goals.
- ☐ Define vocabulary expressions.
- ☐ Use context to discover meaning.

Pacing

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

Standards Correlations

CASAS: 7.1.1
CCRS: RI/RL.6, RI/RL.7, SL.8
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Note: All of the exercises on these two pages should be done in class, no matter the class length. Longer classes can do this lesson and then move on to Lesson 1 during the same class meeting; shorter classes may have to devote one whole class meeting to this lesson.

Introduction 5-10 mins. ■■■

State the goal: *Today, we will identify and work with the vocabulary you will study in this unit.*

Presentation 1 10-15 mins. ■■■

A **Read Kimla's list of financial goals.**
Read or ask a volunteer to read Kimla's goals out loud.

Workplace Focus

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

B **INFER** **What does each italicized expression in A mean? Discuss the expressions with your classmates.**
As you discuss the vocabulary, talk about what each goal means.

Practice 1 10-15 mins. ■■■

C **Often, if you try to understand the meaning of the individual words in a new phrase, you can understand the phrase. Try to figure out the meanings of these phrases with a partner.**

D **Work with a partner. Choose three expressions from C and make sentences.**

Evaluation 1 5-15 mins. ■■■

Go over the answers as a class.

Read the *Life Online* feature. Ask students to list the advantages and disadvantages of using an app on their phone to send money rather than other methods. Ask students if they use apps like these. Take a poll and tally up who uses them. Then ask students to call out the apps they use and make a list on the board.

Life ONLINE

Presentation 2

5-10 mins.

Show students how to find the meaning of a word by looking at an example sentence. You can use some of the expressions from **A** or even some of the examples in **E**.

Pronunciation

Vocabulary

When teaching students new vocabulary, pronounce each word for them several times and ask them to repeat it. Often, students may be familiar with the words you are introducing but never have seen them spelled out. By pronouncing the words for students, you allow them to make a connection between the words' spellings and their sounds. It is also important that students learn the correct pronunciation of new words so they feel comfortable using their new vocabulary inside and outside of the classroom.

Practice 2

10-15 mins.

Workplace Focus

Exercise E: Complete ideas and information.
Exercise F: Complete tasks as assigned.

E **INFER** **Read the sentences. Try to figure out the meanings of the underlined words.**

Evaluation 2

10-15 mins.

Go over the answers as a class.

Application

5-10 mins.

F **Look back at Kimla's financial goals in A. Using some of the phrases from C, write four of your own financial goals.**

BEST PRACTICE

Context clues

Context clues are hints in the text that help us understand the meaning of a particular word. Some examples of context clues may be the following:

- Synonyms — The director *committed fraud*—she stole money from the company's accounts.
- Antonyms — Ahmed is *quiet*, not like his classmates who talk all the time.
- Definitions — Do you have *current income*, such as a salary?

Instructor's Notes

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E **INFER** **Read the sentences. Try to figure out the meanings of the underlined words.**

Answers will vary. Sample answers given.

1. The company declared bankruptcy when it ran out of money.
   Bankruptcy means without money to pay creditors.
2. I took out a loan at the bank and used my house as collateral.
   Collateral means property used as security for a loan.
3. The thought of starting a business was daunting, but he decided to do it anyway.
   Daunting means intimidating or discouraging.
4. Inflation was so great that bread cost twice as much in June as it did in May.
   Inflation means an increase in money so that prices rise beyond value.
5. His investment in the stock market has made him a millionaire.
   Investment means to commit money to gain money.
6. The company has no liquid assets; therefore, it can't pay its bills.
   Liquid means easily converted to cash money.
7. The penalty for filing my income tax late was a fine.
   Penalty means a punishment for breaking a law or contract.
8. He periodically reviews his budget and makes changes when necessary.
   Periodically means at regular intervals of time or date.
9. Investing money in the stock market might be risky because you could lose it.
   Risky means exposed to danger or damage.

F **Look back at Kimla's financial goals in A. Using some of the phrases from C, write four of your own financial goals.** Answers will vary. Sample answers given.

1. I want to cut my budget.
2. I want to start paying all my bills with electronic payments.
3. I hope to increase my current income.
4. I will begin buying in bulk in order to save money.

LESSON 1

Getting Organized

GOAL ▶ Organize finances

A **Look back at the goals you wrote in F. Rewrite your financial goals, giving each one a time frame.** Answers will vary. Sample answers given.

By the end of next year, I will have paid off my credit cards.

1. By the end of this week, I will have cut my budget.
2. By the end of this month, I will have started paying all my bills with electronic payments.
3. By six months from now, I will have increased my income.
4. By this time tomorrow, I will have begun buying in bulk.

B **CALCULATE** **Think about how you spend your money. Answer the questions on a separate piece of paper.** Answers will vary.

1. Did you go on vacation last year? How much did it cost?
2. How much do you spend during the holidays or on family birthdays every year?
3. How often do you get your hair cut? How much does it cost?
4. What do you spend on transportation each month? Do you have a bus pass, ride a bike, drive a car?

C **Listen to a financial planner talking about how to organize personal finances. Write down the most important points.**

1. Go through all financial paperwork for the past year.
2. Write all categories in which I spend money.
3. Write down how much I spend in each category per month.
4. Add up how much per year is spent for each category.
5. Divide those numbers by 12 to get average monthly spending.

D **Compare your notes in C with a partner. Add any important points you missed.** Answers will vary.

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At-a-Glance Prep

Goal: Organize finances
Academic Strategies: Note taking, making calculations
Vocabulary: *cut, expense, fixed, live within one's means, variable*

Agenda

- ☐ Assess your expenses.
- ☐ Listen to a financial planner.
- ☐ Study Kimla and her husband's Money Out spreadsheet.
- ☐ Make calculations.
- ☐ Discuss fixed and variable expenses.
- ☐ Create your own Money Out spreadsheet.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.5.1, 6.1.1, 6.1.3, 6.1.4, 6.1.5, 7.1.1
CCRS: RI/RL7, W/WHST6-8, SL8
ELPS:
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 5-10 mins. ■■■

Workplace Focus

Exercises A, B: Complete tasks as assigned.
Exercise C: Interpret and communicate information.
Exercise D: Interact appropriately with team members.

A **Look back at the goals you wrote in F. Rewrite your financial goals, giving each one a time frame.**

Have students do this exercise by themselves. While they are working, walk around the classroom and write down four student goals to use as dictation.

Introduction 10-20 mins. ■■■

Dictation: Use the four sentences you collected during the Warm-up.

State the goal: *Today, you will learn how to organize your finances.*

Presentation 1 10-15 mins. ■■■

B **CALCULATE** **Think about how you spend your money. Answer the questions on a separate piece of paper.**

Go over this exercise with students and have them write their own answers. When they have finished, ask them for some ideas on how they organize, or would organize, the money they spend.

Practice 1 10-15 mins. ■■■

C **Listen to a financial planner talking about how to organize personal finances. Write down the most important points.**

Prepare students for this activity by telling them they will be listening for five different suggestions. Remind them that taking notes is writing down just the important ideas, not every single word they hear. Play the audio more than once if necessary.

Evaluation 1 5-10 mins. ■■■

D **Compare your notes in C with a partner. Add any important points you missed.**

Go over the notes with the class.

Listening Script

Counselor: *Let's get started. The first thing you need to do is go through all of your bank statements, credit card statements, receipts—basically, all of the financial paperwork you have for the past year. Next, write down all of the categories in which you spend money. Then figure out how much you spent in each category each month. Fourth, add up how much you spent each month to find out how much you spend per year in each category. Finally, total up all those annual numbers and divide the total by 12 to find out how much you spend each month on average. If you do all these things, you'll have a good idea of your annual or yearly expenses.*

Presentation 2

5-10 mins.

Workplace Focus

Exercise E: Complete tasks as assigned; Perform basic computations.

E ANALYZE After meeting with a financial planner, Kimla and her husband looked at all of their bank statements, credit card statements, ATM records, and receipts. Look at the spreadsheet that they created. What do they still need to calculate?

Talk about the spreadsheet as a class, using an overhead transparency if you can. Go over each expense, making sure students understand what each one is. Then talk about how much money Kimla and her family spend monthly or annually.

Point out which calculations are missing. Make sure students know how to do multiplication and division, using the math box to practice.

Practice 2

10-15 mins.

(Shorter classes can do this exercise for homework.)

F Calculate Kimla and her husband's annual and monthly totals.

Evaluation 2

10-15 mins.

Go over the answers as a class by asking volunteers to come up and write the correct numbers on the board or overhead transparency.

G Together, Kimla and her husband make $97,375 annually before deductions. Answer the questions.

BEST PRACTICE

Math

Basic calculations are a life skill that students will need to be able to do on a daily basis. Advise students to do calculations on paper before they resort to using calculators. Observe their abilities and provide supplemental review of math skills as needed.

Instructor's Notes

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E ANALYZE After meeting with a financial planner, Kimla and her husband looked at all of their bank statements, credit card statements, ATM records, and receipts. Look at the spreadsheet that they created. What do they still need to calculate?

MONEY OUT		
	Annual	Monthly
Mortgage / Rent	$26,400	$2,200
Home maintenance	$3,000	$250
Renters' insurance	$1,200	$100
Gas/ Electric	$2,700	$225
Water	$840	$70
Phone	$1,560	$130
Food / Restaurants	$6,000	$500
Medical / Dental	$1,740	$145
Auto expenses	$5,400	$450
Tolls / Fares / Parking	$1,440	$120
Clothes / Shoes	$1,200	$100
Dry cleaning	$540	$45
Hair / Manicure / Facial	$900	$75
Kids' school / Sports	$1,800	$150
Training / Education	$300	$25
Income taxes	$23,150	$1,929.16
Internet	$600	$50
Credit cards / Loans	$10,200	$850
Subscriptions	$48	$4
Entertainment	$1,500	$125
Cable / Streaming	$1,800	$150
Vacations	$2,100	$175
Hobbies	$180	$15
Gifts	$800	$66.66
TOTAL	$95,398	$7,949.82

Calculations

To calculate annual expenses, multiply monthly expenses by 12:

250	15	55	1300
×12	×12	×12	×12
3000	180	660	15,600

To calculate monthly expenses, divide annual expenses by 12:

3000 ÷ 12 = 250 180 ÷ 12 = 15

660 ÷ 12 = 55 15,600 ÷ 12 = 1300

F Calculate Kimla and her husband's annual and monthly totals. See chart.

G Together, Kimla and her husband make $97,375 annually before deductions. Answer the questions.

1. How much do they have left over annually?
   $1,977
2. How much do they have left over each month?
   $164.75
3. Do you think Kimla and her husband live within their means? Why?
   Yes, but they should put money in a savings account.

H **In the spreadsheet in E, some expenses are *fixed* (stay the same every month) and others are *variable* (change from month to month). With a partner, make a list of Kimla and her husband's fixed and variable expenses.** Answers will vary. Sample answers given.

Fixed	Variable
mortgage / rent	credit cards
renter's insurance	loans
subscriptions	food / restaurants
cable / streaming	vacations
internet	entertainment
	hobbies
	gifts

I **Look back at Kimla's financial goals in A in Vocabulary Builder. How much money does she want to start saving each month for emergencies and giving to charity? Does she have enough in her budget for these items? If not, which expenses do you think Kimla and her husband can cut back on?** Answers will vary.

J **Make a spreadsheet like the one in E, listing all your monthly and annual expenses. Next to each expense, write *f* for a fixed expense or *v* for a variable expense. Look at the spreadsheet to get you started.** Answers will vary.

	Annual	Monthly
Mortgage / Rent (f)		
Home maintenance (v)		
Gas / Electric (v)		
Water (v)		

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Presentation 3

5–10 mins.

Write *Fixed Expenses* on the board. Ask students to help you define this term and talk about a few examples. Now write *Variable Expenses* on the board. Define this term and have students come up with examples.

Practice 3

10–15 mins.

Workplace Focus

Exercise H: Collect and organize information, Interact appropriately with team members.
Exercise J: Complete tasks as assigned, Combine ideas and information.

H **In the spreadsheet in E, some expenses are *fixed* (stay the same every month) and others are *variable* (change from month to month). With a partner, make a list of Kimla and her husband's fixed and variable expenses.**

(Shorter classes can do **H** for homework and review at the next class meeting.)

Evaluation 3

5–10 mins.

Ask volunteers to come to the board and add to the lists you started in the Presentation.

I **Look back at Kimla's financial goals in A in Vocabulary Builder. How much money does she want to start saving each month for emergencies and giving to charity? Does she have enough in her budget for these items? If not, which expenses do you think Kimla and her husband can cut back on?**

Application

10–20 mins.

J **Make a spreadsheet like the one in E, listing all your monthly and annual expenses. Next to each expense, write *f* for a fixed expense or *v* for a variable expense. Look at the spreadsheet to get you started.**

Instructor's Notes

At-a-Glance Prep

Goal: Reduce debt and save money
Grammar: Past perfect continuous
Academic Strategies: Identifying purpose of reading, finding details, focused listening
Vocabulary: *bargains, buy in bulk, deductible, generic, impulse buying, in full, paycheck to paycheck, purpose, settlements*

Agenda

- ☐ Read an ad about reducing debt.
- ☐ Read money-saving tips.
- ☐ Listen to a conversation about spending habits.
- ☐ Practice using the past perfect continuous.
- ☐ Think about ways you can save money.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.3, 0.1.5, 1.5.2, 7.1.1
CCRS: RI/RL6, SL8
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins. ■■■

Talk about the Money Out spreadsheets from the previous lesson. Ask students if they filled out their spreadsheets at home. Discuss the challenges with filling them out, such as difficulty finding records.

Introduction 10-20 mins. ■■■

Dictation:

1. We try to live within our means every month.
2. They have been living paycheck to paycheck for the past year.
3. She doesn't know where her money goes every month.
4. He has decided to pay off all his debts by the end of next year.

State the goal: *Today, you will discover ways to reduce debt and save money.*

Presentation 1 10-15 mins. ■■■

A Read the ad.

Let students read the ad silently. Then ask a volunteer to read it out loud to the class. Ask students if they have any questions about the vocabulary. Try not to answer questions that students will have to answer in **B**.

Practice 1 10-15 mins. ■■■

Workplace Focus

Exercise B: Interact appropriately with team members; Interpret and communicate information.

B Answer the questions about the ad with a partner.

Evaluation 1 5 mins. ■■■

Go over the answers as a class.

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LESSON 2

Managing Money

GOAL ▶ Reduce debt and save money

A Read the ad.

Too Much Debt?

Do you live within your means or do you live paycheck to paycheck?
Do you owe money to a bank or another person?

We Can Help!

The first thing we will help you do is make a budget. It is important to plan out your monthly expenses so you know where your money is going each month. Our advisors will help you get on track so you can make some cuts to your monthly budget. These cuts will allow you to pay off your debt faster. We'll show you how to get rid of bad debt by paying off your higher interest and long-term debts first. We'll help you analyze your credit reports and discuss ways to boost your credit rating. We'll also teach you some helpful tips; here's one: Credit card interest is calculated daily, so if you make your payment earlier than the due date, you'll actually save interest! If there are some debts that you just can't pay, we'll contact the creditors and arrange settlements for you.

How can you afford not to let us help you? Click here.

B Answer the questions about the ad with a partner. Answers will vary. Sample answers given.

1. Who do you think wrote the ad? a debt-reduction agency
2. What is the purpose of the ad? to help people in debt
3. Would you click on the bottom of the ad? Why? Answers will vary.

4. The ad mentions different ways to help people reduce debt. List four suggestions.
   a. Make a budget.
   b. Cut monthly budget.
   c. Get rid of bad debt by paying off high-interest / long-term debt.
   d. Get credit reports and analyze them.

C **Read the tips on how to save money.**

Tips For Saving Money

- Avoid impulse buying.
- Shop for bargains, not designer labels.
- Buy a used car instead of a new one.
- Buy generic products rather than brand names.
- Start or join a carpool.
- Think before you buy: *Do I really need this?*
- Buy groceries at the market, not the convenience store.
- Increase your insurance deductible.
- Make meals at home instead of eating out.
- Make your own coffee in the morning.
- Pay your credit card in full each month to avoid paying interest.
- Plan ahead for food purchases so you can buy in bulk.
- Shop around for the best prices.
- Turn the heat temperature down in the winter and the air-conditioning temperature up in the summer.
- Check price comparison sites.
- Use a money-saving app.
- Use a budgeting app or spreadsheet.

D **ANALYZE** **Do you already follow some of the tips in C? Choose the ones you are familiar with. Underline the ones you would like to follow in the future.**

Answers will vary.

E **Listen to Kimla and her husband, Samir, talk about saving money. Write *T* if a statement is true or *F* if a statement is false.**

1. Kimla buys designer clothes. T
2. Samir had been buying his coffee at a coffee shop. T
3. Kimla had been paying high interest on credit cards. T
4. Samir had been looking at new cars. F
5. Kimla turns off the air conditioner before she goes to bed. T
6. Samir called the insurance company to increase their deductible. T
7. Kimla has never bought generic products. F
8. Samir collects coupons. T

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Presentation 2

5–10 mins.

C **Read the tips on how to save money.**

Go over the tips as a class.

Practice 2

10–15 mins.

(Shorter classes can do this exercise for homework by using the script in the back of the book.)

Workplace Focus

Exercises D, E: Complete tasks as assigned.

D **ANALYZE** **Do you already follow some of the tips in C? Choose the ones you are familiar with. Underline the ones you would like to follow in the future.**

E **Listen to Kimla and her husband, Samir, talk about saving money. Write *T* if a statement is true or *F* if a statement is false.**

Students may find this exercise difficult because of the grammar used in the conversation, but play it a few times for students and see if they can discover the speakers' general meaning.

Listening Script

Kimla: *Samir, I really think we need to come up with some more ways to save money.*
Samir: *More? I thought we were doing really well with our money. I'm really proud of myself for making my own coffee instead of buying it at a coffee shop, and now I'm collecting coupons, too.*
Kimla: *Yes, you're doing a great job. But weren't you supposed to buy a used car? I thought you were looking at used cars, but then you ended up buying a new one.*
Samir: *Well, what about you and your designer clothes?*
Kimla: *At least I started buying generic name products and turning off the air conditioner before I go to bed.*
Samir: *Um, what about your designer clothes?*
Kimla: *I know, I know, I used to be so good at looking for bargains. But I just love the designer fashions. At least I was able to call the credit card companies and lower our interest rates, so we're no longer paying high interest on cards.*
Samir: *Yeah, that was a good move. And I called the insurance company to increase our deductible, so our premiums would go down.*
Kimla: *I guess you're right, Samir. We are doing a pretty good job.*
Samir: *Yep, I agree.*

Evaluation 2

10–15 mins.

Go over the answers as a class.

Instructor's Notes

Presentation 3

5-10 mins.

F **Study the chart.**

Practice 3

15-20 mins.

(Shorter classes can do this exercise for homework.)

Workplace Focus

Exercises G, H: Complete tasks as assigned; Combine ideas and information.

G **Think about your past behavior and how you have changed it to reduce debt and save money. Write four statements.**

Evaluation 3

5-10 mins.

Ask volunteers to write their statements on the board. As a class, evaluate them for content and grammatical accuracy.

Application

10-20 mins.

H **Write four ways in which you can change your behavior to reduce debt and save money.**

BEST PRACTICE

Writing on the board

Having students write on the board is a common activity that doesn't usually require much preparation. However, providing a few tips can benefit students.

1. Always have students print, not write.
2. Ask students to watch out for spelling mistakes. If students are unsure of the spelling of a word, tell them not to be afraid to ask the class.
3. Ask students to try to write in straight lines in letters that aren't too big or small.

Instructor's Notes

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F **Study the chart.**

Past Perfect Continuous					
First Event in Past					Second Event in Past
Subject	***had***	***been***	**Verb + *-ing***		
Kimla	had	been	buying	designer clothes	before she started bargain hunting.
Samir	had	been	buying	coffee at a coffee shop	before he began making it at home.
They	had	been	paying	a lower deductible	before they called the insurance company.

Uses

- We use the past perfect continuous to talk about an activity that was happening for a while before another event happened in the past. For the more recent event, we use the simple past.
- Remember to use a comma if you begin the sentence with the second event. *Before she started bargain hunting, Kimla had been buying designer clothes.*

G **Think about your past behavior and how you have changed it to reduce debt and save money. Write four statements.** Answers will vary.

I had been eating out for lunch every day before I started making my lunch at home.

1. _____
2. _____
3. _____
4. _____

H **Write four ways in which you can change your behavior to reduce debt and save money.** Answers will vary.

Tomorrow, I will start making my lunch at home.

1. _____
2. _____
3. _____
4. _____

LESSON 3

Investing Wisely

GOAL ▶ Identify investment strategies

A **In a small group, look at the words and phrases. Write your own definition for those you know. Find the meanings of those you don't know.**

capital gains	inflation	net appreciation	purchasing power	value
convert	liquid	penalty	risky	vehicle

B **COMPARE** **Look at your meaning for *vehicle*. Is it the same as this definition?**

vehicle *n.* a way in which something is accomplished

C **PREDICT** **Based on the words and phrases you defined in A, what do you think the article in D is about? Discuss your ideas with your classmates.** Answers will vary. investment option or opportunity

D. **Read the article about investing money.**

Due to inflation, money is worth less and less each year, so by not investing your money, you are actually losing money. In order to prevent inflation from destroying the value of your money, you should invest. Let's take a look at some basic kinds of investments.

An investment can make you money in three basic ways. First, an investment can earn current income. *Current income* is money that you receive periodically, for example, every month or every six months. An example of an investment that provides current income is a certificate of deposit (CD) because interest is paid to your account periodically. A second way that an investment can make money is through *capital growth*. This is when the amount of money you have invested grows in value over time. When you sell the investment, you get your money back plus any increase in value. Examples of capital growth investments are stocks and other assets that you own, such as your home. Finally, a third way that an investment can earn income is through a combination of current income and capital growth. Examples include rental property and stocks that pay *dividends*, that is, extra or bonus amounts of money.

There are many different ways to invest your money, but let's look at five of the most widely used investment vehicles.

Probably the most popular investment vehicle is the savings account, which offers low minimum deposits, liquidity (the ability to withdraw and deposit whenever you want), and insurance protection. Because of these features, savings accounts pay relatively low interest rates. Another investment vehicle that is somewhat

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At-a-Glance Prep

Goal: Identify investment strategies
Academic Strategies: Outlining, writing a summary
Vocabulary: *bonds, capital gains, capital growth, convert, current income, destroy, earnings, inflation, investment, liquid, net appreciation, penalty, periodically, prevent, purchasing power, risky, stocks, value, vehicle, worth*

Agenda

- ☐ Learn investment-related vocabulary.
- ☐ Read about and discuss investing money.
- ☐ Complete an outline.
- ☐ Write a summary.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.5.2, 1.8.5
CCRS: W/WHST6-8, SL8, L8
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S3: Speak and write about level-appropriate complex literary and informational texts and topics.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
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.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 10-20 mins. ■■■

In small groups, have students discuss ways to reduce debt and save money.

Introduction 5-10 mins. ■■■

Dictation:

1. Young investors are interested in making money over time.
2. Older investors are more interested in earning current income.
3. Think carefully about how soon you will need to access your money.
4. Due to inflation, money is worth less and less every year.

State the goal: *Today, you will identify different ways to invest the money you are saving.*

Presentation 1 10-15 mins. ■■■

Go over any vocabulary that students don't understand. Some of it will be in **A**.

Practice 1 10-15 mins. ■■■

Workplace Focus

Exercise A: Complete tasks as assigned.
Exercises B, C: Interact appropriately with team members; Interpret and communicate information.

A **In a small group, look at the words and phrases. Write your own definition for those you know. Find the meanings of those you don't know.**

Evaluation 1 5-15 mins. ■■■

B **COMPARE** **Look at your meaning for *vehicle*. Is it the same as this definition?**

Explain what *homonyms* are (words spelled the same way but with different meanings) and ask students for examples. Go over the meanings of all the words and phrases from **A** as a class.

Presentation 2 10-20 mins. ■■■

C **PREDICT** **Based on the words and phrases you defined in A, what do you think the article in D is about? Discuss your ideas with your classmates.**

D **Read the article about investing money.**

Ask students to read the article silently. Tell them that they can read it more than one time if necessary. Consult the Best Practice on p. 51a for information about silent reading.

BEST PRACTICE

Silent reading

Silent reading is a very important skill that should be fostered in the classroom and encouraged at home. The more silent reading activities you can provide in class, the better your students will master this skill. To encourage silent reading, you can start a small library of interesting things for students to read when they have finished an activity the rest of the class is still working on. Your library may include books, magazines, and newspapers. Alternatively, you can make it part of your daily routine to have all students spend 15 minutes doing silent reading.

Practice 2

5–10 mins.

Workplace Focus

Exercise E: Interact appropriately with team members; Interpret and communicate information.

E **Discuss these questions with a partner.**

When students have finished reading the article, have them find a partner and discuss the questions.

Evaluation 2

10–15 mins.

Go over the article as a class, making sure students understand the general ideas covered in the article.

BEST PRACTICE

Group discussion

Students should be familiar with group discussion by now. However, to ensure full participation, ask each student to contribute a comment or two. If there are discussion questions, it might be a good idea to form groups based on the number of questions and assign each group member a question to read and answer first.

Instructor's Notes

similar to a savings account in that it offers insurance protection and low interest rates is a certificate of deposit (CD). A CD requires that you put money in and leave it for a certain amount of time—three months, six months, a year, etc. Usually, the longer the amount of time you keep it in, the higher the interest. CDs are not perfectly liquid because early withdrawal of funds from a CD often results in a penalty. Another type of investment is a mutual fund where a number of investors put their money together to buy specific investments. Some mutual funds invest in stocks, some in bonds, and some in real estate. The mutual fund investor owns shares of the fund, not the actual stocks, bonds, or property purchased by the fund. Most likely, when a person thinks of investing, he or she probably thinks of the stock market. Ownership of a stock represents ownership of a *claim* on the net earnings of a company. Therefore, stock earnings depend on how well the company is doing. Stocks can be quickly converted to cash by selling them on the stock market, but because the price of stocks changes daily, there is no guarantee that you will get back the money that you paid for the stock. And finally, property or real estate is a popular investment because it can produce returns in two ways: current income and net appreciation (capital gains). You can receive current income if the property is used, such as in situations where tenants are renting it or if crops are grown on the land. Net appreciation occurs if the property increases in value during the time that you own it. A major disadvantage of real estate and rental property is that they are not very liquid; it takes time and resources to turn them into cash. It may take many months to sell a piece of property.

So, which investment will be best for you? Only you can decide. Think carefully about your financial situation, how much money you can or want to invest, and how soon you will need access to the money.

E **Discuss these questions with a partner.** Answers will vary.

1. Do you invest your money? If so, how do you invest it?
2. What investment vehicles would you like to try?
3. Would you say you are conservative with your money? Why or why not?

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F Use the ideas you have learned about investment strategies in this lesson to complete the sentences. Each sentence may have more than one answer. Answers may vary.

1. If you invest your money, you can _____increase_____ it over time.
2. The _____price / value_____ of stocks is based on the earnings of the company.
3. Savings accounts and mutual funds are not very _____profitable_____.
4. It is not easy to _____turn / convert / liquidate_____ real estate into cash.
5. Savings accounts are very _____popular_____. You can get the cash whenever you need it.
6. My favorite investment _____strategy_____ is _____mutual funds_____ (your own idea).

G Read the article in D again and complete the outline. Answers may vary.

I. Inflation

A. Money is worth less and less each year—by not investing, people lose money.

II. Investments make you money.

A. Current income (CDs)

B. Capital growth (real estate, stocks, etc.)

C. A combination of the current income and capital growth

III. Popular investment types

A. Savings accounts

B. Certificates of deposit (CDs)

C. Stocks

D. Mutual funds

E. Real estate / Property

H SUMMARIZE On a separate piece of paper, write a one-paragraph summary of the article in D using the notes from your outline in G. Answers will vary.

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Workplace Focus

Exercises F, G: Complete tasks as assigned.
Exercise H: Interpret and communicate information.

F Use the ideas you have learned about investment strategies in this lesson to complete the sentences. Each sentence may have more than one answer.

Tell students they can use the vocabulary they worked with in **A** to complete these sentences.

Presentation 3

5–10 mins.

Go over the answers as a class. Ask volunteers to come up with original sentences using the same words.

Write the word *outline* on the board and see if students can help you define it. Use the example in **G** to clarify the term. Ask students why outlining is an important skill.

Practice 3

15–20 mins.

(Shorter classes can do this exercise for homework and review at the next class meeting.)

G Read the article in D again and complete the outline.

Show students how some of the outline has been filled in for them and have them complete the outline by themselves.

Evaluation 3

5–10 mins.

Go over the answers as a class. Have students help you complete the outline on the board or on an overhead transparency.

Application

10–20 mins.

H SUMMARIZE On a separate piece of paper, write a one-paragraph summary of the article in D using the notes from your outline in G.

Emphasize for students that a summary focuses on the main ideas of a text but omits the details.

Instructor's Notes

At-a-Glance Prep

Goal: Maintain good credit
Academic Strategies: Reading for understanding, outlining, summary writing
Vocabulary: *collateral, credit bureau, daunting, delinquencies, lender, liens, mainstream, omissions*

Agenda

- ☐ Discuss credit.
- ☐ Read an article.
- ☐ Give advice.
- ☐ Define new vocabulary.
- ☐ Create an outline and summary.
- ☐ List ways you can establish and maintain good credit.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.3, 0.1.5, 1.8.6
CCRS: RI/RL6, W/WHST6-8, SL8
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 5–10 mins. ■■■

Have students take out their summaries from the previous lesson. Ask a volunteer to come to the board and write down one new thing they learned about investing. Tell the next volunteer that he or she has to write something new that isn't already on the board. Continue to do this until no one has anything new to write.

Introduction 5–10 mins. ■■■

Dictation:

1. Getting credit when you don't have any can be daunting.
2. Without a good credit history, it's hard to get new credit.
3. But without credit, it's tough to build a good credit history.
4. Every day, people take steps to establish and improve their image in the eyes of lenders.

State the goal: *Today, you will learn about credit and how to establish and maintain good credit.*

Presentation 1 10–15 mins. ■■■

Workplace Focus

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

A In a small group, discuss the questions.

These questions serve as a preview. The answers can be found in the article that students will read in **B**. See what students already know and try not to answer too many questions.

Practice 1 10–15 mins. ■■■

B Read the article. Underline the main ideas.

Go over the directions with students, making sure they remember what a main idea is.

Before students start reading, review the information about the author of "The Four Keys to Great Credit" on page 54a.

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LESSON 4

Credit

GOAL ▶ Maintain good credit

A In a small group, discuss the questions. Answers will vary. Sample answers given.

1. What is credit? money lent to a consumer instead of immediate payment; creditworthiness
2. What makes credit good or bad? Good: Keep a bank account, pay bills on time, use credit wisely; Bad: Don't pay bills on time, max out credit cards, spend beyond your means
3. How can you find out if you have good or bad credit? get a credit report
4. If you have bad credit, how can you improve it? Read credit report for errors, contact the bank or creditor or credit bureau if there are errors, pay bills on time, establish credit and use it correctly.

B Read the article. Underline the main ideas.

The Four Keys to Great Credit

Your credit history can make or break you when trying to convince lenders you're a good risk. Here's how to build the best record you can—before you need it.

Open checking and savings accounts. Having bank accounts establishes you as part of the financial mainstream. Lenders want to know you have a checking account available to pay bills, and a savings account indicates you're putting aside something for the future.

Get your credit report—if you have one. Next, you need to find out how lenders view you. Most lenders base their decisions on credit reports, which are compiled by companies known as credit bureaus. You are entitled to a free credit report from each of the three major bureaus each year. Typically, a credit report includes identifying information about you, such as your name, address, social security number, and birth date. The report may also list any credit accounts or loans opened in your name, along with your payment history, account limits, and unpaid balances.

Fix any errors or omissions. Some credit reports include errors— accounts that don't belong to you or that include out-of-date or misleading information. You should read through each of your three reports and note anything that's incorrect. Negative information, such as late payments, delinquencies, liens, and judgments against you, should be dropped after seven years. A bankruptcy can stay on your report for up to ten years.

(continued)

Add positive information to your report. The more information you can provide about yourself, the more comfortable lenders may feel extending credit to you. Here's a list of items to consider:

- Are your employer and your job title listed?
- Is your address listed and correct?
- Is your social security number listed and correct?
- Is your telephone number listed and correct?
- Does your report include all the accounts you've paid on time?

Establish credit. There are three common routes for establishing new credit:

1. Apply for department store and gasoline cards. These are usually easier to get than major bank credit cards.
2. Consider taking out a small personal loan from your local bank or credit union and paying the money back over time. The bank may require you to put up some collateral—such as the same amount you're borrowing, deposited into a savings account.
3. Apply for a secured credit card. These work like the loan described above: You deposit a certain amount at a bank, and in return you're given a Visa or MasterCard with a credit limit roughly equal to the amount you deposited.

Once you've got credit, use it correctly. Charge small amounts on each card—but never more than you can pay off each month. You need to use credit regularly to establish your credit history, but there's usually no advantage to paying interest on those charges. Once you've been approved for one card or loan, don't rush out and apply for several more. Applying for too much credit will hurt, rather than help, your credit.

C Imagine you are a financial advisor. Write advice based on the questions. Then share your advice with a partner. Answers will vary. Sample answers given.

1. What can I do to establish good credit?

   You can apply for credit cards, take out small loans, apply for a secure card.

2. What should I look for in my credit report?

   You should look for errors or omissions, negative information.

3. How can I add positive information to my credit report?

   You can check that all job information and personal data is accurate.

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Evaluation 1

10-15 mins.

Discuss the article as a class, helping students understand what the main ideas are. Try to refrain from going over too much vocabulary in depth since students will be doing this with a partner in **D**.

Workplace Focus

Exercise C: Interact appropriately with team members; Interpret and communicate information.

C Imagine you are a financial advisor. Write advice based on the questions. Then share your advice with a partner.

Have students take turns playing the advisor and the person who needs advice.

Instructor's Notes

Presentation 2

5-10 mins.

Ask students to look back at the article and call out some words they don't understand. Start to make a list on the board. Choose one of the words and have a student look it up in a dictionary and read the definition out loud. Make sure he or she chooses the definition as it relates to the article.

Practice 2

15-20 mins.

(Shorter classes can do this exercise for homework.)

Workplace Focus

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

D With a partner, read the article in B again and underline six words or phrases you do not understand. Find out their meanings and then write a sentence with each one.

Evaluation 2

10-15 mins.

Answer any questions students may have. Give them a chance to look the words up in a bilingual dictionary if they want to make sure they are confident about the meanings.

Presentation 3

5-10 mins.

Help students begin an outline by asking them how many main sections are in the article. Have them tell you what the first two sections are.

Practice 3

20-30 mins.

(Shorter classes can do this exercise for homework.)

E On a separate piece of paper, write an outline of the article in B. Then write a summary.

Evaluation 3

5-10 mins.

Walk around the classroom and help students as they work. Remind them that everyone's outline and summary will not be exactly the same. If there's time, ask a few volunteers to share their summaries out loud.

Application

10-20 mins.

F Think about your own credit. What are four things you need to do to help establish or maintain your credit?

Instructor's Notes

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D With a partner, read the article in B again and underline six words or phrases you do not understand. Find out their meanings and then write a sentence with each one. Answers will vary.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

E On a separate piece of paper, write an outline of the article in B. Then write a summary. Answers will vary.

F Think about your own credit. What are four things you need to do to help establish or maintain your credit? Answers will vary. Sample answers given.

1. Open a checking and a savings account.
2. Fix errors and omissions in your credit report.
3. Add positive information to your credit report.
4. Establish credit.

LESSON 5

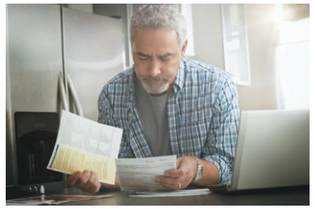
Identity Theft

GOAL ▶ Protect against identity theft

A **Listen to three people talk about their financial problems. What happened in each case? Take notes below each photo.** Answers may vary.



1. charges from unfamiliar companies on credit card statement; stolen number from internet



2. charged for calls not made; someone stole personal information and added a phone line



3. ATM card declined; all money stolen from account

B **Have you ever had a problem similar to the ones in A? If so, what did you do about it? Tell your classmates.**

C **In a small group, discuss the questions.** Answers will vary. Sample answers given

1. What is identity theft? when your financial and life information is stolen and used fraudulently
2. Are you familiar with the words *smishing*, *skimming*, *phishing*, and *vishing*? What do you think they mean? Refer to listening script on pages 56a and 57a for definitions.
3. What are some things a person who steals your identity might do? Come up with some ideas in addition to the three in **A**. Use your ID to take out loans or buy a car.
4. What can you do if someone steals your identity? Notify your credit card companies, notify the police, notify credit bureau, and check credit reports.

Life ONLINE

One of the more common ways to steal a person's identity today is through fake websites. A fake website can look almost exactly like the real website which makes people more likely to provide their personal information.

To check that a website is legitimate:

1. Double check the URL. A fake website may have one different letter or maybe the wrong domain (.net instead of .com).
2. Look for the lock to make sure the website is encrypted, or secure.

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At-a-Glance Prep

Goal: Protect against identity theft

Academic Strategies: Focused listening, identifying details, writing a summary, giving a presentation

Vocabulary: *awareness, commit fraud, counterfeit checks, delinquent accounts, divert, dumpster diving, false pretenses, good name, phishing, pop-up messages, reveal, rummage, skimming, spam, unauthorized transactions*

Agenda

- ☐ Listen to people discuss financial problems.
- ☐ Discuss identity theft.
- ☐ Listen to an interview about identity theft.
- ☐ Write a summary.
- ☐ Prepare a presentation.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.6.7

CCRS: W/WHST6-8, SL8

ELPS:

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

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

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

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

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

Warm-up and Review 5–10 mins.

Ask volunteers to come to the board and write ideas on how to establish and maintain good credit.

Introduction 5–10 mins.

Dictation:
Approximately nine million Americans have their identities stolen each year. You or someone you know may have experienced some form of identity theft.

State the goal: *Today, you will learn how to protect yourself against identity theft.*

Presentation 1 5 mins.

Write *identity theft* on the board and see if students can help you define the term. You will be discussing it again in **C**. Have students look at the pictures in **A** and guess what the problems are.

Practice 1 10-15 mins.

Workplace Focus

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

A **Listen to three people talk about their financial problems. What happened in each case? Take notes below each photo.**

Evaluation 1 5-10 mins.

Go over the answers as a class.

B **Have you ever had a problem similar to the ones in A? If so, what did you do about it? Tell your classmates.**

Presentation 2 10-15 mins.

C **In a small group, discuss the questions.**

Tell students that they will be listening to a representative from the Federal Trade Commission (FTC), who will answer all of these questions. If students don't know what the FTC is, review the FTC website description on page 58a.

Life ONLINE

Read the Life Online feature. Ask students if anyone in the class has experienced a fake website or if they know anyone who has.

Listening Script

Man 1: *I was looking over my credit card statement last night, and I noticed some charges from unfamiliar companies. When I called the companies to see what the charges were for, I found out that they were companies that I had never done business with. Apparently someone had gotten my credit card number off of the internet and had been using it for months to make online purchases.*

Man 2: *My cell phone bill was really expensive this month. When I looked closer, I realized that I had been charged for a phone number that wasn't mine. When I called the phone company to dispute it, they said that I had indeed called and added a line to my account. I told them this wasn't true, and we discovered that someone had stolen my personal information and added a phone line to my account.*

Woman: *I was in the supermarket the other day and when I tried to pay for my groceries with my ATM card, it was declined due to insufficient funds. So then I went to an ATM machine and the same thing happened. I called my bank and found out that someone in another state had gotten a copy of my ATM card and had withdrawn all of the money.*

Practice 2

10–15 mins.

Workplace Focus

Exercise D: Complete tasks as assigned.

D Listen to an interview with a member of the Federal Trade Commission (FTC). In each question, one answer is NOT correct. Choose the incorrect answer.

Listening Script

Identity theft occurs when someone uses your personal identification information, such as your name, social security number, or credit card number without your permission to commit fraud or other crimes. The FTC estimates that as many as nine million Americans have their identities stolen each year. In fact, you or someone you know may have experienced some form of identity theft. Identity theft is serious. While some identity theft victims can resolve their problems quickly, others spend hundreds of dollars and many days repairing damage to their name and credit record.

How do thieves steal an identity? Identity theft starts with the misuse of your personal identification information, such as your name and social security number, credit card numbers, or other financial account information. Skilled identity thieves may use a variety of methods to get hold of your information, including smishing, skimming, phishing, and vishing. When thieves smish, they send text messages to your phone and try to make you share with them personal information. When thieves employ the skimming method, they steal credit or debit card numbers by using a special storage device when processing your card. If thieves are phishing, they pretend to be financial institutions or companies and send spam or pop-up messages to get you to reveal your personal information. The vishing method is when thieves call you on the phone pretending to be real companies to try to get you to give them your personal or banking information. Identity thieves also use old-fashioned methods, such as stealing wallets and purses; mail, including bank and credit card statements; pre-approved credit offers; and new checks or tax information. They steal personnel records or bribe employees who have access to them. Thieves also use false pretenses to obtain your personal information from financial institutions, telephone companies, and other sources.

What do thieves do with a stolen identity? Once they have your personal information, identity thieves use it in a variety of ways.

Credit card fraud: *They may open new credit card accounts in your name. When they use the cards and don't pay the bills, the delinquent accounts appear on your credit report. They may change the billing address on your credit card so that you no longer receive bills, and then run up charges on your account. Because your bills are now sent to a different address, it may be some time before you realize there's a problem.*

Phone or utilities fraud: *They may open a new phone or wireless account in your name, or run up charges on your existing account. They may use your name to get utility services like electricity, heating, or cable TV.*

Bank/finance fraud: *They may create counterfeit checks using your name or account number. They may open a bank account in your name and write bad checks. They may clone your ATM or debit card and make electronic withdrawals in your name, draining your accounts. They may take out a loan in your name.*

Government documents fraud: *They may get a driver's license or official ID card issued in your name, but with their picture. They may use your name and social security number to get government benefits. They may file a fraudulent tax return using your information.*

Other fraud: *They may get a job using your social security number. They may rent a house or get medical services using your name. They may give your personal information to police during an arrest. If they don't show up for their court date, a warrant for arrest is issued in your name.*

How can you find out if your identity was stolen? The best way to find out is to monitor your accounts and bank statements each month, and check your credit

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D Listen to an interview with a member of the Federal Trade Commission (FTC). In each question, one answer is NOT correct. Choose the incorrect answer.

1. What is identity theft?
   a. when someone uses your credit card number without permission to buy things
   b. when someone steals your name and social security number to commit crimes
   c. when someone commits fraud using your personal information
   d. when someone asks you for your personal information
2. What are some ways thieves steal your identity?
   a. phishing
   b. stealing
   c. changing your name
   d. skimming
3. An example of bank fraud is . . .
   a. when someone takes out a loan in your name.
   b. when someone gets a driver's license in your name.
   c. when someone opens an account in your name.
   d. when someone creates counterfeit checks using your account number.
2. How can you find out if your identity has been stolen?
   a. cancel credit card accounts
   b. monitor bank accounts
   c. check credit reports
   d. check bank statements
3. What should you do if your identity has been stolen?
   a. notify creditors
   b. file a police report
   c. try to find the thief
   d. check credit reports
6. How can you help fight identity theft?
   a. educate friends and family about identity theft
   b. be aware of how information is stolen
   c. monitor personal information
   d. donate money to the Federal Trade Commission

E **SUMMARIZE** **Using the information in D, work with a group to write a summary about identify theft.** Answers will vary.

F **In your group, use your summary to prepare a presentation that will educate your classmates about identity theft. Answer the questions.** Answers will vary.

1. What information will you present to the class? _____

2. How will you present your information? (orally only, orally and visually, etc.)

3. Who will present which part of the information? (Everyone in your group must participate.)

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report on a regular basis. If you check your credit report regularly, you may be able to limit the damage caused by identity theft.
What should you do if your identity is stolen? Filing a police report, checking your credit reports, notifying creditors, and disputing any unauthorized transactions are some of the steps you must take immediately to restore your good name.
What can you do to help fight identity theft? A great deal. Awareness is an effective weapon against many forms of identity theft. Be aware of how information is stolen and what you can do to protect yours, monitor your personal information to uncover any problems quickly, and know what to do when you suspect your identity has been stolen. You can also help fight identity theft by educating your friends, family, and members of your community.

Evaluation 2

10–15 mins.

Go over the answers as a class.

Presentation 3

5–10 mins.

Prepare students to write their summaries by going over the information in **D**. Establish the main idea or purpose of the summary and identify the supporting details. Make an outline on the board.

Practice 3

5–7 mins.

(Shorter classes can do this exercise individually for homework.)

Workplace Focus

Exercises E, F: Interact appropriately with team members; Combine ideas and information.

E **SUMMARIZE** **Using the information in D, work with a group to write a summary about identify theft.**

Evaluation 3

10–15 mins.

Walk around the classroom and help students as needed.

Application

20–30 mins.

F **In your group, use your summary to prepare a presentation that will educate your classmates about identity theft. Answer the questions.**

Explain to students that they will be getting up in front of the class and giving a presentation on identity theft. Tell them to be creative and go beyond just standing up and reading their summaries. You might brainstorm with them on what they can do to make their presentations more interesting.

If time allows, have students practice their presentations with their group and then give the presentation to the class.

Statement from the FTC website: The FTC deals with issues that touch the economic life of every American. It is the only federal agency with both consumer protection and competition jurisdiction in broad sectors of the economy. The FTC pursues vigorous and effective law enforcement; advances consumers' interests by sharing its expertise with federal and state legislatures and US and international government agencies; develops policy and research tools through hearings, workshops, and conferences; and creates practical and plain-language educational programs for consumers and businesses in a global marketplace with constantly changing technologies.

This may be a good time to visit the Life Skills video page at the back of the student book.

To further explore the topic of identity theft with your students, use the Digital Literacy worksheets on the Spark platform. There is a worksheet on digital safety that would work well at this stage of the lesson either as homework or as extension activities.

At-a-Glance Prep

Goal: Explore careers in finance

Agenda

- ☐ Complete a chart.
- ☐ Listen to an interview about careers.
- ☐ Read a pie chart.
- ☐ Create a pie chart.
- ☐ Talk about skills.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9, 6.7.4, 7.2.6
CCRS: RI6, RST6-8, 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.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 10-15 mins. ■■■

Review key vocabulary and language points from the previous lesson by asking students to get into pairs and to write a list of different ways thieves steal an identity and what they then do with a stolen identity. Make this a competition by setting a timer and seeing which pair can come up with the most extensive list.

Introduction 5-10 mins. ■■■

In this lesson, students will learn about careers in finance.

Ask students what is meant by *finance*. Then ask students for examples of finance-related jobs and write a list on the board. Clarify the meanings of the jobs in the list.

Presentation 1 15-20 mins. ■■■

A Look at the list of common financial careers. What do you think each person does? Brainstorm and make notes with a partner.

Direct students to the jobs featured in the chart. Did the class come up with any of them in their list? Ask them what they think each person does. Define any jobs and other vocabulary in the chart that the students aren't familiar with. Tell students not to fill in the median salary column.

Practice 1 5-10 mins. ■■■

B Listen to a career counselor advise a student who is thinking about a career in finance. Adjust your job descriptions and fill in the median salary information.

After students have heard the conversation and filled in the salary information, go over the answers to **A** as a class.

Note: The listening script is on page 60a.

C List the careers in order from the highest salary to the lowest salary.

Tell students to refer to the chart in **A**.

Instructor's Notes

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LESSON 6

Explore the Workforce

GOAL ▸ Explore careers in finance

A Look at the list of common financial careers. What do you think each person does? Brainstorm and make notes with a partner.

Career	Job Description	Median Salary
Accountant	analyze and maintain financial records in order to prepare financial / tax statements	$51,410
Actuary	use statistics to evaluate risk that certain types of events (such as car accidents or property damage) will occur	$91,729
Credit Analyst	analyze credit and financial data of individuals and companies to evaluate the risk of lending them money	$51,500
Financial Analyst	give guidance to businesses and individuals before they make investment decisions	$61,143
Financial Planner	help individuals with their financial goals, this could include educating them on investments, selecting investments, managing portfolios, etc.	$67,252
Stock Trader	research and buy and sell stocks, bonds, and other funds	$73, 674

B Listen to a career counselor advise a student who is thinking about a career in finance. Adjust your job descriptions and fill in the median salary information.

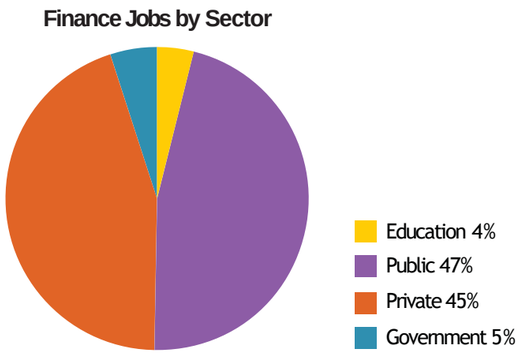
C List the careers in order from the highest salary to the lowest salary.

1. actuary
2. stock trader
3. financial planner
4. financial analyst
5. credit analyst
6. accountant

D **Of the careers in A, which one sounds the most interesting to you? Why?**

Answers will vary.

E **There are a few different areas where people with finance experience can work. Look at the pie chart and answer the questions.**



Public Company vs. Private Company

A public company is publicly traded on the stock exchange which means individual investors can own a piece of the company. A private company is owned by one or a few individuals.

1. Where are the best job opportunities for a finance professional?

   a. government b. education c. private companies (d.) public companies

2. Where should you NOT go looking for a job if you need one right away?

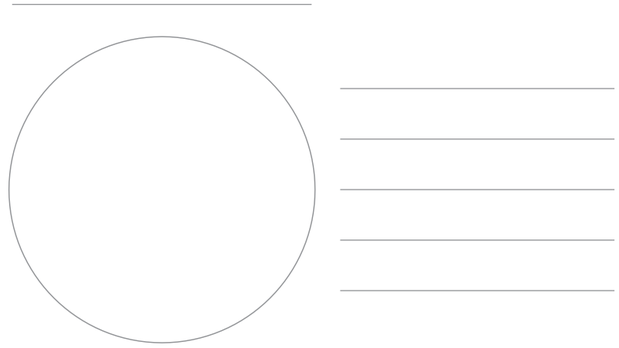
   a. private companies b. public companies

   (c.) schools d. none of the above

F **Create a pie chart with the data. Add a legend.**

Answers will vary.

Bachelor's 77%
Master's 11%
Associate 8%
High School Diploma 1%
Other Degrees 3%



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LISTENING SCRIPT

Career Advisor: *So, Kyle, it looks like based on your interests and skills, you would be great at a career in finance. Does that sound like something you might want to do?*
Kyle: *Like be a stockbroker? That sounds kind of fun.*
Career Advisor: *Yes, you could choose to be a stock trader if you think you would like to do research and buy and sell stocks, bonds, and other funds.*
Kyle: *Could I make a lot of money doing that?*
Career Advisor: *You could. The current median income for stock traders is $73,674.*
Kyle: *That sounds pretty good to me. What are some other careers in finance?*
Career Advisor: *Well, one of the most popular finance careers is an accountant.*
Kyle: *What does an accountant do?*
Career Advisor: *An accountant is someone who analyzes and maintains financial records. They keep records so they can prepare financial and tax statements, usually for a company but also sometimes for individuals. Accountants are currently making $51,410.*
Kyle: *That sounds kind of boring.*
Career Advisor: *It can be boring, but if you like to work with numbers it is a great job. Another job that is somewhat similar would be a financial analyst. A financial analyst usually works with businesses and gives them guidance before they make an investment.*
Kyle: *That sounds interesting. How much do financial analysts make?*
Career Advisor: *The current median income for a financial analyst is $61,143. Another type of analyst is a credit analyst. They analyze credit and financial data of individuals and companies to see if there is a risk to giving them money. A credit analyst makes a similar amount to an accountant: $51,500.*
Kyle: *I think that sounds more interesting than an accountant.*
Career Advisor: *OK, well, maybe that's something you should look into.*
Kyle: *My brother is studying to be a financial planner. That actually sounds really interesting to me.*
Career Advisor: *Yes, financial planner is a great job if you like to work with people. You get to help people reach their financial goals. So, you can teach them about investing, help them select investments, manage their portfolio, etcetera. I think this would be a great job for you.*
Kyle: *How much do financial planners make?*
Career Advisor: *The median income for financial planners right now is $67,252.*
Kyle: *That sounds pretty good. Seems like all of the careers in finance make between $50,000 and $75,000 a year.*
Career Advisor: *That's true. But there's one that we haven't talked about yet that makes a lot more money. An actuary makes close to $92,000 a year.*
Kyle: *Really? What's an actuary?*
Career Advisor: *An actuary is someone who uses statistics to evaluate the risk that certain types of events will occur. For example, a car accident or property damage. They help insurance companies decide how much to charge for different types of insurance. The current median income for an actuary is $91,729.*
Kyle: *Wow! That's a lot of money. Although, I'm not sure I would be interested in working with statistics all day.*
Career Advisor: *Maybe not. That's something you can think about when you are in school. But you don't have to decide right now. Once in your program, you will take lots of different finance classes and once you learn more about the different careers, you can start to hone in on which one you might like to do most.*

D **Of the careers in A, which one sounds the most interesting to you? Why?**

When students are done with the exercise, ask them to explain their reasoning.

Evaluation 1

5–10 mins.

Go over the answers as a class.

Presentation 2

20–25mins.

E **There are a few different areas where people with finance experience can work. Look at the pie chart and answer the questions.**

Tell students to read the Public Company vs. Private Company information as well as the pie chart.

Practice 2

15–20 mins.

F **Create a pie chart with the data. Add a legend.**

Ask students to create the pie chart individually.

G What do you think the best title for your pie chart would be? Write it above the graph.

BEST PRACTICE

How to develop listening skills

Here are five ways students can develop their listening skills outside the classroom.

1. Podcasts: Have a regular *In the News This Week* focus in class. Encourage students to listen to podcasts. You may want to give students suggestions on which ones to listen to. Ask students the news items they've listened to and write a list on the board. Students can work in pairs or groups and share information they have learned. When they're done, ask volunteers to share the main points with the class.
2. Listening journal: Have students make a separate section in their journals in which they note words or phrases they have heard. It could be in conversation or from other sources such as TV, movies, etc. At the beginning of a lesson, give students time to walk around the class and share their words or phrases. Ask volunteers to share their ideas and to make sentences using their new vocabulary.
3. Streaming movies: Tell students to stream English language movies with the English subtitles switched on. By doing this, they'll be listening to and reading words, which will make it easier to understand. This will help them remember more.
4. Audio books: Encourage students to listen to audio books in English. Students can be supported by reading and listening at the same time while higher level students can simply listen. In class, students can share what they've listened to.
5. Repetition: Tell students to find a podcast that they find interesting or entertaining and choose one episode to listen to every day for a week. Tell them not to worry about not understanding everything. On day one and two, ask them to pick out a few words or phrases they don't understand and look them up. Have them continue through the week and they will find by the end of the week they are able to understand more.

Evaluation 2

(20-25min.)

When they have finished, ask students to compare their pie charts with a partner. Ask for volunteers to recreate their chart on the board.

Presentation 3

15-20 mins.

H What skills are needed for careers in finance? Discuss the terms in the box and try to figure out what each one means.

Ask students to work in pairs. When the pairs have finished, ask some students to explain what each one means.

I Think about what you know about the finance careers and write the skills you think are needed for each career.

When students are done, ask some students to share their answers.

J REFLECT In your notebook, write the skills from H that you have.

Ask students to write a list. Ask some students to present ideas to the class.

K What skills would you like to work on? Make a list in your notebook.

Ask students to write their answers in their notebooks. (Shorter classes can do **J** and **K** for homework and present their findings at the beginning of the next class.)

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G What do you think the best title for your pie chart would be? Write it above the graph.

H What skills are needed for careers in finance? Discuss the terms in the box and try to figure out what each one means.

communication skills	strong analytical skills
critical thinking skills	strong communication skills
detail-oriented	strong decision-making skills
entrepreneurial mindset	strong interpersonal skills
interpersonal skills	strong problem-solving skills
research skills	strong reasoning skills

I Think about what you know about the finance careers and write the skills you think are needed for each career. Answers will vary. Sample answers given.

Career	Skills Needed
Accountant	strong problem-solving skills strong analytical skills
Actuary	strong analytical skills strong reasoning skills
Credit Analyst	strong decision-making skills critical thinking skills strong analytical skills research skills communication skills
Financial Analyst	strong analytical skills strong communication skills detail-oriented
Financial Planner	strong interpersonal skills entrepreneurial mindset strong analytical skills
Stock Trader	entrepreneurial mindset interpersonal skills

J REFLECT In your notebook, write the skills from H that you have. Answers will vary.

K What skills would you like to work on? Make a list in your notebook. Answers will vary.

Review

A **Joao makes $95,000 a year. Complete his spreadsheet with the missing amounts. Then answer the questions.**

MONEY OUT		
	Annual	Monthly
Rent	$26,400	$2,200
Home maintenance	$1,800	$150
Renters' insurance	$1,200	$100
Gas/ Electric	$2,640	$220
Water	$480	$40
Phone	$1,440	$120
Food/ Restaurants	$4,800	$400
Medical / Dental	$1,680	$140
Auto expenses	$10,680	$890
Clothes / Shoes	$1,125	$93.75
Hair / Manicure / Facial	$1,500	$125
Training / Education	$700	$58.33
Income taxes	$17,560	$1,463.33
Internet	$900	$75
Credit cards / Loans	$11,700	$975
Entertainment	$5,100	$425
Cable / Streaming	$1,680	$140
Vacations	$2,500	$208.33
Gifts	$795	$66.25
TOTAL	$94,680	$7,889.99

1. How much does he have left over each year? $320
2. How much does he have left over each month? $26.67
3. Do you think Joao lives within his means? yes
4. What suggestions would you make for cutting his spending?

Answers will vary. Sample answers given.

a. reduce credit card use

b. reduce entertainment

c. reduce auto expenses

d. reduce hair expenses

B **Write four tips for saving money.** Answers may vary.

1. make a budget
2. open savings account
3. invest money in stocks
4. cut monthly expenses

C **Complete each statement with the past perfect continuous and the simple past.**

1. Erika had been buying (buy) lunch every day before she started (start) making it at home.

Learner Log

I can organize finances. ☐ Yes ☐ No ☐ Maybe

I can reduce debt and save money. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goals: All unit goals
Grammar: All unit grammar
Academic Strategy: Reviewing
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Use unit vocabulary.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.3, 0.1.5, 1.5.1, 1.5.2, 1.8.5, 1.8.6
CCRS: SL.8, L.8
ELPS:
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins.

Write the skills relevant to finance careers from the previous lesson on the board and take a class poll to see how many students think they have each one. Write the results on the board and have a class discussion about which skills are the most and least common in the class.

Note: When discussing the skills that are the least common, keep the conversation general. Some students may not feel comfortable discussing skills that they feel they need to work on.

Introduction 5-10 mins.

Ask students as a class to try to recall all the goals of this unit without looking back in their books. The goals for this unit include organizing your finances, reducing debt and saving money, identifying investment strategies, maintaining good credit, protecting yourself against identity theft, and exploring careers in finance. 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 we have learned in this unit and prepare for the research project.*

Presentation 10-15 mins.

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

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.

Workplace Focus

Exercises A, B, C: Complete tasks as assigned.
Exercise A: Perform basic computations.
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. Quickly go through the instructions of each exercise, let students complete all of the exercises at once, and then go over the answers.

A **Joao makes $95,000 a year. Complete his spreadsheet with the missing amounts. Then answer the questions.**

B **Write four tips for saving money.**

C **Complete each statement with the past perfect continuous and the simple past.**

Review the example with students.

Evaluation 5-10 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.

Practice

25–30 mins.

Workplace Focus

Exercise D: Complete tasks as assigned.
Exercise E: Interact appropriately with team members.
Exercise F: Interpret and communicate information.

D In your notebook, write four things you have learned about investing. Share your ideas with a partner. Add two ideas that your partner came up with.

E Answer the following questions by yourself or with a partner.

F Read each scenario. In your notebook, write what you think happened and what the person should do to fix the problem.

Evaluation

5–10 mins.

Go around the room and check on student 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 and the project that follows are part of the recycling / review process. Students often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten when students are engaged in 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 material with students and to show them how to review it on their own. It is also important to recycle the new concepts in different contexts.

Instructor's Notes

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2. Duc had been charging (charge) his credit cards to their maximum limits before he cut (cut) them up.
3. Before the Ingrams bought (buy) a new car, they had been leasing (lease) a used one.
4. We had been living (live) beyond our means before we organized (organize) our finances.
5. Before she researched (research) insurance rates, she had been spending (spend) too much on auto insurance.

D In your notebook, write four things you have learned about investing. Share your ideas with a partner. Add two ideas that your partner came up with. Answers will vary.

E Answer the following questions by yourself or with a partner.

Answers will vary. Sample answers given.

1. What is credit? money lent to a consumer instead of immediate payment; creditworthiness
2. What can you do to establish good credit? Open bank accounts and get credit reports.
3. What makes credit good or bad? Good: Paying on time; Bad: Paying late or not at all.
4. How can you find out if you have good or bad credit? Get copies of credit reports.
5. If you have bad credit, how can you improve it? Fix errors, pay on time, establish credit.
6. What should you look for in your credit report? Correct employers' and personal information.
7. How can you add positive information to your credit report? Include all accounts and creditors paid on time.

F Read each scenario. In your notebook, write what you think happened and what the person should do to fix the problem. Answers will vary. Sample answers given.

1. Marcia tried to withdraw money from her account, which had over $1,000 in it the last time she checked, but the bank said she had insufficient funds. Someone got her ATM number and password. Solution: contact the bank and the police
2. Marco noticed some unfamiliar charges on his credit card statement. Someone used his credit card to make a purchase. Solution: call creditor, file police report, check credit reports
3. The IRS contacted Ekaterina and said she never paid income tax on a second job, which she didn't have. Someone stole her social security card. Solution: contact the department of social security; contact employer where the fraud happened

Learner Log	I can identify investment strategies.	I can maintain good credit.	I can protect against identity theft.
	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe

Vocabulary Review

A **A *synonym* is a word that has the same meaning as another word. Look at the words and choose a synonym from the box.**

bargain	counterfeit	delinquent	expense	risk
convert	debt	earnings	fraud	worth

1. income earnings
2. fake counterfeit
3. late delinquent
4. scam fraud
5. cost expense
6. good deal bargain
7. money due debt
8. liability risk
9. change convert
10. value worth

B **Look back in the unit and find three new terms you learned (other than the words in A). Write a sentence using each of these terms.** Answers will vary.

1. _____
2. _____
3. _____

C **Complete each sentence with an appropriate word or phrase. In many cases, more than one word or expression will work.** Answers will vary. Sample answers given.

1. There are many ways in which people can steal your identity. Two of them are skimming and phishing.
2. A safe way to invest your money is by investing in CDs and mutual funds.
3. A riskier way to invest is by investing in the stock market.
4. One good way to establish credit is to pay bills on time.
5. Another way is to get a credit card and pay it regularly.
6. If your identity is stolen, you should file a police report, check credit reports, notify creditors.

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Practice

25-30 mins.

Vocabulary Review

Workplace Focus

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

A **A *synonym* is a word that has the same meaning as another word. Look at the words and choose a synonym from the box.**

B **Look back in the unit and find three new terms you learned (other than the words in A). Write a sentence using each of these terms.**

C **Complete each sentence with an appropriate word or phrase. In many cases, more than one word or expression will work.**

Evaluation

5-10 mins.

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

Instructor's Notes

At-a-Glance Prep

Goal: Finding information online
Academic Strategy: Research
Vocabulary: *agency, FDIC, FTC, handbook*

Agenda

- ☐ Visit the website of the FDIC.
- ☐ Visit the website of the FTC.

Pacing

- 1.5 hour classes
- 2.5 hour classes
- 3+ hour classes

Standards Correlations

CASAS: 1.6.2, 1.6.7, 7.4.4, 7.7.3
CCRS: W7
ELPS:
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Workplace Focus

Apply technology to a task; Collect and organize information; Combine ideas and information; Complete tasks as assigned; Interpret and communicate information.

Soft Skill: Collaboration

Verify your sources

Direct students' attention to the Soft Skills feature and have a discussion about what sources students typically use when looking for information online for school, work, or their personal lives. Ask if they already use any of these strategies to check their sources.

Introduction 5–10 mins.

State the goal: *Today, you will learn how to get financial help if you ever have a consumer issue.*

Presentation 10-15 mins.

A These two agencies are run by the government and can give people financial assistance. Discuss the questions with your classmates and teacher.

Practice 10-15 mins.

B Search the sites of the agencies in A for more information. Click on the topics you find interesting in the consumer section of each site. Write what you find.

C Search each issue and find a website that has the information needed. Write the URL on the line. Then answer each question.

Instructor's Notes

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Financial Assistance

SOFT SKILL ▸ Collaboration

A These two agencies are run by the government and can give people financial assistance. Discuss the questions with your classmates and teacher.

- FDIC (Federal Deposit Insurance Corporation) Consumers and Communities
- FTC (Federal Trade Commission) Consumer Protection

1. What do the FDIC and the FTC do? How can they help?

B Search the sites of the agencies in A for more information. Click on the topics you find interesting in the consumer section of each site. Write what you find. Answers will vary.

1. What are some consumer resources on the FDIC website? _____

   information about consumer news, laws and regulations, financial education and financial literacy materials, information on identify theft and fraud.

2. How can you report fraud on the FTC website? _____

   On the FTC website there is a link to report fraud online. Follow the steps listed on the website.

C Search each issue and find a website that has the information needed. Write the URL on the line. Then answer each question. Answers will vary.

1. impostor scams

   URL: _____
   What is an impostor scam?

2. stopping telemarketing calls

   URL: _____
   How can you stop telemarketers from calling you?

3. unemployment insurance fraud

   URL: _____
   What are the warning signs of an unemployment insurance fraud?

COLLABORATION:

Verify Your Sources

When doing research, it is important to check that the information you are using comes from a reliable source. Here are some tips to keep in mind:

- Check the URL of the site. Sites with ".edu" and ".gov" are generally reliable sources.
- Don't rely solely on individual blogs, online forums or Wikipedia.
- If the data is published by an author, check who they are, what their credentials are, if their opinions are supported by facts, and who their audience is. You can also check the "About Us" section of a site to check for potential conflicts of interest.

About the Photo

The photo shows Jannese Torres, host of the podcast *Yo Quiero Dinero (I Want Money)*. In the article, students will learn about the steps that Jannese took to create her own businesses and find financial stability and freedom, and about her goal to teach others in the Latinx community about entrepreneurship and personal finance.

Jannese is only one of hundreds of people who have turned their idea into a lucrative podcast. Very successful podcasters can make anywhere from thousands to millions of dollars, but it all depends on whether they find a niche in the market and how often they produce their content.

Podcasts cover just about any topic from science to lore, to true crime, to parenting. And, with people of all ages looking for money-saving tips or news on the latest investment trends, finance podcasts have become quite popular.

Reading Challenge

A **PREDICT** **In a group, discuss the words. Which ones are familiar to you? What do they mean?**

affiliate marketing	content creator	podcast
blogger	passive income	side hustle

B **Complete the statements with one of the words from A.**

1. She became a blogger that writes about parenting after the birth of her third son.
2. I need to find a side hustle so I can make more money.
3. My mom is always listening to financial podcasts.
4. We are renting the room above our garage to give us some passive income.
5. Affiliate marketing is when you buy something from a link on a person's website, which gives them a commission.
6. Javier is one of the top content creators at his company.

C **Read about Jannese Torres and pay special attention when you see vocabulary from B. Review B and check your answers.**

D **Choose the best answer.**

1. Why did Jannese become an entrepreneur?
   a. She got fired from her job.
   b. She was tired of working for someone else.
   c. She had a lot of student loan debt.
   (d.) all of the above
2. According to the reading, why did Jannese start a personal finance podcast?
   a. She didn't get into culinary school.
   b. She wanted to generate passive income.
   c. She wanted to share the FIRE concepts that she learned.
   (d.) She wanted to see more Latinas talking about business.

E **What does FIRE mean?** Answers will vary. Sample answer given.

Financial Independence / Retire Early

F **Find Jannese's podcast and listen to an episode. What did you learn?**



YoQuiero Dinero

Jannese Torres is the creator and host of an award-winning podcast about personal finance called *Yo Quiero Dinero*, which translates to *I Want Money*. But as a kid, she did not know anything about money. She had to learn how to manage money as an adult. When she was 25, still in school, and working at a job she hated, she got fired. That experience caused her to rebuild her life. She decided that she wanted freedom from working for someone else. She had always been passionate about food and cooking, so she thought about going to culinary school but realized she would be working for someone else again. So, she learned everything she could about blogging and ended up starting her own business, which turned out to be the beginning of her journey as an entrepreneur.

At the time, Jannese owed over $39,000 in student loans, so she figured out how to pay them off by doing side hustles. From listening to podcasts, she had learned about the concept of FIRE (Financial Independence / Retire Early). She wanted to be able to generate passive income but also wanted to find a way to make money doing what she loved. This led her to start her online career as a content creator, more specifically, a food blogger. She began sharing her family recipes on a website and social media, where she was able to make money through sponsored content, affiliate marketing, and display ads, which eventually led her to a six-figure income.

Jannese eventually created her own personal finance platform because she wanted to see more Latinas in podcasting talking about wealth and business. She had been listening to personal finance podcasts for years before she started implementing the FIRE concepts into her finances and became financially independent. She was surprised that everyone didn't know about investing to reach financial freedom, so she decided to create a podcast that she wanted to listen to. And that's how *Yo Quiero Dinero*, a podcast to "start the conversation about building wealth in the Latinx community," was born.

A **PREDICT** **In a group, discuss the words. Which ones are familiar to you? What do they mean?**
When students have finished, don't go over the answers as this will be done later in the lesson.

B **Complete the statements with one of the words from A.**
As noted in **A**, when students have finished, don't go over the answers as this will be done later in the lesson.

C **Read about Jannese Torres and pay special attention when you see vocabulary from B. Review B and check your answers.**
Have students read about Jannese Torres. Check the answers to **B**.

D **Choose the best answer.**
Ask students to explain their answers.

E **What does FIRE mean?**

F **Find Jannese's podcast and listen to an episode. What did you learn?**

CASAS FOR READING
0.1.2, 0.1.5, 4.1.6

CCRS FOR READING
RI/RL6, RI/RL7, L8

READING STRATEGIES
Inferring Vocabulary
Inferring is a good strategy to use for understanding new vocabulary. When students see an unfamiliar word, they can use clues around the word to get the gist. Looking at how the word is used in the sentence will often tell its meaning. Also, sentences may include synonyms and antonyms which will help the reader to grasp a word's meaning.

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3 Automotive Know-How



UNIT OUTCOMES

- Purchase a car
- Maintain and repair a car
- Interpret an auto insurance policy
- Compute mileage, gas consumption, and energy used
- Follow the rules of the road
- Explore careers in the automotive industry

Look at the photo and answer the questions.

1. What kind of car do you think this is?
2. Where do you think this photo was taken?
3. Do people drive commonly cars like this one where you come from?
4. Would you drive this car, or would you prefer a newer car? Why?

68

69

About the Photo

This photo shows a 1973 Ford Mustang on Route 66. This road, known as "Main Street of America," connected Chicago to Los Angeles and hosted hundreds of gas stations, stores, cafes, motels, and tourist attractions along the way.

The Mustang in this photo also has a prominent place in history for auto aficionados and has been labeled the end of an era, as the five '73 Mustang models were the last representatives of the Mustangs' first generation.

Arguably, this photo could be the quintessential image of Americana.

- Introduce the unit by reading the title out loud. Ask students what the title means.
- Have students look at the photo and answer the questions. Discuss answers as a class.
- Go over each unit outcome.

Life Skills Focus

In this unit, students will immerse themselves in knowledge of automobiles. In addition to identifying parts of cars, both inside and out, students will learn about considerations when purchasing a car and car insurance, as well as about responsible maintenance and safe operations of a motor vehicle. Special topics include gas and mileage, road signs, and seat belt usage.

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 explore careers in the automotive industry. They will learn about different types of automotive jobs, analyze demographic information for mechanics, and create graphs.

In the Team Project, students practice the soft skill of collaboration.

This unit's Life Online focuses on distracted driving.

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES (STEPS)	ELPS	CCRS
• Purchase a car • Maintain and repair a car • Interpret an auto insurance policy • Compute mileage, gas consumption, and energy used • Follow the rules of the road • Explore careers in the automotive industry	• Information questions • Imperatives • Modal: *must*	• Vehicle names • Automotive maintenance actions • Vehicle parts • Insurance terms • Mileage, gas, and energy terms • Automotive careers	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Car Insurance • Department of Motor Vehicles • Laws • Signs • Transportation	Vocabulary Builder: 1.9.9 Lesson 1: 0.1.2, 0.1.5, 1.9.5, 7.2.6 Lesson 2: 0.1.2, 0.1.5, 1.9.6, 1.9.9 Lesson 3: 0.1.2, 0.1.5, 1.9.8 Lesson 4: 0.1.2, 0.1.5, 1.9.3, 5.7.2, 6.1.4 Lesson 5: 0.1.2, 0.1.5, 1.9.1 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9 Review: 0.1.2, 0.1.5, 1.9.3, 1.9.5, 1.9.6, 1.9.8, 1.9.9 Team Project: 0.1.2, 0.1.5, 1.9.1, 1.9.6, 1.9.8, 4.8.1, 4.8.2, 4.8.5, 7.2.6, 7.4.4, 7.7.3 Reading Challenge: 0.1.2, 0.1.5, 5.7.1, 5.7.2	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. 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.	RI/RL6, RI/RL7, L6, L8, W/WHST6-8, SL8, W7

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Vocabulary Builder

A **Look at the different types of cars. Use words from B to label them.**

1. 
four-door sedan

2. 
pickup truck

3. 
minivan

4. 
station wagon

5. 
SUV

6. 
convertible

7. 
sports car

8. 
van

9. 
two-door coupe

B **How would you describe each car? Write your ideas next to each term.**

Answers will vary. Sample answers given.

1. two-door coupe: only two doors but has a back seat
2. four-door sedan: four doors for front and back seats
3. convertible: the roof is flexible and can be fully opened
4. minivan: a small van with many passenger seats and windows
5. sport utility vehicle (SUV): a vehicle for driving on rough terrain
6. sports car: a car with two doors usually built for speed and handling
7. station wagon: a sedan with space in rear for more goods
8. pickup truck: generally a two-seated truck with an open rear area
9. van: a large vehicle for transporting people or goods
10. electric: a vehicle with an electric motor that uses electricity from a battery and can be charged from an external source
11. hybrid: a vehicle powered by an internal combustion engine and an electric motor that uses energy from a battery
12. gas: a vehicle powered by an internal combustion engine

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At-a-Glance Prep

Goal: Introduce new vocabulary
Academic Strategies: Identifying and defining vocabulary, finding synonyms
Vocabulary: See lesson

Agenda

- ☐ Describe different types of cars.
- ☐ Work with synonyms.

Pacing

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

Standards Correlations

CASAS: 1.9.9
CCRS: RI/RL6, L8
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Note: All of the exercises on these two pages should be done in class, no matter the class length. Longer classes can do this lesson and then move on to Lesson 1 during the same class meeting; shorter classes may have to devote one whole class meeting to this section.

Introduction 5-10 mins. ■■■

Ask how many students have a car. Find out how many students know how to drive. Ask a few students what kind of car they drive. (If you live in a community where most students don't drive cars, ask them if they had cars in their countries.)

State the goal: *Today, we will identify and work with the vocabulary you will learn in this unit.*

Presentation 1 5-10 mins. ■■■

Workplace Focus

Exercises A, B: Complete tasks as assigned.

A **Look at the different types of cars. Use words from B to label them.**

Have students take note of the size, shape, number of doors, and whether or not the vehicles have a roof. Then go over the vocabulary words in **B**. Model the correct pronunciation for each word.

Practice 1 10-15 mins. ■■■

B **How would you describe each car? Write your ideas next to each term.**

Evaluation 1 5-10 mins. ■■■

Go over the answers as a class.

Instructor's Notes

Presentation 2

5 mins.

Remind students what a *synonym* is. *(Two or more words having the same or nearly the same meaning.)* Ask them to give you some examples of synonyms.

Practice 2

10-15 mins.

Workplace Focus

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

C Here are some words and phrases that you will find in this unit. Replace each verb in bold with a synonym from the box. Some words can be used more than once.

D How are these types of vehicles different? What do they have in common? Brainstorm with a partner and complete the Venn diagram.

Remind students what a Venn diagram is. Each circle represents something you want to compare. Students write the things they have in common where the circles overlap.

Evaluation 2

10-15 mins.

Go over the answers as a class.

Presentation 3

5 mins.

E What do the following words have in common? Write the theme.

Read the list of words out loud and ask students to guess what the theme is.

Pronunciation

Vocabulary

When teaching students new vocabulary, pronounce each word for them several times and ask them to repeat it. Often, students may be familiar with the words you are introducing but have never seen them spelled out. By pronouncing the words for students, you allow them to make a connection between the words' spellings and their sounds. It is also important that students learn the correct pronunciation of new words so they feel comfortable using their new vocabulary inside and outside of the classroom.

Practice 3

10-15 mins.

F Mark the terms you know in E. Walk around the classroom and find classmates who can explain the terms you don't know.

Evaluation 3

Walk around the classroom and observe students. It is not important for them to understand all of the words because they will be working with the words again in this unit.

Instructor's Notes

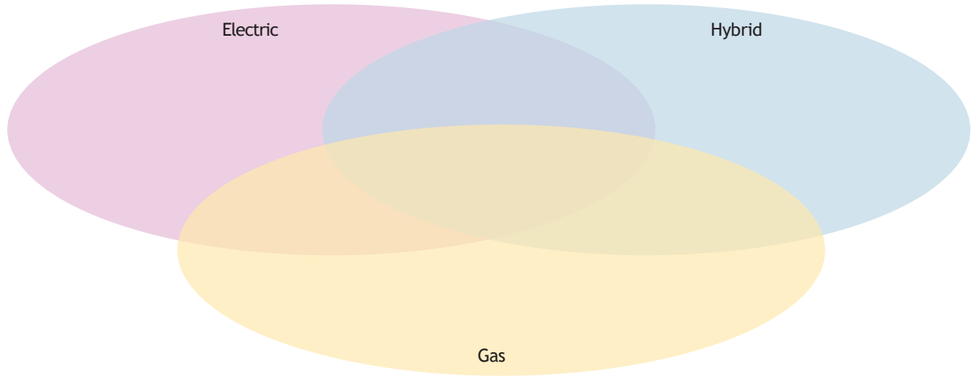
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C Here are some words and phrases that you will find in this unit. Replace each verb in bold with a synonym from the box. Some words can be used more than once.

change	choose	commute	do	fill up	find	imagine	look at	replace

1. Replace **Change** your air filter.
2. Do **Perform** an oil change.
3. Look at **Check** your oil levels.
4. Choose **Pick** your lane and stick with it.
5. Commute **Drive** during off-peak hours.
6. Imagine **Pretend** you have a hybrid.
7. Look at **Inspect** your brakes.
8. Change **Replace** your wipers.
9. Find **Look for** telecommuting opportunities.
10. Fill up **Top off** your washer fluid.

D How are these types of vehicles different? What do they have in common? Brainstorm with a partner and complete the Venn diagram. Answers will vary.



E What do the following words have in common? Write the theme. Answers will vary.

Theme: Information for car insurance

_____ accident	_____ coverage	_____ make	_____ premium
_____ bodily injury	_____ incident	_____ model	_____ uninsured motorist
_____ collision	_____ limits of liability	_____ policy	_____ VIN

F Mark the terms you know in E. Walk around the classroom and find classmates who can explain the terms you don't know. Answers will vary.

LESSON 1

Buying a Car

GOAL ▶ Purchase a car

A **In a group, discuss the following questions.** Answers will vary.

1. What type of car do you have? (If you don't have a car, think of someone you know who does.)
2. What is the car like? (Ask about color, size, make, model, etc.)
3. How did you get the car?
4. How long have you had the car?

B **Listen to an auto salesman who is trying to sell you a car. Take notes on what he says about the different types of cars.** Answers may vary. Sample answers given.

Vehicle	Best for	Pros	Cons
	most people	secure trunk, easy entry, comfortable	-
	single adults childless couples	hatchback allows large items to be transported short distances	backseats are hard to access
	active family	stable, good gas mileage, low insurance rates, large interiors	-
	two people	great in good weather	not great in bad weather
	travel weekend racing	cool, fun to drive	impractical for daily transport, need garage, expensive insurance
	families or cargo	handles like a car, good visibility	can't tow heavy loads
	off-road usage	handles well	gas guzzler
	towing/hauling heavy loads	now offers more seating, tows heavy loads	doesn't handle well on snow / ice, low gas mileage
	most people	no need for gas, cheaper to run	requires charging station, needs to be charged in long trips

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At-a-Glance Prep

Goal: Purchase a car
Grammar: Information questions
Academic Strategies: Focused listening, note taking
Vocabulary: *convertible, electric, four-door sedan, minivan, pickup truck, sports car, station wagon, SUV, two-door coupe*

Agenda

- ☐ Listen to a car salesman.
- ☐ Brainstorm ways to research different types of cars.
- ☐ Listen to ways of researching cars.
- ☐ Create a plan to purchase a car.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.9.5, 7.2.6
CCRS: W/WHST6-8, SL8
ELPS:
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 5–10 mins.

Write *Transportation* on the board. As a class, brainstorm different types of transportation. Then take a class poll to see how many people use each type of transportation the most.

Introduction 5–10 mins.

Dictation:

1. If you want to go fast and have fun, you should drive a sports car.
2. Almost all of the families I know drive SUVs or minivans.
3. Her husband has to drive a pickup truck because of all the stuff he has to move back and forth.
4. When I was a child, my mom drove us around in a station wagon.

State the goal: *Today, we will learn more about different types of cars and create a purchase plan for buying a car.*

Presentation 1 10–15 mins.

Workplace Focus

Exercise A: Interact appropriately with team members.
Exercise B: Collect and organize information.

A **In a group, discuss the following questions.**

Have students go around in a circle and answer each question. Then ask for volunteers to report what they learned from their classmates.

Go over the chart in **B** with students and ask them what they will be listening for. Go over the examples in the chart and ask students what they might fill in for some of the boxes: *What kind of person do you think a sports car would be best for? What are the advantages of a minivan?*

Practice 1 10–15 mins.

B **Listen to an auto salesman who is trying to sell you a car. Take notes on what he says about the different types of cars.**

Have students work independently. Replay the audio as needed.

Evaluation 1 5 mins.

Go over the answers as a class.

Listening Script

Well, since you don't know what kind of car you are looking for, let me tell you about all the different types of vehicle on the market. Then you can decide which one will be best suited to you.

First, let's talk about **four-door sedans**. *Sedans are a good choice for most automobile shoppers. The enclosed trunk offers security, while the rear doors allow easy entry for rear-seat passengers. Most luxury vehicles are four-door sedans because they're more comfortable than most other body styles. A smaller car is a* **two-door coupe**. *Coupes are usually driven by single adults or childless couples. Many of them have a hatchback instead of a trunk to allow large items to be carried for short distances. The rear seats are difficult to access, as the front doors must be used.*

A larger car is a ***station wagon****. An active family will want to look at minivans, sport-utility vehicles, or station wagons. In most of the world, station wagons remain the first choice for active families. Station wagons offer more stability, better gas mileage, lower insurance rates, and SUV-sized interiors. You won't lose your all-wheel drive either, as Subaru, Volkswagen, Audi, Volvo, and Mercedes-Benz offer all-wheel drive on all of their wagons.*

Let's talk about a fun car, a ***convertible****. Most convertibles are sports cars, meaning two seats, high-performance engines, and superior handling. However, GM, Ford, Mitsubishi, and Chrysler offer a few "normal" convertibles, that is, regular production coupes with four seats and convertible tops. Luxury convertibles are available from BMW, Mercedes-Benz, Audi, and Volvo. Convertibles are great when the weather's perfect, but their drawbacks are obvious.*

And even more fun—and more expensive—sports cars. ***Sports cars*** *were originally European two-seat roadsters designed for both daily travel and weekend racing hobbyists. The term sports sedan is a term to describe a four-door vehicle that handles like a sports coupe or roadster. Recently, we've seen luxury cars advertised as luxury sports sedans. Sports cars are cool and fun to drive, though impractical for daily transportation. You'll need a garage to store them in and a second mortgage to pay for their insurance. But if you've got money to burn, go for it!*

Then there's the ***minivan****. If you're constantly carting kids or cargo, a minivan may be your best choice. Most models offer comfortable seating for seven. Minivans drive and handle just like a car, with the bonus of better visibility due to a higher center of gravity and an upright driving position. Don't look for minivans to handle your boat- or trailer-towing duties, as front-wheel drive vehicles have a very limited towing capacity.*

One of the most popular cars out there right now is the ***sport-utility vehicle*** *or* ***SUV****. Although they're designed for off-road usage, 98% of them never leave the road, fortunately for our wildernesses. If a wagon isn't for you, the car-like SUV rides and handles significantly better than the rest. Unfortunately, they guzzle a lot of gas, so you may want to think twice before buying one.*

My personal favorite is the ***pickup truck****. More new pickup trucks are sold in this country than any other type of vehicle. The smaller models now offer quad, or crew-cab four-door versions, with seating for five adults. Full-size models offer extended cabs with smaller third and fourth doors, giving access to the rear seats. Standard rear-wheel drive versions don't handle well on snow or ice without a substantial amount of weight in the rear of the truck. When equipped with towing packages with eight- or ten-cylinder engines, these rear-wheel drive vehicles can tow large boats and trailers. Full-size, two-wheel, and four-wheel drive pickups get about 15 miles per gallon.*

Nowadays, many people are giving up their gas-powered cars for ***electric****, which now come in all shapes and sizes. You can get an electric 4-door sedan or an electric SUV. The obvious pro, you don't have to buy gas, which has gotten pretty pricey lately. You just plug it in and charge it up. But, in order to charge it, you either need to install a charging station at your house or you need to go to a charging station and sit in your car while it charges. Also, you may not be able to go as many miles as you would in a gas-powered car. And if you take a long road trip, you'll have to stop and charge it.*

Workplace Focus

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

C **You are going to buy a new or used car. Look back at the table in B. Which type of car would be best for you? Why?**

Presentation 2

10-15 mins.

D **Now that you have an idea which car is best for you, it is a good idea to do some research on your own. What are the best ways to find out more about the car you want to buy? In a group, brainstorm ways to research different car models.**

After students brainstorm in groups, have them call out some of their ideas and make a list on the board.

Prepare students for **E** by reading the instructions. Point out that they will probably hear some of the same ideas they have just brainstormed.

Practice 2

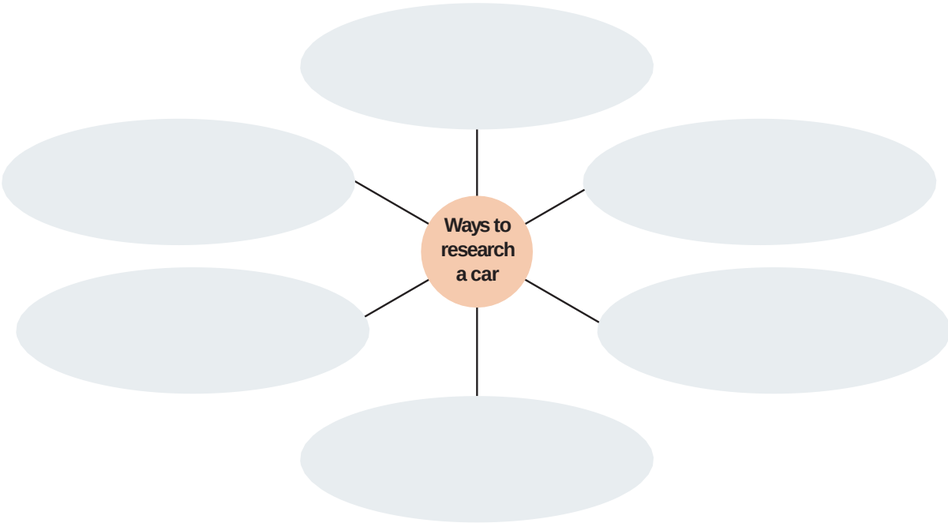
10-15 mins.

E **Rachel has decided to buy an electric two-door coupe. Listen and write what she did to research buying her car.**

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C **You are going to buy a new or used car. Look back at the table in B. Which type of car would be best for you? Why?** Answers will vary.

D **Now that you have an idea which car is best for you, it is a good idea to do some research on your own. What are the best ways to find out more about the car you want to buy? In a group, brainstorm ways to research different car models.**
Answers will vary.



E **Rachel has decided to buy an electric two-door coupe. Listen and write what she did to research buying her car.**

1. made a list of all two-door coupes for sale
2. called family and friends to discuss their cars
3. went to dealerships to test-drive cars
4. searched online for best prices
5. test drove and brought her mechanic to look

F **To supplement your research, ask different people for their opinions about cars. What are some questions you might ask? With a partner, create a list of questions.**

Answers will vary. Sample answers given.

Friends and family

1. What do you love about your car?
2. What do you dislike about your car?
3. What repairs have you made to the car?

Car dealer

1. Which cars do you have in my price range?
2. Which cars get the best mileage?
3. Which cars handle well in snow?

Mechanic

1. Which cars are reliable?
2. Which cars rarely come in for repairs?
3. Which cars last for many years?

Loan officer

1. What are the best interest rates?
2. How much down payment do you expect?
3. How much is it to lease a car versus buying?

G **Make a plan to purchase a car. Write the steps you will take in this plan.**

Answers will vary. Sample answers given.

Step 1: Make a list of cars and prices I like.

Step 2: Talk to my mechanic, my friends, and dealers.
Do research online, a car magazine or listen to a podcast.

Step 3: Test-drive and think about what I don't like.
Have a mechanic check the car out.

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Listening Script

Rachel: *So, I finally decided that I want an electric car, a two-door coupe. I think it will be the most economical for me because I am usually just driving myself to places. So first, I made a list of all the two-door coupes for sale. Wow, there were a lot! Then I called all my friends and family who own coupes and asked them which cars they had. I asked them what they liked and didn't like about their cars. Once I narrowed down my list, I went out to car dealerships two weekends in a row to test-drive cars. That really helped me decide which ones I liked. At that point, there were really only two cars that I liked. So, I went home and did some internet research to find out where I could get the best prices. I looked at different online sites that sell cars. I realized that I was going to get a lot more for my money if I bought a used car, and it seemed that the Autotrader had some pretty good deals. So, I called up a few people to test drive their cars. I fell in love with one of them and brought my mechanic with me to take a look. He agreed that it was in great shape and a good price. Sold! I had my new car.*

Evaluation 2

10–15 mins.

Have students compare the list on the board to the list in **E**. What are the similarities and differences? Ask them to put a check next to each step in **E** that they have done when looking for a car.

Presentation 3

5–10 mins.

Ask students who the different people Rachel talked to were. Make a list. The list should include friends, family, car salesmen, car owners, and mechanic. Ask them if there's anyone else she could have talked to. You might suggest a loan officer. Ask them to come up with some questions they might ask each of these people if they were going to buy a car. Write one or two examples on the board.

Practice 3

15–20 mins.

(Shorter classes can do this exercise for homework.)

Workplace Focus

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

F **To supplement your research, ask different people for their opinions about cars. What are some questions you might ask? With a partner, create a list of questions.**

Evaluation 3

5–10 mins.

Go over the questions that students came up with.

Application

10–20 mins.

G **Make a plan to purchase a car. Write the steps you will take in this plan.**

Tell students they will be creating a plan of how they would go about purchasing a car. Remind them that a plan will need to include the steps they will take, a possible timeline, and any other information they think is necessary to the plan.

Instructor's Notes

At-a-Glance Prep

Goals: Maintain and repair a car
Academic Strategies: Reading, outlining, summary writing
Vocabulary: Car parts

Agenda

- ☐ Identify car parts and their purpose.
- ☐ Learn how to maintain and repair your car.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.9.6, 1.9.9
CCRS: RI/RL6, RI/RL7, W/WHST6-8, SL8, L6, L8
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S3: Speak and write about level-appropriate complex literary and informational texts and topics.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S9: Create clear and coherent level appropriate speech and text.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 5–10 mins.

Have students take out their purchase plans from the previous lesson and share them with a partner. Ask volunteers to come to the front of the classroom and share their plans with the class.

Introduction 5–10 mins.

Dictation:

1. Maintaining your car will extend its life.
2. Finding a good mechanic may take you a long time.
3. Learning how to repair your car can be rewarding.
4. The more you know about your car, the better off you will be.

State the goal: *Today, we will identify different auto parts and learn about auto maintenance and repair.*

Presentation 1 10-15 mins.

Workplace Focus

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

A With your teacher's help, identify the auto parts in the box. Then label the picture.

Practice 1 10-15 mins.

B What is the purpose of each auto part in A? Work with a partner and use a dictionary to define each part on a separate sheet of paper. Share your answers with other pairs.

Tell students that their classmates can be a helpful resource, in addition to the dictionary or internet. If you have access to computers in your classroom, let students use the internet as a resource. If students own cars, have them bring in their vehicle owner's manuals to share. Encourage students to compare location of car parts from the diagrams of their cars. Ask: *Are all parts located in the same place in all cars?*

Evaluation 1 5 mins.

Go over the answers as a class.

Note: The teaching resource on page 76a describes car part functions.

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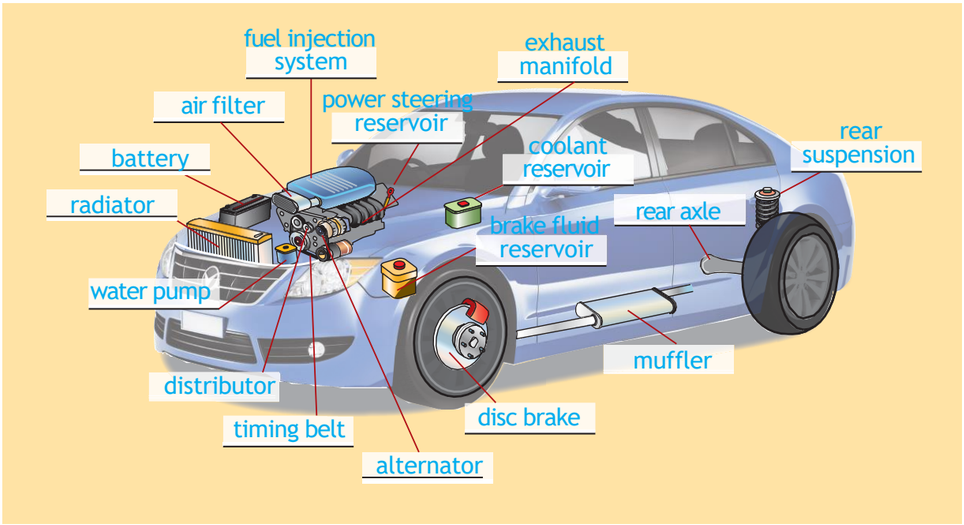
LESSON 2

Maintenance and Repair

GOAL ▶ Maintain and repair a car

A With your teacher's help, identify the auto parts in the box. Then label the picture.

air filter	distributor	rear axle
alternator	exhaust manifold	rear suspension
battery	fuel injection system	timing belt
brake fluid reservoir	muffler	water pump
coolant reservoir	power steering reservoir	
disc brake	radiator	



B What is the purpose of each auto part in A? Work with a partner and use a dictionary to define each part on a separate sheet of paper. Share your answers with other pairs.

Answers will vary.

C **Now that you are more familiar with auto parts and their importance, read this excerpt from an auto maintenance and repair guide.**

How to Maintain Your Automobile

Change your air filter. A clogged air filter can affect your gas mileage as well as the performance of your engine. Change it on a regular basis.

Check your oil levels. Your engine needs a certain amount of oil to run properly, so it's important to check the oil levels regularly.

Perform an oil change. As your engine uses oil, the oil becomes dirty and should be changed at regular intervals.

Perform a timing belt inspection. A faulty timing belt can result in bent valves and other expensive engine damage. Check it at least every 10,000 miles, and replace it when the manufacturer recommends doing so.

Replace your wipers. Windshield wipers can wear out, and if they aren't working properly, they could impair your vision while on the road. Change them at least twice a year.

Perform a radiator flush. It's important to keep your radiator and cooling system clean.

Check your power steering fluid. Check your power steering fluid regularly to make sure your power steering doesn't fail.

Inspect your brakes. Protect yourself and your passengers by inspecting your brakes twice a year.

Check and fill your coolant. If your car is low on coolant, it will run hot, so make sure to check the coolant level in your radiator.

Check and replace your spark plugs. A faulty spark plug could cause poor gas mileage or a rough running engine and poor acceleration. Make sure to replace the spark plugs as recommended by your car's manual.

Top off your washer fluid. Make sure you have enough washer fluid so you can keep your windshield clean.

Check your wheel bolts. Check the tightness of your wheel bolts on a regular basis to make sure there is no danger of your wheels becoming loose.

D **With a partner, answer these questions on a separate piece of paper.**

1. What fluids need to be regularly checked? oil, power steering fluid, coolant, and washer fluid
2. Why is it important to replace windshield wipers? Poorly performing wipers could impair driver vision on the road.
3. Why is it bad to have a clogged air filter? It will affect gas mileage and performance of the engine.
4. Why should you inspect your timing belt? A faulty belt can result in bent valves and other engine damage.
5. Why should you check your wheel bolts? Loose bolts might result in wheels becoming loose.
6. What could happen if you don't have enough power steering fluid? Power steering might fail.

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Presentation 2

5–10 mins.

C **Now that you are more familiar with auto parts and their importance, read this excerpt from an auto maintenance and repair guide.**

Practice 2

10–15 mins.

(Shorter classes can do this exercise for homework.)

Workplace Focus

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

D **With a partner, answer these questions on a separate piece of paper.**

Evaluation 2

5–10 mins.

Go over the answers as a class.

TEACHING RESOURCE

Car parts

Air cleaner / filter: Air is drawn through it. Contains a filter that blocks dirt before it can enter the engine.

Alternator: Takes over from the battery when the engine is running. Recharges the battery and supplies power to all electrical components.

Battery: Supplies the initial electrical power that starts the engine.

Carburetor: Most new cars now have fuel injected engines. Older vehicles have carburetors. This gadget mixes air and fuel in the proper ratio for burning in the engine's combustion chambers.

Coolant reservoir (tank): Holds hot coolant (antifreeze) that overflows from the radiator and also draws it back into the radiator as it is needed.

Distributor: Distributes high voltage electricity to the spark plugs, one at a time.

Exhaust manifold: Set of pipes, one for each cylinder, that conduct exhaust away from cylinders.

Fuel injection system: Sprays controlled amount of fuel directly into either the intake manifold or combustion chambers, resulting in a very precise air-to-fuel ratio that improves fuel economy.

Muffler: The interior "baffles" and tubes quiet the explosive release of exhaust.

Suspension system: This system receives a great deal of punishment from the roads. This system consists of shock absorbers, struts, springs, motor mounts, tires, tie rods, ball joints, control arms, torsion bar, strut rods, the spindle, and axles.

Power steering reservoir: This reservoir contains fluid for your power steering system. The reservoir cap unscrews and is attached to a dipstick which can be used to identify the fluid levels.

Brake fluid reservoir: The brake fluid level can be inspected via the plastic box or bottle by the firewall on the driver side.

Disc brake: A metal disk that spins with the wheel that the brake pad puts pressure on to stop.

Oil dipstick: The stick that's used to check the level of the motor oil.

Rear axle: A shaft that connects the power from the transmission to the wheels.

Radiator: The device that helps to remove heat from the cooling system as coolant passes through it.

Timing belt: The timing belt is a rubber belt that drives the engine's internal components. The timing belt is not easily visible and should be replaced at the indicated mileage and time, not on visual wear like a normal drive belt. If the timing belt breaks, the engine stops and costly internal engine damage can occur. The water pump on some vehicles is driven by the timing belt and should be replaced with the timing belt replacement.

Presentation 3

5-10 mins.

Workplace Focus

Exercises E, F: Complete tasks as assigned.
Exercise G: Collect and organize information.
Exercise H: Combine ideas and information.

E **Some people can perform their own maintenance while others need the help of trained professionals. Who will do your car repairs? If you need help, how will you find a reliable mechanic? Read the guide.**

Have students read the guide silently to themselves. When they have finished, go over any questions they have.

Practice 3

10-15 mins.

(Shorter classes can do this exercise for homework.)

Ask students to close their books. Then read them the instructions for **F**.

F **Write the numbers 1 to 10 on a separate piece of paper. Close your books and see how many suggestions from E you can remember. Write them down.**

Evaluation 3

5-10 mins.

Let students open their books and see how many they got right.

Application

10-25 mins.

G **Make an outline for each of the guides in C and E.**

H **SUMMARIZE** **Using your outlines, write a two-paragraph summary of what you have learned in this lesson. Remember to format your paragraphs correctly.**

Have students share their paragraphs with a partner. Students should check that they understand each other's sentences and that the writing is clear.

Instructor's Notes

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E **Some people can perform their own maintenance while others need the help of trained professionals. Who will do your car repairs? If you need help, how will you find a reliable mechanic? Read the guide.**

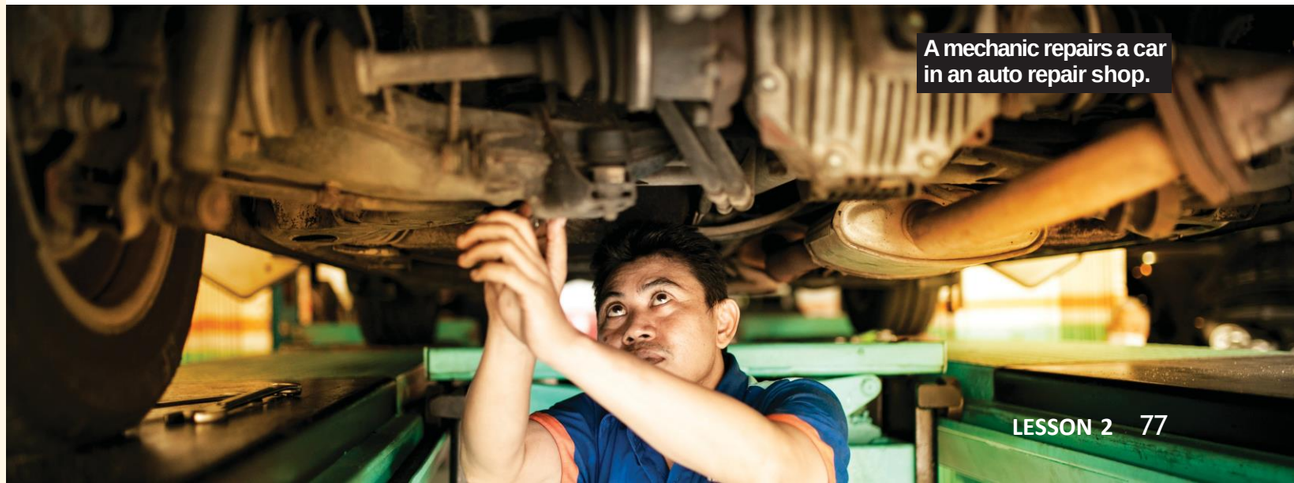
Guide to Getting Repairs Done

1. Ask a friend, relative, or coworker for recommendations when looking for a good auto shop or mechanic. Also, take time to find a local garage that you feel comfortable with.
2. Make a list of services you need performed or the symptoms your vehicle is experiencing so there is no misunderstanding.
3. Get more than one opinion about the repairs that need to be done.
4. Ask for a written estimate before the job is started.
5. Get more than one estimate and compare prices.
6. Ask about the warranty policy.
7. Have the mechanic show you what you need replaced and ask why you need to replace it.
8. Go for a test drive in your car before paying for the repairs. If something is not right with the repairs, make it understood that you are not happy. Do not pay the bill until the vehicle is repaired properly.
9. Pay with a credit card. Many credit cards offer consumer protection for fraud.
10. If you discover something is not fixed after you've paid and driven home, call the garage and explain the situation. Go back to the garage as soon as possible.

F **Write the numbers 1 to 10 on a separate piece of paper. Close your books and see how many suggestions from E you can remember. Write them down.**

G **Make an outline for each of the guides in C and E.**

H **SUMMARIZE** **Using your outlines, write a two-paragraph summary of what you have learned in this lesson. Remember to format your paragraphs correctly.** Answers will vary.



A mechanic repairs a car in an auto repair shop.

LESSON 3

Car Insurance

GOAL ▶ Interpret an auto insurance policy

A Discuss these questions with your classmates. Answers will vary.

1. Do you drive a car or ride a motorbike?
2. Do you have insurance?
3. Why is it important to have auto insurance?
4. Do you understand your insurance policy?
5. Is it against the law in your state to drive without insurance?

B Read what each person says about auto insurance policies. Discuss the meanings of the words in bold with a partner.

"An insurance **policy** is a contract between you and the insurance company that states what the company will pay for in the event of an accident."— **Chalene**
"The insurance **premium** is the amount you pay for auto insurance for a certain period of time."— **Keona**
"**Coverage** is what is included in the insurance—what the company will pay for."— **Binata**

C Look at Chalene's policy and find each of the items.

Bright Star Insurance

Name of Insured and Address: Chalene Johnson 24573 Thatch Street Houston, TX 77042	**Policy Number:** 05XX 52 870 1625 Q **Policy Period:** Effective Jan 13, 2023 to Jul 13, 2023
Description of Vehicle(s) **Year and Make:** 2019 Cury **VIN:** QXXPYR18924G23794	**Annual Mileage:** 9,000 **Premium for this Policy Period:** $526.04

Coverage	Limits of Liability	Six-Month Premium
A. Bodily Injury	Each Person $100,000; Each Accident $300,000	$197.65
B. Collision	Each Accident $50,000	$178.56
C. Comprehensive	Each Incident $25,000	$75.41
D. Uninsured Motor Vehicle Bodily Injury	Each Person $50,000; Each Accident $150,000	$74.42
E. Physical Damage	Deductible $1,000	
		TOTAL $526.04

1. Policy number: 05XX528701625Q
2. VIN: QXXPYR18924G23794
3. Policy premium: $526.04
4. Annual mileage: 9,000
5. Deductible: $1,000
6. Make of vehicle: Cury

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At-a-Glance Prep

Goal: Interpret an auto insurance policy
Grammar: Information questions
Vocabulary: *bodily injury, collision, comprehensive, coverage, liability, period, policy, premium, uninsured, VIN*

Agenda

- ☐ Learn about auto insurance policies.
- ☐ Read an insurance policy.
- ☐ Learn about different types of coverage.
- ☐ Interpret an insurance policy.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.9.8
CCRS: RI/RL6, SL8
ELPS:
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 5-10 mins. ■■■

Workplace Focus

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

A Discuss these questions with your classmates.

Discuss the questions as a class. You might take a poll on questions 1, 2, and 4.

Introduction 5-10 mins. ■■■

Dictation:

Five tips to save money on auto insurance:

1. Make sure you get all the discounts you qualify for.
2. Keep your driver's record clean and up to date.
3. Adjust your coverage to assume more risk.
4. Drive a low-profile car equipped with certain money-saving safety features.
5. Shop around for a good, low-cost insurance provider.

State the goal: *Today, you will learn how to interpret an auto insurance policy.*

Presentation 1 10-15 mins. ■■■

B Read what each person says about auto insurance policies. Discuss the meanings of the words in bold with a partner.

Talk about the policy as a class and answer any questions students might have.

Practice 1 10-15 mins. ■■■

C Look at Chalene's policy and find each of the items.

Evaluation 1 5 mins. ■■■

Go over the answers as a class.

Instructor's Notes

Presentation 2

5-10 mins.

Workplace Focus

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

D **MATCH** **There are different types of coverage listed on insurance policies. Match each type of coverage with what it covers.**

BEST PRACTICE

Presentation: Access students' prior knowledge

Students are often already familiar with some of the information that is presented in *Stand Out 5*. When this is the case, you can rely on their prior knowledge and let them teach the class. There are several ways to elicit information from students:

1. Ask students to share what they know with a partner.
2. Have students write down what they already know.
3. Have students share what they know with the class orally or by coming to the board and writing.

D may resemble a practice exercise, but since it is in the presentation stage, it offers a chance for you to find out what students already know and teach them new concepts at the same time. For this matching exercise, see how much students can complete on their own before you give them the answers. Then discuss each answer in detail to make sure students understand the different types of coverage.

Read the following scenarios to students and ask them what insurance coverage would apply.

1. *Imagine that you were driving to school this morning and someone stopped suddenly in front of you. You ran into their car. No one was hurt, but both cars were damaged. What coverage would apply?* (property damage liability—for the damage to the other car—and collision—for the damage to your car)
2. *Imagine that your car was parked in the school parking lot and when you got out of class to go home, you noticed that someone had smashed the passenger door in with their car. What coverage would apply?* (uninsured motorist's property damage)

Practice 2

10-15 mins.

(Shorter classes can do this exercise for homework.)

E **With a partner, read each scenario and decide which coverage would apply.**

Evaluation 2

10-15 mins.

Go over the answers as a class.

Instructor's Notes

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D **MATCH** **There are different types of coverage listed on insurance policies. Match each type of coverage with what it covers.**

Coverage	What It Covers
d 1. bodily injury liability	a. damage caused by another vehicle without insurance
g 2. property damage liability	b. damage to your vehicle due to an auto accident
b 3. collision	c. loss or damage to your vehicle or the vehicle you are driving for an incident other than collision (theft, fire, etc.)
e 4. medical payments	d. other people's bodily injuries or death for which you are responsible
a 5. uninsured motorist's property damage	e. bodily injuries to you or your passengers caused by the accident
f 6. uninsured motorist's bodily injury	f. bodily injury caused by another vehicle without insurance
c 7. comprehensive	g. damage to another vehicle or property

E **With a partner, read each scenario and decide which coverage would apply.**

1. Chalene accidentally ran into a tree and damaged the front end of her car. Which type of coverage would apply? collision
2. Binata was driving home from school when she hit another car. She had run through a red light, so the accident was her fault. There was no real damage to her car, but she hurt her back and had to go to the chiropractor. Also, there was significant damage to the car she hit. Which types of coverage would apply? medical payments and property damage liability
3. Keona and his friend Chalene were driving to the beach when a car hit them from behind. Then, the driver left without giving them any information. Neither Keona nor Chalene was hurt, but there was damage to Keona's car. Which type of coverage would apply? uninsured motorist's property damage
4. Keona's car got stolen from the parking lot at a movie theater. Which type of coverage would apply? comprehensive

F **Look at Chalene's policy in C. Write a question for each answer.**

EXAMPLE: Chalene Johnson: Who is being insured through this policy?

1. $178.56: How much is collision coverage?
2. $1,000: What is the deductible?
3. 05XX 52 870 1625 Q: What is the policy number?
4. 2019 Cury: What is the year and make of the vehicle?
5. $526.04: What is the premium for this policy period?
6. 9,000: What is the vehicle's annual mileage?

G **Look at Keona's insurance policy and choose the correct answers.**

United Automobile Association • Dallas, TX

STATE: TX **POLICY NUMBER:** QQP15 26 49L3798 1 **POLICY PERIOD:** September 5th, 2023 to March 5, 2024 **VEHICLE(S):** 2020 Tallaros, 2022 Rockland	**NAME AND ADDRESS OF INSURED:** Keona lu 54 Plover Plaza Galveston, TX 50472

Limits of Liability		6-Month Premium
LIABILITY		
Bodily Injury	Each Person $100,000; Each Accident $300,000	$248.52
Property Damage	Each Accident $50,000	$175.26
UNINSURED MOTORISTS		
Bodily Injury	Each Person $100,000; Each Accident $300,000	$110.21
Property Damage	Each Accident $50,000	$98.26
PHYSICAL DAMAGE		
Comprehensive Loss	Deductible $1,000	$125.56
Collision Loss	Deductible $1,000	$165.25
		TOTAL: $923.06

1. How many vehicles are covered by this policy?

   a. 1 (b.) 2 c. 3 d. 4

2. Where does the insured motorist live?

   a. Dallas b. Lake Tahoe (c.) Galveston d. Houston

3. How much is United Automobile Association charging for liability?

   a. $248.52 b. $125.56 c. $175.26 (d.) $423.78

4. What is Keona's deductible for comprehensive loss?

   a. $165.25 b. $125.56 (c.) $1,000 d. $50,000

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Presentation 3

5–10 mins.

Have students turn back to the auto insurance policy on page 78. Ask them some questions about the policy: *What is the policy period? What vehicle is being insured? What is the six-month premium for collision coverage?* Then ask volunteers to ask you a different question about the policy.

Practice 3

10–15 mins.

(Shorter classes can do this exercise for homework.)

Workplace Focus

Exercise F: Complete tasks as assigned.
Exercise G: Interpret and communicate information.

F Look at Chalene's policy in C. Write a question for each answer.

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

Evaluation 3

10–15 mins.

When individual students have finished, have them share their answers with a partner. When everyone has finished, ask volunteers to come to the board and write their questions. It is very likely that students will have written different questions for the same answer. Show them how more than one question can be correct.

Application

10–20 mins.

G Look at Keona's insurance policy and choose the correct answers.

Instructor's Notes

At-a-Glance Prep

Goal: Compute mileage, gas consumption, and energy used

Academic Strategies: Math calculations, focused listening, note taking

Vocabulary: *EV range, kWh, mpg, odometer, trip*

Agenda

- ☐ Discuss ways to drive less.
- ☐ Keep track of gas and mileage.
- ☐ Calculate miles per gallon (mpg).
- ☐ Listen to maintenance tips that help reduce gas consumption.
- ☐ Calculate miles per kilowatt-hour (kWh).
- ☐ Listen to tips on improving efficiency in electric vehicles.
- ☐ Discuss pros and cons of electric vehicles.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.9.3, 5.7.2, 6.1.4

CCRS: W/WHST6-8, SL8

ELPS:

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

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

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

Warm-up and Review 5-10 mins. ■■■

Put students in small groups and have them make a list of all the expenses associated with owning a car. Make it a game and tell them you want to see which group can come up with the longest list. When groups have finished, make a list of all their ideas on the board.

Introduction 5-10 mins. ■■■

Dictation:

1. What is the best way to increase your miles per gallon?
2. Where is the cheapest place to buy gas?
3. What maintenance tips can help your fuel efficiency?
4. What driving tips can help you save money on gas?

If you have time, spend some discussion time on these questions.

State the goal: *Today, you will learn how to compute mileage and gas consumption.*

Presentation 1 10-15 mins. ■■■

A Read and listen to the conversation between Keona and Chalene.

Workplace Focus

Exercise B: Complete tasks as assigned; Combine ideas and information.
Exercise C: Perform basic computations.

B Can you think of some other measures Keona and Chalene can take so they won't have to use their cars so much? Write your ideas.

Discuss students' ideas as a class.

Practice 1 10-15 mins. ■■■

If necessary, help students come up with the calculation and do an example with them to get them started.

C Keona wanted to see his gas mileage, so he checked the display in his car. How do you think Keona might calculate his gas mileage in miles per gallon (mpg)? Create a formula and fill in the *MPG* column in the table.

Go over the chart as a class, making sure students understand all the vocabulary.

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LESSON 4

Going the Distance

GOAL ▸ Compute mileage, gas consumption, and energy used

A Read and listen to the conversation between Keona and Chalene.

Keona: I can't believe the price of gasoline! I've been spending almost $100 just to fill up my tank.

Chalene: Same here. I've been trying to figure out how I can use my car less so I save some money on gas.

Keona: Any good ideas?

Chalene: Well, I'm going to start carpooling to school two days a week, which should help. And I'm trying to combine my errands, so I only go out once a week.

Keona: That sounds good. I think I'm going to look into public transportation. I have a long drive to work, so maybe I can figure out how to take the train into town. I'll have to drive to the station and park, but at least I won't be driving all the way to work.

Chalene: That's a great idea! I may look into getting an electric car.

B Can you think of some other measures Keona and Chalene can take so they won't have to use their cars so much? Write your ideas. Answers will vary. Sample answers given.

walk to school and work, bicycle, suggest working remotely to employer

C Keona wanted to see his gas mileage, so he checked the display in his car. How do you think Keona might calculate his gas mileage in miles per gallon (mpg)? Create a formula and fill in the *MPG* column in the table.

Formula: 245 ÷ 13 = 18.85 MPG. Divide miles driven by gallons used.

Date	Odometer	Trip	Gallons	MPG
8/7	12,200	245 miles	13	18.85
8/15	12,475	275	14	19.64
8/24	12,760	285	15	19
9/1	13,020	260	14.5	17.93

D **CALCULATE** **If gas costs $5.85 per gallon, how much would the gas for each trip in Ccost?** $76.05, $81.90, $87.75, $84.82

E **In order to improve your gas mileage, you can follow certain maintenance tips. Listen and write the five tips you hear.**

1. Get the engine tuned.
2. Keep tires properly inflated.
3. Check your air filter and replace it every 12,000 miles.
4. Use the right motor oil.
5. Don't carry junk in the trunk.

F **How will each of the tips in E help? Listen again and write the reasons.**

1. Improperly tuned engines hurt gas mileage.
2. Underinflated tires increase resistance and increase gas consumption.
3. If the air filter is clogged, car performance and fuel economy suffer.
4. The engine won't work as efficiently if the incorrect oil is used.
5. Reducing weight of the car increases mileage per gallon.

G **Keona followed the tips. Look at his log and calculate the mpg and cost per mile. Did his mpg improve?**

Date	Odometer	Trip	Gallons	MPG	Cost per Gallon	Cost per Mile
10/5	14,687	275 miles	13	21	$3.05	$0.145
10/17	14,962	295 miles	14	21	$3.07	$0.146
10/30	15,262	300 miles	15	20	$2.95	$0.148
11/9	15,542	280 miles	14.5	19	$3.10	$0.163

H **ANALYZE** **Look at the *Cost per Mile* column in G. Which week was the cheapest? On a separate piece of paper, write ideas about how Keona can spend less per mile on gas.**

In terms of cost per mile, the week of 10/5 was cheapest.
Ideas will vary. Sample answers given: Drive more slowly to reduce gas consumption. Reduce length of trips if possible.

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D **CALCULATE** **If gas costs $5.85 per gallon, how much would the gas for each trip in C cost?**

Evaluation 1

5 mins.

Go over the answers as a class.

Presentation 2

5–10 mins.

Ask students if they know of any strategies to improve gas mileage. Brainstorm some ideas as a class.

Practice 2

10–15 mins.

Workplace Focus

Exercise E: Complete tasks as assigned.
Exercise F: Interpret and communicate information.
Exercises D, G: Perform basic computations.
Exercise H: Combine ideas and information.

E **In order to improve your gas mileage, you can follow certain maintenance tips. Listen and write the five tips you hear.**

F **How will each of the tips in E help? Listen again and write the reasons.**

G **Keona followed the tips. Look at his log and calculate the mpg and cost per mile. Did his mpg improve?**

See if students can figure out how to calculate the cost per mile on their own.

H **ANALYZE** **Look at the *Cost per Mile* column in G. Which week was the cheapest? On a separate piece of paper, write ideas about how Keona can spend less per mile on gas.**

Students can work in pairs or small groups to develop useful ideas for spending less on gas.

Evaluation 2

10–15 mins.

As each exercise is completed, go over the answers as a class.

BEST PRACTICE

How to calculate gas consumption and mileage

Help students calculate gas consumption and mileage by providing the following formulas:

1. Trip miles / Gallons = Mpg
2. Cost per gallon / Mpg = Cost per mile
3. Odometer = Original odometer reading + trips

Listening Script

Here are five tips that should help improve your gas mileage.

1. *Get your engine tuned.*
   An improperly tuned engine hurts gas mileage by an average of 4.1 percent, according to US government studies. Most important to mileage is a properly working oxygen sensor, which helps keep your engine working efficiently.
2. *Keep your tires properly inflated.*
   Underinflated tires increase resistance and make it more difficult for the engine to move your car along the road. Check your tires every time you fill the tank. The US Department of Energy estimates that people can improve their gas mileage by 3.3 percent by inflating their tires regularly.
3. *Check your air filter and replace it every 12,000 miles.*
   Cars don't just run on gasoline. They actually run on gas and oxygen. If a clogged air filter restricts the flow of air, your performance and your fuel economy suffer. The Energy Department estimates that you could save as much as 22 cents per gallon by replacing a bad air filter.
4. *Use the right motor oil.*
   Many people think it's OK to simply put any motor oil into the engine. While your motor will continue to work with a different grade of oil, it won't work quite as efficiently. You can save a couple of cents per gallon by using the exact oil recommended for your car.
5. *Don't carry junk in your trunk.*
   Get all those boxes, cans, and other baggage out of your car and trunk. Reducing the weight of the car increases mileage over the course of a tank of gas.

Practice 3

10-20 mins.

I Chalene is considering buying an electric car to save money on gas. With a partner, define these terms:

Ask students to write their definitions. Then ask them to write the definition they find in the dictionary. Ask some volunteers to read both their definition and the dictionary definition and to comment on whether they are similar.

J CALCULATE Complete the table. To calculate how many miles per kWh your car gets, you need to divide the battery range by the battery capacity.

Go through the example together. Ask students to complete the table individually.

K In E, you listened to tips for improving gas mileage. What tips would apply to an electric vehicle as well?

Ask students to try to complete the task without looking back.

L Listen for eight tips on improving efficiency in an EV. Write them.

Evaluation 3

5-15 mins.

M In a small group, write the pros and cons of owning an electric vehicle.

Discuss the pros and cons as a class.

Listening Script

You may think that owning an electric car is better than a gas-powered one, but you still need to pay attention to how you drive and take care of your car in order to get the most out of your battery charge. Follow these 8 tips for a more efficient driving experience.
Number 1: Slow down.
Try to keep your speed under 60 mph whenever you can. The Department of Energy says that you will use 14% less energy if you reduce your speed by 10 miles per hour.
Number 2: Brake only when necessary.
Electric vehicles have an energy-recovering regenerative braking function when you come to a stop, meaning if you take your foot off the accelerator pedal, the car will stop for you. This will give extra power back to your vehicle's batteries while you slow down.
Number 3: Go easy on the heater.
Using an electric vehicle's heater at full blast puts a big drain on the battery power.
Number 4: Only use the AC when necessary.
Operating the air conditioning consumes battery at a rapid rate, so try to use the fan and not the air compressor whenever possible, or drive with the windows open.
Number 5: Make sure that your car has properly inflated tires.
If you are driving an electric vehicle with underinflated tires, this will increase your energy consumption.
Number 6: Travel Light
The less weight you have in the vehicle, the more efficiently your car will drive.
Number 7: Plan the most efficient route.
You can maximize your car's range by choosing to drive a path that allows you to drive steadily at lower speeds. Avoid areas with heavy traffic and hills.
Number 8: Time your charge.
You may not want to keep your car plugged into its charger at all times. Most EV batteries will slowly self-discharge when they're finished charging. So you may be able to add a few extra miles of range by timing it so that the battery is at full strength just before you start driving.

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I Chalene is considering buying an electric car to save money on gas. With a partner define these terms:

1. kWh: kilowatt-hour, a unit of energy
2. battery range (of your vehicle): how many miles the vehicle will go on a full charge
3. battery capacity: how many kWh your battery has

J CALCULATE Complete the table. To calculate how many miles per kWh your car gets, you need to divide the battery range by the battery capacity.

expected miles per kWh = battery range ÷ battery capacity

For example, if your EV has a range of 200 miles and the battery capacity is 40 kWh, you should be able to go 5 miles per kWh.

Battery Capacity	EV Range	Miles per kWh
40 kWh	200	5
60 kWh	240	4
80 kWh	280	3.5
100 kWh	320	3.2

K In E, you listened to tips for improving gas mileage. What tips would apply to an electric vehicle as well? Answers will vary. Sample answers given.

1. keep tires inflated
2. don't carry extra weight

L Listen for eight tips on improving efficiency in an EV. Write them.

1. Slow down.
2. Brake only when necessary.
3. Go easy on the heater.
4. Only use the AC when necessary.
5. Make sure that your car has properly inflated tires.
6. Travel light.
7. Plan the most efficient route.
8. Time your charge.

M In a small group, write the pros and cons of owning an electric vehicle. Answers will vary.

LESSON 5

Traffic Laws

GOAL ▶ Follow the rules of the road

A What does each of the following signs mean? Work with a partner.

1.  two-way traffic
2.  slippery when wet
3.  railroad crossing
4.  lane shifts to left
5.  steep grade
6.  no left turn
7.  stoplight ahead
8.  yield
9.  no U-turns
10.  divided highway ends
11.  school crossing
12.  merge
13.  toll
14.  do not enter
15.  bear right
16.  full stop

B Think about the traffic laws you are familiar with. In a small group, write a law for each item. Answers will vary. Sample answer given.

1. yellow light: You must slow down at a yellow light.
2. speed limit: You must obey the speed limit.
3. seat belts: Everyone in the car must wear a seat belt.
4. red light: You have to come to a full stop at a red light.
5. children: Watch carefully for children playing on crowded neighborhood streets.
6. pedestrians: Stop for pedestrians in a crosswalk.
7. stop sign: You must come to a full stop at a stop sign before proceeding.
8. police officer: You must obey the directions of a police officer.
9. school bus: Traffic behind and coming toward a school bus must stop when the bus has on flashing lights.

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At-a-Glance Prep

Goal: Follow the rules of the road
Academic Strategies: Reading tables, interpreting facts
Vocabulary: *pedestrians, traffic signs*

Agenda

- ☐ Discuss traffic signs and traffic laws.
- ☐ Interpret information related to seat belts and safety.
- ☐ Discuss alcohol-related laws and accidents.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.9.1
CCRS: W/WHST6-8, SL8
ELPS:
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 5-10 mins. ■■■

Ask students to help you brainstorm a list of fuel-saving ideas. Write them on the board. Ask students who drive if they use these techniques. Ask them which one(s) they will start doing.

Introduction 5-10 mins. ■■■

Dictation:

1. Driving a car comes with a lot of responsibility.
2. Following the rules of the road is very important.
3. What do you think is the most important traffic law?
4. Where can you go to find a list of traffic laws for your state?

State the goal: *Today, we will learn about the rules of the road and study some facts about seat-belt safety and alcohol-related accidents.*

Presentation 1 10-15 mins. ■■■

Workplace Focus

Exercises A, B: Interact appropriately with team members.

A What does each of the following signs mean? Work with a partner.

Since this is still the presentation stage, see what students already know and then talk about each sign as a class.

Practice 1 10-15 mins. ■■■

B Think about the traffic laws you are familiar with. In a small group, write a law for each item.

Evaluation 1 5 mins. ■■■

Ask a volunteer from each group to come to the board and write one of the laws. Discuss the laws as a class.

Instructor's Notes

Presentation 2

5-10 mins.

Workplace Focus

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

C The United States Department of Transportation has an organization called the National Highway Traffic Safety Administration (NHTSA) whose mission is to "save lives, prevent injuries, and reduce vehicle-related crashes." Read the data from a study the NHTSA conducted and answer the questions.

Go over the chart as a class, asking questions to make sure students understand the data that are presented. Once students understand the data, have them answer the questions by themselves. Go over the answers as a class.

Practice 2

10-15 mins.

D With a partner, make statements about the data in the chart in C.

E What are the driving laws regarding alcohol in your state? Discuss them with your class and write them.

Evaluation 2

10-15 mins.

Ask volunteers to write the driving laws on the board. Evaluate them as a class.

Instructor's Notes

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C The United States Department of Transportation has an organization called the National Highway Traffic Safety Administration (NHTSA) whose mission is to "save lives, prevent injuries, and reduce vehicle-related crashes." Read the data from a study the NHTSA conducted and answer the questions.

Seat Belt Use in the United States 2014–2019

	2014	2015	2016	2017	2018	2019
AL	95.7%	93.3%	92%	92.9%	91.8%	92.3%
AK	88.4%	89.3%	88.5%	90.1%	91.6%	94.1%
CA	97.1%	97.3%	96.5%	96.2%	95.9%	97.2%
GA	97.3%	97.3%	97.2%	97.1%	96.3%	95.9%
FL	80.8%	89.4%	89.6%	90.2%	90.6%	89.8%
IL	94.1%	95.2%	93.0%	93.8%	94.6%	94.3%
MA	76.6%	74.1%	78.2%	73.7%	81.6%	81.6%
NY	90.6%	92.2%	91.8%	93.4%	92.9%	94.2%
TX	90.7%	90.5%	91.6%	91.9%	91.3%	90.9%
WA	94.5%	94.6%	94.7%	94.8%	93.2%	93.1%

1. What percentage of drivers wore seat belts in California in 2017? 96.2%
2. Which state had the highest percentage of seat belt use in 2019? California
3. What percentage of people in Massachusetts wore seat belts in 2019? 81.6%
4. What is the percentage difference in seat belt use between 2016 and 2017 for drivers in Alaska? 0.9%
5. What percentage of drivers wore seat belts in Florida in 2015? 89.4%

D With a partner, make statements about the data in the chart in C.

EXAMPLE: 94.8% of drivers in Washington wore seat belts in 2017.

E What are the driving laws regarding alcohol in your state? Discuss them with your class and write them. Answers will vary.

F **Read the facts on alcohol-related accidents. Choose the ones that are the most surprising to you.** Answers will vary.

- ☐ Alcohol-related motor vehicle crashes kill someone every 45 minutes.
- ☐ In 2020, 11,654 people were killed in alcohol-impaired driving crashes, accounting for 30% of all traffic-related deaths in the United States.
- ☐ Alcohol-impaired drivers account for 62% of the people who died in alcohol-related crashes in 2020.
- ☐ A study of 4,243 drivers who were seriously injured in crashes, indicated that 54% of those drivers were under the influence of alcohol and / or drugs other than alcohol (e.g., marijuana, sedatives, and opioids) from September 2019 to July 2021.
- ☐ In 2020, 229 children ages 14 and younger died in alcohol-impaired driving crashes. This is 21% of traffic-related deaths among children in that age group.

G **With a partner, rewrite the facts in F in your own words on a separate piece of paper.** Answers will vary.

EXAMPLE: Someone is killed every forty-five minutes due to a car accident involving alcohol.

H **In a small group, make a list of five driving rules that you all think are the most important. Present your list to the class.** Answers will vary.

1. _____
2. _____
3. _____
4. _____
5. _____

Life ONLINE

Distracted driving is another risk factor for both drivers and pedestrians. Texting, using a navigation system, and talking on the phone while driving are some examples of distracted driving. Many states have laws that make it illegal to use—or even hold—a phone while driving. To avoid putting yourself and others at risk, keep your full attention on the road when you are at the wheel. Do not multitask while driving. If you need to make a call, text someone, or send an email, do it before your trip, when you find a safe place to stop, or when you get to your destination.

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Presentation 3

10-15 mins.

Workplace Focus

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

F **Read the facts on alcohol-related accidents. Choose the ones that are the most surprising to you.**

Read the facts as a class. Discuss which ones are the most surprising.

Practice 3

10-15 mins.

(Shorter classes can do this exercise for homework.)

G **With a partner, rewrite the facts in F in your own words on a separate piece of paper.**

Go over the example with students, showing them how the fact was restated. Explain to them that the purpose of the exercise is to be able to clearly explain the facts to someone else. To do so, they must first understand the facts themselves.

Evaluation 3

5-10 mins.

Call on different students to stand up and restate the facts.

Application

10-20 mins.

H **In a small group, make a list of five driving rules that you all think are the most important. Present your list to the class.**

Read the *Life Online* feature. Ask students if anyone in the class has been distracted when they were driving. Elicit ideas for how to keep your full attention on the road.

Life ONLINE

Optional Activity: Go online to find the Department of Motor Vehicles (DMV) or the Registry of Motor Vehicles (RMV) for your state. Download a driver's handbook or manual.

This may be a good time to visit the Life Skills video page at the back of the student's book.

Instructor's Notes

At-a-Glance Prep

Goal: Explore careers in the automotive industry

Agenda

- ☐ Talk about careers in the automotive industry.
- ☐ Categorize job titles.
- ☐ Read an article about auto mechanics.
- ☐ Create three graphs.
- ☐ Write about the demographics of mechanics.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9
CCRS: W/WHST6-8, L6, L8
ELPS:
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

Review the previous lesson. Put students into pairs and ask them to see how many rules of the road they can remember. Tell students to write down what they think are the five most important rules. Then ask pairs to team up with another pair and compare their ideas. Then ask them to agree together on the five most important rules. When the groups are finished, ask a few volunteers to tell the class their top five rules. Take a class poll to find out what the most popular rules are.

Introduction 5-10 mins. ■■■

In this lesson, students will explore careers in the automotive industry. Begin by asking students what they think is meant by the automotive industry and which careers they think might be part of this sector. Write a list of their suggestions on the board.

Presentation 1 15-20 mins. ■■■

A These are 15 common careers in the automotive industry. Choose each one that you have heard of. Then talk to a partner about what each person does.
When they are done, ask volunteers to tell the class what each person does.

Practice 1 5-10 mins. ■■■

B Write a definition for each word.
As a class, come up with definitions. Help students with vocabulary if necessary.

C CATEGORIZE Write each job title from A under its correct category. Some jobs may fit in more than one category.
Have students work in pairs to complete the task. Walk around the class, observing them as they work. Answer any questions they have about vocabulary. When everyone has finished, ask volunteers to read each column aloud.

Evaluation 1

As a class, check how students categorized the job titles.

Instructor's Notes

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LESSON 6

Explore the Workforce

GOAL ▶ Explore careers in the automotive industry

A These are 15 common careers in the automotive industry. Choose each one that you have heard of. Then talk to a partner about what each person does. Answers will vary.

- ☐ Auto body repair technician
- ☐ Auto designer
- ☐ Auto electrician
- ☐ Auto engineer
- ☐ Auto instructor
- ☐ Auto mechanic
- ☐ Auto sales manager
- ☐ Car detailer
- ☐ Car rental agent
- ☐ Car salesperson
- ☐ Process engineer
- ☐ Quality testing engineer
- ☐ Tire technician
- ☐ Tow truck driver
- ☐ Vehicle inspector

B Write a definition for each word. Answers will vary.

Manufacturing: _____

Sales: _____

Service: _____

C CATEGORIZE Write each job title from A under its correct category. Some jobs may fit in more than one category.

Manufacturing	Sales	Service
Auto designer Auto engineer Process engineer Quality testing engineer Vehicle inspector	Auto sales manager Car rental agent Car salesperson	Auto body repair technician Auto electrician Auto instructor Auto mechanic Car detailer Car rental agent Tire technician Tow truck driver Vehicle inspector

D **Can you think of any other jobs in the automotive industry? Write them in the correct column in C.** Answers will vary.

E **One of the most common jobs is auto mechanic. Complete the text with the words in the box. Pay attention to the missing parts of speech (noun, verb, adjective, etc.) to help you.**

auto body shops	mathematics	software
dealership	mechanics	specialize in
heavy machinery	minimum requirement	technical education
inspecting	repair records	transportation vehicles
maintenance	responsibilities	troubleshooting

What is an auto mechanic?

An auto mechanic works with a variety of (1) transportation vehicles, such as automobiles, buses, and trucks. Auto mechanics do general repairs and (2) maintenance on vehicles. Some mechanics (3) specialize in engines, brakes, tires, or automobile technology or computers.

Auto mechanics have a variety of (4) responsibilities. These include:

- Examining the vehicle and diagnosing a variety of issues
- Using power tools and (5) heavy machinery
- (6) Troubleshooting different vehicle systems
- Working with vehicle computers and (7) software
- Performing routine maintenance
- (8) Inspecting and testing vehicles
- Updating maintenance and (9) repair records

Auto mechanics work in various settings, such as (10) auto body shops, garages, or car dealerships. Their responsibilities may differ based on where they work. For example, some (11) mechanics may perform specialized tasks at a (12) dealership, whereas mechanics who work in smaller repair shops may complete many different tasks.

A high school diploma or GED is the (13) minimum requirement to become an auto mechanic. It's important for someone who wants to be a mechanic to have basic knowledge of (14) mathematics, reading, and writing. Some high schools also offer (15) technical education courses that students can take as electives.

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Presentation 2

15-20 mins.

D **Can you think of any other jobs in the automotive industry? Write them in the correct column in C.**

When they are done, ask students to discuss their answers with a partner. When the pairs have finished, ask students to share their partner's answers with the class.

Practice 2

15-20 mins.

E **One of the most common jobs is auto mechanic. Complete the text with the words in the box. Pay attention to the missing parts of speech (noun, verb, adjective, etc.) to help you.**

Have students complete the text individually. When they have finished, have them compare their answers with a partner. Then have students note down any words from the text they don't understand. Do not check answers yet.

Refer to the below Best Practice first, to learn some tips on text completion.

BEST PRACTICE

Completing a text

Use a variety of techniques to keep students interested and motivated.

1. Part of speech: Identifying the part of speech that is missing is important. Instead of looking at the text, go through the words or phrases in the box and categorize them into noun, adjective, verb, preposition, etc.
2. Time limit: With books closed, tell students that they have exactly three minutes to complete the task. Say "Start" and then, after three minutes, say "Stop" and have students close their books. Elicit students' reactions to doing it quickly and ask how far they got. Then let them do the exercise without a time limit and see if they want to change any of their answers. Go through the answers together.
3. Let a student be the teacher. Invite a volunteer to the front of the class to check the answers. Give them the answers. Encourage them to ask students for reasons for particular answers.
4. Tell students you will be making some deliberate mistakes and they need to correct you. When they spot a mistake, ask them to say why it's wrong.

This can also be done as a game with two teams. Teams earn one point for correctly spotting a mistake. They lose a point if they point out something that is not a mistake or if they explain the mistake incorrectly.

Instructor's Notes

F **Listen and check your answers in E.**

Play the audio through twice. When students have finished, have them compare their answers with a partner. Then have students note down any words from the text they don't understand. Read the passage, including the correct answers, aloud. Write the answers on the board.

Listening Script

What is an auto mechanic?

An auto mechanic works with a variety of transportation vehicles, such as automobiles, buses, and trucks. Auto mechanics do general repairs and maintenance on vehicles. Some mechanics specialize in engines, brakes, tires, or automobile technology or computers.

Auto mechanics have a variety of responsibilities. These include:

- *Examining the vehicle and diagnosing a variety of issues*
- *Using power tools and heavy machinery*
- *Troubleshooting different vehicle systems*
- *Working with vehicle computers and software*
- *Performing routine maintenance*
- *Inspecting and testing vehicles*
- *Updating maintenance and repair records*

Auto mechanics work in various settings, such as auto body shops, garages, or car dealerships. Their responsibilities may differ based on where they work. For example, some mechanics may perform specialized tasks at a dealership, whereas mechanics who work in smaller repair shops may complete many different tasks.

A high school diploma or GED is the minimum requirement to become an auto mechanic. It's important for someone who wants to be a mechanic to have basic knowledge of mathematics, reading, and writing. Some high schools also offer technical education courses that students can take as electives.

Evaluation 2

10–15 mins.

G **Read the demographic information for mechanics. For each data set, create a graph using the visual given. Label each data point and give each graph a title.**

Model the activity by creating an example graph of your own. Briefly explain the most important parts of your graph and the reasoning behind those choices. Then have students complete their own graphs.

When they are done, ask students to discuss their answers with a partner. When the pairs are finished talking to each other, ask students to share their graphs with the class.

Presentation 3

25–30 mins.

H **Write a short paragraph describing the demographics of mechanics in the United States.**

As students write, remind them that, although they can look back at the text in **E**, they should use their own words to write their paragraphs.

I **REFLECT** **Do you think a job as a mechanic would be a good choice for you? Why or why not?**

Evaluation 3

5–10 mins.

Go around the classroom and check on students' writing. Help individuals when needed. Then have volunteers read their paragraphs for the class.

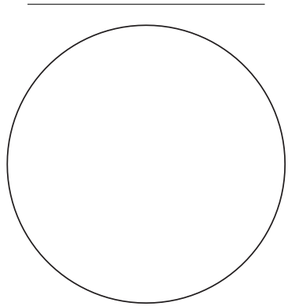
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F **Listen and check your answers in E.**

G **Read the demographic information for mechanics. For each data set, create a graph using the visual given. Label each data point and give each graph a title.** Answers will vary.



96% male
4% female



White: 65.6%
Hispanic or Latino: 17.2%
Black or African American: 9.9%
Asian: 4.6%
Unknown: 2.0%
American Indian and Alaska Native: 0.7%



40+ years: 50%
30–40 years: 25%
20–30 years: 25%

H **Write a short paragraph describing the demographics of mechanics in the United States.** Answers will vary.

I **REFLECT** **Do you think a job as a mechanic would be a good choice for you? Why or why not?** Answers will vary.

Review

A **List four different types of cars.** Answers will vary. Sample answers given.

1. SUV
2. minivan
3. four-door sedan
4. pickup truck

Which type of car is best for you? Answers will vary.

B **Recall the auto maintenance tips you learned in Lesson 2. Write the correct verb from the box to complete each tip. You will need to use some of the verbs more than once.**

change	check	fill	inspect	perform	replace	top off

1. Perform a radiator flush.
2. Replace / Check / Inspect / Change your air filter.
3. Perform an oil change.
4. Check / Inspect / Replace your brakes.
5. Inspect / Change / Check / Replace your wipers.
6. Check and top off your coolant.
7. Check your oil levels.
8. Perform a timing belt inspection.
9. Fill / Check / Top off your washer fluid.
10. Check / Inspect your wheel bolts.
11. Fill / Top off / Check your power steering fluid.

C **Calculate Gary's gas mileage and how much he is spending on gas. With a partner, discuss five ways Gary can improve his gas mileage.**

Date	Odometer	Trip	Gallons	MPG	Cost per Gallon	Cost per Mile
2/7	46,269	310 miles	15	20.67	$3.02	$0.146
2/17	46,579	325 miles	16	20.31	$2.90	$0.143
2/28	46,904	320 miles	15.5	20.65	$2.95	$0.143
3/5	47,224	280 miles	17	16.47	$3.01	$0.183

Learner Log

I can purchase a car. ☐ Yes ☐ No ☐ Maybe

I can maintain and repair a car. ☐ Yes ☐ No ☐ Maybe

I can compute mileage and gas consumption. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goals: All unit goals
Grammar: All unit grammar
Academic Strategy: Reviewing
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Use unit vocabulary.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.9.3, 1.9.5, 1.9.6, 1.9.8, 1.9.9
CCRS: RI/RL7, W/WHST6-8, L8
ELPS:
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

Warm-up and Review 5–10 mins.

Put students in pairs and have them make a list of all the careers in the automotive industry that they can remember from the previous lesson. When they have finished, make a list on the board and ask students which careers sound the most interesting.

Introduction 5–10 mins.

Ask students as a class to try to recall all the goals of this unit without looking back in their books. The goals for this unit include purchasing a car, maintaining and repairing your car, interpreting an auto insurance policy, computing mileage, gas consumption, and energy used, following the rules of the road, and exploring careers in the automotive industry. 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 we have learned in this unit and prepare for the team project.*

Presentation 10–15 mins.

This presentation will cover all three pages of the review. Quickly go to the first page of each lesson. Discuss the goal of each. Ask simple questions to remind students of what they have learned.
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 the exercises one at a time and, as students complete each one, go over the answers. 2. Quickly go through the instructions of each exercise, let students complete all of the exercises at once, and then go over the answers.

Workplace Focus

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

A **List four different types of cars.**

B **Recall the auto maintenance tips you learned in Lesson 2. Write the correct verb from the box to complete each tip. You will need to use some of the verbs more than once.**

C **Calculate Gary's gas mileage and how much he is spending on gas. With a partner, discuss five ways Gary can improve his gas mileage.**

Have students share results to help Gary improve his mileage.

Evaluation 5–15 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.

Practice *(continued)* 25-30 mins.

Workplace Focus

Exercise D: Complete tasks as assigned.
Exercise E: Combine ideas and information.

D Read the insurance policy and answer the questions on a separate piece of paper.

E On a separate piece of paper, write a summary of one of these topics.

Evaluation *(continued)* 5-15 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.

BEST PRACTICE

Recycling / Review

The review exercises and the project that follows are part of the recycling / review process. Students often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten when students are engaged in 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 material with students and to show them how to review it on their own. It is also important to recycle the new concepts in different contexts.

Instructor's Notes

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D Read the insurance policy and answer the questions on a separate piece of paper.

DriveRite Automotive Insurance Co., Inc.

Dung Nguyen 79563 Eastern Way Ambrose, GA 31512	**Policy Number:** QPX2 80 56 45F5542 6 **Policy Period:** 2/10/22-8/10/23	**Vehicle:** 2019 Folks Passerine **VIN:** ZXYI493807T984XXX **Annual Mileage:** 12,500

Type of Coverage	Cost of Coverage	Limits of Liability
A. Medical	$182.50	Each person $100,000 Each accident $300,000
B. Liability	$175.00	Each person $100,000 Each accident $300,000
C. Collision	$98.26	Each person $50,000 Each accident $50,000
D. Uninsured motorist	$135.00	Each accident $150,000
E. Comprehensive	$76.45	Each incident $25,000

Premium: $667.21

1. Who is being insured through this insurance policy? Dung Nguyen
2. Where does the insured live? Ambrose, GA
3. How long is this policy in effect? 18 months
4. What is the total premium for the insured's policy? $667.21
5. How many miles does the insured drive per year? 12,500
6. The insured got in an accident last week, broke his leg, and damaged his car. Which types of coverage will pay for this? medical, collision
7. How much is the insurance company charging for comprehensive coverage? $76.45
8. If the insured's car gets stolen, how much will the insurance company pay to replace the car? $25,000
9. What is the most the insurance company will pay for the property damage in an accident? $300,000
10. How much will the insurance company pay for each person who is hurt in an accident caused by someone without insurance? $150,000 per accident

E On a separate piece of paper, write a summary of one of these topics. Answers will vary.

- Purchasing a car
- Maintaining a car
- Saving money on gas
- Keeping track of gas mileage
- The benefits of driving an electric vehicle
- Rules of the road

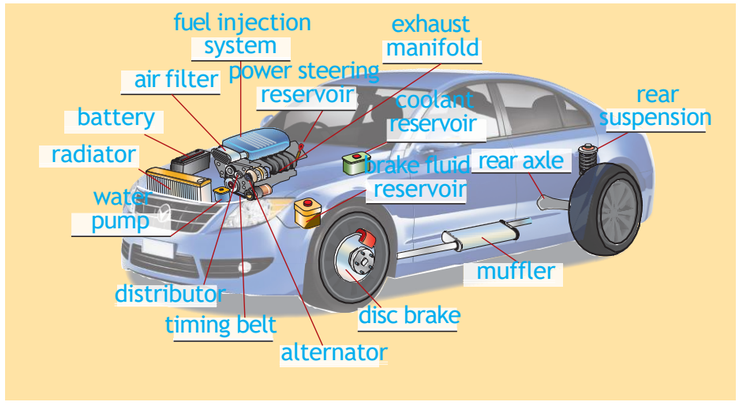
Learner Log

I can interpret an auto insurance policy. ☐ Yes ☐ No ☐ Maybe

I can follow the rules of the road. ☐ Yes ☐ No ☐ Maybe

Vocabulary Review

A **Write the name of each car part. What does each part do? With a partner, take turns describing each part and its function.**



B **Write a definition for each of the words. Use full sentences.**

Answers will vary. Sample answers given.

1. coverage: Coverage is what the insurance company will pay for.
2. premium: The premium is the amount paid for car insurance.
3. collision: A collision is an accident between two cars or a car and an object.
4. mpg: MPG is miles per gallon.
5. carpool: Classmates or coworkers who carpool share rides to reduce expenses for all.
6. kWh: kWh is kilowatt-hour.

C **Read each phrase and match it with a vocabulary word or phrase from the unit.**

Answers will vary. Sample answers given.

1. restrains driver and / or passengers in an accident: seat belt
2. identifies your vehicle: VIN (vehicle identification number)
3. covers damage to another vehicle: liability
4. can get clogged and affect your gas mileage: air, gas, and / or oil filters
5. tells you how fast you can drive on any given road: speed limit
6. the different things an insurance company will pay for: medical, collision, liability, comprehensive
7. tells you how many miles you have driven: odometer

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Practice *(continued)*

25–30 mins.

Vocabulary Review

Workplace Focus

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

A **Write the name of each car part. What does each part do? With a partner, take turns describing each part and its function.**

Students are not given the vocabulary for this exercise. See how many parts students can fill in themselves. Then have them work with a partner to fill in anything missing. Review as a class.

Encourage students more knowledgeable about cars to describe the various part functions.

B **Write a definition for each of the words. Use full sentences.**

Review the example with students.

C **Read each phrase and match it with a vocabulary word or phrase from the unit.**

Review the example with students.

Evaluation *(continued)*

5–15 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.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2; 0.1.5; 1.9.1; 1.9.6; 1.9.8; 4.8.1; 4.8.2; 4.8.5; 7.2.6; 7.4.4; 7.7.3

CCRS: W.7; SL.8

ELPS:

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

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

Workplace Focus

Apply technology to a task; Collect and organize information; Combine ideas and information; Complete tasks as assigned; Interpret and communicate information.

Soft Skill: Collaboration
Negotiation

Explain how in the workplace, collaboration is a very important skill because projects can be developed and completed more easily and effectively when people work together. Explain that in order to collaborate effectively, students need to be able to negotiate by making polite suggestions. Point out the information on the project page.

Introduction

Teams will create a section of an auto handbook that will be compiled into one book at the end of the project. Sections could include different types of cars, how to buy a car, how to read an insurance policy, the rules of the road, how to keep track of gas and mileage, etc.

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 to the next stage until the previous one is complete.

2. As a class, brainstorm a list of topics to include in your auto safety handbook. You might include safety maintenance tips, insurance minimums, and rules of the road. Count the number of teams and narrow your list of topics down to that number. Each team must choose a single topic to work on.

3. As a team, gather all the information for your group's section of the handbook.

Students can use their books to find information or any other resources they have access to.

4. Decide how you would like to present your information. You can choose pictures, lists of facts, and graphs. Be creative!

Ask students to try to be creative and make their section visually pleasing. (You might need to discuss what this means.)

5. Create your section of the handbook.

6. Present your section of the handbook to the class.

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

7. Compile all the sections into one handbook.

Choose one group or one student to compile all the sections into one book and design a creative cover.

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Create an Auto Safety Handbook

SOFT SKILL ▸ Collaboration

With your class, you will compile an auto safety handbook.

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

Position	Job Description	Student Name
Student 1: Project Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Secretary	Take notes on team's ideas.	
Student 3: Designer	Design layout of handbook section.	
Student 4: Spokesperson	Prepare team for presentation.	
Student 5: Assistant	Help secretary and designer with their work.	

2. As a class, brainstorm a list of topics to include in your auto safety handbook. You might include safety maintenance tips, insurance minimums, and rules of the road. Count the number of teams and narrow your list of topics down to that number. Each team must choose a single topic to work on.
3. As a team, gather all the information for your group's section of the handbook.
4. Decide how you would like to present your information. You can choose pictures, lists of facts, and graphs. Be creative!
5. Create your section of the handbook.
6. Present your section of the handbook to the class.
7. Compile all the sections into one handbook.

COLLABORATION:
Negotiation

As you collaborate, practice negotiating by making polite suggestions:

I think it would be a great idea if we include...

Why don't we add...?

I think it would be better if...

I'm not sure that's such a good idea. Wouldn't it be better if...?

About the Photo

The photo shows Yu-Guo on an electric bicycle. Yu-Guo Guo is a chemist. His work with nanotechnology is changing the way the cars of the future are made. Yu-Guo has invented technology that allows the batteries in electric vehicles to charge quicker than existing ones—even as quick as filling a car with gas! These advanced batteries recover more energy when cars stop, deliver more power when cars start, and enable vehicles to run longer. He found a unique way to make an important element of this technology—lithium iron phosphate—less expensive and easier for manufacturers to work with. Yu-Guo believes this is important as more people switch to buying environmentally friendly vehicles.

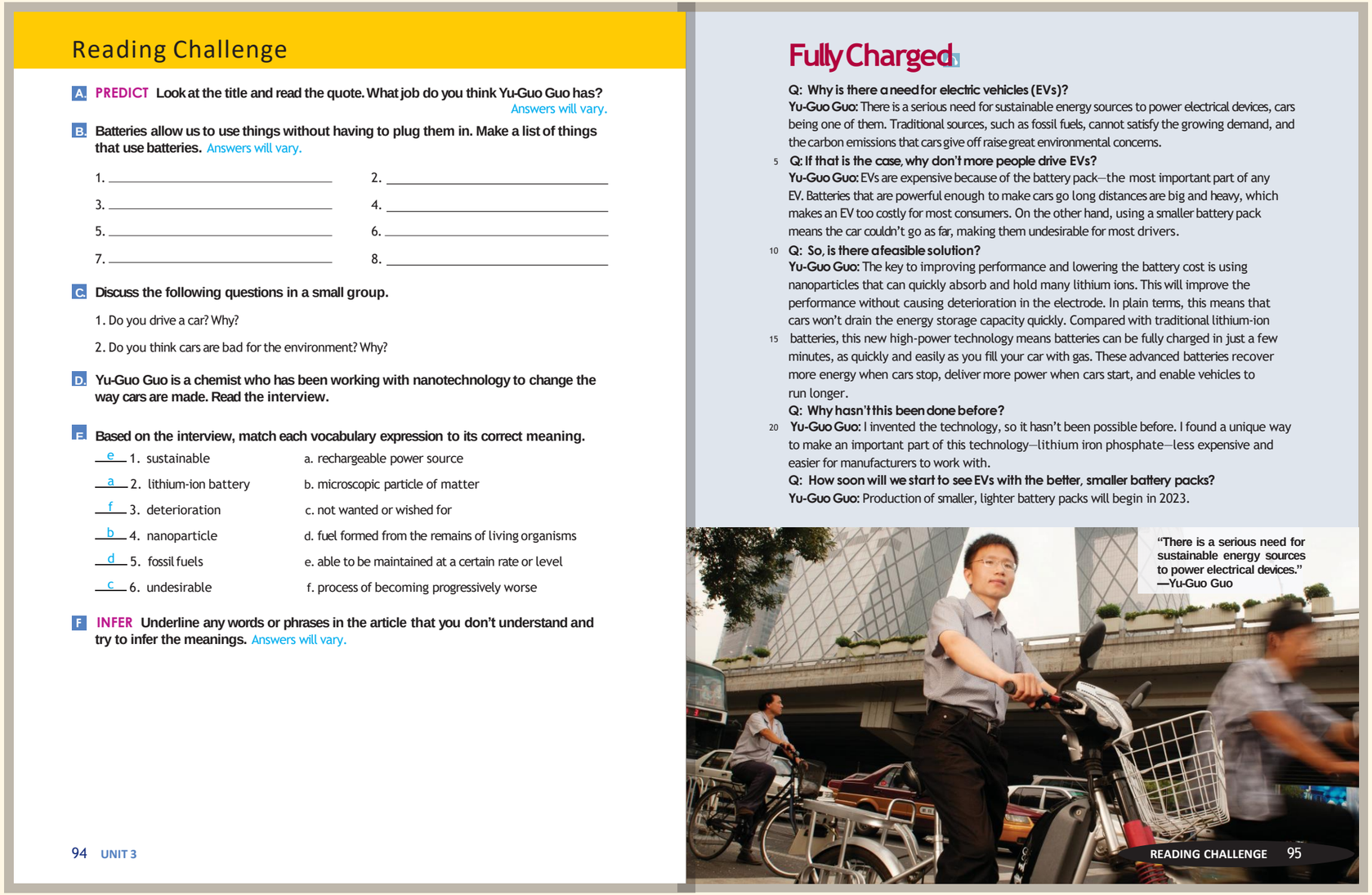
- Introduce the explorer, Yu-Guo Guo.
- Read the title and ask students what it means.
- Discuss as a class.

A PREDICT Look at the title and read the quote. What job do you think Yu-Guo Guo has?

- Ask students why Yu-Guo Guo might be pictured on a bike.
- Ask students what a "serious need" suggests.
- Have students take turns offering examples of sustainable energy sources they have seen.

B Batteries allow us to use things without having to plug them in. Make a list of things that use batteries.

- Ask students to think of the things they use batteries for and make a list.
- Have students share their lists with a partner.
- Ask volunteers to write some of their items on the board.



Reading Challenge

A. PREDICT Look at the title and read the quote. What job do you think Yu-Guo Guo has?
Answers will vary.

B. Batteries allow us to use things without having to plug them in. Make a list of things that use batteries. Answers will vary.

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____

C. Discuss the following questions in a small group.

1. Do you drive a car? Why?
2. Do you think cars are bad for the environment? Why?

D. Yu-Guo Guo is a chemist who has been working with nanotechnology to change the way cars are made. Read the interview.

E. Based on the interview, match each vocabulary expression to its correct meaning.

e	1. sustainable	a. rechargeable power source
a	2. lithium-ion battery	b. microscopic particle of matter
f	3. deterioration	c. not wanted or wished for
b	4. nanoparticle	d. fuel formed from the remains of living organisms
d	5. fossil fuels	e. able to be maintained at a certain rate or level
c	6. undesirable	f. process of becoming progressively worse

F. INFER Underline any words or phrases in the article that you don't understand and try to infer the meanings. Answers will vary.

94 UNIT 3

Fully Charged

Q: Why is there a need for electric vehicles (EVs)?
Yu-Guo Guo: There is a serious need for sustainable energy sources to power electrical devices, cars being one of them. Traditional sources, such as fossil fuels, cannot satisfy the growing demand, and the carbon emissions that cars give off raise great environmental concerns.

Q: If that is the case, why don't more people drive EVs?
Yu-Guo Guo: EVs are expensive because of the battery pack—the most important part of any EV. Batteries that are powerful enough to make cars go long distances are big and heavy, which makes an EV too costly for most consumers. On the other hand, using a smaller battery pack means the car couldn't go as far, making them undesirable for most drivers.

Q: So, is there a feasible solution?
Yu-Guo Guo: The key to improving performance and lowering the battery cost is using nanoparticles that can quickly absorb and hold many lithium ions. This will improve the performance without causing deterioration in the electrode. In plain terms, this means that cars won't drain the energy storage capacity quickly. Compared with traditional lithium-ion batteries, this new high-power technology means batteries can be fully charged in just a few minutes, as quickly and easily as you fill your car with gas. These advanced batteries recover more energy when cars stop, deliver more power when cars start, and enable vehicles to run longer.

Q: Why hasn't this been done before?
Yu-Guo Guo: I invented the technology, so it hasn't been possible before. I found a unique way to make an important part of this technology—lithium iron phosphate—less expensive and easier for manufacturers to work with.

Q: How soon will we start to see EVs with the better, smaller battery packs?
Yu-Guo Guo: Production of smaller, lighter battery packs will begin in 2023.

"There is a serious need for sustainable energy sources to power electrical devices."
—Yu-Guo Guo

READING CHALLENGE 95

C Discuss the following questions in a small group.

Have students share their answers with the class. You may want to make a list on the board of the reasons students cite in their answers to item 2 and see how many groups came up with the same reasons.

D Yu-Guo Guo is a chemist who has been working with nanotechnology to change the way cars are made. Read the interview.

Explain that this article is formatted as a Q&A (question-and-answer session). Then ask students to read the interview.

Note: the audio was recorded by voice actors.

E Based on the interview, match each vocabulary expression to its correct meaning.

Have students match each expression to its meaning.

F INFER Underline any words or phrases in the article that you don't understand and try to infer the meanings.

Ask students to make a list of words and phrases they don't understand and try to infer the meanings.

CASAS FOR READING

0.1.2, 0.1.5, 5.7.1, 5.7.2

CCRS FOR READING

RI/RL7, SL8

READING STRATEGIES

Inferring Word Meaning in Steps

Figuring out word meanings by educated guessing is called *inferring*. Inferring word meaning can be done in steps:

1. Carefully read the sentence containing the unfamiliar word and ask yourself if the sentence makes sense.
2. Read the sentence again and look for clues that point to the meaning.
3. Go back and read the preceding sentence, looking for clues.
4. If you have a guess about the word meaning, substitute it for the unfamiliar word and see if it makes any sense.
5. Repeat the steps with a new guess.

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4 Housing



About the Photo

The mural seen here, *Sartain Garden*, was created in 2010 in a community garden in Philadelphia, Pennsylvania, in the same neighborhood where artist David Guinn grew up. The left side of the mural shows three images of homes from the surrounding neighborhood. In the center are two trees, with a garden between them. In urban areas, community gardens provide city residents with green space where they can garden, exercise, or simply relax and enjoy the outdoors.

- Introduce the unit by reading the title out loud.
- Ask students to share with the class what type of housing they live in or have lived in.
- Have students look at the photo and answer the questions. Share and discuss answers as a class.
- Discuss with students what they do to prevent theft where they live.
- Go over each unit outcome.

Life Skills Focus

In this unit, students are presented with an extended vocabulary of housing-related terms which will be immediately useful throughout the lessons, and in everyday life.

UNIT OUTCOMES

- Communicate issues by phone
- Interpret rental agreements
- Identify tenant and landlord rights
- Insure your home
- Prevent theft
- Explore careers in planning, design, and construction

Look at the photo and answer the questions.

1. What do you see in the photo?
2. This work by artist David Guinn, who grew up in Philadelphia, represents the spirit of community gardens and the people who care for those gardens. How do you think this work of art relates to the theme of this unit?
3. Are there places like this where you live? Do they make your neighborhood more inviting?

Workplace Focus

All lessons and units in *StandOut* 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 careers in planning, design, and construction. They will learn the definitions and salary ranges of ten different jobs in this sector. They will listen to a conversation about education requirements for these careers, have a group conversation, and read a job ad for a Commercial Construction Project Manager.

In the Team Project, students will practice presentation soft skills.

This unit's Life Online feature focuses on home security.

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES (STEPS)	ELPS	CCRS
• Communicate issues by phone • Interpret rental agreements • Identify tenant and landlord rights • Insure your home • Prevent theft • Explore careers in planning, design, and construction	• Parts of speech: nouns, verbs, adjectives • Noun forms • Causative verbs • Modals: *might* and *must*	• Housing • Rental agreement terms • Home insurance • Crime prevention	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Communication – Business Communication • Consumer Economics – Housing	Vocabulary Builder: 1.4.8 Lesson 1: 0.1.2, 0.1.5, 1.4.7, 7.2.6 Lesson 2: 0.1.2, 0.1.5, 1.4.3 Lesson 3: 0.1.2, 0.1.5, 1.4.5 Lesson 4: 0.1.2, 0.1.5, 1.4.6 Lesson 5: 0.1.2, 0.1.5, 1.4.8, 7.2.6 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9 Review: 0.1.2, 0.1.5, 1.4.3, 1.4.5, 1.4.6, 1.4.7, 1.4.8 Team Project: 0.1.2, 0.1.5, 1.4.3, 1.4.5, 1.4.6, 1.4.7, 1.4.8, 4.8.1, 4.8.2, 4.8.5, 7.4.4, 7.7.3 Reading Challenge: 0.1.2, 0.1.5, 1.4.1	S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing. S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, 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.	RI/RL6, RI/RL7, RI6-8 W/WHST6-8, SL8, L6-8, W7

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Vocabulary Builder

A **What do the following words have in common? Write the theme.** Answers may vary.

abandon	dwelling	grounds	summon
burglarize	enticing	premises	theft
crime	evident	responsible	thief
disturbance	exterior	seize	weapons

Theme: Housing crime

B **CLASSIFY** **Put each word in A in the correct column according to its part of speech. Use a dictionary if you need help.**

Noun	Verb	Adjective
crime disturbance dwelling exterior grounds premises theft thief weapons	abandon burglarize seize summon	enticing evident responsible exterior

C **Choose two words from each column in B. Write one sentence using each word.**
Answers will vary.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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At-a-Glance Prep

Goal: Introduce new vocabulary
Academic Strategies: Identifying a vocabulary theme, using a dictionary
Vocabulary: See lesson

Agenda

- ☐ Identify the unit theme.
- ☐ Identify words by part of speech.
- ☐ Write sentences.
- ☐ Match phrases to definitions.

Pacing

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

Standards Correlations

CASAS: 1.4.8
CCRS: RI/RL6, L8
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Note: All of the exercises on these two pages should be done in class, no matter the class length. Longer classes can do this lesson and then move on to Lesson 1 during the same class meeting; shorter classes may have to devote one whole class meeting to this section.

Introduction 5-10 mins. ■■■

State the goal: *Today, we will identify and work with the vocabulary you will learn in this unit.*

Presentation 1 10-15 mins. ■■■

Workplace Focus

Exercises A, C: Complete tasks as assigned.
Exercise B: Collect and organize information.

A **What do the following words have in common? Write the theme.**

Pronounce each word for students and have them put a check next to each word that is familiar to them. As a class, discuss what some possible themes might be. The list leans heavily toward theft / burglary, so this topic is most likely what students will come up with.

B **CLASSIFY** **Put each word in A in the correct column according to its part of speech. Use a dictionary if you need help.**

Make sure students know the difference between a noun, verb, and adjective, which, at this level, should be review. Do the first few items together and then have students complete the exercise on their own.

Practice 1 10-15 mins. ■■■

C **Choose two words from each column in B. Write one sentence using each word.**

Evaluation 1 5-10 mins. ■■■

Ask volunteers to write their sentences on the board. Go over the sentences as a class, making sure that students used the words correctly, both in terms of structure and meaning.

Pronunciation

Vocabulary

When teaching students new vocabulary, pronounce each word for them several times and ask them to repeat it. Often, students may be familiar with the words you are introducing but have never seen them spelled out. By pronouncing the words for students, you allow students to make a connection between the words' spellings and their sounds. It is also important that students learn the correct pronunciation of new words so they feel comfortable using their new vocabulary inside and outside of the classroom.

Presentation 2

5–10 mins.

D Read.

Read this explanatory note about nouns out loud with students and discuss the concept of words having similar endings.

ACADEMIC SKILL

Word parts

Students will have a much broader vocabulary if they learn the meanings of common prefixes and suffixes:

pre-	before
over-	in excess; too much
-y	(adjective) the existence or condition of
-ness	(noun) the condition of
-ion, -sion, -tion	(nouns) the action or process of

Practice 2

15–20 mins.

Workplace Focus

Exercises E, F: Complete tasks as assigned.

E Change each verb into its noun form. Then define each new word on a separate piece of paper. Use a dictionary to check your spelling.

F Without using a dictionary, match the phrases with their definitions.

If students have difficulty with a phrase, ask them to identify which words they do understand in that particular phrase and then have them work with a partner to deduce the definition.

Evaluation 2

10–15 mins.

Go over the answers as a class.

Instructor's Notes

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D Read.

You can often identify a word's part of speech just by looking at it. The following words are nouns. What do they have in common?

prevention installation expiration

The roots of these words are verbs: *prevent*, *install*, and *expire*. The suffix *-(a)tion* changes each verb into a noun. The noun form indicates an action or process of doing an action. For example, *prevention* signifies the action of preventing something.

E Change each verb into its noun form. Then define each new word on a separate piece of paper. Use a dictionary to check your spelling.

1. activate — activation
2. compensate — compensation
3. deteriorate — deterioration
4. estimate — estimation
5. litigate — litigation
6. possess — possession
7. terminate — termination
8. vacate — vacation

F Without using a dictionary, match the phrases with their definitions.

h	1. fit for human occupancy	a. advance warning written in a business letter
a	2. formal written notice	b. estimate of how much one might pay for a policy
e	3. full compliance	c. being gone for a long time; longer than expected
f	4. housing codes	d. built well; building in good condition
b	5. insurance quote	e. doing what one is required to do
c	6. prolonged absence	f. government regulations for building houses
j	7. replacement cost	g. government rules regarding health and cleanliness
g	8. sanitary regulations	h. suitable for people to live in
d	9. structurally sound	i. taking up a lot of time
i	10. time-consuming	j. price you have to pay to change something that is broken for something new

LESSON 1

I Have a Problem

GOAL ▶ Communicate issues by phone

A Read these lines of a text chain between Ming and her landlord.

Ming: Mr. Martin, this is Ming Mei your tenant from Spring Street. Our roof is leaking. Can you please send someone to fix it?

Mr. Martin: Hi, Ming. Can you please call me? I have a few questions.

B Read and listen to the phone conversation Ming Mei has with her landlord.

Landlord: Hello?

Ming Mei: Hi, Mr. Martin. This is Ming Mei from the apartment on Spring Street.

Landlord: Oh, hi, Ming Mei. What's going on with the roof?

Ming Mei: Well, after all the rain we had this weekend, the roof started leaking. I think there may be a pool of water still on the roof because water is leaking through our ceiling even though the rain stopped.

Landlord: Oh, no. Has it damaged the carpet?

Ming Mei: No, we caught it right away and put a bucket down to collect the drips.

Landlord: Oh, great. Thanks for being on top of it. I'll have my handyman come over and look at the roof and your ceiling. Can you let him in around ten this morning?

Ming Mei: I have to go to work, but I can get my sister to come over.

Landlord: Great. Thanks for calling, Ming Mei.

Ming Mei: Thank you, Mr. Martin.

C Practice the conversation in B with a partner. Then switch roles.

D Listen to the conversations between tenants and landlords. Take notes in the table.

	Problem	Solution
Conversation 1	air-conditioning broken	Install new unit; meanwhile give fans
Conversation 2	broken door handle	send handyman
Conversation 3	washing machine broken	tenant will fix and take cost off rent

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At-a-Glance Prep

Goal: Communicate issues by phone
Grammar: Causative verbs
Pronunciation: Clear speech on the phone
Academic Strategy: Focused listening
Vocabulary: *causative, landlord, tenant*

Agenda

- ☐ Read about a tenant's problem.
- ☐ Practice conversations between tenants and landlords.
- ☐ Use causative verbs.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.7, 7.2.6
CCRS: SL8, L6-8
ELPS:
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins.

Ask students to take out a piece of paper and make a list of all the words and phrases they can remember from the vocabulary-building section. When they have written down everything they can think of, have them talk to a partner and try to add one or two more words and phrases to their lists. Make a class list on the board.

Introduction 5-10 mins.

Note: There is no dictation in this lesson. If you would like to do dictation with your students, use the sentences from the grammar chart on page 101.

Ask students to raise their hands if they rent an apartment, house, or condo. Ask them who they pay rent to each month (landlord). Ask them to give you some reasons they might call their landlord. Make a list on the board.

State the goal: *Today, we will practice communicating issues by phone*.

Workplace Focus

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

Presentation 1 5 mins.

A Read these lines of a text chain between Ming and her landlord.

Have students read silently to themselves.

Practice 1 10-15 mins.

B Read and listen to the phone conversation Ming Mei has with her landlord.

Read the conversation out loud or ask volunteers to read it.

C Practice the conversation in B with a partner. Then switch roles.

Pronunciation

Vocabulary

Have a short discussion about talking on the phone. Explain how important it is to speak clearly on the phone since you cannot use facial expressions or gestures to help convey your ideas.

D Listen to the conversations between tenants and landlords. Take notes in the table.

Note: The listening script is on page 101a.

Evaluation 1 5-10 mins.

Go over the answers as a class.

Listening Script

Conversation 1

Landlord: *Hello?*
Chris: *Hi, Mrs. Kashyap. This is Chris from your apartment building on Jerome Avenue.*
Landlord: *Oh, hi, Chris. What can I do for you?*
Chris: *Well, I was hoping you might be able to get the air-conditioning fixed. It's been so hot this summer.*
Landlord: *I know. It seems like I'm hearing the same thing from all of my tenants. The issue is, the repairman can't find the parts for that unit since it is so old. So, I think I'm going to have to get a new unit installed, which could take me at least a month to do. In the meantime, I'm going to be dropping off some fans to all the tenants in your building. Would that be OK for now?*
Chris: *I guess so. When do you think you might come by?*
Landlord: *As soon as I can pick up those fans . . . before the end of the week. I'll call before I come.*
Chris: *OK. Thanks for your time, Mrs. Kashyap.*

Conversation 2

Landlord: *Hello?*
Janice: *Hi, Mrs. Sawyer. This is Janice from apartment 2B on Palo Verde.*
Landlord: *Oh, hi, Janice. How is everything going?*
Janice: *Pretty good. I was wondering if you might be able to fix the broken handle on our bathroom door. I know we talked about it when I moved in, but it's been over three months and it still isn't fixed.*
Landlord: *Oh, thank you for calling and reminding me, Janice. It completely slipped my mind. I'll send a handyman over first thing tomorrow.*
Janice: *Great, Mrs. Sawyer. Thanks!*

Conversation 3

Landlord: *Hello, is this Mr. Jessup?*
Mr. Jessup: *Sure is.*
Landlord: *Hi, it's Mr. Little. I'm returning your call from yesterday.*
Mr. Jessup: *Oh, yes, Mr. Little. Thanks for calling back. It seems that the washing machine in our building isn't working. My wife was trying to do some laundry a few days ago, and when she pulled the wet clothes out of the machine, they were still full of soap.*
Landlord: *Oh, dear. That doesn't sound right.*
Mr. Jessup: *Actually, I think I know what the problem is. But I wanted to talk to you first before I went ahead and fixed it myself.*
Landlord: *Of course. If you think you can fix it, go right ahead. I'll deduct whatever it costs you from next month's rent.*
Mr. Jessup: *Great. I'll try to fix it this afternoon, and I'll call you back to let you know if it's working again.*
Landlord: *Great, Mr. Jessup. Thanks for calling.*

Workplace Focus

Exercises E, G: Complete tasks as assigned.

Presentation 1

5–10 mins.

E Look at the following statements from the conversation between Ming Mei and her landlord in B. Answer the questions.

Do this exercise as a class. Focus first on the meaning of the sentence before you focus on the structure.

F Study the chart with your teacher.

Go over the examples together and make sure students understand the structure. Causative verbs will be studied throughout this unit, so just try to keep students focused on what is presented here.

Practice 2

15–20 mins.

(Shorter classes can do these exercises for homework.)

G Match each causative verb from F with its meaning. Two verbs have the same meaning.

Note: Practice 2 is continued on the next page.

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E Look at the following statements from the conversation between Ming Mei and her landlord in B. Answer the questions.

I'll have my handyman come over and look at the roof and your ceiling.

1. Who is the subject of the sentence? I (the landlord)
2. Who is going to come over? my handyman (the landlord's)

. . . I can get my sister to come over.

3. Who is the subject of the sentence? I (Ming Mei)
4. Who is going to come over? my sister (Ming Mei's)

F Study the chart with your teacher.

Causative Verbs: *Get, Have, Help, Let, Make*			
Subject	**Verb**	**Noun / Pronoun**	**Infinitive (Omit *to* except with *get*.)**
He	will get	his handyman	to come.
She	had	her mom	wait for the repairperson.
The landlord	helped	me	move in.
Mr. Martin	let	Ming Mei	skip one month's rent.
Ming Mei	makes	her sister	pay half of the rent.

Use:
We use causative verb structures to indicate that the subject causes something to happen.

G Match each causative verb from F with its meaning. Two verbs have the same meaning.

c	1. get	a. allow
c	2. have	b. provide assistance
b	3. help	c. delegate responsibility to someone
a	4. let	d. require
d	5. make	

H **Unscramble the words and phrases to make causative statements. Then write housing-related sentences of your own using the same verbs.**

Individual sentences will vary.

1. them / had / their landlord / leave a deposit

   Their landlord had them leave a deposit.

   My wife had me paint the children's bedroom.

2. to prospective renters / him / let / the apartment / show / Mario's tenants

   Mario's tenants let him show the apartment to prospective renters.

   (sample) My landlord let me fix the leak myself.

3. pay / made / my parents / for rent / me

   My parents made me pay for rent.

   (sample) I made the landlord fix the sink.

4. my boss / for me / will get / I / to write / a letter of reference

   I will get my boss to write a letter of reference for me.

   (sample) I will get my friends to help me move my furniture.

5. her husband / she / which house to rent / decide / will let

   She will let her husband decide which house to rent.

   (sample) I will let my roommate pay the utility bills.

6. find / my cousin / me / a new place to live / helped

   My cousin helped me find a new place to live.

   (sample) I helped them move out of the apartment.

I **SEQUENCE** **What should you do when you call your landlord? Read the sentences and put them in the correct order (1–4).**

4	Restate the solution for clarification.	3	Ask for a solution.
2	Clearly identify the problem.	1	State your name and where you live.

J. **What are some problems you might have with your home that would require you to call your landlord? Brainstorm a list with a partner on a separate piece of paper.**

Sample answers: leaky roof, water in basement, insects or rodents, etc.

K. **With your partner, practice conversations with a landlord about the problems you brainstormed in J. Follow the order of events from I.**

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Practice 2 *(continued)*

Workplace Focus

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

H **Unscramble the words and phrases to make causative statements. Then write housing-related sentences of your own using the same verbs.**

Go over the example with students first, making sure they understand what they are supposed to do.

Evaluation 2

10-15 mins.

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

Presentation 3

5-10 mins.

I **SEQUENCE** **What should you do when you call your landlord? Read the sentences below and put them in the correct order (1–4).**

Before you focus students' attention on the list in the book, see what sort of list they can come up with as a result of their own experiences.

Practice 3

5-15 mins.

(Shorter classes can do this exercise for homework.)

J **What are some problems you might have with your home that would require you to call your landlord? Brainstorm a list with a partner on a separate piece of paper.**

Evaluation 3

5-10 mins.

Make a comprehensive list on the board of everything the pairs came up with.

Application

10-20 mins.

K **With your partner, practice conversations with a landlord about the problems you brainstormed in J. Follow the order of events from I.**

For this exercise, you can let students work with a partner and role-play a few conversations. Another option would be to divide the class in half and designate half as landlords and the other half as tenants. Choose one of the problems from the board and have each tenant find a landlord to have a conversation with. Then have them switch roles and give them a different problem to discuss. Do this as many times as you want. To make it more realistic and to simulate a phone conversation, have students stand or sit back-to-back so they can't see one another while they are talking.

Instructor's Notes

At-a-Glance Prep

Goal: Interpret rental agreements
Academic Strategies: Determining meaning, summarizing
Vocabulary: Rental agreement vocabulary

Agenda

- ☐ Interpret rental agreements.
- ☐ Summarize a rental agreement.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.3
CCRS: RI/RL6, RI/RL7, RI8, W/WHST6-8, SL8
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.
S2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S3: Speak and write about level-appropriate complex literary and informational texts and topics.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins. ■■■

Repeat the application activity from the previous lesson regarding phone conversations.

Introduction 10-20 mins. ■■■

Urge students to listen first! These sentences are difficult.

Dictation:

1. Security deposits will be deposited for the resident's benefit in a non-interest-bearing bank account.
2. Resident agrees to maintain the premises during the period of this agreement.
3. In the event repairs are needed beyond the competence of the resident, he or she is urged to arrange for professional assistance.
4. In the event that the smoke detector is missing or inoperative, the tenant must notify the landlord immediately.

State the goal: *Today, we will interpret a rental agreement.*

Presentation 1 10-15 mins. ■■■

A Have you ever rented a property? If so, do you remember the information that was in your rental agreement? Make a list on a separate piece of paper.

Do this exercise together as a class. Make a list of students' ideas on the board as they write their lists.

B Rental agreements are long and contain information to protect the tenant and the landlord. Read the financial section from a rental agreement from California.

Have students read the text silently to themselves. Then read it out loud to them or ask volunteers to read different sections.

Instructor's Notes

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LESSON 2

Understand the Fine Print

GOAL ▶ Interpret rental agreements

A Have you ever rented a property? If so, do you remember the information that was in your rental agreement? Make a list on a separate piece of paper. Answers will vary.

B Rental agreements are long and contain information to protect the tenant and the landlord. Read the financial section from a rental agreement from California.

RENT: To pay as rental the sum of $ _____ per month, due and payable in advance from the first day of every month. Failure to pay rent when due will result in the Owner taking immediate legal action to evict the Resident from the premises and seize the security deposit.

LATE FEE: Rent received after the first of the month will be subject to a late fee of 10% monthly rent.

SECURITY DEPOSIT: Resident agrees to pay a deposit in the amount of $ _____ to secure Resident's pledge of full compliance with the terms of this agreement. The security deposit will be used at the end of the tenancy to compensate the Owner for any damages or unpaid rent or charges. Further damages will be repaired at Resident's expense with funds other than the deposit.

RETURN OF DEPOSIT: Security deposits will be deposited for the Resident's benefit in a non-interest-bearing bank account. Release of these deposits is subject to the provisions of State Statutes and as follows:

A. The full term of this agreement has been completed.

B. Formal written notice has been given.

C. No damage or deterioration to the premises, building(s), or grounds is evident.

D. The entire dwelling, appliances, closets, and cupboards are clean and left free of insects; the refrigerator is defrosted; all debris and garbage has been removed from the property; the carpets are cleaned and left odorless.

E. Any and all unpaid charges, pet charges, late charges, extra visitor charges, delinquent rents, utility charges, etc., have been paid in full.

F. All keys have been returned, including keys to any new locks installed while Resident was in possession.

G. A forwarding address has been left with the Owner.

Thirty days after termination of occupancy, the Owner will send the balance of the deposit to the address provided by the Resident, payable to the signatories hereto, or the Owner will impose a claim on the deposit and so notify the Resident by certified letter. If such written claim is not sent, the Owner relinquishes the right to make any further claim on the deposit and must return it to the Resident provided Resident has given the Owner notice of intent to vacate, abandon, and terminate this agreement prior to the expiration of its full term, at least 7 days in advance.

C **In a group, interpret the financial section of the rental agreement. Underline words or phrases no one in your group understands and ask your teacher.** Answers will vary.

D **Read the sections on maintenance and repairs from a rental agreement from California.**

MAINTENANCE: Resident agrees to maintain the premises during the period of this agreement. This includes woodwork, floors, walls, furnishings and fixtures, appliances, windows, screen doors, lawns, landscaping, fences, plumbing, electrical, air-conditioning and heating, and mechanical systems. Tacks, nails, or other hangers nailed or screwed into the walls or ceilings will be removed at the termination of this agreement. Damage caused by rain, hail, or wind as a result of leaving windows or doors open, or damage caused by overflow of water, or stoppage of waste pipes, breakage of glass, damage to screens, deterioration of lawns and landscaping—whether caused by abuse or neglect—is the responsibility of the Resident.

RESIDENT'S OBLIGATIONS: The Resident agrees to meet all Resident's obligations including:

A. Taking affirmative action to ensure that nothing exists that might place the Owner in violation of applicable building, housing, and health codes.

B. Keeping the dwelling clean and sanitary; removing garbage and trash as they accumulate; maintaining plumbing in good working order to prevent stoppages and / or leakage of plumbing, fixtures, faucets, pipes, etc.

C. Operating all electrical, plumbing, sanitary, heating, ventilating, a/c, and other appliances in a reasonable and safe manner.

D. Assuring that property belonging to the Owner is safeguarded against damage, destruction, loss, removal, or theft.

REPAIRS: In the event repairs are needed beyond the competence of the Resident, he or she is urged to arrange for professional assistance. Residents are offered the discount as an incentive to make their own decisions on the property they live in. Therefore, as much as possible, the Resident should refrain from contacting the Owner except for emergencies or for repairs costing more than the discount since such involvement by the Owner will result in the loss of the discount. ANY REPAIR THAT WILL COST MORE THAN THE AMOUNT OF THE DISCOUNT MUST BE APPROVED BY THE OWNER OR THE TENANT WILL BE RESPONSIBLE FOR THE ENTIRE COST OF THAT REPAIR. Any improvement made by the tenant shall become the property of the Owner at the conclusion of this agreement.

E **Divide into two groups. Prepare and give a presentation. One group will present the responsibilities for maintenance, and the other group will present the responsibilities for repairs.**

F **SUMMARIZE** **Make a summary of your section for the class.** Answers will vary.

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Practice 1

10-15 mins.

Workplace Focus

Exercise C: Interact appropriately with team members.

C **In a group, interpret the financial section of the rental agreement. Underline words or phrases no one in your group understands and ask your teacher.**

Evaluation 1

10-20 mins.

Go over the agreement as a class.

Presentation 2

5-10 mins.

D **Read the sections on maintenance and repairs from a rental agreement from California.**

Have students read silently to themselves. Then read the sections out loud or ask for volunteers to read different sections.

Practice 2

10-15 mins.

Workplace Focus

Exercise E: Interact appropriately with team members.

Exercise F: Combine ideas and information.

E **Divide into two groups. Prepare and give a presentation. One group will present the responsibilities for maintenance, and the other group will present the responsibilities for repairs.**

As students are doing the exercise, walk around the classroom and help them, making sure they clearly understand the key points. Ask them how they plan to present their information and give them some suggestions on how to make their presentation interesting. No single student should be responsible for explaining all the details.

Evaluation 2

10-15 mins.

F **SUMMARIZE** **Make a summary of your section for the class.**

Encourage students to ask questions of the "expert" teams.

Instructor's Notes

Workplace Focus

Exercises G, H: Complete tasks as assigned.
Exercise I: Combine ideas and information; Interact appropriately with team members.

BEST PRACTICE

Silent reading

Some teachers may argue that the time students spend on silent reading can be used for more productive classroom activities. They may choose to sacrifice silent reading for direct instruction. Research has shown that silent reading is beneficial to students, especially when used in combination with other activities before or after the reading. It also goes without saying that most reading in life is done outside of the classroom in some form of isolation, so it is a natural practice. Allowing students time to read on their own helps them improve both vocabulary and writing skills. Furthermore, it helps them connect with the text on a more personal level and builds a greater appreciation for reading.

Presentation 3

5–10 mins.

G Based on what you have read so far, what do you think the rental agreement will say about each of the following items? Write your ideas.

Discuss each item as a class and encourage students to write notes in their books.

Practice 3

5–10 mins.

(Shorter classes can do this exercise for homework.)

H Read the information taken from the rental agreement about the topics in G. Write the correct topic on the line that follows each section.

Evaluation 3

5–10 mins.

Go over the answers as a class. As you go over each answer, read the paragraph out loud and answer any questions students might have.

Application

10–20 mins.

I SUMMARIZE With a partner, go back through the sections of the rental agreement in this lesson. Make a list of all the topics. Then, on a separate piece of paper, write a statement about each topic, summarizing what the rental agreement says about it.

Have students work with a partner to review the rental agreements and write their lists.

Instructor's Notes

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G Based on what you have read so far, what do you think the rental agreement will say about each of the following items? Write your ideas. Answers will vary.

Lead-based paint: _____

Wear and tear vs. damage: _____

Smoke detectors: _____

Utilities: _____

H Read the information taken from the rental agreement about the topics in G. Write the correct topic on the line that follows each section.

1. The cost of repairing or replacing items damaged beyond wear and tear will be paid by the Owner / Landlord unless the Resident willfully or through lack of due care caused or permitted the damage.

   Wear and tear vs. damage

2. Smoke and carbon monoxide detectors have been installed in this residence. It's the Resident's responsibility to maintain appliances including testing periodically and replacing batteries as recommended by the manufacturer. In the event the detectors are missing or inoperative, the tenant has an affirmative duty to notify the landlord immediately.

   Smoke detectors

3. Resident shall be responsible for payments of the following utilities: electricity, water, gas. The landlord pays for garbage pickup. He / She specifically authorizes the Owner to deduct amounts of unpaid bills from their deposits in the event they remain unpaid after the termination of this agreement.

   Utilities

4. Houses built before 1978 may contain lead-based paint. Lead from paint, paint chips, and dust can pose health hazards if not taken care of properly. Lead exposure is especially harmful to young children and pregnant women. Before renting pre-1978 housing, Owner must disclose the presence of known lead-based paint and lead-based paint hazards in the dwelling. Resident must also receive a federally approved pamphlet of lead-poisoning prevention.

   Lead-based paint

I SUMMARIZE With a partner, go back through the sections of the rental agreement in this lesson. Make a list of all the topics. Then, on a separate piece of paper, write a statement about each topic, summarizing what the rental agreement says about it.

Answers will vary.

LESSON 3

Your Rights

GOAL ▶ Identify tenant and landlord rights

A **Discuss the following terms with a partner. Define them with your teacher.**

Answers will vary. Sample answers given.

1. What is a *right*?

   a legal claim to something abstract or concrete

2. What is a *responsibility*?

   a duty of an individual or group to act in a certain way

B **Tenants have rights and responsibilities, just as landlords do. Read the list and indicate which responsibility belongs to each person: tenant (*T*) or landlord (*L*).**

1. L Provide a clean apartment when the tenant moves in.
2. L Maintain common areas (hallways, stairs, yards, entryways).
3. T Give the landlord permission to enter the apartment at reasonable times and with advance notice to inspect it or to make any necessary repairs.
4. T Keep noise at a level that will not disturb neighbors.
5. T Keep the apartment and the surrounding area clean and in good condition.
6. T Notify the landlord immediately if the apartment needs repair through no fault of the tenant.
7. T Notify the landlord of any anticipated prolonged absence from the apartment so he or she can keep an eye on things.
8. T Pay the rent on time.
9. L Provide properly working plumbing and heating (both hot and cold running water).
10. T Repair any damage occurring to the apartment through the fault of the tenant, tenant's family members, or tenant's guests. Notify landlord at once of major damage.
11. L Provide well-lit hallways and entryways.
12. T When moving out, give landlord proper advance notice. Be sure that the apartment is in the same condition as when the tenant moved in and return the key to the landlord promptly.

C **RESTATE** **With a partner, restate each of the responsibilities in B.** Answers will vary.

EXAMPLE: It is a landlord's responsibility to provide a clean apartment when the tenant moves in.

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At-a-Glance Prep

Goal: Identify tenant and landlord rights
Grammar: Causative verb *make*
Academic Strategies: Writing definitions, restating, discussing in groups
Vocabulary: *advance, fit for human occupancy, housing code, monetary damages, no fault, notice, prolonged absence, responsibility, right, sanitary regulation, structurally sound*

Agenda

- ☐ Discuss rights and responsibilities of landlords and tenants.
- ☐ Read about and discuss the implied warranty of habitability.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.5
CCRS: SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review

5–10 mins. ■■■

Ask students to call out things they learned about a rental agreement that they didn't know before. Discuss.

Introduction

10–20 mins. ■■■

Dictation:

1. Provide a clean apartment when the tenant moves in.
2. Keep noise to a level that will not disturb neighbors.
3. Keep the apartment and the surrounding area clean and in good condition.
4. When moving out, give the landlord proper advance notice.

State the goal: *Today, we will identify the rights and responsibilities of tenants and landlords.*

Workplace Focus

Exercises A, C: Interact appropriately with team members; Interpret and communicate information.
Exercise B: Complete tasks as assigned.

Presentation 1

10-15 mins. ■■■

Write the words *Right* and *Responsibility* on the board. Discuss the meanings as a class. As you are discussing, ask for a student to look them up in a dictionary. See how close your discussion is to the dictionary definition.

A **Discuss the following terms with a partner. Define them with your teacher.**

Practice 1

10-15 mins. ■■■

B **Tenants have rights and responsibilities, just as landlords do. Read the list and indicate which responsibility belongs to each person: tenant (*T*) or landlord (*L*).**

Evaluation 1

5 mins. ■■■

Go over the answers as a class.

C **RESTATE** **With a partner, restate each of the responsibilities in B.**

Instructor's Notes

Presentation 2

10–15 mins.

D Read about the implied warranty of habitability.

Have students read silently to themselves. Then answer any questions they have.

Practice 2

10–15 mins.

Workplace Focus

Exercise E: Interact appropriately with team members; Interpret and communicate information.

E ANALYZE In a small group, discuss the following questions.

Encourage students to rely on members of their own groups.

Evaluation 2

10–15 mins.

Walk around the classroom and listen to the groups. Although this exercise is difficult, have students work with their groups to struggle with answers. Intervene only if their comprehension needs to be redirected.

BEST PRACTICE

How to discuss in groups

Most students are already familiar with group work. However, when it comes to group discussion, it is always a good idea to establish some ground rules or provide students with tips. Teaching students how to discuss ensures that group discussions are beneficial.

- Ask students to be **active listeners**. This means that students should focus on the speaker. Explain that only the speaker should talk and listeners should wait until the speaker completes a thought.
- Encourage students to be **active participants**. Clarify that this means that every student shares his or her feelings and opinions. Students make appropriate comments at the right times.
- Ask students to **support opinions with evidence**. Explain that viewpoints are always more credible and persuasive when backed up by concrete evidence.
- Tell students to **encourage others** in their group to ask questions and share. This ensures that everyone has a chance to get involved.
- Remind students to **be polite**. Point out that students can disagree, but it is always important to do so in a respectful way.

Instructor's Notes

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D Read about the implied warranty of habitability.

The *implied warranty of habitability* states that a landlord must keep the property in a condition fit for human occupancy. In other words, it must be a safe place for human beings to live. Here are some questions a landlord might ask him- or herself before renting a property: Are there any known hazards with the property? Do the fixtures work properly? Is the building structurally sound? Does the property have any recurring problems?

If a landlord does not comply with the implied warranty of habitability, a tenant can cancel the lease, leave the premises, take the costs of repairs out of the rent, or ask for monetary damages.

In determining whether a landlord has violated the implied warranty of habitability, courts will look at several factors:

1. Is the problem violating a housing code?
2. Is the problem violating a sanitary regulation?
3. Is the problem affecting a needed facility?
4. How long has the problem lasted?
5. How old is the building?
6. How much is the rent?
7. Has the tenant been ignoring the problem?
8. Is the tenant in any way responsible for the problem?

One or more of these factors will help the courts determine who is at fault and what the victim's rights may be.

E ANALYZE In a small group, discuss the following questions.

Answers will vary. Sample answers given.

1. If your landlord violated the implied warranty of habitability, what could you do?

   I would send my landlord a letter of complaint and save a copy. I would wait 30 days for a response before threatening legal action.

2. According to the list of questions that courts will ask, what are some situations in which you could take a landlord to court?

   A landlord might be taken to court if a problem violates a housing code or sanitary regulation, or if the problem affects a needed facility.

3. What are some situations when you couldn't take a landlord to court?

   If the tenant ignored the problem or was responsible for the problem.

F **With a partner, look at each photo. Decide if it violates the implied warranty of habitability. Imagine that each of these situations has gone on for at least three weeks with no response from the landlord.**

1. 
No

2. 
Yes

3. 
Yes

4. 

Yes

5. 
Yes

6. 
No

G **Imagine that you are a landlord. Use the responsibilities in B to write statements using causative verb structures.** Answers will vary. Sample answers given.

1. The law makes me provide a clean apartment for the tenant when he or she moves in.
2. The law makes me maintain common areas such as the hallway.
3. The law makes me provide a clean apartment free of bugs.
4. The law makes me provide and repair plumbing. (leaky sink)
5. The law makes me keep hallways well lit.

H **Imagine that you are a tenant. Use the responsibilities in B to write statements using causative verb structures.** Answers will vary. Sample answers given.

1. The law makes me pay the rent on time.
2. The law makes me keep a clean apartment.
3. The law makes me keep music at a reasonable level.
4. The law makes me inform the landlord of known problems. (broken elevator)
5. The law makes me give the landlord advance notice if I'm moving.

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Presentation 3
5-10 mins.
Have students look at the pictures in **F**. As a class, discuss what is happening in each picture.

Practice 3
15-20 mins.
(Shorter classes can do this exercise for homework with or without a partner.)

Workplace Focus
Exercise F: Interact appropriately with team members.
Exercise G: Combine ideas and information.

F **With a partner, look at each photo. Decide if it violates the implied warranty of habitability. Imagine that each of these situations has gone on for at least three weeks with no response from the landlord.**

Evaluation 3
5-10 mins.
Go over the answers as a class.

Application
10-20 mins.
Go over the instructions and examples for **G** and **H** and then have students complete them on their own.

G **Imagine that you are a landlord. Use the responsibilities in B to write statements using causative verb structures.**

H **Imagine that you are a tenant. Use the responsibilities in B to write statements using causative verb structures.**

Instructor's Notes

At-a-Glance Prep

Goal: Insure your home
Academic Strategy: Supporting ideas with examples
Vocabulary: *covering, dwelling, estimate, exterior, insurance quote, replacement cost, square footage*

Agenda

- ☐ Learn about renter's insurance.
- ☐ Estimate value of personal property.
- ☐ Discuss differences between homeowner's and renter's insurance.
- ☐ Interview classmates about insurance.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.6
CCRS: SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review

5-10 mins. ■■■

Have students work in small groups to make a list of their rights and responsibilities as tenants.

Introduction

10-20 mins. ■■■

Dictation:

1. What type of insurance policy do you need?
2. How can you find an insurance company?
3. How much personal property coverage do you need?
4. How much can you spend per month on insurance?

State the goal: *Today, you will learn about renter's and homeowner's insurance and how to make sure you are covered.*

Workplace Focus

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

A CONTRAST Discuss.

NOTE: It is important to be aware that some students may not want to discuss certain questions related to their living situations. It is advisable to approach subjects such as housing delicately. Feel free to reword this question to: *Do you think most people have insurance for their property?*

Presentation 1

10-15 mins. ■■■

B Discuss the terms of this renter's insurance quote.

Take the class through each category explaining any words they don't understand. Ask a few comprehension questions such as: *What is the deductible?*

Practice 1

10-15 mins. ■■■

C Listen to Makela and Bryce discuss the renter's insurance quote. Then match the insurance coverage with its definition.

Listening Script

Makela: *Hey, Bryce, do you have renter's insurance?*
Bryce: *No. I keep thinking I need to get it, but I just haven't looked into it yet.*
Makela: *Well, I just called my insurance company and got a quote. Will you take a look at it and tell me what you think?*
Bryce: *How did they come up with this premium?*
Makela: *They asked a bunch of questions about the value of my personal belongings. Then they came up with the dollar amount of what it would cost to replace all my stuff.*
Bryce: *What are the medical payments for?*
Makela: *In case someone gets hurt while they are at my apartment.*
Bryce: *And what about the liability?*
Makela: *Liability covers me if I cause any damage or physical harm to anyone. I think this is required as part of the insurance.*
Bryce: *Well, around 14 dollars a month sounds pretty reasonable to me. Would it cover your belongings if someone stole them?*
Makela: *Yep. It also covers disasters like fires or a flood. I think I'm going to sign up today. You should call too, Bryce.*
Bryce: *I think I will.*

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LESSON 4

Insuring Your Home

GOAL ▶ Insure your home

A CONTRAST Discuss.

1. Do you have insurance for your property? Why or why not?
2. What is the difference between homeowner's insurance and renter's insurance? What do you think each covers? Answers will vary, but should generally indicate that homeowner's insurance covers the whole building, covers more liability, and costs more.

B Discuss the terms of this renter's insurance quote. Answers will vary.

Renter's Insurance Quote	
Value of Personal Property	$20,000
Liability	$100,000
Medical Payments	$1,000
Loss of Use	$4,000
Loss of Rental Income	$10,000
Monthly Payment	$13.92
Deductible	$1000

C Listen to Makela and Bryce discuss the renter's insurance quote. Then match the insurance coverage with its definition.

b 1. medical payments
f 2. liability
a 3. loss of use
d 4. personal property
c 5. deductible
e 6. loss of rental income

a. pays for you to rent another house or hotel room if you can't live in your home for some reason, like fire or water damage
b. helps pay medical expenses if someone has an accident or is injured while at your home, whether or not you're responsible
c. the amount you have to pay before the insurance company will pay
d. pays for your personal belongings if they are stolen or damaged while in the home
e. covers the landlord if the property is uninhabitable due to a fire, smoke, explosion, or water damage caused by you
f. protects against lawsuits due to accidents in your property, and pays for the cost of hiring a lawyer to defend you

D **CALCULATE** **What is the value of your personal property? On a separate piece of paper, list each of these items and write next to it what it would cost to replace them: appliances, computers, tablets, dishes / cookware, fitness / sport equipment, furniture, jewelry / watches, silverware / linens, tools. Add any other valuables you may have that are not on the list.**

EXAMPLE: tools: $2,000

E **Read the Lugos' homeowner's insurance policy. Then answer the questions.**

State One Insurance	
Name and Address of Insured: Rafael and Elba Lugo 7930 Inca Way Kansas City, MO 64108	
Deductible: $2,500	**Annual Premium:** $1,077.93
Coverage Type	**Amount of Coverage**
Dwelling	$401,000
Personal Property	$300,750
Loss of Use	$80,200
Personal Liability—Each Occurrence	$100,000
Medical Payments to Others—Each Person	$1,000

1. How much will the insurance company pay to rebuild the house? $401,000
2. How much will the insurance company pay to replace personal belongings? $300,750
3. How much will the family have to pay before the insurance company pays? $2,500
4. What is the monthly premium? $89.83



Homeowners are responsible for their own maintenance costs.

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Workplace Focus

Exercises D, E: Perform basic computations.

D **CALCULATE** **What is the value of your personal property? On a separate piece of paper, list each of these items and write next to it what it would cost to replace them: appliances, computers, tablets, dishes / cookware, fitness / sport equipment, furniture, jewelry / watches, silverware / linens, tools. Add any other valuables you may have that are not on the list.**

Evaluation 1

5 mins.

After students have completed **D** independently, have them compare the cost of their personal property with the *Value of personal property* listed in **B**. Ask students if their replacement costs are more or less. Would their own premiums be more or less? Have volunteers offer answers, but assure students that financial information need not be shared with the class.

Presentation 2

5-10 mins.

Practice 2

10-15 mins.

(Shorter classes can do these exercises for homework.)

E **Read the Lugos' homeowner's insurance policy. Then answer the questions.**

You can have students answer these questions by themselves or with a partner.

Evaluation 2

10-15 mins.

Discuss the answers to **E**.

Instructor's Notes

Workplace Focus

Exercises F, G: Complete tasks as assigned.
Exercise H: Interact appropriately with team members.
Exercise I: Combine ideas and information.

F Read about the Lugos' home. Then fill in the information about your home or a place where you have lived before.

Go over this list with students. Make sure they understand the different topics.

Evaluation 2 *(continued)*

10-15 mins.

Answer any questions students might have about **F**.

Presentation 3

10-15 mins.

Model questions and answers for students. Ask a volunteer to stand up. Walk up to the volunteer and say, *Are you a renter or a homeowner?* After he or she answers, say, *Do you have insurance?* After these two questions have been answered, decide which set of questions from **G** you will ask based on whether the person has insurance. Explain to students what you just did and model with a few more students if necessary.

Note: Remind students that if they do not wish to discuss their personal situations regarding insurance and personal property, here or in the exercises that follow, they may either make up the information or use the information of someone they know.

G On a separate piece of paper, answer the questions that apply to you. If you prefer to not share personal information, use imaginary details.

Go over the questions with students and have them decide which set of questions to answer depending whether they have insurance or not. Have students write answers in their books as you are reviewing the questions together.

Practice 3

15-20 mins.

(Shorter classes can do this exercise for homework by interviewing friends or coworkers.)

H Using the questions in G, interview three classmates. Write their answers in your notebook.

Evaluation 3

5-10 mins.

Walk around the classroom and observe students as they interview each other.

Application

10-20 mins.

I On a separate piece of paper, write a statement about what you are going to do to protect your home and personal property.

Go over the example statements with students. When students have finished, ask them to stand up and read their statements to the class. You might even tell students you are going to ask them next week if they did what they said they were going to do.

Instructor's Notes

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F Read about the Lugos' home. Then fill in the information about your home or a place where you have lived before. Answers will vary.

Building Feature	Lugos' Home	My Home
Year built	1986	
Total square footage	2,378 sq. ft.	
Number of stories	2	
Exterior wall construction material	stucco on frame	
Roof type	clay tile	
Garage or carport	attached garage: 2-car	
Wall partitions construction materials	drywall	
Wall / Floor covering materials	paint / wood and tile	
Number of kitchens / bathrooms	1 / 3	
Type of air / heat	central air / gas	

G On a separate piece of paper, answer the questions that apply to you. If you prefer to not share personal information, use imaginary details. Answers will vary.

I have insurance.

1. Policy type: homeowner's or renter's?
2. How long have you had your policy?
3. What is your monthly premium?
4. How often do you review your policy?

I don't have insurance.

1. Policy you need: homeowner's or renter's?
2. How can you find an insurance company?
3. How much personal property coverage do you need?
4. How much can you spend per month on insurance? ($50, $100, $150)

H Using the questions in G, interview three classmates. Write their answers in your notebook. Answers will vary.

I On a separate piece of paper, write a statement about what you are going to do to protect your home and personal property. Answers will vary.

EXAMPLE: I need renter's insurance for my personal property. This week, I'm going to go online and get quotes from three insurance companies.

LESSON 5

Protecting Your Home

GOAL ▶ Prevent theft

A **Listen to the statistics on burglaries in the United States and fill in the missing numbers and words.**

Did you know . . .?

- There are over (1) 1 million burglaries per year in the United States.
- (2) 75% of homeowners don't have a security system.
- (3) Alaska has the most property crimes.
- Over (4) 75% of homes will get broken into in the next 20 years.
- (5) 51% of home burglaries are repeated within 6 weeks.
- (6) 65% of people who have been burglarized know the burglar.

B **Discuss these statistics with your partner. Are you surprised? Why do you think some of these are true?**

C **Use a dictionary to define the words. Include the part of speech for each word. Then answer the questions.** Answers will vary. Sample answers given.

burglar: n. a house breaker, a thief

burglarize / burgle: v. to commit burglary, to break in and steal

burglary: n. the crime of breaking in with intent to commit a felony

theft: n. the act of stealing

thief: n. a person who steals property

thieve: v. to steal, to take by theft

1. What is the difference between the two sets of words? The first group includes thieving inside a house or property; the second is stealing in general.
2. There are three pairs of synonyms in the sets of words. Write them on a separate piece of paper. Answers will vary.

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At-a-Glance Prep

Goal: Prevent theft

Academic Strategy: Predicting, comparing and contrasting

Vocabulary: *activate, burglar, burglarize, burglary, burgle, crime, disturbance, enticing, summon, theft, thief, thieve, time-consuming, weapons*

Agenda

- ☐ Define words related to theft.
- ☐ Read a newsletter about theft prevention.
- ☐ Listen to a police officer.
- ☐ Make a flyer.

Pacing

■ 1.5 hour classes ■ 2.5 hour classes

■ 3+ hour classes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.8, 7.2.6

CCRS: W/WHST6-8, SL8, L6

ELPS:

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

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

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

Warm-up and Review 5–10 mins.

Ask students if they followed through with the statements they made in the previous lesson. For those who haven't, ask them when they are going to.

Introduction 5–10 mins.

Dictation:

1. If you don't own your home, seriously consider buying a renter's policy.
2. Your landlord will generally not be responsible for your possessions.
3. Most rental policies are available at competitive rates.
4. These policies also offer important protection against losses due to fire or storm damage.

State the goal: *Today, you will learn how to prevent theft in your home.*

Presentation 1 5 mins.

Write the words *thief* and *burglar* on the board. Ask students if they can help you define them. Ask them the difference between the two words. (Don't give them any answers. Just find out what they know.)

Practice 1 15–20 mins.

Workplace Focus

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

A **Listen to the statistics on burglaries in the United States and fill in the missing numbers and words.**

Listening Script

Did you know . . .?

- *There are over 1 million burglaries per year in the United States.*
- *75% of homeowners don't have a security system.*
- *Alaska has the most property crimes.*
- *Over 75% of homes will get broken into in the next 20 years.*
- *51% of home burglaries are repeated within 6 weeks.*
- *65% of people who have been burglarized know the burglar.*

B **Discuss these statistics with your partner. Are you surprised? Why do you think some of these are true?**

Have the pairs write one or two sentences explaining their answer choices. When they have finished, ask volunteers to give their answers and explain their reasoning to the class.

C **Use a dictionary to define the words. Include the part of speech for each word. Then answer the questions.**

Evaluation 1 5 mins.

Go over the answers as a class.

Presentation 2

5-10 mins.

Copy the chart from **D** on the board. Go over the instructions and come up with one example for each column as a class. Then put students in groups to complete the exercise.

Workplace Focus

Exercise D: Interact appropriately with a team
Exercises D, F: Combine ideas and information; Complete tasks as assigned; Collect and organize information.

D **PREDICT** **You are about to read a newsletter on how to protect your home from being burglarized. What do you think it will say about the following items? Brainstorm with a group.**

Practice 2

10-15 mins.

(Shorter classes can do these exercises for homework.)

E **Read the newsletter.**

Ask volunteers to read different sections of the newsletter aloud. Have students underline any words they would like to know the meaning of while listening and reading. Then explain the meanings.

ACADEMIC STRATEGY

Compare and contrast

Have students compare items to see what is the same about them and contrast items to find out what is different. In this activity, students will be looking at the list that they brainstormed and comparing it to the text, looking for similarities and differences. They will write the things they missed—the differences—in their new list.

BEST PRACTICE

Brainstorming points to consider

- Set a time limit for brainstorming depending on the topic. At the end of the session, ask a volunteer to summarize group ideas.
- Guide brainstorming without giving input on student ideas.
- Remind students to discuss, but not argue. Point out that all ideas are worthy of consideration.

Read the *Life Online* feature. Ask if anyone in the class has cameras or doorbells that monitor the outside of their home. Ask if they find them useful and elicit stories about instances when they were happy to have them. Then ask if students use any other methods to protect their homes.

Life ONLINE

Instructor's Notes

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D **PREDICT** **You are about to read a newsletter on how to protect your home from being burglarized. What do you think it will say about the following items? Brainstorm with a group.** Answers will vary. Sample answers given.

Light	Time	Noise
Keep lights on outside at night.	Leave your house at different times.	Play music or the TV when you're not home.

E **Read the newsletter.**



Theft Prevention Newsletter

Burglary Prevention

Each year in the US, there are more than 1 million home burglaries. Nine out of ten of these crimes are preventable. The risk of being burglarized can be greatly reduced by taking simple steps to make your home more difficult to enter and less enticing to would-be burglars. **Remember the greatest weapons in the fight to prevent burglaries are light, time, and noise.**

Light

- Mount exterior lights out of reach so burglars can't unscrew bulbs.
- Consider buying motion-sensitive lights, which are now relatively cheap.
- Use a variable light timer to activate lights inside your home.
- Trim trees and shrubs near doors and windows so burglars can't hide in the shadows.

Time

Make it time-consuming for a burglar to break into your home:

- Install deadbolt locks on all exterior doors.
- Install double key locks in doors that contain glass. This keeps burglars from being able to open the door simply by breaking the glass and reaching through.

  (Note: So that everyone in the house can get out in the event of a fire, keep the key in a designated place.)
- Place additional locks on all windows and patio doors.

Noise

- Get a dog. You don't need a large attack dog; even a small dog creates a disturbance that burglars would prefer to avoid. Remember to license and vaccinate it.
- Consider having someone care for your dogs in your home while you're away instead of boarding them.
- If you can afford it, install an alarm system that will alert neighbors of a burglar's presence. Most systems can even summon local police directly.

Life ONLINE

Today, there are ways to monitor the outside of your home even if you are away. You can install cameras and even doorbell cameras that connect to your phone so you can see who is outside your home and communicate with them. Do you have any doorbells or cameras like these at your home?

F **COMPARE** **Look at the ideas you brainstormed in D and the tips from the newsletter in E. Are there any tips you didn't think of? List them in the table.**

Light	Time	Noise
• Outside lights should be hard to reach. • Buy motion-sensitive lights. • Use a variable light timer inside. • Trim trees and shrubs.	• Install deadbolt locks. • Install double key locks in doors with glass. • Place locks on windows and patio doors.	• Get a dog. • Keep dogs at home during vacation. • Install an alarm system.

G **Listen to the police officer talk about other tips to prevent a break in. Write the tips.**

1. Look at your home like a burglar (easy ways to enter, etc.).
2. Keep guns, electronic devices, artwork hidden from windows.
3. Lock up tools.
4. Organize a Neighborhood Watch; tell each other about vacations.
5. While on vacation, have someone pick up mail and newspapers.
6. Post number clearly on house.

H **Sometimes all your efforts will not stop a determined burglar. It is wise to take some precautions that will help you get your property back should a criminal successfully break into your home. Listen to the police officer and take notes in your notebook.**

Answers will vary.

I **CREATE** **Make a flier to post in your community. Include the most important tips you learned about home theft prevention.** Answers will vary.



Some communities form Neighborhood Watch groups to look out for each other.

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Workplace Focus

Exercises F, G: Complete tasks as assigned; Interpret and communicate information.
Exercise I: Combine ideas and information.

F **COMPARE** **Look at the ideas you brainstormed in D and the tips from the newsletter in E. Are there any tips you didn't think of? List them in the table.**

Go over the concept of comparing and contrasting with students. Show them how to look at the list they made in **D** and compare it to what they read.

Evaluation 2

10–15 mins.

Make a comprehensive list of all the tips on the board. See if students can come up with any more. Add any additional ideas to the list.

Presentation 3

5–10 mins.

Go over the instructions for **G** and **H** and ask students what they will be listening for. See if they can come up with some ideas of what they might hear.

Practice 3

15–20 mins.

G **Listen to the police officer talk about other tips to prevent a break in. Write the tips.**

Listening Script

- *Think like a burglar. "Case" your home the way a burglar would and look for easy ways to enter your home.*
- *Be sure valuables such as guns, electronic devices, and artwork are not visible from the street.*
- *Be sure to lock up ladders and tools, which could be used to break into your home.*
- *Work together with your neighbors. Organize a Neighborhood Watch and let your neighbors know when you will be away for an extended period.*
- *While on vacation, have someone pick up your mail so that it does not accumulate and alert burglars of your absence.*
- *Display your house number conspicuously and have it well illuminated. This will help police and emergency personnel find your home quickly.*

H **Sometimes all your efforts will not stop a determined burglar. It is wise to take some precautions that will help you get your property back should a criminal successfully break into your home. Listen to the police officer and take notes in your notebook.**

Listening Script

- *Make a list of your belongings. Be sure to keep receipts, especially for expensive items like TV sets and computers. Be sure to update this list periodically.*
- *Keep copies of your inventory list and receipts in a safe-deposit box or with a friend. This is also important in the event of a house fire.*
- *Photographing or videotaping your possessions is a convenient way to keep a record of what you own.*
- *Engrave your valuables with an identification or mark to deter burglary and to prove ownership should the article be stolen and recovered by the police.*
- *Be sure you have the right coverage. You may need to purchase additional coverage to protect special items, like expensive jewelry or rare antiques.*
- *If you don't own your home, seriously consider buying a renter's policy. Your landlord will generally not be responsible for your possessions. Rental coverages are available at competitive rates and these policies also offer important protection against liability and losses due to fire or storm damage.*

Evaluation 3

5–10 mins.

Go over the answers as a class. Either play the (each) audio again or share the script with students and have them check their answers.

Application

10–20 mins.

I **CREATE** **Make a flier to post in your community. Include the most important tips you learned about home theft prevention.**

Either supply students with classroom resources such as paper and colored pens, or, alternatively, have students create their flyers on a computer if available.

This may be a good time to visit the Life Skills video page at the back of the student book.

At-a-Glance Prep

Goal: Explore careers in planning, design, and construction.

Agenda

- ☐ Match careers with job descriptions.
- ☐ Discuss salary ranges.
- ☐ Listen to a conversation about education requirements.
- ☐ Read and answer questions about a job ad.
- ☐ Write about suitability for a job.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9
CCRS: RI/RL7, SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 10-15 mins. ■■■

Review key vocabulary and language points from the previous lesson. Put students in pairs. Ask them to write a list with as many ideas about how to prevent a burglary as possible. Set a five-minute timer. When the timer is up, find out which pair has the most points and ask them to read them to the class. Write their ideas on the board, eliciting any ideas they may have missed from the other pairs.

Introduction 5-10 mins. ■■■

In this lesson, students will explore careers in planning, design, and construction. This sector has a broad range. Ask the class to call out job titles they think may fit under this category and write a list on the board.

Presentation 1 15-20 mins. ■■■

A PREDICT Look at the list of careers. What do you think each person does? Match the careers to the job descriptions.

Direct students to the job titles on the left. Ask: *Do you see any here that are on our list?* Then have students complete the exercise on their own.

Practice 1 5-10 mins. ■■■

B With a partner, practice talking about the careers in A.

Ask two volunteers to read the example sentence and then to ad-lib another short conversation to model the exercise. Then put students in pairs. Walk around the class, observing the conversations.

Evaluation 1 5-10 mins. ■■■

When pairs have finished, ask each to perform a conversation or two using the jobs and definitions provided. Check for accuracy and pronunciation.

Instructor's Notes

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LESSON 6

Explore the Workforce

GOAL ▸ Explore careers in planning, design, and construction

A PREDICT Look at the list of careers. What do you think each person does? Match the careers to the job descriptions.

Career	Job Description
h 1. architects	a. make precise measurements to determine property boundaries
j 2. architectural / engineering managers	b. collect data and make maps of the earth's surface
e 3. civil engineers	c. convert the designs of engineers and architects into technical drawings using software
g 4. construction / building inspectors	d. design parks and other outdoor spaces
i 5. construction managers	e. design, build, and supervise infrastructure* projects and systems
c 6. drafters	f. develop land use plans and programs that help create communities, accommodate population growth, and update physical facilities
d 7. landscape architects	g. ensure that construction meets building codes and ordinances, zoning regulations, and contract specifications
b 8. surveying / mapping technicians	h. plan and design houses, factories, office buildings, and other structures
a 9. surveyors	i. plan, coordinate, budget, and supervise construction projects from start to finish
f 10. urban / regional planners	j. plan, direct, and coordinate activities for architectural and engineering companies

*infrastructure: structures and facilities (buildings, roads, power, etc.) needed for a community to operate

B With a partner, practice talking about the careers in A.

Student A: What does an architect do?
Student B: An architect plans and designs houses, factories, office buildings, and other structures.

C **Look at the list. Which careers do you think pay the most? The least? Discuss.**

Surveying and Mapping Technicians	$46,910
Drafters	$60,290
Surveyors	$61,600
Construction and Building Inspectors	$61,640
Landscape Architects	$67,950
Urban and Regional Planners	$78,500
Architect	$81,800
Civil Engineers	$88,050
Construction Managers	$98,890
Architectural and Engineering Managers	$152,350

D **These salaries are the 2021 median income for the careers above. Number the salaries in the correct order (1-10), from the lowest pay to the highest pay.**

1 $46,910	4 $61,640
10 $152,350	3 $61,600
8 $88,050	6 $78,500
5 $67,950	9 $98,890
2 $60,290	7 $81,800

E **Write the salaries from D on the lines in C. The jobs are listed in order from the lowest paid to the highest paid.**

F **Listen to the conversation about education required for the careers in C. Then write the careers under each column.**

High School Diploma	Associate Degree	Bachelor's Degree	Master's Degree
Surveying and Mapping Technician Construction and Building Inspector	Drafter	Architect Civil Engineer Construction Manager Architectural and Engineering Manager Surveyor Landscape Architect	Urban and Regional Planner

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C **Look at the list. Which careers do you think pay the most? The least? Discuss.**

For variety, put students in groups and make sure the pairs from the previous exercises are separated. Have students discuss and come up with a list in order of most pay (1) to least pay (10). When the groups have finished their lists and discussions, ask each group to read their lists aloud and one volunteer from each group to explain the reasons for their choices for numbers 1 and 10.

Presentation 2

10-15 mins.

D **These salaries are the 2021 median income for the careers above. Number the salaries in the correct order (1–10), from the lowest pay to the highest pay.**

Have students do this exercise individually.

Practice 2

15-20 mins.

E **Write the salaries from D on the lines in C. The jobs are listed in order from the lowest paid to the highest paid.**

Write the list from **C** on the board. Have students do this exercise on their own. Then have them call out the answers, correcting any errors with these longer number forms.

F **Listen to the conversation about education required for the careers in C. Then write the careers under each column.**

Either project the table using the Classroom Presentation Tool on the Spark platform or draw the table on the board. Once students have finished the exercise, ask for volunteers to write, or place, the answers in the correct columns.

Listening Script

A: *So what did you think of the presentation?*
B: *I actually thought it was really interesting. I was surprised at some of the degrees required.*
A: *Oh really? Like what?*
B: *Well, I didn't know that you only need a high school diploma to be a survey and mapping technician or a construction and building inspector. Both of those sound like great jobs.*
A: *I agree. I also think being a drafter would be great. And you only need an associate degree for that job.*
B: *True.*
A: *It seems like most of the jobs in design and building planning require a Bachelor's degree. If you want to be an architect, a civil engineer, a construction manager, an architectural and engineering manager or a surveyor or even a landscape architect, you need a bachelor's degree.*
B: *Yeah. If you want to go into that field, sounds like a Bachelor's degree is the way to go. I was actually really surprised that an urban and regional planner needs a Master's degree because that job doesn't actually pay as much as some of the others.*
A: *Yep. That was surprising to me too. So did the presentation today change your mind about what you are interested in?*
B: *Not really. I still think I want to be a construction manager. I know it's going to take a long time because I have to get my degree and then probably apprentice under someone, but I think it will make me the happiest in the end.*

Instructor's Notes

G COMPARE Compare the degree required for each career with the salary. Do you think they match? Why or why not? Discuss with a small group and share your ideas with the class.

Have students discuss the questions in groups of four. Ask each group to assign someone to present their ideas to the rest of the class when the exercise is over.

Evaluation 2

15–20 mins.

H Read the job ad and answer the questions.

Refer to the Best Practice on paragraph writing tips on this page for a general overview of how to help students structure longer pieces of writing.

Begin by reading the job description to the class, then have them read it themselves. Explain any words students don't understand. Have students write full-sentence answers to questions 1–4. Then ask some volunteers to read their answers aloud and go over them as a class.

For question 5, ask students to write a full paragraph. You could prepare an example paragraph yourself to model the form and style for students if you choose.

Shorter classes can do this exercise for homework.

BEST PRACTICE

Paragraph writing

The purpose of a paragraph is usually to express a single idea. Students may also provide supporting details to bolster their point or opinion, but these details should always support the main idea of the paragraph.

There are usually three basic sections to a paragraph:

1. Beginning: An introduction to the main point or idea delivered using a topic sentence.
2. Middle: This is where a writer can add examples and supporting sentences to explain or elaborate on the main idea.
3. End: The writer should return to the main point again with a concluding sentence. A concluding sentence is usually a reiteration of the main idea that reinforces the point with clarity. Most paragraphs are part of a larger piece of writing such as an essay. In these cases, the end of a paragraph should include a transition sentence that closes out the main idea and leads into the following paragraph.

Instructor's Notes

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G COMPARE Compare the degree required for each career with the salary. Do you think they match? Why or why not? Discuss with a small group and share your ideas with the class.

H Read the job ad and answer the questions.

Commercial Construction Project Manager

Posted 5 days ago Full-time

This job is with a premier general contractor with a great reputation amongst its clients and employees. We are seeking a Commercial Construction Project Manager in the greater Houston area.

Minimum Qualifications Required:

- 5 years of commercial construction project management with a commercial general contractor
- experience managing a variety of projects in different phases of the construction process
- Bachelor's degree in Construction Management, Engineering, Architecture, or related field (preferred, but experience may be considered in lieu of those qualifications)
- urgency and resourcefulness in identifying and resolving problems
- flexibility to manage multiple tasks and projects simultaneously

For consideration please email your resume to tbrown@cmj.job.

1. Is this job full-time or part-time? full-time
2. What degree is required? Bachelor's degree in Construction Management, Engineering, Architecture, or related field
3. How much experience is required? 5 years of commercial construction project management
4. What does *experience may be considered in lieu of those qualifications* mean?

   Experience can be considered instead of a degree.
5. **REFLECT** If you had the experience and education required, do you think you would be good at this job? Why or why not?

   Answers will vary.

Review

A **With a partner, practice conversations between a tenant and a landlord. Practice both face-to-face and phone conversations. Use these scenarios.**

1. leaky faucet
2. broken window
3. can't pay rent on time
4. noisy neighbors

B **Write complete sentences using the causative verb structure and the words provided. You may choose the verb form to use.** Answers will vary. Sample answers given.

1. she / make / her sister / move

   She made her sister move out of her apartment.

2. I / get / her / meet

   I got her to meet me at the apartment.

3. they / have / their friends / wait

   They had their friends wait at the bus stop.

4. Irina / help / her father / repair

   Irina helped her father repair the sink.

5. my father / make / me / pay

   My father makes me pay him $20 per month for the loan.

6. his landlord / let / him / fix

   His landlord lets him fix most simple repairs.

C **Make a list of topics that can be found in a rental agreement. After each topic, write a typical statement that might be found in such an agreement.**
Answers will vary. Sample answers given.

1. Rent: The rent must be paid on the first day of each month.
2. Appliances: The owner assumes no responsibility for their operation.
3. Late fee: Rent received late will be subject to a 5% late fee.
4. Return of deposit: Security deposits will be held in an interest-bearing bank account.
5. Smoke detectors: Tenant must notify landlord immediately if detectors are missing or inoperative.
6. Lead-based paint: Owner must reveal the presence of known lead-based paint on the property.

Learner Log

I can communicate issues by phone. ☐ Yes ☐ No ☐ Maybe

I can interpret rental agreements. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Use unit vocabulary.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.3, 1.4.5, 1.4.6, 1.4.7, 1.4.8
CCRS: RI/RL7, SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review ■■■

Review the previous lesson. Ask students how many careers in planning, design, and construction they can remember, and write their ideas on the board. As a class, number the careers in order from highest to lowest paid.

Introduction 5–10 mins. ■■■

Ask students as a class to try to recall all the goals of this unit without looking back in their books. The goals for this unit include communicating issues by phone, interpreting rental agreements, identifying tenant and landlord rights, insuring one's home, preventing theft, and exploring careers in planning, design, and construction. Write all the goals from Unit 4 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 and prepare for the team project.*

Presentation 10–15 mins. ■■■

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

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 the exercises one at a time and, as students complete each one, go over the answers.
2. Quickly go through the instructions of each exercise, let students complete all of the exercises at once, and then go over the answers.

Workplace Focus

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

A **With a partner, practice conversations between a tenant and a landlord. Practice both face-to-face and phone conversations. Use these scenarios.**

B **Write complete sentences using the causative verb structure and the words provided. You may choose the verb form to use.**

C **Make a list of topics that can be found in a rental agreement. After each topic, write a typical statement that might be found in such an agreement.**

Practice *(continued)*

25–30 mins.

Workplace Focus

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

D **Write one right for tenants and one right for landlords.**

E **Read the insurance policy and answer the questions.**

Evaluation

5–15 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.

BEST PRACTICE

Recycling / Review

The review exercises and the project that follows are part of the recycling / review process. Students often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten when students are engaged in 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 material with students and to show them how to review it on their own. It is also important to recycle the new concepts in different contexts.

Practice *(continued)*

25–30 mins.

F **Write *T* for true or *F* for false in front of each theft prevention tip.**

Ask volunteers for their answers. Ask them to explain why they chose their answers.

Instructor's Notes

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D. **Write one right for tenants and one right for landlords.** Answers will vary.

1. A tenant has the right to They have the right to a clean apartment upon moving in. They have the right to clean, well-lit hallways. They have the right to a returned security deposit if the apartment is in good order.
2. A landlord has the right to They have the right to receive the rent on time. They have the right to receive advance notice of tenant moving.

E. **Read the insurance policy and answer the questions.**

Insurance Policy

Deductible: $2,250.00	**Annual Premium:** $989.45
Coverage Type	**Amount of Coverage**
Dwelling	$330,000
Loss of Use	$80,200
Medical Payments to Others—Each Person	$1,000
Personal Liability—Each Occurrence	$100,000
Personal Property	$200,000

1. Is this a homeowner's or renter's policy? homeowner's

   How do you know? It includes cost of the dwelling.
2. How much will the insurance company pay to rebuild the house? $330,000
3. What is the annual premium? $989.45
4. How much will the insurance company pay to replace personal belongings? $200,000

F **Write *T* for true or *F* for false in front of each theft prevention tip.**

F 1. Place your valuables in easy-to-see locations.
T 2. Lock up anything that could be used to break into your home.
T 3. Install an alarm system.
F 4. Make sure you turn off all the lights when you leave your home.
T 5. Let your neighbors know when you will be out of town.
F 6. Install double key locks on all your windows.

Learner Log

I can identify tenant and landlord rights. ☐ Yes ☐ No ☐ Maybe

I can insure my home. ☐ Yes ☐ No ☐ Maybe

I can prevent theft. ☐ Yes ☐ No ☐ Maybe

Vocabulary Review

A **Complete each question with a word or phrase from this unit. There may be more than one correct answer.**

Answers will vary. Sample answers given.

1. Are you a tenant or a landlord?
2. How much coverage do you have for your personal property?
3. Do you have renter's or homeowner's insurance?
4. What is your monthly rent?
5. Do you have an alarm installed in your house?
6. What would your landlord do if there were a burglary in your building?

B **With a partner, ask and answer the questions in A.**

C **Without using a dictionary, define these words. Include the part of speech.**

Answers will vary. Sample answers given.

1. dwelling: n. a place to live
2. policy: n. a statement of the legal rules
3. right: n. a legal privilege
4. burglary: n. act of theft from a house
5. responsibility: n. an obligation or duty
6. prevent: v. to stop from happening
7. vacate: v. to leave
8. premium: n. the money to be paid by owner before insurance begins to compensate loss

D **With a partner, write a conversation using as many of the words from C as you can.**

Answers will vary.

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

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Vocabulary Review

Workplace Focus

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

A **Complete each question with a word or phrase from this unit. There may be more than one correct answer.**

Challenge students to complete this exercise without looking back at the unit.

B **With a partner, ask and answer the questions in A.**

Encourage students to take turns alternating questions until they have both asked and answered all questions.

C **Without using a dictionary, define these words. Include the part of speech.**

Refer to the student book page for the words.

D **With a partner, write a conversation using as many of the words from C as you can.**

Evaluation *(continued)* 5–15 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.

Have students perform the conversation they wrote for **D**.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.3, 1.4.5, 1.4.6, 1.4.7, 1.4.8, 4.8.1, 4.8.2, 4.8.5, 7.4.4, 7.7.3

CCRS: W7, SL8

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.

Soft Skill: Presentation Skills

Direct students to the Skills Focus feature. Tell students to keep these pieces of advice in mind when preparing their presentations in this lesson.

Introduction

Each team will prepare a presentation for the class based on one of the topics from the unit. The presentation should include information from the unit as well as from additional research.

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 4 goals.

(Shorter classes can extend this project over two classes.)

Workplace Focus

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

1. Form a team of four or five students. Decide which topic your team will work on. (Each team should choose a different topic from the list above.)

Make sure each team chooses a different topic.

2. 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 to the next stage until the previous one is complete.

3. Gather the information for your presentation.

Tell students to use what they learned in class and to conduct additional research.

4. Decide how to present your information to the class. For example, you may want to use charts, role plays, or games.

As a class, brainstorm different methods of presentation. Try to make the list exhaustive so that every team doesn't use the same exact presentation format. Briefly discuss how some presentation methods lend themselves better to some material. Encourage the teams to use at least two different methods in their presentations.

5. Create any materials needed for your presentation.

Students may want to use the computer to create presentation materials.

6. Rehearse your presentation.

Remind students that each team member must be involved in the presentation.

7. Give your presentation to the class.

Before the presentation, remind students of the final tip in the Skill Focus feature: *Asking your audience questions during a presentation is another great way to keep them paying attention.* Also, remind the audience that they should be active listeners and encourage them to ask questions after the presentations and to give constructive feedback.

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Housing Presentation

SOFT SKILL ▸ Presentation Skills

Presentation Topics

- Communication with a landlord or tenant
- Rental agreements
- Tenant and landlord rights
- Renter's or homeowner's insurance
- Theft prevention

1. Form a team of four or five students. Decide which topic your team will work on. (Each team should choose a different topic from the list above.)

2. Choose positions for each member of your team.

Position	Job Description	Student Name
Student 1: Project Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Project Secretary	Take notes on your team's ideas.	
Student 3: Coordinator	Divide presentation into parts. Assign each team member one part of the presentation.	
Student 4: Director	Organize a different method of presentation for each part.	
Student 5: Advisor	Give feedback on the presentation as each team member rehearses their part.	

3. Gather the information for your presentation.

4. Decide how to present your information to the class. For example, you may want to use charts, role plays, or games.

5. Create any materials needed for your presentation.

6. Rehearse your presentation.

7. Give your presentation to the class.

PRESENTATION SKILLS

Memorize

1. If you have time, memorize your part of the presentation. You can still refer to your notes but it will go more smoothly if you have it memorized.

Show

2. Using slides, charts, or pictures to illustrate what you are presenting is a great way to keep your audience engaged but will also help you remember the information you are presenting.

Ask

3. Asking your audience questions during your presentation is another great way to hold their attention. It will also also take the focus off of you for a bit.

About the Photo

The photo shows a prefab single-family home in Santa Monica, California, designed by architect Ray Kappe. Prefabrication of the home allowed for reductions in cost, construction schedule, waste, and disruption to the neighborhood. This 3-bedroom home was built from 12 pieces in only eight hours, and was the first home ever to receive LEED (Leadership in Energy and Environmental Design) Platinum certification. LEED certification is a globally recognized symbol of sustainability. To receive LEED certification, a project must adhere to criteria that address carbon, energy, water, waste, transportation, materials, and indoor environmental quality. Platinum is the highest-possible LEED certification.

- Read the title out loud. Have students look at the photo. Ask a volunteer to describe what they see.
- Ask students what they think the title means. Ask students how they think the title connects to the photo.

Reading Challenge

A **Work through these steps with a partner.** Answers will vary.

1. Do you know what *prefab* means?
2. Sometimes you have to break up a word to understand its meaning. Look at the two parts. Now do you know what it means?

   pre fabricated

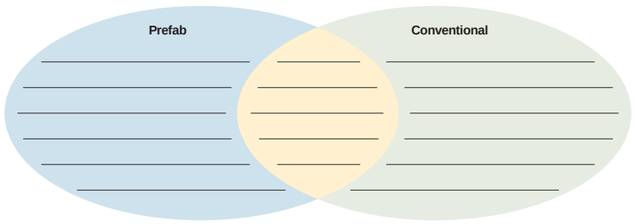
3. *Prefab* is most often used to refer to the construction of buildings. What do you think a *prefab building* is?

B **Read *The Prefab Home: More Sustainable?***

C **Choose the best answer.**

1. What is NOT one of the four things that make prefab homes sustainable?
   a. recycled materials used
   b. no wasted building materials
   c. durable
   d. less expensive
2. What does *structurally sound* mean in line 22?
   a. The walls are very thick so the sound doesn't travel to other parts of the house.
   b. The house is built very well and it won't fall apart.
   c. The structure was made with a sounding board.
   d. Prefab homes are built without making any noise.

D **COMPARE With a partner, complete the Venn diagram comparing a prefab home to a conventionally built home.** Answers will vary.



The Prefab Home: More Sustainable?



Prefab, modular green designed by architect Ray Kappe, Santa Monica, California

Have you ever thought of buying a prefab home? The average cost of a new home built in the US in 2021 was $288,000. What if you could buy that same house for $180,000? A prefab home is built in a factory and shipped in pieces for workers to assemble on site or sometimes it is built completely at a factory and then delivered in one piece. Not only are prefab homes less expensive, but they are good for the environment. The house in the photo, for example, has a solar water heating system, an irrigation system that uses water from the washing machine, the shower and the sinks, and uses recycled materials and wood from responsibly managed forests.

LESS WASTE
There is a formula for prefab homes. They are prebuilt according to very specific measurements so there should be no excess building materials. Manufacturers know ahead of time exactly how much of each material is required. And since these materials are stored in a factory instead of a construction site, there is less of a chance of them being stolen or damaged.

DURABLE
Prefab homes are more durable than traditionally built homes. Since they often have to be shipped (driven) a long way, they are built to be more structurally sound. The house frame is reinforced for delivery which means they are built of very sturdy materials. In other words, the house will last longer.

ECO-FRIENDLY
There is more of a focus on clean and green energy in prefab homes; therefore, they are built using non-toxic materials. They are also built with the environment in mind by using recycled materials for internal walls, insulation, and roofs. In addition, the greenhouse gas-related impact of these modular homes is 53% less than conventional structures. Building a conventional home releases double the amount of carbon dioxide.

ENERGY and WATER EFFICIENT
Modular homes are built as more tightly sealed structures, meaning they waste less energy. This could lower heating and cooling costs. Also, prefab homes are built using sustainable sources of energy, such as solar panels, which makes them a much more energy-efficient solution. They also use low-energy lighting, like LEDs. Similarly, prefab homes are water efficient, reducing freshwater consumption to up to 40% less than conventional homes.

Although it may be tricky to find a piece of land to put your prefab home on, the cost and sustainability may make it worth it. And prefab homes typically only take about three months to build, which is about how long it would take to prepare the land for a conventional home to be built. Something to think about!

A Work through these steps with a partner.

1. Do you know what *prefab* means?
2. Sometimes you have to break up a word to understand its meaning. Look at the two parts. Now do you know what it means?
3. *Prefab* is most often used to refer to the construction of buildings. What do you think a *prefab building* is?

- Have students read and answer the questions independently.
- Ask students to share their answers with a partner.
- Discuss answers as a class.

B Read *The Prefab Home: More Sustainable?*

Have students read the article silently first. Then have volunteer students read a paragraph each. Wait until students have finished reading a sentence before making gentle pronunciation corrections.

C Choose the best answer.

Have students explain their answer choices.

D COMPARE With a partner, complete the Venn diagram comparing a prefab home to a conventionally built home.

Ask students to complete the Venn diagram with a partner. Walk around the classroom answering students' questions and checking their work. When everyone has finished, ask for volunteer pairs to draw and explain their Venn diagram on the board.

CASAS FOR READING

0.1.2; 0.1.5; 1.4.1

CCRS FOR READING

RI/RL.7; RI.6; RI.7

READING STRATEGIES

Venn Diagrams

Students are sometimes required to represent information they have read in a Venn diagram. This method helps students visualize the similarities and differences between concepts. The circles that overlap in the diagram show shared features or characteristics. In order to complete a Venn diagram, students need to take note of the section headings. Then they should reread the text looking for the information. Once they have located the correct information, they can complete the Venn diagram.

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About the Photo

This photo shows a man looking at his phone. The expression on his face signals surprise or shock, two emotions that can easily be associated with content that has been shared online.

While social media platforms can have some benefits, such as allowing people to connect with people around the globe, build relationships, stay up to date, create an audience, and get visibility, understanding the impact that our online presence can have in our personal and professional lives is really important.

Ask students to read the caption of the photo. Discuss their answers to the questions with the class.

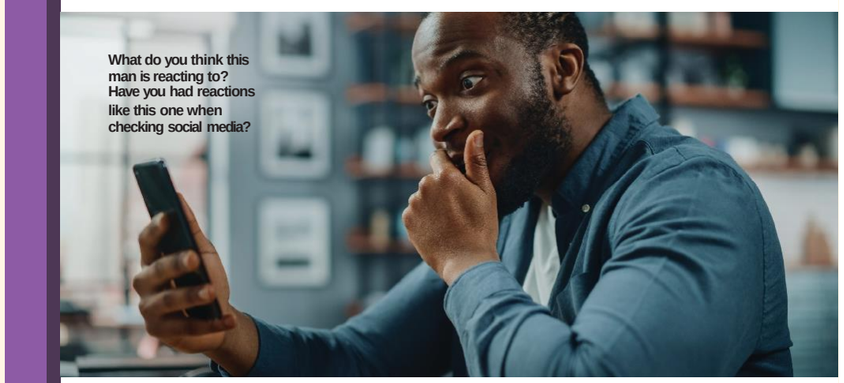
Before You Watch

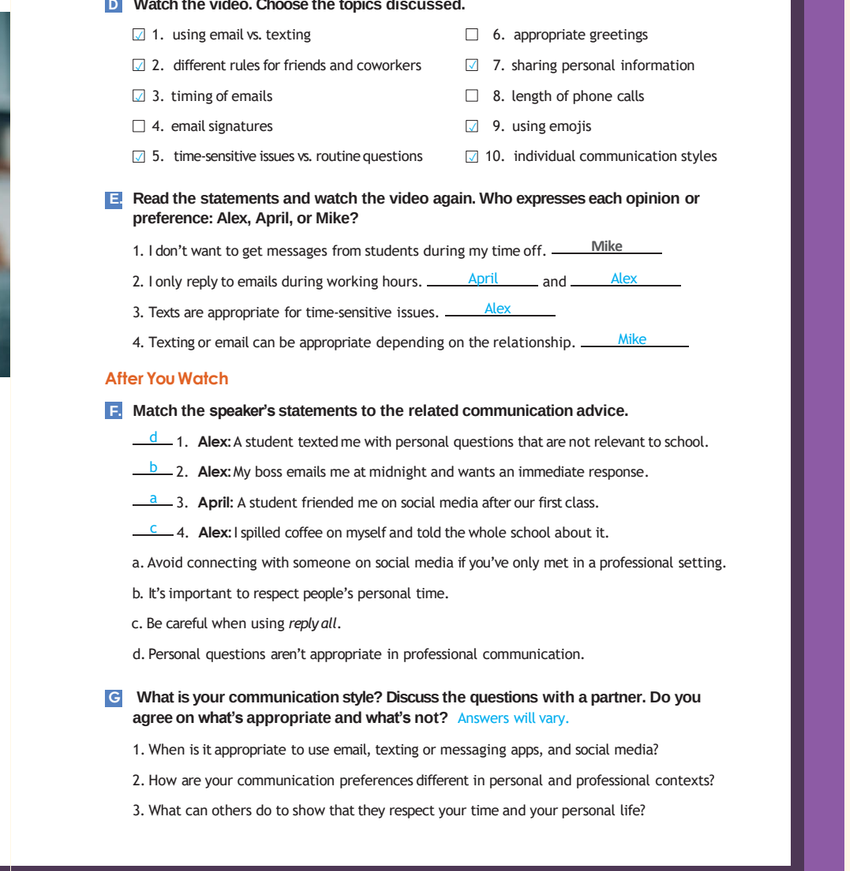
A Choose the tools you use in a professional setting (at work or school). Then share your answers with a partner.

Have students choose their answers individually and then ask them to share their answers with a partner. Encourage them to describe how they use those tools.

B Read the words and expressions. Then write them next to the correct definitions.

Ask students to carefully read the definitions before they match them to the words in the box. Check answers as a class.





C This video gives tips for communicating in a professional setting. What best practices do you follow? What do you think the video will mention?

Ask students to think about best practices they follow to communicate in a professional environment. Then have them predict which ones they think the video will focus on.

While You Watch

D Watch the video. Choose the topics discussed.

Before playing the video, give students time to read the items listed. As they watch, have them complete the task.

E Read the statements and watch the video again. Who expresses each opinion or preference: Alex, April, or Mike?

Have students do this exercise on their own. Then have volunteers read out the answers.

After You Watch

F Match the speaker's statements to the related communication advice.

When students have finished the task, play the video again to check answers.

G What is your communication style? Discuss the questions with a partner. Do you agree on what's appropriate and what's not?

Have students discuss the questions in pairs. Then, elicit ideas from the class and write them on the board. Encourage students to share if they would change their current communication style and how.

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5 Health



About the Photo

The photo shows a group of people commuting on the train and using their devices. Many of us interact with multiple devices with screens each day. These devices improve our lives in many ways, but science tells us that overusing technology can have negative physical and psychological effects as well. These include disrupted sleep patterns, worsening eyesight, neck and back strain, difficulty focusing on tasks, feelings of isolation, and even depression. Excessive use can also lead to what is called *technology addiction*.

- Introduce the unit by reading the title out loud.
- Ask students to look at the photo. Ask how the title is related to the people in the photo.
- Have students look at the photo again and discuss the answers to the questions as a class.
- Go over each unit outcome.

Life Skills Focus

In this unit, students learn words related to health and health care that will be immediately useful in each of the lessons as well as in everyday life.

Workplace Focus

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

In Unit 5, Lesson 6, *Explore the Workforce*, students will explore careers in emergency medical services. They will read, in depth, about emergency medical technicians and paramedics and analyze salary information and how geographical location affects this. They will listen to an interview with an emergency medical technician and role-play the interview.

In the Research Project, students practice presentation soft skills. Digital Literacy Tips in this unit relate to the positive and negative effects of technology in our lives.

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

- Identify practices that promote mental and physical well-being
- Ask about medical bills
- Interpret health insurance information
- Identify addictions
- Interpret procedures for first aid
- Explore careers in emergency medical services

Look at the photo and answer the questions.

1. What are these people doing?
2. When you are on the train or the bus, what are some things you can do instead of looking at your phone?
3. What is *technology addiction*?
4. What problems can technology addiction cause to a person?
5. Who do you think is more likely to become addicted to technology: children, teens, or adults? Why?

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS CASAS COMPETENCIES	ELPS	CCRS
• Identify practices that promote mental and physical well-being • Ask about medical bills • Interpret health insurance information • Identify addictions • Interpret procedures for first aid • Explore careers in emergency medical services	• Parts of speech: nouns, verbs, adjectives, adverbs • Independent and dependent clauses • Adverb clauses of concession • Information questions	• Health and well-being • Medical billing terms • Addiction • First-aid • Emergency medical careers	The skills students learn in this unit can be applied to the following El Civics competency areas: • Health—Emergencies • Health—Pharmacy • Health—Health Care • Health—Foods • Recreation • Common Activities	Vocabulary Builder: 3.5.8 Lesson 1: 0.1.2, 0.1.3, 0.1.5, 0.2.1, 3.5.8, 7.5.4 Lesson 2: 0.1.2, 0.1.5, 3.2.4 Lesson 3: 0.1.2, 0.1.5, 3.2.3, 6.7.2 Lesson 4: 0.1.2, 0.1.5, 3.4.5, 3.6.3, 7.2.6 Lesson 5: 0.1.2, 0.1.3, 0.1.5; 3.4.3 Lesson 6: 0.1.2, 0.1.5, 2.1.2, 2.5.1, 4.1.3, 4.1.6, 4.1.8, 4.1.9, 6.7.2, 7.2.6 Review: 0.1.2, 0.1.5, 3.2.3, 3.2.4, 3.4.3, 3.5.8, 3.6.3, 7.5.4 Team Project: 0.1.2, 0.1.5, 3.2.3, 3.2.4, 3.4.3, 3.5.8. 3.6.3, 4.8.1, 4.8.2, 4.8.5, 7.4.4, 7.7.3 Reading Challenge: 0.1.2, 0.1.5, 5.7.3	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. 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.	RI/RL6–7, RI6, RST6–8, W/WHST6–8, SL8, L6–8

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Vocabulary Builder

A **A *word family* is a group of words with the same root. The words all have similar meanings but are used as different parts of speech. Look at the example.**

Noun(s)	Verb	Adjective
survival, survivor	survive	surviving

- There were no *survivors* of the car accident.
- If cancer is detected early, there is a good chance of *survival*.
- Drugs that dissolve blood clots can help people *survive* heart attacks.
- The *surviving* passengers from the plane crash tried to find help.

B **CLASSIFY Write the words in the correct columns. Then use a dictionary to find the other forms of each word. Not every word family has every part of speech.**

addiction	depressed	insured	poisoning	treat
~~affecting~~	impairment	meditate	tolerance	withdrawal

Noun	Verb	Adjective	Adverb
affect, affection	affect	affecting, affective, affected	affectively
addiction		addicted, addictive, addicting	addictedly
depression	depress	depressed, depressive	depressingly
impairment	impair	impaired	impairedly
insurance	insure	insured	
meditation	meditate	meditative	meditatively
poisoning	poison	poisoned, poisonous	
tolerance	tolerate	tolerable, tolerant	tolerably
treatment	treat	treated	
withdrawal	withdraw	withdrawn	

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At-a-Glance Prep

Goal: Introduce new vocabulary
Academic Strategies: Identifying parts of speech, using a dictionary, understanding word families
Vocabulary: See lesson

Agenda

- ☐ Understand word families.
- ☐ Learn health expressions.

Pacing

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

Standards Correlations

CASAS: 3.5.8
CCRS: RI/RL6
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Note: All of the exercises on these two pages should be done in class, no matter the class length. Longer classes can do this lesson and then move on to Lesson 1 during the same class meeting; shorter classes may have to devote one whole class meeting to this section.

Workplace Focus

Exercise B: Collect and organize information; Complete tasks as assigned.

Introduction

5–10 mins. ■■■

State the goal: *Today, we will identify and work with the vocabulary you will learn in this unit.*

Presentation 1

5 mins. ■■■

A **A *word family* is a group of words with the same root. The words all have similar meanings but are used as different parts of speech. Look at the example.**

Practice 1

10-15 mins. ■■■

B **CLASSIFY Write the words in the correct columns. Then use a dictionary to find the other forms of each word. Not every word family has every part of speech.**

Tell students that the parts of speech for the word entries might be in their abbreviated forms; for example, *n.* - noun, *v.* - verb, *adj.* - adjective, *adv.* - adverb, etc.

Evaluation 1

5 mins. ■■■

Go over the answers as a class.

Instructor's Notes

Workplace Focus

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

Pronunciation

Vocabulary

When teaching students new vocabulary, pronounce each word for them several times and ask them to repeat it. Often, students may be familiar with the words you are introducing but have never seen them spelled out. By pronouncing the words for students, you allow students to make a connection between the words' spellings and their sounds. It is also important that students learn the correct pronunciation of new words so they feel comfortable using their new vocabulary inside and outside of the classroom.

Practice 1 *(continued)* 5-10 mins.

C Choose one of the word families from B that has all four parts of speech. Write a sentence using each word form. Use the sentences in A as a model.

Evaluation 1 *(continued)* 10-15 mins.

Ask volunteers to write their group of sentences on the board. Analyze the sentences for meaning and grammar.

Presentation 2 10-15 mins.

D INFER Each of these expressions is related to health. What do you think each one means? Write your ideas.

Have students write their ideas in their books and then go over the meanings as a class.

Practice 2 10-15 mins.

E Look at the following questions. Answer the ones you feel comfortable answering.

Evaluation 2 10-15 mins.

Ask volunteers to share their answers.

Instructor's Notes

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C Choose one of the word families from B that has all four parts of speech. Write a sentence using each word form. Use the sentences in A as a model.

Answers will vary. Sample answers given.

1. People who are addicted to technology can have a hard time focusing at work or school.
2. Addictions to drugs and alcohol are difficult to stop.
3. Technology can be addicting.
4. People can behave addictively around caffeine.

D INFER Each of these expressions is related to health. What do you think each one means? Write your ideas. Answers will vary. Sample answers given.

1. mental health: the wellness of brain function
2. out of shape: your body doesn't function or look like it should
3. self-esteem: how you think about yourself
4. at risk: in danger

E Look at the following questions. Answer the ones you feel comfortable answering.

Answers will vary. Sample answers given.

1. What are the major health care issues facing your community? Which health care issues can be categorized as mental health issues?

   addiction, drug-resistant bacteria, mental health: depression

2. Do you consider yourself healthy (physically, mentally, spiritually)?

   No, because I need to make my heart and body stronger.

3. Think about people who have high self-esteem. What are their traits? What are the traits of people with low self-esteem?

   high self-esteem: take care of themselves, positive

   low self-esteem: avoid social interactions, loneliness

4. Do you know your family's health history? If so, what health problems have some of your family members faced?

   yes; heart disease and cancer

LESSON 1

Mind and Body

GOAL ▸ Identify practices that promote mental and physical well-being

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

1. Do you exercise? If so, what type of exercise do you do and how often?
2. Do you eat well? On a scale of one to ten (ten being the healthiest), how healthy are the foods you eat?
3. How could you make your diet healthier?
4. How much water do you drink each day?
5. Do you have a lot of stress in your life? How do you relieve stress?

B Listen to the following people talk about how they relieve stress. Take notes.

Answers may vary. Sample answers given.



Marlie

Reason for stress: commission-based pay

How she relieves stress: meditation



Stephanie

Reason for stress: worrying about money

How she relieves stress: running



Fletcher and Katie

Reason for stress: taking care of mother / work long hours

How they relieve stress: talking to each other / walking at night

C Do you identify with any of these people? If yes, in what ways? If not, why not?

Answers will vary.

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At-a-Glance Prep

Goal: Identify practices that promote mental and physical well-being

Academic Strategies: Focused listening, note taking, writing

Vocabulary: *affecting, at risk, blood pressure, diabetes, meditate, mental health, obese, out of shape, overworked, prognosis, self-esteem, stress, survive*

Agenda

- ☐ Discuss your health habits.
- ☐ Listen to ways people handle stress.
- ☐ Read and give health-related advice.
- ☐ Read a health-related article.
- ☐ Create a newsletter.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.3, 0.1.5, 0.2.1, 3.5.8, 7.5.4

CCRS: RI/RL7, SL8, L6

ELPS:

S1: Construct meaning from oral presentations and literary and informational text through-level appropriate listening, reading, and viewing.

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

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

Warm-up and Review

5-10 mins. ■■■

Ask students to take out a piece of paper and make a list of all the words and phrases they can remember from the vocabulary-building section. When they have written down everything they can think of, have them talk to a partner and try to add one or two more words and phrases to their lists. Make a class list on the board.

Introduction

5-10 mins. ■■■

Dictation:

1. Stress is a feeling that is created when we react negatively to particular events.
2. The human body responds to stress by activating the nervous system and specific hormones.
3. Stress contributes to high blood pressure, strokes, and other illnesses in many individuals.
4. Stress also affects the immune system, which protects us from many serious diseases.

State the goal: *Today, we will identify ways to promote mental and physical well-being.*

Presentation 1

10-15 mins. ■■■

Workplace Focus

Exercise A: Interact appropriately with team members.
Exercise B: Complete tasks as assigned.
Exercise C: Combine ideas and information.

A Discuss the following questions in a small group.

Once students have discussed the questions in groups, discuss them as a class.

Practice 1

10-15 mins. ■■■

B Listen to the following people talk about how they relieve stress. Take notes.

Before you play the audio, have students look at the three photos in **B**. Ask them what they think they will be listening for. Discuss some possible reasons for stress.

Note: The listening script is on page 131a.

Evaluation 1

5 mins. ■■■

Go over the answers as a class.

C Do you identify with any of these people? If yes, in what ways? If not, why not?

Discuss students' answers as a class.

Listening Script

Marlie: *My name is Marlie, and I work for a mortgage company. My job is very stressful because we work on commission, so the only way I get paid is by helping people refinance their homes. If I don't help one person, I don't make any money. The more people I help, the more money I make. I don't really like my job, so I'm going to school at night to study computer programming. So between work and school, I'm really busy and my work and studies put a lot of stress on me. One of the ways I cope with all this stress is meditation. Every morning before I leave for work, I sit outside on the porch, where I can look at the trees and listen to the birds chirping. I close my eyes and breathe deeply, thinking of all the good things in my life. I picture my day at work as a productive, successful day. I picture my evening at school as a fun, eye-opening experience where I learn many new things that will help me change careers. When I open my eyes, I feel refreshed and ready to take on the day.*

Stephanie: *My name is Stephanie. I cope with my stress by exercising. I run every night after work. Running gives me time to think and use up all that built-up energy caused by stress. I work three jobs just to make enough money to pay the bills. The jobs aren't stressful, but worrying if I'm going to have enough money each month is. Running seems to be the only thing that calms my nerves.*

Fletcher: *I'm Fletcher.*
Katie: *And I'm Katie.*
Fletcher: *And the only way we can relieve our stress is by talking to each other.*
Katie: *My mother is very sick, and she lives with us so I can take care of her.*
Fletcher: *And since Katie had to stop working to take care of her mother, I had to start working longer hours to make more money. Both of these things have put a lot of stress on us.*
Katie: *So, every night we take a walk around our neighborhood and talk. The fresh air is wonderful and just being able to talk about our days and our future helps relax us both. We know that this situation is only temporary and as long as we have each other, we'll be able to survive.*

Presentation 2

5-10 mins.

D Advice is often published online. Read the problems. Do you agree with the advice?

If students are unfamiliar with the concept of an advice column, explain how it works. Ask students if they have ever read any advice columns and, if so, what kind of advice was given.

Practice 2

10-15 mins.

(Shorter classes can do this exercise for homework.)

Workplace Focus

Exercise E: Combine ideas and information.

E Pretend you are Ali and give advice to the following people.

Evaluation 2

10-15 mins.

Ask volunteers to read their advice letters out loud.

Extended Practice: Give each student a note card, or have students use their own sheet of paper. Have them write a short "Dear Ali" letter. Collect the cards and pass them out to students. Make sure no one gets their own card. Tell students to spend a few minutes coming up with the advice they would give for the person who wrote the letter. Have each student stand up, read his or her card out loud, and then give the advice that he or she came up with. As a class, discuss if the advice is good or bad. If students think the advice isn't good, have them come up with better advice as a class.

Remind students that if they are not comfortable sharing problems in their own lives, they can imagine a problem for this exercise or ask advice for a problem that a friend or family member has.

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D Advice is often published online. Read the problems. Do you agree with the advice?

Ask Ali

1. Dear Ali,
I don't look forward to getting out of bed in the morning. I don't like my job. I don't like to go to school. I don't have any family around, and I have very few friends. I feel like there is no reason to get up in the morning.

-Unhappy

Dear Unhappy,

I'm sorry to hear you are feeling that way. Why don't you try doing things that will make you want to get out of bed? Take a nice hot shower, go for a walk, drink some water, eat healthy food. And try to find something that you can look forward to. Every day, add one thing that you enjoy to your day. Maybe learn something new by taking a class. We don't always like what we have to do in life to survive but if you can add at least one or two things to your day that make you happy it will make the rest of your life more enjoyable.

2. Dear Ali,
I'm overweight and out of shape. I can't bear to look at myself in the mirror, and it is really affecting my self-esteem. What can I do?

-Overweight and Out of Shape

Dear Overweight and Out of Shape,

I think the best thing you can do for yourself is MOVE. Start by taking a short walk every day and try to increase the time or distance you walk every day. Once you start moving more, you will feel better and it will make you want to eat healthy food. Try to add more vegetables to each meal. These will fill you up and take away the temptation for sugar foods. And drink lots of water. If you get hungry between meals, instead of snacking drink water. Be kind to yourself. This will be a slow and steady process. But if you can keep it up, you will be healthy for the rest of your life.

E Pretend you are Ali and give advice to the following people. Answers will vary. Sample answers given.

1. Dear Ali,
My daughter is a volleyball player and is very lean. She is worried about making it on the team, so she doesn't eat very much. I am worried about her not having enough energy to play, so I've been cooking meals that are high in calories and fat. But she won't eat what I cook. What can I do?—*Mother Without a Clue*

Begin an exercise routine with her and make this a family activity.

Show her you are in this effort together.

Teach her to cook and prepare her own healthy meals.

2. Dear Ali,
I have a lot of stress at work. My boss pushes me pretty hard, and I want to do a good job to get ahead, but I never have any time for myself or for my family. The doctor says all the stress is giving me high blood pressure. What should I do?—*Overworked*

You need to take time for yourself and your family or you will lose your health.

Exercise together before or after work.

Walk at lunchtime.

F **Jada wrote a health-related article for her school paper. Read her article.**

Back on Track

I think I take pretty good care of myself. But it wasn't always that way. I used to work really long hours, eat at fast-food restaurants because they were quick and easy, and I barely ever exercised. But I got a wake-up call from the doctor one day. He said I was obese, at risk for diabetes, and that I might not make it to my fortieth birthday. From that day forward, I began to make changes in my life. I started by going for a walk every day. Now I go to the gym three times a week, walk six miles two days a week, and play volleyball with my family on the weekends. The day the doctor gave me that horrible prognosis, I went straight to the market and filled my cart with healthy food. I now make my lunch every day and cook healthy dinners for my family. My purse and my car are always filled with healthy snacks and water. If I ever get a craving for something really unhealthy, I let myself have one bite of it, and then I stick a piece of gum in my mouth. Although the exercise and eating habits really helped to lower my blood pressure and risk for diabetes, I still have quite a bit of stress in my life. To combat that, I make sure I take at least a half an hour a day for myself. Sometimes I meditate, sometimes I call a good friend, and other times I just sit down and read a book for pleasure.

G **Answer the questions.**

1. What forced Jada to make changes in her life?

   Her doctor told her she was at risk for diabetes because she was obese.

2. What changes did she make?

   She started exercising, eating healthy foods, and meditating.

3. Do you think her article is inspiring? Why?

   Answers will vary.

H **CREATE** **With your classmates, create a health newsletter. Follow the steps.**

Answers will vary.

1. Each student writes a health article that will be inspiring to others who read it.
2. After everyone has finished his or her article, work together to edit the articles.
3. Come up with a title for your newsletter.
4. Put your newsletter together and add artwork and photos.

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Presentation 3

10-15 mins.

Workplace Focus

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

F **Jada wrote a health-related article for her school paper. Read her article.**

Have students read the article to themselves. When they finish, read the article out loud to students. Answer any vocabulary questions students might have.

Practice 3

10-15 mins.

(Shorter classes can do this exercise for homework.)

G **Answer the questions.**

If you want students to do this exercise individually, have them write their ideas on a piece of paper. If you want students to do this exercise in groups, have them discuss the questions.

Evaluation 3

5-10 mins.

Talk about the word *inspiring* and what it means. Discuss the third question as a class. Discuss what makes something *inspiring*.

Application

30-45 mins.

H **CREATE** **With your classmates, create a health newsletter. Follow the steps.**

Let students make this newsletter as simple or as elaborate as they want. The main purpose of this exercise is for students to write an article about their health habits. But the fact that they are "publishing" their writing gives it more of a purpose and reason to be inspiring.

If your students need it, help them through the writing process by having them first brainstorm ideas, then narrow down their ideas, write an outline, and create a first draft.

Instructor's Notes

At-a-Glance Prep

Goal: Ask about medical bills
Pronunciation: Clear speech on the telephone
Academic Strategy: Focused listening
Vocabulary: *code, co-pay, payable, procedure, remit to, responsible party*

Agenda

- ☐ Listen to two phone conversations between patients and the doctor's office.
- ☐ Practice conversations with a partner.
- ☐ Write questions you would ask about a medical bill.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.2.4
CCRS: RI/RL7, RI6, RST6-8, SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5–10 mins.

Have students talk about the process of creating their health newsletter. Ask them if there is any real-world application for an activity like this.

Introduction 10–20 mins.

Dictation:

1. After your doctor's appointment, your doctor's office will submit a claim to your insurance company.
2. The insurance company uses the information on the claim to pay the doctor for those services.
3. A statement shows how much your doctor's office billed your insurance company for the services you received.
4. After your insurance company pays your doctor, you may need to pay the doctor any balance due.

State the goal: *Today, you will practice asking questions about medical bills.*

Presentation 1 10–15 mins.

A Listen to the phone conversation Nadia is having with the receptionist at the doctor's office. Why is Nadia confused about the amount she owes?

Listening Script

Receptionist: *Good morning, Dr. Rosenberg's office.*
Patient: *Um, yes, this is Nadia Urich. I brought my daughter Courtney in a few weeks ago for her six-month check-up. I just received the bill and I have a few questions.*
Receptionist: *Yes, Mrs. Urich. Let me pull up your records. Do you have the date of the statement?*
Patient: *Yes, it is October 6.*
Receptionist: *OK, I have it right here. How can I help you?*
Patient: *Well, I don't see why I owe 20 dollars.*
Receptionist: *That is your co-pay.*
Patient: *But on the statement it says that I already paid my 20 dollar co-pay.*
Receptionist: *Yes, you're right. But when we talked to your insurance company, they told us that your co-pay is 40 dollars. You already paid 20 dollars, so you owe another 20 dollars.*
Patient: *40 dollars? When did my co-pay go up to 40 dollars?*
Receptionist: *I don't know, ma'am. You'll have to call your insurance company to find out.*
Patient: *OK. So all I owe right now is 20 dollars?*
Receptionist: *Yes.*
Patient: *OK. Thank you for your time.*

Practice 1 10–15 mins.

Workplace Focus

Exercise B: Interpret and communicate information.

B Look at the medical bill and answer the questions.

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LESSON 2

What's This Charge For?

GOAL ▶ Ask about medical bills

A Listen to the phone conversation Nadia is having with the receptionist at the doctor's office. Why is Nadia confused about the amount she owes?

DOCTOR
Amy Rosenberg, M.D., Inc.
2880 Chestnut Ave., Ste. 340
Topeka, KS 66675
Office Phone (785) 555-0012

STATEMENT DATE	STATEMENT #	BALANCE DUE
10/06	4689–36	**$20.00**

RESPONSIBLE PARTY
Mrs. Nadia Urich
56 Plains Ave.
Topeka, KS 66675

MAKE CHECK PAYABLE AND REMIT TO
AMY ROSENBERG, M.D., Inc.
2880 Chestnut Ave., Ste. 340
Topeka, KS 66675

PATIENT NAME: Urich, Marina — **PROVIDER:** Amy Rosenberg, M.D.

DATE	PROCEDURE	DESCRIPTION OF SERVICE	CO-PAY	AMOUNT PAYABLE
8/23	99391	Well-Child Check		$140.00
8/23	90700	DTaP Vaccine		$52.00
8/23	90465	Vaccine Admin		$35.00
8/23	90645	Hib Vaccine		$40.00
8/23	90466	Vaccine Admin		$35.00
8/23		Patient Co-Pay	–$20.00	
9/01		Primary Insurance Payment		–$263.00
9/01		Uncollectible		–$29.00

B Look at the medical bill and answer the questions.

1. Who is expected to pay this bill?

   Mrs. Nadia Urich

2. Why did the patient go to the doctor?

   for a checkup and vaccines

3. Why is the name of the responsible party different from the patient's name?

   She is the mother.

4. How much is owed?

   $20

5. Does anything on the bill confuse you? Write a question to ask your classmates or teacher.

   Answers will vary.

C **Read and listen to this phone conversation.**

Receptionist: Dr. Brook's office.

Patient: Um, yes, this is Maurice Jackson. I came in and saw the doctor a few months ago for the pain I was having in my leg. I just received the bill, and I have a few questions.

Receptionist: Of course, Mr. Jackson. Let me pull up your records. Do you have the date of the statement?

Patient: Yes, it's June 16th.

Receptionist: Ok, I have it here. How can I help you?

Patient: Well, I don't understand what this $264 charge is for.

Receptionist: That is for the X-rays the technician took of your leg.

Patient: OK, but shouldn't my insurance pay for that?

Receptionist: Yes, they might pay some. As you can see on the bill, we have billed your insurance company but are still waiting to hear back from them. Once we do, we'll send you an adjusted bill reflecting how much you owe.

Patient: Oh, so if I don't have to pay this $264, why did you send me a bill?

Receptionist: I know it may seem a bit confusing. Our billing department automatically sends out statements to our current patients every month, whether or not we have heard back from the insurance companies. It usually takes about a month for the bill to reflect what the insurance company has paid, so in general, if you wait two or three months to pay your bill, your statement should show the correct amount due.

Patient: I see. That makes sense. So, I don't need to pay this bill now?

Receptionist: No. Wait until you see an adjusted amount on there and then pay the bill.

Patient: Great! Thanks for your help.

Receptionist: Have a nice day, Mr. Jackson.

D **Practice the conversation with a partner. Then switch roles.**

E **Practice the conversation again. This time use the information in the chart to change the patient's questions. The receptionist will have to be creative to come up with a response.**

Name	Reason for Visit	Date of Statement	Question
Jenna Lyn	backache	May 25th	Why isn't the payment I made showing up on the statement?
Javier Bardo	headaches	December 2nd	Do you offer discounted services? I don't have health insurance.
Paula Kofi	skin rash	March 14th	Why do I have to pay more than my co-pay?
Young Lee	ingrown toenail	July 7th	Why didn't my insurance pay for the procedure?

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Practice *(continued)*

10-15 mins.

Tell the class that insurance forms and medical bills are often difficult to understand. Encourage students to call their doctors' offices or their insurance companies if there is something on a bill they don't understand.

Evaluation 1

5 mins.

Go over the answers as a class.

Presentation 2

5-10 mins.

C **Read and listen to this phone conversation.**

Practice 2

10-15 mins.

(Shorter classes can do these exercises for homework.)

Workplace Focus

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

D **Practice the conversation with a partner. Then switch roles.**

E **Practice the conversation again. This time use the information in the chart to change the patient's questions. The receptionist will have to be creative to come up with a response.**

Model this activity for students by practicing with a volunteer.

Evaluation 2

10-15 mins.

Walk around the classroom and listen to students' conversations. When students have finished, ask volunteer pairs to perform their conversations for the class.

Pronunciation

Speaking on the phone

Remind students that when speaking on the phone, they need to enunciate clearly. To help them improve this skill, have students stand back-to-back when practicing conversations in pairs.

Instructor's Notes

Workplace Focus

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

Presentation 3

5-10 mins.

Ask students a few simple questions about the bill in **F**. Don't answer any of their questions or give them any information that you think they might need.

Practice 3

5-10 mins.

(Shorter classes can do this exercise for homework.)

F **Look at the bill and write five questions you could ask about it.**

Evaluation 3

5-10 mins.

As a class, go over the questions students wrote and try to answer the questions together.

G **Go over the bill with your teacher to make sure you understand everything on it.**

Application

10-20 mins.

H **Find a partner (receptionist) and have a conversation, asking him or her the questions you wrote in F. Then switch roles.**

BEST PRACTICE

Switching roles

The main goal of a conversation exercise is that students practice speaking. When students are engaged in role plays, they can imagine the conversation in a real-world context. Students can also see the relevance of the conversation to real life. Having students switch roles allows them to approach the conversation from another perspective. The additional practice builds speaking skills and increases motivation.

Instructor's Notes

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F **Look at the bill and write five questions you could ask about it.**

Answers will vary. Sample answers given.

STATEMENT
Skin Care Center
5948 Laredo Street
Helena, MT 59626

CLOSING DATE:	7/15
BALANCE DUE:	$179.90
ACCOUNT #:	22365-1
AMOUNT ENCLOSED:	_____
PATIENT:	Katerina Manthos 7653

Bill to: Katerina Manthos
5948 Laredo Street
Helena, MT 59626

Any change in the above address should be reported to our office.

Skin Care Center
5948 Laredo Street
Helena, MT 59626

DETACH AND RETURN UPPER PORTION WITH YOUR PAYMENT

Keep bottom portion for your records

PATIENT NAME: Katerina Manthos **PROVIDER:** Elton Frank, M.D.

DATE	CODE	DESCRIPTION	CHARGE	CREDIT
2/05	99204	Office Visit New Patient	$240.00	
		Paid By Health Care PPO		$240.00
6/15	11301	Shave Skin Lesion 0.6-1.0cm	$474.00	
		Paid By Health Care PPO		$320.00
6/15	88305	Tissue Exam by Pathologist	$565.00	
		Paid By Health Care PPO		$420.00
6/15	A4550	Surgical Tray	$75.00	
		Paid By Health Care PPO		$75.00
		DUE FROM PATIENT	$299.00	

1. When was this bill due?
2. Why does the Health Care PPO pay less than the charge?
3. Who is the doctor?
4. What is a pathologist?
5. When was the office visit?

G **Go over the bill with your teacher to make sure you understand everything on it.**

H **Find a partner (receptionist) and have a conversation, asking him or her the questions you wrote in F. Then switch roles.**

LESSON 3

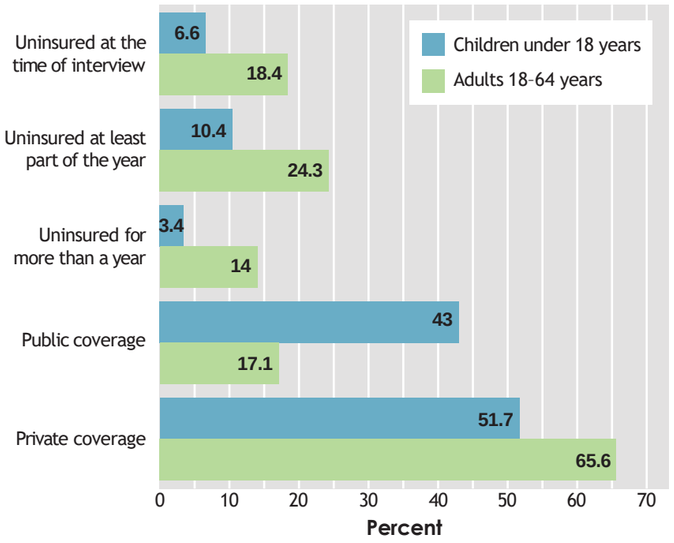
Health Insurance

GOAL ▶ Interpret health insurance information

A **How much do you know about health insurance? In a small group, try to answer the following questions. If you need help, talk to other groups.** Answers will vary.

1. Is it mandatory in your state to have health insurance?
2. What happens if you see a doctor or go to a hospital without health insurance?
3. What is the difference between an HMO and a PPO?

B **Look at the graph about insured and uninsured people and answer the questions.**



1. What is the percentage of insured adults? 82.7%
2. What is the percentage of children who were uninsured for more than a year? 3.4%
3. What is the percentage of adults who have private insurance? 65.6%
4. What is the percentage of children who have public coverage? 43%

C **Ask your partner questions about the information in the graph in B. Use the questions from B as examples.** Answers will vary.

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At-a-Glance Prep

Goal: Interpret health insurance information
Academic Strategy: Interpreting bar charts and tables
Vocabulary: *insured*, *percentage*, *uninsured*

Agenda

- ☐ Discuss health insurance.
- ☐ Interpret a bar graph.
- ☐ Interpret a chart.
- ☐ Recreate a graph or chart.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.2.3, 6.7.2
CCRS: RI6, RST6-8, SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5–10 mins. ■■■

Have students repeat the application from the previous lesson, this time with a different partner.

Introduction 5–10 mins. ■■■

Before beginning the dictation, have students practice writing down large numbers and percentages. Allow students to use numerals in dictation rather than spelling out the numbers.

Dictation:

1. From January to June, 2021, 27.5 million people didn't have health insurance.
2. The percentage of children under age 18 who were uninsured in 2021 was 4.4%.
3. The percentage of people covered by private health insurance increased in 2021 to 66% or 207.2 million.
4. The percentage of and number of people covered by government health insurance has increased to 35.7%, or 112 million, in 2021; from 34.5%, or 108.3 million, in 2020.

State the goal: *Today, you will interpret graphs and charts about health insurance coverage.*

Presentation 1 15–20 mins. ■■■

Workplace Focus

Exercises A, C: Interact appropriately with team members.
Exercise B: Interpret and communicate information.

A **How much do you know about health insurance? In a small group, try to answer the following questions. If you need help, talk to other groups.**

B **Look at the graph about insured and uninsured people and answer the questions.**

Practice 1 10–15 mins. ■■■

C **Ask your partner questions about the information in the graph in B. Use the questions from B as examples.**

Evaluation 1 ■■■

Observe pair work.

Workplace Focus

Exercise D: Interpret and communicate information.
Exercise E: Combine ideas and information.

Presentation 2

5–10 mins.

Go over the chart in **D** with students. Make sure they understand how to read it. Ask them a few questions to check for understanding, such as: *What percentage of females aged 45 to 64 don't have health insurance coverage?* (9.7%)

Practice 2

10–15 mins.

(Shorter classes can do these exercises for homework.)

D Look at the graph about uninsured people and complete the sentences.

E ANALYZE Write five more sentences about the statistics in the chart in D.

Evaluation 2

5–10 mins.

Ask volunteers to write their sentences on the board. Have students compare the sentences with the information presented in the chart.

BEST PRACTICE

Reading a bar graph

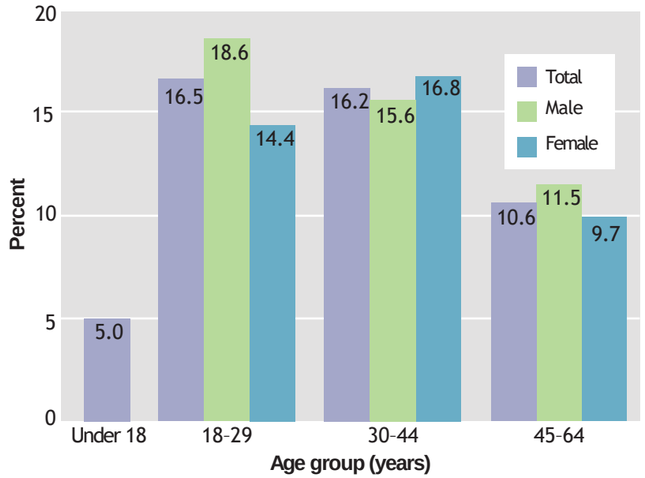
Reading a bar graph can initially be challenging for some students because they are unfamiliar with this type of presentation, or erroneously perceive bar graphs as puzzling images that are hard to understand. Make it clear to students that bar graphs are actually easy-to-read diagrams that allow us to visualize lots of numerical information. Illustrate that it is sometimes easier to read a bar graph than to read a long text. Try using the following analogy to explain how to read a bar graph:

Point out to students that a bar graph looks like a city skyline (with short, medium, and tall buildings). Explain that the height of each *building* or bar represents the size or value of the thing being measured. Demonstrate that the *buildings* may be displayed in colors (usually two or more) and that a legend or guide will indicate what each color stands for. Mention that bar graphs are sometimes vertical and sometimes horizontal; however, this doesn't affect the information presented.

Instructor's Notes

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D Look at the graph about uninsured people and complete the sentences.



1. Of both sexes, the _____males_____ are the less insured.
2. Out of all the age groups, the _____18-29_____ -year-olds are the less insured.
3. _____5%_____ of children are uninsured.
4. _____95%_____ of children are insured.
5. _____16.8%_____ of women aged 30–44 are uninsured.
6. _____Answers will vary._____ of people in my age group are uninsured.

E ANALYZE Write five more sentences about the statistics in the chart in D.

Answers will vary.

1. _____
2. _____
3. _____
4. _____
5. _____

F **Read the chart about insurance coverage and demographics. Then write six questions based on the data.** Answers will vary. Sample answers given.

	Uninsured at the Time of Interview	Public Health Plan Coverage	Private Health Insurance Coverage
Race / Ethnicity			
Hispanic	29.7%	22.7%	48.7%
White only	9.1%	17.3%	76.3%
Black only	14.5%	33.8%	55.2%
Asian only	8.8%	16.1%	76.2%
Other and multiple races	19.1%	32.2%	52.3%
Education			
Less than high school	31.6%	38.5%	32.4%
High school diploma or GED	18.2%	25.8%	58.6%
Some College	12.5%	22.4%	68.6%
Bachelor's Degree or More	5.3%	8.9%	87.6%

1. Which racial / ethnic group was least insured at the time of the interview?
2. Does education make a difference in how much insurance you have?
3. What percent of people with only a GED had insurance at the time of the interview?
4. Which racial / ethnic group was insured 16.1% at the time of the interview?
5. What percent of people with a Bachelor's Degree was uninsured at the time of the interview?
6. What percent of people with private insurance were Hispanic?

G **Ask three classmates the questions you wrote in F.**

H **GRAPH** **In a small group, choose one of the two graphs or the chart presented in this lesson. Recreate the data using information from the students in your class.**
Answers will vary.

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Workplace Focus

Exercise F: Interpret and communicate information.
Exercise G: Interact appropriately with team members.
Exercise H: Interact appropriately with team members; Combine ideas and information.

Presentation 3

5–10 mins.

Ask students what data are presented in the chart in **F.** As a class, come up with some sentences about the data. For example, *8.8% of Asians didn't have health insurance at the time of interview.*

On the board, brainstorm some questions students might ask about the data in the chart. For example, *What percentage of people with a high school diploma are uninsured?* (18.2%)

Practice 3

15–20 mins.

(Shorter classes can do these exercises for homework.)

F **Read the chart about insurance coverage and demographics. Then write six questions based on the data.**

G **Ask three classmates the questions you wrote in F.**

Evaluation 3

5–15 mins.

Observe.

Application

20–30 mins.

H **GRAPH** **In a small group, choose one of the two graphs or the chart presented in this lesson. Recreate the data using information from the students in your class.**

Instructor's Notes

At-a-Glance Prep

Goal: Identify addictions
Grammar: Adverb clauses of concession
Academic Strategies: Defining words, using a dictionary
Vocabulary: *addiction, detoxification, impairment, physiological, process, psychological, substance, tolerance, withdrawal*

Agenda

- ☐ Define *addiction*.
- ☐ Learn vocabulary related to addictions.
- ☐ Distinguish between substance and process addictions.
- ☐ Work with adverb clauses of concession.
- ☐ Write about an addiction.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.4.5, 3.6.3, 7.2.6
CCRS: SL8, L6-8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 10-15 mins. ■■■

Have students take out their graphs or charts from the previous lesson. Ask volunteers from each group to present the graph or chart to the class.

Introduction 5-10 mins. ■■■

Dictation:

1. She spends over $500 a month on clothes and shoes.
2. He likes to go to the horse races every weekend and place bets.
3. Her brother plays video games with his friends for more than three hours a day.
4. They exercise at least four hours a day, six days a week.

State the goal: *Today, we will identify different addictions and discuss vocabulary associated with addictions.*

Workplace Focus

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

Presentation 1 10-15 mins. ■■■

A Look up the word *addiction* in a dictionary. Write the definition and an example sentence that uses the word.

Have students do this exercise by themselves and then go over the definitions and example sentences as a class.

Ask students to look back at their dictation sentences. Ask them if they think the people described in these sentences have addictions.

B Work with a partner and brainstorm a list of addictions.

Once students have completed their lists, make a comprehensive list on the board.

Practice 1 10-15 mins. ■■■

C Match the words to their correct definitions and write the complete sentences on a separate piece of paper. Use a dictionary if you need to.

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LESSON 4

Addictions

GOAL ▶ Identify addictions

A Look up the word *addiction* in a dictionary. Write the definition and an example sentence that uses the word. Answers will vary. Sample answers given.

addiction *n.* the state of being abnormally dependent on something

He has an addiction to lying.

B Work with a partner and brainstorm a list of addictions. Answers will vary.

C Match the words to their correct definitions and write the complete sentences on a separate piece of paper. Use a dictionary if you need to.

g 1. Tolerance is . . .
f 2. Impairment is . . .
b 3. Substance addiction is . . .
j 4. Physiological dependence is . . .
c 5. A twelve-step program is . . .
d 6. Psychological dependence is . . .
e 7. Process addiction is . . .
h 8. Detoxification is . . .
a 9. Withdrawal is . . .
i 10. An addict is . . .

a. the process of giving up a substance or activity to which a person has become addicted.
b. a condition in which a person is dependent on some chemical substance.
c. a plan for overcoming an addiction by going through twelve stages of personal development.
d. a condition in which a person requires certain activities or the intake of some substance in order to maintain mental stability.
e. a condition in which a person is dependent on some type of behavior.
f. an inability to carry on normal, everyday functions because of an addiction.
g. the ability of the body to endure a certain amount of a substance.
h. the process of adjusting to the absence of some substance or activity that a person has become addicted to.
i. a person physically or emotionally dependent on a substance or an activity.
j. a condition in which a person's body requires certain behaviors or the intake of some substance, without which it will become physically ill.

D **Look at the list of addictions. Choose which ones are substance (*S*) addictions and which ones are process (*P*) addictions.**

1. alcohol (S) P
2. caffeine (S) P
3. food (S) P
4. gambling S (P)
5. illegal drugs (S) P
6. prescription medicine (S) P
7. shopping S (P)
8. smoking (nicotine) (S) P
9. technology S (P)
10. video games S (P)
11. work S (P)

E **In a small group, discuss the following questions.** Answers will vary. Sample answers given.

1. Why do people become addicts?
   either physical or psychological dependence
2. What can you do if you are addicted to something?
   seek help from a doctor
3. What can you do to help a friend or family member who is addicted to something?
   Support them. Give them information about recovery programs.

E **ANALYZE** **Read the statements. Do you think each person has an addiction? Choose *yes* or *no* and give a reason for each answer.** Answers will vary. Sample answers given.

1. Although my uncle Gerry sold his car to spend more time at casinos in Las Vegas, he says he doesn't have a gambling problem.
   Addiction: (yes) no **Reason:** A car is needed to work and live. This is an irresponsible choice.
2. Even though her sister spends thousands of dollars a month on her credit cards, she doesn't think she is a shopaholic.
   Addiction: (yes) no **Reason:** If you outspend your budget, you have out-of-control spending.
3. In spite of the fact that Fletcher plays video games for three hours a night instead of doing his homework, he denies he has a problem.
   Addiction: yes (no) **Reason:** Maybe he has difficulty with schoolwork and he is avoiding it.
4. Danielle is convinced she isn't addicted to caffeine although she has to drink two cups of coffee before she can get out of bed in the morning.
   Addiction: (yes) no **Reason:** If you need to consume something before you can take action, you are an addict.



Technology addiction can be dangerous and affect your performance at work or school.

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Workplace Focus

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

Practice *(continued)*

D **Look at the list of addictions. Choose which ones are substance (*S*) addictions and which ones are process (*P*) addictions.**

Evaluation 1

5 mins.

Go over the answers as a class.

Presentation 2

5-10 mins.

E **In a small group, discuss the following questions.**

Once students have discussed the questions in groups, discuss them as a class.

Practice 2

10-15 mins.

(Shorter classes can do this exercise for homework.)

F **ANALYZE** **Read the statements. Do you think each person has an addiction? Choose *yes* or *no* and give a reason for each answer.**

Have students do this exercise by themselves.

Evaluation 2

10-15 mins.

Put students in small groups and have them discuss their answers. Tell them there are no right or wrong answers, especially since there are not many details given.

BEST PRACTICE

Checking homework assignments

The goal of assigning an exercise for homework is to allow students the opportunity to work and think independently. Not all homework has to be collected and graded, but it is good to make sure that students have completed the assignment. If not, students have not met the goal. There are many ways to do this. One suggestion is to ask students to compare their answers in pairs. This gives students the chance to correct and change their work before checking or discussing answers as a class.

Instructor's Notes

Presentation 3

10-15 mins.

G Study the chart.

To help students better understand the meaning of the sentences, have them come up with a few of their own and write them on the board for the class to analyze.

Practice 3

10-15 mins.

(Shorter classes can do this exercise for homework.)

Workplace Focus

Exercise H: Complete tasks as assigned.
Exercise I: Combine ideas and information.

H Write sentences with dependent and independent clauses. Use these ideas and the sentences in the chart in G as examples.

Evaluation 3

10-15 mins.

Have volunteers write their sentences on the board for the class to see.

Application

10-20 mins.

I VISUALIZE Imagine a good friend has an addiction to something. In your notebook, write about his or her addiction. How is it affecting your friend's life? How is it affecting your life? How is your friendship different because of it?

The reason for the imaginary addiction is to raise students' comfort level. You may decide to make this a lighthearted exercise by suggesting they write about something funny, for example, an addiction to chocolate or an addiction to learning English.

Give students an example by talking about one of your own addictions.

Example description of an addiction: *I am addicted to exercise. The first thing I do when I wake up in the morning is go for a run. When I get to work, I park as far away from the building as possible, so I have to walk far to get to my office. Every hour, I take five minutes and do something . . . stretching, jumping jacks, push-ups. During my lunch break, I walk up and down the stairs for 40 minutes. After work, I go for a two-hour bike ride. My family and friends complain that I am too skinny. They also say I never have enough time to spend with them because I am always exercising. My coworkers complain that I never have lunch with them. I really like the way I look and feel. But maybe I need to start exercising less. What do you think?*

Instructor's Notes

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G Study the chart.

Adverb Clauses of Concession	
Dependent clause	**Independent clause**
Although he spends a lot of time in Las Vegas,	he says he doesn't have a gambling problem.
Even though her sister spends thousands of dollars a month,	she doesn't think she is a shopaholic.
Though she has to drink two cups of coffee before she can get out of bed in the morning,	she is convinced she isn't addicted to caffeine.
In spite of the fact that he plays video games for three hours a night,	he denies he has a problem.

Explanation: Adverb clauses of concession show a contrast in ideas. The main or independent clauses show the unexpected outcome. The unexpected outcome in the third example is that it is surprising that she thinks she isn't addicted to caffeine.
Note: The clauses can be reversed and have the same meaning. Do not use a comma if the independent clause comes first in the sentence.
Example: *She doesn't think she is a shopaholic even though she spends thousands of dollars a month.*

H Write sentences with dependent and independent clauses. Use these ideas and the sentences in the chart in G as examples. Answers will vary. Sample answers given.

technology addiction / spends five hours a day online
shopping addiction / goes to the mall at least once a day
food addiction / weighs over 300 pounds
drug addiction / sold all his devices to buy more drugs

1. Even though she spends five hours a day online, she denies a technology addiction.
2. Although he goes to the mall at least once a day, he is convinced he doesn't have a shopping addiction.
3. In spite of the fact that she weighs over 300 pounds, she denies a food addiction.
4. Though he sold all his devices to buy more drugs, he doesn't think he has a drug addiction.

I VISUALIZE Imagine a good friend has an addiction to something. In your notebook, write about his or her addiction. How is it affecting your friend's life? How is it affecting your life? How is your friendship different because of it? Answers will vary.

LESSON 5

First Aid

GOAL ▶ Interpret procedures for first aid

A **LABEL VISUALS** **What does a first-aid kit have in it? Use the words in the box to label each item. Write the number in the picture.**

1. adhesive bandages	6. cold compress / ice pack	11. scissors
2. adhesive cloth tape	7. compress dressing	12. sterile gauze pads
3. antibiotic ointment	8. first-aid manual	13. sterile gloves
4. antiseptic wipes	9. hydrocortisone ointment	14. thermometer
5. aspirin	10. roller bandage	15. tweezers



B **Do you have a first-aid kit? Why is each item important? Discuss your ideas with your classmates.** Answers will vary.

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At-a-Glance Prep

Goal: Interpret procedures for first aid
Academic Strategy: Problem solving
Vocabulary: first-aid kit items; *burn, choking, external bleeding, head injury, open wound, poisoning, shock, strike, treat*

Agenda

- ☐ Label items in a first-aid kit.
- ☐ Determine appropriate first-aid procedures for various injuries.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.3, 0.1.5, 3.4.3
CCRS: RI/RL6, L8
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 5-10 mins. ■■■

Ask students if they have had or been part of a medical emergency. Encourage a class discussion about the nature of the emergency, what they did, what the results were, etc.

Introduction 5-10 mins. ■■■

Dictation:

1. If someone has been poisoned, you should not give them anything to eat or drink.
2. Do not give a choking victim water.
3. If someone is in shock, you should not raise their head.
4. Do not put any creams or grease on burned skin.

State the goal: *Today, we will talk about first-aid kits and interpret first-aid procedures.*

Tell students that the information in this lesson doesn't take the place of a good first-aid class. Encourage students to take a first-aid and / or a CPR (Cardio Pulmonary Resuscitation) class at their local hospital, fire station, or community college. Classes are often free or inexpensive to take.

Workplace Focus

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

Presentation 1 10-15 mins. ■■■

With books closed, write *First-Aid Kit* on the board and have students help you brainstorm what they might find in a first-aid kit. Don't give them any answers; just see what they can come up with. You might consider bringing items to class with you, showing a few of them, and seeing if students know what they are called.

Practice 1 5-10 mins. ■■■

A **LABEL VISUALS** **What does a first-aid kit have in it? Use the words in the box to label each item. Write the number in the picture.**

Before students begin the exercise, review the vocabulary. Model the correct pronunciation for each word.

Evaluation 1 10-15 mins. ■■■

B **Do you have a first-aid kit? Why is each item important? Discuss your ideas with your classmates.**

Instructor's Notes

Workplace Focus

Exercises C, D: Complete tasks as assigned.

Presentation 2

5-10 mins.

Pronounce the injuries in **C** one at a time and ask if students know what each one is. It is OK to discuss them a bit, but not too much since students will be writing definitions for them in **C**.

Practice 2

15-20 mins.

(Shorter classes can do these exercises for homework.)

C **Define the following injuries.**

Encourage students to use dictionaries to complete this exercise.

D **Look at the list of first-aid procedures. Write the injury from C that corresponds to each item.**

Evaluation 2

10-15 mins.

Go over the definitions from **C** and elicit students' ideas for **D** as a class, but do not give the answers to **D**. Students will check their answers themselves in **E**.

BEST PRACTICE

Reviewing vocabulary

After introducing new vocabulary words, you may have students practice drills. There are several ways to do this. One approach is to engage students in choral repetition. Students simply have to repeat the words after you. This allows them to practice pronunciation immediately after you've modeled it. Divide students into groups and have individual groups repeat certain words after you. Randomize the vocabulary words and try changing the speed and the volume.

Instructor's Notes

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C **Define the following injuries.**

1. burn: injury caused by fire or chemicals
2. choking: something caught in airway
3. poisoning: dangerous chemical, drink, or food ingested
4. open wound: injury where layers below skin are exposed
5. head injury: injury to head area
6. shock: injury to body where blood pressure drops and systems begin to stop functioning

D **Look at the list of first-aid procedures. Write the injury from C that corresponds to each item.**

1. Call 911.
   choking, poisoning, head injury, shock
2. Call Poison Control.
   poisoning
3. Control external bleeding.
   open wound, head injury
4. Cover with a light gauze dressing.
   burn
5. Have the person lie down.
   shock
6. Help maintain body temperature.
   shock
7. Perform the Heimlich maneuver.
   choking
8. Stop the bleeding with a piece of sterile gauze.
   open wound, head injury
9. Strike the victim's back between the shoulder blades five times.
   choking
10. Treat wounds.
    burn, open wound, head injury

E **Read the information. Compare it with your answers in D. Were you right? Make a note of any difficult vocabulary and discuss as a class.**

First-Aid Procedures*		
Injury	**Do**	**Don't**
burn	Run cold water over burn area for 15 minutes. Cover the burn with a light gauze dressing. If blisters pop, apply a light antibiotic ointment and cover with light gauze dressing.	**Don't** put any creams or greases on the burned area. **Don't** pop any blisters. **Don't** use an ice pack.
choking	Call 911. Strike the victim's back between the shoulder blades five times. Perform Heimlich maneuver.	**Don't** give water to the person.
poisoning	Call 911 if the person is unconscious or having trouble breathing. Call Poison Control (800-222-1222).	**Don't** induce vomiting. **Don't** give the person anything to eat or drink.
open wound	Stop the bleeding with a piece of sterile gauze. Wash with soap and water (if minor), apply a thin layer of antibiotic ointment, and cover with a bandage.	**Don't** remove any object protruding from injury. **Don't** wash or apply ointment to a large, deep wound.
head injury	Call 911 if the person is unconscious or drowsy. Treat wounds. Ice a small bump.	**Don't** leave the person alone, especially when sleeping. Instead, wake up every two to three hours and have the person answer simple questions.
shock	Call 911. Have the person lie down. Control external bleeding. Help maintain body temperature.	**Don't** raise the person's head. **Don't** give the person food or drink.

* Not all first-aid procedures for each injury are listed.

F **APPLY** **Divide the class into "victims" and "good citizens." All victims should write an injury from D on a piece of paper and show it to a good citizen. Good citizens should offer advice.**

EXAMPLE:

Victim: (shows Good Citizen card that reads *Choking*)

Good Citizen: I'm going to call 911. Then I'm going to strike your back five times between your shoulder blades. If that doesn't work, I'm going to perform the Heimlich maneuver. I will not give you water.

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Workplace Focus

Exercise F: Collect and organize information; Interact appropriately with team members.

Presentation 3

15-20 mins.

Go over the chart as a class, discussing each procedure and the *dos* and *don'ts*. Demonstrate some of the procedures if you need to.

Present instructions for **E** to students. Show them how to find each procedure from **D** in the chart and see if they wrote the correct injuries on the lines.

Practice 3

10-15 mins.

(Shorter classes can do this exercise for homework.)

E **Read the information. Compare it with your answers in D. Were you right? Make a note of any difficult vocabulary and discuss as a class.**

Evaluation 3

10-15 mins.

Walk around the classroom and help students as needed.

Application

10-20 mins.

F **APPLY** **Divide the class into "victims" and "good citizens." All victims should write an injury from D on a piece of paper and show it to a good citizen. Good citizens should offer advice.**

Read the directions together. Then ask a few volunteers to demonstrate this activity before students do it by themselves. Have students switch roles so they have an opportunity to both be a victim and give first-aid advice.

This may be a good time to visit the Life Skills video page at the back of the student's book.

Instructor's Notes

At-a-Glance Prep

Goal: Explore careers in emergency medical services

Agenda

- ☐ Discuss emergency medical help.
- ☐ Read a table showing the differences between emergency medical technicians and paramedics.
- ☐ Analyze a bar graph.
- ☐ Listen to an interview with an EMT.
- ☐ Role-play an interview.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.1.2, 2.5.1, 4.1.3, 4.1.6, 4.1.8, 4.1.9, 6.7.2, 7.2.6

CCRS: RI/RL7; RI6, RST6-8, SL8

ELPS:

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

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

Warm-up and Review 10-15 mins. ■■■

Review the previous lesson. Put students in pairs and ask them to tell each other appropriate first-aid procedures for various injuries. Tell students to write notes on their partner's answers. Then ask pairs to team up with another pair. Each student should report what their partner said to the other pair. When the groups are finished, ask a few volunteers to tell the class what they learned about their partner.

Introduction 5-10 mins. ■■■

In this lesson, students will explore careers in emergency medical services. Begin by asking students what they think is meant by emergency medical services and which careers they think might be part of this sector. Write a list of their suggestions on the board.

Presentation 1 15-20 mins. ■■■

A When you or someone you know is experiencing a medical emergency, who do you call? Who will administer emergency care?

Building on the discussion from the introduction, ask students to discuss in pairs. When they have finished, ask some volunteers to tell the class their ideas.

Practice 1 5-10 mins. ■■■

Books closed. Write *EMT* on the board. Elicit what it stands for (emergency medical technician). Write *paramedic* on the board. Ask students what they think the difference is between these two jobs. Write their suggestions on the board before starting **B**.

B The basic differences between an EMT and a paramedic are the level of education, hours of training, and the types of procedures they are allowed to perform. Read the table.

Have students read the table. Answer any questions they have about vocabulary. When everyone has finished, ask volunteers to read the differences aloud.

C Write *EMT*, *paramedic*, or *both* on the line that follows each statement.

Ask students to compare their answers in pairs.

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LESSON 6

Explore the Workforce

GOAL ▶ Explore careers in emergency medical services

A When you or someone you know is experiencing a medical emergency, who do you call? Who will administer emergency care?

B The basic differences between an EMT and a paramedic are the level of education, hours of training, and the types of procedures they are allowed to perform. Read the table.

Emergency Medical Technician (EMT)	Paramedic
• provide basic medical care to patients in the field, including stopping external bleeding, applying neck braces, and administering CPR • have CPR certification • complete a 1-2 year EMT program to learn how to assess, care for, and transport patients • complete 120 to 150 hours of training • pass the National Registry of Emergency Medical Technicians (NREMT) exam	• provide advanced medical care in the field, such as administering medication, inserting IVs, and resuscitating patients • have CPR certification • complete a 1-2 year EMT program to learn how to assess, care for, and transport patients • obtain a 2-year Associate degree to learn more advanced procedures • complete 1,200 to 1,800 hours of training • pass the National Registry of Emergency Medical Technicians (NREMT) exam • pass the National Registry Paramedic Cognitive exam

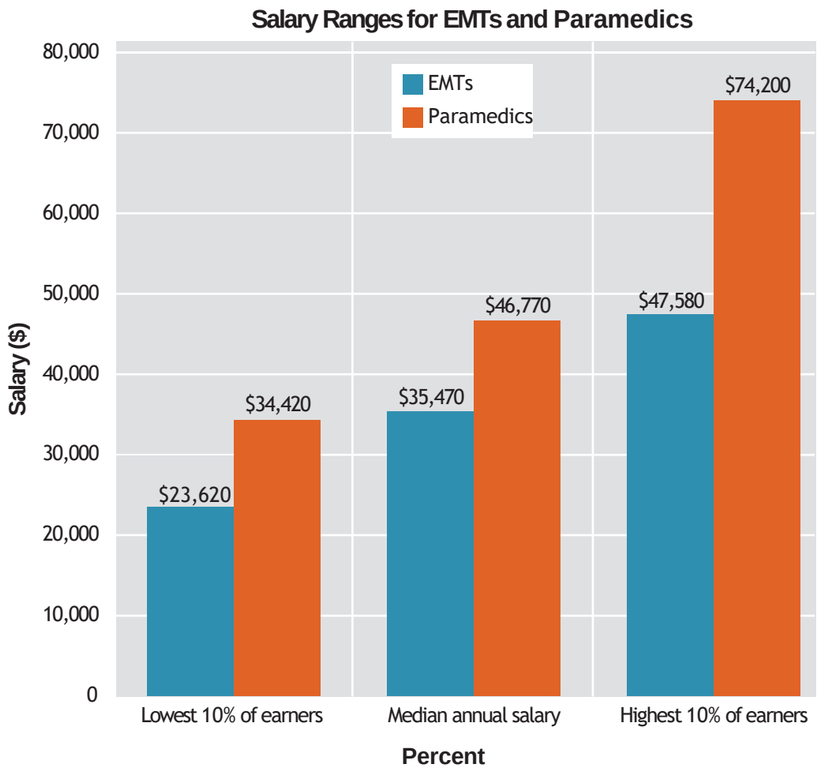
C Write *EMT*, *paramedic* or *both* on the line that follows each statement.

1. must pass the NREMT exam to become certified ___both___
2. completes 1,200-1,800 hours of training ___paramedic___
3. must get CPR certified ___both___
4. completes 120 to 150 hours of training ___EMT___
5. provides advanced medical care to patients in the field ___paramedic___
6. provides basic medical care to patients in the field ___EMT___
7. must pass the National Registry Paramedic Cognitive exam ___paramedic___
8. can insert an IV ___paramedic___
9. completes a 1-2 year EMT program ___both___
10. has an Associate degree ___paramedic___

D **Write one sentence that explains the differences between an EMT and a paramedic.** Answers will vary.

E **Based on the information presented in the table in B, who do you think makes more money, an EMT or a paramedic? Why?** Answers will vary.

F **ANALYZE** **Look at the bar graph and discuss the questions.** Answers will vary.



1. Overall, who makes more money: EMTs or paramedics? Why do you think this is so?
2. What factors do you think contribute to the difference in salary range? Brainstorm with a partner.

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Evaluation 1

5-10 mins.

D **Write one sentence that explains the differences between an EMT and a paramedic.**

When students have finished, have them compare their answers with a partner. Ask volunteers to read their sentence aloud. Write the sentences on the board. With the class, agree on one sentence that explains the differences the most accurately.

Presentation 2

10-15 mins.

E **Based on the information presented in the table in B, who do you think makes more money, an EMT or a paramedic? Why?**

Ask students to discuss the question in pairs. When they have finished, ask for volunteers to explain their reasoning. Have a class poll and tally the votes. Students can check the answer in **F**.

Practice 2

15-20 mins.

F **ANALYZE** **Look at the bar graph and discuss the questions.**

You could ask students to discuss the questions in pairs or small groups before having a class discussion.

Instructor's Notes

Evaluation 2

20-25 mins.

G One of the factors that contributes to a difference in salary range is geographical location. Read the statements and fill in the state names.

When they are done, ask students to discuss their answers with a partner.

Presentation 3

25-30 mins.

H What do you think it's like to be an EMT? Listen to Felix Hernandez, an EMT and instructor, talk about his experiences.

Before listening, have students discuss the question in pairs. Elicit ideas from students and write them on the board. Play the audio through twice. Check with the class if any of their predictions were correct.

Listening Script

Podcast host: *Hello everyone, welcome back. Thanks for joining us. We continue our "On the Job" conversation series with Felix Hernandez. He is an EMT and will be sharing some of his experiences on the job with us. Felix, how many hours does an EMT work?*

Felix: *Well, it really depends. I work 40 hours per week, and sometimes more than that. EMTs work in shifts. I typically work two shifts of 12 hours each. Some EMTs work shifts of nine hours and up to 24 hours. I have a day shift and a night shift. And if a call comes in at the end of my shift, you have to stay late.*

Podcast host: *You must get very tired, but do you ever get bored?*

Felix: *Tired, yes. Never bored. It's true that not all EMTs respond to extreme situations like the ones on TV. The day to day isn't like that. My work is different. I work on a private truck transporting patients from nursing homes and for cancer treatments. But even though I don't respond to 911 calls, my job is never boring. Every situation is different, every patient is different. You never know what kind of call you will get. That makes every day on the job different, and I love that.*

Podcast host: *What are the most common types of calls an EMT gets?*

Felix: *You may be surprised to know that the main reasons people call an ambulance are not serious emergencies. Most people call because they have abdominal or chest pain, or they are experiencing respiratory distress. And, of course, people call when there is a traumatic injury. But most of the cases are not life or death situations.*

Podcast host: *What is the best part of being an EMT?*

Felix: *Being an EMT is, in my opinion, the most rewarding job. I'm sure there are other jobs just as rewarding, but for me my job gives me the opportunity to help people, sometimes in my own community. That is the best for me. In one way or another, I have a positive impact on someone's life. Knowing that I am helping improve someone's day or situation is the best.*

Podcast host: *What is the worst thing about being an EMT?*

Felix: *As rewarding as the job is, it is also very stressful. For me, losing a patient is the worst thing.*

Practice 3

15-20 mins.

I On a separate piece of paper, write down some ideas that you heard.

If necessary, play the audio again. As students do the task, answer any questions they have about vocabulary. When they are done, ask students to discuss their ideas with a partner. Tell them they must listen carefully to what their partner says and make notes. When the pairs have finished talking to each other, ask students to share their partner's ideas with the class.

Evaluation 3

20-25 mins.

J With a partner, role-play the interview you heard using the questions and your notes from above.

Walk around the class, observing students as they work. When everyone has finished, ask volunteer pairs to come to the front and role-play for the class.

BEST PRACTICE

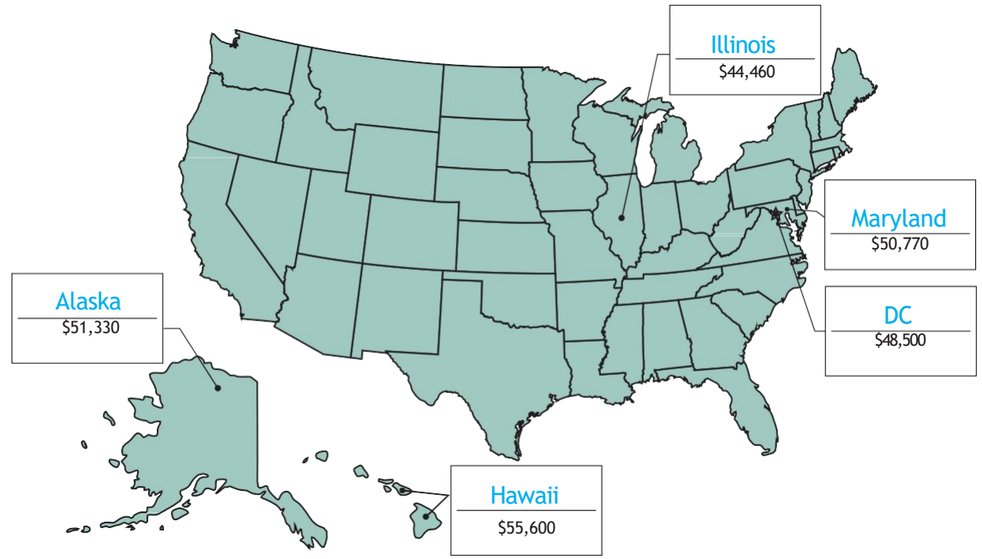
Drawing attention to correct production

This is error correction, but without the error! Instead, this is drawing attention to language that has been used correctly and appropriately.

1. As students are speaking, whether in pair work, group work, or role play, note down positive language use. It could be vocabulary, grammar, collocations, etc.
2. At the end of the task, take time to share these examples with the class. As well as making the students who used the language feel good, it helps the rest of the class to learn.
3. By focusing on what students are doing well, it enables them to speak with more confidence.

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G One of the factors that contributes to a difference in salary range is geographical location. Read the statements and fill in the state names.



1. Hawaii has the highest paid EMTs.
2. EMTs in the District of Columbia make more than those in Illinois.
3. EMTs in Maryland make more than those in the District of Columbia.
4. The median salary for EMTs in Illinois is $44,460.
5. Alaska has the second highest-paid EMTs.

H What do you think it's like to be an EMT? Listen to Felix Hernandez, an EMT and instructor, talk about his experiences in this podcast.

I On a separate piece of paper, write down some ideas that you heard.

1. How many hours does an EMT work?
2. Do you ever get bored?
3. What are the most common types of calls an EMT gets?
4. What is the best part of being an EMT?
5. What is the worst thing about being an EMT?

J With a partner, role-play the interview you heard using the questions and your notes from above.

Review

A **Write one healthy solution for each problem.** Answers will vary. Sample answers given.

1. Problem: I eat fast food three times a week because I have no time to cook.

   Solution: prepare food in advance

2. Problem: I have high blood pressure, and I am at risk for diabetes.

   Solution: lose weight, exercise

3. Problem: I am really stressed at work.

   Solution: meditate, talk to boss, exercise

4. Problem: My children are overweight.

   Solution: family should exercise together

B **Read the bill and write four questions you would ask about it.**

	PATIENT NAME: Claudio Tovar		PROVIDER NAME: Lalita Kanne, M.D.	
DATE	**PROCEDURE**	**DESCRIPTION OF SERVICE**	**CO-PAY**	**AMOUNT PAYABLE**
8/23	99391	Well-Child Check		$150.00
8/23	90700	DTaP Vaccine		$52.00
8/23	90465	Vaccine Admin		$38.00
8/23	90645	Hib Vaccine		$55.00
8/23	90466	Vaccine Admin		$38.00
8/23		Patient Co-Pay	–$25.00	
9/17		Primary Insurance Payment		–$250.00
9/17		Uncollectible		–$58.00
			AMOUNT DUE: $0.00	

1. How much does the patient owe?
2. Why is $58 uncollectible?
3. Who does the patient pay?
4. When is this bill due?

Learner Log

I can identify practices that promote mental and physical well-being. ☐ Yes ☐ No ☐ Maybe

I can ask about medical bills. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Use unit vocabulary.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.2.3, 3.2.4, 3.4.3, 3.5.8. 3.6.3, 7.5.4
CCRS: SL8, L6-8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins. ■■■

Ask students what they remember about careers in emergency medicine from the previous lesson. Have them describe differences between what EMTs and paramedics do and whether they know anyone who works in either profession. As further review, ask them to think about medical emergencies they've experienced and discuss what equipment might have been helpful at that time.

Introduction 5-10 mins. ■■■

Ask students as a class to try to recall all the goals of this unit without looking back in their books. The goals for this unit include identifying practices that promote mental and physical well-being, asking about medical bills, interpreting health insurance information, identifying addictions, interpreting procedures for first aid, and exploring careers in emergency medical services. 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: *Today, we will review everything we have learned in this unit and prepare for the team project.*

Presentation 10-15 mins. ■■■

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

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 the exercises one at a time and, as students complete each one, go over the answers.
2. Quickly go through the instructions of each exercise, let students complete all of the exercises at once, and then go over the answers.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

A **Write one healthy solution for each problem.**

B **Read the bill and write four questions you would ask about it.**

Evaluation 5-15 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

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

Practice *(continued)* 25–30 mins.

C **Work with a partner and have a conversation between a patient and a person at the doctor's office with the questions you wrote. Then switch roles.**

D **Read the bar graph about health insurance coverage and answer the questions.**

E **On a separate piece of paper, write sentences combining these ideas.**

F **Write down six injuries you learned about in this unit. In a group, discuss the first-aid procedures for each one.**

Evaluation *(continued)* 15–20 mins.

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

BEST PRACTICE

Recycling / Review

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

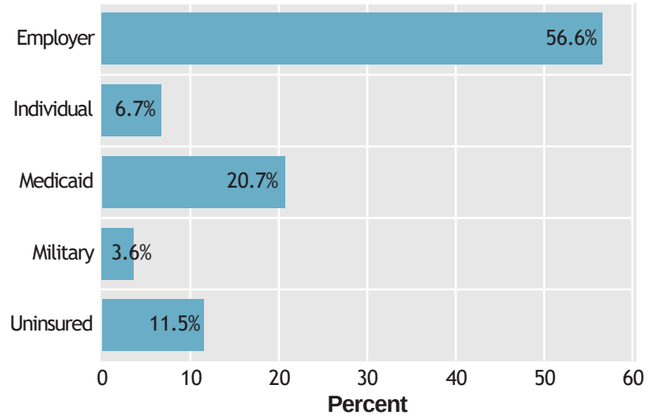
Therefore, it becomes very important to review material with students and to show them how to review it on their own. It is also important to recycle the new concepts in different contexts.

Instructor's Notes

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C **Work with a partner and have a conversation between a patient and a person at the doctor's office with the questions you wrote. Then switch roles.**

D **Read the bar graph about health insurance coverage and answer the questions.**



1. What is the percentage of adults who are uninsured? 11.5%
2. What is the percentage of adults who are insured by their employers? 56.6%
3. What is the percentage of adults who are on Medicaid? 20.7%
4. What is the percentage of adults who have insurance coverage? 88.5%

E **On a separate piece of paper, write sentences combining these ideas.** Answers will vary.

EXAMPLE: nicotine addiction / smokes two packs of cigarettes a day
Even though he smokes two packs of cigarettes a day, he doesn't think he is addicted to nicotine.

1. exercise addiction / works out 3 times a day
2. sleeping addiction / sleeps 11 hours a night
3. food addiction / eats all day long
4. coffee addiction / drinks 4 cups a day

F **Write down six injuries you learned about in this unit. In a group, discuss the first-aid procedures for each one.** Answers will vary.

Learner Log	I can interpret health insurance information. ☐ Yes ☐ No ☐ Maybe	I can identify addictions. ☐ Yes ☐ No ☐ Maybe	I can interpret procedures for first aid. ☐ Yes ☐ No ☐ Maybe

Vocabulary Review

A **Choose the correct word for each sentence.**

1. Meditation helps me relax when I've had a long day at work.
   a. Detoxification (b.) Meditation c. Tolerance d. Depression
2. They think she has a sleeping pill addiction.
   a. process b. insurance c. depression (d.) addiction
3. If you are with someone who is in shock, you should call 911.
   (a.) shock b. out of shape c. meditation d. treatment
4. How would you treat someone who has a head injury?
   a. affect (b.) treat c. impair d. insure
5. Jared's body has built up a tolerance to alcohol since he has been drinking for so long.
   (a.) tolerance b. substance c. detoxification d. withdrawal

B **Give two examples of each of these items.** Answers will vary. Sample answers given.

1. Substance addictions: heroin, caffeine
2. Process addictions: shopping, gambling
3. First-aid kit items: cold compress, antibiotic ointment
4. Items on a medical bill: co-pay, uncollectible

C **Write sentences using each of these terms.** Answers will vary. Sample answers given.

1. uninsured: There are many uninsured people 18–24 years old.
2. at risk: Trying drugs puts you at risk for addiction.
3. self-esteem: People with high self-esteem often are healthy.
4. responsible party: The responsible party pays the bills.
5. survive: Modern medicine can help us survive infectious diseases.

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Workplace Focus

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

Practice *(continued)*

25-30 mins.

Vocabulary Review

A **Choose the correct word for each sentence.**

B **Give two examples of each of these items.**

C **Write sentences using each of these terms.**

Evaluation *(continued)*

15-20 mins.

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

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.2.3, 3.2.4, 3.4.3, 3.5.8. 3.6.3, 4.8.1, 4.8.2, 4.8.5, 7.4.4, 7.7.3

CCRS: SL8, L8

ELPS:

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

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

Workplace Focus

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.

Soft Skill: Presentation Skills
Make it interesting

Direct students to the Skill Focus feature. Remind them that, rather than writing a presentation and reading it to their classmates, they should try to make it as interesting as possible and to engage their audience. Ask them to think about what captures their attention most when watching a presentation. Possibilities in addition to those already mentioned include using visuals (e.g., posters, video) and giving classmates handouts with an outline of the information being presented. Audience members can use the handout to take notes, write down questions, or simply follow along.

Introduction 5 mins.

Teams will prepare a presentation for the class based on one of the topics from the unit. The presentation should include information from the unit as well as from additional research.

Warm-up 10 mins.

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

1. Form a team of four or five students. Decide which topic your team will work on. (Each team should choose a different topic.)

2. 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.

3. Gather information for your presentation from this unit and other sources.

Tell students to use what they learned in class as well as gather any additional research they can.

4. Decide how to present your material creatively.

As a class, brainstorm different types of presentation. Try to make the list exhaustive so that every team doesn't use the same presentation format. Briefly discuss how some presentation methods lend themselves better to some material. Encourage the teams to use at least two different methods in their presentations.

5. Create any materials needed for your presentation.

Anticipate materials students might need for the presentation such as health magazines, computer printouts, poster board, glue, and markers.

6. Practice your presentation.

Remind students that each team member must be involved in the presentation.

7. Give your presentation to the class.

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Health Presentation

SOFT SKILL ▸ Presentation Skills

Presentation Topics

- Healthy Practices
- Medical Bills
- Health Insurance
- Addictions
- First Aid

1. Form a team of four or five students. Decide which topic your team will work on. (Each team should choose a different topic.)

2. Choose positions for each member of your team.

Position	Job Description	Student Name
Student 1: Project Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Secretary	Take notes on your team's ideas.	
Student 3: Coordinator	Divide presentation into parts. Assign each team member one part of presentation.	
Student 4: Director	Organize presentation so that individual parts create a unified whole.	
Student 5: Member	Do assigned part of presentation. Supportively critique other members' work as they rehearse their parts of presentation.	

3. Gather information for your presentation from this unit and other sources.
4. Decide how to present your material creatively.
5. Create any materials needed for your presentation.
6. Practice your presentation.
7. Give your presentation to the class.

PRESENTATION SKILLS:
Make it interesting

Make your presentation more interesting by presenting your information in a unique way. Have each person do something different with the information. Some ideas: take a class poll, do a role play, play music, teach a chant, call on the audience to answer questions, etc.

About the Photo

This photo shows Grace Gobbo. Grace Gobbo is an ethnobotanist from Tanzania. Grace uses the lush nature of her home continent to help find holistic remedies for people who cannot afford to buy expensive medication. Medication used to help people with a wide range of ailments including chest infections and ulcers is sometimes unaffordable in some countries like Tanzania, so Grace interviewed traditional healers to find out what they used to treat illnesses in their communities. She is working to catalog this information so that it is not lost. She is also teaching people about the environment in which they live and how they can use it to help themselves.

Grace also works with the Jane Goodall Institute's Greater Gombe Ecosystem program. This program helps preserve the chimpanzee habitat in western Tanzania.

- Introduce the explorer, Grace Gobbo.
- Read the title and ask students what it means.

A Plants are a very important part of Grace Gobbo's work. In a group, discuss the different uses of plants.

Point out that plants are a very important part of Grace Gobbo's work.
Have students form small groups and discuss the different uses of plants. Establish a personal connection, and prepare students for the next exercise, by asking them to name plants that are used in their countries of origin with medicinal purposes.

Reading Challenge

A Plants are a very important part of Grace Gobbo's work. In a group, discuss the different uses of plants.

B Natural remedies are non-manufactured medicines that can cure illnesses. Make a list of natural remedies that you know of. Answers will vary.

Remedy	Illness it cures

C Read about Grace Gobbo, ethnobotanist.

D SUMMARIZE Complete each sentence with what you learned from the reading.
Answers will vary.

1. The people of Tanzania don't use imported pharmaceuticals because _____.
2. Grace wanted to learn more about traditional healing, so she _____.
3. The secrets of traditional healers are dying with them because _____.
4. Medical plants in Tanzania are disappearing because _____.
5. Grace believes that people will make better choices if they _____.



Disappearing Knowledge

For many people in Tanzania, imported pharmaceuticals are too expensive. For centuries, this east African country has had traditional healers who use locally grown medicinal plants to help treat sick people, so the high price of imported drugs wasn't a problem. Unfortunately, this indigenous medical knowledge is disappearing and so are the plants. Grace Gobbo is an ethnobotanist who hopes to change that.

Initially, Grace didn't believe in traditional healing because her father was a medical doctor. But once she began studying botany, she learned about plants that had successfully treated coughs and stopped bacterial infections. Wanting to know more, Grace started interviewing traditional healers, who had endless accounts of plants being used to treat skin and chest infections, diabetes, stomach ulcers, heart disease, and even mental illness. "Before now, these facts existed only as an oral tradition," she explains. "Nothing was written down. The knowledge is literally dying out with the elders since today's young generation considers natural remedies old-fashioned." Grace hopes that, by creating a record of these natural remedies, she can educate other young people about the possibility of using these plants to cure ailments.

In addition to the traditional healers' knowledge dying out, medicinal plants are disappearing due to farming, mining, and other development. Plant products are used for fuel by most of the people in Tanzania, and agriculture is a major part of their economy. But Grace still believes people will ultimately do what is right. "I believe in people. I think if they learn and understand the value of the environment, they will make better choices. If they knew the plants they cut down could help their children recover from illness, they might reconsider. Loggers might give healers a chance to collect tree bark at the same time wood is harvested. We're working hard to bring information about sustainable agriculture and forest management to the public and show them how to apply it."

B Natural remedies are non-manufactured medicines that can cure illnesses. Make a list of natural remedies that you know of.

Point out that natural remedies are non-manufactured medicines that can cure illnesses.
Ask students to make a list of natural remedies they know of.
Have students complete the table with their information.

C Read about Grace Gobbo, ethnobotanist.

Ask students if they can guess what an ethnobotanist is.
Tell students about Grace Gobbo's work as an ethnobotanist.
Have students read the article about Grace Gobbo.

D SUMMARIZE Complete each sentence with what you learned from the reading.

Have students write their sentences on a separate piece of paper. Then check answers as a class.

CASAS FOR READING

0.1.2, 0.1.5, 5.7.3

CCRS FOR READING

RI/RL6, RI/RL7, W/WHST6-8

READING STRATEGIES

Reading Strategies: 3 – 2 – 1 Strategy

The 3 – 2 – 1 strategy is a good way to motivate reading. After students have finished, ask them to write three things they learned. Then have students write two things they found interesting. Finally, ask students to write one question they have about the reading.

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6 Retail



About the Photo

Photographer Sean Gallup took this photo at Berlin, Germany's IFA, one of the world's largest consumer electronics and appliances trade shows. It shows brightly colored refrigerators and washing machines from Turkish brand Vestel. Trade shows are important marketing opportunities for companies in specific industries to show off their newest products that will soon be available for purchase in retail stores.

- Introduce the unit by reading the title out loud.
- Ask students what the title means.
- Have students look at the photo. Ask them how the title is related to the photo.
- Have students answer the questions about the photo and discuss as a class.
- Go over each unit outcome.

Life Skills Focus

In this unit, students will learn how to use purchasing strategies such as comparison shopping, analyzing advertisements, and recognizing marketing to be better-informed consumers. Students will also learn the basic concepts of warranties, and will get information about selling and buying items from online sources and by phone.

UNIT OUTCOMES

- Do product research
- Purchase goods and services by phone and online
- Interpret product guarantees and warranties
- Return a product
- Sell a product
- Explore the role of a customer service representative

Look at the photo and answer the questions.

1. This is a display at a home electronics and appliances trade fair in Berlin, Germany. What products do you see in the photo?
2. What other types of products do you expect to see at a fair like this one?
3. What do you think the people in the photo are doing at this fair?

Workplace Focus

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

In Unit 6, Lesson 6, *Explore the Workforce,* students will explore the role of a customer service representative. They will interpret information and write about customer service representatives' daily activities and read, in depth, about what makes a good customer service representative. They will reflect on their own skills.

In the Team Project, students practice the soft skill of collaboration.

Life Online features focus on online shopping safety, returning items purchased online, and using apps to sell objects.

spark Resources

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

STEPS

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES	ELPS	CCRS
• Do product research • Purchase goods and services by phone and online • Interpret product guarantees and warranties • Return a product • Sell a product • Explore the role of a customer service representative	• Appositives • Conditionals with *would* • Future with *will*	• Retail • Buying • Selling • Returning • Warranties • Skills for customer service	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Consumer education • Clothes • Common Activities • Shapes and Colors	Vocabulary Builder: 1.2.2, 1.2.6, 1.3.1, 1.3.3, 1.7.1, 1.7.6 Lesson 1: 0.1.2, 0.1.5, 1.2.2, 1.5.2, 7.4.4, 7.7.3 Lesson 2: 0.1.2, 0.1.5, 1.2.6, 1.3.1, 7.4.4, 7.7.3 Lesson 3: 0.1.2, 0.1.5, 1.7.1 Lesson 4: 0.1.2, 0.1.5, 1.3.3 Lesson 5: 0.1.2, 0.1.5, 1.7.6 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9, 6.7.2 Review: 0.1.2, 0.1.5, 1.2.2, 1.2.6, 1.3.1, 1.3.3, 1.7.1, 1.7.6 Team Project: 0.1.2, 0.1.5, 1.2.6, 1.3.3, 1.3.4, 1.7.1, 1.7.6, 4.8.1, 4.8.2, 4.8.5, 7.2.6 Reading Challenge: 0.1.2, 0.1.5, 5.7.1	S3: Speak and write about level-appropriate complex literary and informational texts and topics. S4: Construct level-appropriate oral and written claims and support them with reasoning and evidence. S7: Adapt language choices to purpose, task, and audience when speaking and writing.	RI1, RI2, RI3, RI4, RI7, RI8, W1, W2, W4, W5, W6, W7, W8, W9, SL1, SL2, SL4, SL5 SL6, L1

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Vocabulary Builder

A **Using the terms in the box, discuss the picture with a partner. Look up any terms you do not know in a dictionary.**

EXAMPLE: The woman is asking the salesperson about the product warranty.

convince	guarantee	policy	refund	review
exchange	make	quality	research	transaction
free of charge	model	receipt	return	warranty



B **With your partner, write a story on a separate piece of paper about one of the customers in the picture. Use as many of the words from the box in A as possible. Be prepared to share your story with the class. Make sure to answer these questions in your story: What is the customer looking for? Why did the customer(s) come to this store? What is the outcome of their shopping experience?** Answers will vary.

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At-a-Glance Prep

Goal: Introduce new vocabulary
Academic Strategies: Categorizing vocabulary, using a dictionary
Vocabulary: See lesson

Agenda

- ☐ Discuss store vocabulary.
- ☐ Relate unit vocabulary to unit goals.
- ☐ Use synonyms to figure out meanings.

Pacing

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

Standards Correlations

CASAS: 1.2.2, 1.2.6, 1.3.1, 1.3.3, 1.7.1, 1.7.6
CCRS: RI/RL6, W6, W7, W8, L8
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.

Note: All of the exercises on these two pages should be done in class, no matter the class length. Longer classes can do this lesson and then move on to Lesson 1 during the same class meeting; shorter classes may have to devote one whole class meeting to this lesson.

Introduction 1 min. ■■■

State the goal: *Today, we will identify and work with the vocabulary you will learn in this unit.*

Workplace Focus

Exercises A, B: Interact appropriately with team members.

Presentation 1 5 mins. ■■■

Talk about the picture as a class. Ask students what they see, what is happening, etc.

Practice 1 10-15 mins. ■■■

A **Using the terms in the box, discuss the picture with a partner. Look up any terms you do not know in a dictionary.**

B **With your partner, write a story on a separate piece of paper about one of the customers in the picture. Use as many of the words from the box in A as possible. Be prepared to share your story with the class. Make sure to answer these questions in your story: What is the customer looking for? Why did the customer(s) come to this store? What is the outcome of their shopping experience?**

Evaluation 1 10-15 mins. ■■■

Talk about the picture as a class. Have students use the words from the box. Ask students which words they had to look up in a dictionary and make sure they understand the meanings.

Instructor's Notes

Presentation 2

5-10 mins.

Go over the instructions to **C** with students, briefly discussing each outcome. Do an example or two with students before they complete the exercise on their own. For example, ask *Which outcome or outcomes does* convince *fit into*? (Sell a product or purchase goods and services online.)

Practice 2

10-15 mins.

C CLASSIFY Look at the unit outcomes. Then look back at the terms in A. Decide which terms go with each outcome. (Some words and phrases can be used with more than one outcome.)

Evaluation 2

5-10 mins.

Go over the answers as a class.

Pronunciation

Vocabulary

When teaching students new vocabulary, pronounce each word for them several times and ask them to repeat it. Often, students may be familiar with the words you are introducing but have never seen them spelled out. By pronouncing the words for students, you allow students to make a connection between the words' spellings and their sounds. It is also important that students learn the correct pronunciation of new words so they feel comfortable using their new vocabulary inside and outside of the classroom.

Practice 3

10-15 mins.

Workplace Focus

Exercise D: Complete tasks as assigned.

D Knowing a synonym for an unfamiliar word will often help you better understand its meaning. Find synonyms for these words in a dictionary or thesaurus.

Remind students what a *synonym* is. Ask them to see if they can come up with any on their own before turning to a dictionary or thesaurus.

Evaluation 3

5-10 mins.

Go over the answers as a class.

Instructor's Notes

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C CLASSIFY Look at the unit outcomes. Then look back at the terms in A. Decide which terms go with each outcome. (Some words and phrases can be used with more than one outcome.) Answers will vary. Sample answers given.

1. Do product research: make, review, model, free of charge, policy, research, warranty, guarantee, quality
2. Purchase goods and services: receipt, transaction, free of charge, policy, model
3. Interpret product guarantees and warranties: receipt, exchange, refund, policy, warranty, guarantee, quality, return
4. Return a product: receipt, review, exchange, refund, policy, guarantee, return
5. Sell a product: convince, warranty, guarantee, quality, review, free of charge
6. Explore the role of a customer service representative: research, review, convince, exchange, guarantee, transaction, warranty

D Knowing a synonym for an unfamiliar word will often help you better understand its meaning. Find synonyms for these words in a dictionary or thesaurus.

Answers will vary. Sample answers given.

Word	Synonym
allege	claim
conform	comply
convince	persuade
exchange	interchange, trade, swap
fault	error
guarantee	promise
malfunction	break down
model	type
quality	value
refund	money given back (noun); reimburse (verb)
research	investigation
return	give / take back
review	opinion / look over

LESSON 1

How Much Is It?

GOAL ▸ Do product research

A. **Imagine that you are going to buy these products. In a group, discuss what information you need to research before you make your purchases. Write your ideas next to each item.** Answers will vary. Sample answers given.

1. bed: price, standards, warranty, quality
2. refrigerator: size, price, features: freezer, ice maker, energy use
3. television: size, price, warranty, installation fee
4. cell phone / smartphone: price, monthly payments, data, plan, features
5. air conditioner: price, size, energy usage
6. car: price, style, MPG / gas usage, repair records, review

B. **Listen to the conversation Maya is having with the salesperson. What does she want to know about the patio set? Write her questions.**

1. Could you answer some questions about patio furniture?
2. Is it lightweight, easy to move?
3. How can I clean it?
4. I wasn't sure if it had to be re-sanded or what.
5. How does teak hold up in bad weather?
6. How much does this set (with table, umbrella, and 4 chairs) cost?
7. Can I use it (this 20% off coupon)?
8. Does it come with a warranty?

C. **How did the salesperson answer the questions in B? Discuss the answers with your classmates.**

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At-a-Glance Prep

Goal: Do product research
Academic Strategy: Focused listening, writing a review
Vocabulary: *make, model, quality, research, review*

Agenda

- ☐ Listen to a conversation between a salesperson and a customer.
- ☐ Read product reviews.
- ☐ Research a product.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.2, 1.5.2, 7.4.4, 7.7.3
CCRS: RI1, W2, W4, W8, 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.
S4: Construct level-appropriate oral and written claims and support them with reasoning and evidence.
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review — 5 mins.

Ask students to think about big purchases they have made within the last year (car, house, computer, camera, etc.). Ask volunteers to share what they bought and where they bought it.

Introduction — 5–10 mins.

Dictation:

1. How long will the battery last if I start with a full charge?
2. With this plan, how many minutes do I get per month?
3. Are nights and weekends free and what time do they start?
4. Are calls to my friends and family on the same network free?

After completing the dictation, ask students what these questions pertain to. (cell phones)

State the goal: *Today, we'll do product research.*

Ask students how many of them did research before they made the purchase they discussed in the Warm-up and Review. Ask them what kind of research they did and how they did it.

Presentation 1 — 10–15 mins.

Write the word *bed* on the board. Ask students to raise their hands if they have bought a bed before. Ask them what they would want to find out before buying a bed. Write their ideas on the board. (price, comfort, stain-proof, pillow top, etc.)

Workplace Focus

Exercises A, C: Interact appropriately with team members.
Exercise B: Interpret and communicate information.

A **Imagine that you are going to buy these products. In a group, discuss what information you need to research before you make your purchases. Write your ideas next to each item.**

Practice 1 — 10–15 mins.

B **Listen to the conversation Maya is having with the salesperson. What does she want to know about the patio set? Write her questions.**

Note: The listening script is on page 159a.

Evaluation 1 — 5 mins.

Go over the answers as a class.

C **How did the salesperson answer the questions in B? Discuss the answers with your classmates.**

Listening Script

Maya: *Excuse me, could you answer some questions for me about the patio furniture?*
Salesperson: *Sure, which set are you looking at?*
Maya: *This teak set.*
Salesperson: *One of our best sellers. How can I help?*
Maya: *Well, I saw it online and was reading the reviews, so I wanted to see what you thought.*
Salesperson: *Sure.*
Maya: *I want to know if it's comfortable.*
Salesperson: *Well, why don't you sit down and see for yourself?*
Maya: *Yeah, it's pretty comfortable. Is it lightweight, easy to move?*
Salesperson: *I think it's pretty lightweight for wood. Why don't you move the table a bit and see what you think?*
Maya: *Not bad. It's definitely lighter than it looks. How can I clean it?*
Salesperson: *A damp cloth should do just fine. And when the stain starts to fade, you can just get a brush and some teak oil to brighten it up again.*
Maya: *Oh, good. That was the next thing I was going to ask you. I've never owned teak before, so I wasn't sure if it had to be resanded or what.*
Salesperson: *If you keep on top of it with the oil, it shouldn't need resanding.*
Maya: *Great. So, how does teak hold up in bad weather?*
Salesperson: *Just fine. The sun will cause fading, but we already talked about how to fix that. It's heavy enough that it won't get blown by wind. And it does just fine in the rain.*
Maya: *Good to know. So, how much does this set, with the table, umbrella, and four chairs, cost?*
Salesperson: *$1,450.*
Maya: *And I got this 20-percent-off coupon in the mail. Can I use it?*
Salesperson: *Sure. That will bring the price down to around $1,160.*
Maya: *Okay. One more thing: Does it come with a warranty?*
Salesperson: *Yep, a 90-day manufacturer's warranty against any product defects.*
Maya: *Great. I'll talk it over with my husband and then we'll make a decision. Thanks for your help.*
Salesperson: *No problem. That's what I'm here for!*

Workplace Focus

Exercises E, F, G: Interpret and communicate information.
Exercise H: Combine ideas and information.

Presentation 2

10-15 mins.

D **Look at the list of ways to research a product. Which methods have you used before?**

E **Maya went online to research the patio furniture she saw in the store. Read the product reviews she found.**
Have students read the reviews to themselves. Then go over them as a class.

Practice 2

10-15 mins.
(Shorter classes can do these exercises for homework.)

F **Based on the reviews in E, would you buy the patio furniture if it were on sale? Why?**
Have students answer these questions with a partner.

G **Which review made the biggest impression on you? Why?**

D **Look at the list of ways to research a product. Which methods have you used before?**

- Ask friends and family
- Ask a salesperson
- Go online and read product reviews
- Read a consumer magazine

E **Maya went online to research the patio furniture she saw in the store. Read the product reviews she found.**

Acme Furniture Patio Set $1,450

Customer Reviews

******* Good-looking, but poor quality**
The cushions are almost flat after a few sittings. The fabric started pilling, and I thought we could remove the fabric to wash it, but that's not the case. It stains easily. Not for outdoors or indoors. Not worth spending your money on.

******* Not for outdoors**
This set is NOT for outdoor use. We bought this set in June, and by the end of the summer it looked TERRIBLE. Our patio gets late afternoon sun, and after a month the wood stain started to fade. We are going to stain it with deck stain to try to make it last another year. For the amount we paid, we are very disappointed in the quality.

******* Love it!**
I bought this set in May and absolutely LOVE it! It is under a gazebo and gets wet from the rain, but I haven't had the splitting or mold that the other people are talking about. If it rains, you just have to put the seat cushions up so they can dry … simple. It's comfortable, and I would buy it again! Maybe some other people got a "bad batch" or something. Love it!

******* You get what you pay for**
I got this beautiful set for our open-air, roofless patio about three weeks ago. So far, it has endured the weather, but the wood is too thin to endure year-round exposure. Even the owner's manual suggests covering it when not in use. Our plan is to enjoy it now and stash it away in the garage after the summer. This set was on sale at the time we made the purchase, and I'm glad I didn't pay full price. If you want to worry less about your wood furniture, spend a little more for heavier woods. I would give five stars for the "look" and two stars for "quality." If we had paid full price for this set, it would have made its way back to the store.

F **Based on the reviews in E, would you buy the patio furniture if it were on sale? Why?** Answers will vary.

G **Which review made the biggest impression on you? Why?** Answers will vary.

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H **Think of something you have bought recently. Write a review for it on a separate piece of paper.** Answers will vary.

I **Imagine that you are buying a new cell phone. What questions would you ask before you made your decision to purchase a particular model?**

Answers will vary. Sample answers given.

1. What are the special features of this phone?
2. How is the quality of the camera?
3. Can I see a cheaper phone and a more expensive one?

J **Think about your current cell phone. Answer the questions.** Answers will vary.

1. What is the make and model? _____
2. How much did it cost? _____
3. Where did you buy it? _____
4. How is the quality? _____
5. Have you ever had any problems with it? _____
6. Did it come with a warranty? _____
7. What do you like about it? _____
8. What do you not like about it? _____

K **RESEARCH** **Talk to your classmates to learn about different cell phones. Ask them the questions in I and J.**

L **Based on your product research, what kind of cell phone would you buy?**

Answers will vary.

_____

M **RESEARCH** **Choose one of the items in A to purchase. Do product research by reading reviews online or talking to your classmates. What did you find out about this product? Write some of the things you learned.** Answers will vary.

_____

_____

_____

_____

_____

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H **Think of something you have bought recently. Write a review for it on a separate piece of paper.**

Evaluation 2

10-15 mins.

Ask volunteers to read their reviews out loud.

Presentation 3

5-10 mins.

Workplace Focus

Exercises I, J: Complete tasks as assigned.
Exercise K: Interact appropriately with team members; Collect and organize information.
Exercise M: Apply technology to a task; Combine ideas and information.

I **Imagine that you are buying a new cell phone. What questions would you ask before you made your decision to purchase a particular model?**

Do this exercise as a class.

J **Think about your current cell phone. Answer the questions.**

Go over each question and have students write their answers on the lines.

Practice 3

15-20 mins.

K **RESEARCH** **Talk to your classmates to learn about different cell phones. Ask them the questions in I and J.**

Evaluation 3

5-10 mins.

L **Based on your product research, what kind of cell phone would you buy?**

Application

10-20 mins.

M **RESEARCH** **Choose one of the items in A to purchase. Do product research by reading reviews online or talking to your classmates. What did you find out about this product? Write some of the things you learned.**

Students can do this exercise in pairs or small groups.

Instructor's Notes

At-a-Glance Prep

Goal: Purchase goods and services by phone and online

Academic Strategies: Focused listening, critical thinking

Vocabulary: *fabric pilling, longevity, stain*

Agenda

- ☐ Read a webpage.
- ☐ Listen to conversations between salespeople and customers.
- ☐ Review the process of shopping online.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.6, 1.3.1, 7.4.4, 7.7.3

CCRS: RI1, RI7, W7, W8, SL1, SL2

ELPS:

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

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

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

Warm-up and Review 5-10 mins.

Have students get into small groups and talk about things they have researched before purchasing them. Ask them to tell their group members how they did their research and what they found.

Introduction 5-10 mins.

Dictation:

1. Does the product come with a warranty?
2. Have you ever had any problems with it?
3. Did you shop around for the best price?
4. Would you buy the same product again?

State the goal: *Today, you will practice buying things by phone and online.*

Workplace Focus

Exercise A: Collect and organize information.
Exercise B: Complete tasks as assigned.

Presentation 1 10-15 mins.

A Take a class poll. How many of your classmates shop online? How many of your classmates prefer to shop in person?

Ask students who raise their hands for either question what shops they buy from and what online stores they buy from. Discuss the benefits of buying online or in person.

B Look at the page from a housewares catalog. Underline these pieces of information for each product: item name, item description, item price, and item number.

Instructor's Notes

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LESSON 2

Shopping Online

GOAL ▸ Purchase goods and services by phone and online

A Take a class poll. How many of your classmates shop online? How many of your classmates prefer to shop in person? Answers will vary.

B Look at the page from a housewares catalog. Underline these pieces of information for each product: item name, item description, item price, and item number.

NONSTICK BAKEWARE BASICS (9673652-4)

This set provides for all your baking needs.

PROFESSIONAL WEIGHT WILL NOT RUST OR WARP



$14.95, $26.95, $29.95 or all 3 for **$65.95**

CASSEROLE DISH (925163-2)

Each enameled, cast-iron piece ensures exceptional heat retention and even heating without the heavy, close-fitting lid.

- CAST IRON
- ENAMEL FINISH
- DISHWASHER AND OVEN SAFE



$99.95

SILVER- DOLLAR PANCAKE PAN (986534-9)

Cook up perfect little silver-dollar pancakes in this heavy-gauge aluminum pan with a nonstick interior.

- EASY CLEAN
- RECIPE INCLUDED
- DISHWASHER SAFE



$39.95

EVERLAST STAINLESS SAUTÉ PAN (9132456-5)

This stainless cookware is perfect for everyday use with traditional electric or gas ranges. The pure aluminum core covers the bottom of the pan and also extends up the sides. This provides superior heat conductivity as well as even heat distribution.

- BEAUTIFULLY POLISHED, MAGNETIC STAINLESS STEEL EXTERIOR LAYER
- STAY-COOL, CAST STAINLESS STEEL HANDLES
- TIGHT-FITTING STAINLESS STEEL LID LOCKS IN FLAVOR AND HEAT
- OVEN SAFE TO 500 DEGREES
- DISHWASHER SAFE



$149.95

WOK SET (9693312-4)

Stay-cool bamboo handles and knobs add natural accents. Universal usage includes stir-frying sautéing, deep-frying, steaming, and parboiling.

- COLD-ROLLED CARBON STEEL
- HAND WASH



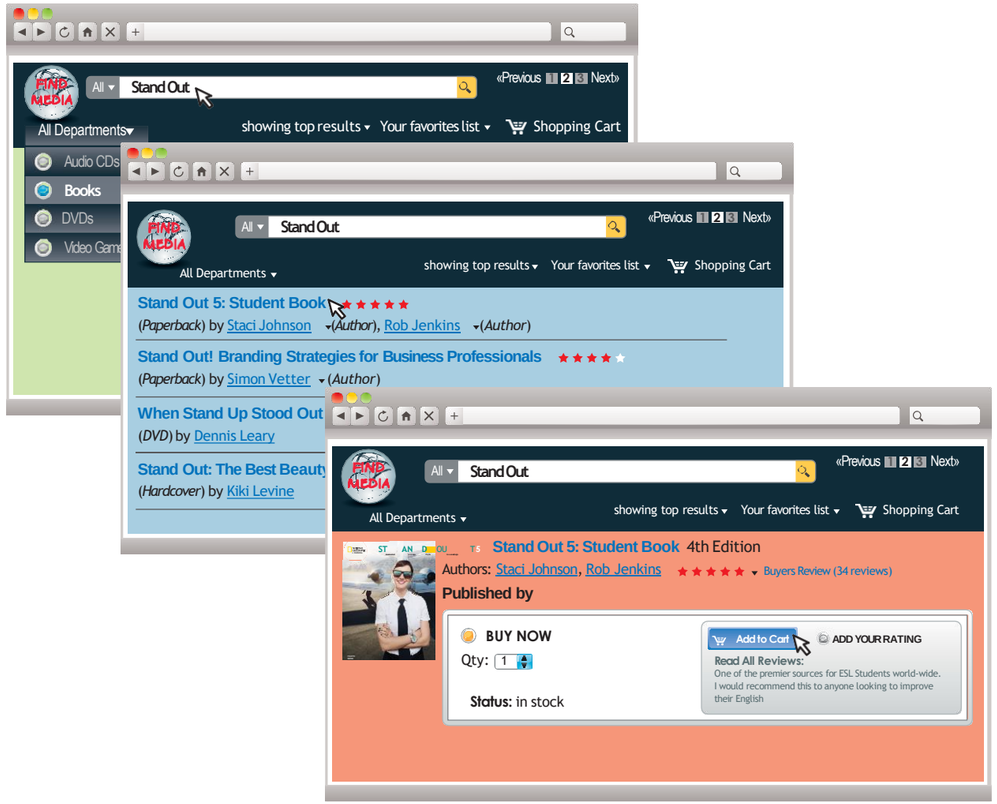
$74.95

C **Listen to four conversations between salespeople and customers who are buying items they saw online. Complete the table based on what you hear.**

	Item	Total Cost	Method of Payment
1.	casserole dish / 925163-2	$99.95	credit card
2.	pancake pan / 986534-9	$39.95	money transfer app
3.	saute pan / 9132456-5	$205.57	gift card
4.	nonstick baking muffin pan / 9673652-4	$29.95	store card

D **With your teacher, review the process of making a purchase online. Look for each step in the screen shots.**

1. Find the website you want to buy something from.
2. Perform a search.
3. Look at the results of your search.
4. Narrow down the results to one item.
5. Make your purchase.



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Workplace Focus

Exercises C, D: Complete tasks as assigned

Practice 1

10-15 mins.

C **Listen to four conversations between salespeople and customers who are buying items they saw online. Complete the table based on what you hear.**

Evaluation 1

5 mins.

Go over the answers as a class.

Listening Script

Conversation 1
Salesperson: *Thank you for calling Cook-It-Right. How can I help you?*
Customer: *I'd like to order item number 925163-2.*
Salesperson: *Sure. How many would you like?*
Customer: *Just one, please.*
Salesperson: *OK, your total will be $99.95 with tax. Will you be paying with a credit card, a gift card, or mobile app?*
Customer: *Credit card.*
Salesperson: *Great. I'll need the number and expiration date whenever you're ready.*

Conversation 2
Salesperson: *Cook-It-Right Catalog Sales. Can I help you?*
Customer: *Yes, I'd like to order an item from your website.*
Salesperson: *Sure. Do you know the item number?*
Customer: *Yes, it's item number 986534-9.*
Salesperson: *Ok. How many would you like?*
Customer: *Just one, please.*
Salesperson: *Okay, your total will be $39.95. How will you be paying today?*
Customer: *I'll use my American Gold card?*
Salesperson: *Sorry, ma'am. We don't take that credit card. Do you have another card you'd like to use? We also accept mobile payments.*
Customer: *OK, I'll pay with my money transfer app.*
Salesperson: *Great. Our store information is @CookSales-954...*

Conversation 3
Salesperson: *Cook-It-Right Catalog Sales. Would you like to place an order?*
Customer: *Yes, I'd like to order item number 9132456-5.*
Salesperson: *How many?*
Customer: *Two, please.*
Salesperson: *OK, your total will be $299.90. Will you be paying with a credit card?*
Customer: *No, I'd like to use a gift card.*
Salesperson: *Of course. I can take the number that's on the back of the card whenever you're ready.*

Conversation 4
Salesperson: *Cook-It-Right Catalog Sales. May I help you?*
Customer: *Yes, I'd like to order item number 9673652-4.*
Salesperson: *All three pieces?*
Customer: *No, I just want the muffin pan, please.*
Salesperson: *OK... your total will be... $29.95. How would you like to pay: credit card, gift card, or store card?*
Customer: *I'll use my store card.*
Salesperson: *Great. I'll need the number and expiration date whenever you're ready.*

Presentation 2

5-10 mins.

D **With your teacher, review the process of making a purchase online. Look for each step in the screen shots.**

Instructor's Notes

Workplace Focus

Exercise F: Complete tasks as assigned.
Exercises E, G, H: Interact appropriately with team members.
Exercise I: Apply technology to a task.

Practice 2

10-15 mins.

(Shorter classes can do this exercise for homework individually.)

E In a group, discuss the pros and cons of buying something online. Make two lists on a separate piece of paper.

F What goods or services do you like to buy online?

Evaluation 2

10-15 mins.

Go over students' ideas as a class, asking volunteers to write pros and cons on the board.

Presentation 3

1 mins.

Go over the instructions to **G**.

Practice 3

15-20 mins.

(Shorter classes can do this exercise for homework.)

G With a partner, create a list of specific items to sell in a catalog or online.

Evaluation 3

10-15 mins.

Walk around the classroom and help students as needed.

Application

10-20 mins.

H Exchange papers with another pair of students. Have a conversation about purchasing the new items with your partner. One of you should be a sales representative explaining your products. Sit back-to-back to simulate selling and purchasing on the phone.

Ideally, the student playing the sales representative would have internet access and could practice searching for something online.

I Search online for items similar to the ones on the catalog page in B. Follow the steps in D to find the items you want. If you don't have computer access, answer the questions.

If students don't have computer access, have them complete the alternate questions 1–5 in **I** to the best of their ability.

Life ONLINE

Read the *Life Online* feature. Ask students if they do anything else to protect themselves when shopping online. Students work in pairs. Invite volunteers to share their ideas.

Instructor's Notes

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E In a group, discuss the pros and cons of buying something online. Make two lists on a separate piece of paper. Answers will vary.

F What goods or services do you like to buy online? Answers will vary.

G With a partner, create a list of specific items to sell in a catalog or online.

Answers will vary.

1. Decide what types of items you could sell.
2. On a separate piece of paper, create art, descriptions, and prices for at least five items.

H Exchange papers with another pair of students. Have a conversation about purchasing the new items with your partner. One of you should be a sales representative explaining your products. Sit back-to-back to simulate selling and purchasing on the phone.

I Search online for items similar to the ones on the catalog page in B. Follow the steps in D to find the items you want. If you don't have computer access, answer the questions. Answers will vary.

1. What would you like to buy online? _____
2. What words will you type in to search for the item? _____
3. Do you know of an online store that sells the item? _____
4. Once you click on the store that sells your item, what information will you look for?

   _____
5. How will you decide if you are going to purchase the item? What information will you consider?

   _____

Life ONLINE

Be careful when purchasing online with a credit card.

1. Make sure you always see a lock in the browser bar to make sure that your information will be protected.
2. Another way to purchase safely online is to store your credit card information with a third-party website, and click on that site to make the purchase.
3. If you do use a credit card, always use the same card for online purchases. That way if you do have a problem or someone gets your information, you only have one credit card company to deal with.

LESSON 3

Is This Under Warranty?

GOAL ▶ Interpret product guarantees and warranties

A **Discuss these situations with a partner and make decisions.**

What would you do if . . .

1. you wanted to start up your new laptop and it didn't work?
2. your phone stopped working one week after you bought it?
3. your new bluetooth speaker didn't work?
4. you washed a new shirt according to the care instructions on the tag and it shrank?

B **A *warranty* or *guarantee* is a written promise by a company to replace or repair a product free of charge within a certain time period after purchase if it has any defects. Read this warranty for a bluetooth speaker.**

The warranty on the electronic components in this bluetooth speaker remains in effect for one year from the date of purchase. This warranty protects the original owner and all subsequent owners, provided that the product was purchased from an authorized dealer. A copy of the original dated bill of sale must be presented whenever warranty service is required.

This warranty covers all defects in material and workmanship. The following are not covered: damage caused by accident, misuse, abuse, product modification, or neglect; damage from failure to follow instructions contained in the instruction manual. We reserve the right to replace a discontinued model with a comparable model. If you require warranty service, please visit our website and fill out a warranty request.

C **Answer these questions about the warranty in B.**

1. How do you get your speaker repaired or replaced?

   go to the website and fill out a warranty request

2. How long is the speaker guaranteed for?

   one year

3. Who does the warranty protect?

   the original owner and all subsequent owners

4. Does the warranty cover you if you drop and break the speaker?

   No, it covers defects, not this type of damage

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At-a-Glance Prep

Goal: Interpret product guarantees and warranties
Academic Strategy: Making inferences
Vocabulary: *alleging, conform, deems, defects in workmanship, faults, foregoing, free of charge, guarantee, malfunctions*

Agenda

- ☐ Read and answer questions about a product warranty.
- ☐ Work with legal language used in warranties.
- ☐ Choose the best answer about a product guarantee.
- ☐ Write a guarantee.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.7.1
CCRS: RI1, RI2, W2, W4, SL1
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review

5-10 mins. ■■■

Repeat the application activity from the previous lesson. Have students work with a different student than they did in the previous lesson.

Introduction

5-10 mins. ■■■

Dictation:

1. We will not be undersold by our competitors.
2. Our products are backed by our no-hassle warranty.
3. They guarantee their products for two years from purchase date.
4. The warranty covers only defects arising from normal use.

State the goal: *Today, you will interpret product warranties and guarantees.*

Workplace Focus

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

Presentation 1

10-15 mins. ■■■

A **Discuss these situations with a partner and make decisions.**

Once students have had a chance to discuss the situations with a partner, discuss each one as a class.

B **A *warranty* or *guarantee* is a written promise by a company to replace or repair a product free of charge within a certain time period after purchase if it has any defects. Read this warranty for a bluetooth speaker.**

Point out to students that guarantees and warranties are basically the same. In fact, if you look both words up in the dictionary, the definitions are almost identical.

Practice 1

5 mins. ■■■

C **Answer these questions about the warranty in B.**

Evaluation 1

5 mins. ■■■

Go over the answers as a class.

Workplace Focus

Exercise E: Interact appropriately with team members; Interpret and communicate information.

Presentation 2

5–10 mins.

D Warranties are often difficult to understand because they are worded in legal language.

Go over the example and show students how to arrive at the general meaning of a warranty.

Practice 2

15–20 mins.

(Shorter classes can do this exercise for homework.)

E RESTATE With a partner, restate each sentence in your own words.

Tell students they can use dictionaries, but all they need to gather is the general idea of each sentence. Consequently, they don't need to understand every word.

Evaluation 2

10–15 mins.

Go over students' ideas as a class. If you have time, have volunteers write their restatements on the board. Have the class vote on which ones they think are the most accurate.

BEST PRACTICE

Restating a sentence

When restating a sentence in your own words, it is important to look away and write. Tell students to first read the sentence a few times, making sure that they understand it. Then they can rewrite the original sentence in their own words.

Instructor's Notes

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D Warranties are often difficult to understand because they are worded in legal language.

> Seller warrants to the original customers purchasing products from Seller that all such products, under normal use and operation, will be free from defects in materials and workmanship affecting form, fit, and function.

In other words . . .

The seller says that if I use this product under normal conditions, as it was meant to be used, there won't be any problems with it.

E RESTATE With a partner, restate each sentence in your own words.

1. Any claims alleging failure of products to conform to the foregoing warranty may be made only by the customer who purchased the product.

   Answers will vary. Sample answers given.

   Return or refund requests made because the product didn't function as promised can only be made by the original purchaser.

2. The foregoing warranty only applies while the product is being used in the original machine with the original hardware and software configuration.

   The company promise is only valid while the item is used as intended with the original computer programs and parts.

3. Seller, at its option, will repair, replace, or provide a credit or refund of either the original purchase price less a restock fee or current fair market value, whichever is less, for any product Seller deems to be defective.

   The seller will make the decision to fix, match, give credit or refund at the selling price minus a charge for taking it back, or the current price depending on which is less if the seller sees that the product is imperfect.

4. The above warranties cover only defects arising under normal use and do not include malfunctions or failures from misuse, neglect, alteration, abuse, improper installation, or acts of nature.

   The warranty only covers flaws that show up with normal wear and doesn't consider breakdowns or errors in function from breakage, accidents, drops, or poor installment.

5. Removal of the labeling on products will void all warranties.

   If you remove the original labels from the items, the warranty or promise will not be honored.

F **Read the guarantee from a printer company.**

OUR NO-HASSLE GUARANTEE



Our products are backed the way they are built—the best in the industry. Our no-hassle printer guarantee gives you excellent product support with no worries. Now you can enjoy the benefit of a substitute printer if your printer fails during the first year of use.

We will send a replacement printer to you within 48 hours of your request for any printer that fails to meet the factory specifications or fails to power up within one year of your invoice date. Upon receipt of your no-hassle replacement printer, you must return your defective printer to us. Your defective printer will be exchanged for the same make and model, or for a printer of equal value. In addition, if your printer has three separate quality issues which are documented with our technical support team within one year from the date of your invoice, we will permanently replace your defective printer with a new printer of equal or greater value.

G **Choose the best answer.**

1. You can receive a replacement printer if your printer doesn't work during the first . . .

   a. 48 hours. (b.) year. c. week.

2. How soon will a replacement printer be sent?

   (a.) within 48 hours b. within one year c. within one week

3. When you receive your replacement printer, you must . . .

   (a.) return the defective printer. b. do nothing. c. call the company.

4. If you have three problems with your printer during the first year, the company will . . .

   a. fix your printer for free. b. refund your money. (c.) permanently replace the printer.

H **With a partner, choose a product from the list and write your own warranty or guarantee. Use the ideas from the warranties and guarantees you have read in this lesson, but use your own words.** Answers will vary.

bicycle cell phone / smartphone digital camera washing machine

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Workplace Focus

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

Presentation 3

5 mins.

Go over the instructions for the next two exercises.

Practice 3

10-15 mins.

(Shorter classes can do these exercises for homework.)

F **Read the guarantee from a printer company.**

G **Choose the best answer.**

Evaluation 3

5-10 mins.

Go over the answers as a class.

Application

10-20 mins.

H **With a partner, choose a product from the list and write your own warranty or guarantee. Use the ideas from the warranties and guarantees you have read in this lesson, but use your own words.**

To help students get started, brainstorm some ideas of what should be included in a warranty as a class.

Instructor's Notes

At-a-Glance Prep

Goal: Return a product
Academic Strategy: Focused listening
Vocabulary: *exchange, issued, original form of payment, policy, refund, return, valid photo ID*

Agenda

- ☐ Listen to customers returning items.
- ☐ Interpret return policies.
- ☐ Practice conversations about returning or exchanging a product.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.3.3
CCRS: RI1, SL1, SL2, SL6
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5–10 mins.

Ask volunteers to take out the warranties they wrote from the previous lesson and share them out loud with the class. If their warranties are short, ask volunteers to write them on the board.

Introduction 5–10 mins.

Dictation:

1. An original sales receipt is required for a full refund.
2. If you find a lower price at any of our competitors, we will meet that price.
3. Without a receipt, returns can be made for store credit.
4. Some items cannot be returned if opened.

State the goal: *Today, we will practice returning products.*

Workplace Focus

Exercise A: Interact appropriately with team members.
Exercise C: Interpret and communicate information.

Presentation 1 10-15 mins.

A Think of a product you have returned to the store where you bought it. What did you return and why? Discuss your experience with your classmates.

B Read and listen to the conversation.

Practice 1 10-15 mins.

C Listen to each question and write the answer.

Tell students they will be listening to questions about the conversation in **B**. Tell them to write short answers to the questions they hear.

Listening Script

1. *What is the customer trying to return?*
2. *Why is she returning them?*
3. *Will the store give her money back?*
4. *Why not?*
5. *What does the sales associate say the customer can do?*
6. *Does the customer seem satisfied?*

Read the *Life Online* feature. Ask students why anyone would return something that they have bought online. Write reasons on the board. Invite volunteers to tell the class about their experiences of returning goods.

Life ONLINE

Evaluation 1 5 mins.

Go over the answers as a class.

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LESSON 4

Returns and Exchanges

GOAL ▶ Return a product

A Think of a product you have returned to the store where you bought it. What did you return and why? Discuss your experience with your classmates.

B Read and listen to the conversation.

Sales Associate: Can I help you with something?

Customer: Yes, I'd like to return these shoes. I wore them around my house on the carpet for a few days and they are still uncomfortable. The salesman who sold them to me insisted they would stretch out and soften up, but they haven't. I'd like to get my money back.

Sales Associate: I'm afraid I can't give you your money back. These were on sale and we don't offer refunds for sale items.

Customer: Can I exchange them?

Sales Associate: Yes, you can exchange them for something of equal value.

Customer: OK, I'll do that. Let me look around for a bit.

Sales Associate: Take your time.

C Listen to each question and write the answer. Answers will vary. Sample answers given.

1. The customer is trying to return some shoes.
2. They are uncomfortable.
3. No, it won't.
4. The shoes were on sale and the store doesn't refund sale items.
5. The customer can exchange them for something of equal value.
6. Yes, she does.

Life ONLINE

If you want to return something you bought online, you can call the company or go through their website. Most of the time, there is a return link that you can click on to start the process. You will need your email address and order number. At the end of the process, they will either give you a mailing label to print out and affix to the box or they will email you a QR code for the shipping company to scan.

D **Read the return and price policies and the statements. Choose *T* (true) or *F* (false).**

Thank you for shopping at Nico's. Return or exchange for merchandise within two weeks with tags attached and / or in original packaging. Original sales receipt is required for full refund. Final sale on all sale items.

1. You can exchange sale items. T (F)
2. You need an original sales receipt for a refund. (T) F

Valid photo ID required for all returns (except for credit card purchases), exchanges, and to receive and redeem store credit. With a receipt, a full refund in the original form of payment will be issued for new and unread books and unopened music within four days. For merchandise purchased with a gift card, a store credit will be issued. Without an original receipt, a store credit issued by mail will be offered at the current price. With a receipt, returns of new and unread books and unopened music from our website can be made for store credit. Textbooks after 14 days or without a receipt are not returnable. Used books are not returnable.

3. If you pay with a gift card you can get cash back. T (F)
4. You cannot return used books. (T) F
5. If you have a receipt, you can get a refund on unopened music within four days. (T) F
6. If you don't have a receipt, you can exchange an item. T (F)

All returns and exchanges must be new, unused, and have original packaging and accessories. Some items cannot be returned if opened. For our full return and exchange policy, visit the store or log onto our website. For a gift receipt, bring this receipt back to any store within 90 days. Ask about receipt look-up.

7. All opened items can be exchanged. T (F)

We will not be undersold. Guaranteed! If you find a lower price at any of our competitors, we will meet that price.

8. This store will offer you a lower price than its competitors. T (F)

E **Look back at all the false statements in D. On a separate piece of paper, rewrite each statement correctly.** Answers will vary. Sample answers given.
1. You cannot exchange sale items. 3. You cannot get cash back if you pay with a gift card. 6. You cannot exchange an item if you don't have a receipt. 7. Open items cannot be exchanged. 8. This store will not offer you a lower price than its competitors.

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

Presentation 2
5-10 mins.
Discuss return policies. Ask students what they think most stores require in order to return or exchange something. Make a list.

Practice 2
10-15 mins.
(Shorter classes can do these exercises for homework.)

D **Read the return and price policies and the statements. Choose *T* (true) or *F* (false).**

E **Look back at all the false statements in D. On a separate piece of paper, rewrite each statement correctly.**

Evaluation 2
10-15 mins.
Go over the answers as a class.

BEST PRACTICE

Checking answers
Many students think of checking answers as a boring routine. Some teachers are not too enthusiastic about the task, either. However, going over answers is important because it allows both teachers and students to monitor understanding and progress. Below are a few ideas to make the process less monotonous.

1. Ask students to compare their answers first.
2. Go over items in random order instead of linearly.
3. Allow students to choose the questions they answer.
4. Call on individual students to share their answers.
5. Allow students to volunteer.

Instructor's Notes

Workplace Focus

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

Presentation 3

5-10 mins.

Go over the reasons listed in **F** for why someone might return something. Ask students what sort of items might be returned for these reasons.

Practice 3

15-20 mins.

(Shorter classes can do this exercise for homework if you share the script with students.)

F **Listen to six conversations and write the corresponding conversation number. Then write *returned* or *exchanged*.**

Listening Script

Conversation 1
Sales Associate: *Can I help you with something?*
Customer: *Yes, I'd like to exchange this phone for a different one.*
Sales Associate: *Is something wrong with it?*
Customer: *Well, I can't hear the person on the other end very well when I'm at my house or at work. Basically, that makes the phone useless to me.*
Sales Associate: *Yeah, that's not good. Let's get you another one and see if it works better.*
Customer: *Thanks.*

Conversation 2
Sales Associate: *How can I help you?*
Customer: *I bought these pants here last week and I didn't have time to try them on. When I got home and put them on, I realized they're too small. Can I try on a larger size?*
Sales Associate: *Let me see if we have them in stock. You're in luck! Here, let me get you a fitting room.*

Conversation 3
Sales Associate: *Can I help you with something?*
Customer: *Yes, I ordered these glasses online and when I received them in the mail, they were all broken. I thought it would be easier to return them to the store rather than trying to ship them back.*
Sales Associate: *Good idea. Unfortunately, we are all out of these right now. Would you like me to give you a credit and then we'll call you when they come in?*
Customer: *Could I get something different?*
Sales Associate: *Certainly. Why don't you look around and I'll hold them up here at the counter for you.*
Customer: *Great.*

Conversation 4
Sales Associate: *What can I do for you today?*
Customer: *Well, I got this printer home and realized it doesn't work with my computer. I called tech support and they told me I never should've been sold this printer because it doesn't come with a driver to make it work with my computer.*
Sales Associate: *I'm sorry about that. Would you like to shop around for another printer?*
Customer: *No, I think I just want my money back.*
Sales Associate: *As long as you have your receipt, we can definitely do that.*
Customer: *Here it is.*

Conversation 5
Customer: *Hi. I need to exchange these diapers for a larger size. I accidentally bought the wrong ones.*
Sales Associate: *No worries. Why don't you go ahead and pick out the size you need and come back, and I'll do the exchange for you.*
Customer: *Perfect. Thanks!*

Conversation 6
Sales Associate: *Can I help you with something?*
Customer: *Yes, I was given these three books last week and I actually already own them.*
Sales Associate: *Do you have a receipt?*
Customer: *I don't.*
Sales Associate: *OK, well let me see how much they were, and then you can exchange them for something of equal value.*
Customer: *Sounds great. Thank you.*

Evaluation 3

5-10 mins.

Go over the answers as a class.

Application

10-20 mins.

G **Write two reasons you might return each of the items.**

H **ROLE-PLAY** **In pairs, pretend you are in a store. One student is the clerk and the other is the customer.**

Clerks should help each customer with their return.

Customers should choose one item from **G** to return or exchange. Use one of the reasons you came up with. Have at least three conversations with different clerks or customers and then switch roles.

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F **Listen to six conversations and write the corresponding conversation number. Then write *returned* or *exchanged*.**

Conversation #	Reason for returning or exchanging item	Was item returned or exchanged?
5	bought the wrong package	exchanged
6	already have them	exchanged
1	bad reception	exchanged
2	don't fit right	exchanged
3	broken	exchanged
4	doesn't work with computer	returned

G **Write two reasons you might return each of the items.**

Answers will vary. Sample answers given.

1. digital video camera
   a. screen doesn't work b. not enough features
2. gallon of milk
   a. sour b. already opened
3. pair of pants
   a. too large / small b. defective zipper
4. laptop computer
   a. too slow b. programs crash / don't load
5. sunglasses
   a. not dark enough b. pinch nose
6. textbook
   a. wrong edition b. already written in

H **ROLE-PLAY** **In pairs, pretend you are in a store. One student is the clerk and the other is the customer.**

Clerks should help each customer with their return. Have at least three conversations with different customers.

Customers should choose one item from **G** to return or exchange. Use one of the reasons you came up with. Have at least three conversations with different clerks.

LESSON 5

For Sale!

GOAL ▶ Sell a product

A **If you were going to sell some items you owned, what would they be? Make a list on a separate piece of paper.** Answers will vary.

B **Read each of the ads below and think about these questions.**

1. What is for sale? a car, a bicycle
2. How is the seller trying to convince you to buy? Answers will vary.
3. Would you consider buying any of the items in the ads? Why? Answers will vary.



Rare Red Dino 1973 Ferrari 246 GTS
This car, a sporty red convertible, will make you feel like royalty.

- Right-hand drive
- 50,000 miles before restoration
- 10,500 miles after restoration
- One owner
- Serious inquiries only



Save on gas!
Buy a bicycle! This bike, a fun means of transportation, will get you around in style.

- In great shape
- 6 months old
- $275

Reply to this ad to take it for a test ride.

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At-a-Glance Prep

Goal: Sell a product
Grammar: Appositives
Vocabulary: *appositive*, *convince*, *face value*

Agenda

- ☐ Read classified ads.
- ☐ Work with appositives.
- ☐ Write an ad.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.7.6
CCRS: RI1, W2, W4, SL1, L1
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.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

Repeat the application in **H** from Lesson 4, giving students more practice with returning or exchanging different items.

Introduction 5-10 mins. ■■■

Dictation:

1. These tickets, the best seats in the house, are selling for face value.
2. This car, a sporty red convertible, will make you feel like royalty.
3. This brown leather couch, a part of our family for years, will be the most comfortable piece of furniture you have ever sat on.
4. This bike, a great, fun means of transportation, will get you around in style.

State the goal: *Today, we will discuss how to sell a product.*

Workplace Focus

Exercises A, B: Complete tasks as assigned.

Presentation 1 10-15 mins. ■■■

A **If you were going to sell some items you owned, what would they be? Make a list on a separate piece of paper.**

Ask students to share what they might sell.

Practice 1 10-15 mins. ■■■

B **Read each of the ads below and think about these questions.**

You can do this activity in a variety of ways:

1. Have students do just as the instructions say and then go over the answers in Evaluation 1.
2. Have students work with a partner and ask each other the questions.
3. Have students work in small groups and discuss the questions for each ad.

Evaluation 1 5 mins. ■■■

Go over the answers as a class.

Instructor's Notes

Workplace Focus

Exercises D, E: Complete tasks as assigned.

Presentation 2

10-15 mins.

C **Study the chart.**

D **Find and underline the appositive in both ads in B.**

Do **D** as a class. Ask students to find each appositive by themselves and then ask the entire class for the correct answer. If necessary for more clarification, discuss each appositive and point out what makes it an appositive (as opposed to an adjective clause).

BEST PRACTICE

Appositive vs. adjective clause

An appositive renames a noun, usually with a description, but it does not include any verbs and it must include another noun or pronoun.

For example:

The ad, the one with all the great pictures, makes me want to buy those dishes.

The ad, part of my favorite cooking magazine, makes me want to buy those dishes.

An adjective clause usually includes a relative pronoun and must include a verb.

For example:

The ad that I saw in that magazine makes me want to buy those dishes.

The ad, where the girl is cooking in her new kitchen, makes me want to buy those dishes.

Practice 2

10-15 mins.

(Shorter classes can do this exercise for homework.)

E **Complete each of the statements with an appositive.**

Evaluation 2

10-15 mins.

Ask volunteers to write their sentences on the board. As you go over each statement, ask other volunteers to read what they wrote out loud. This will enable students to see that there is more than one possibility for each sentence.

Instructor's Notes

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C **Study the chart.**

Appositives		
Noun or Noun Phrase	**Appositive**	**Remainder of Sentence (Predicate)**
The ad,	**the one with all the great pictures,**	makes me want to buy those dishes.
That computer,	**the fastest machine in the store,**	sells for over $2,000.

Explanation:

- An appositive is a noun or noun phrase that renames another noun next to it in a sentence.
- The appositive adds extra descriptive detail, explains, or identifies something about the noun. If the appositive is taken out of the sentence, the sentence still makes sense.
- An appositive can come before or after the noun phrase it is modifying.

Example: *A helpful gift, money is always appreciated by a newly married couple.*

Note: Appositives are usually set off by commas.

D **Find and underline the appositive in both ads in B.**

E **Complete each of the statements with an appositive.**

Answers will vary. Sample answers given.

1. Her dress, a really fancy gown, got the attention of every customer in the room.
2. That used car, an old, rusty sedan, will probably be for sale for quite a while.
3. Used pots and pans, the ones from your mom, are hard to sell without the matching lids.
4. Two round-trip plane tickets, the winning prize, can be used to travel anywhere in the United States.
5. The smartphone, a convenient source of music, has 64 GB of storage.
6. Those leather shoes, imports from Italy, have many more years of walking in them.
7. This restaurant, a place for home-cooking, will make you money as soon as you open the doors.
8. That set of suitcases, the largest in the store, will carry enough clothing and accessories for two weeks of traveling.
9. Her website, an attractive and accessible site, is an online store with tons of gently worn clothes for sale.

F **If you wanted to buy these things, where would you look?** Answers will vary.

1. car: _____
2. shoes: _____
3. music: _____
4. furniture: _____

G **Imagine that you are going to sell something. Answer the questions and then discuss your ideas with a partner.** Answers will vary.

1. What would you sell? _____
2. What would you say to make your product sound appealing? _____

_____

3. How much would you sell it for? _____
4. Where would you place your ad? _____
5. How would you want people to contact you? _____

H **Write three statements with appositives that you could use in your advertisement.** Answers will vary.

1. _____
2. _____
3. _____

I **On a separate piece of paper, write an ad to sell your product. Find an attractive photo to draw attention to your ad.** Answers will vary.

J **Share your ad with your classmates. See if you can find anyone who would buy what you are selling.**

Life ONLINE

There are many apps you can use to buy used items or sell some of your own items. You just need to download the app, set up an account, and then you can browse ads or take a picture and sell your own item. Some apps are used for selling anything, from a car to a treadmill to a bookshelf while other apps are more specific, just for buying / selling clothing, for example.

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Workplace Focus

Exercises F, H: Complete tasks as assigned.
Exercises G, J: Interact appropriately with team members.
Exercise I: Combine ideas and information.

Presentation 3

5–10 mins.

F **If you wanted to buy these things, where would you look?**

Do this exercise as a class. Make sure you exhaust all the possibilities of places to sell things (Penny Saver, eBay, Craigslist, local newspaper, etc.).

Practice 3

10–15 mins.

(Shorter classes can do these exercises for homework.)

G **Imagine that you are going to sell something. Answer the questions below and then discuss your ideas with a partner.**

H **Write three statements with appositives that you could use in your advertisement.**

Evaluation 3

5–10 mins.

Ask volunteers to share their answers with the class.

Application

10–20 mins.

I **On a separate piece of paper, write an ad to sell your product. Find an attractive photo to draw attention to your ad.**

J **Share your ad with your classmates. See if you can find anyone who would buy what you are selling.**

If you have a smaller class, ask each student to read his or her ad out loud. Ask the other students in the class to make a note to themselves if they might be interested in buying the product. When students have finished reading their ads out loud, have them walk around and talk to the students whose products they might be interested in buying.

For a larger class, have students post their ads around the room and let students walk around and read the ads, looking for something they might be interested in buying.

Life ONLINE

Read the digital feature. Ask students what the pros and cons of buying or selling used items online are. Write them on the board. Ask students to find three apps they are interested in using or have used and to write a few sentences on why.

This may be a good time to visit the Life Skills video page at the back of the student's book.

Instructor's Notes

At-a-Glance Prep

Goal: Explore the role of a customer service representative

Agenda

- ☐ Discuss different customer service tasks.
- ☐ Analyze graphs.
- ☐ Read about what makes a good customer service representative.
- ☐ Reflect on students' own abilities.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9, 6.7.2, 6.7.4
CCRS: RI6, RI11-12, RST6-10, SL8-11, RH9-10, W/WHST11-12
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 10-15 mins. ■■■

Review the previous lesson. Put students in pairs and ask them to tell each other what they remember about selling a product. Tell students to write notes on their partner's answers. Then ask pairs to team up with another pair. Each pair should report to the other pair. When the groups have finished, ask a few volunteers to tell the class what they remembered.

Introduction 5-10 mins. ■■■

In this lesson students will explore the role of a customer service representative.

Begin by asking students what they think is meant by customer service and what sort of things a customer service representative might do. Write a list of their suggestions on the board.

Presentation 1 15-20 mins. ■■■

A Read the situations and the questions. Discuss your answers with a partner.

Ask students to discuss the questions in pairs. Ask some volunteers to share their answers.

Practice 1 5-10 mins. ■■■

B Look at the list of tasks. What kind of company do you think a person who does this works at? Write your ideas. Try to come up with a different company for each task.

Have students work in pairs to complete the task. Walk around the class, observing them as they work. Answer any questions they have about vocabulary. When everyone is finished, ask volunteers to read their answers aloud. Correct and explain as needed.

Instructor's Notes

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LESSON 6

Explore the Workforce

GOAL ▶ Explore the role of a customer service representative

A Read the situations and the questions. Discuss your answers with a partner.
Answers will vary.

1. You order a fan online and when you receive it, it doesn't work. What do you do?
2. Your electricity bill is much higher than the previous month. What do you do?
3. You get in a minor car accident, and you need to report it to the insurance company. What do you do?

If you have good listening and communication skills and you like to talk on the phone or text, a *customer service representative* could be a great job for you. Most customer service representatives only have a high school diploma and almost all companies will train you on the job.

B Look at the list of tasks. What kind of company do you think a person who does this works at? Write your ideas. Try to come up with a different company for each task.
Answers will vary.

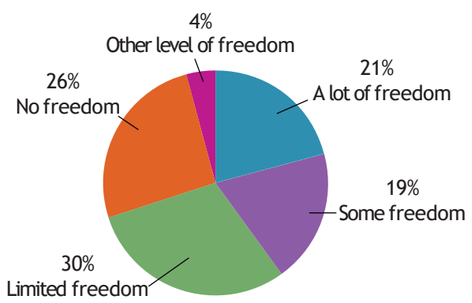
CUSTOMER SERVICE TASKS

1. Talk with customers on the phone to take an order.
   clothing store, furniture store
2. Determine charges for services and arrange for billing.
3. Review insurance policy terms to decide if a particular loss is covered by insurance.
4. Prepare invoices for a customer's return.
5. Record details of a customer complaint, as well as actions taken.
6. Prepare change of address records, or issue service discontinuance orders.

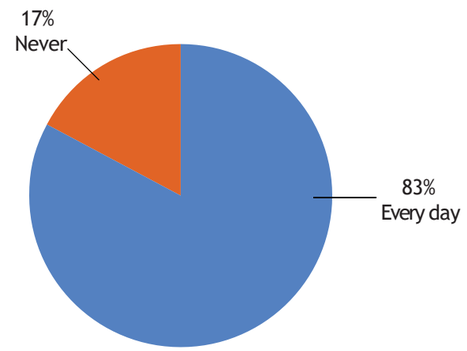
C INTERPRET **Customer service representatives shared details about their daily activities. Read the information and make sentences with a partner.** Answers will vary.

EXAMPLE: **Thirty percent of customer service reps have limited freedom to make decisions.**

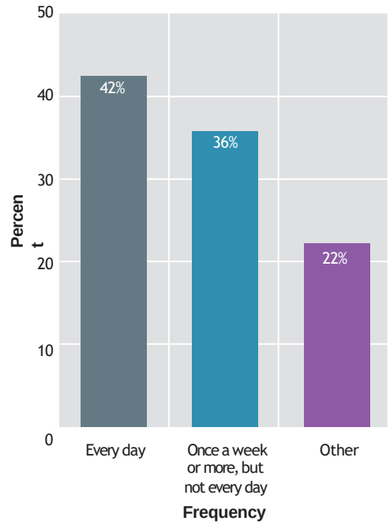
How much decision-making freedom, without supervision, are you allowed?



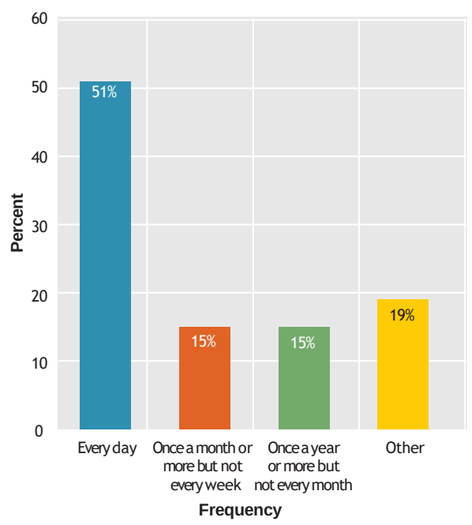
How often do you use email?



How frequently do you have to deal with unpleasant, angry, or discourteous individuals?



How often do you have to have face-to-face discussions with people?



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Evaluation 1

5-10 mins.

Getting students to interpret graphs is a way of checking that they understand them.

Presentation 2

10-15 mins.

C INTERPRET **Customer service representatives shared details about their daily activities. Read the information and make sentences with a partner.**

Go through the example as a class. Ask students to work in pairs. When the pairs have finished, ask some students to share their answers. Ask students if any of the polling results surprised them. Ask them to explain why.

BEST PRACTICE

Rereading a text to improve comprehension

Giving students the opportunity to reread a text allows them to develop their reading skills. If you have explained new vocabulary, rereading the text will help learning by enabling students to see the words in context. By the third reading, students will be motivated because they will understand more and will be able to read faster.

In order to do this effectively, you need to do it in different ways.

1. Let students reread the text silently in class after you have finished going over any new vocabulary and any comprehension exercises. They can still ask questions about any vocabulary.
2. Have students read it at home and encourage them to use a dictionary if there are any words that they still don't understand.
3. If the reading is on audio, have students read it again and listen at the same time.
4. Divide the text into sections and have different students reread each one. Ask students to prepare comprehension questions and answers. Invite volunteers to write their questions on the board and have the class reread the text and find the answers.

Instructor's Notes

Practice 2

15-20 mins.

D What makes a good customer service representative? Read the text and make a list of the skills needed. Then mark each one that you are good at.

When students have finished, have them compare their answers with a partner. Then have students note down any words from the text they don't understand. Invite students to say their answers and write them on the board. Then ask pairs for the words they didn't understand from the passage and explain their meanings.

Evaluation 2

10-15 mins.

E REFLECT Tell your partner what you are good at.

Ask students to work in pairs. When they have finished, ask pairs to team up with another pair and compare their ideas. Then ask them to list the five most common skills. When the groups have finished, ask a few volunteers to tell the class their top five skills. Take a class poll to find out what are the most common skills.

Instructor's Notes

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D What makes a good customer service representative? Read the text and make a list of the skills needed. Then mark each one that you are good at. Answers will vary.

In order to be a customer service representative, you must be able to listen to and understand information. This is called oral comprehension. You also must be able to communicate information and ideas when speaking so people can understand you. This is called oral expression. In addition, you need to make sure that you are speaking clearly so that you can be understood, which is called speech clarity. As a customer service representative, you will be listening to people with all different accents and voice registers. So you will need to be able to identify and understand the speech of other people. This is called speech recognition.

Every day, you will get calls from people who have a problem. You need to have problem sensitivity, which means understanding when something is wrong or likely to go wrong, in other words, being sensitive to the person on the other end of the line. Sometimes you will need to write a report about a conversation, so your written expression is important, communicating information and ideas in writing so others will understand. Also, you need to be able to understand what you are reading when reading other people's written memos or documents, which is written comprehension.

There are two types of reasoning involved with being a customer service representative: deductive reasoning and inductive reasoning. Deductive reasoning means that you can take general rules and apply them to a specific problem to come up with an answer that makes sense. On the other hand, inductive reasoning means that you can combine different pieces of information to form a general rule or conclusion. I'm sure that you already have many of these skills in your toolbox. And the good news is that you will get better at all of them the more time you spend on the job.

1. oral comprehension
2. oral expression
3. speech clarity
4. speech recognition
5. problem sensitivity
6. written expression
7. written comprehension
8. deductive reasoning
9. inductive reasoning

E REFLECT Tell your partner what you are good at.

EXAMPLE: I am good at listening and understanding when people are talking. (oral comprehension)

Review

A **Imagine that you are going to buy a used car. Write four questions you would ask car sellers.** Answers will vary. Sample answers given.

1. What repairs have been done?
2. How often do you replace the oil?
3. Did you buy this car new?
4. How old are the tires?

B **Ask your classmates the questions you wrote in A. In your notebook, write some of their responses. When your classmates ask you their questions, you can talk about your own car or a car you are familiar with.** Answers will vary.

C. **Imagine that you are going to buy a product online. In your notebook, write a short paragraph about the steps you will need to take to buy the product.** Answers will vary. Sample answer given.

Section C
First, I will go online. Then I will go to my favorite website for clothing. Next, I will search for "hoodies" or sweatshirts. After that, I will choose the look and color I like. Finally, I will choose the one with the best price and pay for it with my credit card.

D. **Write a conversation between a salesperson and a customer for one of the items in the catalog in Lesson 2.** Answers will vary. Sample answers given.

Salesperson: How can I help you today?

Customer: Hi, I'm interested in buying a wok.

Salesperson: We have a good one here for $74.95.

Customer: Oh, that's expensive. Does it come with a warranty?

Salesperson: Yes, it comes with a one-year warranty and a steamer.

Customer: That sounds reasonable. I'll take that wok set.

E **Read this warranty and choose *T* (true) or *F* (false).**

DELTA warrants this product against defects in material and workmanship under normal use and service for one year from the original purchase date. DELTA will repair or replace the defective product covered by this warranty. Sales receipt is required as evidence of the date of purchase and for any warranty service. This warranty is only valid if the product has been handled and used as described in the instructions accompanying this warranty. This warranty does not cover any damage due to accident, misuse, abuse, or negligence.

Learner Log

I can do product research. ☐ Yes ☐ No ☐ Maybe

I can purchase goods and services by phone and online. ☐ Yes ☐ No ☐ Maybe

I can interpret product guarantees and warranties. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Use unit vocabulary.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.2, 1.2.6, 1.3.1, 1.3.3, 1.7.1, 1.7.6
CCRS: RI1, RI4
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 5-10 mins. ■■■

Review what students learned in the previous lesson. Have them work in groups to remember as many skills as possible that a good customer service representative should have. Have volunteers share ideas and keep a list on the board. Then take a poll to see how many students think they have each skill.

Introduction 5-10 mins. ■■■

Ask students as a class to try to recall all the goals of this unit without looking back in their books. The goals for this unit include: *doing product research, purchasing goods and services by phone and online, interpreting product guarantees and warranties, returning a product, selling a product,* and *exploring the role of a customer service representative.* 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 learned in this unit and prepare for the team project.*

Workplace Focus

Exercises A, D, E: Complete tasks as assigned.
Exercise B: Interact appropriately with team members.
Exercise C: Combine ideas and information.

Presentation 10-15 mins. ■■■

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

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 the exercises one at a time and, as students complete each one, go over the answers.
2. Quickly go through the instructions of each exercise, let students complete all of the exercises at once, and then go over the answers.

A **Imagine that you are going to buy a used car. Write four questions you would ask car sellers.**

B **Ask your classmates the questions you wrote in A. In your notebook, write some of their responses. When your classmates ask you their questions, you can talk about your own car or a car you are familiar with.**

C **Imagine that you are going to buy a product online. In your notebook, write a short paragraph about the steps you will need to take to buy the product.**

D **Write a conversation between a salesperson and a customer for one of the items in the catalog in Lesson 2.**

Evaluation 5-15 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.

E **Read this warranty and choose *T* (true) or *F* (false).**

Workplace Focus

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

Practice *(continued)*

25–30 mins.

F Read the return policy and the situations. In pairs, practice asking questions about returning items. One student is the customer and one is the clerk. Then switch roles.

G Write appositives to complete each statement.

H Using one of the statements in G, write an ad for the product on a separate piece of paper. Include an appositive in the ad.

Evaluation *(continued)*

5–10 mins.

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

BEST PRACTICE

Recycling / Review

The review exercises and the project that follows are part of the recycling / review process. Students often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten when students are engaged in 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 material with students and to show them how to review it on their own. It is also important to recycle the new concepts in different contexts.

Instructor's Notes

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1. This warranty is good for two years. T (F)
2. DELTA will replace your product if it gets stolen. T (F)
3. You need your receipt to get service under this warranty. (T) F
4. This warranty covers product defects. (T) F

F Read the return policy and the situations. In pairs, practice asking questions about returning items. One student is the customer and one is the clerk. Then switch roles.

Answers will vary.

Valid photo ID required for all returns (except for credit card purchases), exchanges, and to receive and redeem store credit. With a receipt, a full refund in the original form of payment, except payments made with checks, will be issued for new and unread books and unopened products within four days. For merchandise purchased with a check, a store credit will be issued within seven days of purchase. Without an original receipt, a store credit issued by mail will be offered at the lowest selling price. With a receipt, returns of new and unread books and unopened music from our website can be made for store credit. Textbooks after 14 days or without a receipt are not returnable. Used books are not returnable.

1. return books with the original receipt
2. return textbooks after three weeks
3. return two calendars without a receipt
4. exchange unopened products

G Write appositives to complete each statement. Answers will vary. Sample answers given.

1. This pre-owned car, a four-door sedan, has been thoroughly inspected and is in tip-top shape.
2. This laptop computer, the lightest on the market, still has a two-year warranty.
3. Two theater tickets, the most expensive in town, can be used any weeknight in the month of August.
4. The bicycle, a red, ten-speed, has barely been ridden.

H Using one of the statements in G, write an ad for the product on a separate piece of paper. Include an appositive in the ad. Answers will vary.

Learner Log

I can return a product. ☐ Yes ☐ No ☐ Maybe

I can sell a product. ☐ Yes ☐ No ☐ Maybe

Vocabulary Review

A **Use each word in a sentence.** Answers will vary. Sample answers given.

1. allege: The salesperson alleged that this computer was the best for $1,200.
2. guarantee: The guarantee stated that all parts were covered.
3. quality: The quality of the product should be guaranteed.
4. convince: Salespeople convince customers to buy new things.
5. malfunction: If the computer malfunctions, we will replace it.
6. policy: Our policy is to refund gifts with store credit.

B **Share the sentences you wrote in A with a partner. Write your partner's best sentence.**

Answers will vary.

C **Match each word to its synonym.**

	Word	Synonym
h	1. return	a. claim
e	2. refund	b. promise
g	3. model	c. match
b	4. guarantee	d. replace
d	5. exchange	e. reimburse
f	6. convince	f. persuade
c	7. conform	g. type
a	8. allege	h. take back

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Workplace Focus

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

Practice *(continued)*

25–30 mins.

Vocabulary Review

A **Use each word in a sentence.**

B **Share the sentences you wrote in A with a partner. Write your partner's best sentence.**

C **Match each word to its synonym.**

Evaluation *(continued)*

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

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.6, 1.3.3, 1.3.4, 1.7.1, 1.7.6, 4.8.1, 4.8.2, 4.8.5, 7.2.6

CCRS: W4, W5, W6, W7, W8, SL1, SL2, SL4, SL5, SL6

ELPS:

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

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

Workplace Focus

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

Soft Skill: Collaboration

Brainstorm ideas

Remind students what *collaboration* and *effective teamwork* mean by reviewing how they've worked together in previous team projects. Elicit as many of the brainstorming ideas from Unit 1 Lesson 6 as students can remember. Then direct students to the Soft Skill feature. Tell students to follow the steps as they work on the team project.

To support the Digital Literacy Tip of using a shared document for brainstorming, you might choose to visit the digital literacy worksheets on the Spark platform. There is a worksheet on word processing that would help any students in need of a word processing refresher to be constructive contributors to the process.

Introduction

Teams will create a store where they will sell items of their choosing. For each store, students must create a catalog or web page. Then they must write a return policy and warranty of the items they carry in their store.

Warm-up

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

1. Form a team of four or five students. 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 start the next stage until the previous one is complete.

2. Decide the name of your store and what you will sell. Select a variety of items to sell.

Ask the spokesperson of each team to report this information to the class.

3. Create the following items for your store: catalog or web page, the store's return policy, a warranty / guarantee policy.

4. Prepare a poster that contains all of the information in Steps 2 and 3.

5. Present your store's catalog pages or web page to the class.

Help teams prepare for their presentations. Have each member choose a different part of the project to present to the class.

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Create an Online Store

SOFT SKILL ▸ Collaboration

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

Position	Job Description	Student Name
Student 1: Project Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Secretary	Take notes on your team's ideas.	
Student 3: Designer	Design layout of catalog or web page.	
Student 4: Director	Assign each team member one part of presentation. Organize presentation so that individual parts create a unified whole.	
Student 5: Assistant	Help secretary and designer with their work.	

2. Decide the name of your store and what you will sell. Select a variety of items to sell.
3. Create the following items for your store: catalog or web page, the store's return policy, a warranty / guarantee policy.
4. Prepare a poster that contains all of the information in Steps 2 and 3.
5. Present your store's catalog pages or web page to the class.

COLLABORATION

Brainstorm Ideas

1. Have everyone write down their ideas on a piece of paper and then share.
2. Go around the group and share one by one.
3. Discuss the different ideas.

Digital Literacy Tip: Use a shared document to brainstorm. If everyone has access, you can type your ideas and everyone will be able to see them.

About the Photo

This photo shows clothes that have been discarded in the Atacama Desert, in Chile. The impact of textile pollution on the environment is severe, and fast fashion is one of the largest contributors to this problem. Not only does the mass production of clothing involve the use of limited natural resources and the exploitation of human labor, but it also generates millions of tons of waste—it is estimated that 87% of the garments produced by the fast fashion industry end up in landfills.

The Atacama Desert is a prime example of the terrible effects of rampant consumerism in the fashion industry.

However, many companies are changing the way they manufacture clothing by using recycled materials, high-quality materials, and less water in the production process, and delivering their products in environmentally friendly packaging.

Consumers are also becoming more aware of the environmental impact of the clothing industry and are becoming more conscientious when selecting brands and products.

A With a partner, come up with definitions for the following phrases. If you need to use a dictionary, write the definitions in your own words.

Ask students to come up with definitions of the phrases.

Have volunteers share their answers with the class.

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Reading Challenge

A. With a partner, come up with definitions for the following phrases. If you need to use a dictionary, write the definitions in your own words. Answers will vary.

eco-friendly: _____

sustainable fashion: _____

inclusive sizing: _____

zero waste: _____

carbon footprint: _____

B PREDICT Based on the phrases in A, what do you think the reading is going to be about?

Answers will vary.

C Read *Eco-Friendly Jeans*. Underline the phrases you defined in A.

D Complete the following statements with a number.

1. It takes less than 10 gallons of water for this company to make a pair of jeans.
2. It takes 1,500 gallons of water to make a traditional pair of jeans.
3. The apparel and footwear industries account for over 8% of global climate impact.
4. A pair of jeans from this company costs less than $100.
5. This company treats and recycles 98% of the water they use.

E Based on what you read about Warp and Weft, do you agree that individual companies can make a difference to the future of the planet? Why or why not?

Answers will vary.

F If you could talk to Sarah, what are three questions you would like to ask her?

Answers will vary.

1. _____
2. _____
3. _____

Eco-Friendly Jeans

Warp and Weft CEO and founder, Sarah Ahmed, has one mission: to produce and sell the best sustainable denim. This New Yorker's eco-friendly fashion brand launched in 2017. She believes that people should be able to buy a pair of high-quality, stretch jeans without harming the environment. She also asserts that sustainable fashion can be affordable for everyone. All of Warp and Weft products cost less than $100 and their sizing is inclusive.

Sarah believes in more than making a profit. If she is making products to sell, she wants to come as close to zero waste as possible. That's why her company manufactures some of the most eco-friendly denim around, saving over 572 million gallons of water. According to Warp and Weft's website, "A traditional pair of jeans takes 1,500 gallons of water to make, but a pair of Warps requires less than 10. Beyond that, we treat and recycle 98% of the water we use. We also skip the environmentally-harmful bleaching process by opting for cutting-edge Dry Ozone technology, making us fully compliant with International Social and Environmental & Quality Standards."

Unfortunately, the apparel and footwear industries account for more than 8% of global climate impact. In fact, textile waste has become a huge problem around the world. This photo is an example of the devastating effects of fast fashion on the planet. Tons of discarded clothing have turned the Atacama Desert into one of the world's largest textile dumps. One of the problems with fast fashion (getting fashionable clothing to consumers as quickly as possible) is that it has to be shipped by air. Warp and Weft uses a more sustainable transportation method: they ship by boat.

To ensure that the clothing you are buying is eco-friendly and sustainable, look for products made from upcycled materials such as plastic, cotton, fibers, and old denim. Also, see if the products are made with minimal water consumption. Sustainability is an ongoing process. If you can, support companies who are using the latest technology, pushing for zero waste and trying to minimize their carbon footprint.



Textile pollution in the Atacama Desert, Chile

B PREDICT Based on the phrases in A, what do you think the reading is going to be about?

Ask students to predict what the reading will be about.

C Read *Eco-Friendly Jeans*. Underline the phrases you defined in A.

When they have finished, ask students to compare in pairs.

D Complete the following statements with a number.

Ask students to complete the sentences without looking at the text.

Have them check their answers by referring to the text.

Ask students to compare in pairs. Invite volunteers to share their answers.

E Based on what you read about Warp and Weft, do you agree that individual companies can make a difference to the future of the planet? Why or why not?

You may want to do this as pair work or group work.

Have volunteers share their answers and give their reasoning.

F If you could talk to Sarah, what are three questions you would like to ask her?

Have students write their questions on a separate piece of paper.

CASAS FOR READING

0.1.2, 0.1.5, 5.7.1

CCRS FOR READING

RI1, RI2, RI4, RI10

READING STRATEGIES

Scanning

Scanning a text means looking through it quickly to find specific information. It's an important reading skill used in everyday life, such as when looking up a word in a dictionary, finding a name in the contacts list on a phone, or finding numbers in a text. If students are looking up words in a dictionary, they know the information is arranged alphabetically, which means they can find the information more quickly. If they are looking for specific words, phrases, or numbers in a text, they should run their eyes down the page to find the relevant information. Once they have found it, they can read the surrounding text.

7 At Your Service



About the Photo

This photo shows a man using a handheld barcode scanner in his job in a distribution facility in Charlotte, North Carolina. This technology is used in many warehouses to streamline inventory management and reduce errors. Each product receives a unique barcode that is scanned into a management system. The system then allows workers to accomplish their tasks more efficiently, including locating items, finding out how many units are available, or ensuring that they are shipped out correctly. In Lesson 1, students will read about the use of barcode scanners in retail settings.

- Introduce the unit by reading the title out loud.
- Ask for volunteers to look at the photo and describe what they see.
- Go over each unit outcome.
- Have students read and answer the questions. Then discuss as a class.

Life Skills Focus

In this unit, students will identify techology items commonly at use in office settings and learn about how to resolve technology problems. They will get practice implementing organizational systems. Students will also learn about job performance reports as well as different conflict resolution strategies.

UNIT OUTCOMES

- Connect technology
- Resolve technology problems
- Establish an organizational system
- Identify and resolve problems at work
- Report progress
- Explore careers in information technology

Look at the photo and answer the questions.

1. This man works at a distribution facility in Charlotte, North Carolina. What do you think his job is?
2. What technology is he using? What other technology do you think he uses every day to do his work?
3. What technology do you use on a daily basis? How does it help you?

Workplace Focus

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

In Unit 7, Lesson 6, *Explore the Workforce,* students will explore careers in information technology (IT). They will interpret a graph showing earning potential in the field according to education level, and will read, in depth, about a variety of IT jobs. They will familiarize themselves with the different parts of a job post, and then find a real-life job post online for an IT role.

In the Team Project, students practice the soft skill of active listening.

Life Online focuses on troubleshooting resources available online.

spark Resources

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

STEPS

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES	ELPS	CCRS
• Connect technology • Resolve technology problems • Establish an organizational system • Identify and resolve problems at work • Report progress • Explore careers in information technology	• Comparing parts of speech: verbs, nouns, adjectives • Noun clauses as objects • Imperatives	• Technology items • Operating technology • Technology problems • Progress reports • IT 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	Vocabulary Builder: 4.5.1 Lesson 1: 0.1.2, 0.1.5, 4.5.6 Lesson 2: 0.1.2, 0.1.5, 4.5.7 Lesson 3: 0.1.2, 0.1.5, 4.7.4, 4.7.5, 7.1.4 Lesson 4: 0.1.2, 0.1.5, 4.8.6 Lesson 5: 0.1.2, 0.1.5, 4.6.4 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9, Review: 0.1.2, 0.1.5, 4.5.6, 4.5.7, 4.6.4, 4.7.4, 4.7.5, 7.1.4 Team Project: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.8.1, 4.8.2, 4.8.5, 4.8.6, 7.2.6, 7.4.4, 7.7.3 Reading Challenge: 0.1.2, 0.1.5, 7.2.6	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. S9: Create clear and coherent level-appropriate speech and text.	RI1, RI2, RI3, RI4, RI7, RI10, W2, W4, W5, W8, W9, SL1, SL2, L1

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Vocabulary Builder

A **Use these terms to label each item you might find in an office. Under each item, write a brief description of its purpose.** Answers will vary. Sample answers given.

card reader	~~laptop~~	printer	ring light	tablet
handheld scanner	point of sale (POS) system	projector	security camera	

1.



laptop: process information, create reports, and do online research

2.



projector: projects images and videos from computer

3.



ring light: circular light used for video recording or photography

4.



security camera: camera that takes pictures or videos for security purposes

5.



printer: prints documents and photos

6.



card reader: device that gets activated when a card is placed in close proximity and allows entry to a building or office

7.



point of sale (POS) system: the place at a store where customers make their payments and complete their transactions

8.



tablet: flat, portable computer that uses a screen instead of a keyboard or mouse

9.



handheld scanner: scanner that reads barcodes and transfers that data into a computer

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At-a-Glance Prep

Goal: Introduce new vocabulary
Academic Strategies: Identifying and defining vocabulary, finding word families, using a dictionary
Vocabulary: See lesson

Agenda

- ☐ Label and describe technology.
- ☐ Illustrate and define vocabulary.
- ☐ Find nouns and adjectives in word families.

Pacing

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

Standards Correlations

CASAS: 4.5.1
CCRS: RI/RL6, L8
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Note: All of the exercises on these two pages should be done in class, no matter the class length. Longer classes can do this lesson and then move on to Lesson 1 during the same class meeting; shorter classes may have to devote one whole class meeting to this lesson.

Workplace Focus

Exercise A: Complete tasks as assigned.

Introduction 5–10 mins.

Ask students what types of technology they have in their homes. Get them started by writing *telephone* on the board.

State the goal: *Today, we will identify and work with the vocabulary you will learn in this unit.*

Presentation 1 5–10 mins.

Get students started on **A** by reviewing the directions and then describing the purpose of one or two items together. Have them complete **A**.

Practice 1 10-15 mins.

A **Use these terms to label each item you might find in an office. Under each item, write a brief description of its purpose.**

Evaluation 1 5 mins.

Go over the answers as a class. Ask students if they see any of these items in the classroom. If so, have them point them out. Also, ask if they have any of these items at home or at work.

To further explore the topic of technology with your students, visit the Digital Literacy worksheets on the Spark platform. There is a worksheet reviewing technology hardware that would work well at this stage of the lesson either as homework or as extension activities.

Instructor's Notes

Workplace Focus

Exercise B: Combine ideas and information.
Exercises C, D: Complete tasks as assigned.

Presentation 2

5-10 mins.

Go over the instructions to **B**, **C**, and **D**.

Pronunciation **Vocabulary**

When teaching students new vocabulary, pronounce each word for them several times and ask them to repeat it. Many times, students may be familiar with the words you are saying but have never seen them spelled out. By pronouncing the words for students, you allow students to make a connection between the words' spellings and their sounds. It is also important that students learn the correct pronunciation of new words so they feel comfortable using their new vocabulary inside and outside of the classroom.

Practice 2

10-15 mins.

B **Draw pictures for these terms. Use a dictionary to look up any words you don't know, but remember to look for the definition that is related to technology.**

See the Best Practice feature *Drawing games*.

C **Write a definition for each term.**

BEST PRACTICE

Drawing games

As referenced in **B**, drawing pictures can be a great way to learn vocabulary. This is not exclusive to note taking, however. Another great way to encourage retention of vocabulary and bring some energy into the classroom is by playing a short game of Pictionary. Studies show that adults, as well as children, learn through playing games. More importantly, games are a dynamic way to inject some fun into the classroom, create bonds among students, and bring some variety into the learning experience.

See the rules.

Rules:

1. Prepare flashcards with the vocabulary you aim to cover.
2. Divide the class into two to four teams.
3. Have one student from the first team come to the board.
4. Set a timer for one minute.
5. Have the student pick a vocabulary card from a pile within easy reach of the board.
6. The student must remain silent and draw what they see on the card while their teammates call out the answers. If their teammates guess the correct answer, have the student pick up another card and repeat. The aim of the game is to get as many correct answers as possible within the provided time frame.
7. Ask the student to sit down and have a student from the next team volunteer to draw for their team.

It is important to tell the teams who are not guessing to stay quiet throughout the duration of the guessing team's round.

D **Look at the verbs in the table. Find the nouns and adjectives in the verbs' word families.**

Do the first row with students. Then have them work on their own.

Evaluation 2

10-15 mins.

Go over the answers as a class.

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B **Draw pictures for these terms. Use a dictionary to look up any words you don't know, but remember to look for the definition that is related to technology.** Answers will vary.

headset	**portable charger**	**HDMI port**	**ear buds**

C **Write a definition for each term.** Answers will vary. Sample answers given.

1. troubleshoot: to search for the solution of a technical problem
2. paper jam: paper caught in the workings of a machine
3. scan: to turn a document or picture into a digital format

D **Look at the verbs in the table. Find the nouns and adjectives in the verbs' word families.**

Verb	Noun	Adjective
accommodate	accommodation	accommodating
avoid	avoidance	avoidant
collaborate	collaboration	collaborative
compete	competition	competitive
compromise	compromise	compromising
motivate	motivation	motivational
resolve	resolution	resolute

LESSON 1

How Do You Connect It?

GOAL ▸ Connect technology

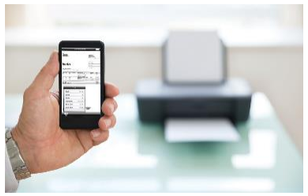
A **Read the instructions for connecting your computer to a printer.**

1. After you install and set up the proper software on your computer or device, make sure your printer is plugged in and turned on.



2. Find the document from your computer or phone that you want to print.

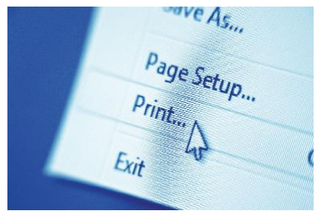


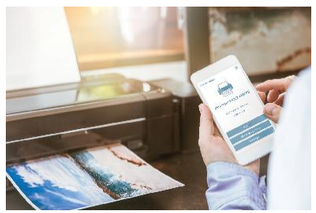


3. To print from your phone, make sure the Bluetooth is turned on. To print from your computer, make sure you are connected to wifi.



4. Click the print button and select the printer.





B **SUMMARIZE** **Reread the instructions in A. Then, in your own words, tell a partner how to connect and print from a phone or computer. (If you have a printer in your classroom, you can try to connect and print from a phone or laptop.)**

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At-a-Glance Prep

Goal: Connect technology
Academic Strategy: Paraphrasing
Vocabulary: *barcode, barcode scanner, decoder, document, illuminating, optical, pairing, plugged in, turned on, validate*

Agenda

- ☐ Connect a printer.
- ☐ Connect a Bluetooth speaker.
- ☐ Read about barcode scanners.
- ☐ Answer questions about barcode scanners.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.5.6
CCRS: RI/RL6, RI/RL7, RST6, RST7, RST8, W6, W7, W8, L6
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S3: Speak and write about level-appropriate complex literary and informational texts and topics.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S9: Create clear and coherent level-appropriate speech and text.

Warm-up and Review 5-10 mins. ■■■

Ask students to write a list of the vocabulary they learned in the Vocabulary Builder without looking back in their books. Have them share their list with a partner and try to add more words to their list. For extra practice, have them discuss what each word means.

Introduction 5-10 mins. ■■■

Dictation:

1. Make sure it is plugged in and turned on.
2. Put less than 50 sheets of paper in the paper tray.
3. Select the document you want to print.
4. Click on the word *Print* in the print dialog box.

Ask students this question once the dictation is complete: *Two pieces of technological equipment are being discussed in these instructions. What are they?*

State the goal: *Today, we will interpret and follow instructions for connecting and using technology.*

Workplace Focus

Exercise A: Complete tasks as assigned.
Exercise B: Interpret and communicate information.

Presentation 1 10-15 mins. ■■■

Ask students what kinds of technology they have in their homes. *Raise your hand if you have a laptop. Raise your hand if you have a printer.* Ask the same questions about technology they use at work. Have a discussion about who uses the technology in both of these places. Ask them who set up the technology. Be mindful of the fact that some students may not have access to commonly available technology due to financial reasons. If this may be a sensitive topic for your students, focus on general use of technology to complete everyday tasks, rather than on ownership of technology.

A **Read the instructions for connecting your computer to a printer.**

Go over the instructions as a class.

Practice 1 10-15 mins. ■■■

B **SUMMARIZE** **Reread the instructions in A. Then, in your own words, tell a partner how to connect and print from a phone or computer. (If you have a printer in your classroom, you can try to connect and print from a phone or laptop.)**

If you think students need more practice, have them work with several different partners, doing the exercise as many times as necessary. When everyone feels ready, ask some volunteers to explain the instructions to the class.

Evaluation 1 5-10 mins. ■■■

Ask a few volunteers to explain the directions to the class without looking at their books.

Workplace Focus

Exercises C, D: Complete tasks as assigned.

BEST PRACTICE

Paraphrasing

Paraphrasing is a great skill for students to develop. Not only will it help them show that they truly understand something they have learned, but it will give them confidence to be able to explain something to someone else. You can practice this skill with almost any exercise in the book: a reading text, a grammar chart, a conversation, and so on.

Presentation 2

5 mins.

Go over the instructions for **C**.

Practice 2

10–15 mins.

(Shorter classes can do this exercise for homework.)

C Connecting to a Bluetooth speaker is like connecting a printer. Number the pictures to match them with the instructions.

As a potential extension activity, now that students have completed two exercises related to connecting pieces of hardware, have them close their books and take out a sheet of paper. Have them write and illustrate the instructions for connecting something to a cell phone or computer.

Evaluation 2

10–15 mins.

Go over the answers as a class.

BEST PRACTICE

Hands-on instruction

It is very beneficial to students' learning for them to apply what they have learned to the real world. This lesson gives you a perfect opportunity to teach students how to do something and then let them put the instructions into practice. Even if your classroom doesn't have the technology, you can perhaps borrow something from your school's resource center or even bring something in from home—in this case, a laptop and a small printer or projector is all you need.

Presentation 3

5–10 mins.

Go over the Bluetooth speaker instructions in **C** again as a class. Ask students if they think they are easy to follow. Tell students to close their books and challenge volunteers to tell you the instructions without reading them.

Practice 3

15–20 mins.

(Shorter classes can do this exercise for homework.)

D What are some other technology items that you can connect your phone to? What other technology items can you connect a Bluetooth speaker to? Make two lists on a separate piece of paper.

Have volunteers read their lists aloud. Some possible answers might be *earbuds, smart TVs, Bluetooth keyboards,* and *a Bluetooth mouse*.

As an optional extension activity, have students go online to find instructions on how to attach one of the devices from their lists to a phone. Then ask students to write simple, easy-to-read instructions in the imperative on how to use the devices. This could also work well as a homework assignment. Refer to the Best Practice on page 188a for information on using imperatives.

Evaluation 3

5–10 mins.

Go over the answers as a class.

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C Connecting to a Bluetooth speaker is like connecting a printer. Number the pictures to match them with the instructions.

1. Charge the Bluetooth speaker by plugging it in.
2. Turn on the Bluetooth speaker.
3. Turn on the Bluetooth on your phone.
4. In the Bluetooth setting on your phone, select the name of the speaker. (It should say "Connected to XYZ speaker.")
5. Troubleshoot: If the speaker doesn't connect, push the pairing button on the speaker.

3



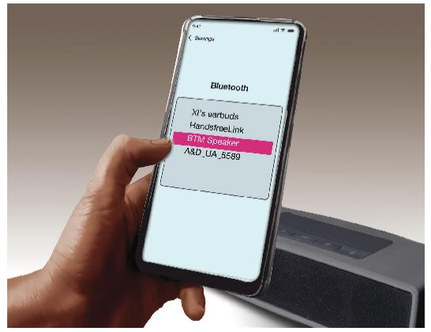
2



1



4



5



D What are some other technology items that you can connect your phone to? What other technology items can you connect a Bluetooth speaker to? Make two lists on a separate piece of paper. Answers will vary.

I can connect my phone to...
I can connect a Bluetooth speaker to...

E **Read about barcode scanners and answer the questions.**

Answers will vary. Sample answers given.

A barcode scanner is an optical device that can read and translate the series of lines and numbers on a product. It tells the computer what the item is and how much it costs. The scanner scans the barcode's black and white stripes by illuminating the code with a red light and the decoder interprets that signal, validates the barcode, and converts it into text.

Employees use barcodes when looking for information about products and processing purchases, but these days many stores have scanners you can use by yourself.

Here are some tips for using scanners:

- If you are using a handheld scanner to check the price, put the product's barcode near the scanner and press the button. You will get the cost of the product and it will also tell you if it's on sale.
- If you are using a barcode scanner at checkout (connected to a point of sale or POS system), put the product near the scanner with the barcode facing down. There will be a beep to let you know the bar code has been scanned and the price added to the POS system.
- If you're buying loose items that need to be counted or weighed, you'll need to know the item number. Sometimes there will be a small sticker on the item with a barcode or you can do a search in the POS system. Once the POS system knows what item you have, it will ask you to type in how many items you have or to put your items on the machine to be weighed.

1. What is a barcode? It's a series of lines and numbers on a product that represent what the item is and how much it costs.
2. What does a barcode scanner do? It reads and translates the barcode on a product and tells the computer what the product is, how much it costs.
3. How do you know that a barcode has been scanned? There will be a beep.
4. Explain what to do if the item doesn't have a barcode on it.

You can do a search in the POS system.

F **GENERATE** **Look back at the list of technology items at the beginning of the unit. Choose one item that you are familiar with and write a list of instructions with illustrations. Review your instructions with a partner. Can your partner follow the instructions easily? Is the sequence of your instructions correct?** Answers will vary.

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Workplace Focus

Exercises E, F: Combine ideas and information.

Application

10-20 mins.

E **Read about barcode scanners and answer the questions.**

There are some words students may struggle with while reading the text. Have students read it to themselves once for gist, and then a second time to underline words they want to know the meaning of. When they have finished, elicit any words they would like you to explain, and write those words and their meanings on the board. Then ask students to write complete sentences to answer the questions. Have volunteers share their answers with the class.

F **GENERATE** **Look back at the list of technology items at the beginning of the unit. Choose one item that you are familiar with and write a list of instructions with illustrations. Review your instructions with a partner. Can your partner follow the instructions easily? Is the sequence of your instructions correct?**

If you decided to do the extension activity for **D** in class, tell students they must use a different technology item for these instructions. You may also want to have students create a Power Point presentation for their instructions. This exercise could also work well in pairs or groups, and may be a good opportunity to match higher-level students with lower-level students.

BEST PRACTICE

Instructions—Using imperatives

Instructions are a part of everyday life. Either we are giving and listening to them or reading and writing them. Mastering instructions is an important language goal to have.

Instructions require that students be familiar with the *imperative form*. The imperative form is very easy to learn and use. Explain to students that we make the imperative by using the base form of the verb without "to." Point out that to make a negative imperative, we simply place "do not" or "don't" in front of the verb.

Instructor's Notes

At-a-Glance Prep

Goal: Resolve technology problems
Academic Strategies: Solving problems, making decisions
Vocabulary: *cartridge, compartment, display, faded, fan, feed, force, humidity, obstructions, paper jam, splotchy, toner*

Agenda

- ☐ Read troubleshooting suggestions for a printer.
- ☐ Summarize instructions.
- ☐ Listen to conversations about resolving problems with office technology.
- ☐ Read about how IT professionals approach technology problems.
- ☐ Write steps to solve a problem.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.5.7
CCRS: W6, W7, W8, SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Workplace Focus

Exercise A: Interact appropriately with team members.
Exercise C: Complete tasks as assigned.
Exercise D: Interpret and communicate information.

Warm-up and Review 5–10 mins. ■■■

Ask volunteers to stand up and give the class instructions on using a technology item.

Introduction 5–10 mins. ■■■

Dictation:

1. When loading the paper, do not force the paper down into the printer.
2. If you are using batteries, check that they are inserted correctly.
3. Make sure the tape compartment cover has been closed.
4. If the paper tears while you are removing it, make sure that no small pieces are left inside the machine.

State the goal: *Today, we will learn how to resolve technology problems.*

Presentation 1 10–15 mins. ■■■

A Think of some problems you have had in the past with technology. In a small group, discuss what the problems were and how you fixed them.

Model by giving an example of your own.

B Carla is having trouble with her printer. No paper comes out when she tries to print. Read what she found online.

Go over the table as a class.

Practice 1 10–15 mins. ■■■

C Answer the questions based on the troubleshooting guide in B.

Have students do this exercise by themselves.

D Read Carla's problem in B again. Write three suggestions you might give her.

Have students write complete sentences.

Evaluation 1 5 mins. ■■■

Elicit suggestions from the class and write them on the board. Tell students to vote on which suggestion they think is best with a show of hands. Ask them why they think it is the best suggestion.

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LESSON 2

Troubleshooting

GOAL ▸ Resolve technology problems

A. Think of some problems you have had in the past with technology. In a small group, discuss what the problems were and how you fixed them.

B. Carla is having trouble with her printer. No paper comes out when she tries to print. Read what she found online.

Search Online	Suggestions
printer paper jam	• Clear jam by following instructions on printer screen. • Make sure the printer can handle the paper weight you are using.
printer paper stuck together	• Don't put too much paper in the printer tray. • Take the paper out, fan the pages, and put them back in. **Note:** Humidity can cause pages to stick together.
paper won't go through printer	• Remove any obstructions from inside the printer. • Open printer and look for obstructions.
document won't print	• Make sure both devices are connected (by Bluetooth or wifi). • Make sure printer is on.

C Answer the questions based on the troubleshooting guide in B.

1. What should you do if the document won't print?
   Make sure both devices are connected (by Bluetooth or wifi). Make sure printer is on.
2. What causes pages to stick together? Humidity can cause pages to stick together.
3. What should you do if the paper won't feed through the printer? Remove any obstructions from inside the printer. Open printer and look for obstructions.
4. What should you do if there is a paper jam? Clear jam by following instructions on printer screen. Make sure the printer can handle the paper weight you are using.

D Read Carla's problem in B again. Write three suggestions you might give her.

Answers will vary.

1. _____
2. _____
3. _____

E **Listen to the conversations between employees at different companies. Write the technology type, the problems, and suggestions for fixing them in the table.**

Technology	Problem	Suggestions
printer	Pages are faded and splotchy from printer.	1. Take out toner and shake. 2. Replace the cartridge.
computer	Computer won't connect to network.	1. Check that wifi is turned on.
photocopier	Photocopier isn't working.	1. Plug in. 2. Make sure there is paper in tray. 3. Check the toner.
computer	Microphone isn't working.	1. Unmute. 2. Check video chat settings. 3. Check system settings.

F **Using the information you wrote in E, role-play the conversations with a partner. Take turns being the person with the problem.**

G **Maya has to take photos for her job as a home appraiser. She is having trouble with her phone. Match each problem to its solution. Some problems may have more than one solution.**

a, d 1. Battery is losing its charge quickly.
c, f 2. Storage is full.
b 3. Camera app is frozen.
e 4. Camera app won't open.

a. Close other apps not being used.
b. Close out of app and restart.
c. Delete photos / videos.
d. Plug in a portable battery.
e. Restart phone.
f. Store photos / videos in the cloud.

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Workplace Focus

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

Presentation 2

5-10 mins.

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

Practice 2

10-15 mins.

E **Listen to the conversations between employees at different companies. Write the technology type, the problems, and suggestions for fixing them in the table.**

Draw the table on the board. When students have completed the exercise, have a few volunteers come up and write the technology types, the problems, and the suggestions in the table.

Listening Script

Conversation 1

Aaron: *Hey, Linda, could you help me for a second?*
Linda: *Sure. What do you need?*
Aaron: *Something is wrong with my printer. The pages are coming out faded and splotchy.*
Linda: *Hmm. Sounds like a problem with your toner. Did you take it out and shake it?*
Aaron: *I tried that. It didn't help.*
Linda: *Well then, you probably need to replace the cartridge. When is the last time you changed it?*
Aaron: *I have no idea. Maybe six months ago?*
Linda: *Yep, that's probably the issue. Put another one in and see if that helps.*
Aaron: *Thanks, Linda.*

Conversation 2

Preston: *Oh, Mark, I'm so glad you were walking by.*
Mark: *What's up?*
Preston: *For some reason, my computer won't connect to the network.*
Mark: *That's strange.*
Preston: *I know. It was working just fine before lunch.*
Mark: *Did you check to make sure the wifi is turned on?*
Preston: *No. Let me check. Boy, do I feel stupid. I must have turned off the wifi when I rebooted the system.*
Mark: *Happens to the best of us.*
Preston: *Thanks.*

Conversation 3

Kim: *Claudia, do you know anything about this photocopier?*
Claudia: *I know a bit. Try me.*
Kim: *Well, it's just not working. When I push the green button, nothing happens.*
Claudia: *Is it plugged in?*
Kim: *Yep.*
Claudia: *Did you check to make sure there is paper in the paper tray?*
Kim: *Yep, it has plenty.*
Claudia: *What about the toner?*
Kim: *I didn't check the toner. How do I do that?*
Claudia: *Well, you can see on the display right here how much toner is left in the cartridge. Yep, it looks like it's low. This copier won't even try to make copies if the toner is too low. If you put a new toner cartridge in, that should solve your problem.*
Kim: *Thanks, Claudia.*

Conversation 4

Vadim: *Sophia, we can't hear you. You're muted.*
Laura: *Vadim, I don't think she can hear us. Sophia, can you hear us? You're on mute.*
Vadim: *I think you're right, Laura. She can't hear us.*
Laura: *Wait! She just sent us a message through the chat. She can hear us, but we can't hear her. It looks like her video chat app isn't connected to her microphone.*
Vadim: *Sophia, how about you check your video chat settings?*
Laura: *She just wrote again. She said she checked her video chat settings, and the microphone is on.*
Vadim: *Hm. Maybe the problem is with the computer settings.*
Laura: *Sophia, go to your system settings menu and check the audio input.*
Sophia: *Ah! I got it! My input volume was all the way down. I'm sorry about that!*

F **Using the information you wrote in E, role-play the conversations with a partner. Take turns being the person with the problem.**

G **Maya has to take photos for her job as a home appraiser. She is having trouble with her phone. Match each problem to its solution. Some problems may have more than one solution.**

Evaluation 2

10-15 mins.

Go over the answers as a class.

Presentation 3

1 min.

Put students in pairs. Have students cover the solutions column in **G**. Tell them to take turns reading a problem aloud and suggesting a solution from memory.

Practice 3

15-20 mins.

(Shorter classes can do these exercises for homework.)

Workplace Focus

Exercise H: Complete tasks as assigned.
Exercise I: Combine ideas and information.
Exercise J: Interact appropriately with team members.

H SEQUENCE Troubleshooting is a critical skill for Information Technology (IT) professionals. Sometimes, it is as simple as making sure the technology is plugged in or just restarting it. But that's not always the case. There are six steps IT professionals use to solve technology problems. What do you think the order is? Number the steps from 1–6.

Students should do this exercise by themselves.

Evaluation 3

5-10 mins.

Go over the answers to **H** as a class.

Application

10-20 mins.

I Choose one of these problems. Then write the steps (1–6) you would follow to solve it.

Explain to students that their answers should be specific to the problem they have chosen to write about. For example, *Identify the problem: Laptop screen is broken*, then a later step might read *Establish a plan of action: Make an appointment with a computer repair store*.

J Share your troubleshooting list with a partner.

Encourage students to peer edit by suggesting other possible options for their partner's steps and helping each other with grammar and punctuation.

Read the *Life Online* feature. Ask students if they have ever looked at the owner's manual for a technology product they were having trouble with at home. If so, elicit whether they were able to solve the problem, or if they had to find help elsewhere. If not, ask where they usually find solutions to technology problems, and if they have any preferred online sources. As a potential homework assignment, have students find two troubleshooting websites, videos, or social media posts that they find the most helpful and entertaining, and write a few sentences on why.

Life ONLINE

Instructor's Notes

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H SEQUENCE Troubleshooting is a critical skill for Information Technology (IT) professionals. Sometimes, it is as simple as making sure the technology is plugged in or just restarting it. But that's not always the case. There are six steps IT professionals use to solve technology problems. What do you think the order is? Number the steps from 1–6. Answers may vary.

__2__ Determine what caused the problem.
__5__ Check that the solution solved the problem.
__3__ Establish a plan of action to solve the problem.
__6__ Document your findings, actions and outcomes.
__4__ Implement your solution.
__1__ Identify the problem.

I Choose one of these problems. Then write the steps (1–6) you would follow to solve it. Answers will vary.

a. Your laptop screen is frozen.

b. A Bluetooth speaker won't connect to your phone.

c. Your tablet won't turn on.

d. An app won't open on your phone.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

J Share your troubleshooting list with a partner.

Life ONLINE

There are thousands of resources online to help you troubleshoot just about every technology problem you can face. From problems installing a computer operating system or a new doorbell camera, to issues with home appliances, devices, or your car, you are sure to find a tutorial or instructions manual online. Your owner's manual should always be your first resource—you don't want to invalidate your warranty—but if you're struggling to know how to use a feature of your new washing machine, or you can't figure how to use of a power tool to complete a home project, you can find lots of help online.

LESSON 3

Get Organized!

GOAL ▶ Establish an organizational system

A CLASSIFY **One way of organizing things is by putting similar items in groups. How would you organize this supply closet? Discuss your solutions with your classmates.**

Answers will vary.



B Write how you would reorganize the supply closet. Then, on a separate piece of paper, do a simple drawing of the closet and show where you would keep each item.

Answers will vary. Sample answers given.

Cleaning supplies: Paper towels, surface cleaner, window cleaner, cleaning gloves, bleach, rags, bucket, broom, mop, duster

Bathroom supplies: Hand soap, toilet paper, surface cleaner, paper towels, cleaning gloves

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At-a-Glance Prep

Goal: Establish an organizational system
Academic Strategy: Organizing
Vocabulary: *alphabetize, organize, purchase orders, reorganize*

Agenda

- ☐ Group items.
- ☐ Organize files.
- ☐ Describe organizational problems and solutions.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.7.4, 4.7.5, 7.1.4
CCRS: SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review

5-10 mins. ■■■

Ask students to share something new they learned in Lesson 2. Make a comprehensive list on the board as students are sharing.

Introduction

5-10 mins. ■■■

Dictation: Read all or as many of the tips below as you want.

Tips for Staying Organized:

1. Put each item away after each use so you won't waste time searching for it when you really need it.
2. Set up a box in each room and use it for your clutter. Before it overflows, clean it out so it's ready to start collecting more stuff.
3. Use clear containers to store stuff. Seeing what's inside will save you a lot of time.
4. Keep a small container in a convenient place to hold keys, glasses, and wallets.
5. Schedule weekly bill-paying and paperwork sessions.
6. Keep files well categorized, alphabetized, and up-to-date.

State the goal: *Today, we will practice establishing organizational systems.*

Workplace Focus

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

Presentation 1

10-15 mins. ■■■

A CLASSIFY **One way of organizing things is by putting similar items in groups. How would you organize this supply closet? Discuss your solutions with your classmates.**

Practice 1

10-15 mins. ■■■

B Write how you would reorganize the supply closet. Then, on a separate piece of paper, do a simple drawing of the closet and show where you would keep each item.

Evaluation 1

5-10 mins. ■■■

Go over students' ideas as a class.

Instructor's Notes

Workplace Focus

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

Presentation 2

5-10 mins.

C Help Narit organize her files. Label the file *P* if it goes in the *Purchase Orders* folder. Label it *B* if it goes in the *Bank Statements* folder. Label it *I* if it goes in the *Invoices* folder. Label it *R* if it goes in the *Returns* folder. Compare your work with a partner.

Help students get started on this exercise by going through one example as a class. Then let them finish by themselves.

Practice 2

10-15 mins.

(Shorter classes can do these exercises for homework.)

D On a computer, you can have a folder within a folder (a *subfolder*). You can also organize things in different ways. Answer the questions.

Students should do this exercise by themselves.

E Take the documents from the *Invoices* folder and write them in order by invoice number.

Evaluation 2

10-15 mins.

Go over the answers as a class. Ask students to discuss, in pairs, the different ways they organize or categorize documents on their phones or laptops.

Presentation 3

10-15 mins.

F Narit decided to organize the invoices and purchase orders using the folders *Invoices* and *Purchase Orders*. What is another way she could have organized these files? Discuss with a partner.

Observe the pair discussions.

BEST PRACTICE

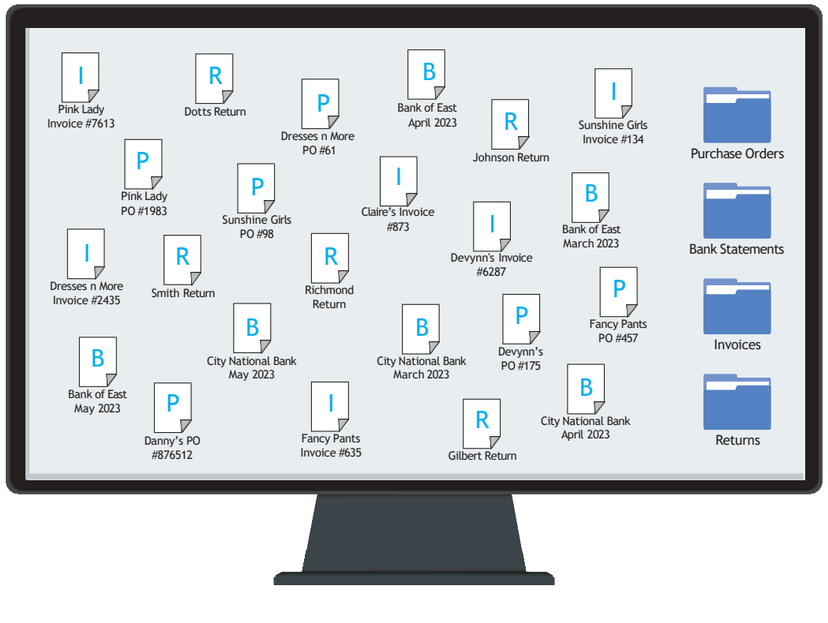
Classification

The skill of classification is sorting or grouping items into categories based on particular traits or features. Classification is a normal human activity. Everyone practices classification by putting items that are similar into groups. It is an important skill because it helps us to organize. It also demonstrates a clear understanding of the relationship between things.

Instructor's Notes

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C Help Narit organize her files. Label the file *P* if it goes in the *Purchase Orders* folder. Label it *B* if it goes in the *Bank Statements* folder. Label it *I* if it goes in the *Invoices* folder. Label it *R* if it goes in the *Returns* folder. Compare your work with a partner.



D On a computer, you can have a folder within a folder (a *subfolder*). You can also organize things in different ways. Answer the questions.

Answers will vary. Sample answers given.

1. Which folder in **E** could have more than one subfolder folder? bank statements

2. What are the two different ways you could organize the subfolders?

   a. by bank

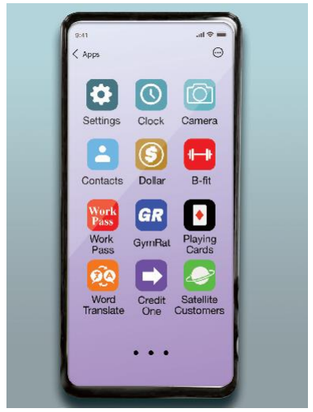
   b. by month

E Take the documents from the *Invoices* folder and write them in order by invoice number.

1. Sunshine Girls Invoice #134
2. Fancy Pants Invoice #635
3. Claire's Invoice #873
4. Dresses n More Invoice #2435
5. Devynn's Invoice #6287
6. Pink Lady Invoice #7613

F Narit decided to organize the invoices and purchase orders using the folders *Invoices* and *Purchase Orders*. What is another way she could have organized these files? Discuss with a partner. Answers will vary. Sample answer given. By company

G **Dave works for a satellite TV company and uses his phone for work. He can never find anything when he needs it. Look at his phone screens. Make a list of at least five different folders he could use to organize his apps. Label each folder. Then write the apps that go in each folder. Some apps won't fit into a folder.** Answers will vary.







Health				
B-fit				

H **Share your work with a partner. Did you group your apps in the same way? Did you come up with similar folder names?**

I **Think of something at your workplace or in your home that needs to be organized. On a separate piece of paper, answer the questions.** Answers will vary.

1. What needs to be organized?
2. Why? What is the problem?
3. How would you plan to organize it?

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Workplace Focus

Exercise G: Complete tasks as assigned.
Exercise H: Interact appropriately with team members.
Exercise I: Combine ideas and information.

Practice 3

15-20 mins.

(Shorter classes can do this exercise for homework.)

G **Dave works for a satellite TV company and uses his phone for work. He can never find anything when he needs it. Look at his phone screens. Make a list of at least five different folders he could use to organize his apps. Label each folder. Then write the apps that go in each folder. Some apps won't fit into a folder.**

Evaluation 3

10-15 mins.

Have students write their lists on their own.

Application

10-20 mins.

H **Share your work with a partner. Did you group your apps in the same way? Did you come up with similar folder names?**

Have students compare their lists with a partner's and discuss the reasoning behind their choice of folders. Ask some volunteers to read their lists to the class.

I **Think of something at your workplace or in your home that needs to be organized. On a separate piece of paper, answer the questions.**

Have students write complete sentences.

Instructor's Notes

At-a-Glance Prep

Goal: Identify and resolve problems at work
Academic Strategies: Analyzing a reading
Vocabulary: See the article.

Agenda

- ☐ Discuss and read about conflict resolution.
- ☐ Write and role-play a conversation.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.8.6
CCRS: RI/RL7, SL8
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.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 5-10 mins.

Have students form small groups and discuss the organizational problems they wrote about in the previous lesson. Have them ask their classmates for suggestions on how to better organize.

Introduction 1 min.

Note: No dictation is included due to the length of the reading in this lesson. However, if you choose to do a dictation, choose a few sentences from the reading. Additionally, there are only two presentations in this lesson.

State the goal: *Today, we will read and analyze an article on resolving conflicts.*

Workplace Focus

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

Presentation 1 10-15 mins.

A Answer the following questions with a partner.

After students complete **A**, go over the questions in **B** with students to help prepare them for the reading.

Practice 1 20-30 mins.

B PREDICT Read the questions before each section of the article. Think about them as you read.

Have students read the article silently.

Note: See suggestions on the next page for activities you might want to do to help students better understand the reading.

Evaluation 1 10-15 mins.

Once students have read the article, have them come back to the questions in **B**. Go over the answers as a class.

Sample answers:

1. Increased understanding, increased group cohesion, and improved self-knowledge.
2. Conflicting goals can turn into personal dislike. Teamwork can break down. Talent can be wasted if people disengage from their work. Increasing negativity and recrimination in the workplace may result.
3. The steps are:
   1. Set the scene.
   2. Gather information.
   3. Agree on the problem.
   4. Brainstorm possible solutions.
   5. Negotiate a solution.

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LESSON 4

What's the Problem?

GOAL ▸ Identify and resolve problems at work

A Answer the following questions with a partner. Answers will vary. Sample answers given.

1. What is *conflict resolution*? resolving a problem or argument
2. Where are some places that conflicts might occur? the office, between businesses and relatives
3. Who are some people that you might have conflicts with? boss, coworkers, roommates
4. Think about the ways you handle conflicts with people. What would you say your personal style of behavior is when speaking to people in a conflict? not very aggressive

B PREDICT Read the questions before each section of the article. Think about them as you read. Answers will vary.

1. What are the three benefits of resolving conflict?
2. What can happen if conflict is not handled effectively?
3. What are the five steps to resolving a conflict?

Conflict Resolution: Resolving Conflict Rationally and Effectively

In many cases, conflict in the workplace just seems to be a fact of life. The good news is that by resolving conflict successfully, you can solve many of the problems that it has brought to the surface, as well as get benefits that you might not at first expect.

1. **Increased understanding:** The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people.
2. **Increased group cohesion:** When conflict is resolved effectively, team members can develop stronger mutual respect and a renewed faith in their ability to work together.
3. **Improved self-knowledge:** Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.

However, if conflict is not handled effectively, the results can be damaging. Conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious downward spiral of negativity and recrimination.

C Choose the best answer according to what you read in B.

1. What is NOT one of the benefits of resolving conflict?
   a. learning more about yourself
   b. a negative workplace
   c. better understanding of one another
   d. stronger respect for team members

2. What can happen if conflict is not handled effectively?
   a. You can lose your job.
   b. The company could file for bankruptcy.
   c. People will disengage and not want to work together.
   d. You may get a promotion.

D It can be challenging to talk through a conflict. Read the phrases and choose the ones you are familiar with. Discuss with your teacher when these phrases are used.

Answers will vary.

- ☐ Let's take a break and come back to this when we've thought about it and cooled down a bit.
- ☐ Help me understand where you're coming from.
- ☐ Thank you for being honest with me.
- ☐ How can I support you?
- ☐ What I heard you say is . . . Did I get that right?
- ☐ I agree with you about . . .
- ☐ Let's work on this problem together.
- ☐ I see how I've been a part of the problem.
- ☐ I'm sorry.
- ☐ What do you suggest we do about this?
- ☐ Let's see how we can prevent this from happening in the future.
- ☐ I hear your point of view, but I have a different way of thinking about it.
- ☐ Agree to disagree?

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Workplace Focus

Exercises C, D: Complete tasks as assigned.

Presentation 2

5–10 mins.

Ask students to make a list of all the vocabulary words in the article from **B** that are unfamiliar to them. When they have finished, have them call out the words, and make a comprehensive list on the board.

Practice 2

10–15 mins.

Have students take out a sheet of paper and choose ten words that are the most important to them for understanding the article. Ask students to define the words and write example sentences.

Evaluation 2

5–10 mins.

Call on students to write their original sentences on the board. If some students are still unsure of a word's meaning, even after they have seen a student's example sentence, ask the sentence creator to define the word for the class.

C Choose the best answer according to what you read in B.

Go through the first question as a class, taking into account the advice in the Best Practice features on this page.

D It can be challenging to talk through a conflict. Read the phrases and choose the ones you are familiar with. Discuss with your teacher when these phrases are used.

Ask students if there are any phrases they are unfamiliar with. Explain those phrases. Then read each phrase using natural intonation and ask the class to repeat after you.

BEST PRACTICE

Highlighting or taking notes while reading

The article in this lesson is long and complicated, but it is very similar to something students might read in a textbook in a college class, or a document at work. A way to make the material easier to digest is to break it up into smaller pieces, having students read and analyze one piece at a time before moving on to the next. Show students how to go through the article by starting with the first part and reading it out loud. Tell them what you would highlight or take notes on. Once they have seen an example, have them do it themselves for the next section.

BEST PRACTICE

Jigsaw

One way to turn the reading into a cooperative learning activity would be to break up the pieces and assign each group one part. Each group will then be responsible for understanding its part and teaching it to the rest of the class.

Instructor's Notes

Workplace Focus

Exercises F, G: Interact appropriately with team members.

E **Read the text.**

Application

20–30 mins.

F **With a partner, write a conversation using one of these scenarios (a–e). Try to use the five steps to conflict resolution from E as well as some of the phrases from D.**

Observe students as they work together to write a conversation. Make sure the conversations aren't too long and that students are using the phrases from **D** appropriately.

G **Practice your conversation and present it to the class.**

Have each pair perform their conversation in front of the class. Give constructive feedback.

Instructor's Notes

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E **Read the text.**

Using the Tool: *A Conflict-Resolution Process*

Step One: Set the scene.
Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression.

Step Two: Gather information.
Here, you are trying to get to the underlying interests, needs, and concerns of the other people involved. Ask for the other people's viewpoints and confirm that you respect their opinions and need their cooperation to solve the problem.

Step Three: Agree on the problem.
This sounds like an obvious step, but often different underlying needs, interests, and goals can cause people to perceive problems very differently. You'll need to agree on the problems that you are trying to solve before you can find a mutually acceptable solution.

Step Four: Brainstorm possible solutions.
If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input into generating solutions. Brainstorm possible solutions and be open to all ideas, including ones you never considered before.

Step Five: Negotiate a solution.
By this stage, the conflict may be resolved—both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all.

F **With a partner, write a conversation using one of these scenarios (a–e). Try to use the five steps to conflict resolution from E as well as some of the phrases from D.**

Answers will vary.

a. You are working in a team to create a product design. One of the team members isn't contributing. Instead she is on her phone, taking long breaks and coming in late.

b. The manager of a clothing boutique has started a friendly competition between employees, offering a $1,000 bonus to whoever sells the most this week. Two employees have started acting dishonestly to steal customers from one another.

c. Elias is an accountant for a software production company. He needs the sales figures at the end of each month to create his reports. Dalia always gives him her figures late, which affects his report.

d. Your company is relocating to a new office, at least 45 minutes away from the current one. Several employees are resistant to this change.

e. Andre is speaking in a meeting when his co-worker, Selena, interrupts him. In the next meeting, he notices that Selena interrupts him a few more times, and he cannot fully express his ideas.

G **Practice your conversation and present it to the class.**

LESSON 5

What Did You Do?

GOAL ▶ Report progress

A **Maria's supervisor asked her to write a progress report about a long-term project she is working on. Read the guidelines he gave her.**

Progress Report Guidelines

You write a progress report to inform a supervisor, associate, or customer about progress you've made on a project over a certain period of time. In the progress report, you explain all of the following:

- what the project is
- how much of the work is complete
- which part of the work is currently in progress
- what work remains to be done
- what problems or unexpected issues have arisen

B **ANALYZE** **Read part of Maria's report. Is she following the guidelines so far?**

To: Henry Kim, Human Resources Director
From: Maria Avalos
Date: April 14th
Subject: Program for Employee Training

It seems that many problems have arisen from the employees working such long hours and not being able to communicate effectively with one another. It was proposed that I put together a training program for our employees on conflict resolution.

So far, I have been conducting research on whether it is better to bring in an outside training organization or do the training ourselves. I have concluded that it would be more cost-effective for us to do the training ourselves. So, I am currently working on putting together a training manual that can be used for the conflict-resolution training. I foresee that it will take me another two weeks to complete the manual. Once it has been completed, we will need to choose several people to conduct the training and train them to be effective leaders.

C **Is anything missing from Maria's report? If so, write what is missing.**

Answers will vary, but may mention that Maria has neglected to say how much of the project is complete or that the report is missing an explanation about what problems have arisen to delay her progress.

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At-a-Glance Prep

Goal: Report progress
Grammar: Noun clauses as objects
Academic Strategy: Writing a progress report
Vocabulary: *cost-effective*, *effective*, *in progress*, *long-term*

Agenda

- ☐ Read guidelines for writing a progress report.
- ☐ Read a progress report.
- ☐ Work with noun clauses.
- ☐ Write a paragraph.
- ☐ Write a progress report.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.6.4
CCRS: RI/RL7, W6, W7, W8, L6, L7, L8
ELPS:
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 5–10 mins.

Discuss the articles from the previous lesson. Ask students to write down three things they learned and then share them with the class.

Introduction 5–10 mins.

Dictation:

1. He has started on the project and will have it completed by June.
2. She put a team together to help her prepare the presentation by the end of the week.
3. They delegated the tasks to three teams of employees.
4. His supervisor asked him to head the new research project.

State the goal: *Today, you will learn how to write a progress report.*

Presentation 1 10-15 mins.

A **Maria's supervisor asked her to write a progress report about a long-term project she is working on. Read the guidelines he gave her.**

Go over the guidelines as a class.

Workplace Focus

Exercises B, C: Interpret and communicate information.

B **ANALYZE** **Read part of Maria's report. Is she following the guidelines so far?**

Practice 1 5 mins.

C **Is anything missing from Maria's report? If so, write what is missing.**

Students should do this exercise by themselves. When everyone has completed the exercise, ask for volunteers to read their answers to the class.

Evaluation 1 5 mins.

Go over the answers as a class.

Instructor's Notes

Workplace Focus

Exercises E, F: Complete tasks as assigned.

Presentation 2

5-10 mins.

D Study the chart.

Practice 2

15-20 mins.

(Shorter classes can do these exercises for homework.)

E Complete each of the sentences with an appropriate noun clause from the list. More than one noun clause may be appropriate.

Refer to the Best Practice *Noun clauses* feature on this page for help with this grammar point.

F Complete each sentence with a noun clause of your own.

Evaluation 2

10-15 mins.

Once everyone has finished **E**, write the complete sentences on the board and point out where more than one noun clause may fit. Then ask volunteers to read their sentences from **F**.

Instructor's Notes

BEST PRACTICE

Noun clauses

It is very common for English speakers to use noun clauses in everyday speech. Noun clauses are important because they add key information to sentences. Because noun clauses come in a variety of forms, it is challenging for students to master them in regular speech. However, exposure to noun clauses and regular practice will make students more confident about using them.

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D Study the chart.

Noun Clauses as Objects		
Subject + Verb	**Noun Clause**	**Explanation**
I did	*what* I was asked.	• A noun clause starts with a question word or *that* and is followed by a subject and verb. • In these examples, the noun clause is the object of the sentence.
She knows	*how* the computer works.	
They decided	*where* the location would be.	
My boss asked	*who* would be best for the job.	
I hope	*that* they work as a team.	

E Complete each of the sentences with an appropriate noun clause from the list. More than one noun clause may be appropriate. Answers will vary. Sample answers given.

how the filing system worked	~~what she told me to~~
how to complete the progress report	where the files were stored
that they would be promoted	who got to receive the training
that we knew what we were doing	who wanted to be the team leader

1. I did what she told me to.
2. She found where the files were stored.
3. The supervisor asked how the filing system worked.
4. He explained how to complete the progress report.
5. Our team showed that we knew what we were doing.
6. Sari asked who wanted to be the team leader.
7. Jared and Giulia hoped that they would be promoted.
8. The representative chose who got to receive the training.

F Complete each sentence with a noun clause of your own.

Answers will vary. Sample answers given.

1. I asked when lunch would be served.
2. I hoped that the report was well written.
3. I decided who would assist me on the oral report.
4. I explained where the files were stored.

G **Maria reports that she has encountered problems. Read the problems and write a paragraph from Maria's perspective. Include what she might suggest as solutions.**

Answers will vary. Sample answers given.

- The employees do not want this training.
- None of the supervisors who could be trainers want to lead the training.

In doing my research, I discovered two more problems. First, I know that the employees do not want this training. They feel that they are overworked as it is. Second, I hoped that supervisors would lead the training. The supervisors have decided that none of them want to lead the training. I suggest that both the employees and the supervisors be offered an incentive for doing the training.

H **With the information given, write a progress report. Use the guidelines in A and the format of Maria's report in B. Using the examples in D and E, include noun clauses in your report.** Answers will vary.

Project: Change the way scheduling of staff is handled.

Work completed: Servers and bartenders have been interviewed.

Currently in progress: Interviewing the kitchen staff.

To do: Take information from interviews and come up with a better way to handle scheduling in the future.

Problems: Last-minute shift-switching without manager approval; some shifts are too short.

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Workplace Focus

Exercises G, H: Combine ideas and information; Interpret and communicate information.

Presentation 3

5 mins.

Go over the instructions for **G**.

Practice 3

15–20 mins.

(Shorter classes can do this exercise for homework.)

G **Maria reports that she has encountered problems. Read the problems and write a paragraph from Maria's perspective. Include what she might suggest as solutions.**

Evaluation 3

5–10 mins.

Walk around the classroom and help students as needed. Make suggestions for how to improve their paragraphs. Ask a few students who have written good paragraphs to read them out loud.

Application

10–20 mins.

H **With the information given, write a progress report. Use the guidelines in A and the format of Maria's report in B. Using the examples in D and E, include noun clauses in your report.**

Model by writing an example opening sentence and an example sentence using a noun clause. Explain to students that you expect them to write a whole paragraph. Monitor students as they write and help as needed.

Shorter classes can do this exercise for homework.

BEST PRACTICE

Teacher positioning

Teaching does not always have to occur at the front of the classroom. Make walking around the classroom and presenting lessons from different places a habitual routine. When teachers walk around, student sometimes see it as an opportunity for the teacher to criticize their work, which may make them feel uneasy. If students are familiar with your moving about, they accept it as a part of regular instruction.

This may be a good time to visit the Life Skills video page at the back of the student book.

Instructor's Notes

At-a-Glance Prep

Goal: Explore careers in information technology

Agenda

- ☐ Brainstorm jobs related to IT.
- ☐ Answer questions about a bar graph.
- ☐ Read job title definitions.
- ☐ Talk to a partner about IT jobs.
- ☐ Research IT careers online.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.1.9, 6.7.2, 7.2.6
CCRS: RI/RL7, RI6, RST6, RST7, RST8, W7, SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 10-15 mins. ■■■

Review key vocabulary and language points from the previous lesson. Ask students to write five sentences that include a noun clause as an object. Once they have finished, they should swap their notebooks with a partner and peer edit, if necessary. Encourage students to be constructive in their criticism. Ask for volunteers to read their sentences aloud to the class.

Introduction 5-10 mins. ■■■

Direct students to the lesson goal and tell them that today they will explore careers in information technology.

Practice 1 5-10 mins. ■■■

A Information Technology (IT) is one of the most popular career fields. What do you think IT professionals do? Brainstorm a list of jobs or tasks.

Read **A** to students. Before they start the exercise, ask them why they think IT is so popular. Elicit answers from a few volunteers and write them on the board.

Have students work in pairs or groups to create a list. Set a timer for five minutes. When the time is up, ask a volunteer from each group to read their list aloud. Write their answers on the board. Do this with each group.

Refer to the Best Practice on page 202a for tips on Brainstorming in the classroom.

Practice 1 5-10 mins. ■■■

B What education do you think is required for careers in IT? Discuss with a partner. Then look at the bar graph and answer the questions on a separate piece of paper.

Use this opportunity to review the meanings of the different types of qualifications with students. Ask them how long each qualification takes to complete, and what type of institution people need to attend to attain them.

Then ask students to look at the bar graph and write their answers. When the whole class has finished, ask volunteers to call out the answers to each question.

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LESSON 6

Explore the Workforce

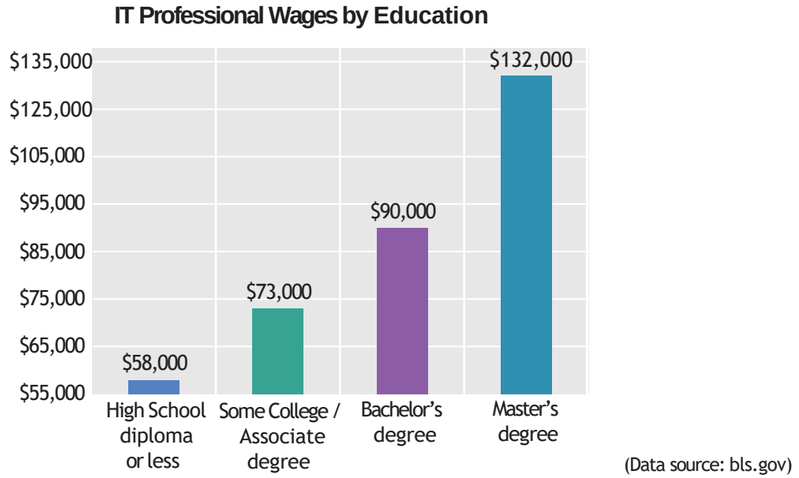
GOAL ▸ Explore careers in information technology

A Information Technology (IT) is one of the most popular career fields. What do you think IT professionals do? Brainstorm a list of jobs or tasks. Answers will vary.

IT professionals...

repair computers	

B What education do you think is required for careers in IT? Discuss with a partner. Then look at the bar graph and answer the questions on a separate piece of paper.



(Data source: bls.gov)

1. Do you need a college degree to work as an IT professional? no
2. What is the difference in pay between people with a high school diploma and people with some college? $15,000
3. Is there a big difference in pay between a Bachelor's degree and a Master's degree? yes, $42,000
4. Based on the education and pay, would it interest you to become an IT professional? Why? Answers will vary.

C **This chart gives some information on different IT jobs. Write a title for each column.**

Answers will vary.

Computer and Information Research Scientist	design innovative uses for new and existing technology	Master's	$131,490
Computer Network Architect	design and build data communication networks, including local area networks (LANs), wide area networks (WANs), and intranets	Bachelor's	$120,520
Computer Programmer	modify and test code and scripts that allow computer software and applications to function properly	Bachelor's	$93,000
Computer Support Specialist	maintain computer networks and provide technical support to computer users	Some college/ Associate	$57,910
Computer Systems Analyst	study an organization's current computer systems and design ways to improve efficiency	Bachelor's	$99,270
Digital Designer	develop, create, and test website or interface layout, functions, and navigation for usability	Bachelor's	$78,300
Database Administrator	create or organize systems to store and secure data	Bachelor's	$101,000
Information Security Analyst	plan and carry out security measures to protect an organization's computer networks and systems	Bachelor's	$102,600
Network Systems Administrator	responsible for the day-to-day operation of computer networks	Bachelor's	$80,600
Software Developer	design computer applications or programs	Bachelor's	$109,020
Web Developer	create and maintain websites	Bachelor's	$78,300

D **Practice asking and answering questions with a partner. Use information from the chart in C.**

A: What does a computer support specialist do?

B: A computer support specialist maintains computer networks and provides technical support.

A: How much does a web developer make?

B: About $78,000.

A: Do you need a Master's degree to be a digital designer?

B: No, you just need a Bachelor's degree.

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BEST PRACTICE

Brainstorming tips

Brainstorming is a way to gather a broad range of ideas or suggestions in response to a question or statement. It encourages creative thinking and inclusivity of all available points of view. Brainstorming provides an opportunity for students to use English for a real task in the way they might need to do in a lot of different workplace settings.

Brainstorming activities:

1. Word association: This is a simple activity. Put your idea, word, or question in the middle of the board and ask for words associated with that word and write them in a mind-map style with lines connecting ideas and with all ideas connecting to the central theme, idea, or word.
2. The alphabet game: Give students a piece of paper with A–Z written from top to bottom. Then give them the main idea, word, or phrase and, in pairs or groups, have them come up with a list of words beginning with the corresponding letters that have a connection to that central theme. This can take the form of a game. Set a timer for two minutes. The team with the greatest number of words or ideas at the end is the winner. For higher-level students, to encourage originality, take away points if more than one team came up with the same word.
3. Five things: Simply ask students to write five ideas related to the central theme in one minute.
4. Board "race": Split the class into two teams. Have students stand in a line leading up to the board. Have the students at the front write something connected to a central brainstorming theme or question, then pass the pen or marker to the next person in line. The team with the most ideas, words, or associations wins.
5. Combining groups: Put students into pairs or small groups and have them brainstorm an idea through a mind map or a list. Then, after five minutes, have them join another group where they can develop their ideas through combining and sharing what they come up with. This can be done a third time if you use pairs, ending up with a group of six who can present their ideas to the class.

Evaluation 1

10-15 mins.

C **This chart gives some information on different IT jobs. Write a title for each column.**

Tell students to look at the information in the chart and analyze what the items in each column have in common. Either individually or in pairs, have students complete the chart by writing the title to each column in the empty space provided. Model the exercise by doing the first title together.

When students are done, ask volunteers to share their answers and address any follow-up questions they may have about the terminology within the chart.

Presentation 2

20-25 mins.

D **Practice asking and answering questions with a partner. Use information from the chart in C.**

Using the chart from **C**, have students practice interviewing a partner by asking them questions about the various IT jobs listed. Students should answer their partner's questions using the information provided. Demonstrate with a volunteer using the examples in **D**.

Instructor's Notes

Practice 2

15-20 mins.

E Practice making true and false statements with a partner. Use information from the chart in D.

Put students into pairs and encourage them to use complete sentences in their responses. Model the example provided in the book before students begin. If necessary, provide sentence frames for true and false statements.

F Read the job post and find this information: job title, location, salary, education required, experience required, skills required, job responsibilities.

Students should look at the job posting and identify the different categories, as well as the details that follow. Ask comprehension questions such as: *What qualifications does this job require? What is the salary range?*

Evaluation 2

20-25 mins.

G Choose one of the jobs in C. Find an online job post. Write these details on a separate piece of paper.

Brainstorm with students which websites can be used to find current job listings. Walk around the room and monitor students' searches. Then have them use the post they find to fill in the details for **G**.

Have some students share their findings by reading them aloud to the class.

As an extension activity, ask students to discuss in pairs which of the jobs they think they would be best suited to and why.

Instructor's Notes

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E Practice making true and false statements with a partner. Use information from the chart in D.

A: You need a Master's degree to be a web developer.

B: That's not true.

F Read the job post and find this information: job title, location, salary, education required, experience required, skills required, job responsibilities.

WE ARE HIRING!

Computer Programmer

Highlight Technology

Baltimore, MD

Salary Range

$66K–$89K

Apply on employer site

Responsibilities

- Perform daily morning review of network systems to ensure proper operation
- Respond to customer problems / needs as part of local helpdesk staff
- Troubleshoot network, computer, and device issues
- Work on development tasks as needed

Qualifications

- Associate degree. Computer programming related education, training, or certification is preferred.
- 5 years of experience
- Expertise in programming procedures and working with complex programs

Required skills:

- C#
- ASP.NET MVC
- TSQL
- Microsoft SQL Server
- JavaScript
- jQuery
- HTML
- CSS

G Choose one of the jobs in C. Find an online job post. Write these details on a separate piece of paper. Answers will vary.

Job title

Location

Salary

Education required

Experience required

Required skills

Job responsibilities

Review

A Read the instructions for connecting a Bluetooth headset to your computer. Then answer the questions.

Step 1: Make sure your Bluetooth headset is in "discoverable mode."To do this, push the button on the right headphone to enter "pairing mode."
Step 2: Click on the *Start* menu on your PC and go to your PC settings.
Step 3: From the settings, click on *Devices*.
Step 4: Enable Bluetooth by clicking on the toggle and selecting *Add Bluetooth or Other Device*.
Step 5: In the pop-up window, click *Bluetooth*. This will scan all nearby Bluetooth devices.
Step 6: Once your headphones show up in the list, select them and click *Connect*.

1. How do you put your headset into discoverable mode?

   push the button on the right headphone

2. Where do you find *Devices* on your computer?

   in the settings

3. How do you enable Bluetooth?

   by selecting *Add Bluetooth*

4. What do you click once your headphones show up in the list?

   select them and click *Connect*

B Read the troubleshooting tips for a Bluetooth headset. Then choose the best answer.

What to do if your headphones won't connect:

1. Check that they are fully charged.
2. Check the Bluetooth set up. It may need to be reset.
3. Make sure your headphones aren't connected to another device.

1. If your headphones won't connect,
   a. reset them.
   b. make sure they are fully charged.
   c. disconnect them from all other devices.
   (d.) all of the above
2. If your headphones won't connect, why should you check the Bluetooth set up?
   a. They may be connected to another device.
   (b.) They may need to be reset.
   c. You may need to buy a new pair.
   d. The batteries may need charging.

Learner Log

I can connect technology. ☐ Yes ☐ No ☐ Maybe

I can resolve technology problems. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

Goals: All unit goals
Grammar: All unit grammar
Academic Strategy: Reviewing
Vocabulary: All unit vocabulary

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Use unit vocabulary.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.5.6, 4.5.7, 4.6.4, 4.7.4, 4.7.5, 7.1.4
CCRS: RI/RL6, L8
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 5–10 mins.

Talk about IT jobs. Ask students to write down three jobs they learned about and a few details about each one. Have them share with the class.

Introduction 5–10 mins.

Ask students as a class to try to recall all the goals of this unit without looking back in their books. The goals for this unit include *connecting technology*, *resolving technology problems*, *establishing an organizational system*, *identifying and resolving problems at work*, *reporting progress*, and *exploring careers in information technology*. Write all the goals from Unit 7 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 and prepare for the team project.*

Workplace Focus

Exercises A, B: Complete tasks as assigned.

Presentation 10–15 mins.

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

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 the exercises one at a time and, as students complete each one, go over the answers.
2. Quickly go through the instructions of each exercise, let students complete all of the exercises at once, and then go over the answers.

A Read the instructions for connecting a Bluetooth headset to your computer. Then answer the questions.

Have students answer the questions.

B Read the troubleshooting tips for a Bluetooth headset. Then choose the best answer.

Evaluation 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.

Practice (*continued*) 15-20 mins.

Workplace Focus

Exercise C: Collect and organize information.
Exercises D, E: Complete tasks as assigned.

C These files need to be organized in folders. Create and write a folder name in each box. Then match the files to the correct folder.

D Answer the following questions about the conflict-resolution articles in Lesson 4.

E Write the five things a progress report should include.

Evaluation (*continued*) 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.

BEST PRACTICE

Recycling / Review

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

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

BEST PRACTICE

Optional assessment opportunities

In *Stand Out* there are many potential areas to assess students. Though these are not always explicitly called out, we have left ample opportunities for assessment throughout the student book and our digital offerings.

If you want to keep a record of your students' progress through assessments, rather than as a formal examination, the review section can easily be adapted and used as a type of unit test.

Depending on the length of your classes and scheduling, the review lessons could be divided into three sections. The first being a test, with all of the conditions required during a more formal examination. The second can be a review section where students can swap papers with their peers as the teacher reads out the answers. And in the third section, after reading out the answers, the teacher can work through them while asking students to contribute by explaining the reasoning behind their choice of the correct answers.

Hearing fellow students explain their logic can be a very helpful way for students to learn from their mistakes.

Instructor's Notes

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C These files need to be organized in folders. Create and write a folder name in each box. Then match the files to the correct folder. Answers will vary.

Order #13245.docx
Order #7754.docx
Printer Manual.pdf
Tax Return 2021.pdf
Order #16278.docx
Bluetooth Speaker Manual.pdf
Order #7826.docx
POS System Manual.pdf
Tax Return 2022.pdf
Camera Manual.pdf
Digital Assistant Manual.pdf
Tax Return 2023.pdf
Tax Return 2020.pdf

D Answer the following questions about the conflict-resolution articles in Lesson 4.

1. What are three benefits of resolving conflict?
   a. increased understanding
   b. increased group cohesion
   c. improved self-knowledge

2. What are the five steps for resolving conflict?
   a. Set the scene.
   b. Gather information.
   c. Agree on the problem.
   d. Brainstorm possible solutions.
   e. Negotiate a solution.

E Write the five things a progress report should include.

1. what the project is
2. what work remains to be done
3. how much of the work is complete
4. what problems or unexpected issues have arisen
5. which part of the work is currently in progress

Learner Log	I can establish an organizational system.	I can identify and resolve problems at work.	I can report progress.
	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe

Vocabulary Review

A **Put each term in the correct column according to its part of speech: *noun, verb*, or *adjective*.**

click	cost-effective	force	organize	reorganize
conflict	effective	long-term	paper jam	satisfactory
connect	files	mutual	power supply	settings

Noun	Verb	Adjective
1. conflict	1. click	1. cost-effective
2. files	2. connect	2. effective
3. paper jam	3. force	3. long-term
4. power supply	4. organize	4. mutual
5. settings	5. reorganize	5. satisfactory

B **Use words from A to complete the sentences. Not all the words are used.**
Answers will vary. Sample answers given.

1. Did you get a chance to put the _____files_____ in alphabetical order?
2. The computer wasn't working because the _____power supply_____ wasn't plugged in.
3. _____Click_____ on the settings from the *Start* menu.
4. It doesn't seem _____cost-effective_____ to have so many computers running at the same time. That wastes a lot of energy.
5. Tim, can you _____organize / reorganize_____ these files? They seem to have gotten out of order.
6. If you _____force_____ the paper into the feeder, it will probably cause a _____paper jam_____.
7. The project isn't going well. It seems like the members of her team are having a _____conflict_____.
8. We need a(n) _____effective / long-term_____ solution to this disorganized supply closet.
9. I hope we can come up with a _____satisfactory_____ solution.
10. I wonder why the Bluetooth speaker won't _____connect_____ ?

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Workplace Focus

Exercises A, B: Complete tasks as assigned.

Practice (*continued*)

25-30 mins.

Vocabulary Review

A **Put each term in the correct column according to its part of speech: *noun, verb*, or *adjective*.**

B **Use words from A to complete the sentences. Not all the words are used.**

Evaluation (*continued*)

5-15 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.

Consider asking students to write one short sentence of their own with each term from **A** as an extension activity.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.6, 4.1.8, 4.8.1, 4.8.2, 4.8.5, 4.8.6, 7.2.6, 7.4.4, 7.7.3

CCRS: W7

ELPS:

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

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

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

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Complete tasks as assigned; Interact appropriately with team members; Interpret and communicate information; Manage time; Apply technology to a task.

Soft Skill: Active Listening

Polite disagreements

Explain how in the workplace, collaboration is a very important skill because projects can be developed and completed more easily and effectively when people work together, when they collaborate. This is because each person brings different ideas, experiences, and skills to the project. However, for collaboration to be effective, team members need to be respectful and polite when they communicate, especially when expressing disagreement. Explain to students that they will practice disagreeing politely when they are brainstorming workplaces and jobs found in those workplaces.

Introduction 5-10 mins.

Ask students to raise their hands if they work in a retail store. Ask students to raise their hands if they work in an office. Ask students who didn't raise their hands what type of environment they work in.

State the goal: *Today, you will research different careers associated with the retail world and the office world.*

Presentation 10-15 mins.

A Units 6 and 7 have covered a variety of workplaces. In a group, brainstorm workplaces and different jobs you might find in them.

When the groups have completed their lists, elicit answers and write a class list on the board.

B Mark the jobs in A that you think earn the most money.

After groups have done the exercise with their group's list, do the same with the class list you wrote on the board. Ask students to explain why they think the jobs they marked earn the most money.

Practice 10-15 mins.

C Research jobs online and see if you can add to your lists in A.

D Choose two jobs that seem the most interesting to you and fill in the table.

Evaluation 5-10 mins.

Have students share their research with the class.

Instructor's Notes

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Looking for a Job

SOFT SKILL ▸ Active Listening

A Units 6 and 7 have covered a variety of workplaces. In a group, brainstorm workplaces and different jobs you might find in them.

Office		

B Mark the jobs in A that you think earn the most money.

C Research jobs online and see if you can add to your lists in A.

D Choose two jobs that seem the most interesting to you and fill in the table.

Job Title	Salary	Training / Qualifications Required

ACTIVE LISTENING:

Polite disagreements

Polite interactions are key to the success of any team. If disagreements arise, let others express their thoughts fully without interrupting them. Then confirm that you understand what was said by repeating it or asking clarifying questions. Allow others to elaborate on their thoughts. It is important to not try to force our ideas on others. The goal of a brainstorming session is to quickly gather as many ideas as possible. Not all ideas will be good. The team as a whole has to decide which ideas are the best ones and how to refine them.

About the Photo

This photo shows a man attending an online meeting from his home. While some people worked from home regularly before 2020, the Covid pandemic instantly made working from home the norm for millions more people across the world. As they figured out how to be productive outside of a traditional office, many people found they enjoyed mixing their professional life with the comforts of being at home. Although it may not be obvious to people on the video conference, for example, the man in this photo is wearing very casual clothing and no shoes, and is petting his dog.

A Think about the workplace 20 years ago compared to today. How do you think it was different? Brainstorm in a small group.

Put students into groups of three or four. Ask them to consider workspace, the way colleagues communicate and interact, hours of work, and any other changes they can think of.

B PREDICT You will see these phrases in the reading. Guess their meanings.

Ask students to write the phrases and predicted meanings in their notebooks first.

C Read *The New Workplace*. Underline the phrases from B.

Have students read the article through once and underline the phrases.

Reading Challenge

A. Think about the workplace 20 years ago compared to today. How do you think it was different? Brainstorm in a small group.

B. PREDICT You will see these phrases in the reading. Guess their meanings. Answers will vary.

no match: _____

the new norm: _____

hybrid model: _____

healthy spaces: _____

strikes a balance:

on the rise: _____

C. Read *The New Workplace*. Underline the phrases from B. Answers will vary.

D. Look at the underlined phrases. Does the meaning you wrote in B fit the meaning in the reading? Choose three of the phrases and write your own sentences with them. Answers will vary.

1. _____

2. _____

3. _____

E. SUMMARIZE Write a one-paragraph summary of the new workplace, according to the reading. Answers will vary.

_____

_____

_____

_____

_____

F At the end of the article, the author says, "Hopefully, this new model is here to stay." Do you agree or disagree? Why? Answers will vary.

_____

_____

_____

_____

208 UNIT 7

The New Workplace

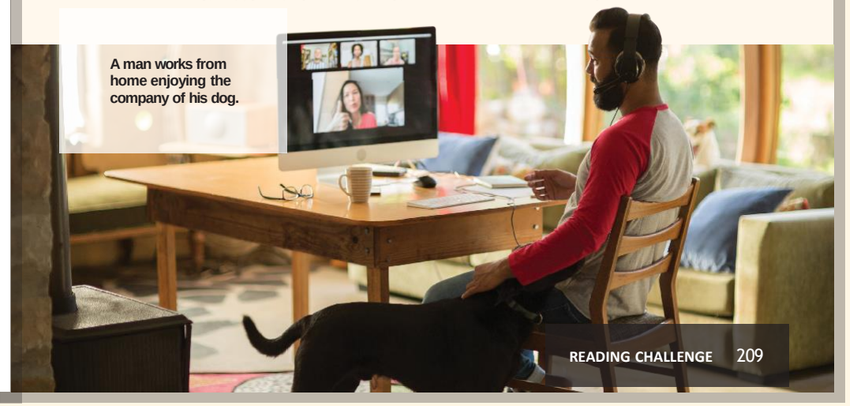
The Covid pandemic showed us how much we value human interaction. Although working from home was a necessary solution during that time, some people think that online meetings are no match for a shared workplace experience and human connection. Others agree that physical presence in an office space is not necessary. Many good things came out of the pandemic, one of them being how we view the workplace.

The new workplace is mobile. Employers and employees have realized that many people can be just as productive, if not more, at home. And now that the office is open again, many people are still at home. Research has shown that people who spend at least some of their workweek out of the office have higher workplace satisfaction, job commitment and engagement and are more innovative. A hybrid model has become the new norm, where employees spend some time at the office and work from home for the other part of their workweek.

The new workplace also has more focus on health and wellness. Before 2020, workers' desires for a healthy workplace were not being met. During the pandemic, people began to prioritize well-being, learning to take care of themselves and keep themselves healthy. As they came back to the workplace, they wanted this focus on health to continue. Therefore, employers are feeling pressure to prioritize physical and psychological well-being by offering flexibility and healthy spaces at work, whether it be outdoor workspaces or fitness opportunities during breaks.

The new workplace strikes a balance between open spaces and privacy. The open space concept, where employees work collaboratively instead of having their own private offices, has been on the rise for years. Although open spaces have been associated with higher performance and a greater work experience, the noise, lack of privacy, and the inability to remain focused are detrimental to this concept. It is key for companies to work on a better space allocation that still allows for collaboration but also gives employees the option of private spaces to work in.

We have learned that working completely from home or spending 40 hours in the office does not necessarily bring out the best in everyone. Employees have realized what they want and need, and employers have learned that achieving workplace balance is key to productivity and healthy, happy employees. Hopefully, this new model is here to stay.



A man works from home enjoying the company of his dog.

D Look at the underlined phrases. Does the meaning you wrote in B fit the meaning in the reading? Choose three of the phrases and write your own sentences with them.

As a class, look at each underlined phrase and have a student read aloud the sentence that contains the phrase. Elicit possible meanings from students. Tell them that one method for understanding unfamiliar words or phrases from context is to replace them with their guess. If it still makes sense within the wider context, their guess may be a synonym for the word or phrase. Explain the meanings of any of the underlined phrases students didn't guess correctly.

E SUMMARIZE Write a one-paragraph summary of the new workplace, according to the reading.

Ask students to make a list of the main ideas before they begin to write their summaries.

F At the end of the article, the author says, "Hopefully, this new model is here to stay." Do you agree or disagree? Why?

You may choose to have students write a complete answer to respond to this question. Alternatively you could have a group or class discussion.

CASAS FOR READING

0.1.2, 0.1.5, 7.2.6

CCRS FOR READING

RI1, RI2, RI3, RI4, RI10, SL1, SL2

READING STRATEGIES

Summarizing

Summarizing teaches students how to reduce texts to their bare essentials. In other words, students learn how to focus on the most important parts of a text, ignore information that is trivial or unimportant, and express the main ideas in a meaningful way. Having students regularly summarize improves their memory skills and builds comprehension by making ideas clearer. It also improves writing and vocabulary skills.

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8 Civic Responsibility



About the Photo

This photo shows the Statue of Liberty in New York CIty with tourists on the ground below. A gift from France to the United States, the statue has stood in New York Harbor since 1886 and was designated a National Monument in 1924. It is recognized around the world as a symbol of freedom and democracy, and of the rights and responsibilities that come with United States citizenship.

- Introduce the unit by reading the title out loud.
- Have students look at the photo. Ask how it relates to the title.
- Have students read and answer the questions.
- Ask volunteers to share and discuss their opinions with the class.
- Go over the unit outcomes.

Life Skills Focus

In this unit, students will learn about the requirements and process of becoming a United States citizen. Students will examine opportunities for civic participation, beginning at the local level, with attention focused on the rights and freedoms that make political involvement possible.

UNIT OUTCOMES

- Identify requirements for establishing residency and citizenship
- Understand your rights
- Identify local civic organizations
- Interpret information about environmental issues
- Communicate your opinion
- Explore jobs in community and social service

Look at the photo and answer the questions.

1. What monument do you see in this photo?
2. Where is this monument located?
3. What do you think this monument represents to people in the United States?

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 jobs in community and social service. They will speak about different types of counselors, read about job growth, explore different careers in this sector, and analyze their own suitability for various jobs.

In the Individual Project, students will practice presentation soft skills.

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES	ELPS	CCRS
• Identify requirements for establishing residency and citizenship • Understand your rights • Identify local civic organizations • Interpret information about environmental issues • Communicate your opinion • Explore jobs in community and social service	• Transitional expressions • Opinion expressions • Future with *will* • Imperatives • Modals with *must, can, may, should*	• Residency • Rights • Civic Organizations • Environmental Issues • Community and social service jobs	The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: • US Constitution • Citizenship/Immigration • Civic involvement • Democracy • Political issues and speech • Rights and freedoms	STEPS Vocabulary Builder: 5.3.2 Lesson 1: 0.1.2; 0.1.5; 5.3.6 Lesson 2: 0.1.2; 0.1.5; 5.3.2 Lesson 3: 0.1.2; 0.1.5; 5.6.2 Lesson 4: 0.1.2; 0.1.5; 5.7.1 Lesson 5: 0.1.2; 0.1.5; 5.1.6; 5.7.1; 7.2.6 Lesson 6: 0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9; 6.7.2; 7.4.4; 7.7.3 Review: 0.1.2, 0.1.5, 5.1.6, 5.3.2, 5.3.6, 5.6.2, 5.7.1 Team Project: 0.1.2; 0.1.5; 4.8.1; 4.8.2; 4.8.5; 5.1.6 Reading Challenge: 7.2.6	S6: Analyze and critique the arguments of others orally and in writing. S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.	RI1, RI2, RI3, RI4, RI5, RI8, RI10, W1, W3, W4, W5, SL1, SL2, SL3, SL4, SL6, L5

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Vocabulary Builder

A INFER Read each sentence and infer the meaning of the italicized word and identify its part of speech. Then look each word up in a dictionary.

Answers will vary. Sample answers given.

1. The judge gave an *impartial* verdict that did not favor either side.

   Part of speech: adj. Meaning: doesn't favor one side or the other, not partial

   Dictionary definition: unprejudiced

2. There are so many *commuters* on the roads today that there is always a lot of pollution and noise.

   Part of speech: n. (pl.) Meaning: people who drive back and forth

   Dictionary definition: a person who travels regularly from one place to another

3. We all must *conserve* energy so that we can protect the environment for our kids.

   Part of speech: v. Meaning: retain or keep

   Dictionary definition: to protect from loss or depletion

4. During the war, many *refugees* went to safer countries to live better lives.

   Part of speech: n. (pl.) Meaning: people who leave a country because of problems

   Dictionary definition: a person who flees to find refuge or safety

5. She runs a *charitable* organization that gives food to homeless people.

   Part of speech: adj. Meaning: giving of things to the poor

   Dictionary definition: generous in giving money or other help

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At-a-Glance Prep

Goal: Introduce new vocabulary
Academic Strategies: Making inferences, categorizing vocabulary, using a dictionary
Vocabulary: See lesson

Agenda

- ☐ Make inferences.
- ☐ Guess lesson themes.
- ☐ Categorize vocabulary.
- ☐ Write sentences.

Pacing

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

Standards Correlations

CASAS: 5.3.2
CCRS: RI/RL6, L8
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.

Note: All of the exercises on these two pages should be done in class, no matter the class length. Longer classes can do this lesson and then move on to Lesson 1 during the same class meeting; shorter classes may have to devote one whole class meeting to this lesson.

Workplace Focus

Exercise A: Complete tasks as assigned.

Introduction 5–10 mins. ■■■

State the goal: *Today, we will identify and work with the vocabulary you will learn in this unit.*

Presentation 1 10–15 mins. ■■■

Write this sentence on the board: *Born and raised in Hong Kong, she moved to the US and was naturalized in 2023.* Ask students what part of speech *naturalized* is (verb). Then ask them what they think the word means. Write all their ideas on the board. Then ask a volunteer to look it up in a dictionary and read the definition out loud. Explain that this process of guessing what a word means is also called *making an inference*.

Practice 1 10–15 mins. ■■■

A INFER Read each sentence and infer the meaning of the italicized word and identify its part of speech. Then look each word up in a dictionary.

Explain to students that to *infer* is to find an answer from clues and knowledge they already have. Tell students to read around the word in italics and ask them what other word might fit there logically. Then, when they look the word up in the dictionary, ask them if the other word they chose is a synonym for the word in italics. This is a useful method for inference questions.

Instructor's Notes

Workplace Focus

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

B **Each sentence in A reflects the topic of a lesson in this unit. Look at the sentences and guess what each lesson will be about.**

Evaluation 1

10-15 mins.

Go over the answers as a class. Then give a quick explanation of the topics they will cover in each unit.

Presentation 2

5-10 mins.

Go over the instructions for **C** and **D**. Do a few examples if necessary. Tell students that they can use a dictionary for both exercises if they need to.

Pronunciation

Vocabulary

When teaching students new vocabulary, pronounce each word for them several times and ask them to repeat it. Often, students may be familiar with the words you are introducing, but have never seen them spelled out. By pronouncing the words for students, you allow students to make a connection between the words' spellings and their sounds. It is also important that students learn the correct pronunciation of new words so they feel comfortable using their new vocabulary inside and outside of the classroom.

Practice 2

10-15 mins.

C **CLASSIFY** **Look at the list of terms. Categorize each term by writing it under the correct lesson title.**

D **Write your own sentence for each of the words.**

Evaluation 2

10-15 mins.

Go over the answers to **C** as a class. Although there is a suggested answer key, some words may fit under more than one lesson title.

Ask volunteers to write their original sentences from **D** on the board. As a class, analyze the sentences to make sure the words have been used correctly.

Instructor's Notes

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B **Each sentence in A reflects the topic of a lesson in this unit. Look at the sentences and guess what each lesson will be about.** Answers will vary. Sample answers given.

1. Rights
2. Environmental issues
3. Environmental issues / Communicate opinion
4. Requirements for establishing residency
5. Civic organizations

C **CLASSIFY** **Look at the list of terms. Categorize each term by writing it under the correct lesson title.**

bear arms	eligible	protect	slavery
believe	immigrant	punishment	social welfare
capital crime	naturalization	refugee	status
civic	opinion	resource	
conserve	peaceably assemble	reusable	

Identify requirements for establishing residency and citizenship	Understand your rights	Identify local civic organizations	Interpret information about environmental issues	Communicate your opinion
immigrant eligible naturalization refugee status	bear arms capital crime protect punishment peaceably assemble slavery	civic social welfare	conserve resource reusable	believe opinion

D **Write your own sentence for each of the words.** Answers will vary. Sample answers given.

1. naturalization: He went through the naturalization process to become a citizen.
2. punishment: Her punishment was to pay a fine.
3. civic: His civic duty was to vote in every election.
4. reusable: This is a reusable container.
5. resource: Water is an important resource in all countries.

LESSON 1

Investigating Citizenship

GOAL ▸ Identify requirements for establishing residency and citizenship

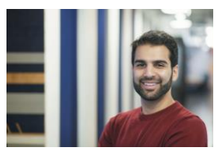
A **How can an immigrant become a permanent resident of the United States? Make a list of your ideas.** Answers will vary. Sample answers are given.

1. Live in the US a long time on a visa and then apply.
2. Marry a US citizen.
3. Get a job in the United States with a work visa.
4. Join a family member who is already a citizen.

B **PREDICT** **Several students in Mrs. Morgan's class want to become permanent residents of the United States. Read about each nonresident and decide if you think he or she is eligible to become a permanent resident. Write *yes* or *no*.** Answers will vary.



1. Hanh has been living in the US since 2000. She recently became engaged to a US citizen. Is she eligible? _____



2. Sadiq is a refugee from Iraq who has been here for six months. Is he eligible? _____



3. Ella is 35, married, and her mother just became a permanent resident. Is she eligible? _____



4. Phillipe has lived in the US since 1975. Is he eligible? _____



5. Enrique and his wife are doctors from Guatemala. Are they eligible? _____

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At-a-Glance Prep

Goal: Identify requirements for establishing residency and citizenship

Academic Strategies: Active reading, evaluating situations

Vocabulary: *admitted, asylee, eligible, naturalization, permanent resident, petition, refugee*

Agenda

- ☐ Read and discuss resident status requirements.
- ☐ Read and answer questions about Green Card eligibility.
- ☐ Listen to a talk about citizenship requirements.
- ☐ Analyze naturalization requirements in a group.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 5.3.6

CCRS: RI/RL7, W/WHST6-8, SL8

ELPS:

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

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

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

Warm-up and Review 5-10 mins. ■■■

Write the goal of this lesson on the board: *Identify requirements for establishing residency and citizenship.* Ask students to come up with a list of vocabulary from the previous lesson that would fit with this goal. Have them work with a small group to define each word on their lists.

Workplace Focus

Exercises A, B: Complete tasks as assigned.

Introduction 10-15 mins. ■■■

Dictation:

1. Their entire family applied to become permanent residents three years ago.
2. His employer likes him so much that he filed a visa petition so Pedro could stay here to work.
3. We are still waiting to hear if our application has been approved.
4. Now that he has been a resident for five years, he is applying for citizenship.

State the goal: *Today, we will identify requirements for establishing residency and citizenship.*

Presentation 1 10-15 mins. ■■■

A **How can an immigrant become a permanent resident of the United States? Make a list of your ideas.**

Have students work in small groups to discuss the question and then write all their ideas on the board. Don't comment on students' discussions at this stage.

Practice 1 5-10 mins. ■■■

B **PREDICT** **Several students in Mrs. Morgan's class want to become permanent residents of the United States. Read about each nonresident and decide if you think he or she is eligible to become a permanent resident. Write *yes* or *no*.**

Tell students to write a reason for each answer in their notebooks.

Evaluation 1 5-10 mins. ■■■

Have students discuss their answers with a partner and see if they can come to a consensus. The real answers will be revealed in the next practice.

Presentation 2

15–20 mins.

C Some of the most common Green Card (permanent resident) eligibility categories are Family, Employment, Refugee / Asylee, and Registry. Read the following information that can be found on the US Citizens and Immigration Services Website.

Have students read silently. Then go over each section together, making sure students completely understand the eligibility requirements.

Note: If you have internet access in your classroom and students get more detailed information, have them go to the USCIS website. You may also want to use this opportunity to provide students with any other useful websites related to this topic.

Practice 2

10–15 mins.

Note: Shorter classes may do this exercise for homework. Students may work individually.

Workplace Focus

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

D Look at the nonresidents in B. Do you need to change some of your answers? Discuss each situation with a partner and decide what specific details would make each person eligible for permanent resident status.

Discuss the first situation together as a class. Tell students to note down any words or sentences in the reading from **C** that helped them come to their conclusions.

Evaluation 2

10–15 mins.

When they have finished, ask volunteers to tell the class their answers. Discuss each person. As a class, decide if he or she is eligible. If not, ask what would make him or her eligible.

BEST PRACTICE

Online searches

Most students are already familiar with how to do general searches on the internet. If required to do a specific search where the website URL is provided, point out that students have two options. Students may type the website address, for example, *www.uscis.gov*, directly into the address bar. Alternatively, students may type the name (institution or organization), for instance, *US Citizenship and Immigration Services*, in the search engine window.

Instructor's Notes

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C Some of the most common Green Card (permanent resident) eligibility categories are Family, Employment, Refugee / Asylee, and Registry. Read the following information that can be found on the US Citizens and Immigration Services Website.

Family: You may be eligible if you are . . .

- the spouse of a US citizen
- an unmarried child under the age of 21 of a US citizen
- the parent of a US citizen who is at least 21 years old
- a family member of a US citizen, meaning you are the:
  - unmarried son or daughter of a US citizen and you are 21 years old or older
  - married son or daughter of a US citizen
  - brother or sister of a US citizen who is at least 21 years old
- a family member of a lawful permanent resident, meaning you are the:
  - spouse of a lawful permanent resident
  - unmarried child under the age of 21 of a lawful permanent resident
  - unmarried son or daughter of a lawful permanent resident 21 years old or older
- a person admitted to the US as a fiancé(e) of a US citizen (K-1 nonimmigrant)
- a person admitted to the US as the child of a fiancé(e) of a US citizen (K-2 nonimmigrant)
- a widow or widower of a US citizen and you were married to your US citizen spouse at the time your spouse died

Employment: You may be eligible if you . . .

- have extraordinary ability in the sciences, arts, education, business or athletics, or
- are an outstanding professor or researcher, or
- are a multinational manager or executive who meets certain criteria, or
- are a member of a profession that requires an advanced degree, or
- are a skilled worker (meaning your job requires a minimum of 2 years training or work experience), or
- are a professional (meaning your job requires at least a US Bachelor's degree or a foreign equivalent and you are a member of the profession), or
- are an unskilled worker (meaning you will perform unskilled labor requiring less than 2 years training or experience)

Refugee / Asylee: You may be eligible if you . . .

- were granted asylum status at least one year ago
- were admitted as a refugee at least one year ago

Registry: You may be eligible if you . . .

- have resided continuously in the US since before Jan. 1, 1972.

D Look at the nonresidents in B. Do you need to change some of your answers? Discuss each situation with a partner and decide what specific details would make each person eligible for permanent resident status.

E **Listen to a talk about the requirements for becoming a citizen. Fill in the missing words and phrases.**

United States citizenship carries many (1) ___responsibilities___ with it. The decision to become a US citizen is a very important one. Being granted US citizenship is known as (2) ___naturalization___. In most cases, a person who wants to naturalize must first be a (3) ___permanent___ resident. By becoming a US citizen, you gain many rights that permanent residents or others do not have, including the (4) ___right to vote___. To be eligible for naturalization, you must first meet certain (5) ___requirements___ set by US law.

What are the basic requirements to apply for naturalization? Generally, to be eligible for naturalization you must:

- Be at least (6) ___18 years___ old;
- Show you have been a lawfully admitted permanent resident of the United States for at least (7) ___five years___;
- Demonstrate (8) ___continuous residence___ in the United States for at least five years immediately before the date you file Form N-400;
- Show you have been physically present in the United States for at least (9) ___30 months___ out of the (10) ___five years___ immediately before the date you file Form N-400;
- Show you have lived for at least (11) ___three months___ in a state or USCIS district having jurisdiction over your place of residence. (If you are a student and are financially dependent on your parents, you may apply for naturalization where you (12) ___go to school___ or where your family (13) ___lives___.);
- Show that you are a person of (14) ___good moral character___ and have been a person of good moral character for at least five years;
- Demonstrate an attachment to the principles and ideals of the (15) ___US Constitution___;
- Be able to read, write, and speak (16) ___basic English___;
- Have knowledge and understanding of the fundamentals of the (17) ___history___, and of the principles and form of (18) ___government___, of the United States, (civics);
- Take an Oath of (19) ___Allegiance___ to the United States.

F **Look at the words and phrases you wrote in E. Do you understand the meanings? Discuss with a partner.**

G **ANALYZE** **How many requirements are there to be able to apply for naturalization? Which ones do you think may be difficult to prove? Discuss in a group.**

H **Do you know people who have become permanent residents or citizens? In your notebook, write a short paragraph about someone you know and their process.**

Answers will vary.

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Workplace Focus

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

Presentation 3

5–10 mins.

Have students briefly read through the information in **E**. Have them try to guess the missing words.

Practice 3

15–20 mins.

E **Listen to a talk about the requirements for becoming a citizen. Fill in the missing words and phrases.**

Play the audio once. Have students share their answers with a partner. If students are able to come up with most of the answers in pairs, go on to the evaluation. If you think your students need to hear the audio one more time, play it again and have them continue to share with their partners until they have most of the blanks filled in.

Listening Script

United States citizenship carries many responsibilities with it. The decision to become a US citizen is a very important one. Being granted US citizenship is known as naturalization. *In most cases, a person who wants to naturalize must first be a permanent resident. By becoming a US citizen, you gain many rights that permanent residents or others do not have, including the right to vote. To be eligible for naturalization, you must first meet certain requirements set by US law.*

What are the basic requirements to apply for naturalization?

Generally, to be eligible for naturalization you must:

- *Be at least 18 years old;*
- *Show you have been a lawfully admitted permanent resident of the United States for at least five years;*
- *Demonstrate continuous residence in the United States for at least five years immediately before the date you file Form N-400;*
- *Show you have been physically present in the United States for at least 30 months out of the five years immediately before the date you file Form N-400;*
- *Show you have lived for at least three months in a state or USCIS district having jurisdiction over your place of residence. (If you are a student and are financially dependent on your parents, you may apply for naturalization where you go to school or where your family lives.);*
- *Show that you are a person of good moral character and have been a person of good moral character for at least five years;*
- *Demonstrate an attachment to the principles and ideals of the US Constitution;*
- *Be able to read, write and speak basic English;*
- *Have knowledge and understanding of the fundamentals of the history, and of the principles and form of government, of the United States, (civics);*
- *Take an Oath of Allegiance to the United States.*

Evaluation 3

5–10 mins.

Go over the answers as a class.

F **Look at the words and phrases you wrote in E. Do you understand the meanings? Discuss with a partner.**

When pairs have finished their discussions, explain any words the students want to know the meaning of.

Application

10–20 mins.

G **ANALYZE** **How many requirements are there to be able to apply for naturalization? Which ones do you think may be difficult to prove? Discuss in a group.**

Assign a note-taker to each group. Have them report on the group's discussion to the class afterwards. They should write down the reasons their group says that certain requirements are difficult to prove.

H **Do you know people who have become permanent residents or citizens? In your notebook, write a short paragraph about someone you know and their process.**

At-a-Glance Prep

Goal: Understand your rights
Academic Strategy: Paraphrasing
Vocabulary: *abridge, bail, bear arms, capital crime, cruel, establishment, excessive, fines, impartial, indictment, involuntary servitude, just, peaceably assemble, punishment, quartered, seizure, slavery, trial by jury*

Agenda

- ☐ Read the Bill of Rights.
- ☐ Paraphrase amendments.
- ☐ Create a Bill of Rights for a school or classroom.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 5.3.2
CCRS: RI/RL7, SL8
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 10-15 mins. ■■■

Ask students to write down what they can remember about the requirements for becoming a resident or a citizen without looking in their books. When they have finished, ask students to pair up with one or two other students who wrote about the same topic. See if they can add anything to their notes. Then have them look in their books to add any missing information.

Introduction 15-20 mins. ■■■

Dictation: Quotes about civil rights by famous Americans:

1. It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. (Susan B. Anthony)
2. Freedom and the power to choose should not be the privilege of wealth. They are the birthright of every American. (George Herbert Walker Bush)
3. If we don't believe in freedom of expression for people we despise, we don't believe in it at all. (Noam Chomsky)
4. Honest difference of views and honest debate are not disunity. They are the vital process of policy among free men. (Herbert Hoover)

State the goal: *Today, we will identify the rights of US citizens by interpreting some of the amendments to the Constitution.*

Presentation 1 10-15 mins. ■■■

Write *Bill of Rights* on the board and draw students' attention to the amendments listed in **A.** Explain that the Bill of Rights is the name for the first ten amendments to the United States Constitution. In other words, it is a list of the highest laws in the country that everyone must obey.

Practice 1 15-25 mins. ■■■

A SUMMARIZE In 1791, the Bill of Rights was added to the United States Constitution. Read and paraphrase the first 10 amendments.

Explain to students that this exercise may be very difficult. The wording of each amendment is from the original document, so encourage students to look for key words rather than try to understand every word.

Evaluation 1 10-15 mins. ■■■

Go over the answers as a class.

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LESSON 2

Rights

GOAL ▶ Understand your rights

A SUMMARIZE In 1791, the Bill of Rights was added to the United States Constitution. Read and paraphrase the first 10 amendments.

Amendment I Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.
Amendment II A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.
Amendment III No soldier shall, in time of peace be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.
Amendment IV The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
Amendment V No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken for public use without just compensation.
Amendment VI In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.
Amendment VII In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States than according to the rules of the common law.
Amendment VIII Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
Amendment IX The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.
Amendment X The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

B **Match each amendment with the right it guarantees.**

d 1. The first amendment guarantees
f 2. The second amendment guarantees
h 3. The third amendment guarantees
e 4. The fourth amendment guarantees
b 5. The fifth amendment guarantees
a 6. The sixth amendment guarantees
i 7. The seventh amendment guarantees
j 8. The eighth amendment guarantees
c 9. The ninth amendment guarantees
g 10. The tenth amendment guarantees

a. a speedy and public trial by an impartial jury.
b. the right to be charged by a grand jury if accused of a serious crime.
c. that people have other rights not listed in the Bill of Rights.
d. freedom of religion.
e. that people, homes, and belongings are protected from unreasonable search and seizure.
f. the right to keep and bear arms.
g. that people have all the rights not given to the government by the Constitution.
h. that government cannot force people to house soldiers during times of peace.
i. a trial by jury in civil cases (disputes between private parties or between the government and a private party).
j. that no excessive bail or fines will be imposed and that punishment will not be cruel and unusual.

C **Read each situation. Then decide which amendment describes your rights. Write the amendment numbers on the lines.**

1. Your friend is Jewish and celebrates Hanukkah, but you are Christian and don't celebrate it. First (I)
2. You have a registered gun in your house, locked up in a safe. Second (II)
3. The police can't come into your home without a warrant. Fourth (IV)
4. If you are convicted of a crime, your punishment will not be cruel. Eighth (VIII)
5. If you are accused of a crime, you will get a fair trial. Sixth (VI)

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Workplace Focus

Exercises B, C: Complete tasks as assigned.

Presentation 2

10-15 mins.

B **Match each amendment with the right it guarantees.**

If you think students can do this exercise by themselves, have them try it first before you do it together. This is another opportunity for you to explain the amendments in the Bill of Rights. If you are worried that students may struggle with the language in the Bill of Rights, refer to the Best Practice on this page.

Practice 2

5-10 mins.

Note: Shorter classes can do this exercise for homework.

C **Read each situation. Then decide which amendment describes your rights. Write the amendment numbers on the lines.**

Evaluation 2

5 mins.

Go over the answers as a class.

BEST PRACTICE

The Bill of Rights (simplified)

As mentioned before, the wording of the amendments in the Bill of Rights may be challenging to read and comprehend. Provide this simplified version and / or explain each amendment if necessary.

1. You are guaranteed freedom of religion, speech, the press, and the right to gather peacefully to ask the government to change something.
2. You have the right to have and carry weapons.
3. You don't have to let soldiers live in your home, except in time of war, and the government has to pass a law requesting this beforehand.
4. No one can search you or your home unless they can prove to a judge that there is good reason.
5. You are guaranteed a fair trial for any crime.
6. If arrested for a crime, you have the right to know what you are accused of and will be judged publicly.
7. You have a right to a jury.
8. The government can only make you pay reasonable fines or bail and the government can not punish you in a cruel or unusual way.
9. You have rights other than those listed in the Constitution.
10. What is not stated in the Constitution is left in the hands of the state and the people.

Instructor's Notes

Presentation 3

5-10 mins.

Go over the amendments in **D** together and then have students answer the questions by themselves.

Practice 3

15-20 mins.

Note: Shorter classes can do this exercise for homework.

Workplace Focus

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

D INTERPRET There is currently a total of 27 amendments to the Constitution. Read four of the amendments and answer the questions that follow.

Evaluation 3

5-10 mins.

Go over the answers as a class.

E ANALYZE Discuss the following in a small group.

Do any of the rights identified in this lesson affect your life? Which ones? In what ways?

Application

10-20 mins.

F Create a Bill of Rights for your classroom or school.

Put students in small groups or have students work as one large group. You may need to help students get started by brainstorming one or two ideas.

Optional Computer Activity: Have students create their Bill of Rights on the computer.

Instructor's Notes

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D INTERPRET There is currently a total of 27 amendments to the Constitution. Read four of the amendments and answer the questions that follow.

Answers will vary. Sample answers given.

Amendment XIII (1865)
Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States or any place subject to their jurisdiction.

Amendment XV (1870)
The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Amendment XIX (1920)
The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Amendment XXVI (1971)
The right of citizens of the United States who are 18 years of age or older to vote shall not be denied or abridged by the United States or any state on account of age.

1. What does the thirteenth amendment guarantee? Slavery is illegal.

2. The fifteenth, nineteenth, and twenty-sixth amendments are all about the same right. What is it? the right to vote

3. How are these three amendments different? The 15th prevents discrimination in voting because of race, the 19th prevents voting discrimination based on gender, and the 26th gives the voting right to citizens 18 years old and older.

4. In the original Constitution, why do you think so many groups of people were not given the right to vote? Women and people of color were not allowed to vote formerly because they weren't considered legally responsible people.

E ANALYZE Discuss the following in a small group.

Do any of the rights identified in this lesson affect your life? Which ones? In what ways?

F Create a Bill of Rights for your classroom or school. Answers will vary.

LESSON 3

Getting Involved

GOAL ▶ Identify local civic organizations

A Read about civic organizations.

A civic organization is a group of people who come together for educational or charitable purposes, including the promotion of community welfare. The money generated by these groups is devoted exclusively to charitable, educational, recreational, or social welfare purposes.

B Read about a civic organization.

Big Brothers Big Sisters of Eastern Massachusetts

History

The Big Brothers Big Sisters organization of eastern Massachusetts (BBBSEM) was started in 1949 by volunteers who wanted to create an organization for boys without fathers in Boston, Massachusetts. It started with the simple, but now proven successful, idea to match 10 boys with 10 adult volunteers who were able to offer them help and guidance. Now the group serves around 5,000 youths annually and has made 20,000 matches over the last seven decades.

Fundraising

A. Winter: The "Big Night" is an evening of live music at a local music venue. It is also an auction.
B. Spring: A Casino night is held in April. Guests dress in their finest for an evening of socializing, networking, and table games. Winnings go to the organization. The ticket includes food, dancing, casino chips, and the opportunity to bid for grand prizes.
C. Summer: The Golf Classic is the organization's keystone fundraiser. Over 400 golfers get together in June for a golf tournament at a golf club. Local and national companies sponsor the event.

Community Service

BBBSEM has other programs such as the Campus-Based program, which brings kids who live in places without convenient access to public transportation to college campuses to match them with college students who they meet with on weekends.

Social

"Bigs" and "littles" are encouraged to spend time together doing activities from bowling and bike riding to attending local concerts together.

C Answer these questions with a partner. Share your answers in a small group.

Answers will vary.

1. What makes BBBSEM a civic organization?
2. What civic organizations are there in your community?

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At-a-Glance Prep

Goal: Identify local civic organizations
Vocabulary: *charitable, civic, social welfare*

Agenda

- ☐ Read about Big Brothers Big Sisters of Eastern Massachusetts.
- ☐ Read about and discuss civic organizations.
- ☐ Create a civic organization.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 5.6.2
CCRS: RI/RL7, SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 10-20 mins. ■■■

Ask students to take out a piece of paper and number it from 1 to 10. Ask them to write down the ten amendments from the Bill of Rights in their own words. Give them about ten minutes before letting them look in their books.

Introduction 5-10 mins. ■■■

Dictation:

1. We raise money to help low-income schools continue their music and arts programs.
2. Our group conducts environmental awareness seminars in the community.
3. She started a group that brings hot meals to families who have loved ones in the hospital.
4. Every year, we have a live and silent auction to raise scholarship money for high school students.

State the goal: *Today, we will talk about local civic organizations and, by the end of class, you will have created your own organization.*

Presentation 1 10-15 mins. ■■■

A Read about civic organizations.

Ask students if there is anything in the definition that needs further explanation. Ask for examples of civic organizations to confirm understanding.

B Read about a civic organization.

Have students read about Big Brothers Big Sisters of Eastern Massachusetts. Then ask them the following questions: What is the name of the organization? What is their purpose? How many fundraising events do they hold per year? What do they do for community service? Go over the definition of a civic organization.

Practice 1 5-10 mins. ■■■

Workplace Focus

Exercise C: Interact appropriately with team members; Interpret and communicate information.

C Answer these questions with a partner. Share your answers in a small group.

Evaluation 1 5-10 mins. ■■■

Go over the answers as a class. Ask pairs to share about civic organizations in their community.

Instructor's Notes

Workplace Focus

Exercise D: Complete tasks as assigned; Interpret and communicate information.

Presentation 2

5–10 mins.

Go over the different organizations in **D**.

Practice 2

10–15 mins.

Note: Shorter classes can do this exercise for homework.

D Read about these organizations and answer the questions.

Evaluation 2

10–15 mins.

Go over the answers as a class. Ask a number of students to share their answers to the sixth question.

BEST PRACTICE

Benefits of joining a civic organization

Joining a civic organization is a good way to become more involved in your community. Some personal benefits are listed below:

1. You will learn more about your own personal goals, strengths, and weaknesses.
2. You will develop your communication skills.
3. You will put to good use anything you have learned in class.
4. You will learn more about team or group work.
5. You will meet people from varied backgrounds.
6. You will have something interesting to add to your resume.
7. You will be able to help your own community.
8. You will probably enjoy the experience.

Instructor's Notes

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D Read about these organizations and answer the questions.

Answers will vary. Sample answers given.



Friends of the Library

Mission: To provide materials, support summer reading programs, provide cultural and literacy events for the community and fund training for the library staff.
Membership: Senior $10, Individual $20, Student $15, Family $25



American Hiking Society

Purpose: To enjoy the outdoors and also help raise public awareness of issues that face the present-day outdoors, including public lands and trails.
Members: Anyone who enjoys hiking
Annual Dues: $125–$1,000



Garden Club of America

Mission: To stimulate the knowledge and love of gardening, to share the advantages of association by means of educational meetings, conferences, correspondence, and publications, and to restore, improve, and protect the quality of the environment through educational programs and action in the fields of conservation and civic improvement.
Members: Anyone who enjoys gardening
Donation: varies



Rotary Club

Mission: To provide service to others, promote integrity, and advance world understanding, goodwill, and peace through fellowship of business, professional, and community leaders.
Members: Membership in a Rotary club is by invitation only. We want to make sure you join a club that best fits your passion and perspective. We can connect you with a club that's right for you and make it easy to get involved and on your way to membership immediately.
Initiation Fee: $100
Annual Dues: $300

1. Which group would you join if you liked nature? American Hiking Society and Garden Club
2. Which group do you have to be invited to join? Rotary Club
3. Which group has the highest dues? American Hiking Society
   The lowest? Friends of the Library
4. Which groups help their members? Friends of the Library and Garden Club
5. Which groups help people in the community? All of them.
6. If you could join one group, which one would it be? Why? Answers will vary.

E **Some of the students from Mrs. Morgan's class want to create a civic organization. They have come together because they have common interests. Read about the students and then come up with ideas for their organization.** Answers will vary.

Hanh, Sadiq, Ella, Phillipe, and Enrique have just found out that many students at their school can't afford to buy books. There are over 100 students a year who attend class without textbooks. Hanh, Sadiq, Ella, Phillipe, and Enrique have one thing in common—they are all very creative. Sadiq takes beautiful photographs, Hanh and Ella both knit and can make anything from hats to sweaters and blankets, Phillipe is an accomplished musician and songwriter, and Enrique paints oil paintings of flowers and animals.

Name of civic organization: _____

Mission: _____

_____

Members: _____

_____

Annual dues: _____

Special events: _____

_____

F **CREATE** **Follow the directions and create a civic organization.** Answers will vary.

Step 1. Get together with a few students from your class and create a new civic organization. Complete the information about your organization.

Name of civic organization: _____

Mission: _____

_____

Members: _____

_____

Annual dues: _____

Special events: _____

_____

Step 2. Recruit members for your organization. You need at least ten members to be a true organization.

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Workplace Focus

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

Presentation 3

5–10 mins.

Go over the instructions and scenario in **E** with the class. Then put students in groups or have them select their own groups to complete the exercise.

Practice 3

15–20 mins.

Note: Shorter classes can do this exercise for homework.

E **Some of the students from Mrs. Morgan's class want to create a civic organization. They have come together because they have common interests. Read about the students and then come up with ideas for their organization.**

Evaluation 3

10–15 mins.

Ask each group to present its organization to the class.

Application

10–20 mins.

F **CREATE** **Follow the directions and create a civic organization.**

Step 1. Get together with a few students from your class and create a new civic organization. Complete the information about your organization.

Step 2. Recruit members for your organization. You need at least ten members to be a true organization.

Have students walk around the classroom and tell other students about their organization. Then have them write down the names of any students that want to join. Tell them they can be seated when they have at least ten members.

Instructor's Notes

At-a-Glance Prep

Goal: Interpret information about environmental issues

Academic Strategies: Reading for understanding, brainstorming

Vocabulary: *auto emissions*, *commuters*, *reusable*, *sufficient*

Agenda

- ☐ Find out how to create less trash.
- ☐ Interview a partner about conserving energy.
- ☐ Read about a civic organization's action items.
- ☐ Brainstorm community programs.
- ☐ Develop a program.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 5.7.1

CCRS: SL8

ELPS:

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

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

Warm-up and Review 10-15 mins. ■■■

Ask volunteers to present their civic organization to the class and list the ten members who they recruited in the previous lesson.

Introduction 5-10 mins. ■■■

Dictation:

1. Learn about alternatives to household cleaning items that do not use hazardous chemicals.
2. Take your car to a car wash instead of washing it in the driveway.
3. Use an electric-powered lawn mower instead of a gas-powered one.
4. Turn off lights, computers, and other appliances when not in use.

When you have finished the dictation, ask students how following each of these suggestions would help the environment.

State the goal: *Today, we will talk about ways to save the environment and create an action plan for something you can do in this community.*

Presentation 1 10-15 mins. ■■■

Workplace Focus

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

A Look at the list of ways to create less trash. Choose the ones you do.

Go over each item as a class and have students put checks next to the ones they do. If there are certain items that most students don't do, ask them why. Try to come up with ways that would make it easier to follow some of the suggestions.

Practice 1 10-15 mins. ■■■

B Interview a partner to find out how they conserve energy at home. Mark what they do.

Evaluation 1 5-10 mins. ■■■

Have each pair sit down once they've finished their interview and discuss the ways that they conserve energy. Have them come up with some suggestions as to how to do more of the items on the list.

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LESSON 4

Saving the Environment

GOAL ▸ Interpret information about environmental issues

A Look at the list of ways to create less trash. Choose the ones you do. Answers will vary.

- ☐ Buy items in bulk from loose bins when possible to reduce the packaging wasted.
- ☐ Avoid products with several layers of packaging when only one is sufficient.
- ☐ Buy products that you can reuse.
- ☐ Maintain and repair durable products instead of buying new ones.
- ☐ Check reports for products that are easily repaired and have low breakdown rates.
- ☐ Reuse items like bags and containers when possible.
- ☐ Use cloth napkins instead of paper ones.
- ☐ Use reusable plates and utensils instead of disposable ones.
- ☐ Use reusable containers to store food instead of aluminum foil and cling wrap.
- ☐ Shop with a canvas bag instead of using paper and plastic bags.
- ☐ Buy rechargeable batteries for devices used frequently.
- ☐ Reuse packaging cartons and shipping materials. Old newspapers make great packaging material.
- ☐ Buy used furniture—there is a surplus of it, and it is much cheaper than new furniture.

B Interview a partner to find out how they conserve energy at home. Mark what they do. Answers will vary.

- ☐ Clean or replace air filters on your air-conditioning unit at least once a month.
- ☐ Lower the thermostat on your water heater to 120°F.
- ☐ Wrap your water heater in an insulated blanket.
- ☐ Turn down or shut off your water heater when you will be away for extended periods.
- ☐ Turn off unneeded lights even when leaving a room for a short time.
- ☐ Set your refrigerator temperature at 36 to 38°F and your freezer at 0 to 5°F.
- ☐ When using an oven, minimize door opening while it is in use.
- ☐ Clean the lint filter in your dryer after every load so that it uses less energy.
- ☐ Unplug seldom-used appliances.
- ☐ Use a microwave whenever you can instead of a conventional oven or stove.
- ☐ Wash clothes with warm or cold water instead of hot.
- ☐ Turn off lights, computers, and other appliances when not in use.
- ☐ Use compact fluorescent lightbulbs to save money and energy.
- ☐ Keep your thermostat at 68°F in winter and 78°F in summer.
- ☐ Use cold water instead of warm or hot water when possible.
- ☐ Connect your outdoor lights to a timer.

C **A civic organization whose mission is to support healthier air quality has put together several action items that they would like to see accomplished in their communities. Read their plan for carpooling.**

Carpooling: What is it?

Carpooling is an arrangement by a group of commuters to ride together from home or a prearranged meeting place in a van or a car to their destinations in a single round trip, with the driver as a fellow commuter. Carpools usually consist of individuals who live near each other and are employees of the same company, or are employees of different companies located only a short distance apart, and who have the same work hours. The great advantage of carpools is that they reduce vehicle trips and vehicle miles traveled, and they therefore reduce auto emissions that result in poor air quality.

Shared Impact and Benefits

- Carpooling reduces overall auto emissions by reducing vehicle miles traveled, and by doing so, improves air quality.
- Peak-hour traffic congestion and resulting gasoline consumption are reduced. In 2020, traffic congestion caused 1.7 billion gallons of fuel to be wasted.
- Employers can offer employees a value-added benefit and take a tax write-off.
- Eight of ten US workers believe commuter benefits are valuable to employees.
- Furthermore, employers that pay for employee parking costs can save money.
- Carpool participants save money by sharing commuting costs.
- Carpool riders have less stressful commutes to work. Employers will also have more productive employees with higher morale.

Costs

Usually carpoolers share the costs of gasoline, maintenance, and / or leasing the vehicle. An electric / hybrid vehicle would be optimum.

How long does this take to implement?

A carpooling program can be implemented within a few months. Once the program is established, individual pools can be set up in less than a few weeks.

The Bottom Line

Carpooling commuters get to work in a way that reduces air pollution and traffic congestion, saves employers and employees money, reduces the environmental impacts associated with driving single-passenger vehicles, reduces parking space demand and expenses, and relieves commuter stress.

Who needs to be involved?

- Governing board and / or management (to endorse a carpool policy and support a program that provides incentives for employees who participate in a carpool)
- Businesses and their human resource or fiscal office staff
- Transit providers and / or private carpool leasing companies
- Private parking deck and lot owners
- Employees willing to start up their own carpool

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Workplace Focus

Exercise C: Complete tasks as assigned.

Presentation 2

5-10 mins.

Write the word *carpooling* on the board and ask the following questions:

1. What is carpooling?
2. What are some examples of places you can carpool to?
3. Are there special lanes on the highways here for people who carpool?
4. Are there special parking places for people who carpool?
5. Do you think carpooling is a good idea? Why or why not?

Go over the instructions for **C**.

Practice 2

10-15 mins.

Note: Shorter classes can do this exercise for homework.

C **A civic organization whose mission is to support healthier air quality has put together several action items that they would like to see accomplished in their communities. Read their plan for carpooling.**

Evaluation 2

10-15 mins.

Refer to the Best Practice on this page. Do an oral evaluation with your students by asking the following questions:

1. *Why is carpooling good?* (reduces vehicle trips and miles traveled, which, in turn, reduces auto emissions)
2. *How can people who carpool save money?* (spend less on gas, auto maintenance, and parking)
3. *How long would it take to implement a carpooling program?* (a few months)
4. *Name two groups of people who need to be involved in the carpooling plan.* (governing board, businesses, transit providers, private parking lot owners, employees)

BEST PRACTICE

Oral evaluation

A quick way to see if students have understood something they have read is to simply ask questions and have students answer. The only problem with this method is that more vocal students will answer all the questions. A quick way to see if everyone has understood the text is to ask students to take out a sheet of paper and number it for the number of questions you will ask. Then ask questions and have students write their answers. Then collect students' papers, have students check their own answers, or have them exchange their papers with a partner to peer edit.

Instructor's Notes

Workplace Focus

Exercises D, E: Interact appropriately with team members.
Exercise E: Combine ideas and information.

Presentation 3

5 mins.

Go over the instructions for **D** and put students in pairs.

Definitions of Topics:

Improving air quality: making the air we breathe healthier

Protecting water resources: making sure we don't use up so much water that we have a water shortage

Creating sustainable development: making sure we allow people to meet basic needs and enjoy a good quality of life without taking too many resources from the earth or compromising quality of life for future generations (should be socially desirable, ecologically viable, economically feasible)

Practice 3

15-20 mins.

Note: Shorter classes can do this exercise for homework.

D With a partner, choose one of the following three environmental topics. Make a list of programs that might work to improve the environment in your community.

Evaluation 3

5-10 mins.

Write each of the three topics on the board. Ask students to share some of the ideas they came up with.

Application

10-20 mins.

Put students in teams of four and explain what they will be doing in **E**. Point out that they will be coming up with information similar to that found in **C**. If possible, allow students to do online research. If not, tell them to come up with information that they think is accurate.

E Find another pair of students who chose the same topic as you. Work together and share your ideas. Then choose one program to develop. Think about and decide on these items.

Have each team present its program to the class.

Instructor's Notes

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D With a partner, choose one of the following three environmental topics. Make a list of programs that might work to improve the environment in your community.

Answers will vary.



air quality



water resources



sustainable development

Topic: _____

Possible programs: _____

_____

_____

_____

E Find another pair of students who chose the same topic as you. Work together and share your ideas. Then choose one program to develop. Think about and decide on these items. Answers will vary.

Topic: _____

Name of program: _____

Brief description of how the program works: _____

_____

_____

_____

Impact on and benefit to the environment: _____

_____

_____

Length of time to implement: _____

Cost: _____

People involved: _____

LESSON 5

Expressing Yourself

GOAL ▸ Communicate your opinion

A **BRAINSTORM** **Everyone has an opinion when it comes to the environment. In a small group, brainstorm some *yes* and *no* opinions for each of these suggestions.**

Answers will vary.

EXAMPLE: People should not be permitted to buy large cars that create a lot of pollution.

Yes: *If everyone bought smaller cars, pollution would be significantly reduced.*

No: *Many people need large cars for their families. Large cars are safer. They hold more people and more groceries.*

1. Our city should require all new car purchases to be electric or hybrid.

Yes	No
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

2. Everyone should take their own recyclable items to a recycling center.

Yes	No
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

3. Each home should only be allowed to use a certain amount of water each month.

Yes	No
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

B **Practice communicating your opinion to a partner. Use these phrases.**

I agree.	I believe ...	I disagree.	I think ...	In my opinion, ...

EXAMPLE: **Student A:** *I think our city should build more carpool lanes.*
Student B: *I disagree. In my opinion, it is a waste of money because it won't make more people carpool.*

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At-a-Glance Prep

Goal: Communicate your opinion
Grammar: Transitional expressions
Academic Strategy: Writing an opinion paragraph
Vocabulary: *conserve*, *opinion*, *protect*, *resource*

Agenda

- ☐ Brainstorm opinions.
- ☐ Communicate your opinion.
- ☐ Read and answer questions about a paragraph on water conservation.
- ☐ Use transitional expressions.
- ☐ Write a paragraph.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 5.1.6; 5.7.1; 7.2.6
CCRS: RI8, RH6, RH7, RH8, RI8, W6, W7, W8, SL8
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.
S6: Analyze and critique the arguments of others orally and in writing.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S9: Create clear and coherent level-appropriate speech and text.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review

5–10 mins. ■■■

Quickly review each program that students came up with in the previous lesson. Write them on the board. Ask the class to discuss which programs they think are most viable. Vote as a class on the best program.

Introduction

5–10 mins. ■■■

Dictation:

1. Recycling means taking a product at the end of its useful life and turning it into a usable raw material to make another product.
2. Curbside recycling is the most convenient means for households to recycle a variety of materials.
3. The most commonly recycled items are aluminum cans, glass bottles, paper, plastic, and steel / tin cans.
4. Not all things are recyclable in all areas of the country.

State the goal: *Today, you will practice communicating opinions, verbally and on paper.*

Presentation 1

10–15 mins. ■■■

Write this on the board: *People shouldn't be allowed to turn on lights from 8 a.m. to 4 p.m.* Ask students if they think this would be a good way to conserve energy. Ask: *Is it realistic? Why or why not?*

Go over the instructions for **A** and **B**.

Practice 1

10–15 mins. ■■■

Workplace Focus

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

A **BRAINSTORM** **Everyone has an opinion when it comes to the environment. In a small group, brainstorm some *yes* and *no* opinions for each of these suggestions.**

Review the example together and have students present the different opinions.

B **Practice communicating your opinion to a partner. Use these phrases.**

Evaluation 1

5 mins. ■■■

Walk around the classroom and help students come up with ideas if necessary.

Workplace Focus

Exercise D: Interpret and communicate information.

Presentation 2

10-15 mins.

C Read the paragraph that Ella wrote communicating her opinion on the environment.

Have students read Ella's paragraph silently and then read it out loud. Tell them this is an opinion paragraph. Ask students what makes it an opinion paragraph. Ask them if they agree with Ella.

Practice 2

10-15 mins.

Note: Shorter classes can do this exercise for homework.

D Answer the questions about the sentence types in Ella's paragraph.

Evaluation 2

10-15 mins.

Go over the answers as a class.

BEST PRACTICE

Stating your opinion

Being able to express your opinion is important in any language. It is sometimes challenging for students to come up with the vocabulary to state how they think or feel about something. Some helpful words and expressions to use when expressing opinions are:

I feel . . .
I know . . .
Everyone should . . .
You should . . .
The best _____ is . . .
The worst _____ is . . .
The best part about . . .
_____ is my favorite because . . .
_____ is my least favorite because . . .
Here are my reasons why . . .

Instructor's Notes

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C Read the paragraph that Ella wrote communicating her opinion on the environment.

Our Most Precious Resource

There are many things we should do to protect our environment, but I think one of the most important things we can do is to conserve water. Why? Water is our most precious resource. I believe this for many reasons. One reason is that the human body is made up of 75% water. We can only live for about three days without water; therefore, we need to drink water to survive. Another reason that water is so important is that we need it to clean. We need water to clean our bodies, wash our dishes, flush our toilets, and launder our clothes. Can you imagine not being able to do any of these things? Still another reason is that plants and trees need water to grow and survive. Without plants and trees, humans wouldn't survive because plants give off the oxygen we need in order to breathe. For these reasons, I believe that we need to conserve our most precious resource—water.

D Answer the questions about the sentence types in Ella's paragraph.

1. What is Ella's topic sentence?

   Water is our most precious resource.

2. What is Ella's concluding sentence?

   For these reasons, I believe that we need to conserve our most precious resource—water.

3. Ella gives three reasons to support her main idea. For each idea, she gives a supporting detail. What are her reasons and details?

   a. Reason: The human body is 75% water.
   Detail: We can only live for about three days without water.

   b. Reason: We need water to clean.
   Detail: We clean our bodies, wash dishes, do laundry, and flush toilets.

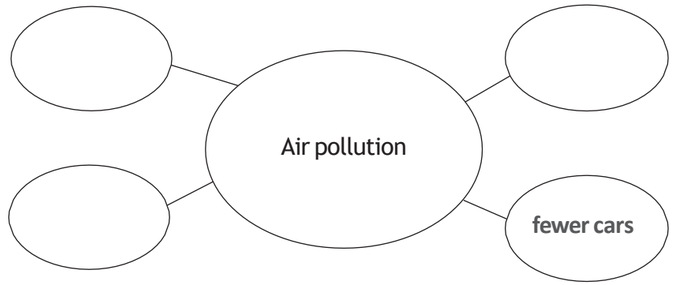
   c. Reason: Plants and trees need water to grow.
   Detail: We need the oxygen given off by plants to breathe.

E **ANALYZE** **Study these transitional expressions with your teacher. Which ones did Ella use in her paragraph?**

Transitional Expressions		
One reason	The *first* reason	*Some* people
⇓	⇓	⇓
Another reason	The *second* reason	*Other* people
⇓	⇓	⇓
Still another reason	The *third* reason	*Still* others

- Use these phrases to connect your ideas.
- Choose the set of phrases that works best for your topic.
- Don't shift back and forth among sets of phrases.

F **Choose an environmental issue you feel strongly about. Brainstorm ways to resolve the issue by creating a cluster diagram on a separate piece of paper.** Answers will vary.



G **Look at the cluster diagram in F. Write complete sentences explaining the ways in which your chosen environmental issue can be resolved.** Answers will vary.

Reason 1: Fewer cars generate less car exhaust, which is a major source of air pollution.

Reason 2: Having fewer cars on the road helps reduce traffic. Cars sitting idle in traffic cause hot spots of pollution.

Reason 3: Driving less has positive effects beyond air pollution. Car exhaust produces pollutants that create acid rain. Acid rain affects our vegetation and water resources.

H **On a separate piece of paper, write a paragraph communicating your opinion about the environmental issue you chose in F.** Answers will vary.

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Workplace Focus

Exercise F: Collect and organize information.
Exercise G: Complete tasks as assigned.
Exercise H: Combine ideas and information.

Presentation 3

5–10 mins.

E **ANALYZE** **Study these transitional expressions with your teacher. Which ones did Ella use in her paragraph?**

Practice 3

15–20 mins.

Note: Shorter classes can do these exercises for homework.

F **Choose an environmental issue you feel strongly about. Brainstorm ways to resolve the issue by creating a cluster diagram on a separate piece of paper.**

Model the exercise by drawing a cluster diagram on the board. Choose a topic to write in the center and write one offshoot as an example. As brainstorming is involved, this exercise would also work well in mixed-level pairs or groups.

G **Look at the cluster diagram in F. Write complete sentences explaining the ways in which your chosen environmental issue can be resolved.**

If you had students work in pairs or groups for **F**, have students write their sentences individually.

Evaluation 3

5–10 mins.

Walk around the classroom and help students as needed.

Application

20–30 mins.

H **On a separate piece of paper, write a paragraph communicating your opinion about the environmental issue you chose in F.**

You can give these guidelines to students when they are writing the first draft of their opinion paragraphs:

1. Begin with a topic sentence that includes your opinion.
2. Write about three reasons, no more.
3. Use enumeration signals to connect your ideas for the reader.
4. Add supporting details to each reason to make it clearer and more interesting.
5. End with a concluding sentence that restates your opinion.

This may be a good time to visit the Life Skills video page at the back of the student book.

Instructor's Notes

At-a-Glance Prep

Goal: Explore jobs in community and social service

Agenda

- ☐ Learn about types of counselors.
- ☐ Interpret a graph.
- ☐ Read about community and social service job growth.
- ☐ Conduct a job search online.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 4.1.3; 4.1.6; 4.1.8; 4.1.9; 6.7.2; 7.4.4; 7.7.3
CCRS: RI/RL7, RI6, RST6, RST7, RST8, W7, SL8
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 15-20 mins. ■■■

Review key vocabulary and language points from the previous lesson. Ask students to choose a different environmental issue than the one they wrote about in the previous lesson. Have them write notes expressing their opinion on the issue. Then put students in pairs. Have them use their notes to express their opinion on the environmental issue of their choice to their partner. Then ask them to switch roles. When the pairs have finished, ask volunteers to express their opinions in front of the class.

Introduction 5-10 mins. ■■■

In this lesson students will learn to identify employment in community and social service.

Begin by asking students what they think is meant by community and social service and ask them what types of careers they think might be part of this sector. Write a list of their suggestions on the board.

Presentation 1 5-10 mins. ■■■

A What is a counselor?

Write the word *counselor* on the board and ask students what they think it means. Guide students by asking them, *What does this person do? Where does this person work? Who do they usually help?* Write their answers on the board or create an idea web. Students can choose the answer they think best suits the question.

Practice 1 5-10 mins. ■■■

B There are different types of counselors. Can you name a few?

Using the ideas from **A**, students will list three different types of counselors. Provide prompts if students are struggling to come up with three. For example, *What type of counselor works in a school? What type of counselor works in social services?*

Evaluation 1 10-15 mins. ■■■

C Read the graph and the text about community and social service job growth.

Ask students to analyze the graph and look at the title of the reading. As a class, make predictions about what the reading will be about.

Then ask students to read the paragraph. Discuss whether their predictions were correct.

Presentation 2 5-10 mins. ■■■

D Choose the correct answer.

Individually or in pairs, students should select the word that correctly completes the sentence according to what they read in the paragraph.

Ask for volunteers to read the sentences with their selected answer and where in the text they found evidence for their choice.

LESSON 6

Explore the Workforce

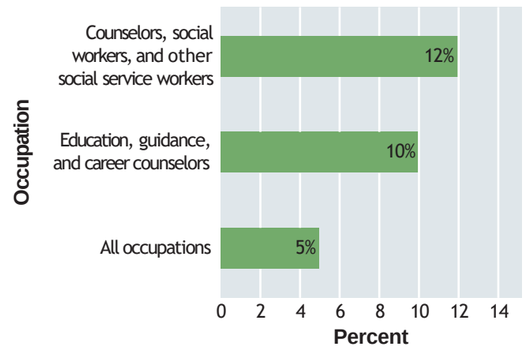
GOAL ▸ Explore jobs in community and social service

A What is a counselor? Answers will vary.

B There are different types of counselors. Can you name a few? Answers will vary.

1. _____
2. _____
3. _____

C Read the graph and the text about community and social service job growth.



Counselors fit into a larger group of occupations in the community and social service sector. Workers in these occupations promote wellness to help people cope with or overcome challenges. Overall employment in the community and social service sector is projected to grow 12 percent from 2021 to 2031. This is faster than the average for all occupations where the growth is only projected to be 5 percent. This increase should result in about 294,600 new jobs over the decade. There will also be a need to replace workers who leave their occupations permanently, adding to the job growth.

D Choose the correct answer.

1. The job growth of all occupations is increasing **faster** / **slower** than the job growth for social workers.
2. Employment in community and social services is projected to grow **more than** / **less than** 10 percent.
3. Job growth for school and career counselors is **less than** / **more than** the growth for other counselors and social workers.

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E **Talk with a partner and see if you know what each occupation is.**

career counselor	rehabilitation counselor
community health worker	school counselor
health education specialist	social and human service assistant
marriage and family therapist	social worker
probation officer / correctional treatment specialist	substance abuse, behavioral disorder, and mental health counselor

F **Complete each statement with the correct job title from E.**

1. A community health worker teaches people how to adopt healthy behaviors.
2. A career counselor helps people choose a path to employment.
3. A health education specialist develops programs to teach people about conditions that affect well-being.
4. A probation officer / correctional treatment specialist assists in the rehabilitation of law offenders who are in custody or on probation or parole.
5. A rehabilitation counselor helps people with physical, mental, developmental, or emotional disabilities live independently.
6. A school counselor helps students develop academic and social skills.
7. A substance abuse, behavioral disorder, and mental health counselor advises people on various issues, such as those relating to alcoholism, addictions, or depression.
8. A social and human service assistant provides client services in a variety of fields, such as psychology, rehabilitation, and social work.
9. A social worker helps people prevent and cope with problems in their everyday lives.
10. A marriage and family therapist helps people manage and overcome problems with their relationships.

G **Mark each job in E that you have *never* heard of before.** Answers will vary.

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Practice 2

20-25 mins.

E **Talk with a partner and see if you know what each occupation is.**

Ask pairs to discuss each occupation. Provide guiding questions on the board such as *What do they do? Who do they work with? Do you know anyone who has this job?* When they have finished, ask for volunteers to talk about each occupation.

F **Complete each statement with the correct job title from E.**

Students should match the correct job title to each description using the job titles listed in **E**. Students can do this individually or in pairs as you walk around the classroom to answer any questions that may arise.

Evaluation 2

20-25 mins.

G **Mark each job in E that you have *never* heard of before.**

Ask students to put a checkmark next to the jobs in **F** that are new to them. As a class, take a poll of which jobs are new to most students in the class. This is an opportunity to discuss these particular jobs in more depth, as well as whether or not they are common occupations in other countries.

Instructor's Notes

H The professionals in this sector work with people of all ages. List the job titles in E under the appropriate age group. Some will fit under two or all three.

Using the list from **F**, students should write each job title under the matching age category that best fits the people they work with. Model an example on the board by asking students which group they think a *school counselor* works with. This should be listed under both *Children* and *Teenagers*. This will emphasize to the students that some occupations can fit into two or more categories.

Create a similar chart on the board and ask volunteers to provide their answers.

Presentation 3

15-20 mins.

I REFLECT Mark the age group(s) you would be willing to work with.

Ask students to mark which age group they would prefer to work with. As a class, tally how many students would prefer to work with each category to see which is the most / least popular for the class.

J Work with a partner to complete each statement.

Model the example given. Ask students to provide their answers to the class.

K Choose one of the jobs that you marked in H that you would like to learn more about. Do an online search and gather this information.

Students will do an online search of their job choice and will gather information regarding the various aspects of the occupations. They will use this research to complete the exercise.

Instructor's Notes

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H The professionals in this sector work with people of all ages. List the job titles in E under the appropriate age group. Some will fit under two or all three. Answers will vary.

Children	Teenagers	Adults of All Ages

I REFLECT Mark the age group(s) you would be willing to work with. Answers will vary.

J Work with a partner to complete each statement. Answers will vary.

EXAMPLE: A rehabilitation counselor could help a person who <u>has a drug addiction</u>.

1. A family therapist works with teenagers who _____.
2. A career counselor helps people who _____.
3. A community health worker is giving a presentation on _____.
4. The social worker is helping that woman who _____.

K Choose one of the jobs that you marked in H that you would like to learn more about. Do an online search and gather this information: Answers will vary.

Job title: _____

Salary range: _____

Education needed: _____

Skills required: _____

_____

_____

Job responsibilities: _____

_____

_____

_____

Review

A **List four ways a person can become a permanent resident of the United States.**
Answers will vary. Sample answers given.

1. You are the spouse of a legal permanent resident who filed a family-based petition.
2. You are the spouse of an American citizen.
3. You have lived continuously in the US since before January 1, 1972.
4. Have a visa petition filed by a US employer.

B **List four requirements for becoming a US citizen.** Answers will vary. Sample answers given.

1. Be a permanent resident for five years.
2. Be an asylee or refugee for at least one year.
3. Be a person of good moral character.
4. Be at least 18 years old.

C **Write the correct amendment number in front of each description.**

1. The 13th amendment is about the abolishment of slavery.
2. The 19th amendment is about the right for women to vote.
3. The 5th amendment is about the right to be charged by a grand jury if accused of a serious crime.
4. The 4th amendment is about protection from unreasonable search and seizure.
5. The 8th amendment is about cruel and unusual punishment.
6. The 6th amendment is about a speedy and public trial by an impartial jury.
7. The 1st amendment is about freedom of religion.
8. The 2nd amendment is about the right to keep and bear arms.
9. The 15th amendment is about the right for people of all races to vote.
10. The 3rd amendment is about protection from forced housing of soldiers.

Learner Log

I can identify requirements for establishing residency and citizenship.
☐ Yes ☐ No ☐ Maybe

I can understand my rights.
☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

- ☐ Discuss unit goals.
- ☐ Complete the review.
- ☐ Use unit vocabulary.

Pacing

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

Standards Correlations

CASAS: 0.1.2; 0.1.5; 5.1.6; 5.3.2; 5.3.6; 5.6.2; 5.7.1
CCRS: RI/RL6, W6, W7, W8, 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.
S7: Adapt language choices to purpose, task, and audience when speaking and writing.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 5-10 mins.

Have students share what they learned about the counseling jobs they researched. Write a list of the jobs on the board and have students vote on the job they find the most interesting.

Introduction 5-10 mins.

Ask students as a class to try to recall all the goals of this unit without looking back in their books. The goals for this unit include *identifying requirements for establishing residency and citizenship, identifying your rights, identifying local civic organizations, interpreting information about environmental issues, communicating your opinion,* and *exploring jobs in community and social service.* 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 and prepare for the individual project.*

Presentation 10-15 mins.

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

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 the exercises one at a time and, as students complete each one, go over the answers.
2. Quickly go through the instructions of each exercise, let students complete all of the exercises at once, and then go over the answers.

Workplace Focus

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

A **List four ways a person can become a permanent resident of the United States.**

B **List four requirements for becoming a US citizen.**

C **Write the correct amendment number in front of each description.**

Evaluation 5-15 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 D: Complete tasks as assigned.
Exercise E: Interact appropriately with team members.
Exercise F: Combine ideas and information.

Practice (*continued*) 25–30 mins.

D **Create a civic organization for the following group's problem.**

E **Work with a partner and list five ways you can help protect and preserve the environment.**

F **Choose one of the ways you can help protect and preserve the environment in E and write a paragraph about why it is important.**

Evaluation (*continued*) 5–15 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.

BEST PRACTICE

Recycling / Review

The review exercises and the project that follows are part of the recycling / review process. Students often need to be reintroduced to concepts to solidify what they have learned. Many concepts are learned and forgotten when students are engaged in 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 material with students and to show them how to review it on their own. It is also important to recycle the new concepts in different contexts.

Instructor's Notes

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D **Create a civic organization for the following group's problem.** Answers will vary.

A group of children who live in a shelter for homeless families goes to a nearby elementary school. However, the parents of the children don't have any money to buy the required school uniform—blue pants and a white shirt. The volunteers at the shelter want to find a way to raise money for these kids.

Name of organization: _____

Purpose: _____

Members: _____

Annual dues: _____

Special events: _____

E **Work with a partner and list five ways you can help protect and preserve the environment.** Answers will vary. Sample answers are given.

1. Drive my car less.
2. Use less paper.
3. Support alternative energies.
4. Recycle my plastic.
5. Compost my vegetable waste.

F **Choose one of the ways you can help protect and preserve the environment in E and write a paragraph about why it is important.** Answers will vary.

Learner Log	I can identify local civic organizations.	I can interpret information about environmental issues.	I can communicate my opinion.
	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe	☐ Yes ☐ No ☐ Maybe

Vocabulary Review

A **Choose five words from the vocabulary list. Use each word in a meaningful sentence that reviews an important point or piece of information that you have learned in this unit.** Answers will vary.

bear arms	eligible	protect	slavery
believe	immigrant	punishment	social welfare
capital crime	naturalization	refugee	status
civic	opinion	resource	
conserve	peaceably assemble	reusable	

1. _____
2. _____
3. _____
4. _____
5. _____

B **Use five different words from the list in A to write five different opinions you have.** Answers will vary.

1. _____
2. _____
3. _____
4. _____
5. _____

C **Write the correct word from A in front of each definition.**

1. Immigrant means resident foreigner.
2. Eligible means having the right to do or be chosen for something.
3. Punishment means a payment for doing something wrong.
4. Resource means useful things.
5. Status means a legal condition.

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Workplace Focus

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

Practice (*continued*)

25-30 mins.

Vocabulary Review

A **Choose five words from the vocabulary list. Use each word in a meaningful sentence that reviews an important point or piece of information that you have learned in this unit.**

Have some volunteers write their example sentences on the board.

B **Use five different words from the list in A to write five different opinions you have.**

Have some volunteers write their opinions on the board.

C **Write the correct word from A in front of each definition.**

Evaluation (*continued*)

5-15 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.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.8.1, 4.8.2, 4.8.5, 5.1.6

CCRS: SL8

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.

Soft Skill: Presentation Skills

Peer Feedback

In this project, students will not only work on improving their presentation skills but also their ability to be a good audience member and to give peer feedback. Emphasize the importance of giving constructive feedback. When giving feedback on their classmates' presentations, students should always start by mentioning something positive, before they move on to constructive criticism, then ending on another positive. It is important to take notes, but to also be an active audience member, asking questions when appropriate, and paying attention closely to what is being said and shown.

Introduction

Students will work individually to write and give an opinion speech. They must choose a topic from this unit and an opinion related to it. Then they will find supporting details for their opinion and finally give their speech in front of the class.

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

1. Look back at everything you have learned in this unit and choose one topic to give a speech about. Your speech should be persuasive. You should not just present facts without giving your opinion. However, you can support your opinion with facts. First, write one sentence that states your opinion.

Tell students: *Opinions are rooted in people's attitudes, beliefs, and values.* Explain that as they consider ways to draft their speeches, they should think about how to tap into the audience's likely values as a persuasive strategy. If a speech is about the environment, for example, the student might describe the hazards of air pollution to children if the audience contains a high number of parents and grandparents.

Go over the examples from the book and give a few more if you think students need some ideas. Tell them they must come up with their own opinion, not use one from the examples in the book.

2. Read your opinion out loud to the class.

Have each student read his or her opinion out loud. Make sure that it is an opinion. If it is not, help the student reword the sentence. Ask the class to help.

3. Come up with reasons to support your opinion and write a speech. Prepare to speak for at least two minutes.

Walk around the classroom and help students as they are writing their speeches.

4. Practice your speech. Remember the following tips:

- **Enunciate (speak clearly).**
- **Make eye contact with your audience.**
- **Practice so you can recall your major points without notes.**
- **Thank your audience for listening and / or for their time.**

Some students will benefit from having their practice recorded on video, but always ask for their consent. If this is possible, have students record themselves (with the help of other students, if necessary) giving their speeches. Students can take notes as they replay their speeches.

5. Give your two-minute opinion speech. At the end of your speech, ask your classmates if they have any questions.

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Give an Opinion Speech

SOFT SKILL ▸ Presentation Skills

In this project, you will work individually to develop an opinion speech supported with details.

1. Look back at everything you have learned in this unit and choose one topic to give a speech about. Your speech should be persuasive. You should not just present facts without giving your opinion. However, you can support your opinion with facts. First, write one sentence that states your opinion.

   EXAMPLE:

   - *I think that someone should be able to become a citizen anytime he or she wants.*
   - *I don't think Americans should have the right to bear arms.*
   - *I think every citizen should have to be a part of a civic organization.*

2. Read your opinion out loud to the class.
3. Come up with reasons to support your opinion and write a speech. Prepare to speak for at least two minutes.
4. Practice your speech. Remember the following tips:
   - Enunciate (speak clearly).
   - Make eye contact with your audience.
   - Practice so you can recall your major points without notes.
   - Thank your audience for listening and / or for their time.
5. Give your two-minute opinion speech. At the end of your speech, ask your classmates if they have any questions.

PRESENTATION SKILLS

Peer feedback

Ask a partner to listen to your speech and give you feedback, not on the ideas but on the presentation. Are you speaking clearly? Are you making eye contact? Are you speaking slowly enough to be understood?

About the Photo

This photo from 1925 shows an immigrant family looking at the New York City skyline from Ellis Island in New York Harbor after passing through immigration. From 1892–1954, Ellis Island was the busiest immigration inspection point in the United States, welcoming more than 12 million immigrants to the country during that time. Today, the island is the home of the National Museum of Immigration, a common tourist destination that many visit along with the Statue of Liberty.

- Read the title and ask students what they think it means.

A Have you heard the phrase *the American dream*? Brainstorm what *the American dream* means to people.

You could have students brainstorm by themselves or in pairs for five minutes before opening up the discussion to the whole class and having individuals or pairs call out the ideas they came up with.

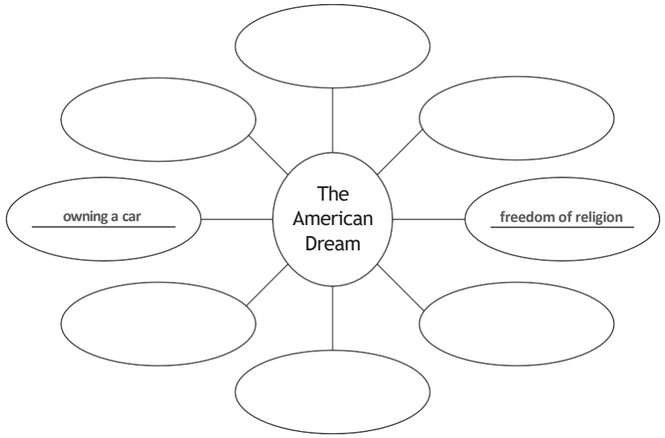
B Read *The American Dream*.

Have students read to themselves once first, then ask volunteers to read each paragraph, correcting pronunciation gently when there is a long enough pause and when appropriate.

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Reading Challenge

A Have you heard the phrase *the American dream*? Brainstorm what *the American dream* means to people. Answers will vary.



B Read *The American Dream*.

C Review the reading and complete the quotes.

1. Life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement.
2. . . . where they will not be judged by the color of their skin but by the content of their character.
3. . . . an equal opportunity to achieve success and prosperity through hard work, determination, and initiative.

D Next to each quote in C, write who said it or where it came from.
1. James Truslow Adams; 2. Martin Luther King Jr.; 3. Oxford American Dictionary

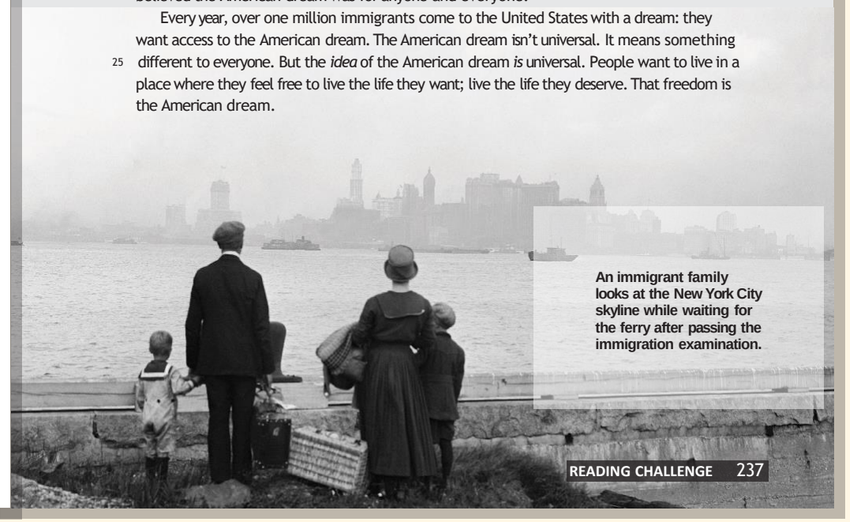
E Choose one of the quotes in C. In your notebook, explain what it means.
Answers will vary.

The American Dream

What is the American dream? Is it buying a home, finding a life partner and having two kids and a dog? Is it being able to live freely without religious persecution? Is it being able to find a job and move up the ladder to owning your own business? Traditionally, the American dream has meant upward social mobility and the financial ability to live a comfortable life. It's defined by the Oxford American Dictionary as "the ideal that every citizen of the United States should have an equal opportunity to achieve success and prosperity through hard work, determination, and initiative." It is this dream that has brought so many immigrants to this country. The dream of having equal opportunity to work hard and succeed. The immigrant family in the photo had just passed the difficult examination to enter into the United States. For many immigrants being allowed to come to the US is the first step to reaching the American dream.

But where did the phrase *the American dream* come from? The term *American dream* was actually coined by James Truslow Adams in 1931 in his book titled *Epic of America*. He described it as "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement." It was again referred to 32 years later by an American Baptist minister and activist, Martin Luther King Jr., in his famous "I Have A Dream" speech in 1963: *I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal..." I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.* Martin Luther King Jr.'s American dream goes hand in hand with Adams' definition which focuses on "everyone" and "opportunity for each." Both of these men believed the American dream was for anyone and everyone.

Every year, over one million immigrants come to the United States with a dream: they want access to the American dream. The American dream isn't universal. It means something different to everyone. But the *idea* of the American dream *is* universal. People want to live in a place where they feel free to live the life they want; live the life they deserve. That freedom is the American dream.



An immigrant family looks at the New York City skyline while waiting for the ferry after passing the immigration examination.

C Review the reading and complete the quotes.

Treat this exercise as a test of the scanning skills the students have acquired. Make it into a competition by seeing which student in the class can finish the quotes first.

D Next to each quote in C, write who said it or where it came from.

Have students do this the same way as C.

E Choose one of the quotes in C. In your notebook, explain what it means.

You may choose to have students approach this exercise in one of two ways. They can interpret the quote themselves and write a paragraph about what they think the quote means, or what they interpret it to mean from their perspective. Or, they could research the quote online and write a paragraph in answer to the question based upon what they discovered about the quote from their research.

CASAS FOR READING

7.2.6

CCRS FOR READING

RI/RL7, RI/RL6, W/WHST6, W/WHST7, W/WHST8

READING STRATEGIES

Visualization

Visualization is simply creating pictures in your mind as you read. It is an important skill for comprehension because the reader often relies on the five senses to bring a text to life. This makes it much easier to recall specific details. Visualization also makes the reader feel more connected, which personalizes the text and enriches the overall reading experience.

About the Photo

This image shows a phone screen with a report that contains false information. Today's technology makes it very easy for people to access, like, comment on, and repost what we find online. But, do we really stop to think about the source of the content we read before we hit the share button?

Being a responsible technology user is not limited to protecting our systems from possible malware attacks. Discerning fake news, propaganda, as well as sensational and satirical headlines from truth is a key trait of a well informed, global audience in this digital age.

This video highlights how important it is to understand the sources of information posted online and the questions we should ask ourselves when we look for content online.

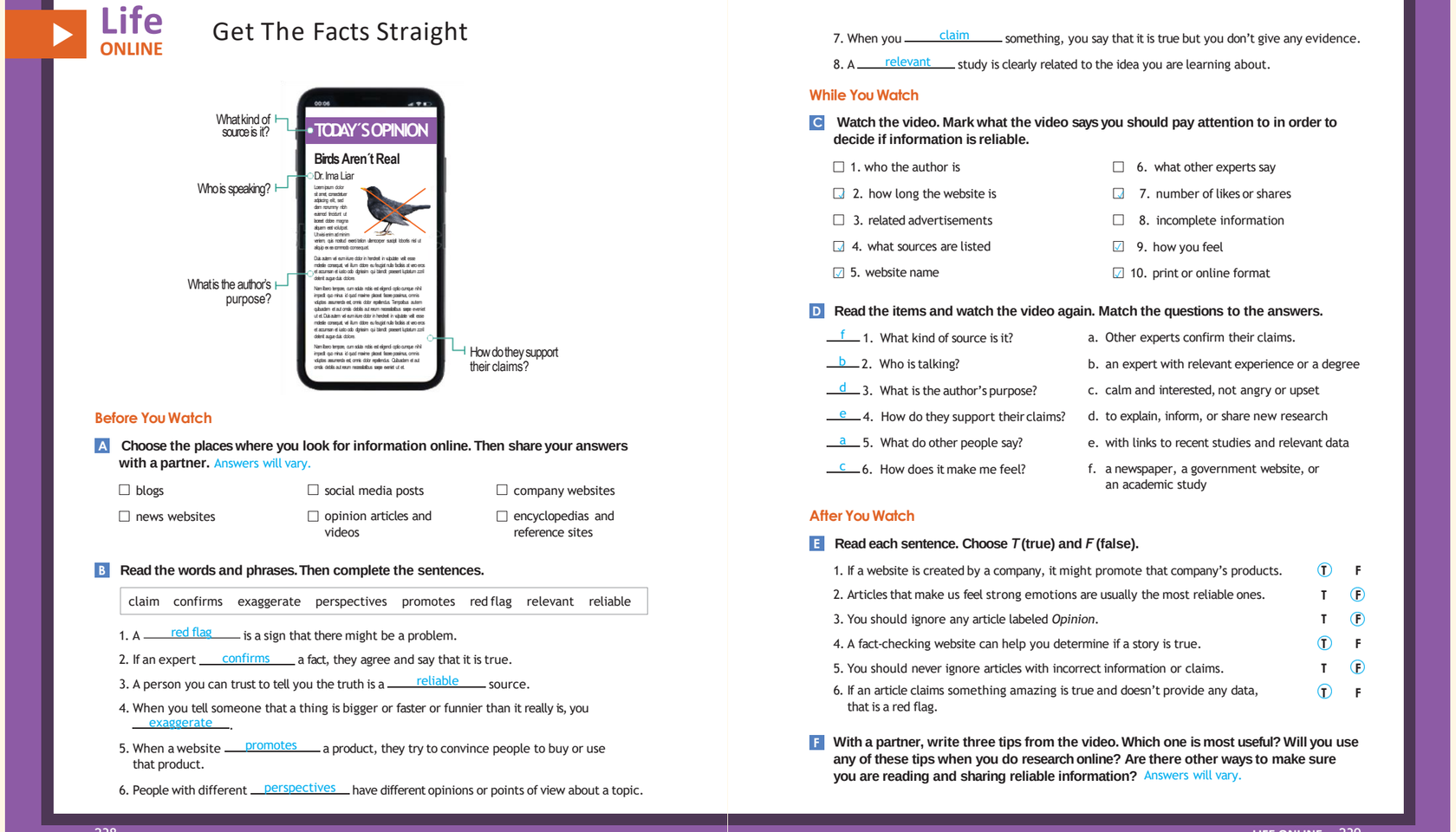
Before You Watch

A Choose the places where you look for information online. Then share your answers with a partner.

Have students choose their answers individually and then talk to a partner. Make a list of the sources of information students mention and highlight the most commonly used by the class.

B Read the words and phrases. Then complete the sentences.

Ask students to read the sentences before they complete them. Check answers as a class. Review any vocabulary that students have difficulty with.



Life
ONLINE

Get The Facts Straight

Before You Watch

A Choose the places where you look for information online. Then share your answers with a partner. Answers will vary.

- ☐ blogs
- ☐ news websites
- ☐ social media posts
- ☐ opinion articles and videos
- ☐ company websites
- ☐ encyclopedias and reference sites

B Read the words and phrases. Then complete the sentences.

claim | confirms | exaggerate | perspectives | promotes | red flag | relevant | reliable

1. A red flag is a sign that there might be a problem.
2. If an expert confirms a fact, they agree and say that it is true.
3. A person you can trust to tell you the truth is a reliable source.
4. When you tell someone that a thing is bigger or faster or funnier than it really is, you exaggerate.
5. When a website promotes a product, they try to convince people to buy or use that product.
6. People with different perspectives have different opinions or points of view about a topic.
7. When you claim something, you say that it is true but you don't give any evidence.
8. A relevant study is clearly related to the idea you are learning about.

While You Watch

C Watch the video. Mark what the video says you should pay attention to in order to decide if information is reliable.

- ☐ 1. who the author is
- ☑ 2. how long the website is
- ☐ 3. related advertisements
- ☑ 4. what sources are listed
- ☑ 5. website name
- ☐ 6. what other experts say
- ☑ 7. number of likes or shares
- ☐ 8. incomplete information
- ☑ 9. how you feel
- ☑ 10. print or online format

D Read the items and watch the video again. Match the questions to the answers.

f 1. What kind of source is it?	a. Other experts confirm their claims.
b 2. Who is talking?	b. an expert with relevant experience or a degree
d 3. What is the author's purpose?	c. calm and interested, not angry or upset
e 4. How do they support their claims?	d. to explain, inform, or share new research
a 5. What do other people say?	e. with links to recent studies and relevant data
c 6. How does it make me feel?	f. a newspaper, a government website, or an academic study

After You Watch

E Read each sentence. Choose *T* (true) and *F* (false).

1. If a website is created by a company, it might promote that company's products. (T) F
2. Articles that make us feel strong emotions are usually the most reliable ones. T (F)
3. You should ignore any article labeled *Opinion*. T (F)
4. A fact-checking website can help you determine if a story is true. (T) F
5. You should never ignore articles with incorrect information or claims. T (F)
6. If an article claims something amazing is true and doesn't provide any data, that is a red flag. (T) F

F With a partner, write three tips from the video. Which one is most useful? Will you use any of these tips when you do research online? Are there other ways to make sure you are reading and sharing reliable information? Answers will vary.

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LIFE ONLINE 239

While You Watch

C Watch the video. Mark what the video says you should pay attention to in order to decide if information is reliable.

Before playing the video, give students time to read the items listed. As they watch, have them complete the task.

D Read the items and watch the video again. Match the questions to the answers.

Allow students to go over the items in both columns before playing the video one more time. Check answers as a class.

After You Watch

E Read each sentence. Choose *T* (true) and *F* (false).

Have students do this exercise on their own. Then have volunteers read out the answers.

F With a partner, write three tips from the video. Which one is most useful? Will you use any of these tips when you do research online? Are there other ways to make sure you are reading and sharing reliable information?

When students have finished the task, play the video again to check answers. As a class, go over additional suggestions students have come up with that were not mentioned in the video.

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Life Skills Video Practice

UNIT 1 The Presentation is Due in Two Weeks

A BEFORE Discuss the questions with a partner.

1. Do you get nervous speaking in front of a crowd? Why or why not?
2. With a partner, write a list of things you think make a succesful presentation.

B. WHILE Watch the video and complete the parts of the conversation.

Naomi: Come on, you guys. We have to do this (1) ___presentation___ in two weeks.

Hector: The assignment was to do a presentation on jobs and (2) ___careers___.

Naomi: . . . if you take (3)___notes___ and write a (4) ___report___, then I'll make the (5) ___chart___.

Mateo: That'll give me a week to (6) ___practice___ my (7) ___presentation___.

C AFTER Read the statements and choose the one that is false.

1. Hector takes notes while they talk.
2. Hector needs a week to finish the report.
3. Naomi makes a pie chart to show the statistics.

UNIT 2 It's Called Identity Theft

A. BEFORE Discuss the questions with a partner.

1. What are some examples of identity theft?
2. What can we do to avoid identity theft?

B. WHILE Watch the video and complete the parts of the conversation.

Mateo: Wait a second. Where's my (1) ___wallet___ ? I can't find it.

Mr. Sanchez: Such as your driver's (2) ___license___ or social security (3) ___number___?

Naomi: You'd better notify the (4) ___bank___ right away.

Mr. Sanchez: Then you should call the (5) ___credit card___ company right away.

C AFTER Read the statements and write *True* or *False*.

1. Mateo thinks he lost his wallet at work. ___False___
2. Someone took $500 out of Mateo's bank account. ___True___
3. Mr. Sanchez tells Mateo to file a police report. ___True___
4. Mr. Sanchez will call the credit card company. ___False___

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UNIT 1 The Presentation is Due in Two Weeks

BEFORE

Ask students if they have ever given a presentation before.
Discuss student experiences as a class.

A Discuss the questions with a partner.

Have students answer the questions in pairs. Then open the discussion to the class.

WHILE

B Watch the video and complete the parts of the conversation.

Read the directions out loud.

Play the video and ask students to watch and listen carefully.

Play the video again. Then ask students to complete the sentences.

Play the video once more and have students check their answers.

AFTER

C Read the statements and choose the one that is false.

Have students read the statements.

Ask students to find the false statement.

Discuss the answers as a class.

UNIT 2 It's Called Identity Theft

BEFORE

Read the title out loud. Ask if any students have experienced identity theft.

A Discuss the questions with a partner.

Have students answer the questions in pairs. Discuss answers as a class.

WHILE

B 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 write the correct word in each sentence.

Replay the video and have students check their answers.

AFTER

C Read the statements and write *True* or *False*.

Have students read each statement.

Ask students to write *True* or *False*. Then discuss the answers as a class.

UNIT 3 I Wish I Had A Car

A. BEFORE Discuss the question with a partner.

1. What is different about driving in the United States and driving in the country you are from?

B. WHILE Watch the video and complete the parts of the conversation.

Naomi: Convertibles get good (1) ___mileage___ .

Mateo: Who cares about (2) ___insurance___ or mileage?

Hector: Personally, I would rather have something more (3) ___practical___, like that pickup.

Hector: If you got a pickup, you would have lots of (4) ___space___ in the back.

C AFTER Write a number next to each quote to show the correct order.

a. ___3___ "The mileage on an SUV is terrible."

b. ___1___ "I can't imagine what the insurance for a car like that would cost."

c. ___2___ "A pickup? Are you serious?"

d. ___4___ "I've heard hybrids barely use any gas."

UNIT 4 I'll Have My Handyman Fix It

A BEFORE Discuss the questions with a partner.

1. Who do people call when something is broken in their house? Make a list.
2. Have you ever had to call someone to fix something in your home?

B WHILE Watch the video and complete the parts of the conversation.

Hector: Yeah, the ceiling is still (1) ___dripping___ even though the rain has stopped.

Landlord: I see. Has the water (2) ___damaged___ the floor?

Hector: But we can't keep emptying out this (3) ___bucket___ day and night.

Naomi: And we can't be (4) ___responsible___ for any damage if the water spills over.

C AFTER Choose the word that completes each sentence.

1. That **dripping** / **clicking** sound is driving me crazy!
2. I got your **phone** / **text** message this morning.
3. I think a pool of water may still be on the **ceiling** / **roof**.
4. And the damage to the **ceiling** / **floor** is getting worse.
5. The handyman will be here around **8** / **10** a.m.

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UNIT 3 I Wish I Had A Car

BEFORE

Read the title out loud. Then ask students if they have ever said *I wish I had a car*.
Ask students how many of them have a car.

A Discuss the questions with a partner.

Have students answer the questions in pairs. Discuss answers as a class.

WHILE

B Watch the video and complete the parts of the conversation.

Play the video and ask students to watch and listen carefully. Then play the video again and ask students to complete the parts of the conversation.

Replay the video and have students check their answers.

AFTER

C Write a number next to each quote to show the correct order.

Have students read each quote from the video. Then ask them to number each quote in order.

Play the video so that students can check their answers. Go over the answers as a class.

UNIT 4 I'll Have My Handyman Fix It

BEFORE

Read the title out loud. Then ask students what a handyman is.
Ask students what they do when something is broken in their home.

A Discuss the questions with a partner.

Have students answer the questions in pairs. Discuss answers as a class.

WHILE

B 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 have students complete each sentence.

Replay the video and ask students to check their answers.

AFTER

C Choose the word that completes each sentence.

Ask students to read each item and recall what they saw in the video. Then have them select the correct word to complete each sentence.

Play the video so students can check their answers.

UNIT 5 I Think I Might Have A Problem

A BEFORE Complete the tasks with a partner.

1. Write a list of six types of addiction.
2. Rank the addictions from your list from *most serious* to least serious.

B WHILE Watch the video and complete the parts of the conversation.

Hector: Can I tell you something? I used to have an (1) addiction too.

Naomi: You? (2) Addicted?

Hector: I used to be addicted to junk food. I ate it (3) constantly, even when I wasn't hungry.

Naomi: You mean—you had an eating (4) disorder?

C AFTER Choose the correct word to complete each sentence.

1. People who buy more things than they can afford are **careful shoppers** / **shopaholics**.
2. When people do things they don't want to do, they may have an **addiction** / **addition**.
3. In **support** / **supporting** groups, people share their experiences.
4. A **counselor** / **council worker** can also offer help and support.

UNIT 6 What Could Go Wrong?

A BEFORE Discuss the questions with a partner.

1. Which items do you usually buy online? Why?
2. Do you prefer to buy some items in a store? Why?

B WHILE Watch the video and complete the parts of the conversation.

Mr. Sanchez: Miriam, I think you forgot to check the (1) sizes of all these things.

Mrs. Sanchez: Oh, Victor, I think you're right. I just (2) clicked on the pictures without (3) checking the sizes.

Mr. Sanchez: Now, do you see why I wanted to be (4) careful?

Mrs. Sanchez: Well, I learned my lesson. (5) Shopping online isn't as easy as I thought. From now on, I will be more careful.

C AFTER In your notebook, write four steps to purchase objects online.

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UNIT 5 I Think I Might Have A Problem

BEFORE

Read the title out loud. Discuss with students what they think the video will be about.

A Complete the tasks with a partner.

Ask students to do the tasks in pairs. Discuss students' answers as a class.

WHILE

B 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 parts of the conversation.

Play the video once more and have students check their answers.

AFTER

C Choose the correct word to complete each sentence.

Ask students to read each item and recall what they saw in the video. Then have them select the correct word to complete each sentence.

Review answers as a class.

UNIT 6 What Could Go Wrong?

BEFORE

Ask students how they think the title of the video relates to what they have learned in the unit. Discuss students' ideas as a class.

A Discuss the questions with a partner.

Ask students to answer the questions in pairs. Then have volunteers share their answers with the class.

WHILE

B 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 and ask students to complete the parts of the conversation.

Play the video once more and have students check their answers.

AFTER

C In your notebook, write four steps to purchase objects online.

Ask students to think about the steps a person takes when they buy something online.

Have students write those steps down. Then review answers as a class.

UNIT 7 You Seem to Be Doing A Very Good Job

A BEFORE Discuss the questions with a partner.

1. What do you think makes someone a good manager?
2. What do you think makes someone a good colleague?

B WHILE Watch the video and complete the parts of the conversation.

Mr. Patel: This stick on the side is called a (1) ___stylus___.

Hector: That's really cool. The (2) ___screen___ is so clear, and it's really big.

Mr. Patel: And there are (3) ___ports___ on both sides for things like charging the battery, inserting the flash memory card, etc.

Hector: That's great! This is a really useful little (4) ___tool___.

C AFTER In your notebook, write the differences and similarities between Hector's PDA and a device you use every day.

UNIT 8 Mom, I'm So Proud of You

A BEFORE Discuss the questions with a partner.

1. What are some steps to becoming a US citizen?
2. What are some benefits of being a US citizen?

B WHILE Watch the video and complete the parts of the conversation.

Naomi: You mean you've kept your Turkish (1) ___citizenship___ this whole time?

Mrs. Sanchez: Yes. I've been a legal permanent (2) ___resident___ until now.

Naomi: What made you (3) ___change___ your mind?

Mrs. Sanchez: Well, now I have more time, and I've been thinking it's more important to get (4) ___involved___.

C AFTER Write the steps that Mrs. Sanchez needs to follow to become a US citizen

Start the application process; have an interview with the immigration service; take the citizenship test.

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UNIT 7 You Seem to Be Doing A Very Good Job

BEFORE

Read the title out loud. Ask students in what situations they might hear this statement.

A Discuss the questions with a partner.

Have students answer the questions in pairs.

Ask volunteers to share their answers with the class. Then discuss.

WHILE

B Watch the video and complete the parts of the conversation.

Play the video and ask students to watch and listen carefully. Then play the video again and ask students to complete the sentences.

Replay the video and have students check their answers.

Have students practice the conversation in pairs.

AFTER

C In your notebook, write the differences and similarities between Hector's PDA and a device you use every day.

Ask students to think about Hector's PDA. Have them compare the functions of a PDA to the functions of their own devices. Then have them write down the differences and similarities. Discuss answers as a class.

UNIT 8 Mom, I'm So Proud of You

BEFORE

Read the title out loud. Ask students to describe a moment when they have been proud of someone.

A Discuss the questions with a partner.

Ask students to answer the questions in pairs. Then discuss answers as a class.

WHILE

B Watch the video and complete the parts of the conversation.

Play the video and ask students to watch and listen.

Play the video again. Then ask students to complete the sentences.

Replay the video and have students check their answers.

AFTER

C Write the steps that Mrs. Sanchez needs to follow to become a US citizen.

After students write the steps down, check answers as a class.

Vocabulary List

PRE-UNIT

cook
creative
dear
do crossword puzzles
do yoga
draw
emotional
hobbies
knit
lift weights
mental
paint
physical
play soccer
play video games
read
run
swim
take pictures
watch movies
write

UNIT 1

achieve
addiction counselor
alcohol and drug abuse counselor
anger management counselor
auditory
balance
be flexible
bodily
career development counselor
career path
computer programmer
domestic violence counselor
earning power
eating disorder counselor
educational attainment
elementary school counselor
evaluate
family counselor
financial
fun
goal setting
graphic designer
grief counselor
high school counselor
inspire
intelligence
interpersonal
intrapersonal
joy
juvenile justice counselor
kinesthetic
learning style
linguistic
logical
long-term
marriage counselor
mathematical
mental health counselor
monitor
motivate
motivation
multiple
musical
naturalistic
nutritional counselor
photographer
positive outlook
prioritize
pursue
registered nurse
rehabilitation counselor
relationship counselor
rhythmic
short-term
spatial
sports counselor
support
tactile
time with family
verbal
veteran's counselor
visual
vocational counselor

UNIT 2

accountant
actuary
bankruptcy
bargain
budget cut
buy in bulk
capital gains
certificate of deposit (CD)
collateral
commit fraud
convert
counterfeit
counterfeit checks
credit
credit analyst
credit card
current income
daunting
debt
delinquent accounts
dumpster diving
earnings
expense
false pretenses
financial
financial analyst
financial planner
fraud
inflation
investment
liquid
liquidate
mortgage
mutual funds
net appreciation
penalty
periodically
phishing
pretexting
profitable
property
purchasing power
real estate
rent
renter's insurance
risk
risky
savings account
skimming
stock trader
stocks
subscriptions
unauthorized transactions
value
vehicle
worth

UNIT 3

accident
air filter
alternator
auto body repair technician
auto designer
auto electrician
auto engineer
auto instructor
auto sales manager
battery
bodily injury
brake fluid reservoir
car detailer
car rental agent
car salesperson
change
check
children
choose
collision
commute
convertible
coolant reservoir
coverage
disc brake
distributor
electric vehicle (EV)
exhaust manifold
fatalities
fill
fill up
find
four-door sedan
fuel injection system
hybrid
imagine
incident
inspect
limits of liability
look at
make
mechanic
mileage
minivan
model
MPG
muffler
odometer
pedestrians
perform
pickup truck
police officer
policy
power steering reservoir
premium
process engineer
quality testing engineer
radiator
rear axle
rear suspension
red light
replace
school bus
seat belts
speed limit
sports car
sport utility vehicle (SUV)
station wagon
stop sign
timing belt
tire technician
top off
Tow truck driver
two-door coupe
uninsured motorist
unrestrained
van
vehicle inspector
VIN
water pump

UNIT 4

abandon
activate
architects
architectural / engineering managers
burglarize
burglary
civil engineers
compensate
construction / building inspectors
construction managers
crime
deductible
deteriorate
disturbance
drafters
dwelling
enticing
estimate
evident
exterior
get
grounds
have
help
housing
landscape architects
let
liability
litigate
make
possess
premises
premium
prevent
responsibility
responsible
right
seize
summon
surveying / mapping technicians
surveyors
terminate
theft
thief
urban / regional planners
vacate
weapons

UNIT 5

addiction
adhesive bandages
adhesive cloth tape
affect
antibiotic ointment
antiseptic wipes
aspirin
at risk
burn
carbon footprint
choking
cold compress
compress dressing
deductive reasoning
depressed
depression
detoxification
eco-friendly
emergency phone numbers
EMT
first-aid kit
head injury
hydrocortisone ointment
ice pack
impair
impairment
inclusive sizing
inductive reasoning
insurance
insure
insured
medical bill
meditate
meditation
mental health
open wound
out of shape
paramedic
physiological dependence
poisoning
prescription medication
process
process addiction
psychological dependence
responsible party
roller bandage
scissors
self-esteem
shock
sterile gauze pads
sterile gloves
substance addiction
survive
survivor
sustainable fashion
thermometer
tolerance
treat
treatment
tweezers
twelve-step program
uninsured
withdrawal
zero waste

UNIT 6

allege
conform
convince
customer service
customer service representative
exchange
fault
free of charge
guarantee
make
malfunction
model
order
policy
quality
receipt
refund
research
return
review
transaction
warranty

UNIT 7

accommodate
avoid
business telephone
cable
card reader
collaborate
compete
compromise
computer
computer and information research scientist
computer network architect
computer support specialist
computer systems analyst
cost-effective
database administrator
digital designer
effective
faded
fan
feed
feeder
files
force
handheld scanner
headphone
headset
information security analyst
long-term
motivate
network system administrator
obstructions
organize
paper jam
photocopier
point of sale (POS) system
port
power supply
printer
projector

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reorganize
resolve
ring light
security camera
software developer
splotchy
tablet
toner
web developer

UNIT 8

amendment
asylum
bear arms
believe
capital crime
career counselor
charitable
civic
community health worker
commuters
conserve
eligible
environmental issues
health education specialist
immigrant
impartial
marriage and family therapist
naturalization
opinion
peaceably assemble
probation officer / correctional treatment specialist
protect
punishment
refugee
rehabilitation counselor
resource
reusable
rights
school counselor
slavery
social and human service assistant
social welfare
social workers
status
substance abuse, behavioral disorder and mental health counselor

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Grammar Reference

UNIT 1

Review: *Be*

Subject	Past	Present	Future
I	was	am	will be
You / We / They	were	are	will be
He / She / It	was	is	will be

Review: Simple Verb Forms

Subject	Past	Present	Future	
He / She / It	studied	studies	will study	English every day.
We	put	put	will put	our studies first.
They	worked	work	will work	too many hours.

Future Perfect

Subject	*will have*	Past Participle		Future Event—Time Expression
I	will have	become	a teacher	**by** the time my kids are in school.
He	will have	been	a graphic designer (for five years)	**when** he turns 35.
They	will have	found	a job	**by** 2017.

We use the future perfect to talk about an activity that will be completed before another time or event in the future. present 3 future to be completed (perfect) 3 future event with time expression

Note: The order of events is not important. If the future event with the time expression comes first, use a comma.

Example: *By the time my kids are in school, I will have become a teacher.*

UNIT 2

Past Perfect Continuous					
First Event in Past					Second Event in Past
Subject	***had***	***been***	**Verb + *-ing***		
Kimla	had	been	buying	designer clothes	before she started bargain hunting.
He	had	been	buying	coffee at a coffee shop	before he began making it at home.
They	had	been	paying	a lower deductible	before they called the insurance company.

Uses

- We use the past perfect continuous to talk about an activity that was happening for a while before another event happened in the past. For the most recent event, we use the simple past.
- Remember to use a comma if you put the second event as the first part of the sentence.
  Before she started bargain hunting, Kimla had been buying designer clothes.

UNIT 4

Causative Verbs: *Get, Have, Help, Make, Let*			
Subject	**Verb**	**Noun / Pronoun**	**Infinitive (Omit *to* except with *get*.)**
He	will get	his handyman	to come.
She	had	her mom	wait for the repairperson.
The landlord	helped	me	move in.
Ming Mei	makes	her sister	pay half of the rent.
Mr. Martin	let	Ming Mei	skip one month's rent.

Uses
We use causative verb structures to indicate that the subject causes something to happen.

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UNIT 5

Adverb Clauses of Concession	
Dependent Clause	**Independent Clause**
Although he spends a lot of time in Las Vegas,	he says he doesn't have a gambling problem.
Even though her sister spends thousands of dollars a month,	she doesn't think she is a shopaholic.
Though she has to drink two cups of coffee before she can get out of bed in the morning,	she is convinced she isn't addicted to caffeine.
In spite of the fact that he plays video games for three hours a night,	he denies he has a problem.

Explanation: Adverb clauses of concession show a contrast in ideas. The main or independent clauses show the unexpected outcome. The unexpected outcome in the third example is that it is surprising that she thinks she isn't addicted to caffeine.
Note: The clauses can be reversed and have the same meaning. Do not use a comma if the independent clause comes first in the sentence.
Example: *She doesn't think she is a shopaholic even though she spends thousands of dollars a month.*

UNIT 6

Appositives		
Noun or Noun Phrase	**Appositive**	**Remainder of Sentence (Predicate)**
The ad,	**the one with all the great pictures,**	makes me want to buy those dishes.
That computer,	**the fastest machine in the store,**	sells for over $2,000.

Explanation:
- An appositive is a noun or noun phrase that renames another noun next to it in a sentence.
- The appositive adds extra descriptive detail, explains, or identifies something about the noun. If the appositive is taken out of the sentence, the sentence still makes sense.
- An appositive can come before or after the noun phrase it is modifying.

Example: *A helpful gift, money is always appreciated by a newly married couple.*
Note: Appositives are usually set off by commas.

UNIT 7

Noun Clauses as Objects		
Subject + Verb	**Noun Clause**	**Explanation**
I did	*what* I was asked.	• A noun clause starts with a question word or *that* and is followed by a subject and verb. • In these examples, the noun clauses are the objects of the sentences.
She knows	*how* the computer works.	
They decided	*where* the location would be.	
My boss asked	*who* would be best for the job.	
I hope	*that* they work as a team.	

UNIT 8

Transitional Expressions		
One reason	The *first* reason	*Some* people
⇓	⇓	⇓
Another reason	The *second* reason	*Other* people
⇓	⇓	⇓
Still another reason	The *third* reason	*Still* others
• Use these phrases to connect your ideas. • Choose the set of phrases that works best for your topic. • Don't shift back and forth among sets of phrases.		

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20 "Educational Attainment and Earning Power for Men and Women 18 and Over" chart. **Source:** Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics **Website:** https://www.bls.gov/emp/chart-unemployment-earnings-education.htm; **53** "The Four Keys to Great Credit" **Source:** MSN Money **Website:** money.msn.com; **85** "Seat Belt Use in the States, 2014–2019" **Source:** Seat Belt Use in 2013—Use Rates in the States and Territories, National Highway Traffic Safety Administration **Website:** https://crashstats.nhtsa.dot.gov/Api/Public/ViewPublication/813307; **86** "Facts on alcohol-related accidents" **Source:** Centers for Disease Control and Prevention **Website:** https://www.cdc.gov/transportationsafety/impaired_driving/index.html; **113** "Theft prevention newsletter" **Source:** Burglary Prevention, Jefferson County Sherriff's Department, MO **Website:** http://www.jcsd.org/burglary_prevention.htm; **136** "Percentage of persons without health insurance, by age group using three measures of non-coverage, and percentage of persons with health insurance at the time of interview, by coverage type and age group: United States, January–March 2014" **Source:** Health Insurance Coverage: Early Release of Estimates From the National Health Interview Survey, January–March 2014 **Website:** http://www.cdc.gov/nchs/data/nhis/earlyrelease/insur201409.pdf; **137**, **138**, **149** "Demographic Variation in Health Insurance Coverage: United States, 2020" **Source:** National Center for Health Statistics, National Health Statistics Report, February 2022 **Website:** https://www.cdc.gov/nchs/data/nhsr/nhsr169.pdf; **195** "Conflict Resolution: Resolving Conflict Rationally and Effectively" **Source:** Mind Tools **Website:** http:// mindtools.com; **215–216** "U.S. Citizenship and Immigration Services" **Source:** USCIS **Website:** http://uscis.gov; **220** "Big Brothers Big Sisters of Eastern Massachusetts **Source:** Big Brothers Big Sisters of Eastern Massachusetts **Website:** https://emassbigs.org/; **223** "Create Less Trash" **Source:** Sustainable Environment for Quality of Life **Website:** http://www.centralina.org; **224** "Carpooling—What is it?" **Source:** Sustainable Environment for Quality of Life **Website:** http://www.centralina.org

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LIFE ONLINE VIDEO 1: Keeping It Professional

Alex: Hi! I'm Alex, and today I'm here with my colleagues April and Mike.

We all have experience as English teachers, and this is what I want to talk about today: communicating with students outside of class.

Mike: You mean during my free time? Don't message me then!

April: Mike, you know teachers don't ever really have time off.

Mike: Yeah, that's true . . .

Alex: All right, slow down, you two. Let's talk about common mistakes in online communication and best practices for communicating clearly and professionally. What's the best way for students to contact you outside of class?

April: I prefer email. It keeps things professional, and it's easier for both the student and the teacher to organize questions and responses. Stopping by the office in person is also fine, but I still prefer email.

Mike: I agree. I want my students to communicate with me via email or in person. I'm not big on students texting me or contacting me via messaging apps. I use these apps for talking with my friends. Email is more professional.

Alex: Wait, what are you saying? You aren't friends with your students, Mike?

Mike: Uh, well, yes. Er, no. I mean, sometimes. I mean . . . We can be friendly, but there is still a professional relationship between us.

Alex: True. I think it's fine for students to text me as long as the questions are related to school. That said, if the texts include personal questions or are not relevant to school, then it crosses the line. What do you think, April?

April: I guess I would say it's a case-by-case situation, but in general, I don't think it's appropriate for students to text their teachers.

Alex: Are you sure we're not just old-fashioned? Don't we need to change with the times?

April: Who are you calling old?

Mike: Oooooooh, she got you.

Alex: Um, moving on! So, what about the time of day? Do you expect students to write to you only during working hours?

Mike: I'd say just try to send emails at reasonable times. Nothing too late—like after 9 p.m.

April: I don't worry about when someone sends an email since it's less direct than a text. As far as replying, I stick to weekdays and business hours.

Alex: I agree, any time is fine as long as students understand that I don't have to respond to them right away. I only respond during normal working hours.

Mike: But what if it's your boss sending the email?

Alex: That's an interesting question! I think it's important to respect people's personal time. If my boss emails me at midnight, that's fine. She can wait until the morning for a response. But if she expects me to answer right away, we need to have a conversation about realistic expectations.

April: And if something were really urgent, wouldn't she send a text?

Alex: Yeah, I think a text is appropriate when it's a time-sensitive issue.

Mike: Right, and I think both texting and email are okay between peers. It really depends on their relationship.

Alex: Now, what's your take on emojis?

Mike: I think using emojis can be okay depending on the relationship and the timing. I use them myself.

April: Yeah, I think emojis are just fine, within reason. I use them, too!

Alex: Agreed. I think it's actually important to use emojis in certain situations. Otherwise, there might be misunderstandings. However, this is only for texting. Emails are more formal, so emojis aren't usually appropriate.

Mike: Yeah, it's also important to use proper grammar, spelling, capitalization, etc., in professional emails.

Alex: Totally. Okay, one last question: In online communication, what's the absolute number one thing students should NOT do?

April: Hmm . . . do not connect with your teacher on social media after your first class together. I think it's important to keep some professional distance. Social media is where I talk to my friends and family, not my students.

Mike: I'd say do not use "reply all" in an email unless you want everyone in the group to read your message. If you're not careful, you may end up sending a personal email to the whole school.

Alex: I'm guilty of that one myself . . . All the teachers in my school knew that I was late for school one day because I'd spilled coffee in my lap and had the most embarrassing stain on my pants!

April: TMI!

Mike: Alex, that's terrible!

Alex: And . . . Let's end it there! To sum up what we've discussed, here are three important takeaways: First, respect people's time.

April: Don't send a message at midnight the night before an exam and expect a quick response.

Alex: Second, keep things professional.

Mike: Stick to email unless you have a close working relationship with someone, and make sure to use proper grammar and spelling.

Alex: And finally, ask about someone's expectations for communication! We all have different preferences, and it's important to understand the other person's communication style.

Well, thank you both for your time and your thoughtful answers.

April: Anytime!

Mike: Careful with that coffee, Alex . . . You don't want to have another accident!

Alex: Goodbye, everyone!

April, Mike: Goodbye!

LIFE ONLINE VIDEO 2: Get the Facts Straight

When you're looking for information—whether for a school research project, a news story you want to learn more about, or a health question you have—where do you turn? The internet, right?

But where do you look online? It's not always easy to tell what's true right away. Some articles claim to tell the truth but only share part of the truth. And some even share information that is completely false because they want to sell a product or promote a certain idea.

Today we're going to talk about some important questions you should ask any time you search for information online.

First: **What kind of source am I looking at?** Read the information in the *About* section of a web page to learn who it is for and what its purpose is. Is it a blog, a company site, a government resource?

News sites can be great sources for current events, but they also publish opinion articles with just one person's perspective. If you are looking for factual information, don't rely only on articles labeled *Opinion*, *Commentary*, *Editorial*, or *Op-Ed*.

Blogs, social media, and personal websites are other sources that include a lot of opinions. On sites like these, you shouldn't believe everything you read. In fact, you may need to ignore posts that have false information so you don't waste your time and attention on them.

The next question is: **Who is talking?** Look for the name of the author. Is the person an expert in the topic they are writing about? Do they have a degree in the subject area? Have they written a lot of books and articles about this topic?

Do some additional research about the author or website and think about whether they are a reliable source.

Then consider: **What is the author's purpose?** Are they sharing an opinion, trying to convince you to donate money, asking you to buy a product, or simply writing to give information? You can get some clues by looking at the rest of the site.

If the article appears on a company website, are they selling the company's product? Do you see a lot of ads for products connected to the topic of the article? Do all of the articles on that site share the same perspective about a certain topic?

Then ask yourself: **How do they support their claims?** If an article doesn't list any sources for factual information, that can be a red flag.

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Does the author include links to original data? Have other experts reviewed their work? Click through and read the original source. The research should be relevant to what they are talking about. A survey of five people probably isn't as meaningful as an organized study of 10,000 people. A study from 30 years ago might not be a relevant source for something that's in the news today.

Take some time to think critically about the evidence someone is sharing. Are there obvious, important questions they are ignoring?

It's always important to ask: **What do other people say?** Use a fact-checking website if a claim seems surprising or untrue. See what others say about the author or the website. And always look for other sources that support the information you are finding. Multiple articles from different experts can help you understand a topic better.

And finally, ask yourself: **How does it make me feel?** If an article makes you feel a strong emotion—whether that's happiness, anger, fear, or excitement—take some time to learn more. Writers sometimes exaggerate information or leave information out of a story in order to make readers feel strong emotions and keep reading or share the story. Make sure you're finding complete and reliable information, not just information that confirms what you already believe.

So, to sum up, when you search for information online, ask yourself the following six questions:

1) What kind of source is it?
2) Who is talking?
3) What is the author's purpose?
4) How do they support their claims?
5) What do other people say?
6) How does it make me feel?

When you take these steps, you can feel confident about the quality of the information you're using and sharing, whether it's for a research paper or a social media post.

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UNIT 1 The Presentation is Due in Two Weeks

Naomi: Any ideas?
Hector: Nope. My brain is empty.
Mateo: Mine too.
Naomi: Come on, you guys. We have to do this presentation in two weeks. Two weeks! That's barely enough time.
Hector: OK, let's focus. The assignment was to do a presentation on jobs and careers.
Mateo: The teacher gave a lecture about the relationship between education and income. Remember? So maybe we could do something about that.
Naomi: Good idea. Let's do a presentation showing how an advanced degree can increase your earning potential.
Hector: I like it. There have got to be some good statistics on that.
Mateo: I think it would be good to show some of those statistics in the form of a graph or a chart.
Hector: Definitely. It won't be as interesting if we just talk. We have to have something for the class to look at.
Naomi: I can tell this is going to be good. Let's get going. Somebody should take notes.
Hector: Who, me?
Naomi: Well you are going to be a journalist, aren't you? Listen, if you take notes and write a report, then I'll make the chart. I'm really good with designing graphics.
Mateo: I'll present it to the class. I'll use Hector's report to write a short speech.
Naomi: This is great! We all have our roles. Hector will write the report. I'll design the graphics, and Mateo will present it to the class.
Mateo: When do you think you'll have finished the report, Hector?
Hector: I'll need at least a week.
Mateo: That's good. That'll give me a week to practice my presentation.
Naomi: I will have finished the graphics by then, too. Why don't we get together next Saturday? This room will be empty, so we can meet here.
Naomi: Here's the chart I made. I took me a couple of hours to make it. The first page shows the title: Educational Attainment and Earning Power.
Hector: That was a good idea to make a title page. I didn't think of that.
Naomi: And here is a bar graph that shows all the statistics. I used the information from Hector's report to make the graph.
Mateo: Wow. A high school graduate only makes about $21,000 dollars a year.
Naomi: With an associate's degree, you can earn $30,000 per year, and with a bachelor's degree you can make more than $40,000. A college graduate with a master's or PhD can make anywhere from $50,000 and up. In other words, with each degree you earn, you can make about ten thousand dollars more per year.
Hector: In three years, a high school graduate will have made the same amount of money that a college graduate makes in one year. It really pays off.
Mateo: I'll make that point in my speech. Do you have another copy of your report, Hector?
Hector: Yeah, here it is. So, do you have everything you need for your speech?
Mateo: Naomi made the bar graph, you wrote the report, so I think I've got everything I need. Basically, I'll just summarize your report for the class. When I give my speech, I'll use Naomi's chart as a visual aid.
Hector: Good job, everybody.
Naomi: It goes to show what you can do with a little teamwork.

UNIT 2 It's Called Identity Theft

Mateo: Thanks, Naomi. That was good.
Naomi: I can see you enjoyed it. Would you like anything else?
Mateo: No, that's enough. I'd better get back to work.
Naomi: OK, then. Here's your check.
Mateo: Wait a second. Where's my wallet? I can't find it.
Naomi: Oh, no. Did you leave it at home?
Mateo: Let me think. I had it this morning on the bus. I definitely remember that. I must have lost it.
Naomi: You'd better notify the bank right away. You have an account at Glendale Bank, don't you?
Mateo: I do.
Naomi: There's a branch right around the corner. In fact, that's where Mr. Sanchez works.
Mateo: That's right. I'd better go over there right now.
Naomi: Don't worry about the bill. Good luck!
Mateo: And that's what happened.
Mr. Sanchez: I'm sorry to hear that, Mateo. When did you lose your wallet?
Mateo: Last night or this morning, I'm not sure. I think I left it on the bus.
Mr. Sanchez: Uh-oh. Was there a lot of money in it?
Mateo: About twenty dollars, I guess. But my ATM card was in it, too. That's why I came in to see you. I need a new ATM card.
Mr. Sanchez: Well, sure. I can get a new ATM card for you. But first, I think we should check on your account.
Mr. Sanchez: Mateo, did you withdraw some cash this morning?
Mateo: No, I haven't withdrawn any money for a couple of days.

Mr. Sanchez: Well, somebody withdrew 500 dollars from your account earlier today.
Mateo: How could they do that? Don't they need to know my password?
Mr. Sanchez: Not necessarily. Does your wallet contain any personal information?
Mateo: Such as?
Mr. Sanchez: Such as your driver's license or social security number?
Mateo: I keep my driver's license and my social security card in my wallet.
Mr. Sanchez: That's all they needed. With that information, they can get into your bank account and take out all your money. They can even start a new account and take out a loan in your name. It's called identity theft.
Mateo: What should I do?
Mr. Sanchez: Well, the first thing you need to do is freeze your checking account. That will prevent the thieves from taking any more money out of your account.
Mateo: Am I liable for the 500 dollars that was taken out of my account this morning?
Mr. Sanchez: Probably not. I'll fill out a dispute claim. You can probably get the money back, although it may take a couple of weeks.
Mateo: Wow! That's a relief. What else should I do?
Mr. Sanchez: You should definitely file a police report. Did you have any credit cards in your wallet?
Mateo: Yeah, just one.
Mr. Sanchez: Then you should call the credit card company right away. Notify the company that your card has been stolen and cancel the card.
Mateo: Thanks, Mr. Sanchez. You've been a big help. If you'll excuse me, I have a few calls I have to make.
Mr. Sanchez: Yes, you'd better get going. Take care, Mateo. And be careful.

UNIT 3 I Wish I Had a Car

Hector: The bus is late again.
Naomi: I wish I had a car. We could have been at school an hour ago.
Mateo: Yeah, I wish I had a car, too; a convertible, a silver convertible, like that one over there.
Hector: Yeah, that is nice.
Naomi: How much would a convertible like that cost, do you think?
Hector: A car like that could easily cost $20,000, wouldn't you say, Mateo?
Mateo: Yeah, and if I had that much money, I wouldn't hesitate to buy it.
Naomi: I can't imagine what the insurance for a car like that would cost. But I guess you wouldn't pay that much for gas. Convertibles get good mileage.
Mateo: Who cares about insurance or mileage? The important thing is that you would look good.
Hector: Personally, I would rather have something more practical, like that pick-up.
Mateo: A pick-up? Are you serious?
Hector: Think about it. If you got a pick-up you would have lots of space in the back.
Mateo: What would you need so much space for?
Hector: I don't know. I'm just saying that you would have the space if you needed it. But I do know one thing. On a day like today, I would be driving down Highway 1, headed for the beach.
Naomi: That's what I would get.
Mateo: An SUV? Why would you get an SUV?
Naomi: If I had an SUV there would be plenty of room for other people. I could give rides to all my friends.
Hector: Yeah, but you would spend a fortune on gas. The mileage on an SUV is terrible.
Naomi: You wouldn't have to spend that much if you got a hybrid. I've heard hybrids barely use any gas. They mostly use electricity. Oh, look. Here comes the bus.
Hector: One second ago I was driving my pick-up down Highway 1. Now here I am, back at the bus stop with you two.
Mateo: Life is tough.
Naomi: Come on, you guys. Let's go.

UNIT 4 I'll Have My Handyman Fix It

Naomi: I can't concentrate anymore. That dripping sound is driving me crazy!
Mateo: Me too.
Naomi: Did you call the landlord again?
Mateo: Yeah, I called him this morning for the third time.
Hector: Did you actually speak to him, or did you leave a message?
Mateo: I left a message.
Hector: That landlord! He never answers the phone.
Mateo: But he did call back.
Naomi: Really? What did he say?
Mateo: He said he would be here at 7 o'clock.
Hector: Well it's already 7:30. Maybe he forgot.
Naomi: Oh! The next time I see that landlord I'm going to—
Landlord: Hello, hello. I got your phone message this morning.
Mateo: You mean our messages.
Landlord: Evidently there's some sort of repair you want me to make?
Naomi: After all the rain we had this weekend, the roof started to leak. I think a pool of water may still be on the roof.
Hector: Yeah, the ceiling is still dripping even though the rain has stopped.
Landlord: I see. Has the water damaged the floor?
Naomi: No, we caught it right away and put a bucket down to collect all the drips.
Hector: But we can't keep emptying out this bucket day and night. And the damage to the ceiling is getting worse.
Mateo: That's right. And we can't be responsible for any damage if the water spills over.
Landlord: I'll have my handyman come by tomorrow morning. Can one of you be here to let him in?
Naomi: Yeah, I can let him in.
Landlord: Are there any other repairs that need to be made?
Naomi: No, just the leak.
Landlord: OK, then. The handyman will be here around 10 a.m.
All: Thank you.
Mateo: Wow, I can't believe it was that easy. I was expecting the landlord to give us a hard time.
Naomi: I guess he isn't such a bad guy after all.

UNIT 5 I Think I Might Have A Problem

Hector: Hey Naomi. What are you doing?
Naomi: Oh, nothing much. Just surfing the net.
Hector: Are you doing research for a paper?
Naomi: No. Nothing like that. I was just shopping for a pair of shoes.
Hector: Shopping for shoes, again? Isn't that a pair of shoes in that bag?
Naomi: I couldn't resist them. Aren't they great? I got this fantastic belt, too. I couldn't really afford it, but how could I say no?
Hector: Naomi, you've been spending a lot of money lately.
Naomi: I know, but I just can't stop myself. I'm a shopaholic.
Hector: Are you joking, or are you being serious?
Naomi: OK, I admit that I have a problem. I feel like I'm not in control.
Hector: Maybe you are losing control. Do you spend money even when you don't want to?
Naomi: Well, yeah. I do.
Hector: Naomi, I hate to tell you this, but I think you might have an addiction to shopping. Really, I mean it.
Naomi: I think you're right, Hector. I used to think I was just doing it for fun. But it isn't fun anymore. I spend all my money on things I don't need or even want.
Hector: Can I tell you something? I used to have an addiction too.
Naomi: You? Addicted?
Hector: Yes, believe it or not, I used to be addicted to junk food. I ate it constantly, even when I wasn't hungry. At one point, I weighed over 250 pounds.
Naomi: You mean, you had an eating disorder?
Hector: You could say that.
Naomi: What did you do about it?
Hector: Well, I got help. I went to a counselor and I joined a support group. I kept track of my eating, and I started working out at the gym. Pretty soon, I was addicted to going to the gym! Now, I feel a lot better.
Naomi: I want to get myself under control too, Hector. What should I do?
Hector: All I can tell you is what worked for me. First, I made the decision to stop overeating, and then I got the help I needed.
Naomi: Thank you for being honest with me, Hector. I really appreciate your honesty. Can I ask you for a favor?
Hector: Sure. Anything you want.
Naomi: Can you help me return these things?
Hector: Absolutely.

UNIT 6 What Could Go Wrong?

Mrs. Sanchez: Oh, I'm so excited. I've never ordered anything online before. And groceries? Can you imagine how much time we'll save? We won't ever have to go to the grocery store again!
Mr. Sanchez: For the first time, let's just order a couple of things—to make sure it works.
Mrs. Sanchez: But what could go wrong? Come on, Victor. Everybody uses the internet to buy things. We have to keep up with the times, dear.
Mr. Sanchez: I know, I know. I just want to make sure it works. Later, when we're used to it, we can try it again.
Mrs. Sanchez: Alright, if it makes you feel better. Let's get started! Look in the refrigerator and tell me what we need.
Mr. Sanchez: We need some milk.
Mrs. Sanchez: How much?
Mr. Sanchez: A gallon.
Mrs. Sanchez: What else?
Mr. Sanchez: How about a gallon of juice?
Mrs. Sanchez: Oh, good idea. Hector likes to drink juice every morning. What about eggs and butter?
Mr. Sanchez: Miriam, let's not buy too many things. Like I said, I just want to buy a few things this first time.
Mrs. Sanchez: But Victor, we have to spend at least twenty dollars. That's the minimum amount. So far we've only spent three dollars.
Mr. Sanchez: You mean a gallon of juice and a gallon of milk is only three dollars?
Mrs. Sanchez: I guess everything is cheaper on the internet. Look in the cupboard.

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Mr. Sanchez: Alright, alright. Do you think we need more tomato sauce?
Mrs. Sanchez: Yes, I always need tomato sauce. I'll get two cans. What about rice? Do we have any rice?
Mr. Sanchez: No, we're almost out of rice.
Mrs. Sanchez: OK, one bag of rice. That's it. We've spent twenty dollars.
Mr. Sanchez: Wait a second. A gallon of juice and a gallon of milk came to three dollars. You mean that two cans of tomato sauce and a bag of rice came to seventeen dollars?
Mrs. Sanchez: Oh, who knows how these things work, Victor? Prices are different on the internet.
Mr. Sanchez: I guess you're right. Just submit the order.
Mrs. Sanchez: Your order has been submitted, sir. Your groceries will be delivered by 5 p.m. How exciting! We just made our first online purchase! Now all we have to do is sit back and wait.
Mr. Sanchez: I have a funny feeling about this.
Mrs. Sanchez: Just relax, honey. Everything will be fine.
Mrs. Sanchez: Oh! That must be the delivery person. Go get our groceries, dear!
Mr. Sanchez: Well, here's your rice. Do you think we have enough rice?
Mrs. Sanchez: What happened? I did not order that much rice.
Mr. Sanchez: Well, that's what they brought. Maybe it was a mistake. Let's see what else we got. Here's the milk. I thought we ordered a gallon of milk?
Mrs. Sanchez: So did I. I did not order a pint of milk. I ordered a gallon of milk.
Mr. Sanchez: We didn't order a pint of juice, either. We ordered a gallon of juice. And look at this. Two cans of tomato sauce. Two very large cans of tomato sauce. Miriam, what happened?
Mrs. Sanchez: Well, I clicked on the picture of the milk and I clicked on the picture of the juice. And then I clicked on the picture of the rice, and then I clicked twice on the picture of the tomato sauce.
Mr. Sanchez: Miriam, I think you forgot to check the sizes of all these things.
Mrs. Sanchez: Oh Victor, I think you're right. I just clicked on the pictures without checking the sizes.
Mr. Sanchez: Now do you see why I wanted to be careful?
Mrs. Sanchez: Well, I learned my lesson. Shopping online isn't as easy as I thought. From now on, I will be more careful. Oh, but what am I going to do with all this tomato sauce?

UNIT 7 You Seem to Be Doing A Very Good Job

Hector: Excuse me . . . Mr. Patel, you wanted to see me.
Mr. Patel: Yes, Hector. Please, have a seat.
Mr. Patel: I guess you know why I asked to see you today.
Hector: Well . . . um . . . yes, no. Yes. I hope I do.
Mr. Patel: Well, I asked to see you because I have some good news for you. Since you joined us a few months back, I have been looking over your progress reports. You seem to be doing a very good job. You are always on time, you're cooperative, and you're very hard-working.
Hector: Thank you, sir. I've been trying really hard.
Mr. Patel: I can see that. And in recognition of your hard work and dedication, I would like to give you a promotion. Starting next week, you'll manage the men's department. What do you think of that?
Hector: I think that's great! Thank you, Mr. Patel. I'll try my best to be a good manager.
Mr. Patel: I'm glad to hear you say that. Oh, and there is one more thing. I have a little present for you. Something that will help you communicate with the other employees. Here you are, a personal digital assistant!
Hector: A PDA. Wow! I've always wanted one of these.
Mr. Patel: Now Hector, this is strictly for work.
Hector: Oh, Mr. Patel. I understand.
Mr. Patel: You can do all sorts of things with this little piece of technology, so I hope you will use it well.
Hector: I've never had one of these. Um, how do you use it?
Mr. Patel: It's not all that difficult. I'll go over the basics, but you really have to read the manual to understand all the features. Go ahead, turn it on. The battery is charged and I'll try to explain a few things.
Hector: Great.
Mr. Patel: The stick on the side is called a stylus. You can use it to operate the functions on the screen. There's a keypad on the bottom.
Hector: That's really cool. The screen is so clear and it's really big.
Mr. Patel: And there are ports on both sides for things like charging the battery, inserting the flash memory card, etc. With the USB cable, you can directly download things from your computer.
Hector: That's great. This is a really useful little tool.
Mr. Patel: Yes, it is. You can send emails from this, you can receive calls and you can store all sorts of data.
Hector: Really? Like what?
Mr. Patel: Well, like addresses, names, schedules, things like that.
Hector: What! This is like a portable office right here in my hand.
Mr. Patel: Yes it is. And just like an office, the information inside is very important, so you should keep it with you all the time and never lose it.
Hector: Oh, Mr. Patel, I won't lose it. I'll keep it safe and with me all the time.

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Mr. Patel: That's good. I hope so. It's important that you keep it with you all the time. I gave it to you so that the other employees could contact you any time, in case they are sick or if they want to change their schedules, things like that.
Hector: Oh? You mean, all the people from the store can contact me on this at anytime?
Mr. Patel: Well, yes. Like I said, you're a manager now! Congratulations! Now back to work.

UNIT 8 Mom, I'm So Proud of You!

Mateo: Hector, you OK? You seem a little nervous.
Hector: Yes, I'm fine. It's just . . . wait one second.
Naomi: Hi, Mateo. How are you guys?
Mateo: I'm fine. But I'm not sure about Hector.
Hector: I'm fine. Just . . . relax, get comfortable.
Naomi: OK . . . I haven't been to your parents' house in a long time. Where are they, by the way?
Hector: Well, that's why I asked you to come over. They said they had a big announcement. I asked what it was about, and they said they wanted it to be a surprise, and they asked me to come home for dinner. They said it was OK for you and Mateo to come, too. So I guess can't be bad news.
Naomi: Wow, I'm curious. What could it be?
Mateo: Maybe they won the lottery?
Naomi: Or maybe they're going to have a baby!
Hector: Oh, please.
Mateo: Having Hector is enough, don't you think?
Mrs. Sanchez: Hi Naomi! How nice to see you. Oh, and Mateo, I've missed you so much. You never come over anymore!
Mateo: I've been bad, I know.
Mrs. Sanchez: Well anyway, I'm so glad you both could come over.
Naomi: Thanks for inviting us. It's good to be here again.
Mr. Sanchez: Hello, everybody. What a nice surprise! We haven't had this many people in our house since Hector moved in with you.
Hector: Speaking of surprises, I was just telling Naomi and Mateo that you have some important news?
Mrs. Sanchez: Well, yes we do. Oh, but don't worry. It's good news. It's a big change, but it's good.
Hector: OK, Ma. Get to the point. What is this about?
Mrs. Sanchez: Let me explain in my own way, dear. Mateo and Naomi, did Hector ever tell you where I'm from?
Naomi: Oh yes, I remember that day that I came over and you were showing me the family photo album. You said you were from Turkey, right?
Mateo: And first you moved to New York, and then you moved to California. That's when you met Mr. Sanchez. I know them like I know my own family.
Mrs. Sanchez: That's right, Mateo. Hector's father is from Mexico. He became a US citizen and then we got married.
Mr. Sanchez: Yes, it wasn't easy becoming a citizen back then. It was expensive, and it took a long time. But it was worth it.
Hector: Mom, Dad, you're talking about things that happened 25 years ago. What does this got to do with now?
Mrs. Sanchez: Hector always wants to get straight to the point.
Mr. Sanchez: What your mother is trying to say is—
Mrs. Sanchez: What I'm trying to say is, I have finally decided to become a US citizen.
Hector: What?
Mrs. Sanchez: Yes, I'm going to be an American, just like my husband and my son.
Hector: Mom, are you kidding?
Mrs. Sanchez: No, no. I am completely serious.
Naomi: You mean you've kept your Turkish citizenship this whole time?
Mrs. Sanchez: Yes, I've been a legal permanent resident until now. Victor was a US citizen, and so was my son. I was busy with my family and my job. The years passed, and I just never took the time to change my status.
Naomi: What made you change your mind?
Mrs. Sanchez: Well now I have more time, and I've been thinking it's more important to get involved.
Mr. Sanchez: The next presidential election is coming up in a couple of years, as you know, and I convinced Miriam that it's important to vote. If we start the application process now, she might get her citizenship in time for the election.
Mrs. Sanchez: I've accepted the fact that I will never move back to Turkey. So, I might as well start taking my rights and responsibilities here in the US more seriously.
Hector: Mom, I'm so proud of you!
Mrs. Sanchez: Oh, there are so many things to do. I have to start the application process, and then I have to have an interview with the immigration service.
Mr. Sanchez: And don't forget the citizenship test. That's not going to be easy, dear.
Mrs. Sanchez: I know, but you're going to help me, right?
Mr. Sanchez: I'll be your personal tutor.
Mateo: Well, that calls for a toast. Congratulations, Mrs. Sanchez. Here's to new beginnings!
Mrs. Sanchez: Thank you.
All: Cheers!

Stand Out Audio Script

PRE –UNIT

LESSON 1, EX. A

Sebastian: Hi, my name is Sebastian. I am from El Salvador.
Rani: Nice to meet you, Sebastian. My name is Rani, and I'm from India.
Sebastian: Nice to meet you, Rani. Why are you studying English?
Rani: I have been here for over twenty years. I stay home and help take care of my grandchildren while their parents work. I finally decided to improve my English so I can help them with their school work. What about you?
Sebastian: I moved here so I could study at a university and learn how to be a graphic designer.

LESSON 1, EX. D

Sebastian: Rani, I'd like you to meet Haru. He is from Japan and came here last year.
Rani: It's a pleasure to meet you, Haru. You seem very young!
Haru: Actually, I just finished high school, but my English writing still isn't good enough to go to college, so I'm going to study for one more year before I apply.
Rani: Oh, that's smart. You remind me of my son. We came here when he was in high school, too.

LESSON 1, EX. G

Haru: I'd like you to meet Armineh. She came here with her family from Saudi Arabia four years ago. She has been studying English for three years now and would like to become a registered nurse. She hopes to apply to a nursing program at the end of this semester.
Class: Nice to meet you, Armineh.

LESSON 2, Ex. B

Haru: So, Mrs. Morgan wants us to talk about our personal interests. What do you think she means by "personal interests"?
Rani: I think she means, "What do we like to do when we are not in school or not working?"
Armineh: I think you're right, Rani. When I'm not working or in school, I like to read. Not schoolbooks but fiction and biographies, newspapers, magazines—anything I can get my hands on. Sometimes I'm up until two in the morning, just reading.
Haru: Wow, that's impressive! I hate reading, which made it pretty hard to get through my last year of high school. I like to play video games. Just like you can read for hours, I can sit and stare at a TV screen for hours, playing games. My favorite kind of games are adventure where you have to solve problems to get to the next place.
Rani: I know I've said it before, but you remind me so much of my son. He likes video games too. Although now that he has a family, he doesn't get to play them as much anymore. In my free time, I like to take pictures. My son and his wife gave me a new SLR digital camera, and it takes such amazing pictures! My favorite type of photography is nature photography, so I'm outdoors a lot.
Armineh: That's great, Rani. The three of us have such varied interests. It's so fun to hear about what other people do when they aren't in school.

UNIT 1

LESSON 1, Ex. B

Do you learn best through seeing? Then you are a visual learner. Visual learners learn from body language and facial expressions. They like to sit in the front of the classroom so they can see clearly. They tend to think in pictures and learn best by looking at visuals, such as diagrams, pictures, videos, and handouts. Visual learners like to take detailed notes to help learn information.

Do you learn best by listening? Then you are an auditory learner. Auditory learners learn best by listening to lectures, participating in discussions, and listening to what others say. They also listen to tone of voice, pitch, and speed to interpret hidden meanings. Auditory learners learn best if they read text aloud.

Do you like to learn by moving, doing, and touching? Then you are a tactile or kinesthetic learner. Kinesthetic learners like to actively explore their surroundings by touching things and moving. They have trouble sitting still for long periods of time. They learn best through a hands-on approach.

LESSON 1, Ex. F

According to psychologist Howard Gardner, there are eight different ways to show intellectual ability. These eight intelligences are described as visual/spatial, verbal/linguistic, logical/mathematical, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalistic.

Visual/spatial learners tend to think in pictures. They like to look at maps, charts, pictures, and videos. They are good at such things as reading, writing, understanding charts and graphs, building, fixing, and designing.

Verbal/linguistic learners have the ability to use language. Unlike visual learners, they think in words. Verbal/linguistic learners are good at listening, speaking, writing, teaching, remembering information, and persuading others.

Logical/mathematical learners are good at using reason, logic, and numbers. These learners ask many questions and like experimenting. Logical/mathematical learners are good at problem solving, classifying information, figuring out relationships between abstract concepts, doing complex mathematical calculations, and working with geometric shapes.

Bodily/kinesthetic learners express themselves with their bodies through movement. By moving in the space around them, they can process and recall information. These learners are good at dancing, physical sports, acting, using body language, and expressing themselves with their bodies.

Musical/rhythmic learners have the ability to appreciate and produce music. These learners can immediately appreciate and evaluate the music they hear. Musical/rhythmic learners are good at singing, playing instruments, writing music, and remembering tunes they hear.

Learners with interpersonal intelligence are good at relating to others. They can see things from the point of view of others and they can sense people's feelings. They are good at communicating.

Intrapersonal intelligence, not to be confused with interpersonal intelligence, is the ability to be aware of one's own feelings. These learners are good at self-reflecting, and they try to understand their own hopes, dreams, strengths, and weaknesses.

Naturalistic intelligence has to do with understanding nature, that is, nurturing and relating information to one's surroundings. Naturalistic learners are sensitive to nature and have the ability to nurture and grow things.

In what way do you show intellectual ability? Although maybe you are more dominant in one than another, most people have all eight within them.

LESSON 2, Ex. H

Counselor: Hi, Sonya. How are you today?
Sonya: A bit tired. Taking care of the kids and going to school is keeping me quite busy!
Counselor: I bet. I remember those days. Even though you get tired sometimes, doing both of those things is so worthwhile.
Sonya: I know it is. I just have to keep reminding myself of that!
Counselor: Well, based on what we talked about in our last meeting, I would say your intelligences are most likely interpersonal as well as verbal and linguistic. Now based on that list of careers that we looked at, are there any that seem interesting to you?
Sonya: Actually, teacher kept jumping out at me. It showed up on the list for both of those intelligences. I have always loved working with children and helping them learn new things.
Counselor: Well, I think that sounds like a great career for you . . . elementary school teacher. Have you ever thought about doing that before?
Sonya: Not really. I never thought my English would be good enough to be a teacher. And I didn't think I could get into a school to earn a degree.
Counselor: Well, you are wrong on both counts. You have worked really hard and your English is getting better every day. And there are plenty of schools that would be happy to accept you as an education major.
Sonya: Will it be expensive?
Counselor: That all depends on what school you choose. But you can start at a city or community college to get your general education requirements done and then you can transfer to a four-year school to finish up your degree and get your teaching credentials. That will definitely keep the costs down.
Sonya: How long will it take?
Counselor: Well, that all depends on you. If you can go to school full time, you could finish in four years. And I know you have little ones at home, so we can look around for some schools that offer some online classes so you can study on your own time.
Sonya: I'll have to talk to my husband to see if he still needs me to work part time.
Counselor: If you have to, there's no reason why you couldn't still work. It will just take you a little bit longer to get your degree.
Sonya: I wouldn't mind that. I don't want a full-time teaching job until both of my kids are in school anyways.
Counselor: That's smart. Your girls will appreciate having you home with them.
Sonya: So what's the next step?
Counselor: Well, since you already have your high school diploma, let's start looking around at some local colleges where you can do your general education requirements. I'll put together a list for you and then we can do some research on what English level you need to be at before you can apply.
Sonya: Sounds great. Thank you so much for all your help!

LESSON 3, Ex. A

Sonya: I am a wife. I am a mother. I am a sister. I am a student. I am a friend. I am a manager. I was an administrative assistant. I will be an elementary school teacher.

LESSON 3, Ex. F

Balance in My Life

When I was a little girl, I spent all my time playing with my two brothers. I just enjoyed doing whatever they were doing. Family was always very important to us. But as I grew older, I started working and studying more. It seemed like I was working all day, going to school every night, and studying whenever I had time. I didn't have any balance in my life. Now that I have my diploma, I don't study as much, but I still work a lot. I'm a manager at a restaurant, but I want to become an elementary school teacher. I am also a wife and a mother, and I want to spend more time with my family. I hope to find a job as a teacher where I can work fewer hours but still make enough money to help out. I will really enjoy being home with my family more and having more balance in my life.

LESSON 4, Ex. C

Goal setting is a process that makes you think about your future and helps motivate you to make that future a reality. Setting goals helps you choose the direction you want your life to go in. As you set and achieve goals, your self-confidence will improve. The first thing you should do is create a big picture of where you want to be in a certain number of years. Once you have created your big picture, you can make smaller or short-term goals. In this workshop, we'd like you to focus on seven different types of goals.

First are educational goals. Is there anything special you want or need to learn? Or is there any degree you need to get to pursue your career goals? Second are career goals. How far would you like to go in your career? Third are financial goals. How much money would you like to be earning? Fourth are attitude goals. Would you like to change the way you think or act? Fifth are family goals. Do you want to have a family, increase the size of your family, or improve some of your family relationships? Sixth are physical goals. Is there anything you'd like to do to improve your health? Would you like to enter a physical competition?

And finally, pleasure goals. Are there any hobbies you'd like to do? It is important to enjoy your life so make sure you think about goals for pleasure.

It is important to spend some time thinking about all these different goals and try to choose one goal in each category that best reflects what you want to do. Then, you should prioritize these goals and focus on a small number of goals at one time.

So, how do you go about setting these goals? Here are five tips that should help you to set effective goals:

1. Set realistic goals. It is important to set a goal that you can actually achieve. It will lower your self-confidence if you set goals that are unrealistic.
2. Write down your goals. Writing your goals down gives them life. Try to put them in a place where you will see them every day.
3. Write each goal as a positive statement.
4. Be precise. When you set your goals, write down exact times and dates. This way, it will be easy to see when you have achieved a goal.
5. Prioritize. When you have more than one goal, put them in order of importance. This will help you direct your attention to the most important goals and avoid feeling overwhelmed by having too much to do.

So, now that we have talked about types of goals and tips for setting these goals, should we get down to business?

LESSON 5, Ex. C

Deon: I told my friends and family about my goals so they could support me.
Sonya: I read books and look for articles on the Internet to inspire me.
Ruben: I have a goals checklist in the Notes app on my phone. Whenever I complete a goal, I check it off.
Aleesha: I remind myself every morning to have a positive attitude. I tell myself, "I can do it!"
Abir: I made a list of all my goals and I keep it taped inside my planner, so I see it every day.
Mario: I set very small goals, so that I can get excited every time I achieve one.

LESSON 6, Ex. D

Jobs for substance abuse, behavioral disorder, and mental health counselors are projected to increase 22 percent from 2021 to 2031, which is much faster than the average for all occupations. About 43,600 job openings on average for substance abuse, behavioral disorder, and mental health counselors are projected

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each year over the next ten years. Many of those openings will be a result of workers transferring to different occupations or leaving the workforce for various reasons, such as retirement.

Employment is expected to grow for substance abuse, behavioral disorder, and mental health counselors since more and more people are looking for help with addiction and mental health issues. The demand for these counselors is also expected to increase as states push for treatment and counseling services instead of jail time for people with addictions or mental health concerns. In addition, there will be a continued need for mental health and substance abuse counseling for military veterans.

READING CHALLENGE

Protecting the Places We Play

Trip Jennings is a filmmaker who loves to kayak. Or should that be a professional kayaker who loves to make films? Watching kayaking videos as a child, he decided that he wanted to be the one behind the camera. For years, he kayaked and produced whitewater kayaking videos, documenting some of the most beautiful places in the world. But to get to those amazing places, he had to travel through places where the environment had been destroyed. This caused him to rethink the purpose of his filmmaking.

In addition to being an award-winning filmmaker, kayaker, and adventurer, Trip is a conservationist. He spends his time working to protect rivers around the world. He also documents fossil fuel extraction, mining, and energy export in North America. To help get his message out, he runs a video production company called Balance Media. The company focuses on telling stories through videography for environmental and social justice organizations. He is also on the advisory board of Adventurers and Scientists for Conservation (ASC), which brings adventurers and scientists together to share data collected from around the world.

With everything that Trip has going on, it is often hard to stay balanced. When asked what a normal day is like for him, this is what he said: "I spend a fair amount of my time wishing for normal days, trying to find balance. I'm out and about for around half the year, traveling, filming, and working on conservation projects. In 2011, that led me to the Democratic Republic of the Congo, Canada three times, Mexico, and a number of trips within the US. The rest of the year I spend editing, fundraising, and planning—all of the office work that makes the fieldwork possible and useful. So, half the year I'm waking up at sunrise in the wilderness, getting dirty, carrying cameras into the backcountry, and documenting beauty and destruction. The other half, I'm waking up and walking to my Portland office to click and drag most of the day."

UNIT 2

LESSON 1, Ex. C

Let's get started. The first thing you need to do is go through all of your bank statements, credit card statements, receipts—basically, all of the financial paperwork you have for the past year. Next, write down all of the categories in which you spend money. Then figure out how much you spent in each category each month. Fourth, add up how much you spent each month to find out how much you spend per year in each category. Finally, total up all those annual numbers and divide the total by 12 to find out how much you spend each month on average. If you do all these things, you'll have a good idea of your annual or yearly expenses.

LESSON 2, Ex. A

Too Much Debt?

Do you live within your means or do you live paycheck to paycheck? Do you owe money to a bank or another person?

We Can Help!

The first thing we will help you do is make a budget. It is important to plan out your monthly expenses so you know where your money is going each month. Our advisors will help you get on track so you can make some cuts to your monthly budget. These cuts will allow you to pay off your debt faster. We'll show you how to get rid of bad debt by paying off your higher interest and long-term debts first. We'll help you analyze your credit reports and discuss ways to boost your credit rating. We'll also teach you some helpful tips; here's one: Credit card interest is calculated daily, so if you make your payment earlier than the due date, you'll actually save interest! If there are some debts that you just can't pay, we'll contact the creditors and arrange settlements for you.

How can you afford not to let us help you?

LESSON 2, Ex. C

Tips For Saving Money

- Avoid impulse buying.
- Shop for bargains, not designer labels.
- Buy a used car instead of a new one.
- Buy generic products rather than brand names.
- Start or join a carpool.
- Think before you buy: *Do I really need this?*
- Buy groceries at the market, not the convenience store.
- Increase your insurance deductible.
- Make meals at home instead of eating out.
- Make your own coffee in the morning.
- Pay your credit card in full each month to avoid paying interest.
- Plan ahead for food purchases so you can buy in bulk.
- Shop around for the best prices.
- Turn the heat temperature down in the winter and the air-conditioning temperature up in the summer.
- Check price comparison sites.
- Use a money-saving app.
- Use a budgeting app or spreadsheet.

LESSON 2, Ex. E

Kimla: Samir, I really think we need to come up with some more ways to save money.

Samir: More? I thought we were doing really well with our money. I'm really proud of myself for making my own coffee instead of buying it at a coffee shop, and now I'm collecting coupons, too.

Kimla: Yes, you're doing a great job. But weren't you supposed to buy a used car? I thought you were looking at used cars, but then you ended up buying a new one.

Samir: Well, what about you and your designer clothes?

Kimla: At least I started buying generic name products and turning off the air conditioner before I go to bed.

Samir: Um, what about your designer clothes?

Kimla: I know, I know, I used to be so good at looking for bargains. But I just love the designer fashions. At least I was able to call the credit card companies and lower our interest rates, so we're no longer paying high interest on cards.

Samir: Yeah, that was a good move. And I called the insurance company to increase our deductible, so our premiums would go down.

Kimla: I guess you're right, Samir. We are doing a pretty good job.

Samir: Yep, I agree.

LESSON 3, Ex. D

Due to inflation, money is worth less and less each year, so by not investing your money, you are actually losing money. In order to prevent inflation from destroying the value of your money, you should invest. Let's take a look at some basic kinds of investments.

An investment can make you money in three basic ways. First, an investment can earn current income. *Current income* is money that you receive periodically, for example, every month or every six months. An example of an investment that provides current income is a certificate of deposit (CD) because interest is paid to your account periodically. A second way that an investment can make money is through *capital growth*. This is when the amount of money you have invested grows in value over time. When you sell the investment, you get your money back plus any increase in value. Examples of capital growth investments are stocks and other assets that you own, such as your home. Finally, a third way that an investment can earn income is through a combination of current income and capital growth. Examples include rental property and stocks that pay *dividends*, that is, extra or bonus amounts of money.

There are many different ways to invest your money, but let's look at five of the most widely used investment vehicles.

Probably the most popular investment vehicle is the savings account, which offers low minimum deposits, liquidity (the ability to withdraw and deposit whenever you want), and insurance protection. Because of these features, savings accounts pay relatively low interest rates. Another investment vehicle that is somewhat similar to a savings account in that it offers insurance protection and low interest rates is a certificate of deposit (CD). A CD requires that you put money in and leave it for a certain amount of time—three months, six months, a year, etc. Usually, the longer the amount of time you keep it in, the higher the interest. CDs are not perfectly liquid because early withdrawal of funds from a CD often results in a penalty. Another type of investment is a mutual fund where a number of investors put their money together to buy specific investments. Some mutual funds invest in stocks, some in bonds, and some in real estate. The mutual fund investor owns shares of the fund, not the actual stocks, bonds, or property purchased by the fund. Most likely, when a person thinks of investing, he or she probably thinks of the stock market. Ownership of a stock represents ownership of a *claim* on the net earnings of a company. Therefore, stock earnings depend on how well the company is doing. Stocks can be quickly converted to cash by selling them on the stock market, but because the price of stocks changes daily, there is no guarantee that you will get back the money that you paid for the stock. And finally, property or real estate is a popular investment because it can produce returns in two ways: current income and net appreciation (capital gains). You can receive current income if the property is used, such as in situations where tenants are renting it or if crops are grown on the land. Net appreciation occurs if the property increases in value during the time that you own it. A major disadvantage of real estate and rental property is that they are not very liquid; it takes time and resources to turn them into cash. It may take many months to sell a piece of property.

So, which investment will be best for you? Only you can decide. Think carefully about your financial situation, how much money you can or want to invest, and how soon you will need access to the money.

LESSON 4, Ex. B

The Four Keys to Great Credit

Your credit history can make or break you when trying to convince lenders you're a good risk. Here's how to build the best record you can—before you need it.

Open checking and savings accounts. Having bank accounts establishes you as part of the financial mainstream. Lenders want to know you have a checking account available to pay bills, and a savings account indicates you're putting aside something for the future.

Get your credit report—if you have one. Next, you need to find out how lenders view you. Most lenders base their decisions on credit reports, which are compiled by companies known as credit bureaus. You are entitled to a free credit report from each of the three major bureaus each year. Typically, a credit report includes identifying information about you, such as your name, address, social security number, and birth date. The report may also list any credit accounts or loans opened in your name, along with your payment history, account limits, and unpaid balances.

Fix any errors or omissions. Some credit reports include errors—accounts that don't belong to you or that include out-of-date or misleading information. You should read through each of your three reports and note anything that's incorrect. Negative information, such as late payments, delinquencies, liens, and judgments against you, should be dropped after seven years. A bankruptcy can stay on your report for up to ten years.

Add positive information to your report. The more information you can provide about yourself, the more comfortable lenders may feel extending credit to you. Here's a list of items to consider:

- Are your employer and your job title listed?
- Is your address listed and correct?
- Is your social security number listed and correct?
- Is your telephone number listed and correct?
- Does your report include all the accounts you've paid on time?

Establish credit. There are three common routes for establishing new credit:

1. Apply for department store and gasoline cards. These are usually easier to get than major bank credit cards.
2. Consider taking out a small personal loan from your local bank or credit union and paying the money back over time. The bank may require you to put up some collateral—such as the same amount you're borrowing, deposited into a savings account.
3. Apply for a secured credit card. These work like the loan described above: You deposit a certain amount at a bank, and in return you're given a Visa or MasterCard with a credit limit roughly equal to the amount you deposited.

Once you've got credit, use it correctly. Charge small amounts on each card—but never more than you can pay off each month. You need to use credit regularly to establish your credit history, but there's usually no advantage to paying interest on those charges. Once you've been approved for one card or loan, don't rush out and apply for several more. Applying for too much credit will hurt, rather than help, your credit.

LESSON 5 Ex. A

Man 1: I was looking over my credit card statement last night, and I noticed some charges from unfamiliar companies. When I called the companies to see what the charges were for, I found out that they were companies that I had never done business with. Apparently, someone had gotten my credit card number off of the internet and had been using it for months to make online purchases.

Man 2: My cell phone bill was really expensive this month. When I looked closer, I realized that I had been charged for a phone number that wasn't mine. When I called the phone company to dispute it, they said that I had indeed called and added a line to my account. I told them this wasn't true, and we discovered that someone had stolen my personal information and added a phone line to my account.

Woman: I was in the supermarket the other day and when I tried to pay for my groceries with my ATM card, it was declined due to insufficient funds. So then I went to an ATM machine and the same thing happened. I called my bank and found out that someone in another state had gotten a copy of my ATM card and had withdrawn all of the money.

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LESSON 5, Ex. D

Identity theft occurs when someone uses your personal identification information, such as your name, social security number, or credit card number, without your permission to commit fraud or other crimes. The FTC estimates that as many as nine million Americans have their identities stolen each year. In fact, you or someone you know may have experienced some form of identity theft. Identity theft is serious. While some identity theft victims can resolve their problems quickly, others spend hundreds of dollars and many days repairing damage to their name and credit record.

How do thieves steal an identity? Identity theft starts with the misuse of your personal identification information, such as your name and social security number, credit card numbers, or other financial account information. Skilled identity thieves may use a variety of methods to get hold of your information, including smishing, skimming, phishing, and vishing. When thieves smish, they send text messages to your phone and try to make you share with them personal information. When thieves employ the skimming method, they steal credit or debit card numbers by using a special storage device when processing your card. If thieves are phishing, they pretend to be financial institutions or companies and send spam or pop-up messages to get you to reveal your personal information. The vishing method is when thieves call you on the phone pretending to be real companies to try to get you to give them your personal or banking information. Identity thieves also use old-fashioned methods, such as stealing wallets and purses; mail, including bank and credit card statements; pre-approved credit offers; and new checks or tax information. They steal personnel records or bribe employees who have access to them. Thieves also use false pretenses to obtain your personal information from financial institutions, telephone companies, and other sources.

What do thieves do with a stolen identity? Once they have your personal information, identity thieves use it in a variety of ways.

Credit card fraud: They may open new credit card accounts in your name. When they use the cards and don't pay the bills, the delinquent accounts appear on your credit report. They may change the billing address on your credit card so that you no longer receive bills, and then run up charges on your account. Because your bills are now sent to a different address, it may be some time before you realize there's a problem.

Phone or utilities fraud: They may open a new phone or wireless account in your name, or run up charges on your existing account. They may use your name to get utility services like electricity, heating, or cable TV.

Bank or finance fraud: They may create counterfeit checks using your name or account number. They may open a bank account in your name and write bad checks. They may clone your ATM or debit card and make electronic withdrawals in your name, draining your accounts. They may take out a loan in your name.

Government documents fraud: They may get a driver's license or official ID card issued in your name, but with their picture. They may use your name and social security number to get government benefits. They may file a fraudulent tax return using your information.

Other fraud: They may get a job using your social security number. They may rent a house or get medical services using your name. They may give your personal information to police during an arrest. If they don't show up for their court date, a warrant for arrest is issued in your name.

How can you find out if your identity was stolen? The best way to find out is to monitor your accounts and bank statements each month and check your credit report on a regular basis. If you check your credit report regularly, you may be able to limit the damage caused by identity theft.

What should you do if your identity is stolen? Filing a police report, checking your credit reports, notifying creditors, and disputing any unauthorized transactions are some of the steps you must take immediately to restore your good name.

What can you do to help fight identity theft? A great deal. Awareness is an effective weapon against many forms of identity theft. Be aware of how information is stolen and what you can do to protect yours, monitor your personal information to uncover any problems quickly, and know what to do when you suspect your identity has been stolen. You can also help fight identity theft by educating your friends, family, and members of your community.

LESSON 6, Ex. B

Career Advisor: So, Kyle, it looks like based on your interests and skills, you would be great at a career in finance. Does that sound like something you might want to do?

Kyle: Like be a stockbroker? That sounds kind of fun.

Career Advisor: Yes, you could choose to be a stock trader if you think you would like to do research and buy and sell stocks, bonds, and other funds.

Kyle: Could I make a lot of money doing that?

Career Advisor: You could. The current median income for stock traders is $73,674.

Kyle: That sounds pretty good to me. What are some other careers in finance?

Career Advisor: Well, one of the most popular finance careers is an accountant.

Kyle: What does an accountant do?

Career Advisor: An accountant is someone who analyzes and maintains financial records. They keep records so they can prepare financial and tax statements, usually for a company but also sometimes for individuals. Accountants are currently making $51,410.

Kyle: That sounds kind of boring.

Career Advisor: It can be boring but if you like to work with numbers it is a great job. Another job that is somewhat similar would be a financial analyst. A financial analyst usually works with businesses and gives them guidance before they make an investment.

Kyle: That sounds interesting. How much do financial analysts make?

Career Advisor: The current median income for a financial analyst is $61,143. Another type of analyst is a credit analyst. They analyze credit and financial data of individuals and companies to see if there is a risk to giving them money. A credit analyst makes a similar amount to an accountant: $51,500.

Kyle: I think that sounds more interesting than an accountant.

Career Advisor: OK well maybe that's something you should look into.

Kyle: My brother is studying to be a financial planner. That actually sounds really interesting to me.

Career Advisor: Yes, financial planner is a great job if you like to work with people. You get to help people reach their financial goals. So, you can teach them about investing, help them select investments, manage their portfolio, etcetera. I think this would be a great job for you.

Kyle: How much do financial planners make?

Career Advisor: The median income for financial planners right now is $67,252.

Kyle: That sounds pretty good. Seems like all of the careers in finance make between $50,000 and $75,000 a year.

Career Advisor: That's true. But there's one that we haven't talked about yet that makes a lot more money. An actuary makes close to $92,000 a year.

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Kyle: Really? What's an actuary?

Career Advisor: An actuary is someone who uses statistics to evaluate the risk that certain types of events will occur. For example, a car accident or property damage. They help insurance companies decide how much to charge for different types of insurance. The current median income for an actuary is $91,729.

Kyle: Wow! That's a lot of money. Although, I'm not sure I would be interested in working with statistics all day.

Career Advisor: Maybe not. That's something you can think about when you are in school. But you don't have to decide right now. Once in your program, you will take lots of different finance classes and once you learn more about the different careers, you can start to hone in on which one you might like to do most.

READING CHALLENGE

Yo Quiero Dinero

Jannese Torres is the creator and host of an award-winning podcast about personal finance called *Yo Quiero Dinero*, which translates to *I Want Money*. But as a kid, she did not know anything about money. She had to learn how to manage money as an adult. When she was 25, still in school, and working at a job she hated, she got fired. That experience caused her to rebuild her life. She decided that she wanted freedom from working for someone else. She had always been passionate about food and cooking, so she thought about going to culinary school but realized she would be working for someone else again. So, she learned everything she could about blogging and ended up starting her own business, which turned out to be the beginning of her journey as an entrepreneur.

At the time, Jannese owed over $39,000 in student loans, so she figured out how to pay them off by doing side hustles. From listening to podcasts, she had learned about the concept of FIRE (Financial Independence / Retire Early). She wanted to be able to generate passive income but also wanted to find a way to make money doing what she loved. This led her to start her online career as a content creator, more specifically, a food blogger. She began sharing her family recipes on a website and social media, where she was able to make money through sponsored content, affiliate marketing, and display ads, which eventually led her to a six-figure income.

Jannese eventually created her own personal finance platform because she wanted to see more Latinas in podcasting talking about wealth and business. She had been listening to personal finance podcasts for years before she started implementing the FIRE concepts into her finances and became financially independent. She was surprised that everyone didn't know about investing to reach financial freedom, so she decided to create a podcast that she wanted to listen to. And that's how *Yo Quiero Dinero*, a podcast to "start the conversation about building wealth in the Latinx community," was born.

UNIT 3

LESSON 1, Ex. B

Well, since you don't know what kind of car you are looking for, let me tell you about all the different types of vehicles on the market. Then you can decide which one will be best suited to you. First, let's talk about four-door sedans. Sedans are a good choice for most automobile shoppers. The enclosed trunk offers security, while the rear doors allow easy entry for rear-seat passengers. Most luxury vehicles are four-door sedans because they're more comfortable than most other body styles. A smaller car is a two-door coupe. Coupes are usually driven by single adults or childless couples. Many of them have a hatchback instead of a trunk, to allow large items to be carried for short distances. The rear seats are difficult to access, as the front doors must be used. A larger car is a station wagon. An active family will want to look at minivans, sport utility vehicles, or station wagons. In most of the world, station wagons remain the first choice for active families. Station wagons offer more stability, better gas mileage, lower insurance rates, and SUV-sized interiors. You won't lose your all-wheel drive either, as Subaru, Volkswagen, Audi, Volvo, and Mercedes-Benz offer all-wheel drive on all of their wagons. Let's talk about a fun car, a convertible. Most convertibles are sports cars, meaning two seats, high-performance engines and superior handling. However, GM, Ford, Mitsubishi, and Chrysler offer a few "normal" convertibles, that is, regular production coupes with four seats and convertible tops. Luxury convertibles are available from BMW, Mercedes-Benz, Audi, and Volvo. Convertibles are great when the weather's perfect, but their drawbacks are obvious.

And even more fun—and more expensive—sports cars. Sports cars were originally European two-seat roadsters designed for both daily travel and week-end racing hobbyists. The term sports-sedan is a term to describe a four-door vehicle that handles like a sports coupe or roadster. Recently we've seen luxury cars advertised as luxury sports sedans. Sports cars are cool and fun to drive, though impractical for daily transportation. You'll need a garage to store them in, and a second mortgage to pay for their insurance. But if you've got money to burn, go for it!

Then there's the minivan. If you're constantly carting kids or cargo, a minivan may be your best choice. Most models offer comfortable seating for seven. Minivans drive and handle just like a car, with the bonus of better visibility due to a higher center of gravity and an upright driving position. Don't look for minivans to handle your boat or trailer towing duties, as front-wheel drive vehicles have a very limited towing capacity.

One of the most popular cars out there right now is the sport utility vehicle or SUV. Although they're designed for off-road usage, 98% of them never leave the road, fortunately for our wildernesses. If a wagon isn't for you, the car-like SUV rides and handles significantly better than the rest. Unfortunately they guzzle a lot of gas, so you may want to think twice before buying one.

My personal favorite is the pickup truck. More new pickup trucks are sold in this country than any other type of vehicle. The smaller models now offer quad or crew-cab four-door versions, with seating for five adults. Full-size models offer extended cabs with smaller third and fourth doors giving access to the rear seats. Standard rear-wheel drive versions don't handle well on snow or ice without a substantial amount of weight in the rear of the truck. When equipped with towing packages with eight- or ten-cylinder engines, these rear wheel drive vehicles can tow large boats and trailers. Full-size two-wheel and four-wheel drive pickups get about 15 miles per gallon.

Nowadays, many people are giving up their gas-powered cars for electric, which now come in all shapes in sizes. You can get an electric 4-door sedan or an electric SUV. The obvious pro, you don't have to buy gas which has gotten pretty pricey lately. You just plug in it and charge it up. But, in order to charge it, you either need to install a charging station at your house or you need to go to a charging station and sit in your car while it charges. Also, you may not be able to go as many miles as you would in a gas powered car. And if you take a long road trip, you'll have to stop and charge it.

LESSON 1, Ex. E

So, I finally decided that I want an electric car, a two-door coupe. I think it will be the most economical for me because I am usually just driving myself to places. So first, I made a list of all the two-door coupes for sale. Wow, there were a lot! Then, I called all my friends and family who own coupes and asked them which cars they had. I asked them what they liked and didn't like about their

cars. Once I narrowed down my list, I went out to car dealerships two weekends in a row to test-drive cars. That really helped me decide which ones I liked. At that point there were really only two cars that I liked. So, I went home and did some Internet research to find out where I could get the best prices. I looked at different online sites that sell cars. I realized that I was going to get a lot more for my money if I bought a used car, and it seemed that the Autotrader had some pretty good deals. So, I called up a few people to test drive their cars. I fell in love with one of them and brought my mechanic with me to take a look. He agreed that it was in great shape and a good price. Sold! I had my new car.

LESSON 2, Ex. C

How to Maintain Your Automobile

Change your air filter. A clogged air filter can affect your gas mileage as well as the performance of your engine. Change it on a regular basis.

Check your oil levels. Your engine needs a certain amount of oil to run properly, so it's important to check the oil levels regularly.

Perform an oil change. As your engine uses oil, the oil becomes dirty and should be changed at regular intervals.

Perform a timing belt inspection. A faulty timing belt can result in bent valves and other expensive engine damage. Check it at least every 10,000 miles and replace it when the manufacturer recommends doing so.

Replace your wipers. Windshield wipers can wear out, and if they aren't working properly, they could impair your vision while on the road. Change them at least twice a year.

Perform a radiator flush. It's important to keep your radiator and cooling system clean.

Check your power steering fluid. Check your power steering fluid regularly to make sure your power steering doesn't fail.

Inspect your brakes. Protect yourself and your passengers by inspecting your brakes twice a year.

Check and fill your coolant. If your car is low on coolant, it will run hot, so make sure to check the coolant level in your radiator.

Check and replace your spark plugs. A faulty spark plug could cause poor gas mileage or a rough running engine and poor acceleration. Make sure to replace the spark plugs as recommended by your car's manual.

Top off your washer fluid. Make sure you have enough washer fluid so you can keep your windshield clean.

Check your wheel bolts. Check the tightness of your wheel bolts on a regular basis to make sure there is no danger of your wheels becoming loose.

LESSON 2, Ex. E

Guide to Getting Repairs Done

1. Ask a friend, relative, or coworker for recommendations when looking for a good auto shop or mechanic. Also, take time to find a local garage that you feel comfortable with.
2. Make a list of services you need performed or the symptoms your vehicle is experiencing so there is no misunderstanding.
3. Get more than one opinion about the repairs that need to be done.
4. Ask for a written estimate before the job is started.
5. Get more than one estimate and compare prices.
6. Ask about the warranty policy.
7. Have the mechanic show you what you need replaced and ask why you need to replace it.
8. Go for a test drive in your car before paying for the repairs. If something is not right with the repairs, make it understood that you are not happy. Do not pay the bill until the vehicle is repaired properly.
9. Pay with a credit card. Many credit cards offer consumer protection for fraud.
10. If you discover something is not fixed after you've paid and driven home, call the garage and explain the situation. Go back to the garage as soon as possible.

LESSON 4, Ex. A

Keona: I can't believe the price of gasoline! I've been spending almost $100 just to fill up my tank.
Chalene: Same here. I've been trying to figure out how I can use my car less so I save some money on gas.
Keona: Any good ideas?
Chalene: Well, I'm going to start carpooling to school two days a week, which should help. And I'm trying to combine my errands, so I only go out once a week.
Keona: That sounds good. I think I'm going to look into public transportation. I have a long drive to work, so maybe I can figure out how to take the train into town. I'll have to drive to the station and park, but at least I won't be driving all the way to work.
Chalene: That's a great idea! I may look into getting an electric car.

LESSON 4, Ex. E

Here are five tips that should help improve your gas mileage.

1. Get your engine tuned. An improperly tuned engine hurts gas mileage by an average of 4.1 percent, according to US government studies. Most important to mileage is a properly working oxygen sensor, which helps keep your engine working efficiently.
2. Keep your tires properly inflated. Underinflated tires increase resistance and make it more difficult for the engine to move your car along the road. Check your tires every time you fill the tank. The US Department of Energy estimates that people can improve their gas mileage by 3.3 percent by inflating their tires regularly.
3. Check your air filter and replace it every 12,000 miles. Cars don't just run on gasoline. They actually run on gas and oxygen. If a clogged air filter restricts the flow of air, your performance and your fuel economy suffer. The Energy Department estimates that you could save as much as 22 cents per gallon by replacing a bad air filter.
4. Use the right motor oil. Many people think it's OK to simply put any motor oil into the engine. While your motor will continue to work with a different grade of oil, it won't work quite as efficiently. You can save a couple cents per gallon by using the exact oil recommended for your car.
5. Don't carry junk in your trunk. Get all those boxes, cans, and other baggage out of your car and trunk. Reducing the weight of the car increases mileage over the course of a tank of gas.

LESSON 4, Ex. L

You may think that owning electric car is better than a gas powered one, but you still need to pay attention to how you drive and take care of your car in order to get the most out of your battery charge. Follow these 8 tips for a more efficient driving experience.

Number 1: Slow down.
Try to keep your speed under 60 mph whenever you can. The Department of Energy says that you will use 14% less energy if you reduce your speed by 10 miles per hour.

Number 2: Brake only when necessary.
Electric vehicles have an energy recovering regenerative braking function when you come to a stop, meaning if you take your foot off the accelerator pedal, the car will stop for you. This will give extra power back to your vehicle's batteries while you slow down.

Number 3: Go easy on the heater.
Using an electric vehicle's heater at full blast puts a big drain on the battery power.

Number 4: Only use the AC when necessary.
Operating the air conditioning consumes battery at a rapid rate so try to use the fan and not the air compressor whenever possible or drive with the windows open.

Number 5: Make sure that your car has properly inflated tires.
If you are driving an electric vehicle with underinflated tires this will increase your energy consumption.

Number 6: Travel Light.
The less weight you have in the vehicle, the more efficiently your car will drive.

Number 7: Plan the most efficient route.
You can maximize your car's range by choosing to drive a path that allows you to drive steadily at lower speeds. Avoid areas with heavy traffic and hills.

Number 8: Time your charge.
You may not want to keep your car plugged into its charger at all times. Most EV batteries will slowly self-discharge when they're finished charging. So, you may be able to add a few extra miles of range by timing it so that the battery is at full strength just before you start driving.

LESSON 5, Ex. F

- Alcohol-related motor vehicle crashes kill someone every 45 minutes.
- In 2020, 11,654 people were killed in alcohol-impaired driving crashes, accounting for 30% of all traffic-related deaths in the United States.
- Alcohol-impaired drivers account for 62% of the people who died in alcohol-related crashes in 2020.
- A study of 4,243 drivers who were seriously injured in crashes, indicated that 54% of those drivers were under the influence of alcohol and / or drugs other than alcohol (e.g., marijuana, sedatives, and opioids) from September 2019 to July 2021.
- In 2020, 229 children ages 14 and younger died in alcohol-impaired driving crashes. This is 21% of traffic-related deaths among children in that age group.

LESSON 6, Ex. E

What is an auto mechanic?
An auto mechanic works with a variety of transportation vehicles, such as automobiles, buses, and trucks. Auto mechanics do general repairs and maintenance on vehicles. Some mechanics specialize in engines, brakes, tires, or automobile technology or computers.

Auto mechanics have a variety of responsibilities. These include:

- Examining the vehicle and diagnosing a variety of issues
- Using power tools and heavy machinery
- Troubleshooting different vehicle systems
- Working with vehicle computers and software
- Performing routine maintenance
- Inspecting and testing vehicles
- Updating maintenance and repair records

Auto mechanics work in various settings, such as auto body shops, garages, or car dealerships. Their responsibilities may differ based on where they work. For example, some mechanics may perform specialized tasks at a dealership, whereas mechanics who work in smaller repair shops may complete many different tasks.

A high school diploma or GED is the minimum requirement to become an auto mechanic. It's important for someone who wants to be a mechanic to have basic knowledge of mathematics, reading, and writing. Some high schools also offer technical education courses that students can take as electives.

READING CHALLENGE

Fully Charged

Q: Why is there a need for electric vehicles (EVs)?
Yu-Guo Guo: There is a serious need for sustainable energy sources to power electrical devices, cars being one of them. Traditional sources, such as fossil fuels, cannot satisfy the growing demand, and the carbon emissions that cars give off raise great environmental concerns.
Q: If that is the case, why don't more people drive EVs?
Yu-Guo Guo: EVs are expensive because of the battery pack—the most important part of any EV. Batteries that are powerful enough to make cars go long distances are big and heavy, which makes an EV too costly for most consumers. On the other hand, using a smaller battery pack means the car couldn't go as far, making them undesirable for most drivers.
Q: So, is there a feasible solution?
Yu-Guo Guo: The key to improving performance and lowering the battery cost is using nanoparticles that can quickly absorb and hold many lithium ions. This will improve the performance without causing deterioration in the electrode. In plain terms, this means that cars won't drain the energy storage capacity quickly. Compared with traditional lithium-ion batteries, this new high-power technology means batteries can be fully charged in just a few minutes, as quickly and easily as you fill your car with gas. These advanced batteries recover more energy when cars stop, deliver more power when cars start, and enable vehicles to run longer.
Q: Why hasn't this been done before?
Yu-Guo Guo: I invented the technology, so it hasn't been possible before. I found a unique way to make an important part of this technology—lithium iron phosphate—less expensive and easier for manufacturers to work with.
Q: How soon will we start to see EVs with the better, smaller battery packs?
Yu-Guo Guo: Production of smaller, lighter battery packs will begin in 2023.

UNIT 4

VOCABULARY BUILDER, Ex. D

You can often identify a word's part of speech just by looking at it. The following words are nouns. What do they have in common?

prevention
installation
expiration

The roots of these words are verbs: *prevent*, *install*, and *expire*. The suffix *-(a)tion* changes each verb into a noun. The noun form indicates an action or process of doing an action. For example, prevention signifies the action of preventing something.

LESSON 1, Ex. A

Ming: Mr. Martin, this is Ming Mei your tenant from Spring Street. Our roof is leaking. Can you please send someone to fix it?
Mr. Martin: Hi, Ming. Can you please call me? I have a few questions.

LESSON 1, Ex. B

Landlord: Hello?
Ming Mei: Hi, Mr. Martin. This is Ming Mei from the apartment on Spring Street.

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Landlord: Oh, hi, Ming Mei. What's going on with the roof?
Ming Mei: Well, after all the rain we had this weekend, the roof started leaking. I think there may be a pool of water still on the roof because water is leaking through our ceiling even though the rain stopped.
Landlord: Oh, no. Has it damaged the carpet?
Ming Mei: No, we caught it right away and put a bucket down to collect the drips.
Landlord: Oh, great. Thanks for being on top of it. I'll have my handyman come over and look at the roof and your ceiling. Can you let him in around ten this morning?
Ming Mei: I have to go to work, but I can get my sister to come over.
Landlord: Great. Thanks for calling, Ming Mei.
Ming Mei: Thank you, Mr. Martin.

LESSON 1, Ex. D

Conversation 1
Landlord: Hello?
Chris: Hi, Mrs. Kashyap. This is Chris from your apartment building on Jerome Avenue.
Landlord: Oh, hi, Chris. What can I do for you?
Chris: Well, I was hoping you might be able to get the air-conditioning fixed. It's been so hot this summer.
Landlord: I know. It seems like I'm hearing the same thing from all of my tenants. The issue is, the repairman can't find the parts for that unit since it is so old. So, I think I'm going to have to get a new unit installed which could take me at least a month to do. In the meantime, I'm going to be dropping off some fans to all the tenants in your building. Would that be OK for now?
Chris: I guess so. When do you think you might come by?
Landlord: As soon as I can pick up those fans . . . before the end of the week. I'll call before I come.
Chris: OK. Thanks for your time, Mrs. Kashyap.

Conversation 2
Landlord: Hello?
Janice: Hi, Mrs. Sawyer. This is Janice from Apartment 2B on Palo Verde.
Landlord: Oh, hi, Janice. How is everything going?
Janice: Pretty good. I was wondering if you might be able to fix the broken handle on our bathroom door. I know we talked about it when I moved in, but it's been over three months, and it still isn't fixed.
Landlord: Oh, thank you for calling and reminding me Janice. It completely slipped my mind. I'll send a handyman over first thing tomorrow.
Janice: Great, Mrs. Sawyer. Thanks!

Conversation 3
Landlord: Hello, is this Mr. Jessup?
Mr. Jessup: Sure is.
Landlord: Hi, it's Mr. Little. I'm returning your call from yesterday.
Mr. Jessup: Oh, yes, Mr. Little. Thanks for calling back. It seems that the washing machine in our building isn't working. My wife was trying to do some laundry a few days ago and when she pulled the wet clothes out of the machine, they were still full of soap.
Landlord: Oh, dear. That doesn't sound right.
Mr. Jessup: Actually, I think I know what the problem is. But I wanted to talk to you first before I went ahead and fixed it myself.
Landlord: Of course. If you think you can fix it, go right ahead. I'll deduct whatever it costs you from next month's rent.
Mr. Jessup: Great. I'll try to fix it this afternoon, and I'll call you back to let you know if it's working again.
Landlord: Great, Mr. Jessup. Thanks for calling.

LESSON 2, Ex. D

MAINTENANCE: Resident agrees to maintain the premises during the period of this agreement. This includes woodwork, floors, walls, furnishings and fixtures, appliances, windows, screen doors, lawns, landscaping, fences, plumbing, electrical, air-conditioning and heating, and mechanical systems. Tacks, nails, or other hangers nailed or screwed into the walls or ceilings will be removed at the termination of this agreement. Damage caused by rain, hail, or wind as a result of leaving windows or doors open, or damage caused by overflow of water, or stoppage of waste pipes, breakage of glass, damage to screens, deterioration of lawns and landscaping—whether caused by abuse or neglect—is the responsibility of the Resident.

RESIDENT'S OBLIGATIONS: The Resident agrees to meet all Resident's obligations including:

A. Taking affirmative action to ensure that nothing exists that might place the Owner in violation of applicable building, housing, and health codes.
B. Keeping the dwelling clean and sanitary; removing garbage and trash as they accumulate; maintaining plumbing in good working order to prevent stoppages and/or leakage of plumbing, fixtures, faucets, pipes, etc.
C. Operating all electrical, plumbing, sanitary, heating, ventilating, a/c, and other appliances in a reasonable and safe manner.
D. Assuring that property belonging to the Owner is safeguarded against damage, destruction, loss, removal, or theft.

REPAIRS: In the event repairs are needed beyond the competence of the Resident, he or she is urged to arrange for professional assistance. Residents are offered the discount as an incentive to make their own decisions on the property they live in. Therefore, as much as possible, the Resident should refrain from contacting the Owner except for emergencies or for repairs costing more than the discount since such involvement by the Owner will result in the loss of the discount. ANY REPAIR THAT WILL COST MORE THAN THE AMOUNT OF THE DISCOUNT MUST BE APPROVED BY THE OWNER OR THE TENANT WILL BE RESPONSIBLE FOR THE ENTIRE COST OF THAT REPAIR. Any improvement made by the tenant shall become the property of the Owner at the conclusion of this agreement.

LESSON 2, Ex. H

1. The cost of repairing or replacing items damaged beyond wear and tear will be paid by the Owner/Landlord unless the Resident willfully or through lack of due care caused or permitted the damage.
2. Smoke and carbon monoxide detectors have been installed in this residence. It's the Resident's responsibility to maintain appliances including testing periodically and replacing batteries as recommended by the manufacturer. In the event the detectors are missing or inoperative, the tenant has an affirmative duty to notify the landlord immediately.
3. Resident shall be responsible for payments of the following utilities: electricity, water, gas. The landlord pays for garbage pickup. He / She specifically authorizes the Owner to deduct amounts of unpaid bills from their deposits in the event they remain unpaid after the termination of this agreement.
4. Houses built before 1978 may contain lead-based paint. Lead from paint, paint chips, and dust can pose health hazards if not taken care of properly. Lead exposure is especially harmful to young children and pregnant women. Before renting pre-1978 housing, Owner must disclose the presence of known lead-based paint and lead-based paint hazards in the dwelling. Resident must also receive a federally approved pamphlet of lead-poisoning prevention.

LESSON 3, Ex. D

The implied warranty of habitability states that a landlord must keep the property in a condition fit for human occupancy. In other words, it must be a safe place for human beings to live. Here are some questions a landlord might ask him- or herself before renting a property: Are there any known hazards with the property? Do the fixtures work properly? Is the building structurally sound? Does the property have any recurring problems?

If a landlord does not comply with the implied warranty of habitability, a tenant can cancel the lease, leave the premises, take the costs of repairs out of the rent, or ask for monetary damages.

In determining whether a landlord has violated the implied warranty of habitability, courts will look at several factors:

1. Is the problem violating a housing code?
2. Is the problem violating a sanitary regulation?
3. Is the problem affecting a needed facility?
4. How long has the problem lasted?
5. How old is the building?
6. How much is the rent?
7. Has the tenant been ignoring the problem?
8. Is the tenant in any way responsible for the problem?

One or more of these factors will help the courts determine who is at fault and what the victim's rights may be.

LESSON 4, Ex. C

Makela: Hey Bryce, do you have renter's insurance?
Bryce: No. I keep thinking I need to get it, but I just haven't looked into it yet.
Makela: Well, I just called my insurance company and got a quote. Will you take a look at it and tell me what you think?
Bryce: How did they come up with this premium?
Makela: They asked a bunch of questions about the value of my personal belongings. Then, they came up with the dollar amount of what it would cost to replace all my stuff.
Bryce: What are the medical payments for?
Makela: In case someone gets hurt while they are at my apartment.
Bryce: And what about the liability?
Makela: Liability covers me if I cause any damage or physical harm to anyone. I think this is required as part of the insurance.
Bryce: Well, around 14 dollars a month sounds pretty reasonable to me. Would it cover your belongings if someone stole them?
Makela: Yep. It also covers disasters like fires or a flood. I think I'm going to sign up today. You should call too, Bryce.
Bryce: I think I will.

LESSON 5, Ex. A

Did you know...?

- There are over 1 million burglaries per year in the United States.
- 75% of homeowners don't have a security system.
- Alaska has the most property crimes.
- Over 75% of homes will get broken into in the next 20 years.
- 51% of home burglaries are repeated within 6 weeks.
- 65% of people who have been burglarized know the burglar.

LESSON 5, Ex. G

- Think like a burglar. "Case" your home the way a burglar would and look for easy ways to enter your home.
- Be sure valuables such as guns, electronic devices, and artwork are not visible from the street.
- Be sure to lock up ladders and tools, which could be used to break into your home.
- Work together with your neighbors. Organize a Neighborhood Watch, and let your neighbors know when you will be away for an extended period.
- While on vacation, have someone pick up your mail so that it does not accumulate and alert burglars of your absence.
- Display your house number conspicuously and have it well illuminated. This will help police and emergency personnel find your home quickly.

LESSON 5, Ex. H

- Make a list of your belongings. Be sure to keep receipts, especially for expensive items like TV sets and computers. Be sure to update this list periodically.
- Keep copies of your inventory list and receipts in a safe deposit box or with a friend. This is also important in the event of a house fire.
- Photographing or videotaping your possessions is a convenient way to keep a record of what you own.
- Engrave your valuables with an identification or mark to deter burglary and to prove ownership should the article be stolen and recovered by the police.
- Be sure you have the right coverage. You may need to purchase additional coverage to protect special items, like expensive jewelry or rare antiques.
- If you don't own your home, seriously consider buying a renter's policy. Your landlord will generally not be responsible for your possessions. Rental coverages are available at competitive rates and these policies also offer important protection against liability and losses due to fire or storm damage.

LESSON 6, Ex. F

A: So, what did you think of the presentation?
B: I actually thought it was really interesting. I was surprised at some of the degrees required.
A: Oh really? Like what?
B: Well, I didn't know that you only need a high school diploma to be a survey and mapping technician or a construction and building inspector. Both of those sound like great jobs.
A. I agree. I also think being a drafter would be great. And you only need an associate degree for that job.
B: True.
A: It seems like most of the jobs in design and building planning require a bachelor's degree. If you want to be an architect, a civil engineer, a construction manager, an architectural and engineering manager or a surveyor or even a landscape architect, you need a bachelor's degree.
B: Yeah. If you want to go into that field, sounds like bachelor's degree is the way to go. I was actually really surprised that an urban and regional planner needs a master's degree because that job doesn't actually pay as much as some of the others.
A: Yep. That was surprising to me too. So, did the presentation today change your mind about what you are interested in?

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B: Not really. I still think I want to be a construction manager. I know it's going to take a long time because I have to get my degree and then probably apprentice under someone, but I think it will make me the happiest in the end.

READING CHALLENGE

The Prefab Home: More Sustainable?

Have you ever thought of buying a prefab home? The average cost of a new home built in the US in 2021 was $288,000. What if you could buy that same house for $180,000? A prefab home is built in a factory and shipped in pieces for workers to assemble on site or sometimes it is built completely at a factory and then delivered in one piece. Not only are prefab homes less expensive, but they are good for the environment. The house in the photo, for example, has a solar water heating system, an irrigation system that uses water from the washing machine, the shower and the sinks, and uses recycled materials and wood from responsibly managed forests.

Less Waste

There is a formula for prefab homes. They are prebuilt according to very specific measurements so there should be no excess building materials. Manufacturers know ahead of time exactly how much of each material is required. And since these materials are stored in a factory instead of a construction site, there is less of a chance of them being stolen or damaged.

Durable

Prefab homes are more durable than traditionally built homes. Since they often have to be shipped (driven) a long way, they are built to be more structurally sound. The house frame is reinforced for delivery which means they are built of very sturdy materials. In other words, the house will last longer.

Eco-Friendly

There is more of a focus on clean and green energy in prefab homes; therefore, they are built using non-toxic materials. They are also built with the environment in mind by using recycled materials for internal walls, insulation, and roofs. In addition, the greenhouse gas-related impact of these modular homes is 53% less than conventional structures. Building a conventional home releases double the amount of carbon dioxide.

Energy and Water Efficient

Modular homes are built as more tightly sealed structures, meaning they waste less energy. This could lower heating and cooling costs. Also, prefab homes are built using sustainable sources of energy, such as solar panels, which makes them a much more energy-efficient solution. They also use low-energy lighting, like LEDs. Similarly, prefab homes are water efficient, reducing freshwater consumption to up to 40% less than conventional homes.

Although it may be tricky to find a piece of land to put your prefab home on, the cost and sustainability may make it worth it. And prefab homes typically only take about three months to build which is about how long it would take to prepare the land for a conventional home to be built. Something to think about!

UNIT 5

LESSON 1, Ex. B

Marlie: My name is Marlie, and I work for a mortgage company. My job is very stressful because we work on commission, so they only way I get paid is by helping people refinance their homes. If I don't help one person, I don't make any money. The more people I help, the more money I make. I don't really like my job, so I'm going to school at night to study computer programming. So between work and school, I'm really busy and my work and studies put a lot of stress on me. One of the ways I cope with all this stress is meditation. Every morning before I leave for work, I sit outside on the porch, where I can look at the trees and listen to the birds chirping. I close my eyes and breathe deeply, thinking of all the good things in my life. I picture my day at work as a productive, successful day. I picture my evening at school as a fun eye-opening experience where I learn many new things that will help me change careers. When I open my eyes, I feel refreshed and ready to take on the day.

Stephanie: My name is Stephanie. I cope with my stress by exercising. I run every night after work. Running gives me time to think and use up all that built-up energy caused by stress. I work three jobs just to make enough money to pay the bills. The jobs aren't stressful, but worrying if I'm going to have enough money each month is. Running seems to be the only thing that calms my nerves.

Fletcher: I'm Fletcher.

Katie: And I'm Katie.

Fletcher: And the only way we can relieve our stress is by talking to each other.

Katie: My mother is very sick, and she lives with us so I can take care of her.

Fletcher: And since Katie had to stop working to take care of her mother, I had to start working longer hours to make more money. Both of these things have put a lot of stress on us.

Katie: So, every night we take a walk around our neighborhood and talk. The fresh air is wonderful and just being able to talk about our days and our future helps relax us both. We know that this situation is only temporary and as long as we have each other, we'll be able to survive.

LESSON 1, Ex. F

Back on Track

I think I take pretty good care of myself. But it wasn't always that way. I used to work really long hours, eat at fast-food restaurants because they were quick and easy, and I barely ever exercised. But I got a wake-up call from the doctor one day. He said I was obese, at risk for diabetes, and that I might not make it to my fortieth birthday. From that day forward, I began to make changes in my life. I started by going for a walk every day. Now I go to the gym three times a week, walk six miles two days a week, and play volleyball with my family on the weekends. The day the doctor gave me that horrible prognosis, I went straight to the market and filled my cart with healthy food. I now make my lunch every day and cook healthy dinners for my family. My purse and my car are always filled with healthy snacks and water. If I ever get a craving for something really unhealthy, I let myself have one bite of it, and then I stick a piece of gum in my mouth. Although the exercise and eating habits really helped to lower my blood pressure and risk for diabetes, I still have quite a bit of stress in my life. To combat that, I make sure I take at least a half an hour a day for myself. Sometimes I meditate, sometimes I call a good friend, and other times I just sit down and read a book for pleasure.

LESSON 2, Ex. A

Receptionist: Good morning, Dr. Rosenberg's office.

Patient: Um, yes, this is Nadia Urich. I brought my daughter Marina in a few weeks ago for her six-month check-up. I just received the bill, and I have a few questions.

Receptionist: Yes, Ms. Urich. Let me pull up your records. Do you have the date of the statement?

Patient: Yes, it is October 6.

Receptionist: Ok, I have it right here. How can I help you?

Patient: Well, I don't see why I owe 20 dollars.

Receptionist: That is your co-pay.

Patient: But on the statement it says that I already paid my 20 dollars co-pay.

Receptionist: Yes, you're right. But when we talked to your insurance company, they told us that your co-pay is 40 dollars. You already paid 20 dollars, so you owe another 20 dollars.

Patient: 40 dollars? When did my co-pay go up to 40 dollars?

Receptionist: I don't know, ma'am. You'll have to call your insurance company to find out.

Patient: Okay, so all I owe right now is 20 dollars?

Receptionist: Yes.

Patient: Okay. Thank you for your time.

LESSON 2, Ex. C

Receptionist: Dr. Brook's office.

Patient: Um, yes, this is Maurice Jackson. I came in and saw the doctor a few months ago for the pain I was having in my leg. I just received the bill, and I have a few questions.

Receptionist: Of course, Mr. Jackson. Let me pull up your records. Do you have the date of the statement?

Patient: Yes, it's June 16th.

Receptionist: Ok, I have it here. How can I help you?

Patient: Well, I don't understand what this $264 charge is for.

Receptionist: That is for the X-rays the technician took of your leg.

Patient: OK, but shouldn't my insurance pay for that?

Receptionist: Yes, they might pay some. As you can see on the bill, we have billed your insurance company but are still waiting to hear back from them. Once we do, we'll send you an adjusted bill reflecting how much you owe.

Patient: Oh, so if I don't have to pay this $264, why did you send me a bill?

Receptionist: I know it may seem a bit confusing. Our billing department automatically sends out statements to our current patients every month, whether or not we have heard back from the insurance companies. It usually takes about a month for the bill to reflect what the insurance company has paid, so in general, if you wait two or three months to pay your bill, your statement should show the correct amount due.

Patient: I see. That makes sense. So, I don't need to pay this bill now?

Receptionist: No. Wait until you see an adjusted amount on there and then pay the bill.

Patient: Great! Thanks for your help.

Receptionist: Have a nice day, Mr. Jackson.

LESSON 6, Ex. H

Podcast host: Hello everyone, welcome back. Thanks for joining us. We continue our "On the Job" conversation series with Felix Hernandez. He is an EMT and will be sharing some of his experiences on the job with us. Felix, how many hours does an EMT work?

Felix: Well, it really depends. I work 40 hours per week, and sometimes more than that. EMTs work in shifts. I typically work two shifts of 12 hours each. Some EMTs work shifts of nine hours and up to 24 hours. I have a day shift and a night shift. And if a call comes in at the end of my shift, you have to stay late.

Podcast host: You must get very tired, but do you ever get bored?

Felix: Tired, yes. Never bored. It's true that not all EMTs respond to extreme situations like the ones on TV. The day to day isn't like that. My work is different. I work on a private truck transporting patients from nursing homes and for cancer treatments. But even though I don't respond to 911 calls, my job is never boring. Every situation is different, every patient is different. You never know what kind of call you will get. That makes every day on the job different, and I love that.

Podcast host: What are the most common types of calls an EMT gets?

Felix: You may be surprised to know that the main reasons people call an ambulance are not serious emergencies. Most people call because they have abdominal or chest pain, or they are experiencing respiratory distress. And, of course, people call when there is a traumatic injury. But most of the cases are not life or death situations.

Podcast host: What is the best part of being an EMT?

Felix: Being an EMT is, in my opinion, the most rewarding job. I'm sure there are other jobs just as rewarding, but for me my job gives me the opportunity to help people, sometimes in my own community. That is the best for me. In one way or another, I have a positive impact on someone's life. Knowing that I am helping improve someone's day or situation is the best.

Podcast host: What is the worst thing about being an EMT?

Felix: As rewarding as the job is, it is also very stressful. For me, losing a patient is the worst thing.

READING CHALLENGE

Disappearing Knowledge

For many people in Tanzania, imported pharmaceuticals are too expensive. For centuries, this east African country has had traditional healers who use locally grown medicinal plants to help treat sick people, so the high price of imported drugs wasn't a problem. Unfortunately, this indigenous medical knowledge is disappearing and so are the plants. Grace Gobbo is an ethnobotanist who hopes to change that.

Initially, Grace didn't believe in traditional healing because her father was a medical doctor. But once she began studying botany, she learned about plants that had successfully treated coughs and stopped bacterial infections. Wanting to know more, Grace started interviewing traditional healers, who had endless accounts of plants being used to treat skin and chest infections, diabetes, stomach ulcers, heart disease, and even mental illness. "Before now, these facts existed only as an oral tradition," she explains. "Nothing was written down. The knowledge is literally dying out with the elders since today's young generation considers natural remedies old-fashioned." Grace hopes that, by creating a record of these natural remedies, she can educate other young people about the possibility of using these plants to cure ailments.

In addition to the traditional healers' knowledge dying out, medicinal plants are disappearing due to farming, mining, and other development. Plant products are used for fuel by most of the people in Tanzania, and agriculture is a major part of their economy. But Grace still believes people will ultimately do what is right. "I believe in people. I think if they learn and understand the value of the environment, they will make better choices. If they knew the plants they cut down could help their children recover from illness, they might reconsider. Loggers might give healers a chance to collect tree bark at the same time wood is harvested. We're working hard to bring information about sustainable agriculture and forest management to the public and show them how to apply it."

UNIT 6

LESSON 1, Ex. B

Maya: Excuse me, could you answer some questions for me about the patio furniture?

Salesperson: Sure, which set are you looking at?

Maya: This teak set.

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Salesperson: One of our best sellers. How can I help?
Maya: Well, I saw it online and was reading the reviews, so I wanted to see what you thought.
Salesperson: Sure.
Maya: I want to know if it's comfortable.
Salesperson: Well, why don't you sit down and see for yourself?
Maya: Yeah, it's pretty comfortable. Is it lightweight, easy to move?
Salesperson: I think it's pretty lightweight for wood. Why don't you move the table a bit and see what you think?
Maya: Not bad. It's definitely lighter than it looks. How can I clean it?
Salesperson: A damp cloth should do just fine. And when the stain starts to fade, you can just get a brush and some teak oil to brighten it up again.
Maya: Oh, good. That was the next thing I was going to ask you. I've never owned teak before, so I wasn't sure if it had to be resanded or what.
Salesperson: If you keep on top of it with the oil, it shouldn't need re-sanding.
Maya: Great. So, how does teak hold up in bad weather?
Salesperson: Just fine. The sun will cause fading but we already talked about how to fix that. It's heavy enough that it won't get blown by wind. And it does just fine in the rain.
Maya: Good to know. So how much does this set, with the table, umbrella, and four chairs cost?
Salesperson: $1,450.
Maya: And I got this 20 percent off coupon in the mail. Can I use it?
Salesperson: Sure. That will bring the price down to around $1,160.
Maya: Okay. One more thing: Does it come with a warranty?
Salesperson: Yep, a 90-day manufacturer's warranty against any product defects.
Maya: Great. I'll talk it over with my husband and then we'll make a decision. Thanks for your help.
Salesperson: No problem. That's what I'm here for!

LESSON 1, Ex. E

Acme Furniture Patio Set $1,450
Customer Reviews

*****Good-looking, but poor quality
The cushions are almost flat after a few sittings. The fabric started pilling, and I thought we could remove the fabric to wash it, but that's not the case. It stains easily. Not for outdoors or indoors. Not worth spending your money on.

***** Not for outdoors
This set is NOT for outdoor use. We bought this set in June, and by the end of the summer it looked TERRIBLE. Our patio gets late afternoon sun, and after a month the wood stain started to fade. We are going to stain it with deck stain to try to make it last another year. For the amount we paid, we are very disappointed in the quality.

***** Love it!
I bought this set in May and absolutely LOVE it! It is under a gazebo and gets wet from the rain, but I haven't had the splitting or mold that the other people are talking about. If it rains, you just have to put the seat cushions up so they can dry ... simple. It's comfortable, and I would buy it again! Maybe some other people got a "bad batch" or something. Love it!

***** You get what you pay for
I got this beautiful set for our open-air, roofless patio about three weeks ago. So far, it has endured the weather, but the wood is too thin to endure year-round exposure. Even the owner's manual suggests covering it when not in use. Our plan is to enjoy it now and stash it away in the garage after the summer. This set was on sale at the time we made the purchase, and I'm glad I didn't pay full price. If you want to worry less about your wood furniture, spend a little more for heavier woods. I would give five stars for the "look" and two stars for "quality." If we had paid full price for this set, it would have made its way back to the store.

LESSON 2, Ex. C

1.
Salesperson: Thank you for calling Cook-It-Right. How can I help you?
Customer: I'd like to order item number 925163-2.
Salesperson: Sure. How many would you like?
Customer: Just one, please.
Salesperson: Okay, your total will be $99.95 with tax. Will you be paying with a credit card, a gift card, or mobile app?
Customer: Credit card.
Salesperson: Great. I'll need the number and expiration date whenever you're ready.

2.
Salesperson: Cook-It-Right Catalog Sales. Can I help you?
Customer: Yes, I'd like to order an item from your website.
Salesperson: Sure. Do you know the item number?
Customer: Yes, it's item number 986534-9.
Salesperson: Ok. How many would you like?
Customer: Just one, please.
Salesperson: Okay, your total will be $39.95. How will you be paying today?
Customer: I'll use my American Gold card?
Salesperson: Sorry, ma'am. We don't take that credit card. Do you have another card you'd like to use? We also accept mobile payments.
Customer: OK, I'll pay with my money transfer app.
Salesperson: Great. Our store information is @CookSales-954...

3.
Salesperson: Cook-It-Right Catalog Sales. Would you like to place an order?
Customer: Yes, I'd like to order item number 9132456-5.
Salesperson: How many?
Customer: Two, please.
Salesperson: OK, your total will be $299.90.
Will you be paying with a credit card?
Customer: No, I'd like to use a gift card.
Salesperson: Of course. I can take the number that's on the back of the card whenever you're ready.

4.
Salesperson: Cook-It-Right Catalog Sales. May I help you?
Customer: Yes, I'd like to order item number 9673652-4.
Salesperson: All three pieces?
Customer: No, I just want the muffin pan, please.
Salesperson: OK... your total will be... $29.95. How would you like to pay: credit card, gift card, or store card?
Customer: I'll use my store card.
Salesperson: Great. I'll need the number and expiration date whenever you're ready.

LESSON 3. Ex. B

The warranty on the electronic components in this bluetooth speaker remains in effect for one year from the date of purchase. This warranty protects the original owner and all subsequent owners, provided that the product was purchased from an authorized dealer. A copy of the original dated bill of sale must be presented whenever warranty service is required.

This warranty covers all defects in material and workmanship. The following are not covered: damage caused by accident, misuse, abuse, product modification, or neglect; damage from failure to follow instructions contained in the instruction manual. We reserve the right to replace a discontinued model with a comparable model. If you require warranty service, please visit our website and fill out a warranty request.

LESSON 3, Ex. D

Seller warrants to the original customers purchasing products from Seller that all such products, under normal use and operation, will be free from defects in materials and workmanship affecting form, fit, and function.

LESSON 4, Ex. B

Sales Associate: Can I help you with something?
Customer: Yes, I'd like to return these shoes. I wore them around my house on the carpet for a few days and they are still uncomfortable. The salesman who sold them to me insisted they would stretch out and soften up, but they haven't. I'd like to get my money back.
Sales Associate: I'm afraid I can't give you your money back. These were on sale and we don't offer refunds for sale items.
Customer: Can I exchange them?
Sales Associate: Yes, you can exchange them for something of equal value.
Customer: OK, I'll do that. Let me look around for a bit.
Sales Associate: Take your time.

LESSON 4, Ex. C

1. What is the customer trying to return?
2. Why is she returning them?
3. Will the store give her her money back?
4. Why not?
5. What does the sales associate say the customer can do?
6. Does the customer seem satisfied?

LESSON 4, Ex. F

1.
Sales Associate: Can I help you with something?
Customer: Yes, I'd like to exchange this phone for a different one.
Sales Associate: Is something wrong with it?
Customer: Well, I can't hear the person on the other end very well when I'm at my house or at work. Basically, that makes the phone useless to me.
Sales Associate: Yeah that's not good. Let's get you another one and see if it works better.
Customer: Thanks.

2.
Sales Associate: How can I help you?
Customer: I bought these pants here last week and I didn't have time to try them on. When I got home and put them on, I realized they're too small. Can I try on a larger size?
Sales Associate: Let me see if we have them in stock. You're in luck! Here, let me get you a fitting room.

3.
Sales Associate: Can I help you with something?
Customer: Yes, I ordered these glasses online and when I received them in the mail, they were all broken. I thought it would be easier to return them to the store rather than trying to ship them back.
Sales Associate: Good idea. Unfortunately, we are all out of these right now. Would you like me to give you a credit and then we'll call you when they come in?
Customer: Could I get something different?
Sales Associate: Certainly. Why don't you look around and I'll hold them up here at the counter for you.
Customer: Great.

4.
Sales Associate: What can I do for you today?
Customer: Well, I got this printer home and realized it doesn't work with my computer. I called tech support and they told me I never should've been sold this printer because it doesn't come with a driver to make it work with my computer.
Sales Associate: I'm sorry about that. Would you like to shop around for another printer?
Customer: No, I think I just want my money back.
Sales Associate: As long as you have your receipt, we can definitely do that.
Customer: Here it is.

5.
Customer: Hi. I need to exchange these diapers for a larger size. I accidentally bought the wrong ones.
Sales Associate: No worries. Why don't you go ahead and pick out the size you need and come back, and I'll do the exchange for you.
Customer: Perfect. Thanks!

6.
Sales Associate: Can I help you with something?
Customer: Yes, I was given these three books last week, and I actually already own them.
Sales Associate: Do you have a receipt?
Customer: I don't.
Sales Associate: OK, well let me see how much they were, and then you can exchange them for something of equal value.
Customer: Sounds great. Thank you.

LESSON 6, Ex. A

If you have good listening and communication skills and you like to talk on the phone or text, a customer service representative could be a great job for you. Most customer service representatives only have a high school diploma and almost all companies will train you on the job.

LESSON 6, Ex. D

In order to be a customer service representative, you must be able to listen to and understand information. This is called oral comprehension. You also must be able to communicate information and ideas when speaking so people can understand you. This is called oral expression. In addition, you need to make sure that you are speaking clearly so that you can be understood, which is called speech clarity. As a customer service representative, you will be listening to people with all different accents and voice registers. So you will need to be able to identify and understand the speech of other people. This is called speech recognition.

Every day, you will get calls from people who have a problem. You need to have problem sensitivity, which means understanding when something is wrong or likely to go wrong, in other words, being sensitive to the person on the other end of the line. Sometimes you will need to write a report about a conversation, so your written expression is important, communicating information and ideas in writing so others will understand. Also, you need

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to be able to understand what you are reading when reading other people's written memos or documents, which is written comprehension.

There are two types of reasoning involved with being a customer service representative: deductive reasoning and inductive reasoning. Deductive reasoning means that you can take general rules and apply them to a specific problem to come up with an answer that makes sense. On the other hand, inductive reasoning means that you can combine different pieces of information to form a general rule or conclusion. I'm sure that you already have many of these skills in your toolbox. And the good news is that you will get better at all of them the more time you spend on the job.

READING CHALLENGE

Eco-Friendly Jeans

Warp and Weft CEO and founder, Sarah Ahmed, has one mission: to produce and sell the best sustainable denim. This New Yorker's eco-friendly fashion brand launched in 2017. She believes that people should be able to buy a pair of high-quality, stretch jeans without harming the environment. She also asserts that sustainable fashion can be affordable for everyone. All of Warp and Weft products cost less than $100 and their sizing is inclusive.

Sarah believes in more than making a profit. If she is making products to sell, she wants to come as close to zero waste as possible. That's why her company manufactures some of the most eco-friendly denim around, saving over 572 million gallons of water. According to Warp and Weft's website, "A traditional pair of jeans takes 1,500 gallons of water to make, but a pair of Warps requires less than 10. Beyond that, we treat and recycle 98% of the water we use. We also skip the environmentally-harmful bleaching process by opting for cutting-edge Dry Ozone technology, making us fully compliant with International Social and Environmental & Quality Standards."

Unfortunately, the apparel and footwear industries account for more than 8% of global climate impact. In fact, textile waste has become a huge problem around the world. This photo is an example of the devastating effects of fast fashion on the planet. Tons of discarded clothing have turned the Atacama Desert into one of the world's largest textile dumps. One of the problems with fast fashion (getting fashionable clothing to consumers as quickly as possible) is that it has to be shipped by air. Warp and Weft uses a more sustainable transportation method: they ship by boat.

To ensure that the clothing you are buying is eco-friendly and sustainable, look for products made from upcycled materials such as plastic, cotton, fibers, and old denim. Also, see if the products are made with minimal water consumption. Sustainability is an ongoing process. If you can, support companies who are using the latest technology, pushing for zero waste and trying to minimize their carbon footprint.

UNIT 7

LESSON 1, Ex. E

A barcode scanner is an optical device that can read and translate the series of lines and numbers on a product. It tells the computer what the item is and how much it costs. The scanner scans the barcode's black and white stripes by illuminating the code with a red light and the decoder interprets that signal, validates the barcode, and converts it into text.

Employees use barcodes when looking for information about products and processing purchases, but these days many stores have scanners you can use by yourself.

Here are some tips for using scanners:

- If you are using a handheld scanner to check the price, put the product's barcode near the scanner and press the button. You will get the cost of the product and it will also tell you if it's on sale.
- If you are using a barcode scanner at checkout (connected to a point of sale or POS system), put the product near the scanner with the barcode facing down. There will be a beep to let you know the bar code has been scanned and the price added to the POS system.
- If you're buying loose items that need to be counted or weighed, you'll need to know the item number. Sometimes there will be a small sticker on the item with a barcode or you can do a search in the POS system. Once the POS system knows what item you have, it will ask you to type in how many items you have or to put your items on the machine to be weighed.

LESSON 2, Ex. E

1.

Aaron: Hey, Linda, could you help me for a second?
Linda: Sure. What do you need?
Aaron: Something is wrong with my printer. The pages are coming out faded and splotchy.
Linda: Hmm. Sounds like a problem with your toner. Did you take it out and shake it?
Aaron: I tried that. It didn't help.
Linda: Well then, you probably need to replace the cartridge. When is the last time you changed it?
Aaron: I have no idea. Maybe six months ago?
Linda: Yep, that's probably the issue. Put another one in and see if that helps.
Aaron: Thanks, Linda.

2.

Preston: Oh, Mark, I'm so glad you were walking by.
Mark: What's up?
Preston: For some reason, my computer won't connect to the network.
Mark: That's strange.
Preston: I know. It was working just fine before lunch.
Mark: Did you check to make sure the wifi is turned on?
Preston: No. Let me check. Boy, do I feel stupid. I must have turned off the wifi when I rebooted the system.
Mark: Happens to the best of us.
Preston: Thanks.

3.

Kim: Claudia, do you know anything about this photocopier?
Claudia: I know a bit. Try me.
Kim: Well, it's just not working. When I push the green button, nothing happens.
Claudia: Is it plugged in?
Kim: Yep.
Claudia: Did you check to make sure there is paper in the paper tray?
Kim: Yep, it has plenty.
Claudia: What about the toner?
Kim: I didn't check the toner. How do I do that?
Claudia: Well, you can see on the display right here how much toner is left in the cartridge. Yep, it looks like it's low. This copier won't even try to make copies if the toner is too low. If you put a new toner cartridge in, that should solve your problem.
Kim: Thanks, Claudia.

4.

Vadim: Sophia, we can't hear you. You're muted.
Laura: Vadim, I don't think she can hear us. Sophia, can you hear us? You're on mute.
Vadim: I think you're right, Laura. She can't hear us.
Laura: Wait! She just sent us a message through the chat. She can hear us, but we can't hear her. It looks like her video chat app isn't connected to her microphone.
Vadim: Sophia, how about you check your video chat settings?
Laura: She just wrote again. She said she checked her video chat settings, and the microphone is on.
Vadim: Hm. Maybe the problem is with the computer settings.
Laura: Sophia, go to your system settings menu and check the audio input.
Sophia: Ah! I got it! My input volume was all the way down. I'm sorry about that!

LESSON 4, Ex. B

Conflict Resolution: Resolving Conflict Rationally and Effectively

In many cases, conflict in the workplace just seems to be a fact of life. The good news is that by resolving conflict successfully, you can solve many of the problems that it has brought to the surface, as well as get benefits that you might not at first expect.

1. Increased understanding: The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people.
2. Increased group cohesion: When conflict is resolved effectively, team members can develop stronger mutual respect and a renewed faith in their ability to work together.
3. Improved self-knowledge: Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.

However, if conflict is not handled effectively, the results can be damaging. Conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious downward spiral of negativity and recrimination.

LESSON 4, Ex. E

Using the Tool: A Conflict-Resolution Process

Step One: Set the scene. Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression.

Step Two: Gather information. Here, you are trying to get to the underlying interests, needs, and concerns of the other people involved. Ask for the other people's viewpoints and confirm that you respect their opinions and need their cooperation to solve the problem.

Step Three: Agree on the problem. This sounds like an obvious step, but often different underlying needs, interests, and goals can cause people to perceive problems very differently. You'll need to agree on the problems that you are trying to solve before you can find a mutually acceptable solution.

Step Four: Brainstorm possible solutions. If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input into generating solutions. Brainstorm possible solutions and be open to all ideas, including ones you never considered before.

Step Five: Negotiate a solution. By this stage, the conflict may be resolved—both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all.

LESSON 5, Ex. A

Progress Report Guidelines

You write a progress report to inform a supervisor, associate, or customer about progress you've made on a project over a certain period of time. In the progress report, you explain all of the following:

- what the project is
- how much of the work is complete
- which part of the work is currently in progress
- what work remains to be done
- what problems or unexpected issues have arisen

READING CHALLENGE

The New Workplace

The Covid pandemic showed us how much we value human interaction. Although working from home was a necessary solution during that time, some people think that online meetings are no match for a shared workplace experience and human connection. Others agree that physical presence in an office space is not necessary. Many good things came out of the pandemic, one of them being how we view the workplace.

The new workplace is mobile. Employers and employees have realized that many people can be just as productive, if not more, at home. And now that the office is open again, many people are still at home. Research has shown that people who spend at least some of their workweek out of the office have higher workplace satisfaction, job commitment and engagement and are more innovative. A hybrid model has become the new norm, where employees spend some time at the office and work from home for the other part of their workweek.

The new workplace also has more focus on health and wellness. Before 2020, workers' desires for a healthy workplace were not being met. During the pandemic, people began to prioritize well-being, learning to take care of themselves and keep themselves healthy. As they came back to the workplace, they wanted this focus on health to continue. Therefore, employers are feeling pressure to prioritize physical and psychological well-being by offering flexibility and healthy spaces at work, whether it be outdoor workspaces or fitness opportunities during breaks.

The new workplace strikes a balance between open spaces and privacy. The open space concept, where employees work collaboratively instead of having their own private offices, has been on the rise for years. Although open spaces have been associated with higher performance and a greater work experience, the noise, lack of privacy, and the inability to remain focused are detrimental to this concept. It is key for companies to work on a better space allocation that still allows for collaboration but also gives employees the option of private spaces to work in.

We have learned that working completely from home or spending 40 hours in the office does not necessarily bring out the best in everyone. Employees have realized what they want and need, and employers have learned that achieving workplace balance is key to productivity and healthy, happy employees. Hopefully, this new model is here to stay.

Unit 8

LESSON 1, Ex. C

Family: You may be eligible if you are...

- the spouse of a US citizen
- an unmarried child under the age of 21 of a US citizen
- the parent of a US citizen who is at least 21 years old

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- a family member of a US citizen, meaning you are the:
  - unmarried son or daughter of a US citizen and you are 21 years old or older
  - married son or daughter of a US citizen
  - brother or sister of a US citizen who is at least 21 years old
- a family member of a lawful permanent resident, meaning you are the:
  - spouse of a lawful permanent resident
  - unmarried child under the age of 21 of a lawful permanent resident
  - unmarried son or daughter of a lawful permanent resident 21 years old or older
- a person admitted to the US as a fiancé(e) of a US citizen (K-1 nonimmigrant)
- a person admitted to the US as the child of a fiancé(e) of a US citizen (K-2 nonimmigrant)
- a widow or widower of a US citizen and you were married to your US citizen spouse at the time your spouse died

Employment: You may be eligible if you . . .

- have extraordinary ability in the sciences, arts, education, business or athletics, or
- are an outstanding professor or researcher, or
- are a multinational manager or executive who meets certain criteria, or
- are a member of a profession that requires an advanced degree, or
- are a skilled worker (meaning your job requires a minimum of 2 years training or work experience), or
- are a professional (meaning your job requires at least a US Bachelor's degree or a foreign equivalent and you are a member of the profession), or
- are an unskilled worker (meaning you will perform unskilled labor requiring less than 2 years training or experience)

Refugee / Asylee: You may be eligible if you . . .

- were granted asylum status at least one year ago
- were admitted as a refugee at least one year ago

Registry: You may be eligible if you . . .

- have resided continuously in the US since before Jan. 1, 1972.

LESSON 1, Ex. E

United States citizenship carries many responsibilities with it. The decision to become a US citizen is a very important one. Being granted US citizenship is known as naturalization. In most cases, a person who wants to naturalize must first be a permanent resident. By becoming a US citizen, you gain many rights that permanent residents or others do not have, including the right to vote. To be eligible for naturalization, you must first meet certain requirements set by US law.

What are the basic requirements to apply for naturalization? Generally, to be eligible for naturalization you must:

- Be at least 18 years old;
- Show you have been a lawfully admitted permanent resident of the United States for at least five years;
- Demonstrate continuous residence in the United States for at least five years immediately before the date you file Form N-400;
- Show you have been physically present in the United States for at least 30 months out of the five years immediately before the date you file Form N-400;
- Show you have lived for at least three months in a state or USCIS district having jurisdiction over your place of residence. (If you are a student and are financially dependent on your parents, you may apply for naturalization where you go to school or where your family lives.);
- Show that you are a person of good moral character and have been a person of good moral character for at least five years;
- Demonstrate an attachment to the principles and ideals of the US Constitution;
- Be able to read, write and speak basic English;
- Have knowledge and understanding of the fundamentals of the history, and of the principles and form of government, of the United States, (civics);

Take an Oath of Allegiance to the United States.

LESSON 2, Ex. A

Amendment I Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III No soldier shall, in time of peace be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken for public use without just compensation.

Amendment VI In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States than according to the rules of the common law.

Amendment VIII Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Amendment X The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

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LESSON 2, Ex. D

Amendment XIII (1865)

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States or any place subject to their jurisdiction.

Amendment XV (1870)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Amendment XIX (1920)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Amendment XXVI (1971)

The right of citizens of the United States who are 18 years of age or older to vote shall not be denied or abridged by the United States or any state on account of age.

LESSON 3, Ex. A

A civic organization is a group of people who come together for educational or charitable purposes, including the promotion of community welfare. The money generated by these groups is devoted exclusively to charitable, educational, recreational, or social welfare purposes.

LESSON 3, Ex. B

Big Brothers Big Sisters of Eastern Massachusetts

History

The Big Brothers Big Sisters organization of eastern Massachusetts (BBBSEM) was started in 1949 by volunteers who wanted to create an organization for boys without fathers in Boston, Massachusetts. It started with the simple, but now proven successful, idea to match 10 boys with 10 adult volunteers who were able to offer them help and guidance. Now the group serves around 5,000 youths annually and has made 20,000 matches over the last seven decades.

Fundraising

A. Winter: The "Big Night" is an evening of live music at a local music venue. It is also an auction.
B. Spring: A Casino night is held in April. Guests dress in their finest for an evening of socializing, networking, and table games. Winnings go to the organization. The ticket includes food, dancing, casino chips, and the opportunity to bid for grand prizes.
C. Summer: The Golf Classic is the organization's keystone fundraiser. Over 400 golfers get together in June for a golf tournament at a golf club. Local and national companies sponsor the event.

Community Service

BBBSEM has other programs such as the Campus-Based program, which brings kids who live in places without convenient access to public transportation to college campuses to match them with college students who they meet with on weekends.

Social

"Bigs" and "littles" are encouraged to spend time together doing activities from bowling and bike riding to attending local concerts together.

LESSON 3, Ex. E

Hanh, Sadiq, Ella, Phillipe, and Enrique have just found out that many students at their school can't afford to buy books. There are over 100 students a year who attend class without textbooks. Hanh, Sadiq, Ella, Phillipe, and Enrique have one thing in common—they are all very creative. Sadiq takes beautiful photographs, Hanh and Ella both knit and can make anything from hats to sweaters and blankets, Phillipe is an accomplished musician and songwriter, and Enrique paints oil paintings of flowers and animals.

LESSON 4, Ex. C

Carpooling: What is it?

Carpooling is an arrangement by a group of commuters to ride together from home or a prearranged meeting place in a van or a car to their destinations in a single round trip, with the driver as a fellow commuter. Carpools usually consist of individuals who live near each other and are employees of the same company, or are employees of different companies located only a short distance apart, and who have the same work hours. The great advantage of carpools is that they reduce vehicle trips and vehicle miles traveled, and they therefore reduce auto emissions that result in poor air quality.

Shared Impact and Benefits

- Carpooling reduces overall auto emissions by reducing vehicle miles traveled, and by doing so, improves air quality.
- Peak-hour traffic congestion and resulting gasoline consumption are reduced. In 2020, traffic congestion caused 1.7 billion gallons of fuel to be wasted.
- Employers can offer employees a value-added benefit and take a tax write-off.
- Eight of ten US workers believe commuter benefits are valuable to employees.
- Furthermore, employers that pay for employee parking costs can save money.
- Carpool participants save money by sharing commuting costs.
- Carpool riders have less stressful commutes to work. Employers will also have more productive employees with higher morale.

Costs

Usually carpoolers share the costs of gasoline, maintenance, and/or leasing the vehicle. An electric/hybrid vehicle would be optimum.

How long does this take to implement?

A carpooling program can be implemented within a few months. Once the program is established, individual pools can be set up in less than a few weeks.

The Bottom Line

Carpooling commuters get to work in a way that reduces air pollution and traffic congestion, saves employers and employees money, reduces the environmental impacts associated with driving single-passenger vehicles, reduces parking space demand and expenses, and relieves commuter stress.

Who needs to be involved?

- Governing board and/or management (to endorse a carpool policy and support a program that provides incentives for employees who participate in a carpool)
- Businesses and their human resource or fiscal office staff
- Transit providers and/or private carpool leasing companies
- Private parking deck and lot owners
- Employees willing to start up their own carpool

LESSON 5, Ex. C

Our Most Precious Resource

There are many things we should do to protect our environment, but I think one of the most important things we can do is to conserve water. Why? Water is our most precious resource.

I believe this for many reasons. One reason is that the human body is made up of 75% water. We can only live for about three days without water; therefore, we need to drink water to survive. Another reason that water is so important is that we need it to clean. We need water to clean our bodies, wash our dishes, flush our toilets, and launder our clothes. Can you imagine not being able to do any of these things? Still another reason is that plants and trees need water to grow and survive. Without plants and trees, humans wouldn't survive because plants give off the oxygen we need in order to breathe. For these reasons, I believe that we need to conserve our most precious resource—water.

LESSON 6, Ex. C

Counselors fit into a larger group of occupations in the community and social service sector. Workers in these occupations promote wellness to help people cope with or overcome challenges. Overall employment in the community and social service sector is projected to grow 12 percent from 2021 to 2031. This is faster than the average for all occupations where the growth is only projected to be 5 percent. This increase should result in about 294,600 new jobs over the decade. There will also be a need to replace workers who leave their occupations permanently, adding to the job growth.

READING CHALLENGE

The American Dream

What is the American dream? Is it buying a home, finding a life partner and having two kids and a dog? Is it being able to live freely without religious persecution? Is it being able to find a job and move up the ladder to owning your own business? Traditionally, the American dream has meant upward social mobility and the financial ability to live a comfortable life. It's defined by the Oxford American Dictionary as "the ideal that every citizen of the United States should have an equal opportunity to achieve success and prosperity through hard work, determination, and initiative." It is this dream that has brought so many immigrants to this country. The dream of having equal opportunity to work hard and succeed. The immigrant family in the photo had just passed the difficult examination to enter into the United States. For many immigrants being allowed to come to the US is the first step to reaching the American dream.

But where did the phrase the American dream come from? The term *American dream* was actually coined by James Truslow Adams in 1931 in his book titled *Epic of America*. He described it as "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement." It was again referred to 32 years later by an American Baptist minister and activist, Martin Luther King Jr., in his famous "I Have A Dream" speech in 1963: *I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal..." I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character*. Martin Luther King Jr.'s American dream goes hand in hand with Adams' definition which focuses on "everyone" and "opportunity for each." Both of these men believed the American dream was for anyone and everyone.

Every year, over one million immigrants come to the United States with a dream: they want access to the American dream. The American dream isn't universal. It means something different to everyone. But the idea of the American dream is universal. People want to live in a place where they feel free to live the life they want; live the life they deserve. That freedom is the American dream.

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Video Viewing Strategies

Video Repeats

The first viewing introduces 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 visuals.

True / False Statements

Explain to students that there are strategies for correctly answering *true / false* statements.

1. Look for extreme *modifiers* 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 prefixes, 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 an another example of multitasking.

Matching Quotes

Explain to students that a video still or picture from the video will often give them clues for 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 storyline 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 details. It also helps them to understand the central theme of the video.

Visual-Detailing

Visual-detailing refers to identifying and listing individual or minute images in a video. Since we generally use both sight and hearing as we watch videos, we balance the two depending on our focus or concentration. When using visual-detailing, we make a conscious decision to allow our eyes to do the work to pick out key details from the video.

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Lesson Planner Methodology

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, in 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 confidence to be able to use what they've learned out in the community. The Projects are applications of unit objectives that involve 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 section (Vocabulary Builder), is always an Introduction to the Unit, introducing new vocabulary and the basic concepts that will be expanded upon in the unit. The following six 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 Project is an Application for everything they learned in the unit.

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Key
National capital
State capital
Other city
0 400 Miles
0 400 Kilometers
Albers Conic Equal-Area Projection
CANADA
Vancouver
Seattle
Olympia
WASHINGTON
Portland
Salem
OREGON
Boise
IDAHO
Helena
MONTANA
NORTH DAKOTA
Bismarck
MINNESOTA
SOUTH DAKOTA
Pierre
Minneapolis
St. Paul
WISCONSIN
Milwaukee
Madison
WYOMING
Cheyenne
NEBRASKA
Omaha
Lincoln
IOWA
Des Moines
Chicago
ILLINOIS
MICHIGAN
Lake Michigan
Lake Superior
Lake Huron
Lake Ontario
Lake Erie
Toronto
Ottawa
Montréal
Detroit
Lansing
Toledo
Cleveland
Buffalo
Rochester
Albany
NEW YORK
NEW HAMPSHIRE
VERMONT
MAINE
Augusta
Montpelier
Concord
MASSACHUSETTS
Boston
Providence
Hartford
RHODE ISLAND
CONNECTICUT
NEW JERSEY
Trenton
Newark
New York
PENNSYLVANIA
Harrisburg
Pittsburgh
Philadelphia
Baltimore
Dover
DELAWARE
Annapolis
MARYLAND
Washington, D.C.
Virginia Beach
Norfolk
Richmond
WEST VIRGINIA
Charleston
Columbus
OHIO
INDIANA
Indianapolis
Cincinnati
Louisville
Frankfort
KENTUCKY
Greensboro
Raleigh
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Charlotte
Columbia
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Atlanta
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TEXAS
Gulf of Mexico
Atlantic Ocean
Pacific Ocean
MEXICO
BAHAMAS
CUBA
ASIA
Barrow
Nome
Fairbanks
ALASKA
Anchorage
Juneau
CANADA
Bering Sea
Gulf of Alaska
22°N
20°N
160°W
155°W
Honolulu
HAWAI'I
Hilo
0 100 Miles
0 100 Kilometers