LESSON PLANNER

STAND OUT BASIC

FOURTH EDITION

Evidence-Based Learning for Life, College, and Career

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

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

New Spark Platform

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

ELTNGL.com/StandOut

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

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

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BASIC STAND OUT LESSON PLANNER

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STAND OUT BASIC

Evidence-Based Learning for Life, College, and Career

LESSON PLANNER



FOURTH EDITION

ROB JENKINS
STACI JOHNSON

afaq-lc.com

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

ON THE COVER

Each year in the United States, there are about 1.9 million jobs available in health care.

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STANDOUT FOURTH EDITION

Literacy Foundations

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

Basic

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Student's Book	978-0-357-96457-6
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Lesson Planner	978-0-357-96460-6

Delivered on the Spark platform

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

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Evidence-Based Learning for Life, College, and Career

LESSON PLANNER

FOURTH EDITION

ROB JENKINS

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ROB JENKINS



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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's 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 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 the 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 transferable 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. 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 lower levels and fewer dialogues are

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

New! Assessment

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

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

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

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

New! Literacy*

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

Components

The *Stand Out* series is a comprehensive one-stop destination 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.

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

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

spark Platform

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

For Students

- **Homework** Spark provides nearly fifty activities of additional Online Practice for each Student's Book unit, including CASAS activity types found on the STEPS test.
- **Digital Experience** A full Student's 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 available at point of use in the Student's 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, interactive activities, and a host of new tools 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 demonstrates achievement and informs 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:** Greet people **Pronunciation:** Contractions /m/ **Academic:** Focused listening	**Goal:** Say and write phone numbers **Writing:** Phone numbers **Life Online:** Class communication	**Goal:** Follow instructions **Pronunciation:** /t/ **Academic:** Make predictions					
1 **Personal Information** *Page 12*	**Goal:** Identify people **Pronunciation:** Intonation of *wh-* questions **Grammar:** Pronouns **Academic:** Classify information	**Goal:** Express nationalities **Academic:** Make predictions; Do a survey **Grammar:** Simple present	**Goal:** Express marital status **Grammar:** The verb *be* **Academic:** Make predictions; Classify information **Writing:** Contractions	**Goal:** Say and write addresses **Life Online:** Drop-down menus **Writing:** Addresses **Academic:** Focused listening **Grammar Review:** The verb *be*	**Goal:** Say and write dates **Writing:** Dates **Life Online:** Passwords; Personal information **Academic:** Focused listening	**Workforce Goal:** Reflect on job and career options **Academic:** Rank career fields **Grammar Review:** Simple present	**Goal:** Research community leaders **Soft Skill:** Collaboration—Working together	*Different Days, Months, and Years* **Academic:** Interpret a diagram; Infer meaning
2 **Our Class** *Page 38*	**Goal:** Ask for and give personal information **Academic:** Classify information; Do a survey **Grammar:** Possessive adjectives **Pronunciation:** Intonation of *what* questions	**Goal:** Describe where things are **Academic:** Focused listening **Pronunciation:** Intonation of *where* questions **Grammar:** Prepositions of location **Life Online:** Video calling icons	**Goal:** Identify common activities **Academic:** Classify information **Grammar:** Present continuous	**Goal:** Plan a schedule **Pronunciation:** Intonation of *when* questions **Academic:** Focused listening; Plan a schedule **Life Online:** Phone alarms	**Goal:** Plan for weather **Academic:** Interpret a weather map; Classify information **Grammar Review:** Simple present	**Workforce Goal:** Explore careers in education **Academic:** Analyze information from an infographic; Reflect on career preferences	**Goal:** Create a team poster **Soft Skill:** Presentation Skills—Steps for success	*Not Enough Time in the Day* **Academic:** Infer meaning

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
3 **Food** *Page 64*	**Goal:** Identify common foods **Grammar Review:** Prepositions of location **Academic:** Classify information	**Goal:** Express feelings about food **Grammar:** The verb *be*; The verb *be* (negative) **Academic:** Focused listening; Do a survey	**Goal:** Plan meals **Life Online:** "Jump to recipe" **Academic:** Focused listening **Grammar:** Singular and plural nouns **Pronunciation:** Plural *-s* **Writing:** Ingredients	**Goal:** Make a shopping list **Academic:** Classify information; Compare information **Life Online:** Digital shopping list **Grammar Review:** Simple present	**Goal:** Express preferences **Academic:** Rank information; Focused listening; Compare information **Grammar Review:** Simple present	**Workforce Goal:** Explore supermarket careers **Academic:** Interpret a bar graph; Reflect on work preferences **Grammar Review:** Simple present	**Goal:** Make a shopping list **Soft Skill:** Collaboration—Participation	*Food for the Soul* **Academic:** Make predictions
4 **Clothing** *Page 90*	**Goal:** Identify types of clothing **Academic:** Focused listening; Make a list **Grammar:** Simple present: *have*	**Goal:** Ask for and give directions in a store **Academic:** Focused listening; Classify information; Make inferences **Grammar:** Prepositions of location	**Goal:** Describe clothing **Academic:** Make inferences; Classify information **Pronunciation:** Intonation of *yes* / *no* questions **Grammar:** *There is* / *are* **Life Online:** Tips for shopping online **Writing:** Write a clothing inventory	**Goal:** Make purchases **Life Online:** Payment apps **Grammar:** *How much is* / *are* **Academic:** Focused listening; Calculate amounts	**Goal:** Read advertisements **Grammar:** *How much* / *How many* **Academic:** Classify information; Compare information **Life Online:** Tax and shipping **Writing:** Write a clothing store ad	**Workforce Goal:** Investigate clothing store jobs **Academic:** Interpret a bar graph; Calculate change	**Goal:** Open a clothing store **Soft Skill:** Brainstorming Collaboration—	*How Can I Save?* **Academic:** Compare prices; Interpret an infographic
Life Online Video *Page 116*								
5 **Around Town** *Page 118*	**Goal:** Identify and ask about locations **Academic:** Classify information; Do a survey **Grammar:** *Yes* / *No* questions **Pronunciation:** Intonation of *yes* / *no* questions	**Goal:** Describe housing **Academic:** Focused listening; Compare information **Writing:** Write a conversation	**Goal:** Identify types of transportation **Academic:** Interpret pie charts **Life Online:** Remote and hybrid work; Interpreting navigation apps **Grammar:** Information questions with *get* and *go*	**Goal:** Express personal information **Academic:** Focused listening; Compare information **Grammar Review:** Simple present; Simple present: *be*	**Goal:** Give and follow directions **Academic:** Interpret maps; Focused listening **Grammar:** *The* **Writing:** Write directions	**Workforce Goal:** Investigate careers in transportation **Academic:** Interpret an infographic; Reflect on preferences and personal qualities	**Goal:** Describe your community **Soft Skill:** Active Listening—Check understanding	*A Biking City* **Academic:** Rank reasons

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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 **Healthy Living** *Page 144*	**Goal:** Identify body parts **Academic:** Focused listening **Grammar:** Imperatives	**Goal:** Describe symptoms and illnesses **Academic:** Focused listening **Grammar Review:** Simple present: *be*; Simple present: *have* **Life Online:** Online health advice	**Goal:** Identify medications **Academic:** Analyze information **Life Online:** Pharmacy apps **Grammar Review:** Simple present	**Goal:** Describe healthy habits **Academic:** Interpret health information **Grammar:** Simple present; Negative simple present	**Goal:** Identify actions in a waiting room **Grammar:** Present continuous **Pronunciation:** *-ing* ending **Life Online:** Telehealth	**Workforce Goal:** Investigate home health care careers **Academic:** Classify information	**Goal:** Create a doctor's office role play **Soft Skill:** Collaboration—Time management	*Too Much Life Online* **Academic:** Interpret a graph
7 **Work** *Page 170*	**Goal:** Identify occupations **Academic:** Make predictions; Classify information **Grammar Review:** Simple present	**Goal:** Give information about work **Academic:** Make predictions **Grammar:** *Wh-* questions	**Goal:** Identify job duties **Academic:** Focused listening **Pronunciation:** Intonation of *yes / no* questions **Grammar:** *Can*; *Can't*	**Goal:** Read evaluations **Academic:** Analyze information; Collaborate **Grammar Review:** Simple present: *be*; Simple present: *be* (negative)	**Goal:** Follow instructions **Life Online:** Online actions **Grammar:** Imperatives; Negative imperatives **Academic:** Interpret a web page **Writing:** Write classroom *do's* and *don'ts*	**Workforce Goal:** Investigate hotel jobs and careers **Academic:** Interpret an infographic; Reflect on preferences and personal qualities	**Goal:** Start a company **Soft Skill:** Active Listening—Asking questions	*A Chef with Many Skills* **Academic:** Infer meaning; Reflect on skills
8 **Lifelong Learning and Review** *Page 196*	**Goal:** Organize study materials **Academic:** Focused listening **Life Online:** Online organization **Writing:** Write a personal profile	**Goal:** Make purchases **Grammar Review:** The verb *be* **Academic:** Calculate totals	**Goal:** Give and follow directions **Academic:** Make predictions; Create a map **Life Online:** Map apps **Grammar Review:** Prepositions	**Goal:** Make goals **Life Online:** Reminders; Spell checkers **Academic:** Interpret bar graphs; Do a survey	**Goal:** Develop a study schedule **Academic:** Classify information; Interpret a schedule	**Workforce Goal:** Investigate child development careers **Academic:** Interpret a graph; Rank duties	**Goal:** Create a lesson and quiz **Soft Skill:** Presentation Skills—Clear visuals	*Lifelong Learning* **Academic:** Make predictions

Life Online Video *Page 222*

Appendices
Life Skills Video Practice 224
Vocabulary List 228
Grammar Reference 230
Skills Index 237
Life Online Video Scripts 241
Life Skills Video Scripts 243
Audio Scripts 247
Video Viewing Strategies 263
Lesson Planner Methodology 265

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

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NEW AND UPDATED IN *STAND OUT*, FOURTH EDITION

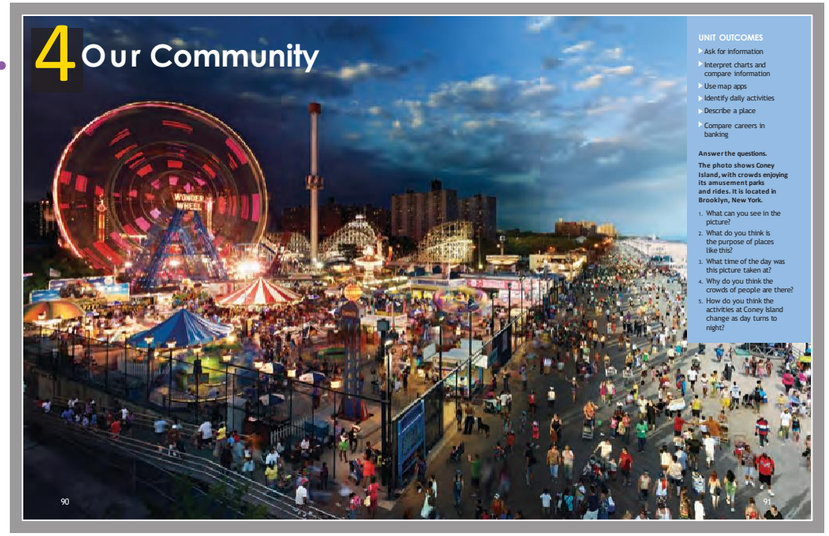
Now in its fourth edition, *Stand Out* is a seven-level, standards-based adult education program with a track record of real-world results. Close alignment to WIOA objectives and College and Career Readiness Standards provides adult students with language and skills for success in the workplace, college,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

New Literacy level

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



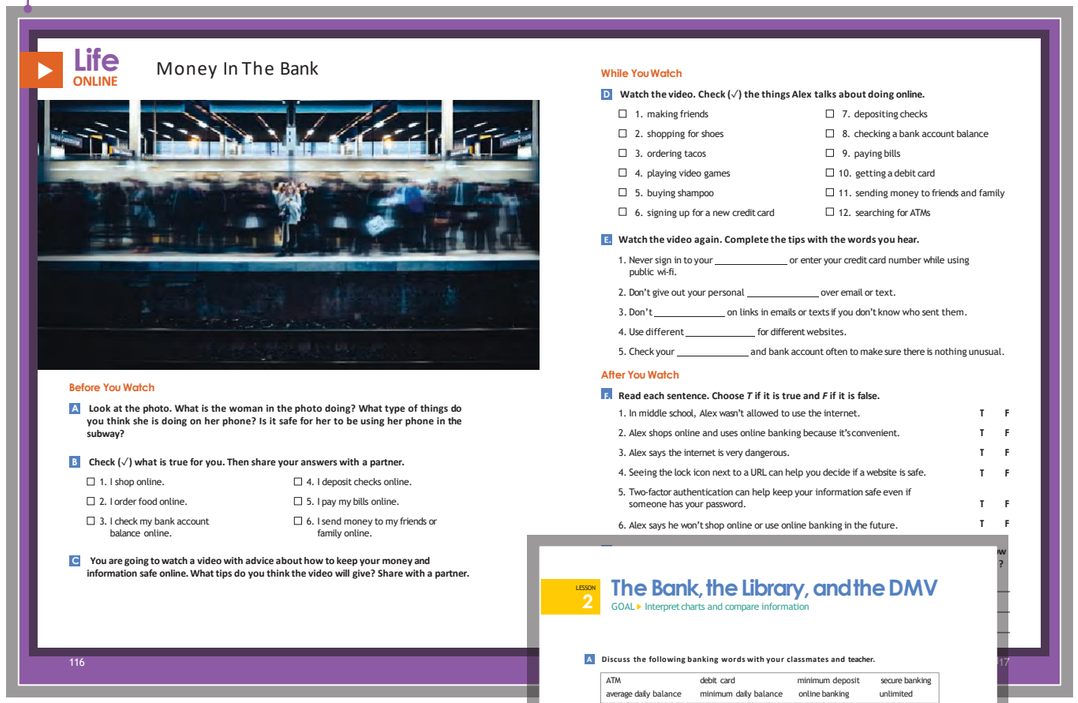
Each unit opens with a dynamic image to introduce the theme and engage learners in meaningful conversations from the start.



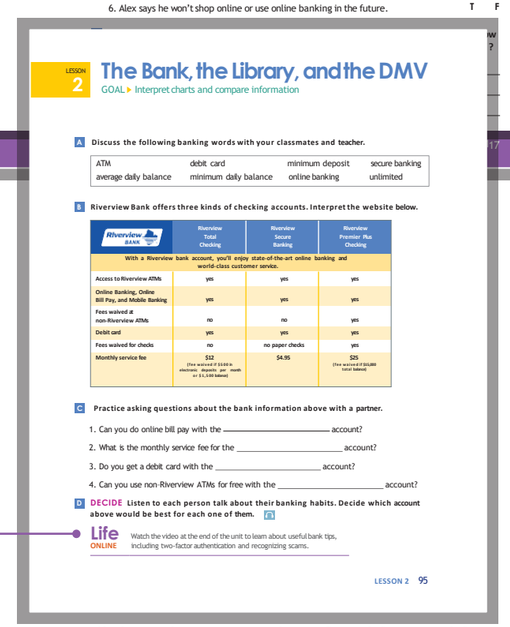
Unit walkthrough pages are from *Stand Out* Level 3.

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.



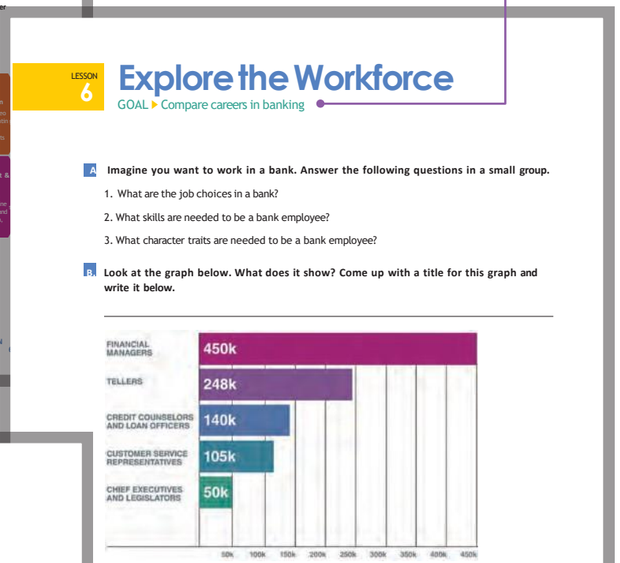
Unit walkthrough pages are from *Stand Out* Level 3.

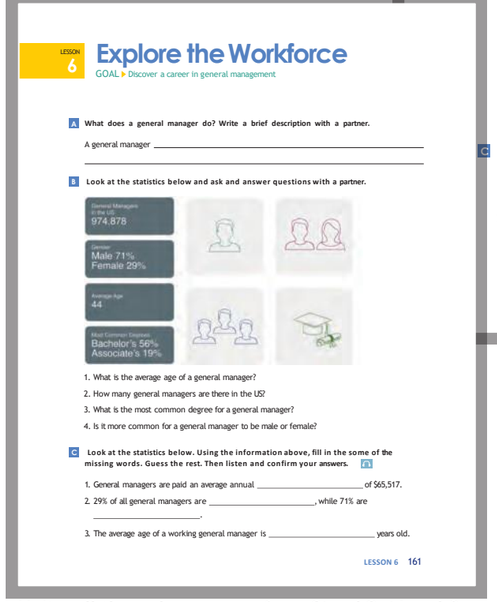
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Unit Walkthrough



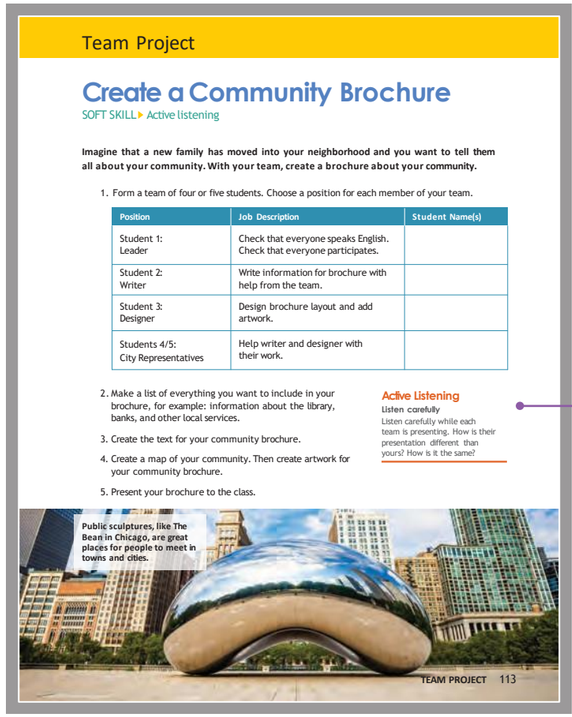
A new **workforce lesson** in each unit explores the sixteen National Career Clusters, guiding students to learn about employment opportunities in their own communities.





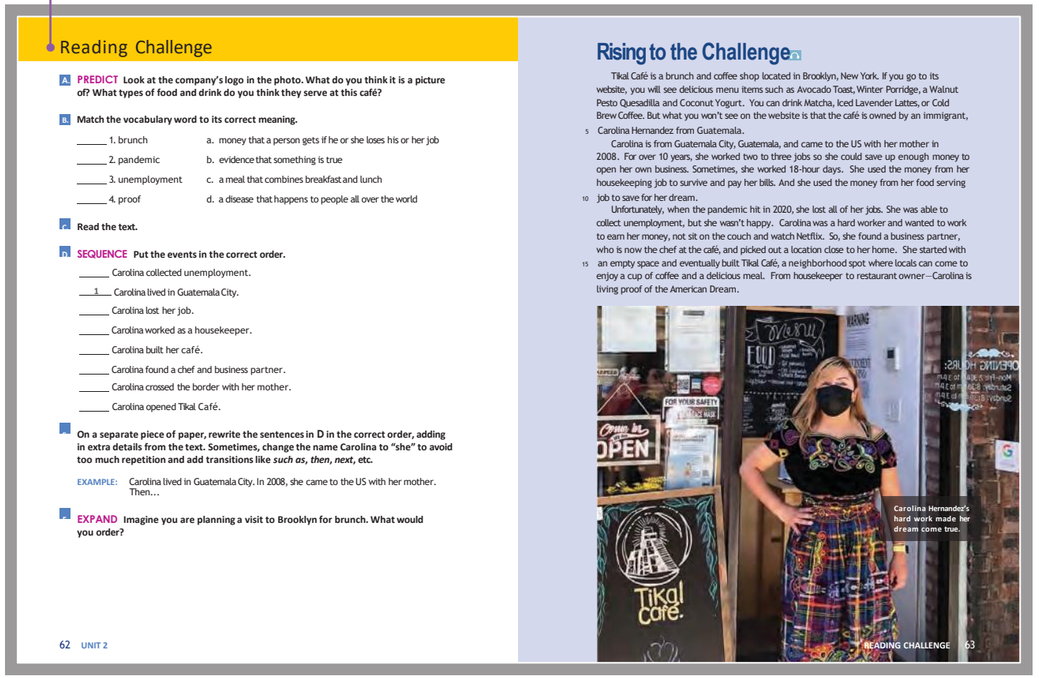
Unit walkthrough pages are from *Stand Out* Level 3.

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Team projects now highlight transferable **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 are from *Stand Out* Level 3.



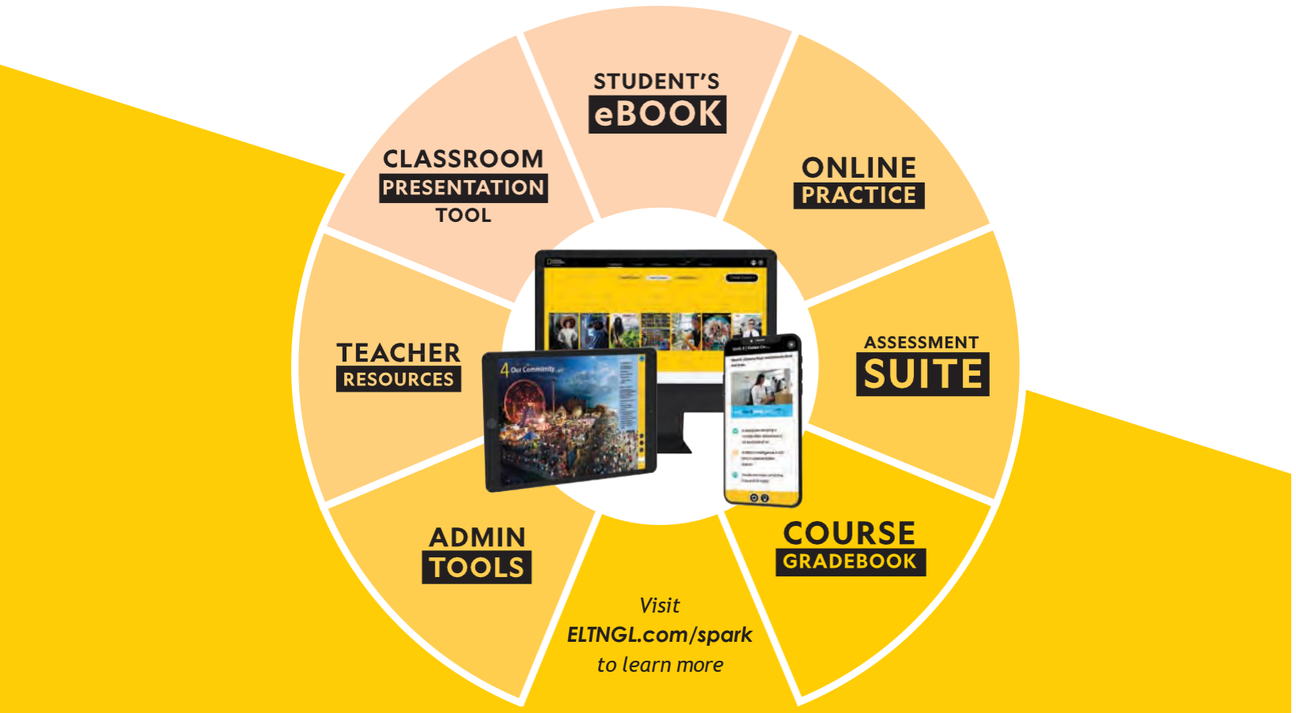
spark

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

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

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

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



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Pre-Unit Welcome	
Lesson 1: Greet people	0.1.1, 0.1.2, 0.1.4, 0.1.5
Lesson 2: Say and write phone numbers	0.1.2, 0.2.1, 0.1.5
Lesson 3: Follow instructions	0.1.7
Unit 1 Personal Information	
Lesson 1: Identify people	0.1.2, 0.1.5, 0.2.1
Lesson 2: Express nationalities	0.1.2, 0.1.5, 0.2.1
Lesson 3: Express marital status	0.1.2, 0.1.5, 0.2.1
Lesson 4: Say and write addresses	0.1.2, 0.1.5, 0.2.1
Lesson 5: Say and write dates	0.1.2, 2.3.2
Lesson 6: Reflect on job and career options	0.1.2, 0.1.5, 4.1.8
Review	0.1.2, 0.1.5, 0.2.2, 2.7.1
Team Project	0.1.2, 0.1.5, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.4.4, 7.7.3
Reading Challenge	0.1.5, 0.2.1
Unit 2 Our Class	
Lesson 1: Ask for and give personal information	0.1.2, 0.1.4, 0.1.5
Lesson 2: Describe where things are	0.1.2, 1.4.1, 2.8.3
Lesson 3: Identify common activities	0.1.2, 2.8.3
Lesson 4: Plan a schedule	0.1.2, 2.3.1, 2.8.3
Lesson 5: Plan for weather	0.1.2, 2.3.3, 7.4.4, 7.7.3
Lesson 6: Explore careers in education	0.1.2, 0.1.5, 4.1.8
Review	0.1.2, 0.1.4, 0.1.5, 2.3.1, 2.3.3, 2.8.3
Team Project	0.1.2, 0.1.4, 0.1.5, 2.3.1, 2.3.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6
Reading Challenge	0.1.2, 0.1.5
Unit 3 Food	
Lesson 1: Identify common foods	0.1.2, 0.1.5, 1.2.8, 7.2.3
Lesson 2: Express feelings about food	0.1.2, 0.1.5, 1.2.8, 7.2.3
Lesson 3: Plan meals	0.1.2, 0.1.5, 1.1.1, 1.2.8, 6.0.2
Lesson 4: Make a shopping list	0.1.2, 0.1.5, 1.2.8, 7.2.3
Lesson 5: Express preferences	0.1.2, 0.1.5, 0.2.1, 1.2.8, 7.2.3
Lesson 6: Explore supermarket careers	0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.7.2
Review	0.1.2, 0.1.5, 1.2.8
Team Project	0.1.2, 0.1.5, 1.2.8, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.2, 0.1.5, 1.2.8, 7.4.4, 7.7.3
Unit 4 Clothing	
Lesson 1: Identify types of clothing	1.2.1, 1.2.9
Lesson 2: Ask for and give directions in a store	0.1.2, 0.1.5, 1.2.9, 2.2.1, 6.6.5, 7.2.3
Lesson 3: Describe clothing	0.1.2, 0.1.5, 1.2.9, 6.0.2, 7.2.3
Lesson 4: Make purchases	0.1.2, 0.1.5, 1.1.6, 1.2.9, 6.0.2, 6.1.1
Lesson 5: Read advertisements	0.1.2, 0.1.5, 1.2.1, 1.2.2, 1.2.9, 7.2.3
Lesson 6: Investigate clothing store jobs	0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.1.2, 6.7.2
Review	1.1.6, 1.2.1, 1.2.9, 6.1.2, 7.2.3
Team Project	0.1.2, 0.1.5, 1.2.1, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.2, 0.1.5, 1.1.6, 1.2.1, 1.2.9, 6.6.5

Unit 5 Around Town	
Lesson 1: Identify and ask about locations	0.1.2, 0.1.5, 7.2.3
Lesson 2: Describe housing	0.1.2, 0.1.5, 1.4.1, 1.4.2, 2.2.5
Lesson 3: Identify types of transportation	0.1.2, 0.1.5, 2.2.3, 6.7.4, 7.2.3
Lesson 4: Express personal information	0.2.1, 7.2.3
Lesson 5: Give and follow directions	0.1.2, 0.1.5, 1.9.1, 2.2.1, 2.2.5, 2.5.1
Lesson 6: Investigate careers in transportation	0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 6.7.2, 7.4.4, 7.7.3
Review	0.1.2, 0.1.5, 1.4.1, 1.9.1, 2.2.1, 2.2.3, 2.2.5
Team Project	0.1.2, 0.1.5, 2.2.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.2, 0.1.5, 2.2.3
Unit 6 Healthy Living	
Lesson 1: Identify body parts	0.1.2, 0.1.5, 3.6.1, 3.6.4
Lesson 2: Describe symptoms and illnesses	0.1.2, 0.1.5, 3.6.2, 3.6.3
Lesson 3: Identify medications	0.1.2, 0.1.5, 2.3.1, 3.3.1, 3.3.2, 3.3.4
Lesson 4: Describe healthy habits	3.5.9, 7.2.3, 6.6.5
Lesson 5: Identify actions in a waiting room	0.1.2, 0.1.5
Lesson 6: Investigate home health care careers	0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.6.5
Review	3.3.1, 3.5.9, 3.6.1, 3.6.3, 7.2.3
Team Project	0.1.2, 0.1.5, 3.6.3, 3.6.4, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.2, 0.1.5, 6.7.1, 7.7.5
Unit 7 Work	
Lesson 1: Identify occupations	0.1.2, 0.1.5, 4.1.8, 7.2.3
Lesson 2: Give information about work	0.1.2, 0.1.5, 4.1.6, 4.1.8, 7.2.3
Lesson 3: Identify job duties	0.1.2, 0.1.5, 4.1.6, 4.1.8, 7.2.3
Lesson 4: Read evaluations	0.1.2, 0.1.5, 4.4.1, 4.4.4, 7.2.3
Lesson 5: Follow instructions	0.1.2, 0.1.5, 4.1.3, 4.3.1, 7.2.3
Lesson 6: Investigate hotel jobs and careers	0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.4.3, 4.4.4, 6.6.5, 6.7.2
Review	0.1.2, 0.1.5, 4.1.8, 7.2.3
Team Project	0.1.2, 0.1.5, 4.1.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	4.1.9, 7.3.1, 7.3.4, 7.5.6
Unit 8 Lifelong Learning and Review	
Lesson 1: Organize study materials	0.1.2, 0.1.5, 7.2.3, 7.4.1, 7.4.3
Lesson 2: Make purchases	0.1.2, 0.1.5, 1.2.1, 1.2.6, 1.2.8, 6.1.1, 7.2.3, 7.4.4, 7.7.3
Lesson 3: Give and follow directions	0.1.2, 0.1.5, 2.2.1, 2.2.5
Lesson 4: Make goals	0.1.2, 0.1.5, 3.5.9, 6.7.2, 7.1.1, 7.1.2, 7.1.4, 7.4.1
Lesson 5: Develop a study schedule	0.1.2, 0.1.5, 7.1.4, 7.4.1, 7.4.9, 7.2.3
Lesson 6: Investigate child development careers	0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 6.7.2, 7.2.3, 7.4.4, 7.7.3
Review	1.2.9, 2.3.2, 3.6.1, 4.1.8
Team Project	0.1.2, 0.1.5, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6
Reading Challenge	0.1.2, 0.1.5, 4.4.5, 7.1.1, 7.1.3, 8.3.2

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, 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 how you can support them in navigating the classroom environment. This information will help you build a responsive course where you can adjust expectations, priorities, and tasks to maximize the value ratio of learning to time. It is also a great first step in creating community and trust to acknowledge that everyone has barriers to learning and that you, as their teacher, are there to support them on their journey toward success.

PRE-UNIT

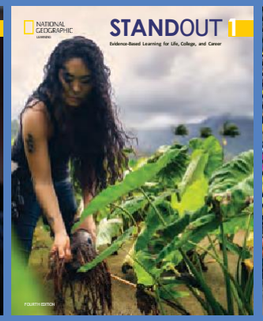
Welcome

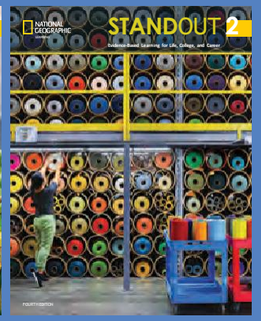
UNIT OUTCOMES

- Greet people
- Say and write phone numbers
- Follow instructions















Welcome

- Introduce the unit. Greet students by saying *Hello* and *Hi*.
- Ask students to look at the photos. Point out the different jobs. Explain that the material students will learn in *Stand Out* (both language and skills) can help them in their job now, as well as help them advance their career in the future.
- Discuss the unit outcomes with students. Ask them if they know anyone's phone number or any classroom instructions. Write any useful vocabulary on the board.

Life Skills Focus

In this unit, students will learn how to greet people they meet for the first time. They will also learn how to say and write phone numbers, as well as follow basic classroom instructions.

The skills students learn in this unit can be applied to almost every area of EL Civics as they help students to function effectively within US society.

Workplace Focus

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

In Lesson 6 of each unit, one of the 16 National Career Clusters defined by the US Department of Labor will be explored. This explicit workforce content delves into relevant information, from potential earnings to required skills and personal qualities. Instructors can take this opportunity to discuss the specifics of local employment opportunities in the students' own communities and beyond.

- A Life Online note in Lesson 2 raises awareness about appropriate methods and times for communication outside the classroom.

spark Resources

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

STEPS

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	CASAS COMPETENCIES	ELPS	CCRS
• Greet people • Say and write phone numbers • Follow instructions	• The verb *be* • Contractions with *be* • Action verbs, imperatives	• *Greetings* • Alphabet and numbers • Classroom instructions	The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: • Communication	Lesson 1: 0.1.1, 0.1.2, 0.1.4, 0.1.5 Lesson 2: 0.1.2, 0.1.5, 0.2.1 Lesson 3: 0.1.7	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.	SL1, SL3, SLK2, SLK3

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At-a-Glance Prep

Goal: Greet people
Grammar: *I'm* (contraction)
Pronunciation: /m/
Academic Strategy: Focused listening
Vocabulary: *Greetings*, the alphabet

Agenda

- ☐ Practice introductions.
- ☐ Introduce greetings.
- ☐ Review the alphabet.
- ☐ Write your name and a classmate's name.

Resources

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

Pacing

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

Standards Correlations

CASAS: 0.1.1, 0.1.2, 0.1.4, 0.1.5
CCRS: SL3, SLK2
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.

BEST PRACTICE

Digital Learning

For virtual classes, ensure students are familiar with the technology used. This includes features such as the chat, as well as the use of the QWERTY keyboard used in the US. As part of classroom management, establish rules and systems for asking questions, turn-taking, and so on.

Warm-up

2–5 mins. ■■■

Shake hands and introduce yourself to students as they enter the classroom. Say: *Hi*, or *Hello, I'm* (your name).

Introduction

2 mins. ■■■

Write the day of the week, the date, and the lesson's agenda on the board. Say the date while pointing to it and have students repeat it. State the goal: *Today, we will greet our classmates*.

Presentation 1

5–10 mins. ■■■

Write your name on the board. Greet a few students. Show them the American way to shake hands (curl fingers, make eye contact, etc.). Be aware that making eye contact may be uncomfortable for students from some cultures. Have students open their books and point to the picture of the teacher and student shaking hands.

A Listen.

Play the conversations two times. After the first time, write *hello*, *hi*, *goodbye*, and *bye* on the board. Point to these words as students listen the second time.

Listening Script

Orlando: *Hi.*
Ms. Adams: *Hello.*
Ms. Adams: *Goodbye.*
Orlando: *Bye.*

Practice 1

5–10 mins. ■■■

Play the conversations again. Point to the words on the board when you hear them in the audio. Have students do the same in their books.

B Listen again and repeat. Point to the pictures in A.

Play the conversations three more times. Model repeating the greetings and pointing to the people talking in the pictures. Then ask students to repeat the target words in **A** after you say them.

Evaluation 1

3 mins. ■■■

Observe students as they point to the people in the pictures and listen for correct pronunciation of the target words.

Have students look at the photo at the bottom of the page. Read the caption aloud and ask students what they think the two women are saying. Elicit or provide the greetings they've practiced: *hello, hi*.

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LESSON 1

Say Hello!

GOAL ▶ Greet people

A Listen.

hello	hi	goodbye	bye





B Listen again and repeat. Point to the pictures in A.



Greeting your friend is different from greeting your teacher.

C **Listen and point to the pictures. Who is speaking?**


Orlando


Ms. Adams


Amal


Hang

D **Listen and repeat.**

1. I'm Orlando.
2. I'm Ms. Adams.
3. I'm Amal.
4. I'm Hang.
5. I'm a student.

Contractions

I am = I'm

/m/ **I'm** a student.

E **Listen again and read.**

Ms. Adams: Hello. I'm Ms. Adams.
Orlando: Hi, Ms. Adams. I'm Orlando. Nice to meet you.
Ms. Adams: Nice to meet you too.
Hang: Hi. I'm Hang.
Ms. Adams: Hello. Welcome!

Hang: It's nice to meet you, Amal.
Amal: Nice to meet you too, Hang!
Hang: Bye for now.
Amal: Goodbye.



Use a handshake when meeting people at work or school.

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Presentation 2

5-10 mins.

Say the following: *Hi, I'm (your name). Nice to meet you.* Shake hands with a few students and introduce yourself again. For virtual lessons, simply model shaking hands. The goal of this lesson is to have students learn *hi, hello, goodbye,* and *bye,* as well as to introduce them to the contraction *I'm.* The expression *nice to meet you* is used to establish the context. If students are ready, they may also say this phrase.

Practice 2

15-20 mins.

C Listen and point to the pictures. Who is speaking?

Play the audio and pause after the first exchange between Ms. Adams and Orlando. Demonstrate pointing to each person's picture as they speak. Then play the audio from the beginning and have students point.

Note: The audio script for **C** matches the conversations in **E**.

D Listen and repeat.

Play the audio and pause so that students can repeat each sentence. Do a mini lesson on pronunciation. Some students may have difficulty pronouncing the final /m/ in *I'm.* Emphasize that it is important to close the lips to produce this sound.

Pronunciation **Contractions with /m/**

Point out the note on contractions. Explain that contractions are a short way of saying words: *A short way to say* I am *is* I'm. Play the audio and have students repeat.

The instructor should not expect acquisition of pronunciation points after students' first exposure to them. Students may understand the concept of what is being taught; however, it is likely, especially at this level, that additional practice will be necessary for students to master the target pronunciation.

In this case, /m/ is common to most languages, although in some languages /m/ as a final consonant is not pronounced. Make sure students can produce an /m/ sound and then apply it to *I'm.* Students may do this well in isolation, but when they try to follow the sound with their name, they may drop the /m/.

Listening Script

I am. I'm
/m/ /m/ /m/ I'm
I'm a student.

E Listen again and read.

Have students listen to the conversations again. This time have them read along with the text silently. At this point, they are only expected to learn the target vocabulary, not the entire conversation. Ask students to underline the target vocabulary from **A** in the two conversations, as well as the contraction *I'm*.

Evaluation 2

7-10 mins.

Ask four students to come to the front of the class and write the target words: *hello, hi, goodbye,* and *bye.* Then erase the words from the board, ask students to close their books, and give them a dictation of the four words.

BEST PRACTICE

One-Word Dictation

Dictation at this level does not need to involve more than a few isolated words. However, the instructor might give the word in a sentence and then ask students to write only the target vocabulary that they hear within the sentence.

As students become more competent, they will begin to write entire sentences or paragraphs. When this occurs, they should learn to listen to a phrase or sentence and repeat it mentally before attempting to write it. Students learning a second language often find it ha d to write and listen at the same time, so this strategy of dictation is important. To prepare students for more extensive dictation, say each word three times. Ask students just to listen the first tim , to write the second time, and to confi m their writing the third time.

Dictation helps students remember the new vocabulary better than if they were to merely listen, recognize, and repeat it.

Presentation 3

15-20 mins.

Scribble your name on the board, intentionally making it hard to read. Next to your scribble, write your name again. This time, do it neatly and legibly. Ask students to tell you which example is easier to read. Use a thumbs-up to indicate *better*. As students identify which handwriting is better, circle the example they choose.

From this explanation, students will understand that some writing is more acceptable than others.

F Listen and repeat. Trace and write the alphabet. Then write your name.

Play the audio twice. The first time have students only listen. The second time have them listen and repeat each letter. Show them how to trace the letters using the dotted lines and then write each letter themselves below.

Write *I'm Amal.* on the board and spell the name a few times out loud until students begin to spell it with you. Refer students to the note on page 4 and help them to see how the contraction works. Don't spend too much time on this contraction because it is only exposure at this point. Explain that they should write their own name, not *Amal's* on the space next to *Amal*.

Write the alphabet (uppercase and lowercase) on the board; quiz students by pointing to a letter and allowing them to call it out. Help with pronunciation, paying particular attention to the vowels. Invite a few students to the board. As you say a letter, have them point to it. For online classes, have students type the letter in chat.

BEST PRACTICE

Volunteers

The first time ou invite students to the board, you may want to ask for volunteers. Once all the students understand the activity, call on some of the quieter students to respond. Getting students up in front of the class is a great way to help prepare them for the classroom presentations they will be giving at the end of each unit.

Practice 3

10 mins.

G Listen and write.

Play the audio, pausing after the first item, and show students how it corresponds with the example. Have them trace Orlando's name and then write it in the space next to it. Play the rest of the audio multiple times so students have enough time to write and check their work.

Listening Script

1. I'm Orlando. O-R-L-A-N-D-O
2. I'm Trinh. T-R-I-N-H
3. I'm Julie. J-U-L-I-E

Evaluation 3

5 mins.

Check students' work as they complete **G** to make sure they stay within the lines in the book.

Application

5-10 mins.

H Write your name and your partner's name. Then practice the conversation.

Have students write their own names. Then have them introduce themselves to a partner. After their partner responds, they should write their partner's name and ask for the spelling if necessary. Then have them greet and introduce themselves to four other students in the class. Use breakout rooms for virtual classes.

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

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F Listen and repeat. Trace and write the alphabet. Then write your name.

Aa Bb Cc Dd Ee Ff
Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz
Uu Vv Ww Xx Yy Zz

Amal Answers will vary.

G Listen and write.

1. Orlando
2. Trinh
3. Julie

H Write your name and your partner's name. Then practice the conversation.

Answers will vary.

Hi. I'm _____. (your name)

Hello. I'm _____. (partner's name)

LESSON 2

Phone Numbers

GOAL ▶ Say and write phone numbers

A **Listen and point to the person speaking.**





B **Listen and repeat. Point to each number. Then trace and write the numbers.**

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

C **Trace and write Lien's phone number.**

Lien (714) 555-3980

Lien: (714) 555-3980

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At-a-Glance Prep

Goal: Say and write phone numbers
Grammar: *am* and *is*
Academic Strategy: Focused listening
Vocabulary: Numbers

Agenda

- ☐ Review names.
- ☐ Learn numbers and phone numbers.
- ☐ Identify spoken numbers.
- ☐ Make a phone list.

Resources

Heinle Picture Dictionary: Numbers, pages 2–3; The Telephone, pages 16–17

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: SL1, SL2, SL3, SLK2, SLK3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10-15 mins. ■■■

Write the following conversation on the board:
A: *Hello, I'm* _____. *What's your name?*
B: _____, __-__-__-__-__-__.

Model inserting names and spellings in the blanks. Have students walk around the room and practice this conversation with ten classmates. Then ask them to practice it again, this time writing down the names of five people.

Introduction 2 mins. ■■■

Write an important phone number for your school on the board and ask what it is. Elicit / Explain that it is a phone number and you can call it to reach (the adult education office). State the goal: *Today, we will say and write phone numbers*.

Presentation 1 10 mins. ■■■

Count students off from one to ten. Then ask all students to stand. Say: *Two*. All the students who are the number two should repeat the number and sit. Repeat the activity until all students are sitting. Have students raise their hands for virtual classes or if any students are unable to stand.

A Listen and point to the person speaking.

Before playing the audio, describe the photos using a few details. Students won't understand all the words, but it is good exposure. Write *phone*, *telephone*, and / or *cell phone* on the board. Then play the audio. Have students point to the speakers.

Listening Script

Lien: *Hello?*
Matías: *Hi, Lien. This is Matías.*
Lien: *Hello, Matías. How are you?*
Matías: *Fine, thanks.*

Practice 1 5 mins. ■■■

B Listen and repeat. Point to each number. Then trace and write the numbers.

Play the audio three times. First, have students listen and point to the numbers. The second time, ask students to repeat each number. Finally, have students trace and then write the numbers.

Evaluation 1 3 mins. ■■■

Observe students writing in their books and make sure they are forming the numbers correctly.

Presentation 2 12-15 mins. ■■■

Dictate a few numbers (zero to ten only) and ask students to write them. Ask for volunteers to come to the board and write the numbers they heard. Have students type responses in the chat for virtual lessons.

C Trace and write Lien's phone number.

Write Lien's phone number on the board. Point and say: *This is Lien's phone number*. Write *phone number* on the board, next to the number. Point out the three parts of the phone number. Elicit / Provide the local area code(s) and ask students the first three digits of their phone numbers. See the Cultural Note on page 7a for more information.

Practice 2

5–7 mins.

D Listen and circle.

Play the audio and ask students to circle the correct phone number.

CULTURAL NOTE

Phone Numbers

Phone numbers are grouped differently in different countries. This may be a new concept to students. Note the use of parentheses and a dash. Point out that sometimes the parentheses are dropped and two dashes are used instead (*714-555-3980*). Also, when spoken, numbers in the United States are often said one number at a time and not in combination; for example, *fi e-fi e-fi e* pause *three-seven-six-fi e*. However, it is also correct to say *fi e-fi e-fi e* pause *thirty-seven, sixty-fi e*. Write different phone numbers on the board. Say the numbers in a variety of ways, using incorrect rhythm from time to time. Ask students to indicate when you are speaking with correct rhythm and when you are not.

Evaluation 2

10–15 mins.

E Write.

Ask students to copy the numbers from **D**. Remind them to use parentheses and a dash, as in the example.

BEST PRACTICE

Evaluation

The evaluation stage of a lesson plan is important because this is where the instructor determines the level of student progress. Evaluation exercises help the instructor determine how much additional practice may be required to assist students in moving toward mastery.

F Listen and write the numbers.

Play the audio multiple times and pause as needed to allow students enough time to write. You should do this exercise as a class, allowing students to talk among themselves and check answers as they go.

Instructor's Notes

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D Listen and circle.

a. 

Laura

(714) 555-7682
(714) 555-3450
(714) 555-7689

b. 

Binh

(352) 555-6767
(352) 555-1415
(352) 555-2655

c. 

Mr. Garba

(808) 555-4512
(808) 555-6755
(808) 555-3456

d. 

Esra

(915) 555-4576
(915) 555-3466
(915) 555-3455

E Write.

1. Laura's phone number is (714) 555-3450.
2. Binh's phone number is (352) 555-6767.
3. Mr. Garba's phone number is (808) 555-3456.
4. Esra's phone number is (915) 555-3455.

F Listen and write the numbers.

a. (617) 555-6823
b. (617) 555-4293
c. (508) 717-8719
d. (508) 717-6342
e. (714) 424-8912
f. (714) 232-1134

G **Read the phone list.**

Phone List Ms. Adams' English Class	
Name	**Phone Number**
Hang	(714) 555-2968
Andre	(714) 555-1333
Orlando	(714) 555-9812
Sara	(714) 555-4545
Amal	(714) 555-1237

H **Ask your partner for the phone numbers from G and write.**

Student A: Hang
Student B: (714) 555-2968

The Verb *Be*
I **am** ...
The phone number **is** ...

Student A

1. Andre (714) 555-1333
2. Orlando (714) 555-9812

Student B

3. Sara (714) 555-4545
4. Amal (714) 555-1237

I **Make a class phone list on a separate piece of paper.**

Life ONLINE

Class Communication
Many teachers and students use email to talk about classes. If your teacher or classmate gives you their phone number, don't call or text very early in the morning or late at night. Ask: *What is a good time to contact you?*

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Presentation 3

10-15 mins.

G **Read the phone list.**

Read the phone list with students. Check for comprehension by asking: *What is _____ 's phone number?* Ask students about each person on the list.

Go over the grammar note with students. The grammar presented here is a tool needed to understand the upcoming practice. Students should not be expected to completely understand the concept of conjugating the verb *be* after this introduction.

Workplace Focus

Exercise H: Collect and organize information.

Practice 3

10-15 mins.

H **Ask your partner for the phone numbers from G and write.**

Students have not yet learned to form questions, but they can start by helping each other complete sentences.

This activity can be an information gap activity if you decide the students are ready. Ask students to work in pairs. Have Student A cover the phone list. Student A will read the name of the person. Student B will read the phone number and Student A will write. Then have students switch roles. Use breakout rooms for virtual classes.

Evaluation 3

2 mins.

Ask students to check their answers by looking back at the chart in **G**.

Application

5-7 mins.

I **Make a class phone list on a separate piece of paper.**

Some students may not have phones, and others may not want to share their numbers publicly. As an alternative, ask for volunteers to share their numbers with the class. As they share their numbers, classmates can write what they hear.

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

Read the Life Online tip with students. Review ways students can communicate with you, as well as with other classmates. Ensure students have your contact information (email, phone), and clarify your preferred communication method. Also go over any office hours you may have. Explain that it is polite to contact someone by phone only during daytime hours, unless otherwise stated. Mention that communication in a workplace may be different. Tell students it is important to ask their boss about the best ways and times to communicate.

Life ONLINE

Instructor's Notes

At-a-Glance Prep

Goal: Follow instructions
Grammar: Action verbs, imperatives
Pronunciation: Final /t/
Academic Strategies: Making predictions, focused listening
Vocabulary: *Classroom instructions*

Agenda

- ☐ Review numbers and counting.
- ☐ Learn new vocabulary for classroom actions.
- ☐ Take a practice test.
- ☐ Show that you understand classroom instructions.

Resources

Heinle Picture Dictionary: Listen, Read, Write: pages 20-21

Pacing

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

Standards Correlations

CASAS: 0.1.7
CCRS: SL3, SLK2
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review 5 mins. ■■■

Take out five pencils or pens. Count them slowly. Repeat the exercise until students begin to count with you. Say: *Repeat*. Do the same thing with small numbers of books and sheets of paper and say: *Write the number*. Act out the action. Check what students write.

Introduction 2 mins. ■■■

Write the lesson's agenda on the board. Write the day of the week and the date on the board. Say the date while pointing to it and have students repeat it. Then ask students to write the date. State the goal: *Today, we will learn to follow instructions*.

Presentation 1 7-10 mins. ■■■

Establish context by asking students to look at the photo at the top of page 11. Ask how many people are in the photo. Compare the class to yours. Ask how many students are in your class.

BEST PRACTICE

Establishing a Context

The *Stand Out* approach recommends that all target language be presented in context. Context helps students connect with the vocabulary.

Here, the classroom itself establishes a good context. Help students identify items in the photo on page 11. The vocabulary is not the objective of the lesson, so no repetition is necessary. However, it is important for students to begin the process of acquiring vocabulary that relates to their everyday lives, as they will continue to do throughout *Stand Out*.

A Listen.

Ask students to listen to Ms. Adams. Write the word *poster* on the board. Ask: *Where is the poster?* If students can't respond, help them find the poster in the picture.

Listening Script

Hello, everyone. Here are three things you need to do in English class to help you learn. Listen carefully, read all instructions, and write your name on your papers. Please repeat these words: listen, read, write. Again, listen, read, write.

Practice 1 5-7 mins. ■■■

B Listen again and point.

Have students read the sentences in the chart. Show them that the words on the poster are the same as the words in the chart. Play the audio again and ask students to point to the words as they hear them. Play the audio three times.

Evaluation 1 5-7 mins. ■■■

Observe students pointing and review any items they have difficulty with as a class.

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LESSON 3

Classwork

GOAL ▸ Follow instructions

A Listen.



B Listen again and point.

Class Instructions



Read all instructions.



Write your name.



Listen carefully.

C Write the actions.

listen | point | read | repeat | write



1. listen



2. write

Verb
actions = verbs



3. read



4. repeat



5. point

D Listen and repeat.

1. Write your name.
2. Point to the picture.
3. Repeat the words.

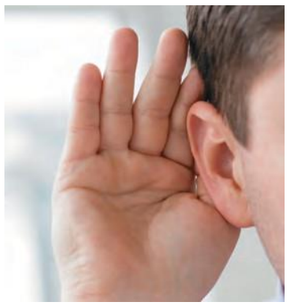
Pronunciation of /t/
/t/
Point.
Write.
Repeat.

E Practice the actions in C.

EXAMPLE:

Student A: Listen.

Student B:



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Presentation 2

10-15 mins.

With books closed, act out the five actions shown in **C.** Write the five words on the board. When you think students are comfortable with the new vocabulary, mime the actions again and have them identify what you are doing.

C Write the actions.

Briefly read the grammar note with students. Explain further as needed using examples, including the target vocabulary. Then have students complete the activity individually. Check the answers as a class.

Pronunciation Final /t/

Many of the imperatives in this unit end with the /t/ sound. When this sound comes at the end of a sentence or phrase before a pause, the tongue touches the roof of the mouth behind the top teeth and then releases. With the release, air comes out, making it relatively easy to hear the final sound.

Point out the pronunciation note and play the audio. Practice the pronunciation of the final /t/ in *point*, *write*, and *repeat* until students begin to mimic your pronunciation.

Listening Script

/t/ /t/ /t/
point . . . point . . . point
write . . . write . . . write
repeat . . . repeat . . . repeat

D Listen and repeat.

Have students read the sentences and then read again as they listen to the audio. Finally, have students repeat the sentences. See if they can still pronounce the final /t/ in sentences.

Practice 2

5-10 mins.

E Practice the actions in C.

Model the activity with a student. Switch roles so students understand they should both say words and act them out. Ask students to work in pairs. Another way to do this activity is to have students stand up and talk to five different students. Or use breakout rooms for virtual classes.

BEST PRACTICE

Inside / Outside Circles

Pair work can take many forms. Changing pairs after each practice is useful because students are more likely to continue to focus on clear language production with each new partner.

In a technique called Inside / Outside Circles, students form two circles with the same number of students in each. One circle is inside the other. Students face one another and speak to the person they are facing. When indicated by the instructor, one circle shifts one space clockwise so students are lined up with a new partner.

For classrooms with limited space, students can be in two lines facing each other across the front of the classroom. In virtual classes, this type of activity is difficult o recreate. However, the teacher can put students in a series of breakout rooms with different partners.

Be mindful of any differently-abled students, and adjust pair work arrangements as needed.

Evaluation 2

3 mins.

Observe the activity and ask a few pairs to come to the front and do the activity for the class.

Instructor's Notes

Presentation 3

7-10 mins.

Introduce three new words to students with their books closed: *pencil*, *pen*, and *paper*. Use items in the classroom to demonstrate this vocabulary. These words are not the target vocabulary, but they are associated with the act of writing. Consequently, they further expand the linguistic context. Ask students what words are associated with reading. Help them, if necessary, to say *book(s)*. Do the same for *point* (finger), *listen* (ear), and *repeat* (mouth). Tell students that you are going to give them a test. Write the word *test* on the board. Briefly drill students by showing or pointing to the objects previously introduced and asking students to respond with the correct verb.

F PREDICT Look at the photo. What are the students doing?

Guide students to say the photo shows a class taking a test. Point back to *test* written on the board earlier. Tell students that you will show them ways to take written tests and that they will take tests similar to **G**, **H**, and **I** in class from time to time. Go over circling and checking.

Practice 3

10 mins.

G Listen and circle the answers.

Do the first item with students. Show them that they only need to circle the letter of the item, not the whole item. Then have them listen to the audio multiple times to complete the activity.

Listening Script

1. listen
2. point
3. write
4. repeat

H Listen and check (✓) the words you hear.

Explain to students that they should listen for other words associated with the target vocabulary too. Do the first item as a class. Then have students do the rest individually.

Listening Script

1. Point to the picture of the teacher in the book.
2. Write today's date at the top of your paper.
3. Open your books to page 14 and read the first paragraph.
4. Listen to the instructions before you begin the activity.

BEST PRACTICE

Listening

Students are often under the misconception that in order to do listening tasks, they must understand every word. Actually, a lot of listening, even by native speakers, involves focused listening, where the person listening decides on the meaning from just a few key words. Exercises such as **H** allow students to develop this listening strategy by listening for key words and fil ering out words they may not understand.

Evaluation 3

2 mins.

Ask students to compare their answers with a partner. Then check answers as a class.

Application

5-7 mins.

I Follow the instructions.

Explain that students need to pay attention to the action mentioned in the instructions in order to know what to do. Observe students completing the activity and check answers as a class.

Refer students to *Stand Out Basic Online Practice*, Pre-Unit, Lesson 3 on the Spark platform for more practice.

Instructor's Notes

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F PREDICT Look at the photo. What are the students doing?

G Listen and circle the answers.

1. a. point	b. repeat	c. listen	d. read	e. write
2. a. point	b. repeat	c. listen	d. read	e. write
3. a. point	b. repeat	c. listen	d. read	e. write
4. a. point	b. repeat	c. listen	d. read	e. write

H Listen and check (✓) the words you hear.

1. ☑ point	☐ repeat	☐ listen	☐ read	☐ write
2. ☐ point	☐ repeat	☐ listen	☐ read	☑ write
3. ☐ point	☐ repeat	☐ listen	☑ read	☐ write
4. ☐ point	☐ repeat	☑ listen	☐ read	☐ write

I Follow the instructions.

1. Circle the phone number: 02219 (212) 555-7763 04/08/23
2. Check (✓) the answer: 2 + 2 = _____

☐ 3 ☐ 5 ☑ 4

3. Write the name of your teacher: Answers will vary.

1 Personal Information



UNIT OUTCOMES

- Identify people
- Express nationalities
- Express marital status
- Say and write addresses
- Say and write dates
- Reflect on job and career options

Look at the photo of a special event in Brooklyn, New York. Choose the best answer to complete each sentence.

1. The people in the photo are **married / single.**
2. The wedding was **at a restaurant / outside in a neighborhood.**
3. There are beautiful **flowers / fruits** in the photo.
4. The two people got married in **2018 / 2020.**

About the Photo

This photo captures a couple celebrating their wedding day in October 2020. The unique ceremony was held on a Brooklyn stoop with 12 friends and family members. Some students may have varying degrees of comfort with same-sex marriage or related gender identity or sexual orientation topics. However, as part of the civics curriculum, it is important for students to be aware that same sex marriage is legal in the US, and that in the workplace, it is illegal to discriminate against anyone due to sexual orientation, gender, race, color, religion, national origin, disability, and age. This knowledge is important, both for student protection and workplace success.

- Have students look at their own forms of identification (e.g. passport) and say the types of information they see.
- Ask students to look at the photo and find a link between the unit title and the image. Discuss as a class.
- Ask students to complete the activity in pairs or small groups. Go over the answers. Provide additional information about the photo as appropriate.
- Discuss the unit outcomes with students. Write any key vocabulary on the board.

Life Skills Focus

In this unit, students will learn how to identify themselves and give pieces of information pertaining to their identity. They will also learn how to ask for this information.

Workplace Focus

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

- In Lesson 6, *Explore the Workforce*, students will be introduced to six career fields. They will identify jobs in those fields. They will also discuss job preferences and ways to get more information.
- In the Team Project, students practice the soft skill of collaboration as they work together to complete the project.
- Life Online notes in Lessons 4 and 5 discuss drop-down menus, secure passwords and protecting personal information.

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 people • Express nationalities • Express marital status • Say and write addresses • Say and write dates • Reflect on job and career options	• Subject pronouns • Simple present • The verb *be* • Contractions with *be* • *Wh-* questions	• Subject pronouns, introductions • Marital status • Addresses • Months of the year • Jobs and career fields	The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: • Communication	Lesson 1: 0.1.2, 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, 0.2.1 Lesson 4: 0.1.2, 0.1.5, 0.2.1 Lesson 5: 0.1.2, 2.3.2 Lesson 6: 0.1.2, 0.1.5, 4.1.8 Review: 0.1.2, 0.1.5, 0.2.2, 2.7.1 Team Project: 0.1.2, 0.1.5, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.4.4, 7.7.3 Reading Challenge: 0.1.5, 0.2.1	S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2, SLK3, SLK6

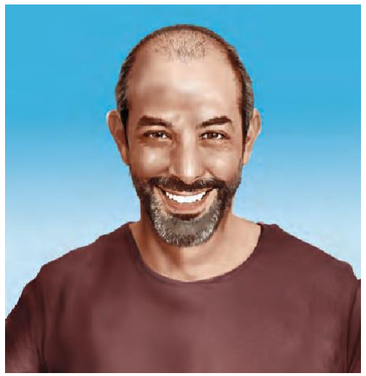
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LESSON 1

What's Your Name?

GOAL ▶ Identify people

A IDENTIFY Listen and point.



What's his name?
His name is Amal.



What's her name?
Her name is Ms. Adams.



What are their names?
Their names are Sara and Shiro.



What's your name?
My name is . . .

B Practice the conversations in A.

Student A: What's his name?

Student B: His name is Amal.

Intonation
Wh- Questions



What's your name?

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At-a-Glance Prep

Goal: Identify people
Grammar: Subject pronouns
Pronunciation: Intonation of *wh-* questions
Vocabulary: Subject pronouns, *This is . . .*

Agenda

- ☐ Review greetings.
- ☐ Ask for student names.
- ☐ Learn *I, you, he, she, we,* and *they*.
- ☐ Practice asking questions.

Resources

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

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.1
CCRS: SL1, SL3, SLK3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 2–5 mins.

Review greeting one another. Write on the board: *I'm* (your name). *Nice to meet you.* Review the American style of shaking hands. Ask students to circulate around the room shaking hands with their classmates, giving their names, and saying: *Nice to meet you*.

Introduction 2 mins.

Write the day of the week, the date, and the agenda on the board. Say the date while pointing to it and have students repeat. State the goal: *Today, we will learn to identify people*.

Presentation 1 10–15 mins.

Ask a few students, male and female, for their names. Then ask the class for the names of the students who have just responded. Then say: *His name is* (name). *Her name is* (name).

Write these questions on the board: *What's his name? What's her name? What's your name?* Practice them with the students. Have students practice by doing a question-and-answer chain:

Student A: *What's your name?*
Student B: [student name]. *What's his name?*
Student C: [student name]. *What's her name?*
Student D: [student name].

The chain can continue until all students have asked a question.

Then ask students to open their books and look at the pictures.

A IDENTIFY Listen and point.

After listening to the audio, students will listen to you. Read the sentences in random order. Ask students to point to the appropriate picture. Help them distinguish *his* and *her*.

Listening Script

Here are pictures of four people I know at school. His name is Amal. He is a student. Her name is Ms. Adams. She is a teacher. Their names are Sara and Shiro. They are students.

Intonation ***Wh-*Questions**
Point out the intonation note. Play the audio and have students repeat the question with falling intonation.

Listening Script

Wh- questions go down at the end.
What's your name?
What's her name?

Practice 1 7–10 mins.

B Practice the conversations in A.

Model the conversation with a student. Then switch roles and model again. Have students work in pairs to practice the conversation. Make sure they switch roles.

For additional practice, have students talk to ten different classmates. Ask them to write the names on a sheet of paper.

Evaluation 1 5–7 mins.

Ask for volunteers to perform the conversation in front of the class.

Presentation 2

10-15 mins.

C Listen and repeat.

Look at the pictures and the words below them with students. Play the audio and have students repeat the pronouns and sentences. Ensure students understand the meaning. Reinforce by pointing to students in the class and saying the appropriate pronoun.

Listening Script

I
You
He
She
We
They

I am a student.
You are a student.
He is a student.
She is a student.
We are students.
They are students.

For shorter classes, ask students to do **D** for homework.

D. Look again at the pictures in A. Write.

Have students write the correct pronouns. This is still the presentation stage, so do the exercise as a class.

Model this same pattern with students in the class. For example, walk up to one male student and say to the class: *His name is* _____. Use proper stress and rhythm as you do this. Encourage students to respond: *He is a student*. Do the same with a few more students. Have a volunteer make the statement about a different student and prompt the class to respond with: *He / She is a student*. Then have students practice the same pattern in pairs.

Practice 2

5-7 mins.

In pairs, have students write two sentences about their classmates or themselves, using the sentences in **D** as models.

Evaluation 2

3-5 mins.

Check answers to **D** as a class. Then ask volunteers to write their new sentences on the board.

Instructor's Notes

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C Listen and repeat.



I



You



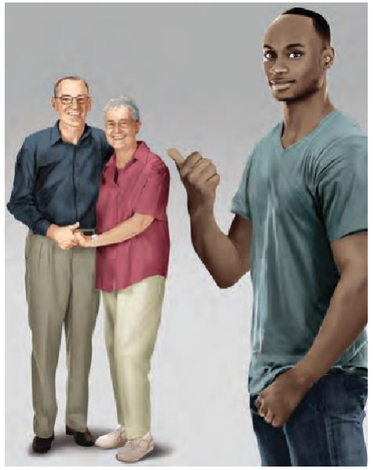
He



She



We



They

D Look again at the pictures in A. Write.

1. His name is Amal. He is a student.
2. Her name is Ms. Adams. She is a teacher.
3. Their names are Sara and Shiro. They are students.
4. My name is Answers will vary.. I am a student.

E **Listen and point to the people speaking.**

Sara: Hi, Orlando.

Orlando: Hello, Sara.

Sara: Orlando, this is Grace. She is a student.

Orlando: Hello, Grace. I am a student too.

Grace: Nice to meet you.

This is . . .

We use *This is . . .* to introduce people.



F **Practice the conversation in E.**

G **CLASSIFY** **Work with a partner. Write classmates' names.** Answers will vary.

Pronoun		Name
I	I am a student.	(your name)
You	You are a student.	(your partner's name)
He	He is a student.	
She	She is a student.	
We	We are students.	
They	They are students.	

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Presentation 3

10-15 mins.

E **Listen and point to the people speaking.**

Ask students who the women in the picture are. Ask them if you use *he* or *she* with women and girls. Play the audio. Go over each line with students. Ask them to repeat after you. Practice the conversation as a class; you read Sara's lines, half the class reads Orlando's lines, and the other half reads Grace's line. Then ask for three students to demonstrate the conversation in front of the class.

Practice 3

5-7 mins.

F **Practice the conversation in E.**

Divide students into groups of three and have them practice the conversation, switching roles each time they practice. Use breakout rooms for virtual classes.

Evaluation 3

3-5 mins.

Ask groups to perform the conversation in front of the class.

Workplace Focus

Exercise G: Collect and organize information.

Application

5-7 mins.

G **CLASSIFY** **Work with a partner. Write classmates' names.**

Ask students to work in pairs. Show them how to do this activity by using a student as your partner. Write: *He is a student. She is a student. They are students.* Then have students replace the pronouns *he, she,* and *they* with names and write sentences in their notebooks. For example, instead of writing *He is a student*, they write *Nicolai is a student*.

Have students complete the exercise in pairs, using classmates' names. Then have them practice saying sentences such as: *Brian and Jason are students.* Use breakout rooms for virtual classes.

BEST PRACTICE

Presenting Conversations

The first levels of *Stand Out* use conversations frequently. In the *Stand Out* approach, conversations should be used as opportunities for students to use the language and become familiar with pronunciation and vocabulary.

The following steps demonstrate how to present conversations effectively:

1. Present the conversation in context in its entirety, allowing students to hear the model either read by you or by listening to the audio.
2. Have students repeat each line as a class. Work on rhythm and other pronunciation features.
3. Have the students take one role while you take the other role. Then switch roles.
4. Ask one student to practice the conversation with you. Then switch roles.
5. Ask two or three students to demonstrate for the class.
6. Add substitutions where appropriate or when called for and repeat the above steps.

CRITICAL THINKING

Classifying

Classifying is an important skill. Classifying is a way of organizing things into groups based on similarities and differences.

When students learn how to classify, they are able to show they understand relationships and concepts.

Classification activities can be organized in the following steps:

1. Provide students with a list of items to be classified.
2. Ask students how the items are different. Then ask how they are similar.
3. Have students determine categories that the items can be put into.
4. Ask students to sort the items into the categories.
5. Ask students to explain their choices.

At-a-Glance Prep

Goal: Express nationalities
Grammar: Simple present
Academic Strategies: Predicting, focused listening, doing a survey
Vocabulary: *from, native country, birthplace*

Agenda

- ☐ Review asking questions.
- ☐ Ask: *Where are you from?*
- ☐ Listen for countries of origin.
- ☐ Ask classmates: *Where do you live?*

Resources

Heinle Picture Dictionary: Nationalities, pages 44–45

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: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S9: Create clear and coherent level-appropriate speech and text.

Warm-up and Review 8–12 mins. ■■■

Write on the board: *What's your name*? Remind students to use correct pronunciation and intonation. Ask students to walk around the room and ask their classmates this question. They may record the information on a sheet of paper.

Introduction 2 mins. ■■■

Write the date and agenda on the board. Ask students what day it is. If you have a world map, show them what state or region they live in and where the city is. State the goal: *Today, we will express nationalities*.

Presentation 1 7–10 mins. ■■■

List countries on the board. Make sure you include the native countries of all the students. Circle your native country and put a check mark next to it. Ask students to come up and do the same for their native countries. Ask students to find their country on a map. If most students are from the same country, have them say their hometown. For virtual classes, number the countries in the list, and have students identify the number.

A. PREDICT Look at the photo. Where is Sara from?

Have students open their books. Ask where Sara is from. See if students can identify the place and / or the flag in the photo. Confirm the answer. Then ask for a volunteer to find Cuba on a world map. Say *Sara is from Cuba*, and have the class repeat.

B. Read and listen.

Play the audio and ask students to listen. Then play it again and ask them to point to the speech bubble when they hear each statement.

Listening Script

Ms. Adams: *Sara, please come up and introduce yourself.*
Sara: *Hello, my name is Sara. I'm from Cuba. I'm new in this class.*

Practice 1 5–7 mins. ■■■

C Answer the questions with sentences.

Ask students to write information about Sara. Emphasize that the answer should be a sentence, not a single word. Walk around the room and check students' work.

Evaluation 1 7–10 mins. ■■■

D SURVEY Ask your classmates. Then ask about other classmates.

Have students walk around the room and ask the four questions to different classmates. Clarify that questions 3 and 4 refer to other classmates, both male and female. Have students refer to the list of countries on the board as needed. For virtual classes, have students work in small groups in breakout rooms.

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LESSON 2

Where Are You From?

GOAL ▶ Express nationalities

A PREDICT Look at the photo. Where is Sara from?



B Read and listen.



C Answer the questions with sentences.

1. What's her name? Her name is Sara.
2. Where is she from? She's from Cuba.

D SURVEY Ask your classmates. Then ask about other classmates.

1. What's your name?
2. Where are you from?
3. What's his name? What's her name?
4. Where's he from? Where's she from?

E **PREDICT** **Look at the pictures and flags. Match the questions with the answers.**



Shiro



Mariana



Orlando



Amal









b 1. Where is Shiro from? a. Lebanon

c 2. Where is Mariana from? b. Japan

d 3. Where is Orlando from? c. Brazil

a 4. Where is Amal from? d. Mexico

F **Listen. Check your answers to E and write the names.**

1. She is from Cuba. Sara
2. He is from Lebanon. Amal
3. She is from Brazil. Mariana
4. He is from Mexico. Orlando
5. He is from Japan. Shiro

G **Practice the conversation. Use the information in F to make new conversations.**

Student A: Where is Sara from?

Student B: She is from Cuba.

Birthplace

Where is he from? He is from Japan.
What's his birthplace? Japan.

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Presentation 2

12-15 mins.

E **PREDICT** **Look at the pictures and flags. Match the questions with the answers.**

With books closed, show students *Lebanon* on a world map. Elicit / Provide the country name, and write it on the board. Repeat for Japan, Brazil, and Mexico. Then have students open their books and look at the flags. Say *Shiro is from . . .* and have students answer *Japan*. Repeat for the other people. Then have students complete the exercise.

BEST PRACTICE

Focused Listening

There are several different ways that people listen. One important way is to focus on essential information while filtering out what is not important. Students learning another language are often under the misconception that they must understand every word. It is important to teach students how to listen for important information even when they understand very little of the additional vocabulary used. They will develop the ability to make educated guesses. Future tasks in this book will rely more and more on students' ability to develop and incorporate this skill.

Go over the vocabulary note at the bottom of the page. Students need to understand *birthplace* in order to complete application forms and other forms. Briefly review the subject pronouns *he* and *she*, which students have already practiced in Lesson 1 of this unit.

Practice 2

10-15 mins.

F **Listen. Check your answers to E and write the names.**

Play the audio. Ask students to listen and identify the students being described. Students will need to practice focused listening because several sentences are not related to nationality. You may need to play the audio two or three times.

Listening Script

Ms. Adams: *Class. Let me introduce our new students today. This is Sara. She is from Cuba. I want you all to meet Amal. He is from Lebanon. This is Mariana. She is from Brazil. I think many of you know Orlando. He is from Mexico, and this is Shiro. He comes to us from Japan.*

G **Practice the conversation. Use the information in F to make new conversations.**

Model the conversation with a student. Then switch roles and model it again. Have students practice with a partner. Make sure they substitute information for all the students in **F**.

Evaluation 2

5 mins.

Ask students the question in **G** about themselves and their classmates. Check for understanding.

Instructor's Notes

Presentation 3

15-20 mins.

H Read.

Go over the chart with students. At this stage, students are not ready for a lot of grammatical information. For now, it is appropriate to only focus on the first- and third-person singular forms of the simple present. Emphasize that an *s* is only added to the end of a simple present verb when the subject is in the third person.

BEST PRACTICE

Grammar Charts

For students who are used to them, grammar charts are simple and easy to read. But an instructor should never assume students can read a chart and understand it immediately. Some students may have very limited education. Walk students through charts carefully. When they can read them without assistance, they will be closer to being independent learners.

Drill students by saying *he*, *she*, or *I* and asking them to respond with the correct form of *live*. Ask individual students where they live. Then have the rest of the class respond: *He (She) lives in* _____.

Work on pronunciation. Students will sometimes "swallow" the final *s*. When students say *lives in*, have them try to link the /z/ at the end of *lives* and the /ɪ/ in *in*, so it sounds like one word (/lɪvzɪn/).

BEST PRACTICE

Drills

Drills can be a good way to help students become familiar with vocabulary and pronunciation. They also help students gain confidence, especially when performing together with their classmates. However, drills should not be the sole practice or method used to help students learn English. There are several ways to drill (choral repetition, substitution, build-up, backward build-up, etc.). If particular drills are overused, there is a risk of losing meaning for structure.

I Complete the sentences.

Complete the sentences as a class to confirm that students understand the grammar point.

Practice 3

5-7 mins.

J Listen. Practice the conversation. Use the information in I to make new conversations.

Play the audio. Help students repeat the conversation with proper intonation.

Show students how to replace the underlined words with new information. Then have students practice the conversation with a partner, substituting the underlined words.

Evaluation 3

2 mins.

Ask volunteers to perform the conversation in front of the class.

Workplace Focus

Exercise K: Collect and organize information.

Application

10-15 mins.

K APPLY Ask your classmates questions and complete the table.

Go over the table with students. Have students ask four classmates and complete the table with information from their conversations.

Instructor's Notes

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H Read.

Simple Present			
Subject	**Verb**	**Place**	**Example Sentence**
I	live	in New York City	I **live** in New York City.
He	lives	in Irvine	He **lives** in Irvine.
She		in Chicago	She **lives** in Chicago.

I Complete the sentences.

1. Sara is from Cuba. She lives in Irvine.
2. Shiro is from Japan. He lives in Irvine.
3. Amal is from Lebanon. He lives in Irvine.
4. Mariana is from Brazil. She lives in Irvine.
5. Orlando is from Mexico. He lives in Irvine.
6. I am from Answers will vary. I Answers will vary.

J Listen. Practice the conversation. Use the information in I to make new conversations.

Ms. Adams: Hi, Sara. Where are you from?
Sara: I'm from Cuba.
Ms. Adams: Where do you live?
Sara: I live in Irvine.

K APPLY Ask your classmates questions and complete the table.

Answers will vary.

Name (What's your name?)	Birthplace (Where are you from?)	Current City (Where do you live?)
1.		
2.		
3.		
4.		

LESSON 3

Are You Married?

GOAL ▶ Express marital status

A **IDENTIFY** **Listen and write.**

divorced	married	single





1. He is single.

2. They are divorced.



3. They are married.

B **Work with a partner. Point to the photos in A and read the sentences.**

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At-a-Glance Prep

Goal: Express marital status
Grammar: The verb *be* and contractions with *be*
Academic Strategies: Focused listening, making predictions, classifying information
Vocabulary: *Marital status*

Agenda

- ☐ Learn about marital status.
- ☐ Study the verb *be*.
- ☐ Practice the verb *be*.
- ☐ Use contractions with *be*.

Resources

Heinle Picture Dictionary: Family, pages 26–27

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.1
CCRS: L1, L2, L3, SL1, SL3, SLK2, SLK3
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 10–12 mins.

Ask students to walk around the room and ask six other students where they are from. Ask students to keep a list. Then ask them to form groups and report to their group.

BEST PRACTICE

Reporting to a Group

Reporting in groups gives students more opportunities to speak. It is important to model this and teach turn-taking phrases at first so that students understand how to do this properly. Monitoring is easier if students are encouraged to stand up to report.

Introduction 2 mins.

Have students turn back to the unit opener and look at the photo. Ask: *Are these people single or married?* State the goal: *Today, we will learn to speak about marital status.*

Presentation 1 7–10 mins.

Post signs that say *single* and *married*. Ask students to go to the sign that describes them. Some students will not know the words, but encourage them to ask their classmates. For virtual classes, have students respond in the chat or use the poll feature.

While students are standing, write *marital status* on the board. Say *I'm* _____ (*single* or *married*). Ask students to say *I'm married,* or *I'm single.* Ask students to be seated.

A **IDENTIFY** **Listen and write.**

Elicit / Explain the meaning of *divorced*. Go over the photos. Have students guess which words go with which photos. Then listen and complete the sentences as a class.

Listening Script

Adem is single. He lives in Miami. He is 25 years old. Mirna and Paul are divorced. They have three children, but they don't live together. Mirna lives in Irvine, and Paul lives in Santa Ana. Amy and Jay are married. They got married two years ago. They have a baby and live in Seattle.

Practice 1 3 mins.

B **Work with a partner. Point to the photos in A and read the sentences.**

Allow students to practice saying the sentences. Then ask them to cover the sentences and keep practicing.

Evaluation 1 2 mins.

Observe as students carry out the activity.

Presentation 2

15-20 mins.

C Read.

Present the chart by writing the example sentences on the board and underlining the verb *be*. Explain to students how each pronoun uses a different form of the verb. Drill students by calling out a pronoun and having them respond with the correct form of *be*.

BEST PRACTICE

Recycling

At all levels, but especially at the lower levels, recycling is very important. *Recycling* means reintroducing concepts previously taught in different contexts. Don't expect students to learn every concept and always remember it at this level. They will forget some things as they learn new concepts, so it becomes essential to teach them past concepts again.

D PREDICT Are they married? Circle *Yes* or *No*. Then listen, check, and write.

Since the vocabulary needed to describe marital status and the verb *be* is still being presented, this exercise can be done as a class. Elicit predictions from students about the marital status of the people in the photos. Then listen to the audio as a class, pausing after each relevant piece of information. Elicit the correct form of *be* and the word describing marital status. Refer to the chart in **C** after answering each question.

Listening Script

Kurt: *Maria, are you single?*
Maria: *No, I'm married. Are you married, Kurt?*
Kurt: *No, I'm single. Are Rashida and Wayne married?*
Maria: *Yes, I think so.*

For shorter classes, ask students to do **E**, **F**, and **G** for homework.

Practice 2

5-7 mins.

E Write *am*, *is*, or *are*.

Have students complete the exercise individually. Allow them to use the grammar chart in **C** for reference. Monitor and help as needed.

Evaluation 2

3 mins.

Check students' work in their books.

Instructor's Notes

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C Read.

The Verb *Be*			
Subject	***Be***	**Marital Status**	**Example Sentence**
I	am	married	I **am** married.
He She	is	single divorced	He **is** single. (Adem **is** single.) She **is** divorced. (Mirna **is** divorced.)
We You They	are	divorced married single	We **are** divorced. You **are** married. They **are** single.

D PREDICT Are they married? Circle *Yes* or *No*. Then listen, check, and write.

1. 

Maria
Is she married? (Yes) No
She is married.

2. 

Kurt
Is he married? Yes (No)
He is single.

3. 

Rashida and Wayne
Are they married? (Yes) No
They are married.

E Write *am*, *is*, or *are*.

1. Rashida and Wayne are married.
2. Orlando is divorced.
3. Omar, Natalie, and Doug are single.
4. We are divorced.
5. They are single.
6. She is married.
7. We are single.
8. You are married.

F **Read and write the contractions.**

1. I + am = I'm	I'm	married.
2. You + are = You're	You're	divorced.
3. He + is = He's	He's	single.
4. She + is = She's	She's	divorced.
5. We + are = We're	We're	married.
6. They + are = They're	They're	single.

G **Complete the sentences. Then rewrite each sentence with a contraction.**

1. We ___are___ married.	We're married.
2. They ___are___ divorced.	They're divorced.
3. I ___am___ single.	I'm single.
4. He ___is___ divorced.	He's divorced.
5. You ___are___ married.	You're married.
6. She ___is___ single.	She's single.

H **Read.**

A: Kurt, are you married?
B: No, I'm single.

A: Lin, are you married?
B: Yes, I'm married.

A: Pam, are you married?
B: No, I'm divorced.

I **CLASSIFY** **Speak to five classmates and complete the chart.** Answers will vary.

Name	Marital Status (Are you married?)
Kurt	single
1.	
2.	
3.	
4.	
5.	

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Presentation 3

10-15 mins.

Introduce the concept of contractions by reminding students of the contraction for *I am* that they learned in the Pre-Unit. Write it on the board.

Contractions are important because native speakers use them a lot. They affect the rhythm of the language, and therefore, students sound more like native speakers when they use them. Some students will resist using contractions; however, it is imperative to encourage them to use them.

Intonation **Stress and Rhythm**

English sentence rhythm is not a consistent pattern. For example, one could pronounce *I am married* in various ways, depending on the information the speaker would like to stress.

If the sentence is a neutral statement of fact, the key words that give the statement the most meaning (nouns, verbs, adjectives, adverbs) receive the stress: *I am MARried.* Using a contraction is much more common in everyday speech: *I'm MARried.* If a speaker is saying emphatically that they are married, it might be: *I AM (slight pause) married.*

F **Read and write the contractions.**

First read the contractions and have students repeat. Then have students write the contractions. Point out the use of the apostrophe.

Practice 3

5-7 mins.

G **Complete the sentences. Then rewrite each sentence with a contraction.**

Go over the example as a class. Ask students to do the activity individually and then go over the answers as a class.

Evaluation 3

2 mins.

Check students' work in their books.

Application

10-15 mins.

H **Read.**

Drill the students briefly on the exchanges. With a few students, model the question: *Are you married?* Ask two students to model the question and an appropriate response.

Workplace Focus

Exercise I: Collect and organize information.

I **CLASSIFY** **Speak to five classmates and complete the chart.**

Show students how to complete the chart and then ask them to talk to five students about their marital status. In this case and others where personal information is requested, give students the option to respond with made-up information. Remind students that cultural boundaries around what is considered polite to ask about may differ across cultures.

CULTURAL NOTE

Personal Information

Norms around asking for personal information are different around the world. It's important to explain that in the US, personal information such as marital status, phone number, and address are considered private and that it is not polite to ask for this information from acquaintances in social situations. Explain that it is also not polite to ask someone for their age or date of birth, especially in professional situations.

At-a-Glance Prep

Goal: Say and write addresses
Grammar: The verb *be*
Academic Strategies: Focused listening, identifying information
Vocabulary: *Addresses*

Agenda

- ☐ Read addresses.
- ☐ Listen for addresses.
- ☐ Write addresses.
- ☐ Ask for addresses.

Resources

Heinle Picture Dictionary: Post Office, pages 52-53

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: L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 5-10 mins.

Write the following table on the board and ask students to copy it.

What's your name?	Are you married?	Where do you live?	Where are you from?
1.			

Ask students to talk to five classmates and report to a group. Use breakout rooms for virtual classes.

Introduction 2 mins.

Write the day of the week, the date, and the agenda on the board. Say the date while pointing to it and have students repeat it. State the goal: *Today, you will learn to say and write addresses.*

Presentation 1 10-12 mins.

Show students a piece of mail. Point to the recipient's address and say: *This is my address. It's* [your address].

A Read.

Read the address on the letter with students and ask them questions such as: *Where does Safa live? What's the city, state, and zip code?* Use the proper stress and rhythm. Review numbers 1-10. Explain that longer numbers in addresses can be said as two numbers (2667 = *twenty-six, sixty-seven*) or as individual numbers (2667 = *two, six, six, seven*). Point out that *Apt.* stands for *Apartment*. Explain that abbreviations (in uppercase) are used for states. (See the Life Online note.)

Read the Life Online tip with students. Explain that drop-down menus are also used for other types of information in online forms, as well as in other online platforms, such as online learning.

Life ONLINE

Practice 1 5-10 mins.

B Write.

Do this as an information gap activity. Write these questions on the board: *What's the street address? What's the city? What's the state?*

Have students work in pairs. Student A covers Safa's letter and asks for Safa's information from Student B, who reads from the letter. Have students switch roles. Use breakout rooms for virtual classes.

Evaluation 1 5-10 mins.

Observe students as they work. Check answers to **B** as a class.

C IDENTIFY Listen and point to the addresses.

Confirm that students are following along with the audio. If time allows, you may give students more examples to provide more practice.

Listening Script

1. *Write down the following address so you can find the location easily. It's 51 Apple Avenue.*
2. *I need to talk to the people who live at 467 Elm Road. Do you know them?*
3. *Amal's address is not 7 Belmont Lane. It's something different.*
4. *Let's go to the new adult school. I think the address is 3259 Lincoln Street.*

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LESSON 4

What's Your Address?

GOAL ▸ Say and write addresses

A Read.



Life ONLINE

Drop-Down Menus
When you write your address in an online form, look for a drop-down menu of all the states. Click on the list and go down until you find your state. Each state name has a short way to write it.
For example: California = CA



B Write.

First name: Safa
Last name: Ahadi
Street address: 2687 Westpark Lane, Apt. 12
City: Irvine
State: CA
Zip code: 92714

C IDENTIFY Listen and point to the addresses.

3259 Lincoln Street | 51 Apple Avenue | 467 Elm Road | 7 Belmont Lane



D **Listen and write the numbers only.**

1. 2381 2. 45721 3. 32 4. 4576

E **Listen and write.**

1.



Address:

8237 Augustin Street

Irvine, CA 92602

2.



Work Address:

23905 Fin Road

Irvine, CA 92614

3.



Office Address:

239 Andrew Street

Irvine, CA 92619

F **Write the addresses.**

Name	Address
Kurt	8237 Augustin Street, Irvine, CA 92602
Sara (work)	23905 Fin Road, Irvine, California / CA 92614
Maria (office)	239 Andrew Street, Irvine, California / CA 92619

Commas

Notice where there are commas in the address.

2687 Westpark Lane, Apt. 12
Irvine, CA 92714

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Presentation 2

7-10 mins.

Review numbers with students once again, including zero. Point out that zero can also be pronounced as "oh." Dictate a few numbers to students that might be street numbers, such as: *2034, 129, 23651,* and *689.* Have students compare and then, as a class, go over each number.

D **Listen and write the numbers only.**

Listening Script

1. *She lives at 2381 Olive Avenue.*
2. *Their address is 45721 Hampton Street.*
3. *My address is 32 West Main Street.*
4. *We live in a house at 4576 Hilton Way.*

Practice 2

10-15 mins.

Write your school's address on the board. Help students see what words are capitalized and where commas go. Ask students to copy the address and then have partners peer-edit for accuracy. Then go over the note on commas.

E **Listen and write.**

Direct students' attention to the ID card and business cards. Point out that the first is a home address, and the other two are work addresses. Play the audio a few times until most of the students have gotten the answers. You may wish to have students compare with others in groups between listening sessions.

Listening Script

Kurt lives in Irvine. His address is 8237 Augustin Street, Irvine, California 92602. Sara works at Lansing Cosmetics. Her work address is 23905 Fin Road, Irvine, California 92614. Her home address is 5 Hill Street, Unit 108, Irvine, California 92604. Maria works for Customer Services. Her office address is 239 Andrew Street, Irvine, California 92619.

Workplace Focus

Exercise F: Collect and organize information.

F **Write the addresses.**

Call out the names of the people in **E** and encourage students to respond with the correct address. Then have students complete the exercise by writing the addresses next to the names. Remind students that they will need to add commas. Refer them back to the note on commas if necessary.

Evaluation 2

7-10 mins.

Check students' work by having volunteers write the addresses on the board. Help students use commas and capital letters correctly.

Instructor's Notes

Presentation 3

10-15 mins.

Write a sentence on the board with the school address already there. Write: *The school address is* _____. Remind students once again about capital letters and commas. Show them that in writing (on the letter, ID / business cards), the state is usually abbreviated but in conversation the whole word is spoken.

Remind students that *is* is a form of *be* that they have already learned. Refer them to the grammar chart in **G**. If necessary, go back to page 21 and look at the chart at the top of the page. Write on the board:

address = it
dog = it
book = it

G Listen and read. Then study the chart.

Read the conversation with students and model proper intonation.

Practice the conversation with students. You are preparing them for the information gap activity that they will do in **H**. Continue by modeling the conversation with various students.

BEST PRACTICE

Information Gaps

In an information gap activity, two students work together. Each student has different information needed to complete the task. The two students have to ask each other questions in order to get the information they need. In most cases, each student is looking at a different element in the Student's Book.

Practice 3

7-10 mins.

H Practice the conversations. Take turns asking and answering questions about F.

Have students complete the information gap. Student A looks at this page while Student B looks at the answers from **F**. Then they switch roles. Use breakout rooms for virtual classes. Then have students practice the conversations.

Evaluation 3

3 mins.

Ask students to perform the conversations in front of the class.

Workplace Focus

Exercise I: Collect and organize information.

Application

7-10 mins.

I APPLY Ask your partner and write the information. Then ask three more classmates.

Write these questions on the board: *What's your name? What's your address?* Show students how to complete this exercise by doing it with a few students on the board.

Teach the students the question *How do you spell that?* They may need to ask this question in order to spell the street and city names correctly. Ensure that students know your state abbreviation.

Instructor's Notes

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G Listen and read. Then study the chart.

Sara: Hi, Kurt. What's your address?

Kurt: Hello, Sara. My address is 8237 Augustin Street, Irvine, California 92602.

Sara: Thanks.

The Verb *Be*		
Subject	***Be***	**Example Sentence**
He She It (my address)	is	He **is** a student. She **is** from Iran. My address **is** 8237 Augustin Street, Irvine, California 92602.

H Practice the conversations. Take turns asking and answering questions about F.

Sara: Hi, Kurt. What's your address?

Kurt: My address is 8237 Augustin Street, Irvine, California 92602.

Sara: Thanks.

Maria: Hi, Sara. What's your work address?

Sara: My work address is 23905 Fin Road, Irvine, California 92614.

Maria: Thanks.

Kurt: Hi, Maria. What's your office address?

Maria: It's 239 Andrew Street, Irvine, California 92619.

Kurt: Thanks.

I APPLY Ask your partner and write the information. Then ask three more classmates.

Answers will vary.

Name	Address
1.	
2.	
3.	
4.	

LESSON 5

What's Your Date of Birth?

GOAL ▶ Say and write dates

A **Write the year.** Answers will vary.

B **Write the month. Circle today's date.**

Answers will vary.

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

C **Number the months.**

January 01	February 02	March 03	April 04
May 05	June 06	July 07	August 08
September 09	October 10	November 11	December 12

D **Listen to each month and say the correct number. Listen again and write the months on a separate sheet of paper.**

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At-a-Glance Prep

Goal: Say and write dates
Grammar: Review contractions
Academic Strategies: Identifying information, focused listening
Vocabulary: *birthday, date of birth, today, tomorrow,* numbers 11–31, months and days

Agenda

- ☐ Learn months and days.
- ☐ Practice new vocabulary.
- ☐ Say and write dates.
- ☐ Make a list of important class dates.

Resources

Heinle Picture Dictionary: Calendar, pages 6–7

Pacing

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

Standards Correlations

CASAS: 0.1.2, 2.3.2
CCRS: L2, L3, SL1, SL3, SLK2, SLK3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review

7–10 mins. ■■■

Write on the board: *How do you spell that?* Ask students to practice asking for and writing classmates' names.

Introduction

2 mins. ■■■

Write the day of the week, the date, and the agenda on the board. Say the date while pointing to it and have students repeat it. State the goal: *Today, we will say and write dates.*

Presentation 1

20–30 mins. ■■■

Ask students for the date: month, day, and year. Write the first letter of each month on the board. See if students can identify each month. Complete the names of the months as they say them.

A **Write the year.**

Ask students to write the current year. Write the answer on the board and help with the pronunciation. Ask students to repeat after you. Point out that the year is generally pronounced as two 2-digit numbers: *twenty twenty-four*.

B **Write the month. Circle today's date.**

Review numbers 1–10 and teach numbers 11–31. Practice the days of the week if you feel your students are ready. Then ask students to write the month and the year. Have them circle today's date. Say the current date and ask students to repeat.

C **Number the months.**

Show students how to number the months. Then have them point to each month as you say it. Ensure that students write two digits for each month, as modeled for January and September.

Practice 1

3 mins. ■■■

D **Listen to each month and say the correct number. Listen again and write the months on a separate sheet of paper.**

Play the audio three times. The first time students should only listen. The second time they should say the number. Then give them time to write the names of the months. Play the audio again so they can confirm their answers.

Listening Script

May
February
August
June
March
November
July
September
January
December
April
October

Evaluation 1

3 mins. ■■■

Observe students and check their work. Call out numbers 1–12 and have students say the correct months.

Presentation 2

15-20 mins.

Draw a birthday cake on the board. Sing or play a recording of the happy birthday song to help students identify with the new vocabulary.

Ask students what month their birthday is in. Make a distinction between *birthday* and *date of birth*. This can be done by covering the year with your hand and saying *birthday*. Then ask students what their dates of birth are. Ask volunteers to write their dates of birth on the board. Then write your birth date on the board. Under the dates, label each part (month, day, year), as in the chart in **E**.

Be aware that some students may prefer not to use their real date of birth. Give students the option of using a made-up date. Remind students that in the US, asking about someone's age or date of birth is typically not polite.

Intonation Final /t/

Write *date of birth* in the top right-hand corner of the board and *birthday* in the top left-hand corner. Have students point to each word when they hear it.

1. Say the words in isolation several times in no particular order, repeating one or the other often.
2. Say the words in the context of sentences.
3. Say the words in the context of a paragraph.

Finally, have student volunteers take over the saying of the words and help them make a distinction between the two in their pronunciation.

Ask students what the date is today once again. Write this date on the board and label the three parts. Write tomorrow's date on the board and say: *Tomorrow is* _____ (tomorrow's date). Then label the three parts. Write *21*, *September*, and *2016* in arbitrary positions on the board. Ask a student to come to the board and put the three items together.

Direct students to the chart in **E**, and point out the numerical notation of the dates (with slashes). Elicit numerical notations of the dates on the board, as well as the order (month, day, year) of the parts. Point out that this differs from many other countries, which place the day before the month.

E. Read.

Go over the content in the chart. Reinforce the numerical notation of the dates with slashes and elicit what each number represents.

F. Read and practice saying the dates.

Go over the ordinal system with students. Teach ordinals from first to thirty-first, as appropriate.

BEST PRACTICE

Eliciting Information

In the *Stand Out* approach, we suggest that instead of giving students information, you elicit from them what they already know in the presentation stage.

This presentation could have been much shorter if students first opened their books and looked at the examples and the vocabulary. However, we recommend the longer approach where students are actively involved in the presentation because they will remember more of the experience, therefore allowing for better learning.

Practice 2

5-7 mins.

G IDENTIFY Work with a partner. Write and say the dates with words and numbers.

Go over the example. Remind students to use correct capitalization and comma placement. Help as needed.

Evaluation 2

5 mins.

Check students' work. Focus on commas and correct spelling.

Life ONLINE

Read the Life Online tip with students. Emphasize the importance of using secure passwords for online accounts, especially financially elated ones. Review strong vs. weak passwords, as appropriate. Also, stress the importance of never sharing passwords with others. More information and practice with making strong passwords can be found in the digital literacy worksheet on digital safety.

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E Read.

Month	Day	Year	
September	21	2023	September 21, 2023 09/21/2023
December	5	1990	December 5, 1990 12/05/1990
August	2	1974	August 2, 1974 08/02/1974

F Read and practice saying the dates.

Write:		Say:
January 1	=	January first
January 2	=	January second
January 3	=	January third
January 4-20	=	January fourth, fi th, etc.
January 21	=	January twenty-firs

G IDENTIFY Work with a partner. Write and say the dates with words and numbers.

Answers will vary.

EXAMPLE: December 5, 1990

1. The date today: _____
2. Your date of birth: _____
3. Your partner's date of birth: _____
4. The date tomorrow: _____
5. Your friend's date of birth: _____

Life ONLINE

Passwords A password is a secret group of letters, numbers, and sometimes symbols that you use to get into an online account. Never use your date of birth or your family members' dates of birth as passwords because they are easy to guess.

H **Listen and write the dates.**

Today	Date of Birth
1. June 25	July 3, 1992
2. January 12	January 12, 1988
3. March 2	March 14, 2002

I **APPLY** **Listen. Practice the conversation. Use the information in H to make new conversations.**

Ms. Adams: What's the date today?

Orlando: It's June 25.

Ms. Adams: Thanks. And what's your date of birth?

Orlando: It's July 3, 1992.

Ms. Adams: Thanks.

Contractions
What is = What's
It is = It's

J **Make a list of important class dates. Ask your teacher for help.**
Answers will vary.

1. Today's date: _____
2. First day of school: _____
3. Holidays: _____
   _____
   _____
4. Last day of school: _____

Life ONLINE
Personal Information Do not put a lot of personal information (like your date of birth, address, or phone number) in an online profile because someone could use it to steal your identity.



July 4 is Independence Day in the United States.

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Workplace Focus
Exercise H: Collect and organize information.

Presentation 3
10-15 mins.

H Listen and write the dates.
Have students listen as a class and write the answers in the table. Students will hear contractions used again. Go over the contractions in the tip box and make sure students understand how to form them.

To further expand, write the first exchange between Hang and Orlando in conversation 3 on the board. Read it with students, pointing out the contractions as well as the date, reminding students to say the ordinal.

Listening Script
1. *My name is Orlando. It's June 25. Next week, July 3 is my birthday. My date of birth is July 3, 1992.*
2. *Daria is my friend. I see her every day at school. Today is January 12. It's Daria's birthday. Her date of birth is January 12, 1988.*
3. **Hang:** *What's the date today?*
   Orlando: *It's March 2.*
   Hang: *Thanks. It's almost my birthday.*
   Orlando: *When is your birthday?*
   Hang: *March 14.*
   Orlando: *What year?*
   Hang: *2002.*

Practice 3
10-15 mins.

I APPLY Listen. Practice the conversation. Use the information in H to make new conversations.
Model the conversation with a student. Then switch roles and model again. Remind students that they need to say the ordinal forms of the numbers in *June 25* and *July 3*. Show students how to substitute the dates from **H** for the underlined ones.

Evaluation 3
5-7 mins.
Ask volunteers to perform their conversations in front of the class.

Application
7-10 mins.

J Make a list of important class dates. Ask your teacher for help.
Ask students to complete the list with the dates. Ask them to write out the date in words, not just include the numerical notation. They can work in pairs or in small groups. Have them look at the photo and read the caption as a class to support students with item 3. Elicit other holidays students might know. Allow them to use their phones as needed to find the exact date of a particular holiday that year. Compile a list of dates as a class and write them on the board.

BEST PRACTICE
Critical Thinking
Critical thinking skills are important to help develop students' ability to solve problems and think independently. Teachers can help students develop their critical thinking skills in a number of ways:

1. **Writing**
   Ask students to write answers to key questions such as: *What information is the most important? What do I think about this subject?* Also, ask students to write conversations or summaries.
2. **Group Work**
   Better results and understanding often come from group work. Ask students to engage in class discussion, peer reviews, and task-related group work.

Read the Life Online tip with students. Explain that limiting online profiles o the minimum or required information, often indicated by a red asterisk or other notation, can help protect students' identities online.

Life ONLINE

At-a-Glance Prep

Goal: Explore job and career options

Agenda

- ☐ Review dates.
- ☐ Learn about jobs and career fields.
- ☐ Rank career fields.
- ☐ Talk about important characteristics of different jobs.
- ☐ Talk about ways to find more information.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.8

CCRS: L1, L2, L3, SL1, SL3

ELPS:

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

Warm-up and Review 3-5 mins.

Review saying and writing dates. Write the day of the week and the date on the board. Say the date while pointing to it and have students repeat it. Be sure students say the ordinal number for the date. Ask a volunteer to come to the board and write the numerical notation with slashes. Remind students of the order: month, day, year. Have the class do a choral practice of *What's the date today? It's* [month] [day], [year].

Introduction 5-10 mins.

Write *job* on the board. Ask: *What's my job?* Elicit *teacher* and write it on the board. Then ask students about their jobs or other jobs they know. Elicit job vocabulary and write it on the board. Tell students that throughout *Stand Out*, they will investigate job possibilities. Write the goal on the board: *Today, we will explore job and career options*.

Presentation 1 12-15 mins.

A Look at the photos. What jobs look good for you?

Go over the photos together. Ask students what each job is. Have students answer with their best guess. Then direct them to the numbered list in **B**. Elicit the correct word for each job. Have students label the job photos in their books.

Ask: *What jobs look good for you?* Choose several students to answer. Then divide students into groups (using breakout rooms for virtual classes) and have them ask and answer the question.

Practice 1 15-20 mins.

B Match each career field to the correct job from A.

Clarify the difference in meaning between *job* and *career / career field*. Go over the career fields, allowing students to use dictionaries as needed. Model and do a choral practice of the correct pronunciation of the terms. Then have students complete the exercise alone or with a partner.

BEST PRACTICE

Vocabulary Logs

Keeping a vocabulary log can be a useful tool for vocabulary acquisition. Show students how to keep a vocabulary log appropriate for this level, and encourage them to record useful words and phrases regularly. This can be especially useful in vocabulary-heavy lessons such as this. Students don't need to necessarily memorize every word they log, but it is a useful reference, and the process itself can reinforce acquiring new vocabulary and create the familiarity needed for eventual acquisition.

Evaluation 1 5-7 mins.

Go over the answers to **B** as a class to check understanding.

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LESSON 6

Explore the Workforce

GOAL ▶ Reflect on job and career options

A Look at the photos. What jobs look good for you?



B Match each career field to the correct job from A.



a. Art



b. Natural Resources



c. Health



d. Government and Law



e. Construction



f. Business

___c___ 1. doctor

___e___ 2. architect

___f___ 3. store manager

___b___ 4. fisher

___d___ 5. security guard

___a___ 6. singer

C **Look at more jobs. Write the career field.**

Nurse



1. health

Politician



2. government and law

Musician



3. art

Carpenter



4. construction

Accountant



5. business

Gardener



6. natural resources

D **RANK** **Rank the fields 1–6. Your favorite is 1.** Answers will vary.

_____ art
_____ government and law
_____ natural resources
_____ construction
_____ health
_____ business

E **Read.**

Simple Present		
Subject	**Verb**	
I	like	the health field. the construction field. the government and law field.
He She	likes	

F **Practice the conversation. Then make new conversations with the fields you like.**

Student A: What field do you like?
Student B: I like the business field. And you?
Student A: I like the health field.

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Presentation 2

15-20 mins.

C **Look at more jobs. Write the career field.**

Go over the new jobs presented in this exercise. Encourage students to add them to their vocabulary log. Model and do a choral practice of the correct pronunciation of the terms. Point out that students should use the list of six career fields presented in **B** to answer the items here. Then have students complete the exercise alone or with a partner.

For shorter classes, have students do **D** for homework.

Practice 2

20-30 mins.

D. **RANK** **Rank the fields 1–6. Your favorite is 1.**

Model the exercise for students by doing your own ranking of the career fields. Ensure that students understand that *1* is the best for them and *6* is the worst. Have students share their rankings in small groups, using breakout rooms for virtual classes. Then do a quick class survey of their favorite and least favorite fields. For virtual classes, have students raise their hands, or use the poll function.

E. **Read.**

Present the information in the chart to students by writing the example sentences on the board and underlining the verbs *like* and *likes*. Elicit how the different pronouns use a different form of the verb. Practice pronouncing the difference between *like* and *likes*, ensuring that students pronounce the final /s/ sound in *likes*. Provide practice for students by calling out a pronoun and having them respond with the correct form of the verb. Then practice the example sentences as a class, again paying attention to the final /s/ sound in *likes*.

F. **Practice the conversation. Then make new conversations with the fields you like.**

Model the conversation with a volunteer. Clarify that students should use their own answers for the underlined portions for their new conversations.

Evaluation 2

3-5 mins.

Ask pairs to perform the conversation for the class.

Instructor's Notes

Presentation 3

15-20 mins.

G Work in a group. Check (✓) what is true for each job.

Clarify the meaning of the four column headers at the top of the chart, giving examples or showing pictures as needed. Go over the *Nurse* example in the chart. Model complete sentences for the example: *A nurse works inside. A nurse works with people.* Write the sentences on the board. Tell students that some may work both outside and inside, and with people or alone. Then have students complete the chart in groups, using breakout rooms for virtual classes. Discuss answers as a class.

Practice 3

12-15 mins.

H Practice the conversations. Then make new conversations that are true for you.

Model the conversations with volunteers, paying special attention to intonation patterns for the questions. Clarify that students should use their own answers for the underlined portions of the conversations. Ensure that students switch roles and then repeat the conversations so each student has an opportunity to practice both A and B.

Evaluation 3

3-5 mins.

Ask pairs to perform the conversations for the class.

Application

15-20 mins.

I Where can you go for more information? Match the words to the photos.

Do this exercise as a class or in small groups. Clarify unfamiliar terms as needed. After reviewing the answers, discuss the resources listed in more depth. Inform students of any career services offered by your school, as well as any local government services or programs available. Encourage students to become familiar with the resources available to them, such as possible contacts and online job search websites.

Instructor's Notes

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G Work in a group. Check (✓) what is true for each job. Answers will vary. Example answers marked.

	Works Outside	Works Inside	Works with People	Works Alone
Nurse		✓	✓	
Carpenter	✓	✓	✓	✓
Politician	✓	✓	✓	
Fisher	✓		✓	
Store Manager		✓	✓	
Musician	✓	✓	✓	✓

H Practice the conversations. Then make new conversations that are true for you.

A: Do you like working inside or outside?
B: I like working inside. And you?
A: I like working outside.

B: Do you like working with people or alone?
A: I like working alone. And you?
B: I like working alone too.

I Where can you go for more information? Match the words to the photos.

a counselor | family | the internet | the news | a teacher | workers



1. the news



2. workers



3. a counselor



4. family



5. the internet



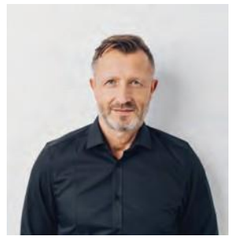
6. a teacher

Review

A **Choose the correct word.**

1. 

(She) / He / They is from Turkey.

2. 

She / (He) / They is Kurt Weber.

3. 

She / He / (They) are in school.

4. 

She / He / (We) live in Philadelphia.

B **Write the correct form of the verb *be*. Then write each sentence with a contraction.**

1. She ___is___ a student. ___She's a student.___
2. She ___is___ from Japan. ___She's from Japan.___
3. We ___are___ students. ___We're students.___
4. They ___are___ from Honduras. ___They're from Honduras.___
5. I ___am___ from Iraq. ___I'm from Iraq.___

C **Write *live* or *lives*.**

1. He ___lives___ in Portugal.
2. I ___live___ in Chicago.
3. She ___lives___ in the United States.
4. They ___live___ in Boston.

Learner Log

I can identify people. ☐ Yes ☐ No ☐ Maybe

I can express nationalities. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

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

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 0.2.2, 2.7.1
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 10-15 mins.

Ask students to write their address and phone number on a 3-by-5 card. Collect the cards and pass them out to different students. Ask the students to find the author of their card by asking questions. Write the questions on the board and model the activity by practicing with a few students.

Introduction 2 mins.

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

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

Presentation 10-15 mins.

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

Practice 1 15-20 mins.

A **Choose the correct word.**
Have students complete the exercise individually. Monitor and help as needed.

B. **Write the correct form of the verb *be*. Then write each sentence with a contraction.**
Go over the example and make sure students understand that they should rewrite each sentence with a contraction after completing it. Monitor and help as needed.

C **Write *live* or *lives*.**
Have students complete the exercise individually, then compare with a partner.

Evaluation 1 5-7 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 content.

Learner Log 5-10 mins.

Have students read the statements and show them that they need to check one of the boxes. Have them complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Learner Logs

Learner logs function to help students in many different ways.

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

Practice 2

15-20 mins.

D. Complete the form.

Monitor students' work and provide clarification as needed without giving them the answers.

E. Match the parts of an address.

Have students complete the exercise individually. Then go over the answers as a class.

F. Match the words to the photos.

Have students complete the exercise individually. Then go over the answers as a class.

Evaluation 2

5-7 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 content.

BEST PRACTICE

Recycling / Review

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

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

Learner Log

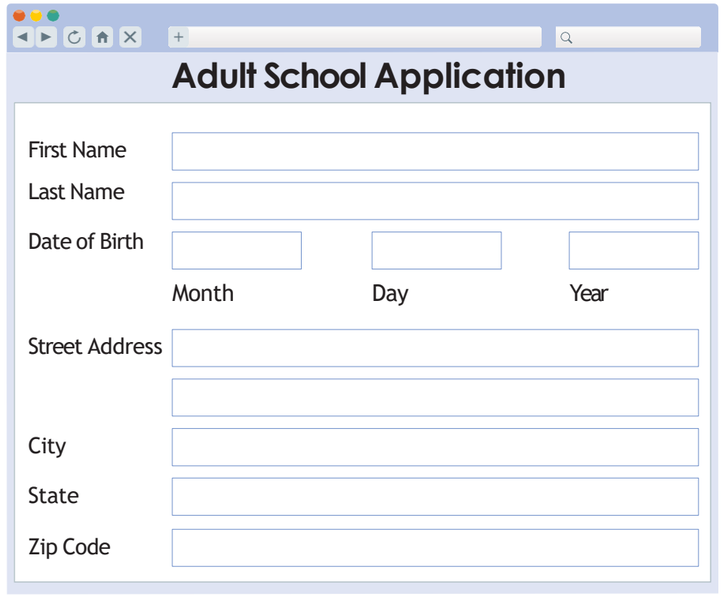
5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

Instructor's Notes

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D **Complete the form.** Answers will vary.



Adult School Application

First Name

Last Name

Date of Birth

Month Day Year

Street Address

City

State

Zip Code

E **Match the parts of an address.**

b	1. street address	a. 99204
c	2. city	b. 325 W. Anderson Ave.
d	3. state	c. Spokane
a	4. zip code	d. WA

F **Match the words to the photos.**

divorced married single

1. 
divorced

2. 
single

3. 
married

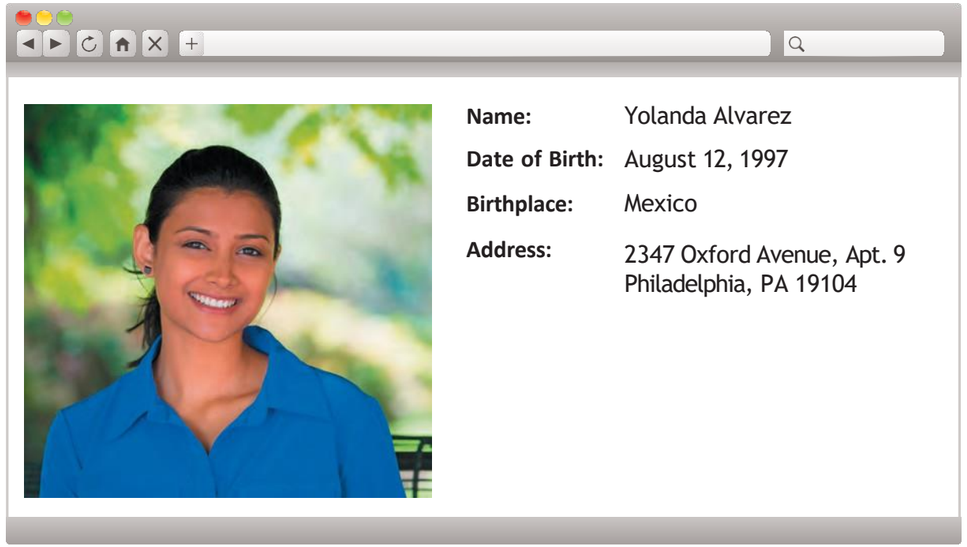
Learner Log

I can express marital status. ☐ Yes ☐ No ☐ Maybe

I can say and write addresses. ☐ Yes ☐ No ☐ Maybe

Review

G Read.



Name: Yolanda Alvarez

Date of Birth: August 12, 1997

Birthplace: Mexico

Address: 2347 Oxford Avenue, Apt. 9
Philadelphia, PA 19104

H Write.

1. What's her first name? Yolanda
2. What's her last name? Alvarez
3. What's her address? 2347 Oxford Avenue, Apt. 9, Philadelphia, PA 19104
4. What's her date of birth? August 12, 1997
5. What's her birthplace? Mexico

I Work with a partner. Ask the question and write dates. Answers will vary.

What are the dates of three holidays in your country this year?

_____

_____

_____

Learner Log

I can say and write dates.
☐ Yes ☐ No ☐ Maybe

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Practice 3

G Read. 15-20 mins.

Have students read individually.

H Write.

Remind students that they will need to insert commas in the address and date. Have students complete the exercise individually, then check answers with a partner.

I Work with a partner. Ask the question and write dates.

Give students time to think of the dates they will give their partners. Allow them to look up dates as needed. Then have them complete the exercise in pairs.

Evaluation 3

5-10 mins.

Go around the room and check on student progress. 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.

Ask students what their favorite lesson or page in the unit was and why.

Learner Log

5 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.4.4, 7.7.3

CCRS: SL1, SL3, SLK6

ELPS:

S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Collect and gather information; Interpret and communicate information; Apply technology.

Soft Skill: Collaboration
Working Together

Explain that in these team projects, as in many projects in the workplace, each student will have a different job. Make it clear that this doesn't mean the person completes their job alone. It means they take the lead on part of the project while receiving suggestions and guidance from the other team members. Each part of the project should be completed as a team.

Warm-up 10 mins.

Review items in the Review section of the unit and make sure all students have recorded their progress in the Learner Logs.

Introduction 5–10 mins.

Let students know that in this project they will be researching community leaders. Elicit or provide the meaning of *community leader* and give examples of types of people that may be in this role (mayor, congressperson, governor, head of organization, etc.)

Presentation 10–15 mins.

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

Go over the positions and job descriptions in the chart. Emphasize the importance of each student's role in the project. Point out the information in the Soft Skill note to reiterate the fact that each student will lead a part of the project, but all students should participate in all steps.

Divide students into groups of four or five. Give students time to negotiate and choose roles. Have them complete their team chart with their names. Be aware of who volunteers for which position so that through the different units, you can enourage students to try different roles.

Practice / Evaluation / Application 1–2 hours

2. Make a table like the one below on a separate sheet of paper.

Ask students to replicate the table on a separate sheet of paper. Clarify that each group will need three copies of the table—one for each of the three community leaders.

3. Write information about three leaders in your community, such as the mayor, governor, or a local representative. Use the internet to find information.

Review the types of community leaders students can choose. Clarify the meaning of *mayor*, *governor*, and *local representative*. Provide guidance on using the internet to search for information, including key search terms. Model doing a search for the information in the table, using a community leader in another area, such as the governor of a different state. Encourage students to ask for help if they have difficulty finding the information they need.

4. Choose one community leader to present to the class. Draw a picture or make a poster of this person.

Have teams discuss and choose one community leader to present on. Review with students how to search for images online. For teams making a poster, encourage them to include an image of the community leader in their poster. If possible, show students a completed poster as a model.

5. Give a presentation about your community leader.

Ask teams to prepare a presentation. Clarify that each team member should present part of the presentation. Have students decide who will present what. Have students practice presenting within their teams or with another team.

While students give their presentations, be sure to assign the rest of the class a task to carry out as they listen. For example: Write the community leader's name and two pieces of information about the person.

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Research Community Leaders

SOFT SKILL ▸ Collaboration

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Writer**	Write information about three leaders in your community.	
Student 3: **Artist**	Draw a picture or make a poster.	
Students 4 / 5: **Organizers**	Organize a presentation.	

2. Make a table like the one below on a separate sheet of paper.
3. Write information about three leaders in your community, such as the mayor, governor, or a local representative. Use the internet to find information.

First and Last Name	
Job Title	
Business Address	
Contact Information (phone number)	
Date of Birth	
Marital Status	

4. Choose one community leader to present to the class. Draw a picture or make a poster of this person.
5. Give a presentation about your community leader.

COLLABORATION:
Working Together

In this project there is a leader, a writer, an artist, and organizers. What is your position? When you do your job, ask for help and opinions from other students. Listen to their ideas carefully and ask questions if you don't understand.

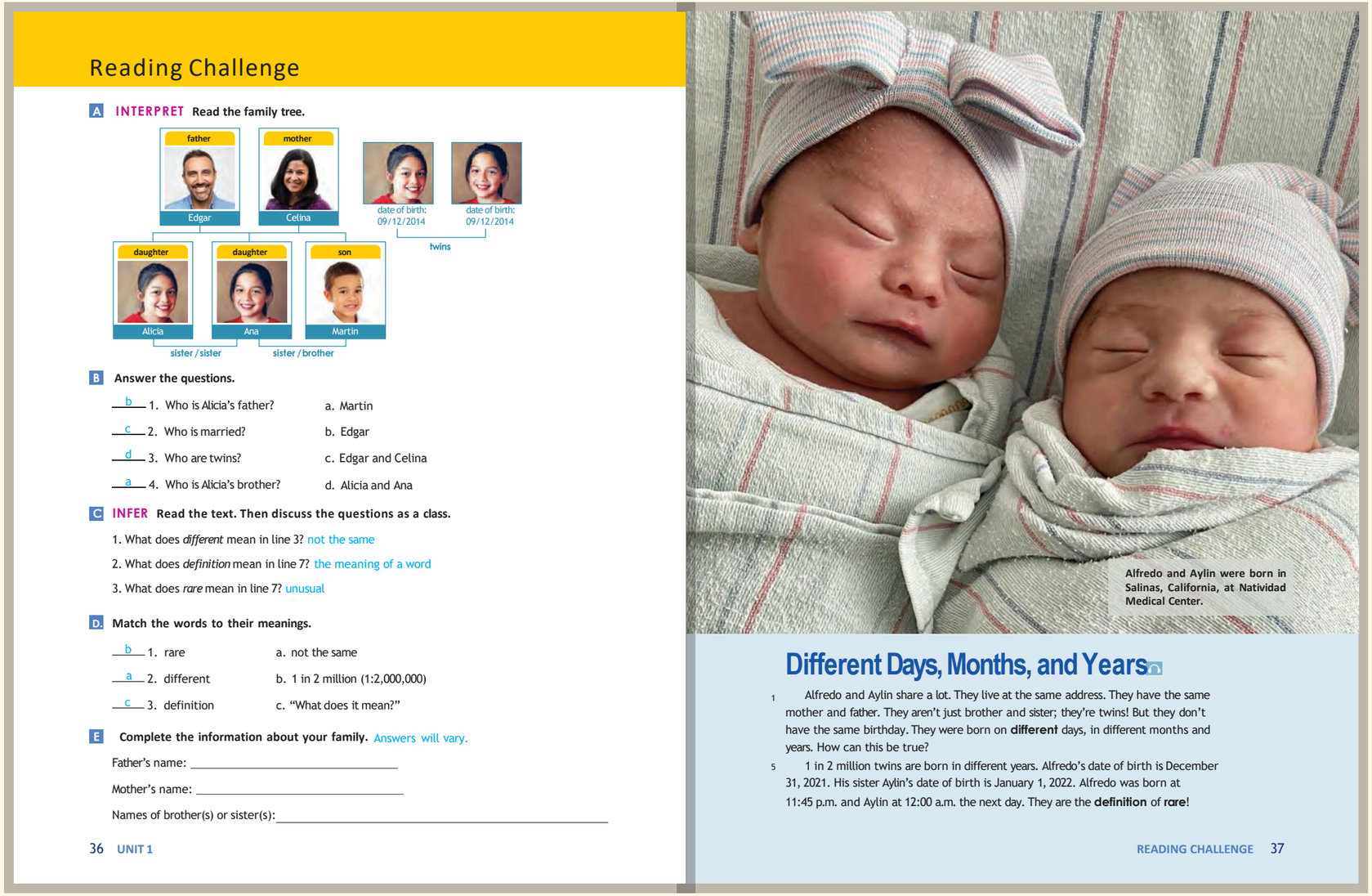
About the Photo

The image shows a set of fraternal twins, Alfredo and Aylin Trujillo, who were born only minutes apart on two different days. Twins make up approximately 3% of all births in the US. However, twins born on different days are very rare, estimated to occur only once every two million births. This case is even rarer since the two birth dates were in different years: 2021 and 2022.

- Tell students they are going to read about a family. As a class, brainstorm words for family members (*father*, *mother*, *brother*, *sister*, etc.). Write the words on the board. Do a brief choral practice, clarifying pronunciation as needed.
- Model sharing about your family: *I have a father, a mother, two sisters, and one brother*. Write the sentence stem *I have . . .* on the board. Then have students share about their own families in small groups. After regrouping as a class, introduce family trees by modeling on the board with your own or a simple family. Clarify how the lines and row positions are indicative of the different family relationships.

A INTERPRET Read the family tree.

Direct students' attention to the family tree. Ask questions to elicit family words, such as: *Who is Edgar? (father) Who is Ana? (daughter)* Clarify the sibling relationships: *Who is Alicia's sister? (Ana) Who is Ana's brother? (Martin)* Then clarify the meaning of *twins* by eliciting Ana's and Alicia's birth dates. Point to the photo of the baby twins in the reading. Say *They are . . .* and prompt students to say *twins*.



Reading Challenge

A **INTERPRET** **Read the family tree.**

B **Answer the questions.**

b	1. Who is Alicia's father?	a. Martin
c	2. Who is married?	b. Edgar
d	3. Who are twins?	c. Edgar and Celina
a	4. Who is Alicia's brother?	d. Alicia and Ana

C **INFER** **Read the text. Then discuss the questions as a class.**

1. What does *different* mean in line 3? not the same
2. What does *definition* mean in line 7? the meaning of a word
3. What does *rare* mean in line 7? unusual

D. **Match the words to their meanings.**

b	1. rare	a. not the same
a	2. different	b. 1 in 2 million (1:2,000,000)
c	3. definition	c. "What does it mean?"

E **Complete the information about your family.** Answers will vary.

Father's name: _____

Mother's name: _____

Names of brother(s) or sister(s): _____

36 UNIT 1

Alfredo and Aylin were born in Salinas, California, at Natividad Medical Center.

Different Days, Months, and Years

Alfredo and Aylin share a lot. They live at the same address. They have the same mother and father. They aren't just brother and sister; they're twins! But they don't have the same birthday. They were born on **different** days, in different months and years. How can this be true?

1 in 2 million twins are born in different years. Alfredo's date of birth is December 31, 2021. His sister Aylin's date of birth is January 1, 2022. Alfredo was born at 11:45 p.m. and Aylin at 12:00 a.m. the next day. They are the **definition** of **rare**!

READING CHALLENGE 37

B. Answer the questions.

Have students complete the exercise in pairs. Go over answers as a class.

C. INFER Read the text. Then discuss the questions as a class.

Read the text with students. Then discuss the questions as a class. Point out the line numbers and make sure students understand how to find lines 3 and 7. Have students go back to the text, notice the words in bold, and reread the surrounding text. Then elicit student guesses before going over the correct answers.

D. Match the words to their meanings.

Use this exercise to confirm that students understand the meaning of the words. Provide additional clarification and / or examples as needed. Encourage students to add these and the family words to their vocabulary logs.

E. Complete the information about your family.

Ask students to complete the information about their family. If time allows, or for homework, have students create their own family tree, using **A** as a model.

CASAS FOR READING

0.1.5, 0.2.1

CCRS FOR READING

RI1, RI2, RI3, SL3, SLK2, SLK3

READING STRATEGIES

Brainstorming and Group Discussion

Brainstorming and group discussion are two pre-reading strategies that allow students to recall information that they already know.

- **Brainstorming** requires students to focus on the topic at hand and recall information they already know.
- **Group discussion** requires students to work together to recall information.

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2 Our Class



About the Photo

This image shows students of various ages taking a photography class at SESC in São Paulo, Brazil. SESC is a non-profit institution that offers a range of programs and services in the areas of culture, sports, and health.

- Introduce the unit. Look at the photo and discuss the first two questions as a class. Then have students talk about the next three questions in pairs.
- Remind students of the jobs in the art career field that they learned in Unit 1 (singer, musician). Point to the photo and ask: *What job is this?* Elicit *photographer* and explain that this job is in the field of art too. Emphasize that taking classes to become more qualified for better jobs is an important part of career advancement.
- Discuss the unit outcomes with students. Then write any key vocabulary on the board.

Life Skills Focus

In this unit, students will learn how to interact with others they meet for the first time. They will also learn how to describe locations and create a schedule.

UNIT OUTCOMES

- Ask for and give personal information
- Describe where things are
- Identify common activities
- Plan a schedule
- Plan for weather
- Explore careers in education

Look at the photo and answer the questions.

1. Where are these people?
2. What are they doing?

A photography class in São Paulo, Brazil

1. How many students do you see in the class?
2. What objects do you see in the classroom?
3. What are the students learning to do?

Workplace Focus

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

- In Lesson 6, *Explore the Workforce*, students will be introduced to careers in the field of education. They will learn about education requirements and salaries for these jobs. They will also reflect on preferences, skills, and goals.
- In the Team Project, students practice the soft skill of presentation skills as they share their team poster with the class.
- The Life Online exercise in Lesson 2 guides students in the use of video calling platforms, while the Life Online note in Lesson 4 teaches students about using phone alarms for time management.

spark Resources

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

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Ask for and give personal information • Describe where things are • Identify common activities • Plan a schedule • Plan for weather • Explore careers in education	• Possessive adjectives • *This is …* • Prepositions of location • Present continuous • Simple present with *need*	• Personal information • Classroom nouns and verbs • Weather • Clothing • Describing careers • Types of degrees	The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: • Communication	Lesson 1: 0.1.2, 0.1.4, 0.1.5 Lesson 2: 0.1.2, 1.4.1, 2.8.3 Lesson 3: 0.1.2, 2.8.3 Lesson 4: 0.1.2, 2.3.1, 2.8.3 Lesson 5: 0.1.2, 2.3.3, 7.4.4, 7.7.3 Lesson 6: 0.1.2, 0.1.5, 4.1.8 Review: 0.1.2, 0.1.4, 0.1.5, 2.3.1, 2.3.3, 2.8.3 Team Project: 0.1.2, 0.1.4, 0.1.5, 2.3.1, 2.3.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6 Reading Challenge: 0.1.2, 0.1.5	S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2, SLK3, SLK6

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LESSON 1

Meet My Friend

GOAL ▶ Ask for and give personal information

A PREDICT **Look at the picture. What is Mr. Jackson doing?**



B Listen and read.

I want to introduce two new students today. Meet Edgar. He is from the Dominican Republic. His first language is Spanish. He lives in Sacramento. And this is Chime. She is also a new student. She is from Myanmar. Her first language is Burmese. She lives in Folsom.

C CLASSIFY **Write the information about Edgar and Chime.**

Name	Home Country	Current City
Edgar	the Dominican Republic	Sacramento
Chime	Myanmar	Folsom

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At-a-Glance Prep

Goal: Ask for and give personal information
Grammar: Possessive adjectives
Pronunciation: *Wh-* question intonation
Academic Strategies: Classifying information, focused listening
Vocabulary: *introduce, lives, address, phone number, this is, meet*

Agenda

- ☐ Line up in alphabetical order by first name.
- ☐ Learn and practice possessive adjectives.
- ☐ Learn different forms of introduction.
- ☐ Ask questions.

Resources

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

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.4, 0.1.5
CCRS: L1, L2, L3, SL1, SL3, SLK2, SLK3, SLK6
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10-12 mins.

Write the alphabet (uppercase and lowercase) across the board. Review each letter by pointing to it and asking students to call out the name of the letter. Then write a student's name on the board under the letter that corresponds to the student's first name. Show the students, for example, that *Juan* goes under *J*. Next, show students how to form a line in alphabetical order by first name.

Introduction 2 mins.

Write the day of the week, the date, and the agenda on the board. Say the date while pointing to it and have students repeat it. State the goal: *Today we will ask for and give personal information.*

Presentation 1 12-15 mins.

Invite three volunteers to the front of the classroom. Ask them: *What's your name? What's your address? What's your phone number?* Teach students that if they don't want to give out this information, they may say: *That's personal.* Write the phrase on the board.

A PREDICT **Look at the picture. What is Mr. Jackson doing?**

Ask students to open their books and briefly discuss the picture. Ask students what they think Mr. Jackson is doing. Some students may read ahead to the information in **B**. This is expected.

B Listen and read.

Play the audio. Ask students to read along as they listen. Ask students if they know where the four places mentioned are. Show them on a map if necessary.

Workplace Focus

Exercise C: Collect and organize information.

Practice 1 5-7 mins.

C CLASSIFY **Write the information about Edgar and Chime.**

Have students look at the chart. Clarify the meaning of *home country* and *current city*. Ask students to use the information from **B** to complete the chart.

Evaluation 1 3-5 mins.

Check answers to **C** as a class.

Presentation 2

10-15 mins.

Write on the board: *My name is* (your name). Ask students to introduce themselves using the phrase. After each student says his or her name in a sentence, ask the class a question: *What's his / her name?* Write the answers on the board. For example, if a student's name is John, write: *His name is John.* Circle *His* or *Her* in each sentence you write on the board. Check for understanding by pointing to the people in **A** and asking: *What's his name? What's her name?*

D Read the chart.

Ask students to look at the chart. Point out the relationship between the subject pronouns and the possessive adjectives. Drill students by pointing to a male student in the class and asking them to say: *His name is* (student's name). Then point to a female student, prompting them to say: *Her name is* (student's name). Do this with groups of students to show all forms. Be careful to always include *name* so students don't confuse *he* and *she* with the possessive adjective.

BEST PRACTICE

Metalanguage

Metalanguage in teaching English refers to the labels we give grammatical structures. In this case, we are introducing possessive adjectives.

Students don't need metalanguage to speak English well or to understand grammar. Some English speakers may never know what the *third-person singular* is. However, sometimes when working with adults, some identific tion of grammar structures can help them to identify things they have learned earlier and to apply them to new structures.

For shorter classes, ask students to do **E** and **F** for homework.

Practice 2

5-10 mins.

E Look at the pictures and complete the sentences.

Give students minimal instructions (if any) to do this activity. Allow them time to figure out what to do. Have them work together if necessary. The instructions don't tell them to use the possessive adjectives, but students should be able to relate the practice to the presentation.

F Complete the sentences.

Clarify the meaning of *group message*. Help as needed while students complete the activity individually.

Evaluation 2

7-10 mins.

Check students' book work.

BEST PRACTICE

Checking

Important reasons to check students' book work are to focus on lesson goals, provide immediate feedback, and correct misunderstandings. Keep in mind the following points:

1. Evaluation can take place during and / or after student book work.
2. Accuracy should NOT be expected. Book work is the students' time to practice.
3. Evaluation need NOT be teacher-centered. Students may check each other's work in pairs or small groups.

Instructor's Notes

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D Read the chart.

Possessive Adjectives		
Subject	**Possessive Adjective**	**Example Sentence**
I	My	**My** home country is Myanmar.
You	Your	**Your** address is 2359 Maple Drive.
He	His	**His** name is Edgar.
She	Her	**Her** phone number is (617) 555-3456.
We	Our	**Our** last name is Perez.
They	Their	**Their** teacher is Mr. Jackson.

E Look at the pictures and complete the sentences.



This is Chime. (1) Her home country is Myanmar. (2) Her address is 3317 Maple Drive.



Ramona and Edgar are married. (3) Their home country is the Dominican Republic. (4) Their address is 1700 Burns Avenue.

F Complete the sentences.

1. John is single. His address is 3215 Park Street.
2. You're in this group message. Your phone number is (305) 555-2121, right?
3. My wife and I live together. Our address is 1652 Main Street.
4. I'm a new student. My name is Chime.

G **Read the introductions.**

This is ...	This is Oscar.
Meet ...	Meet my friend Chime.
I want to introduce ...	I want to introduce Edgar.

H **Listen and circle.**

1. This is ...	Meet ...	I want to introduce ...
2. This is ...	Meet ...	I want to introduce ...
3. This is ...	Meet ...	I want to introduce ...

Intonation
***What* Questions**

What's your name?

What's your phone number?

What's your address?

I **SURVEY** **Talk to four classmates.** Answers will vary.

Name (What's your name?)	Home Country (What's your home country?)	Current City (Where do you live?)

J **Introduce a classmate to the class.**

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Presentation 3

12-15 mins.

Call three volunteers to the front of the class and introduce them using the phrases and words from the vocabulary box. Students should be focused on you at this point, so it is better to have the books closed.

G **Read the introductions.**

Show them how *this* is only used when introducing one person and is not used in the plural. Read the phrases and example sentences aloud for students to repeat.

Write the three phrases across the board. Say the phrases in random order and ask students to point to the one you say. This activity will prepare them for the listening practice that will follow.

Practice 3

5 mins.

H **Listen and circle.**

Remind students that they don't need to understand every word. They only need to listen for the introduction phrases. Play the audio multiple times, as needed.

Listening Script

1. **Maria:** *Hi, Edgar. I want to introduce Khadija. She is my friend from class.*
   Edgar: *Hello, Khadija. Nice to meet you.*
   Khadija: *Nice to meet you too.*
2. **Mr. Jackson:** *Class, it is my pleasure to tell you about a new student. Meet Kwame. He is from Ghana.*
3. **Maria:** *My name is Maria, and this is my good friend, Edgar. Edgar is from the Dominican Republic. Our class is next door.*
   Edgar: *Hello, it's nice to meet you.*
   Rafael: *Nice to meet you too. What's your teacher's name?*
   Maria: *Mr. Jackson.*

Evaluation 3

3 mins.

Check students' answers. Play the audio more than once if necessary.

BEST PRACTICE

Playing Audio Multiple Times

It is appropriate to play audio several times at this level. The speakers speak at an authentic pace so students can transfer their classroom experiences to real-life listening. The first time students listen, they should focus on main ideas and overall meaning. The next time they listen, they can complete the assigned task. Finally, they can confirm their answers while listening again.

Application

15-20 mins.

Intonation ***What* Questions**

Review the intonation note with students and play the audio. Show them that the emphasis is placed on the first word in this type of question. Practice correct intonation as a class. Then drill smaller groups of students together, clarifying intonation as needed.

Listening Script

Questions with what *have a falling intonation. They go down at the end.*
What's your name?
What's your phone number?
What's your address?

Workplace Focus

Exercise I: Collect and organize information.

I **SURVEY** **Talk to four classmates.**

Go over the headings in the chart. Refer to the chart students filled out in **C** as needed. Clarify and practice correct intonation for the three *Wh-* questions in the chart. Then have students complete the chart with the information they gather from four classmates.

J **Introduce a classmate to the class.**

Have students present the information about one of the classmates they talked to in **I**.

BEST PRACTICE

Books Closed

In the *Stand Out* approach, developing or maintaining the context is as important as the content. In this lesson, students would study the words carefully and perhaps lose sight of the context if the instructor asked them to immediately study the words in **G**. If the information is first practiced or presented in context, students will be more likely to understand the information when they see the chart.

At-a-Glance Prep

Goal: Describe where things are
Grammar: Prepositions of location
Pronunciation: *Wh-* question intonation
Academic Strategy: Focused listening
Vocabulary: Classroom objects, prepositions

Agenda

- ☐ Learn classroom vocabulary.
- ☐ Learn prepositions of location.
- ☐ Draw your classroom.
- ☐ Write about your classroom.

Resources

Heinle Picture Dictionary: Classroom, pages 18-19; In, On, Under, pages 12-13

Pacing

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

Standards Correlations

CASAS: 0.1.2, 1.4.1, 2.8.3
CCRS: L1, L2, L3, SL1, SL3, SLK2, SLK3
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 7-10 mins.

Ask students to get into groups of three and introduce each member to another group.

Introduction 5 mins.

Ask students to point to objects in the classroom, for example: *Point to the teacher's desk.* Help them understand by modeling. Next, express where the items are by using a preposition of location. State the goal: *Today we will describe where things are.*

Presentation 1 15-20 mins.

A Listen and repeat. Point to the items in the picture.

First have students listen and repeat the words. Correct pronunciation as needed. Then have them listen a second time and point to the items they hear in the picture in **B**.

B IDENTIFY Write: *book, chair, computer,* and *desk.*

Have students complete the exercise individually. Then check answers as a class.

C Listen and point to the things you hear.

Remind students that this is focused listening, so they may not understand every word. They only need to listen for the words from **A**.

Listening Script

May I have your attention, please? Class, I want to give you a quick tour of the classroom and talk about some class rules. Look around and see if you can find the items I describe. Of course, the board is in the front of the class. Here, I write important information. We have many supplies in the cabinets. If you need paper or a pencil, you can get them there. We can move the desks in the classroom when you do group work. If you need to borrow a book, go to the bookcase. Please don't leave trash around the room. Use the trash can. I hope you know that I don't want you sitting in your chairs all the time. You will have many opportunities to get up and walk around. Also, we will keep the door closed during class, so you can focus on your work. Any questions?

Practice 1 5-7 mins.

Intonation *Where* Questions
Go over the intonation note as a class and play the audio. Have students practice correct intonation of *Where* questions.

Listening Script

Questions with where *have a falling intonation. They go down at the end.*
Where do you live? *Where's the trash can?*
Where's my desk?

D APPLY Ask questions. Use the words in A.

Have students work in pairs to complete the exercise. At this stage, students can answer the questions by pointing to the picture in **B**.

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LESSON 2

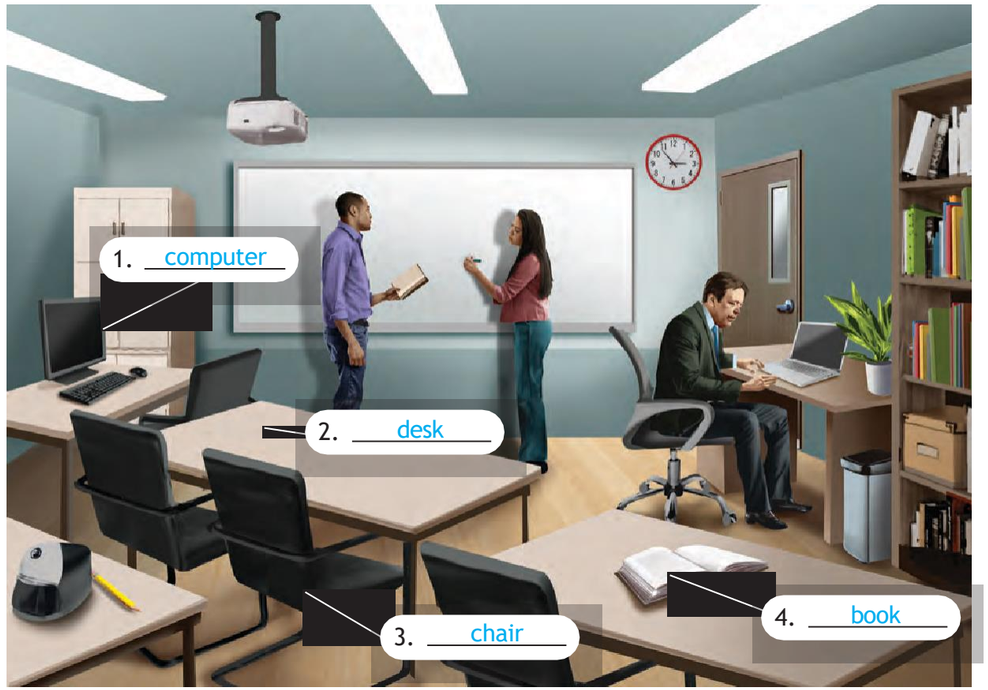
Where's My Desk?

GOAL ▸ Describe where things are

A Listen and repeat. Point to the items in the picture.

board	bookcase	cabinets	door	plant	trash can

B IDENTIFY Write: *book, chair, computer,* and *desk.*



C Listen and point to the things you hear.

D APPLY Ask questions. Use the words in A.

EXAMPLE: Where's the trash can?

Intonation
***Where* Questions**

Where do you live?
Where's the trash can?
Where's my desk?

E **Read.**

Prepositions of Location



Where's the desk?

It's **behind** the chair.



Where's the plant?

It's **on** the desk.



Where's the trash can?

It's **between** the desk and the bookcase.



Where are the cabinets?

They're **next to** the computer.



Where are the students?

They're **in front of** the board.



Where are the books?

They're **in** the bookcase.

F **APPLY** **With a partner, take turns asking questions about the picture in B. Use *where is / where are* and ask about the teacher, plant, trash can, cabinets, students, and books.**

Student A: Where is the teacher?

Student B: He is next to the door.

Student B: Where are the cabinets?

Student A: They are behind the computer.

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Evaluation 1

5-7 mins.

Observe students doing the activity. Take note of any difficulties students have with the new vocabulary.

Presentation 2

12-15 mins.

With books closed, ask students where something is in the classroom. Try to elicit information from students instead of merely giving them prepositions. The conversation with students might go something like this:

Teacher: *Where's the trash can?*
[Students point.]
Teacher: *Where?*
[Students point again. One or two students say: *There.*]
Teacher: *Where is it?*
[One or two students might say *next to the desk* or something similar. If they don't, the teacher can cue them.]
Teacher: *Next to . . .* [Pause for student responses.]

BEST PRACTICE

Eliciting Information

The *Stand Out* approach suggests that—as much as possible—instructors elicit information from students first, be ore giving them the information. This is an important principle in student-centered instruction (SCI). By first eliciting in ormation, the teacher is able to better determine what students already know. It also engages students as active, rather than passive, participants in their learning. It is also helpful in keeping their interest level high.

E **Read.**

Guide students through the information. Drill students on the new prepositions by looking back at the previous page and asking them where various items are. This might also be a good place to use or create hand signals to identify certain or all the prepositions.

Practice 2

12-15 mins.

F **APPLY** **With a partner, take turns asking questions about the picture in B. Use *where is / where are* and ask about the teacher, plant, trash can, cabinets, students, and books.**

Show students how to do the exercise. Take plenty of time to set this up for them. Model the exercise with several students until you are confident that they will have success when they do it in pairs. Also clarify that each partner should take turns asking and answering questions. If level-appropriate, have students answering only look at **B**. Otherwise, have them refer to the information in **E**.

Evaluation 2

5 mins.

Ask volunteers to perform their conversations for the class.

Instructor's Notes

BEST PRACTICE

Random Grouping

Sometimes grouping students randomly without consideration for native language or proficien y is appropriate. A few techniques for random grouping include the following:

Counting off: You want four students in each group. You have 32 students in the class. Have students count off f om one to eight. All "ones" work together, all "twos" work together, etc.

Birthday months: Students whose birthdays are in the same month work together. The benefit is th t students get to know one another better and they recycle learning about months. This method, however, takes a lot of instructor assistance because it is difficul to get even groups. Try having students stand for each month of the year and forming groups from those who are standing.

Playing cards: If you have 28 students in your class, you would use all the playing cards from aces to sevens. Shuffle and pass out the c ds to all students. The students with aces work together as do the students with twos, etc.

Presentation 3

15-20 mins.

G Work with a partner. Look at the icons on the video calling toolbar. Then complete the sentences.

Direct students' attention to the illustration of the toolbar. Activate prior knowledge by asking questions: *What is this? Where is this from?* and so on. This will likely be familiar to students who have experienced virtual learning, but it may be unfamiliar to others. Ask for a show of hands. Then elicit and go over each feature of the toolbar. If possible, demonstrate these features in an actual video calling platform. Then have students complete the exercise in pairs. You can use one of the random grouping techniques mentioned in the Best Practice note.

For shorter classes, ask students to do **H** for homework.

Practice 3

15-20 mins.

H CREATE Draw a classroom. Include a teacher's desk, a trash can, a board, books, and cabinets.

Walk around during this activity and ask students questions about the locations of various items.

Evaluation 3

5-7 mins.

Observe students' work.

Application

5-7 mins.

I Write about the classroom you created.

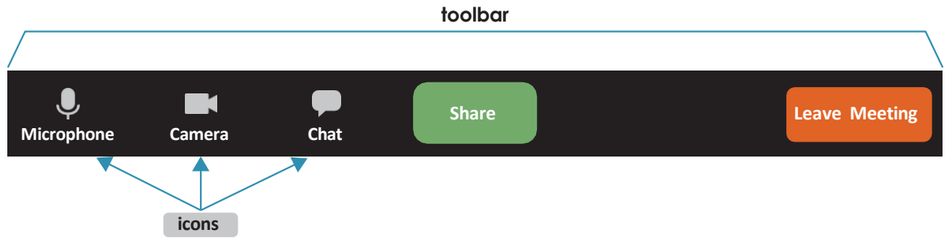
Have students complete the exercise individually. Then have them ask and answer the questions about their picture in pairs.

Instructor's Notes

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G Work with a partner. Look at the icons on the video calling toolbar. Then complete the sentences.

Life ONLINE



1. Where is the microphone? It's next to the camera.
2. Where is the chat? It's between the camera and the share button.
3. Where is the camera? It's between the microphone and the chat.
4. Where are the icons? They're on the toolbar.

H CREATE Draw a classroom. Include a teacher's desk, a trash can, a board, books, and cabinets. Answers will vary.

I Write about the classroom you created. Answers will vary.

1. Where is the teacher's desk? _____
2. Where is the trash can? _____
3. Where is the board? _____
4. Where are the books? _____
5. Where are the cabinets? _____

LESSON 3

What Are You Doing?

GOAL ▶ Identify common activities

A **Listen and point to the students.**



B **IDENTIFY** **Match the students to the actions.**

1. listen — Kwame
2. read — Chime
3. write — Edgar
4. talk — Khadija

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At-a-Glance Prep

Goal: Identify common activities
Grammar: Present continuous
Academic Strategies: Identifying and classifying information, focused listening
Vocabulary: Classroom verbs and nouns

Agenda

- ☐ Review classroom objects and locations.
- ☐ Describe classroom actions.
- ☐ Match classroom objects and verbs.
- ☐ Write actions using the present continuous.

Resources

Heinle Picture Dictionary: Listen, Read, Write, pages 20-21

Pacing

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

Standards Correlations

CASAS: 0.1.2, 2.8.3
CCRS: L1, L2, L3, SL3, SLK2
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 12-15 mins.

Write these words on the board: *chair, board, teacher's desk, trash can, bookcase, door, cabinet*. Write a sentence describing the location of the trash can, for example: *It's next to the teacher's desk.* Ask students to name the item. Ask students to write sentences about each item using *It's* and quiz a partner. Have a few students report to the class.

Introduction 5 mins.

Mime reading, talking, listening, and writing and have students guess the action. State the goal: *Today, we will identify common activities.*

Note: In this lesson, students will be introduced to the present continuous. Students are not expected to fully grasp the structure at this time.

Presentation 1 7-10 mins.

Ask students to open their books. Look at the picture with them. Ask them to point to any activities they recognize. Mime the actions again and write the words in **B** on the board. Ask students to find these actions in the picture. Help students to prepare for the listening task by using the words in sentences and asking them to point to each action.

A Listen and point to the students.

First, read all the students' names in the picture and ask students to repeat. Some will be familiar, but some will be new. Tell students that they need to listen for the students' names and the actions they are doing. Play the audio multiple times for practice.

Listening Script

All the students are working hard in Mr. Jackson's English class. Khadija is talking to the teacher about her homework. Edgar is writing at his desk. Kwame is at his desk too. He is listening to a podcast on his phone. Chime is reading. She is a good student.

Practice 1 3 mins.

B IDENTIFY Match the students to the actions.

Do the first item as a class. After students complete this exercise, have them work in pairs. Student A reads a word and Student B points to the picture. Then they switch roles. Then ask them to invert the activity. Student A points to an action in the picture and Student B says the word. You can have them listen to the audio again for additional confirmation.

Evaluation 1 3 mins.

Observe students as they perform the task.

BEST PRACTICE

Step-by-Step

At this level, it is important that you only ask students to do one thing at a time. Carefully model each step of an activity. Let students know how much time they have to complete each task, but monitor them to make sure they don't lose interest sooner.

Presentation 2

10-15 mins.

C Study the words.

Put examples of the items listed in the vocabulary box on a table in the front of the room. Go over the vocabulary and help students with correct pronunciation.

Do a total physical response (TPR) activity. In this activity, students learn the vocabulary by standing up and going through simple motions. Demonstrate the activity and then ask students to do it. Ask different students to stand up, come to the front of class, pick up, and put down a designated item.

Write the four verbs on the board again: *listen, write, read,* and *talk*.

Ask students to do another TPR activity slightly different from the one you have just done. Have a student come to the board and circle the verb that can best be associated with the item you give them. For example, if you give the student a pencil, they should circle the verb *write*.

BEST PRACTICE

Total Physical Response

Total physical response, or TPR, was developed by Dr. James J. Asher. The basic idea is that when students engage physically, learning improves. Also, TPR permits students to react to the language without speaking immediately.

For shorter classes, ask students to do **D** and **E** for homework.

Practice 2

12-15 mins.

D IDENTIFY Write the words from C. Then listen and check your answers.

Ask students to look at the photos. Then ask students to write the correct word under each photo.

Workplace Focus

Exercise E: Collect and organize information.

E CLASSIFY Complete the table with the words in D.

Ask students to complete this activity either in pairs or on their own. Note that some of the objects can go with more than one verb (e.g., *notebook* can go with *Write* and *Read*), so students will need to write some objects more than once.

Evaluation 2

3-5 mins.

Drill students by saying one of the nouns and asking students to respond with the corresponding verb. You can check students' understanding better if you assign each verb a number. Instead of responding with the verb, ask students to show the number of fingers that corresponds to the verbs you have numbered.

Instructor's Notes

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C Study the words.

board	book	clock	headphones	laptop	notebook	pen	pencil	teacher

D IDENTIFY Write the words from C. Then listen and check your answers.

1. 
pencil

2. 
pen

3. 
book

4. 
notebook

5. 
headphones

6. 
laptop

7. 
teacher

8. 
clock

9. 
board

E CLASSIFY Complete the table with the words in D.

Write	Listen	Read
pencil, pen, notebook, laptop, board	headphones, laptop, teacher	book, notebook, laptop, clock, board

F **Read.**

Present Continuous				
Subject	***Be***	**Base Verb**	***-ing***	**Example Sentence**
He She	is	read	-ing	He **is reading.**
		write		She **is writing** in her notebook.
		listen		He **is listening** to the teacher.
		talk		She **is talking** with a student.
		sit		He **is sitting.**
		stand		She **is standing** at the board.
Spelling note: For verbs ending in *-e*, remove the *e* and add *-ing*. write → writing Double the last letter of some verbs. sit → sitting				

G **Write.** Answers will vary. Example answers included.



1. She is reading.
2. She is listening.



3. She is listening.
4. He is talking.



5. He is sitting.
6. He is writing.

H **Write about your classmates and teacher.** Answers will vary.

1. Juan is sitting at his desk.
2. _____
3. _____
4. _____

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Presentation 3

7-10 mins.

Play the audio from **A** again. Ask students to listen carefully to the verbs. Write on the board: *Chime is reading*. Play the audio one more time and ask students to listen for this sentence.

F Read.

Read the chart with students. Clarify the meaning of *sit* and *stand*, modeling or eliciting as needed. This is their first exposure to the present continuous. Go slowly presenting this new form. Note that students are not expected at this point to transfer the information to other verbs. Students will be asked to copy the sentences in the next activity. Point out the spelling rules, but don't expect students to be able to apply them to new verbs.

For shorter classes, ask students to do **G** for homework.

Practice 3

7-10 mins.

G Write.

Read the example sentences. Ask students to write new sentences to describe the photos. Explain that a few different answers are possible. Remind students that a period is necessary at the end of each sentence they produce.

Evaluation 3

5-7 mins.

Ask students to write their sentences on the board. Correct any mistakes as a class.

Application

5-7 mins.

H Write about your classmates and teacher.

Explain that students should describe what their classmates and teacher are doing now. Ensure that they use the present continuous and provide additional assistance as needed.

Instructor's Notes

At-a-Glance Prep

Goal: Plan a schedule
Pronunciation: *Wh-* question intonation
Academic Strategies: Focused listening, planning a schedule
Vocabulary: *schedule, lunch, work, pronunciation, bed*

Agenda

- ☐ Review classroom actions.
- ☐ Study a schedule.
- ☐ Read clocks.
- ☐ Practice talking about time.
- ☐ Write a conversation.

Resources

Heinle Picture Dictionary: Time, pages 4-5

Pacing

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

Standards Correlations

CASAS: 0.1.2, 2.3.1, 2.8.3
CCRS: RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 2-5 mins.

Write on the board: *write*. Have students repeat the word a few times. Mime *listen, read, talk, sit,* and *stand*. Ask students in groups to choose one person to act out the verbs while the rest of the group responds with the action word.

Introduction 10-12 mins.

Write the day of the week and the date on the board. Say the date while pointing to it. Write your daily schedule on the board using the format in **A**. Review your schedule by giving the time for each activity. State the goal: *Today we will learn to plan a schedule*.

Presentation 1 12-15 mins.

A Read and listen.

Go over the schedule in the book with students and ask them the time of each activity. Be sure to teach *a.m.* and *p.m.*, and practice the pronunciation of *o'clock*. Play the audio.

Listening Script

Kwame has a busy schedule. He has English class at nine o'clock. At twelve thirty, he eats lunch. He goes to class again at two o'clock. He has pronunciation class at two. He goes to work at four o'clock.

Intonation *When* Questions

Review the intonation note and play the audio. Model the example questions and have students practice. Help them see that the intonation is the same as for *what* and *where* questions.

Listening Script

Questions with when *have a falling intonation. They go down at the end.*
When's English class?
When's lunch?
When's pronunciation class?

Practice 1 3 mins.

B IDENTIFY Look at Kwame's schedule. Answer the questions.

Ask students to complete the exercise on their own. Then ask them to practice the questions and answers in pairs. Help them use the correct pronunciation and intonation. The student asking the questions should look at **B**. The student answering should only look at Kwame's schedule in **A**. After a few minutes, ask students to switch roles.

Evaluation 1 3 mins.

Ask students to ask and answer the questions in front of the class.

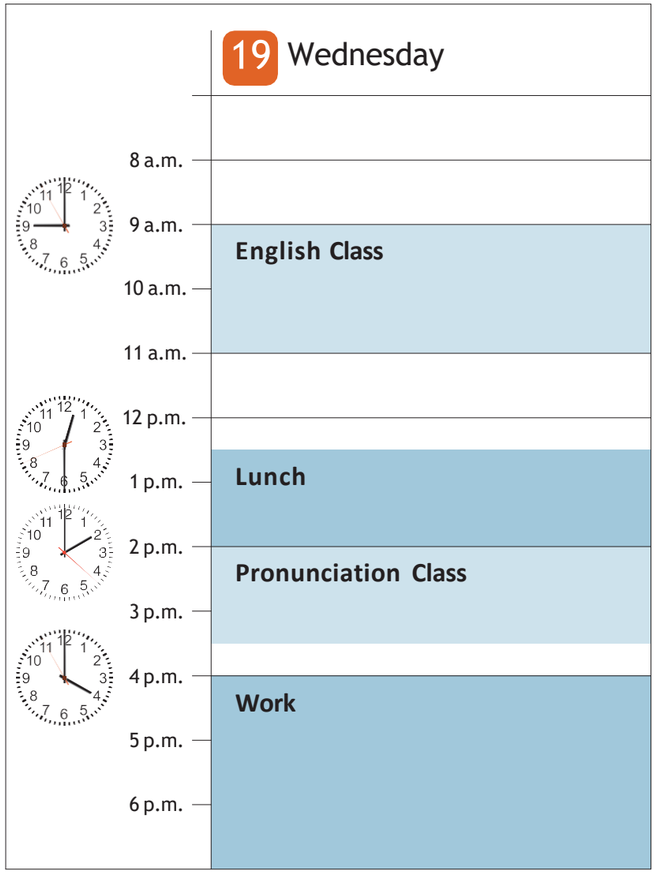
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LESSON 4

When's English Class?

GOAL ▶ Plan a schedule

A Read and listen.



Intonation
***When* Questions**

When's English class?
When's lunch?
When's pronunciation class?

B IDENTIFY Look at Kwame's schedule. Answer the questions.

1. When's English class? It's at nine o'clock.
2. When's lunch? It's at twelve thirty / 12:30 (p.m.).
3. When's pronunciation class? It's at two o'clock / 2:00 (p.m.).
4. When's work? It's at four o'clock / 4:00 (p.m.).

C **What time is it? Write.**

1. 
It's 3:00.

2. 
It's 3:30.

3. 
It's 5:00.

4. 
It's 5:30.

5. 
It's 7:00.

6. 
It's 7:30.

7. 
It's 10:00.

8. 
It's 10:30.

D **Practice the conversation with a partner. Point to the clocks in C and make new conversations.**

Student A: What time is it? (Points to number 4 in C.)

Student B: It's five thirty.



It's one thirty at Grand Central Station in New York City.

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Presentation 2

10-15 mins.

C **What time is it? Write.**

Go over each of the clocks in C as a class. Help students understand that they should only say *o'clock* on the hour. Explain that it is not necessary to write a.m. or p.m. because the time shown in each clock can represent both morning and evening.

For additional practice, draw a clock on the board without the hour and minute hands. Then write times on the board and have students come up and draw the minute and hour hands.

If students are ready, you might also teach them *fifteen* and *forty-five*.

BEST PRACTICE

Extending Vocabulary

No textbook will give students every vocabulary word they will need. On the other hand, students at times may be overburdened by too many words. If you use the *Heinle Picture Dictionary* or add more vocabulary to a lesson, make sure students know what vocabulary items are a priority. Students with little formal education may get frustrated when given too much vocabulary. These students may only be able to handle six to ten new words a day.

Be aware of student needs. You may choose to use a vocabulary list that students maintain to help them know which words they are responsible for. One possible list is in the appendices of their books. To further remind them of what they absolutely need to learn and to add some accountability, consider giving a weekly spelling test on the words from their lists.

Practice 2

8-12 mins.

D **Practice the conversation with a partner. Point to the clocks in C and make new conversations.**

Point to item 4 in C and model the conversation with a student. Then have the student ask you a new question pointing to a different clock. Model the correct intonation for *What time is it?* and have students repeat. Then put students in pairs to complete the exercise.

BEST PRACTICE

Group Work

At this level, it is important to model group activities. A variety of grouping strategies are suggested depending on the task.

1. Allow students to self-select groups. Students sometimes perform well with people they feel comfortable with.
2. Arrange groups according to skill level. Proficient students can excel, while less proficient students don't feel intimidated.
3. Arrange cross-ability groups. More proficient students often enjoy helping, and you'll have several mentors in the class instead of just one teacher.
4. Avoid homogeneous language groups to encourage the use of English.

Evaluation 2

7-10 mins.

Observe students as they work together. Take note of students' comfort with saying the times.

BEST PRACTICE

Observing Group or Pair Work

Walking around the classroom allows you to observe students who may be having difficu y with the material. It is important to catch potential problems early on and correct students' misunderstandings.

Remember that this is an opportunity for students to work together, not one-on-one with the teacher. Therefore, try to be present but invisible. Let students know that you are there to help, but do not interrupt their work. Move from group to group or pair to pair as quickly and quietly as possible.

If you would like to verbally check on students' progress, ask: *Is everything OK? How's it going?* Students will eventually get used to observations and they will see the teacher as a possible source for help.

Presentation 3

15-20 mins.

E Listen and write.

Do this listening activity as a class, starting and stopping the audio several times. Remind students that they need to listen for the activities and the times.

Listening Script

Cameron: *Hi Khadija. How are you?*
Khadija: *Fine, thanks.*
Cameron: *What is your schedule today?*
Khadija: *I have English class at nine a.m. Then I work at eleven a.m.*
Cameron: *What about lunch?*
Khadija: *I eat lunch at two thirty.*
Cameron: *Wow! That's late. What time do you eat dinner?*
Khadija: *Dinner is at eight o'clock, and bedtime is at ten thirty p.m.*
Cameron: *That is a long day.*

Life ONLINE

Have students read the Life Online note. Explain American cultural expectations for time / appointment keeping, especially as it relates to work contexts. Emphasize the importance of being on time (or showing up a bit early) for work, class, and other important appointments (doctor, job interview, etc.). Discuss the potential consequences of being late to an appointment, as appropriate. Model how to set phone alarms, or have a volunteer demonstrate.

F Listen and read. Practice the conversation with a partner.

Have students listen to the audio and follow along. Prepare students for **G** by going over the conversation and reviewing the pronunciation / intonation, as well as when and when not to use *at*.

Practice 3

5 mins.

G Work with a partner. Write a new conversation and practice it together.

Have pairs of students practice the conversation, using correct intonation. Make sure they switch roles. Then ask students to make new questions about the schedule in **E**. Use breakout rooms for virtual classes. Students can write answers for one conversation, but they should make multiple new conversations with all the activities on the schedule in **E**.

Evaluation 3

3 mins.

Ask students to perform the conversation in front of the class.

BEST PRACTICE

Performances

Student performances often help you to evaluate what students have learned. They also provide a model for other students. Sometimes it becomes necessary to correct students in this circumstance to ensure that no faulty learning is occurring. Be careful to only correct where the error directly relates to the lesson goal and to do so in a way that does not interrupt the performance. It is less discouraging for students if you address errors in a mini lesson after multiple performances. If a lot of correction is necessary, this indicates that more practice is needed.

Application

5-7 mins.

H PLAN Write your schedule on a separate piece of paper.

Have students complete the activity individually. Specify which day(s) the schedule should be for, as appropriate. Refer them to the schedule in **A** as an example if necessary.

Instructor's Notes

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E Listen and write.

Khadija's Schedule MONDAY	
9:00 a.m.	English Class
11:00 a.m.	Work
2:30 (p.m.)	Lunch
8:00 (p.m.)	Dinner
10:30 p.m.	Bedtime

Life ONLINE

Phone Alarms
Set alarms on your phone to help you remember appointments.

F Listen and read. Practice the conversation with a partner.

Edgar: When's English class?
Mr. Jackson: It's at nine o'clock.
Edgar: What time is it now?
Mr. Jackson: It's eight thirty.

G Work with a partner. Write a new conversation and practice it together. Answers will vary.

A: When's _____?
B: It's at _____.
A: What time is it now?
B: It's _____.

H PLAN Write your schedule on a separate piece of paper.

LESSON 5

It's Cold Today

GOAL ▶ Plan for weather

A **Listen and repeat.**

cloudy	cold	foggy	hot	rainy	snowy	sunny	windy

B **IDENTIFY** **Listen and write words from A.**



San Francisco, United States

1. foggy



Montreal, Canada

2. cold, snowy



Marrakesh, Morocco

3. *hot, sunny*



Patagonia, Chile

4. windy



Beijing, China

5. cloudy, cold



New York City, United States

6. rainy

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At-a-Glance Prep

Goal: Plan for weather
Grammar: Simple present with *need*
Academic Strategies: Focused listening, interpreting information
Vocabulary: *Weather, clothing*

Agenda

- ☐ Review schedules.
- ☐ Listen for weather information.
- ☐ Read and talk about a weather map.
- ☐ Talk about weather and clothes.
- ☐ Predict the weather.

Resources

Heinle Picture Dictionary: Weather, pages 166-167

Pacing

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

Standards Correlations

CASAS: 0.1.2, 2.3.3, 7.4.4, 7.7.3
CCRS: L1, L2, L3, SL1, SL3, SLK2, SLK3
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 10-12 mins. ■■■

Ask students to work in pairs, ask for their partner's schedule for the day, and write it down. Then ask them to report to another pair.

Introduction 2 mins. ■■■

Write the day of the week and the date on the board. Say the date while pointing to it and have students repeat it. Look outside and ask students if it is cold or hot today. State the goal: *Today we will learn to plan for weather*.

Presentation 1 10-15 mins. ■■■

Draw the sun on the board and label it. If you have a world or US map, ask students where it might be sunny. You might want to cut out a sun and a picture of rain and have students tape the pictures on the map. Draw weather symbols for your city and say: *It's sunny* (*cloudy, rainy,* etc.) *in* (your city) *today*.

Ask students to repeat several times. Make gestures like fanning your face to indicate *It's hot!*

A **Listen and repeat.**

Discuss the meaning of each word and repeat the activity of finding places on the map that might have that particular weather. Do this for each new word.

Prepare for **B** by saying the words and asking students to point to them. If you think students are ready, give a short dictation of the words in the list.

Practice 1 10 mins. ■■■

B **IDENTIFY** **Listen and write words from A.**

Go over the location of each of the places in **B**, using a world map. Explain that students will hear about the weather in each of these places and should listen for the place name and the type of weather. Students often stop listening when they begin writing. Show them how to write the first letter of the word so that they can go back and complete it later. You might need to play the audio several times.

Listening Script

This is Express Weather from Miami, Florida. We are happy to bring you the latest weather around the world. Let's start with Marrakesh, Morocco. It's hot and sunny today in Marrakesh with a temperature of 80 degrees. In Beijing, China, it is cloudy and unusually cold for this time of year. In Patagonia, Chile, be careful when driving. It's very windy today. Be careful driving in San Francisco too. It's very foggy. Moving along to the north of us in Montreal, Canada, the bitter cold is keeping most people indoors. Yes, it's very cold and snowy. Finally, in New York City, it's rainy, and the rain will continue for several days.

Evaluation 1 2 mins. ■■■

Go over the answers with students. Play the audio from **B** again, pausing as needed.

Presentation 2

12-15 mins.

C INTERPRET Read the weather map and words.

Point out the weather symbols key below the map. Ask students how the weather is in New York, New York. Have them use the key to form their answer. Go on to ask them how it is in the other places listed.

Say: *How's the weather?* Place the stress on *How's*.

Intonation Sentence Stress

To help students understand how to place the stress on the correct part of the question, you may try several different techniques.

1. Ask most of the students to say *How's* and ask only a few to finish the sentence with *the weather*.
2. Ask students to stand up on emphasized words and to sit on the others. Alternatively, use raised hands online or for differently-abled students.
3. Ask students to clap every time they say *How's*.

Practice 2

7-10 mins.

D Practice the conversation with a partner. Use the information in C to make new conversations.

Model the conversation with a student. Switch roles and model again. Show students how to substitute information about each location as they complete the conversation.

Evaluation 2

5 mins.

Ask for volunteers to perform the conversations about different locations in front of the class.

BEST PRACTICE

Realia

Using realia is often effective in the ESL classroom. For example, in this lesson, if you were to bring in an umbrella, a heavy coat, mittens, sunglasses, or a fan, students would be able to associate the weather with the objects.

BEST PRACTICE

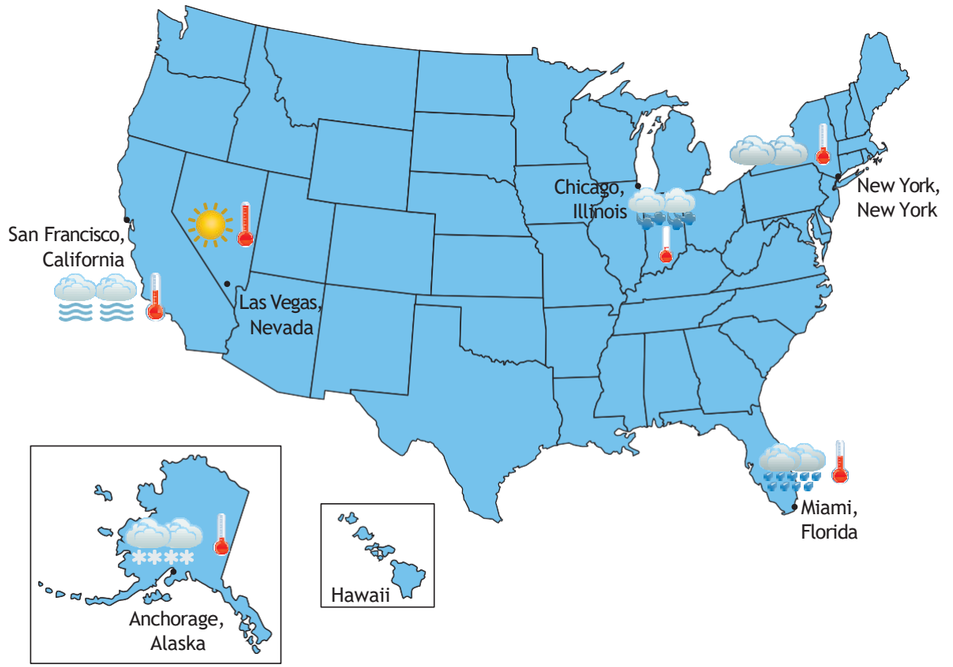
Questions to Prompt Critical Thinking

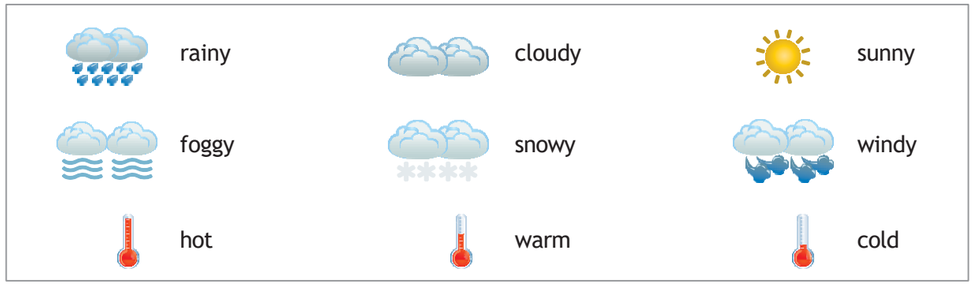
The key to critical thinking is asking the right questions. Questions determine the information we seek. Teachers can plan to ask students thought-provoking questions that encourage more than just one-word answers:

1. Knowledge questions that show students' ability to recall facts, concepts, and answers. *Can you describe the weather in your country?*
2. Comprehension questions that show students' understanding of facts by being able to organize, compare, or contrast information. *Can you compare the weather in your country to the weather here?*
3. Application questions that show students' ability to use acquired knowledge in order to find answers. *Why do you think the weather is cold today?*
4. Analysis questions that show students' ability to classify or categorize. *In which parts of the world is it hot?*
5. Evaluation questions that show students' ability to give their opinions based on factual information. *Which country has the best weather?*
6. Creation questions that show students' ability to put information together to propose different solutions. *What clothes can I take with me to visit Miami?*

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C INTERPRET Read the weather map and words.





D Practice the conversation with a partner. Use the information in C to make new conversations.

A: How's the weather in Las Vegas, Nevada, today?

B: It's hot and sunny.

E **CLASSIFY** **Write the correct items for the weather.**


sandals


boots


a T-shirt


an umbrella

Rainy	Sunny
boots an umbrella	sandals a T-shirt

F **Read.**

Simple Present		
Subject	**Verb**	**Example Sentence**
I / You / We / They	need	I **need** an umbrella.
He / She	needs	She **needs** an umbrella.

G **Practice the conversations. Use the words to make new conversations.**

I	You	He	She	We	They

Student A: How's the weather today?
Student B: It's rainy.
Student A: He needs an umbrella.

Student B: How's the weather today?
Student A: It's sunny.
Student B: I need sandals.

H **PREDICT** **Write the weather for this week.** Answers will vary.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

I **Look online. Check the weather for the week and compare it with your predictions in H.**

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Presentation 3

12-15 mins.

Use realia when possible with new vocabulary. Act out being very cold and ask students what you can do about it. A few students might be able to use the words *coat*, *sweater*, or *jacket*. Write the words on the board and refer to the vocabulary. Ask what clothes you wear or things you use when it is very hot. Write students' ideas on the board.

Workplace Focus

Exercise E: Collect and organize information.

E **CLASSIFY** **Write the correct items for the weather.**

Read the words aloud and have students repeat. See if there are any examples of the items in the class. Ask: *Does anyone have an umbrella? Is anyone wearing sandals or a T-shirt?* Have students identify the items by saying the correct words. Then write the chart on the board and elicit the answers from student volunteers. Write the items in the appropriate columns.

F **Read.**

This grammar is still being introduced. Help students see that they need an *s* on the third-person singular. There is still no need to transfer this information to other verbs, but students can refer back to other pages in their books where the simple present has been introduced. Specifically, see **H** in Unit 1, Lesson 2.

Practice 3

7-10 mins.

G **Practice the conversations. Use the words to make new conversations.**

Model the conversations with students. Show students how to substitute information to make new conversations.

Evaluation 3

2 mins.

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

Application

10-15 mins.

H **PREDICT** **Write the weather for this week.**

Have students complete the activity in groups. Use breakout rooms for virtual classes. Model the exercise if necessary. Be sure students understand that they are making predictions here and should not consult any weather apps or websites. Students will check actual weather forecasts in **I** against their predictions here. After groups do this activity, ask them to report to the class and to compare what other groups wrote.

Workplace Focus

Exercise I: Apply technology to a task.

I **Look online. Check the weather for the week and compare it with your predictions in H.**

Look up the weather online as a class, or have students do this in small groups. If done in groups, model the activity first. Provide students with weather websites or helpful search terms. Show them how to use the city / state or zip code to find local weather information on weather websites.

Instructor's Notes

At-a-Glance Prep

Goal: Explore careers in education

Agenda

- ☐ Review weather.
- ☐ Read an infographic about careers in education.
- ☐ Read about being a teaching assistant.
- ☐ Ask about job skills and likes / dislikes.
- ☐ Think about job and education goals.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.8
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK3
ELPS:

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

Warm-up and Review 3-5 mins. ■■■

Write the day of the week and the date on the board. Say the date while pointing to it and have students repeat it. Review the previous lesson on weather. Gesture to the weather outside and ask: *How's the weather today?* Have students answer: *It's . . .*, using the vocabulary terms learned in Lesson 5.

Introduction 5-8 mins. ■■■

Write *career fields* on the board. Elicit the six career fields students learned in Lesson 6 of Unit 1: *art, natural resources, health, government and law, construction,* and *business*. Write these on the board, under *career fields*. Then ask: *What's my job?* Elicit *teacher*. Ask: *What field is a teacher in?* Elicit or say *education,* and write it on the board, next to the other fields. Tell students that throughout *Stand Out*, they will investigate job possibilities. Write the goal on the board: *Today we will explore careers in education*.

Presentation 1 25-30 mins. ■■■

A Match the words to the meanings.

On the board, write: *College Teacher / Annual Salary: $80,000.* Ask questions to elicit that $80,000 is how much money a college teacher makes. Teach students how to say numbers in the thousands (one / two / three digit number + *thousand*; for example, *eighty thousand*) and practice pronunciation as needed. Then use this example to elicit the meaning of *salary* and *annual*. Have students work in pairs to complete the exercise, using breakout rooms for virtual classes. Allow students to use dictionaries as needed.

BEST PRACTICE

Infographics

Infographics are an increasingly common form of presenting different types of information. The ability to effectively read an infographic is an important skill for students to acquire and practice. Students have already been exposed to an infographic in Lesson 5 of this unit: the weather map in **C**. The infographic here, in **B**, involves more text, as well as color coding. To help make infographics more accessible for students, teach them to look for features such as: title (tells the topic of the infographic), font size / style (bigger / bolder usually indicates more important / main ideas; smaller / lighter usually indicates less important / more detailed ideas), and color (in the case of the *Careers in Education* infographic, color indicates different types of education required, as noted in the key). Students should pay close attention to the key, if present, as this will help them understand the information presented.

B Read the infographic.

Go over the infographic with students, using the suggestions in the Best Practice note above. Clarify the meaning of any unfamiliar terms, eliciting when possible. Pay particular attention to the key at the bottom of the infographic.

Practice 1 10-12 mins. ■■■

C ANALYZE Answer the questions about B.

Have students complete the exercise in pairs. When reviewing answers, have students point to where in the infographic they found their answer.

Evaluation 1 3 mins. ■■■

Observe students as they complete **C**. Help with new vocabulary as needed.

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LESSON 6

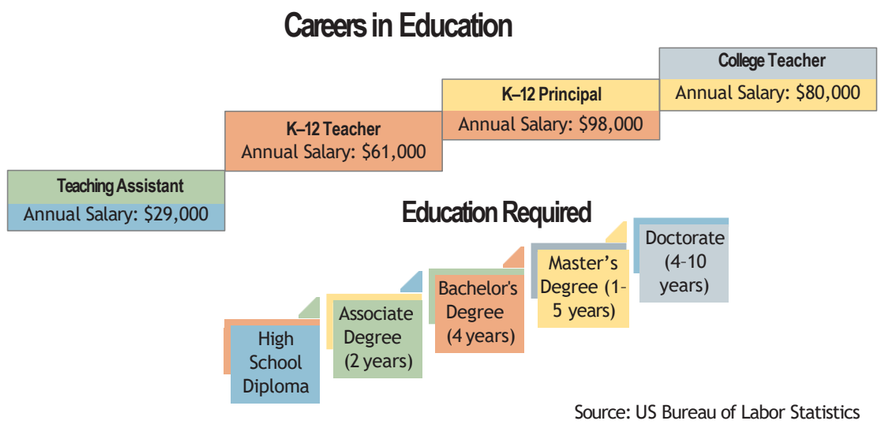
Explore the Workforce

GOAL ▸ Explore careers in education

A Match the words to the meanings.

b 1. salary	a. $29,000 (twenty-nine thousand dollars)
c 2. education	b. money from your job
a 3. $29K	c. diploma / degree / certific te
d 4. annual	d. every year

B Read the infographic.



Source: US Bureau of Labor Statistics

C ANALYZE Answer the questions about B.

1. What is the annual salary for a principal?
   a. 29,000 (b.) $98K c. a bachelor's degree
2. What is the annual salary for a teaching assistant?
   a. a high school diploma b. $61K (c.) $29,000
3. What education does a college teacher need?
   (a.) a master's degree or doctorate b. an associate degree c. annual salary
4. What education does a K-12 teacher need?
   (a.) a bachelor's degree b. a master's degree c. $80K

D **Read. Check (✓) the reasons that are important to you.**



E **REFLECT** **Answer the questions about you.** Answers will vary.

1. Do you like to teach people new things? a. yes b. no c. maybe
2. Do you like working with children or teenagers? a. yes b. no c. maybe
3. Do you like to plan? a. yes b. no c. maybe
4. Are you organized? a. yes b. no c. maybe

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Presentation 2

15–20 mins.

Tell students that the next three exercises will help them think about their job preferences and skills. Explain that when looking for a new job, it is helpful to think about your personal preferences (things you like to do and find interesting) as well as your skills (what you are good at doing). This knowledge can help students find a job that is a good match. This often leads to increased job and career success. Discuss these ideas, and have students offer any personal examples they may have. Emphasize that while personal preferences can be difficult to change, students can change or increase their skills through education, training, and practice.

D Read. Check (✓) the reasons that are important to you.

Go over the infographic with students. Clarify that the information provided includes reasons why being a teaching assistant is a good job. Ask students to share any experiences they have had with teaching assistants in the classroom, or give examples from your own education or work experience. Make sure students understand the reasons listed. Model the exercise by thinking aloud as you consider each reason and whether it is important to you. Point out that students can choose as many reasons as they want. After completing the exercise, do a class survey. Go through each reason, and have students raise their hands if they checked that reason. Note the most and least common reason(s).

Practice 2

25–30 mins.

E REFLECT Answer the questions about you.

Clarify the meaning of any unfamiliar words before students complete the exercise. Encourage students to think of reasons or examples for each item. Model this for students. For example, for item 1, say: *My answer is* yes! *I love teaching you English. It's interesting, and I like meeting new people. It makes me happy.* For item 2, say: *My answer is* maybe. *I like working with teenagers but not young children. I taught children once. It was interesting, but it was too noisy. I was too tired.* Then have students answer the questions about themselves.

Instructor's Notes

F **Interview four classmates. Complete the table.**

Tell students that they will interview each other for this exercise. Clarify the meaning of *interview*. Mention that an interview is often an important part of the job application process. Exercises involving interviewing (including job interview exercises) are utilized throughout *Stand Out* and can act as informal practice of this important skill. Clarify that students should use their answers from **E** for these interviews. As in **E**, model and encourage students to elaborate on their answers by offering examples, reasons, and / or explanations. Have students complete the chart in groups, using breakout rooms for virtual classes.

Evaluation 2

3–5 mins.

Ask volunteers to share some of what they learned about the classmates they talked to in **F**. They can also share about themselves using their answers in **E**.

Presentation 3

10–15 mins.

Write on the board: *I want to . . .* and *I need to . . .* Show students that a verb comes after these phrases. (*I want to study English.*) Explain that these phrases are used to describe things you want or need to do in the future. Explain that in this exercise, they will think about some things they want to do in school and for work. As a class, brainstorm some ideas of what they want or need to do. Elicit or provide phrases like *study English*, *get a new job*, *learn about computers*, etc.

For shorter classes, have students do **G** for homework.

Practice 3

12–15 mins.

G **REFLECT** **Check (✓) the sentences that are true about you.**

Clarify the meaning of any unfamiliar words before students complete the exercise. Model the exercise by thinking aloud and explaining reasons for each choice.

Evaluation 3

3–5 mins.

Have volunteers share their answers. Then ask students if there is anything else they want or need to do, related to jobs and education.

Application

10–12 mins.

Have students look back at their answers to **G** and identify the most important goal(s) for them. Then ask students to think of actions they can take to move toward their goal(s). Provide several models, for example: *I want to study to become a teaching assistant. 1. Find out the education and skills I need. 2. Search for schools near me where I can get an associate degree for this job.* Tell students that schools can be a good place to find a job and encourage them to consider career options in the field of education.

Instructor's Notes

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F **Interview four classmates. Complete the table.** Answers will vary.

Name	Do you like to teach?	Do you like to plan?	Are you organized?

G **REFLECT** **Check (✓) the sentences that are true about you.** Answers will vary.

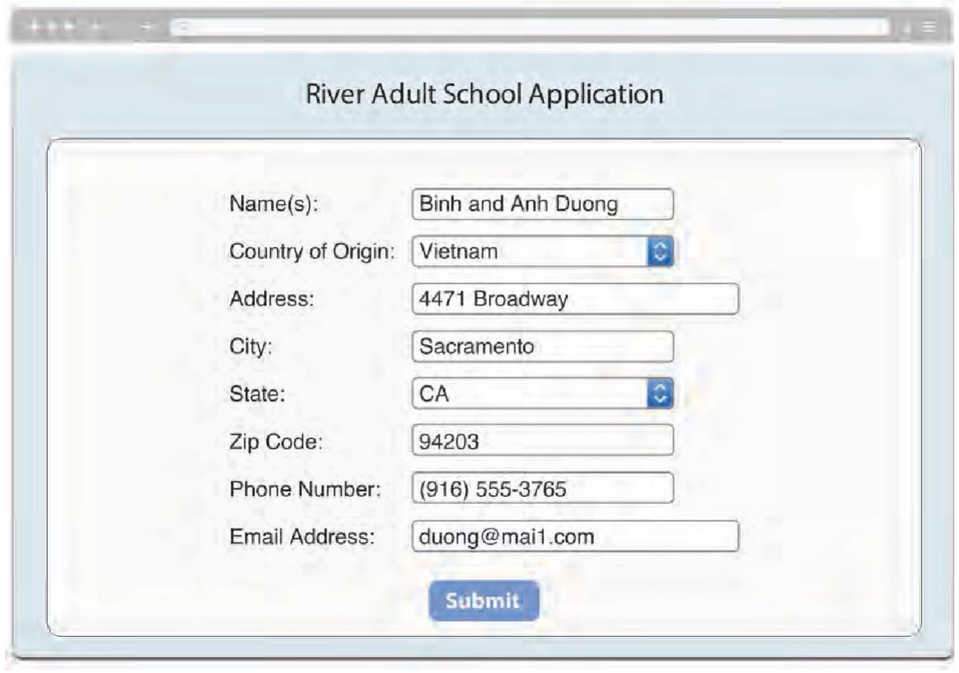
- ☐ I want to go to school and get a degree.
- ☐ I have time to go to school for one or more years.
- ☐ I want to study to become a teaching assistant, a teacher, or a principal.
- ☐ I want to study to get a better job.
- ☐ I want to learn English only.
- ☐ I need to get a high school diploma.



Teaching assistants often work with students one-on-one or in small groups.

Review

A **Read.**



B **Complete the sentences with possessive adjectives.**

1. Binh and Anh are from Vietnam. ___Their___ first language is Vietnamese.
2. Anh is married. ___Her___ husband is Binh.
3. Binh's phone number is 916-555-3765. ___His___ zip code is 94203.
4. Anh and Binh live in a house. ___Their___ address is 4471 Broadway.
5. I want to introduce Binh and Anh. ___Their___ home country is Vietnam. They live in Sacramento.



C **Work in a group. Practice introducing each other.**

Learner Log

I can give personal information.

☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

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

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.4, 0.1.5, 2.3.1, 2.3.3, 2.8.3
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 5-7 mins. ■■■

Ask students to go through the unit and find their favorite activity. Ask for volunteers to speak up about what they liked about it.

Introduction 2 mins. ■■■

Write all the goals from Unit 2 on the board. Show students the first page of the unit and mention the six goals. Explain that today they will review the whole unit.

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

Presentation 1 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 what they have learned.

Practice 1 20-25 mins. ■■■

A **Read.**

Ask students to read the application form silently.

B **Complete the sentences with possessive adjectives.**

Review possessive adjectives as needed before having students complete the exercise individually.

C **Work in a group. Practice introducing each other.**

Elicit or provide the relevant questions students may need to ask each other before making the introductions. For example: *Where are you from? Where do you live?*

Evaluation 1 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.

Learner Log 5 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Learner Logs

Learner Logs function to help students in many different ways:

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

Practice 2

20-25 mins.

D Read.

Ask students to read the information silently.

E Answer the questions.

Have students work individually to complete the activity using the information from **D**.

F Work with a partner. Write your partner's schedule for the day.

Have students work with a partner to complete the schedule. If needed, elicit or provide an example conversation to help students get started. For example, they could ask about specific times or specific activities. (*What do you do at 9 a.m.?, When do you work?*, etc.) Use breakout rooms for virtual classes.

Evaluation 2

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.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer no or maybe, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Recycling / Review

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

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

Instructor's Notes

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D Read.

City, State	Weather	Time
Los Angeles, California	sunny	
St. Paul, Minnesota	cloudy	
New York, New York	rainy	

E Answer the questions.

1. How's the weather in Los Angeles? sunny
   What time is it? 9:00
2. How's the weather in St. Paul? cloudy
   What time is it? 11:00
3. How's the weather in New York? rainy
   What time is it? 12:00

F Work with a partner. Write your partner's schedule for the day.

Answers will vary.

8 a.m.	1 p.m.	6 p.m.
9 a.m.	2 p.m.	7 p.m.
10 a.m.	3 p.m.	8 p.m.
11 a.m.	4 p.m.	9 p.m.
12 p.m.	5 p.m.	10 p.m.

Learner Log

I can plan for weather. ☐ Yes ☐ No ☐ Maybe

I can plan a schedule. ☐ Yes ☐ No ☐ Maybe

Review

G Match the sentences to the pictures.

b 1.



a. He is listening.

c 2.



b. He is writing.

d 3.



c. She is talking.

a 4.



d. She is reading.

H Write.



1. in



2. next to



3. between



4. on

Learner Log

I can identify common activities.
☐ Yes ☐ No ☐ Maybe

I can describe where things are.
☐ Yes ☐ No ☐ Maybe

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Practice 3

15 mins.

G Match the sentences to the pictures.

Have students work independently to match the photos to the actions.

As an expansion activity, have students work in pairs and take turns describing one of the photos using the present continuous and guessing the correct photo. For example:
A: *He is sitting. He is writing in a notebook.*
B: *Is it photo 1?*
A: *Yes!*

H Write.

Have students work independently to write the correct prepositions. Clarify that the prepositions are for the position of the ball, not the box.

Evaluation 3

5 mins.

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

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.4, 0.1.5, 2.3.1, 2.3.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6

CCRS: SL1, SL3, SLK6

ELPS:

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

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Collect and gather information; Interpret and communicate information; Apply technology.

Soft Skill: Presentation Skills

Steps for Success

Explain to students that presentation skills are often very important for many different jobs. Go over the steps and make sure students understand all of them. Ask which one(s) are easy and hard. If time allows, give a short example presentation for the class.

Warm-up and Review 10 mins.

Review items in the Review section of the unit and make sure all students have recorded their progress in the Learner Logs.

Introduction 5 mins.

In this project, students will work in teams to create a poster showing the diversity of their group. The poster will include a picture of each group member, a map of each group member's country, and a depiction of the weather and time there.

Presentation 15-20 mins.

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

Go over the positions and job descriptions in the chart. Set the expectation that all students should be actively involved.

Divide students into groups of four or five. Give students time to negotiate and choose roles.

Practice / Evaluation / Application 1-2 hours

2. Draw or take photos of each team member for your poster. Add team members' names below their pictures.

All members of the team should work on this step, but the designer should take the lead on how the poster should be laid out. If drawing pictures, have students draw them on separate pieces of paper. The pictures will then be added to the poster.

3. Draw maps of your home countries on your poster.

Offer students the option of printing out maps found online, given that they are simple, clear, and large enough to be legible. The map maker should take the lead on this step and help everyone find or draw a map of their country. If students are all from the same country, they can collaborate on the map and perhaps add more detail including cities an bodies of water.

4. Draw clocks on your poster showing what time it is in your countries.

Instruct students how to find international time zones online. Designate a specific reference time, e.g., noon in your local time zone.

5. Describe the weather in your countries on the poster by using the weather symbols from Lesson 5. If team members are from the same country, choose different cities.

Specify that students should use the weather that is most common in each location.

6. Practice introducing yourself to your group and presenting the information about your country, including the time and weather.

Refer students to the Soft Skill note and encourage students to reference specific parts of their poster as they go over them. Have them decide who will present on what, practice, and give each other feedback.

7. Present your team's poster to the class.

BEST PRACTICE

Digital Literacy

Projects create opportunities for students to use technology, particularly in the presentation step. If possible, encourage students to use photos from the internet to add to their poster. Students can also create online slides instead of a poster. If you plan to utilize technology that is new to students, build in additional time to teach them how to use it and troubleshoot any issues. Ensure that if teams utilize technology, they still share the responsibilities of the project as outlined in the first s ep and don't rely too heavily on tech-savvy team members.

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Create a Team Poster

SKILL FOCUS ▶ Presentation Skills

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Map Maker**	Help the team create maps.	
Student 3: **Designer**	Help team members design the poster.	
Students 4 / 5: **Organizers**	Prepare and lead the practice of a presentation.	

2. Draw or take photos of each team member for your poster. Add team members' names below their pictures.
3. Draw maps of your home countries on your poster.
4. Draw clocks on your poster showing what time it is in your countries.
5. Describe the weather in your countries on the poster by using the weather symbols from Lesson 5. If team members are from the same country, choose different cities.
6. Practice introducing yourself to your group and presenting the information about your country, including the time and weather.
7. Present your team's poster to the class.

PRESENTATION SKILLS:

Steps for Success

1. Practice the presentation many times.
2. Speak loudly and clearly.
3. Make eye contact with the audience.



The World Clock in Berlin, Germany, shows the time in 148 cities around the world.

About the Photo

This photo depicts the reality of our busy, modern lifestyle by showing a working mother multitasking. Her tasks include interfacing on a video call, making notes, playing with her baby, and keeping an eye on her dog.

Ask students to look at the photo. Ask: *What is the woman doing?* Prompt students by saying: *She is . . .*, and write the prompt on the board for students to reference. Students may need support with forming the present continuous of some verbs, but they will know *writing*, *talking*, *listening*, and *sitting*. Then emphasize: *She is doing <u>many</u> things*. Read the caption together. Say: *She is very busy. She needs more time. Today we will read about time*.

A Work in a group. Answer the questions.

Go over the questions as a class. Clarify any unfamiliar vocabulary, eliciting the meanings from students whenever possible. Have students discuss the questions in groups. Use breakout rooms for virtual classes.

B INFER Match the words and photos.

Say the words together, clarifying correct pronunciation as needed. Remind students that they completed a survey in **I** in Lesson 1. Have students turn back to the exercise for clarification of meaning. Also point out that they just saw *relax* in **A** above. After completing the exercise, have students circle these words in the text. Encourage students to add the words to their vocabulary logs.

C Read the text. Underline any words you don't know.

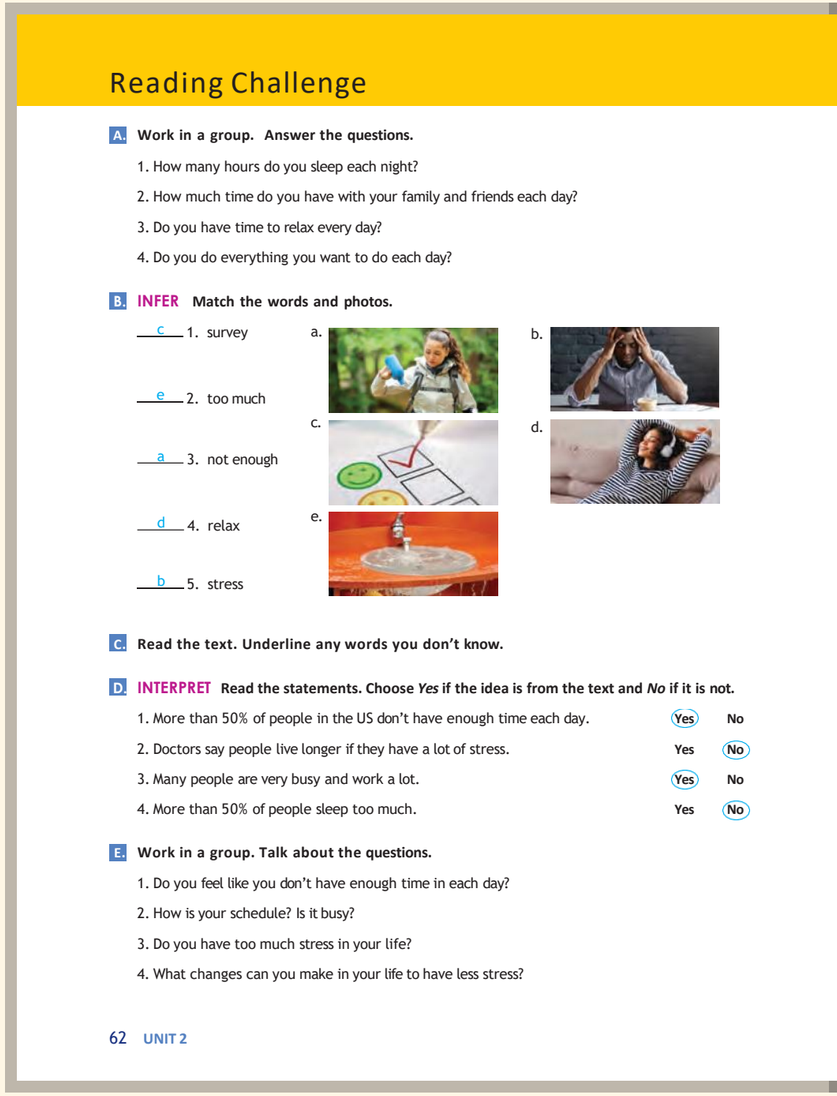
Have students read the text. Clarify the meaning of any words they underlined, eliciting the definitions from students if possible. Point out the glossary for *create*. Then ask: *What are the reasons people don't get enough sleep?* Ask students to scan the text to find the answer. (e.g. They are busy. They work a lot. They don't have enough time.)

D INTERPRET Read the statements. Choose *Yes* if the idea is from the text and *No* if it is not.

Have students complete the exercise in pairs. Emphasize that they should use the text to determine the answers. Have students show where in the text they found the ideas in items 1 and 3.

E Work in a group. Talk about the questions.

Ask students to think about their own schedules. Ask them if they are very busy, like the woman in the photo. Model answers if necessary. Then have students discuss in groups, using breakout rooms for virtual classes. Have groups share their answers to question 4. Write their tips for reducing stress on the board.



Reading Challenge

A. **Work in a group. Answer the questions.**

1. How many hours do you sleep each night?
2. How much time do you have with your family and friends each day?
3. Do you have time to relax every day?
4. Do you do everything you want to do each day?

B. **INFER** **Match the words and photos.**

c 1. survey
e 2. too much
a 3. not enough
d 4. relax
b 5. stress

a. b. c. d. e.

C. **Read the text. Underline any words you don't know.**

D. **INTERPRET** **Read the statements. Choose *Yes* if the idea is from the text and *No* if it is not.**

1. More than 50% of people in the US don't have enough time each day.	(Yes)	No
2. Doctors say people live longer if they have a lot of stress.	Yes	(No)
3. Many people are very busy and work a lot.	(Yes)	No
4. More than 50% of people sleep too much.	Yes	(No)

E. **Work in a group. Talk about the questions.**

1. Do you feel like you don't have enough time in each day?
2. How is your schedule? Is it busy?
3. Do you have too much stress in your life?
4. What changes can you make in your life to have less stress?

62 UNIT 2



Not Enough Time in the Day

Today, many people have too much to do and not enough time to do it all. A survey from Zoma Sleep shows that more than 50% of people in the United States don't have enough time each day to do everything they want. These people are very busy and work a lot. They are so busy that they don't get enough sleep. Maybe they don't have enough time to relax with their family or friends. All of this creates* stress. Doctors say having less stress can help you live longer. How is your schedule? What changes can you make in your life?

create make

This woman is multitasking. *Multitasking* means doing more than one thing at the same time.

READING CHALLENGE 63

CASAS FOR READING

0.1.2, 0.1.5

CCRS FOR READING

RI1, RI2, RI3, SL1, SL3, SLK2, SLK3

READING STRATEGIES

Asking Questions

Asking questions is an important reading strategy. Questions are good because they do the following:

- They allow students to check their own understanding.
- They give students a reason to read.
- They encourage students to think while reading.
- They help students relate the reading to what they already know.

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3 Food



64

65

UNIT OUTCOMES

- Identify common foods
- Express feelings about food
- Plan meals
- Make a shopping list
- Express preferences
- Explore supermarket careers

Look at the photo of people at a costume party going to a food truck. Answer the questions.

1. What kind of food can you buy at this food truck?
2. What drinks do you see in the photo?
3. Do you go to food trucks? Why or why not?
4. What food do you like to eat at a party?

About the Photo

Gerd Ludwig, a German-American documentary photographer, took this photo at KCRW's annual Halloween Masquerade Ball in Los Angeles. It shows people dressed in costume waiting in line and enjoying food from a food truck. Food trucks are popular in the US, particularly for an affordable lunch or dinner on the go, or as part of an event. Food selections range from Vietnamese sandwiches to tacos.

- Introduce the unit. Ask students about their favorite foods, sharing yours as a model.
- Ask students to look at the photo and read the information. Have them describe what they see, using the present continuous as appropriate.
- Discuss the questions as a class.
- Ask volunteers to read the unit outcomes.

Life Skills Focus

In this unit, students will learn how to identify common foods and express their preferences. They will also learn how to locate certain foods in a grocery store or supermarket.

Workplace Focus

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

- In Lesson 6, *Explore the Workforce*, students will be introduced to supermarket careers. They will learn about different positions and wages. They will also examine a job posting, learn about job duties, and practice a job interview.
- In the Team Project, students practice the soft skill of collaboration as they encourage all members of the group to participate in the completion of the project.
- Life Online notes in Lessons 3 and 4 provide information about the features of online recipes and digital shopping lists.

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
				STEPS		
• Identify common foods • Express feelings about food • Plan meals • Make a shopping list • Express preferences • Explore supermarket careers	• Prepositions of location • The verb *be* + adjective • Contractions with *be* • Negative simple present • Singular and plural nouns • Simple present with *want*, *like*, *eat*	• Common foods • Packaging and amounts • Food categories • Desserts • Job postings	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Health and nutrition • Community resources	Lesson 1: 0.1.2, 0.1.5, 1.2.8, 7.2.3 Lesson 2: 0.1.2, 0.1.5, 1.2.8, 7.2.3 Lesson 3: 0.1.2, 0.1.5, 1.1.1, 1.2.8, 6.0.2 Lesson 4: 0.1.2, 0.1.5, 1.2.8, 7.2.3 Lesson 5: 0.1.2, 0.1.5, 0.2.1, 1.2.8, 7.2.3 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.7.2 Review: 0.1.2, 0.1.5, 1.2.8 Team Project: 0.1.2, 0.1.5, 1.2.8, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6 Reading Challenge: 0.1.2, 0.1.5, 1.2.8, 7.4.4, 7.7.3	S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2, SLK3, SLK6

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LESSON 1

Let's Eat!

GOAL ▶ Identify common foods

A **Look at the picture. Where are the students?**



B **Listen. Practice the conversation with a partner. Then use the words to make new conversations.**

a chicken sandwich	a ham sandwich	a tuna sandwich

Andre: The food looks good!

Silvia: Yes, it does.

Andre: What are you having?

Silvia: A turkey sandwich.

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At-a-Glance Prep

Goal: Identify common foods
Grammar: Prepositions of location
Academic Strategy: Classifying information
Vocabulary: Common foods

Agenda

- ☐ Ask for information about a picture.
- ☐ Talk about foods in a kitchen.
- ☐ Review prepositions of location.
- ☐ Practice prepositions of location.

Resources

Heinle Picture Dictionary: Inside the Refrigerator, pages 88-89; Fruits and Nuts, pages 82-83; Meat, Poultry, and Seafood, pages 86-87; Vegetables, pages 84-85

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.8, 7.2.3
CCRS: L1, L2, L3, SL1, SL3, SLK2, SLK3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10-15 mins.

Review common activities students learned in Unit 2. Write on the board: *listen, read, write, talk, sit,* and *stand.* Ask volunteers to act out the actions, and prompt the class to describe the action using the present continuous: for example, *Nadine is listening.* Then mime eating a meal and ask the class to describe your action. Elicit *eat* or *eating.* Direct students' attention to the lesson title (*Let's Eat!*) and say: *This lesson is about eating.*

Introduction 10 mins.

Write the agenda on the board. Ask a volunteer to write the day of the week and the date above the agenda. Ask students if they like American food.

Ask individuals to name one American food item. Write their answers on the board. State the goal: *Today we will identify common foods.*

Presentation 1 12-15 mins.

A **Look at the picture. Where are the students?**

Ask students to look at the picture. Ask them to guess where the two students are from. There is no one correct answer. Next, ask where they think the students are now. Direct students' attention to the four types of sandwiches in the picture. Clarify the meaning of the food words, eliciting when possible. Ask students which of the four sandwiches they like best.

Practice 1 15-20 mins.

B **Listen. Practice the conversation with a partner. Then use the words to make new conversations.**

Play the audio and ask students to read the conversation. Ask students what ingredients you need to make a turkey sandwich. At this level, they may not completely understand. Lead them through different parts of a turkey sandwich, including bread, mayonnaise, cheese, lettuce, etc.

Ask students to practice the conversation, substituting different sandwiches. Then have them switch roles.

You might want to expand this activity so students ask each other which sandwich they prefer. Ask students to write five student responses and the students' names.

Evaluation 1 3-5 mins.

Ask for volunteers to perform the conversation in front of the class.

Presentation 2

10-15 mins.

C IDENTIFY Listen and point.

Go over each vocabulary word with students. It is important that students don't work on **D** while listening to the audio. To prevent this from happening, ask students to cover **D** with a sheet of paper. There are considerably more words in this lesson than in most other lessons. These are very high-frequency words that your students have undoubtedly heard, so elicit the vocabulary before merely giving them the information. You might do this by asking students questions about the picture such as: *What is your favorite food in the picture? What do you have in* your *refrigerator?* Encourage students to add these words to their vocabulary logs.

For shorter classes, ask students to do **D** for homework.

Listening Script

milk	*water*	*eggs*	*chicken*	*bananas*
bread	*cheese*	*turkey*	*tomatoes*	*lettuce*
apples	*oranges*	*potatoes*	*mayonnaise*	*butter*

Practice 2

10-15 mins.

D Write the food words. Then listen and check your answers.

Ask students to complete the exercise in pairs. Use breakout rooms for virtual classes.

Evaluation 2

3 mins.

Ask students to write the answers on the board. Check for accuracy in spelling.

BEST PRACTICE

Keeping Students' Attention

At times, it is appropriate and advisable that higher-level students are given opportunities to work faster or ahead of the rest of the class. Most classes are multilevel in nature, and some students may naturally complete an exercise some time before others. The best way to manage these situations is to be prepared to give students who finish an exercise before everyone else additional challenging work as an extension to the practice.

Having said this, it is nevertheless important to keep students from starting the practice before you assign the exercise. In the presentation stage of a lesson, you need the support, attention, and involvement of all students. You also want to be sure that all students have the opportunity to get all the information you provide in the presentation. Finally, if students do the exercises early, they become bored because they often finish before the rest of the students start.

Some strategies for keeping student attention include the following:

1. Asking students to stop writing and telling them that they will have plenty of time to do the assignment.
2. Asking all students to cover the practice part of the page so they are not tempted to start early.
3. Getting students more involved in the presentation by asking them questions.

Instructor's Notes

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C IDENTIFY Listen and point.



D Write the food words. Then listen and check your answers.

apples	butter	eggs	milk	tomatoes
bananas	cheese	lettuce	oranges	turkey
bread	chicken	mayonnaise	potatoes	water

a. milk
b. water
c. eggs
d. chicken
e. bananas
f. bread
g. cheese
h. turkey
i. tomatoes
j. lettuce
k. apples
l. oranges
m. potatoes
n. mayonnaise
o. butter

E **Read.**



on



in



over



next to



between

F **CLASSIFY** **Look at the picture in C. Write the foods.**

on the counter	*in* the refrigerator	*over* the counter
bread	mayonnaise	bananas
turkey	chicken	oranges
cheese	eggs	apples
lettuce	butter	
tomatoes	milk	
potatoes	water	

G **Look at the picture in C again. Complete the sentences with *next to* or *between*.**

1. The water is next to the milk.
2. The turkey is between the bread and the cheese.
3. The mayonnaise is next to the chicken.
4. The cheese is between the turkey and the tomatoes.

H **Practice the conversations. Use the picture in C to make new conversations.**

A: Where's the bread?
B: It's next to the turkey.

B: Where are the eggs?
A: They're in the refrigerator.

I **APPLY** **Make a list of foods in your refrigerator on a separate sheet of paper and share it with a partner.**

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Presentation 3

20-25 mins.

E **Read.**

Review prepositions of location with students. Clarify that the prepositions describe the position of the ball (not the box). In this lesson, students will be introduced to a new preposition of location: *over*. Review by making sentences about the ball and box (e.g., *The ball is between the boxes.*) and having students point to the correct picture.

Workplace Focus

Exercise F: Collect and organize information.

F **CLASSIFY** **Look at the picture in C. Write the foods.**

Before students begin, ask them to review the prepositions of location: *on, in,* and *over* in **E**. Then have students look at the picture in **C** and locate the refrigerator and the counter. Ask: *Where is the refrigerator? Where is the counter?*

Tell students to look at the foods *in the refrigerator, on the counter,* and *over the counter* in the picture and write them in the correct column in the table. Read the example and ask students to check the food's location in the picture.

Have students work individually. Then ask them to check their answers in pairs.

G **Look at the picture in C again. Complete the sentences with *next to* or *between*.**

Do this together as a class as part of the review of prepositions of location.

BEST PRACTICE

Recycling

At all levels, but especially at the lower levels, recycling is very important. Recycling means introducing concepts already taught again in different contexts. Don't expect students to learn every concept and always remember it at this level. They will forget some things as they learn new concepts, so it becomes essential to teach them past concepts again. Also, students who may have missed a previous lesson will benefit from the review.

Practice 3

10-15 mins.

H **Practice the conversations. Use the picture in C to make new conversations.**

Ask students to practice this activity in pairs, using breakout rooms for virtual classes. Make sure they understand that they will be describing the location of all the labeled foods in the picture in **C**. Monitor students closely to make sure they are using the correct prepositions.

Evaluation 3

5-7 mins.

Ask for volunteers to perform the conversations for the class.

Application

10-15 mins.

I **APPLY** **Make a list of foods in your refrigerator on a separate sheet of paper and share it with a partner.**

Ask students to use vocabulary they have learned from this lesson, foods they know, foods they find in a bilingual dictionary or the Heinle Picture Dictionary, and foods that are from their country to complete the list. Then ask them to share their list with other students.

BEST PRACTICE

Categorizing Vocabulary

Find different ways to allow students to classify vocabulary so that you meet the needs of different learning styles. This could involve classifying foods by a visual quality like color, a cultural quality such as the meal they are associated with, or a subjective quality such as how delicious they are. Categorizing is a key critical thinking skill that students at this level can do when they have sufficient knowledge and resources.

At-a-Glance Prep

Goal: Express feelings about food
Grammar: The verb *be* (affirmative and negative)
Academic Strategies: Focused listening, doing a survey
Vocabulary: Common foods, *hungry*, *thirsty*, *snack*

Agenda

- ☐ Review fruits and vegetables.
- ☐ Learn to express feelings of hunger and thirst.
- ☐ Review and practice the verb *be*.
- ☐ Discuss snacks.

Resources

Heinle Picture Dictionary: Inside the Refrigerator, pages 88-89; Fruits and Nuts, pages 82-83; Meat, Poultry, and Seafood, pages 86-87; Vegetables, pages 84-85; Feelings, pages 38-39

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.8, 7.2.3
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 10-15 mins. ■■■

Ask students in groups to make lists of all the fruits and vegetables they know. They can include words in their own languages. Ask them to make a table like the one below.

Fruits	Vegetables
apples	*lettuce*

Introduction 2 mins. ■■■

Write the day of the week, the date, and the agenda on the board. Say the date and have students repeat. Rub your stomach and say: *I'm hungry! I want to eat*. State the goal: *Today we will express feelings about food*.

Presentation 1 15-20 mins. ■■■

Ask students what they want to eat today. They may want to look back at page 67.

A Look at the picture. Where are Saul and Chen?

Ask questions about the picture to see how much students understand. You may introduce the word *kitchen* and other words that they may need. Ask students to describe the actions: *sitting*, *talking*, etc.

B Listen and read.

Play the audio once and ask students to read along. Next, ask students to practice the exchange a few times with a partner.

Ask students to do a corners activity. In this activity, students go to different corners of the room, depending on their preferences. The four preferences in this case are the foods listed in **C**. Once in the corners, prepare students to do Practice 1.

Practice 1 15-20 mins. ■■■

C Practice the conversation in B. Use the meals below to make new conversations.

Ask students to practice the conversation in **B** in pairs or groups of three in their corners. They will then leave their corners and go to the other corners and practice with at least one person in each one. Ask students to use the meals in the photos in their conversations.

Evaluation 1 15-20 mins. ■■■

Observe as students practice the conversation. Notice any difficulties students have with pronunciation and provide additional practice as needed.

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LESSON 2

I'm Hungry!

GOAL ▶ Express feelings about food

A Look at the picture. Where are Saul and Chen?



B Listen and read.

Saul: I'm hungry.
Chen: Me too.
Saul: I want chicken and vegetables.
Chen: That sounds good!

C Practice the conversation in B. Use the meals below to make new conversations.



fis



a hamburger and fries



tacos



rice and vegetables

D **Read about Saul and Chen. Then read the charts.**



Saul is hungry. He is not thirsty.



Chen is thirsty. He is not hungry.

The Verb *Be*				
Subject	***Be***		**Example Sentence**	**Example with Contractions**
I	am	hungry thirsty	I **am** hungry.	I**'m** hungry.
He / She	is		He **is** thirsty.	He**'s** thirsty.
We / You / They	are		We **are** hungry.	We**'re** hungry.

The Verb *Be* (Negative)					
Subject	***Be***	***Not***		**Example Sentence**	**Example with Contractions**
I	am	not	hungry thirsty	I **am not** thirsty.	I**'m not** thirsty.
He / She	is			She **is not** hungry.	She**'s not** hungry.
We / You / They	are			They **are not** thirsty.	They**'re not** thirsty.

E **Write. Follow the example sentences in the charts.**

1. Saul ___is___ hungry.
   He's not thirsty.
2. Roselia and Thanh ___are___ thirsty.
   They're not hungry.
3. We ___are___ hungry.
   We're not thirsty.
4. She ___is___ not hungry.
   She's thirsty.

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Presentation 2

10-15 mins.

Review the verb *be* (affirmative) with students. You may want to do this first with the books closed to see how much students remember from Unit 1, Lesson 3. Recreate the first chart from this page on the board, only leave out the forms of the verb *be*. Ask for volunteers to complete the chart with their books closed.

D Read about Saul and Chen. Then read the charts.

Present *hungry* and *thirsty* to students by showing them the pictures and miming. This will be the first time students have been exposed to the negative form of the verb *be*. Model the sentences many times so that they clearly understand.

Present the grammar charts to students and have students repeat the sentences after you. You may want to give them actions to demonstrate what they are saying, such as rubbing their stomach for hungry and shaking their head for negative statements. Pay extra attention to the negative forms of *be*, as this is the first time students are being taught the negative.

For shorter classes, ask students to do **E** for homework.

Practice 2

8-10 mins.

E Write. Follow the example sentences in the charts.

Read the example as a class. Show students how the second sentence is negative. Then have students complete the activity individually.

Evaluation 2

5-10 mins.

Review students' book work. Ask for volunteers to write the sentences on the board.

Critical Thinking Personalization

Asking students to relate to or personalize lessons is a good way to emphasize and test the learning of target items. This is a particularly useful strategy when dealing with sentence completion exercises where students need to provide correct verb forms.

Ask students to work in small groups and personalize sentences, making them true for them and their group members. Have students substitute pronouns with their own names and the names of one or more of their classmates. Ask them to rework the exercise using this new information. For example, students change the sentence *I am thirsty* to *Diego and Hussein are thirsty*.

Teachers can expand exercises by asking students to practice negative sentence forms: *Diego and Hussein are not thirsty*. Teachers may also want to have students practice substituting adjectives to further personalize the sentences: *Diego and Hussein are not hungry*.

When students are finished, ask them to share with the class by writing some of their new sentences on the board.

Instructor's Notes

Presentation 3

10-15 mins.

Introduce the word *snack*, as well as *breakfast*, *lunch*, and *dinner*, to students. Draw three clocks on the board: 8:00, 12:00, and 6:00. Write in random order: *breakfast*, *lunch*, and *dinner*. Have students match the words to the correct times. Then make a clock with a time between the ones given and ask students what the meal would be. Explain that this is a *snack*. Ask students what they eat for snacks. Get as much information from them as you can before they open their books.

F Read and listen.

Practice the pronunciation of each word with students. Then have them point to the objects and repeat as you say them.

Practice 3

10-15 mins.

G Listen and write.

Ask students to listen to the four conversations and write the snack they hear.

Listening Script

1. **A:** *I'm hungry.*
   B: *Me too. I really need something healthy.*
   A: *Carrots are always good, and healthy too.*

2. **A:** *I'm thirsty.*
   B: *Can I get you anything?*
   A: *Maybe some water would help.*
   B: *I'll get it right away.*

3. **A:** *Do you have anything to eat?*
   B: *Sure, but what do you want?*
   A: *I don't know. I'm very hungry.*
   B: *How about an apple?*
   A: *Thanks.*

4. **A:** *My sister is very hungry. She needs to eat.*
   B: *What can I get her?*
   A: *Do you have any oranges?*
   B: *Yes, I'll get her one.*

BEST PRACTICE

Repeating Audio

With focused listening, it may be more necessary to repeat the audio. You may ask students to compare answers before you play the audio again.

It is very difficult for students at this level to listen and write at the same time. Teach students the dictation strategy of listening to the audio completely before attempting to write anything. You may wish to pause the audio to allow students plenty of time to write.

Evaluation 3

3 mins.

Check students' answers to **G** as a class.

Application

10-15 mins.

Workplace Focus

Exercise H: Collect and organize information.

H SURVEY Practice the conversation with a partner. Then ask your classmates and complete the table.

Have students list the snacks they like. Model the conversation with a volunteer. Then practice a few more times with different students, asking them to insert their own preferences for snacks. Have them practice the conversation with a partner, this time inserting the snacks they like. Next, have students walk around the classroom and ask other students about their favorite snack, writing their answers in the chart.

Instructor's Notes

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5. I ___am___ thirsty.

   I'm not hungry.

6. You ___are___ not hungry.

   You're thirsty.

F Read and listen.


carrots


oranges


apples


chips


cookies


milk


water

G Listen and write.

1. ___carrots___
2. ___water___
3. ___(an) apple___
4. ___oranges___

H SURVEY Practice the conversation with a partner. Then ask your classmates and complete the table. Answers will vary.

Student A: What's your favorite snack?

Student B: My favorite snack is cookies.

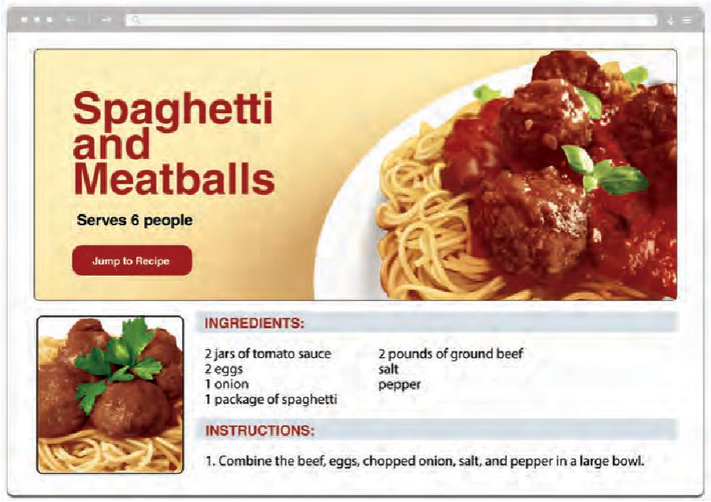
Name	Favorite Snack

LESSON 3

Let's Have Spaghetti!

GOAL ▶ Plan meals

A **Look at the recipe. Read the ingredients.**



Life ONLINE

"Jump to Recipe" Cooking websites often have a lot of photos, videos, and extra information about each food. Click "Jump to Recipe" to go past information you don't want to read and see the ingredients and instructions.

B **Write.**

1. How many jars of tomato sauce do you need? two jars
2. How many eggs do you need? two
3. How many onions do you need? one
4. How many packages of spaghetti do you need? one package
5. How many pounds of ground beef do you need? two pounds

C **IDENTIFY** **Listen and circle.**

1.	jar	(package)	pound
2.	jar	package	(pound)
3.	jar	(package)	pound
4.	(jar)	package	pound

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At-a-Glance Prep

Goal: Plan meals
Grammar: Singular and plural nouns
Pronunciation: Plural *-s*
Academic Strategy: Focused listening
Vocabulary: Ingredients, packaging and amounts

Agenda

- ☐ Review *breakfast*, *lunch*, and *dinner*.
- ☐ Read a recipe.
- ☐ Learn about containers and measurements.
- ☐ Practice plurals.
- ☐ Write a recipe.

Resources

Heinle Picture Dictionary: Inside the Refrigerator, pages 88–89; Fruits and Nuts, pages 82–83; Meat, Poultry, and Seafood, pages 86–87; Vegetables, pages 84–85; Measurements and Containers, pages 96–97; Cooking, pages 92–93

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.1.1, 1.2.8, 6.0.2
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

Write this conversation and chart on the board.

A: *What do you eat for dinner?*

B: _____

Name	Breakfast	Lunch	Dinner

Have students ask five other students what they eat for breakfast, lunch, and dinner and write the answers in the chart. Then ask individuals to share what their classmates said.

Introduction 5-7 mins. ■■■

Write the agenda on the board. Ask a volunteer to write the day of the week and the date above the agenda. Then ask students what food words they know. Write the words on the board. Choose some plural items and stress the final *s* when you say and write the word. Make a chart on the board with columns for singular and plural. Ask students to help you put the food words in the correct columns. Then ask students which foods they eat for each meal of the day. State the goal: *Today, we will plan meals.*

Presentation 1 20-25 mins. ■■■

Write *spaghetti* on the board. Ask students if they like spaghetti.

A **Look at the recipe. Read the ingredients.**

Go over the new vocabulary with students. Make sure students understand *jar*, *pound*, and *package*. Have students add new words to their vocabulary logs.

Have students read the Life Online note. Show students an example of a "Jump to Recipe" button. Then have students search for a recipe online and locate the "Jump to Recipe" button themselves. If necessary, provide / elicit search terms to help get them started.

Life ONLINE

B **Write.**

Ask students to answer the questions individually. Then check answers as a class. Have students point to where they found each answer.

Practice 1 5-7 mins. ■■■

C **IDENTIFY** **Listen and circle.**

Tell students that they will need to listen for the words listed. Play the audio and pause after the first item so you can do it together. Then play the rest of the audio, repeating as needed.

Note: The audio script for **C** is on page 73a.

Evaluation 1 5-7 mins. ■■■

Go over students' answers to **C**.

Listening Script

1. **Omar:** *There is so much we need at the store.*
   Maria: *What do you mean? What do we need?*
   Omar: *We need a package of spaghetti for one thing.*
   Maria: *OK, I'll write it on the list. What else?*

2. **Omar:** *Well, let's see . . . We need at least one pound of chicken for dinner tonight.*
   Maria: *Are you sure one pound is enough?*
   Omar: *Yes. That's what we usually buy.*
   Maria: *OK, I'm adding it to the list. What else?*

3. **Omar:** *We need a package of cheese for sandwiches.*
   Maria: *No, we don't. We have three packages in the refrigerator.*
   Omar: *Oh, I didn't see them.*
   Maria: *What else?*

4. **Omar:** *We need a jar of mayonnaise for the sandwiches.*
   Maria: *I don't like mayonnaise, but I will put it on the list for you.*
   Omar: *Thanks!*

Presentation 2

10-15 mins.

Mime making a cake. Crack a few eggs into a bowl and stir them up. Add flour and milk. Say what you are doing throughout: *I'm cracking three eggs and mixing them with flour and milk.* Stop and do it again. Repeat this three times. Then ask: *How many eggs?* Some students will understand this expression and answer. Write on the board: *How many?*

D Read the chart. Listen and repeat.

Show students how the plurals of regular nouns are formed. Use some additional examples that are not in the book. This is not a lesson on count and noncount nouns, so students don't need to understand that some words are not plural at this point. However, if you feel they are ready, you can introduce the concept here.

Play the audio and pause for students to repeat. Draw attention to the pronunciation of the plural *-s*.

Listening Script

jar, jars, can, cans, bag, bags, package, packages, pound, pounds, potato, potatoes, tomato, tomatoes, sandwich, sandwiches

Pronunciation Plural *-s*

In many languages, the final consonant of words is de-emphasized and often not completely pronounced. When English is spoken in a natural way, the final consonants blend into the next word; however, at the end of phrases, it becomes important to pronounce the sound and release it. Therefore, it is essential to help students not only say the plural *-s* at the end of the word, but to release it so the sound resonates.

It is important to keep in mind that some languages don't distinguish between the plural and singular forms. Make sure students understand that the plural *-s* is essential to being understood.

Go over the pronunciation note and play the audio. Clarify and practice the three ways of pronouncing the plural *-s* as needed. Overemphasizing a sound is OK for demonstration as long as you also model the sound in context with appropriate emphasis.

Listening Script

The plural -s makes three different sounds, /s/, /z/, and /ɪz/
/s/ chips, carrots
/z/ jars, cans
/ɪz/ packages, oranges

Practice 2

7-10 mins.

E Practice the conversation with a partner. Complete the table. Then make new conversations.

Model the conversation with a student. Then have two students model it. Show students how to practice the conversation with a partner by substituting the underlined word.

Evaluation 2

7-10 mins.

Observe students as they practice. You can prompt students to try using the appropriate plural *-s* pronunciation, but don't overcorrect. This will likely take students a long time to acquire.

D Read the chart. Listen and repeat.

Singular and Plural Nouns	
Singular	**Plural**
 **jar**	 **jars**
 **can**	 **cans**
bag	bags
package	packages
pound	pounds
Exceptions	
potato	potatoes
tomato	tomatoes
sandwich	sandwiches

E Practice the conversation with a partner. Complete the table. Then make new conversations.

Student A: What do we need?

Student B: We need apples.

Plural *-s*

/s/	/z/	/ɪz/
chip**s**	jar**s**	package**s**
carrot**s**	can**s**	orange**s**

Fruit			Vegetables		
apple	/z/	apples	carrot	/s/	carrots
orange	/ɪz/	oranges	tomato	/z/	tomatoes
banana	/z/	bananas	potato	/z/	potatoes
pear	/z/	pears	pepper	/z/	peppers

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F **Write the food words and the quantities.**



a. four cookies



b. one tomato



c. four eggs



d. three carrots



e. one apple



f. nine oranges



g. one sandwich



h. one banana

G **Practice the conversation. Use the pictures to make new conversations.**

Student A: What are the ingredients?

Student B: Two eggs and one onion.

1. 

2. 

3. 

4. 

H **PLAN** **Work in a group. Think of more fruits to make a fruit salad.** Answers will vary.

Fruit Salad		
Ingredients *Serves 6 people*	1 banana	___
	2 apples	___
	___ pear	___
	___ orange	___

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Presentation 3

10-15 mins.

Dictate the words in the list below to students. Then ask for volunteers to write the words on the board. After that, ask students to write the plural form on their paper and have volunteers write the plural forms on the board.

1. apple
2. chip
3. cookie
4. carrot
5. orange

F **Write the food words and the quantities.**

Do this activity together as part of the presentation. Repeat the words as many times as needed.

Prepare students to do the conversation in **G**. Practice the short conversation a few times so students are comfortable with it. Model with a few students.

Practice 3

10-15 mins.

G **Practice the conversation. Use the pictures to make new conversations.**

Have students look at the first picture and identify the items. Show them how this relates to the conversation. Model the conversation with a partner. Switch roles and model again before having students repeat. Then have students practice in pairs.

Evaluation 3

10-15 mins.

Observe students as they practice the conversation.

Workplace Focus

Exercise H: Collect and organize information; Make decisions and solve problems.

Application

10-15 mins.

H **PLAN** **Work in a group. Think of more fruits to make a fruit salad.**

Go over the recipe card with students. Help them to see that this salad will serve six people. Ask students in groups to complete the list of ingredients by adding names of fruit and quantities. Use breakout rooms for virtual classes.

Instructor's Notes

At-a-Glance Prep

Goal: Make a shopping list
Grammar: Simple present with *want*
Academic Strategies: Focused listening, classifying and comparing information
Vocabulary: Food categories

Agenda

- ☐ Review and categorize food.
- ☐ Read a shopping list.
- ☐ Express things you want.
- ☐ Complete a Venn diagram.
- ☐ Make a shopping list.

Resources

Heinle Picture Dictionary: Inside the Refrigerator, pages 88–89; Fruits and Nuts, pages 82–83; Meat, Poultry, and Seafood, pages 86–87; Vegetables, pages 84–85; Supermarket, pages 98–99

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.8, 7.2.3
CCRS: L1, L2, L3, RI1, RI3, SL1, SL3, SLK6
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 15–20 mins.

On the board, list all the vocabulary used in this unit so far. Make a four-column chart with the following headers: *fruit*, *vegetables*, *meat*, and *drinks*. Ask students to work in groups to put all the items in the correct columns. Have them use one chart per group. Use breakout rooms for virtual classes.

Ask representatives from groups to put the information on the chart on the board. Erase the board and give a dictation with a few words.

Introduction 5 mins.

Write the agenda on the board. Ask a volunteer to write the day of the week and the date. Ask students if they take a shopping list to the store. State the goal: *Today, we will make a shopping list.*

Presentation 1 10–15 mins.

Have students look at the picture and say what they see.

A Listen and point.

Have students point to each food item as they hear it. Then call out the items in a different order. Ask students to point.

Listening Script

yogurt, cheese, chicken, turkey, beef, fish, oranges, apples, bananas, pears, strawberries, broccoli, lettuce, carrots, potatoes, tomatoes

Workplace Focus

Exercise B: Collect and organize information.

Practice 1 15–20 mins.

B CLASSIFY Write the words in the correct shopping lists.

Write the column headings on the board and have students help you write a few items. Then let them finish their lists by themselves.

C Complete the shopping lists with your own ideas.

Ask groups to add more words to the lists. Use breakout rooms for virtual classes.

Evaluation 1 7–10 mins.

Ask groups to share their answers. Then complete the columns on the board.

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LESSON 4

What's for Dinner?

GOAL ▶ Make a shopping list

A Listen and point.

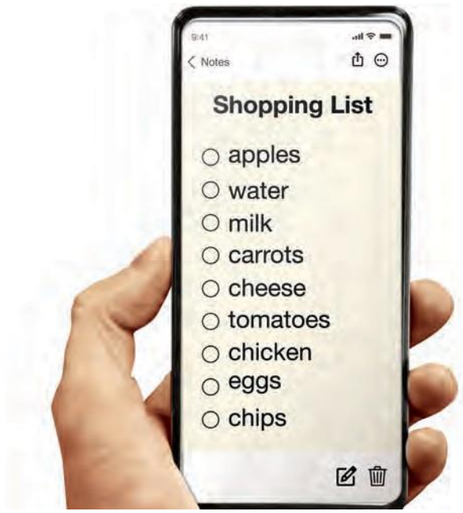


B CLASSIFY Write the words in the correct shopping lists.

Meat and Fish	Vegetables	Fruit	Dairy
1. beef	1. broccoli	1. oranges	1. yogurt
2. chicken	2. potatoes	2. pears	2. cheese
3. turkey	3. lettuce	3. apples	
4. fis	4. carrots	4. bananas	
	5. tomatoes	5. strawberries	

C Complete the shopping lists with your own ideas.

D **Read Amadeo's shopping list.**



Life ONLINE

Digital Shopping List Use a phone app to make your shopping list so you can save it for next time or send it to your family or roommate.

E. **IDENTIFY** **What does Amadeo want? Circle the items.**

1. apples 2. broccoli 3. cheese 4. eggs 5. oranges 6. potatoes

F. **What does Yoshi want? Listen and check (✓) the items.**

- ☑ apples
- ☐ broccoli
- ☐ carrots
- ☑ cheese
- ☐ chicken
- ☐ chips
- ☑ eggs
- ☑ fish
- ☐ milk
- ☑ oranges
- ☑ potatoes
- ☑ strawberries
- ☐ tomatoes
- ☑ water
- ☑ yogurt



Farmers markets sell local food products.

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Presentation 2

10-15 mins.

D **Read Amadeo's shopping list.**

Ask for a volunteer to read the list out loud. If a quick review is needed, ask students to look back at page 67, where the vocabulary was first introduced.

BEST PRACTICE

Textbook as Study Tool

Students become independent learners when they realize that they can do their own review. The learner logs at the end of each unit will help them learn this concept.

You will also see in the *Stand Out* approach many opportunities for students to go back to pages they completed days and weeks before. This is an important part of effective review. Doing this helps students view the textbook as a tool for learning English that they can use independently, outside the classroom.

Life ONLINE

Have students read the Life Online note. Show students an example of a digital shopping list, using your own phone or an image online. Discuss keeping other types of lists digitally, including ones for learning English, such as a vocabulary log, as well as using grocery shopping apps as a time-saving measure.

E **IDENTIFY** **What does Amadeo want? Circle the items.**

Have students circle the items on Amadeo's list.

This simple activity introduces students to the skill of scanning for information. Students will get more practice with this important skill throughout the book.

Practice 2

7-10 mins.

F **What does Yoshi want? Listen and check (✓) the items.**

Prepare students for the listening by talking briefly about the things you personally need to get at the grocery store. Do this until students realize that they only have to listen for the food words. Ask them to tell you what food words they heard.

Play the audio and have students check the words they hear. You may need to play the audio several times.

Listening Script

Amadeo: *Yoshi, I'm going to the supermarket. What do you want?*
Yoshi: *Um, I want some oranges, apples, and strawberries.*
Amadeo: *Is that all?*
Yoshi: *No. I think I want some yogurt, cheese, and eggs too.*
Amadeo: *OK, is that it?*
Yoshi: *No. Get me some potatoes, fish, and water.*
Amadeo: *Anything else?*
Yoshi: *No, that's it.*
Amadeo: *OK, let me read it back to you. You want oranges, apples, strawberries, yogurt, cheese, eggs, potatoes, fish, and water.*
Yoshi: *Yep, that's all!*

Evaluation 2

5-10 mins.

Ask students to share their list with a partner and ask for two or three volunteers to write Yoshi's list on the board.

Instructor's Notes

Presentation 3

15-20 mins.

G Read.

Go over the grammar chart with students. Clarify and practice the correct pronunciation of the third-person singular *-s*. Refer students back to the pronunciation note on page 73 if needed. Show them that the rule for the third-person singular is the same in other places in the book. Ask them to find those places or guide them to pages 19 and 54. In the next lesson, the regular simple present will be completely introduced.

Prepare students to work with the Venn diagram by drawing two overlapping circles on the board and asking them to give you one food that both Yoshi and Amadeo want. Write the food item in the space where the circles overlap. Then ask students to give you one food that only Amadeo wants and one food that only Yoshi wants. Write these items in the appropriate spaces. Make sure students understand the placement of the items before they go on to the practice. Use *he / she wants*, and *they want* while preparing students.

BEST PRACTICE

Graphic Organizers

Graphic organizers are a productive way to allow students to think critically, for example, to understand similarities and differences in the vocabulary being studied. Venn diagrams are also an effective means to comprehend and visually categorize vocabulary at all levels of English study.

Workplace Focus

Exercise H: Collect and organize information.

Practice 3

15-20 mins.

H COMPARE Look at Amadeo's and Yoshi's shopping lists in D and F. Complete the diagram.

Go over the example items. Have students complete the diagram individually and help as needed.

Evaluation 3

5 mins.

Draw a Venn diagram on the board and have students complete it to check their answers. Prompt them to make sentences describing the diagram, such as: *Amadeo wants milk and carrots. Amadeo and Yoshi want apples*.

Workplace Focus

Exercises I and J: Combine ideas and information.

Application

20-30 mins.

I Make a shopping list for yourself. Then ask a partner and write their shopping list.

Ask students to write their own shopping lists. Then pair students up and have them ask each other: *What do you want?* Have them write their partner's list in their books. Use breakout rooms for virtual classes.

J Share your partner's information in a group.

Remind students to use *wants*. Observe as they share in small groups.

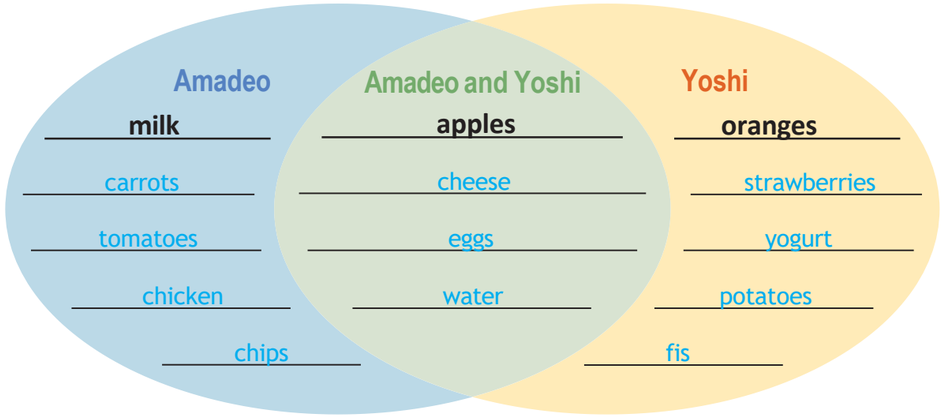
Instructor's Notes

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G Read.

Simple Present		
Subject	**Verb**	**Example Sentence**
I / You / We / They	want	I **want** apples.
		They **want** apples.
She / He	wants	She **wants** apples.
		He **wants** apples.

H COMPARE Look at Amadeo's and Yoshi's shopping lists in D and F. Complete the diagram.



I Make a shopping list for yourself. Then ask a partner and write their shopping list.

Answers will vary.

Your Shopping List	Your Partner's Shopping List

J Share your partner's information in a group.

LESSON 5

What Do You Like?

GOAL ▶ Express preferences

A **Circle the desserts you like to eat. Listen and repeat.**


cake


candy


chocolate


cookies


ice cream


pie

B **Listen and point to the desserts in A.**
1. chocolate, pie; 2. cake, cookies, candy; 3. ice cream, pie, cookies

C **RANK** **Number the desserts in A (1–6). Number 1 is your favorite.** Answers will vary.

____ cake
____ candy
____ chocolate
____ cookies
____ ice cream
____ pie

D **Listen. Write the foods Maria likes.**

1. Maria likes cake.
2. She also likes cookies.
3. She likes pie too.

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At-a-Glance Prep

Goal: Express preferences
Grammar: Simple present
Academic Strategies: Focused listening, ranking and comparing information
Vocabulary: Dessert foods

Agenda
- ☐ Review foods you like.
- ☐ Listen for foods.
- ☐ Write sentences.
- ☐ Complete a Venn diagram.

Resources
Heinle Picture Dictionary: Restaurant, pages 100–101

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

Standards Correlations
CASAS: 0.1.2, 0.1.5, 0.2.1, 1.2.8, 7.2.3
CCRS: L1, L2, L3, SL1, SL3, SLK2, SLK6
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

Warm-up and Review 5–7 mins.
Make a list of foods included so far in the unit. Read the list to students. Ask students to stand up when they hear a food item they like and to sit back down when they hear a food they don't like. If your class is online or includes differently-abled students, have students raise and lower their hands instead.

Introduction 5–7 mins.
Write the agenda on the board. Ask a student to write the date above the agenda. State the goal: *Today, we will express our preferences.*

Presentation 1 10–15 mins.

A **Circle the desserts you like to eat. Listen and repeat.**

Have students read the words and circle their choices individually. Then play the audio. Play the audio again, pausing for students to repeat.

Have students share which items they circled. Clarify correct pronunciation as needed.

Practice 1 20–25 mins.

B **Listen and point to the desserts in A.**

Remind students that they don't need to understand every word. They should listen for the dessert words. Play the audio.

Listening Script
1. **Man:** *What dessert would you like?*
   Woman: *Well, I really like chocolate, but the apple pie looks good too.*

2. **Woman:** *Just wait until you see what's for dessert.*
   Man: *What is it?*
   Woman: *I have cake and cookies. We also have some candy for later.*

3. **Man:** *Let me take you out and buy you a special dessert.*
   Woman: *That sounds great. What dessert?*
   Man: *I don't know. What do you want?*
   Woman: *How about ice cream or pie?*
   Man: *OK. We could also have cookies if you want.*

C **RANK** **Number the desserts in A (1-6). Number 1 is your favorite.**

Model the exercise. Write some of the desserts from the exercise on the board. Then tell students which is your favorite. Write the number 1 next to the dessert. Continue with your second favorite. Write the number 2.

Ask students to rank the desserts. Then have them share their answers in groups.

D **Listen. Write the foods Maria likes.**

Play the audio multiple times. Pause as needed for students to write.

Listening Script
Maria likes dessert. She especially likes cake. She also likes cookies. She likes pie too. She eats dessert after every meal.

Evaluation 1 5–10 mins.
Observe students completing the sentences. Correct spelling as needed.

Presentation 2

10-15 mins.

E Read the chart.

Go over the chart with students and drill them with substitution drills where you change the pronoun or the subject and students say the correct form of the verb. This is the first time students are given various verbs in the simple present to work with. Help them to see the rule for the use of the final *-s* with the third person. Ask them which pronunciation of the plural *-s* goes with each verb. Don't forget, however, that this is still only exposure to the simple present. Although they can learn it here, students will need to be taught the form many more times before they acquire it.

Ask a student what he or she likes and write a sentence about it on the board. For example: *Cristina, what do you like?* When Cristina says *yogurt*, write on the board: *Cristina likes yogurt*. Do a few more examples.

F Write the simple present form of the verbs.

Read the sentences and complete them as a class. If students seem confident, prompt them to explain how they know which verb form to use.

For shorter classes, ask students to do **G** for homework.

Practice 2

7-10 mins.

G IDENTIFY Write about the photos.

Make sure students write complete sentences using one of the verbs from the grammar chart. Also clarify that answers may vary.

Evaluation 2

7-10 mins.

Check students' book work and ask volunteers to write their answers on the board.

BEST PRACTICE

Phonemes

A phoneme is an individual sound. The sound can be a vowel or a consonant. To teach the correct pronunciation of a phoneme, you should model the sound.

1. Ask students to look closely at your face and mouth as you speak.
2. Show students how to move their own tongues and lips.
3. Exaggerate movements so that students clearly see your actions.
4. Ask students to imitate you. Then have them practice phonemes individually and in pairs.

Instructor's Notes

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E Read the chart.

Simple Present		
Subject	**Verb**	**Example Sentence**
I / You We / They	like	I **like** ice cream.
	eat	We **eat** ice cream.
	want	They **want** ice cream.
He / She	likes	She **likes** chocolate.
	eats	He **eats** chocolate.
	wants	She **wants** chocolate.

F Write the simple present form of the verbs.

1. I ___want___ (want) apple pie.
2. Maria ___likes___ (like) ice cream.
3. You ___eat___ (eat) pie.
4. They ___eat___ (eat) cookies.
5. Chen ___wants___ (want) fruit.
6. Saul ___likes___ (like) candy.
7. We ___want___ (want) cake.
8. I ___like___ (like) ___Answers will vary___.

G IDENTIFY Write about the photos. Answers will vary. Example answers included.



1. She wants cookies.



2. She likes chocolate.



3. He eats ice cream.

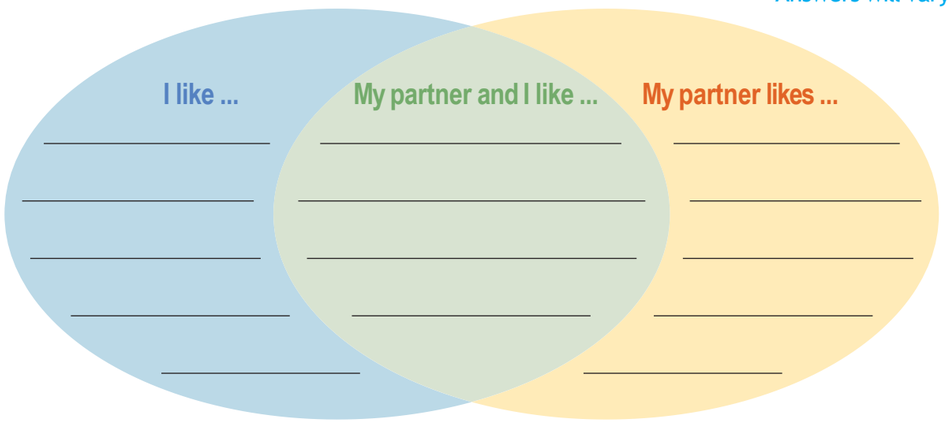
H **Practice the conversations with a partner. Then use the words in A to make new conversations.**

Student A: Do you like ice cream for dessert?
Student B: No, I like pie.

Student B: Do you like cookies for dessert?
Student A: Yes, I like cookies a lot!

I **COMPARE** **What desserts do you and your partner like? Complete the diagram.**

Answers will vary.



J **Tell your classmates about your partner's favorite desserts.**


Cupcakes are a popular dessert.

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Presentation 3

5-7 mins.

Prepare students to do the practice in **H**. Ask: *Do you like ice cream for dessert?* Have several volunteers answer. Elicit: *No, I like [dessert]* for negative answers and *Yes, I like [dessert] a lot!* for affirmative answers. Repeat several times, replacing *ice cream* with other dessert words presented.

Practice 3

10-15 mins.

H **Practice the conversations with a partner. Then use the words in A to make new conversations.**

Ask students to perform the conversations in pairs, using breakout rooms for virtual classes. Tell students to refer back to the dessert vocabulary in **A** as needed.

BEST PRACTICE

Conversation Cards

The use of conversation cards is another way to do pair work when substitution is involved.

1. Pass out 3-by-5 index cards to each student.
2. List the vocabulary on the board.
3. Divide the number of students by the number of words. In other words, if there are thirty-two students and eight vocabulary words, there would be four cards with the same word on them.
4. Assign each student a word to write on their card.
5. Collect the cards and randomly distribute them.
6. Have students find other students with the same word on their card. They discover who has the same word by having the conversation in **H**. The student recites the information on his or her card.
7. When students find a match, they write the classmate's name on the card. They continue until they find all matches.

Evaluation 3

5-7 mins.

Ask students to report what desserts the students they interviewed like. You may want to write an example: *Maria likes chocolate*.

Workplace Focus

Exercise I: Collect and organize information.

Application

10-15 mins.

I **COMPARE** **What desserts do you and your partner like? Complete the diagram.**

Students will need to interview their partner to complete the diagram. They should be familiar with the diagram from the previous lesson, but you may need to review it with them.

J **Tell your classmates about your partner's favorite desserts.**

Have pairs join together to form groups of four. Ask students to talk about what desserts their partners like. Then have students talk about what they like. Use breakout rooms for virtual classes.

Instructor's Notes

At-a-Glance Prep

Goal: Explore supermarket careers
Grammar: Review of simple present

Agenda

- ☐ Read a graph.
- ☐ Read a job posting.
- ☐ Talk about job duties.
- ☐ Participate in a job interview.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.7.2
CCRS: L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2, SLK3
ELPS:
S3: Speak and write about level-appropriate complex literary and informational texts and topics.

Warm-up and Review 10-12 mins.

Write the day of the week and the date on the board. Say the date while pointing to it and have students repeat it. Review the previous lesson on expressing preferences about desserts. On the board, write: *I like / eat / want* and *He / She likes / eats / wants*. Then elicit the desserts presented in Lesson 5, and write (or have students write) them on the board. Do a statement chain. Model by saying: *I want* [dessert]. Prompt a student to say: [Teacher] *wants* [dessert]. *I like* [dessert]. Choose another student to say: [Previous student] *likes* [dessert]. *I eat* [dessert]. Continue as appropriate.

Introduction 3 mins.

Ask: *What store did we make lists for in Lesson 4?* Elicit *supermarket*. Remind students that Lesson 6 in *Stand Out* will focus on learning about jobs and careers. Have students predict what kind of careers they will learn about in this lesson. Then state the goal: *Today we will explore supermarket careers*.

Presentation 1 15-20 mins.

BEST PRACTICE

Graphs
Understanding graphs is an important skill for students to develop for the workplace. Depending on the position, students may be exposed to different kinds of graphs or may be required to create graphs themselves as part of their responsibilities. Therefore, it is important to give students time to understand the different elements of a graph and what information they contain. This is especially important at this level where students may only just be getting used to the format of graphs. In addition to the lesson exercises, asking basic comprehension questions about the graphs to check understanding is a useful step to include.

A INTERPRET Read the graph.
Go over the bar graph with students. This is the first graph students are seeing in this book, so the amount of information presented can feel overwhelming. Go slow and present the different elements of the graph piece-by-piece. Begin by eliciting or stating what the graph shows: how much different supermarket jobs pay. Then break down the specifics, such as hourly wage and the different jobs presented, eliciting when possible. Draw attention to the increases in the hourly wage from left to right, noting that there is room for advancement. Point out that this is an important factor when considering a job / career field. Clarify the meaning of any unfamiliar terms and allow students to use dictionaries as needed.

Practice 1 15-20 mins.

B Practice the conversation with a partner. Then make new conversations with information from A.
Review the pronunciation of the jobs. Then go over how to pronounce dollar amounts: *thirteen dollars (and) sixty-seven cents* or *thirteen sixty-seven*. Go over the grammar note. Have students complete the exercise in pairs. Use breakout rooms for virtual classes.

Evaluation 1 5-10 mins.

Have pairs perform their conversations in front of the class.

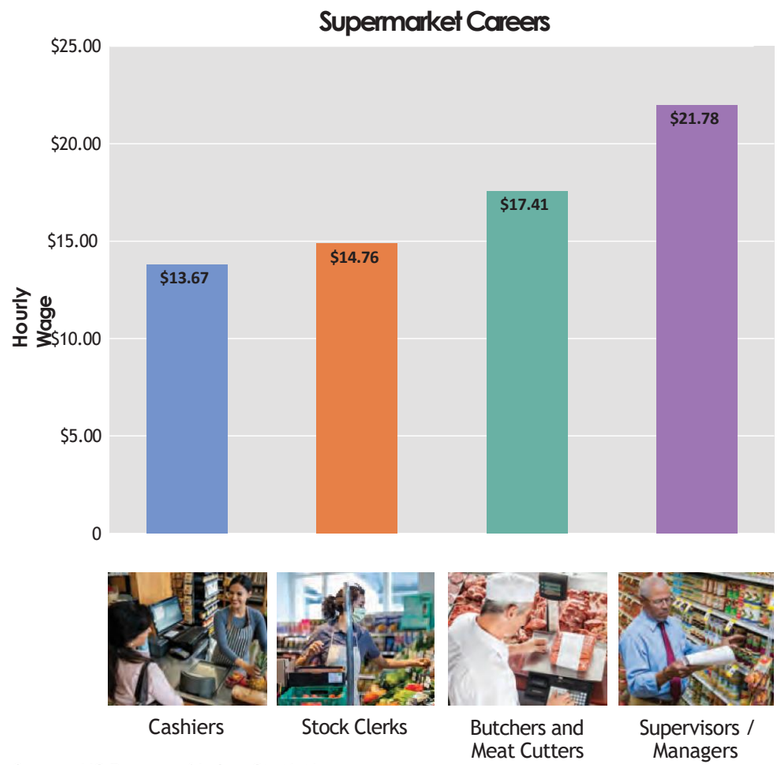
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LESSON 6

Explore the Workforce

GOAL ▸ Explore supermarket careers

A INTERPRET Read the graph.



Source: US Bureau of Labor Statistics

B Practice the conversation with a partner. Then make new conversations with information from A.

Student A: How much do cashiers make?
Student B: They make thirteen dollars and sixty-seven cents an hour.

Simple Present
I **make** $13.67 an hour.
She **makes** $14.76 an hour.
They **make** $17.41 an hour.

C **Read the job posting.**



D **Answer the questions.**

1. What is the pay? $15.25 / hour
2. Where is the store? Chicago, IL
3. What is the schedule? Full-time (40 hours a week)

E **Match the photos to the job duties.**

c 1. Stock shelves.

e 2. Clean floors.

b 3. Do cashier work.

a 4. Learn about products.

d 5. Help customers.

a.


b.


c.


d.


e.


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Presentation 2

15-20 mins.

C **Read the job posting.**

Go over the job posting with students. Elicit information from the ad: *What is the name of the supermarket?* (Groceries Plus Supermarket) *What is the address?* (2900 W. Broadway Ave. Chicago, IL) *What is the job?* (stock clerk) and so on. Clarify the meaning of unfamiliar terms, eliciting from students when possible. When discussing the schedule, elicit / teach *part-time*. Explain that the hours for a part-time job can vary and are generally less than 35 hours a week. Draw attention to the "Apply now" button. Explain that many job postings require applicants to apply online rather than using a paper application in person. If possible, show students an example of an online job posting or application for a local grocery store.

For shorter classes, have students do **D** and **E** for homework.

Practice 2

15-20 mins.

D **Answer the questions.**

Have students complete the exercise individually. Then have them work in pairs and take turns asking and answering the questions as conversation practice. Use breakout rooms for virtual classes. When reviewing answers, have students point back to where in the job posting they found each answer.

E **Match the photos to the job duties.**

Point out that these are the job duties for the stock clerk position they saw in **C**. Ask students to complete the exercise individually.

Evaluation 2

5 mins.

Check students' book work. Ask for volunteers to share their answers with the class.

Instructor's Notes

Presentation 3

10-12 mins.

Tell students that the following exercise will help them think about their job preferences and skills. This knowledge can help students find a job that is a good match, which can increase job and career success. Emphasize that while personal preferences can be difficult to change, students can change / increase their skills through education, training, practice, and so on.

For shorter classes, have students do **F** for homework.

F **REFLECT** **Answer the questions about you for a job in a supermarket.**

Clarify any unfamiliar vocabulary before students complete the exercise. Then have students share their answers in a group, using breakout rooms for virtual classes.

Practice 3

20-25 mins.

G **Practice the job interview with a partner. Then interview four more students.**

Tell students that they will interview each other for this exercise. Mention that an interview is often an important part of the job application process, so it is an important skill to practice. Model the interview with a volunteer. Point out that students should switch out *butcher* for any job that interests them from the graph in **A**. After pairs practice, have students interview four more students. Point out that the interview should be extended to include the other two questions in the chart (*Can you stand all day? Are you a hard worker?*). Then model and encourage students to elaborate on their answers by offering examples, reasons, or explanations, such as: *Do you like to help people? Yes. I help my neighbor with his trash cans*. Use breakout rooms for virtual classes.

Evaluation 3

5-8 mins.

Ask pairs to perform the interview from **G**.

Application

10-12 mins.

H **Work in a group. Ask: *What do you think of supermarket jobs?* Use the ideas in the box to help you.**

Ask students to share any experiences they (or people they know) have had with supermarket jobs. Have them tell what they thought of the job. Go over the sentences in the box, clarifying meaning as needed. Do a choral practice of the expressions as a class. Then have students discuss in groups / breakout rooms. Do an informal survey of students who are or might be interested in a supermarket career. Discuss possible local job opportunities, eliciting from other students when possible.

Instructor's Notes

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F **REFLECT** **Answer the questions about you for a job in a supermarket.** Answers will vary.

1. Do you like to help people?
   a. yes b. no c. maybe
2. Can you stand up all day?
   a. yes b. no c. maybe
3. Are you a hard worker?
   a. yes b. no c. maybe
4. Can you learn about products in a store?
   a. yes b. no c. maybe

G **Practice the job interview with a partner. Then interview four more students.**

Answers will vary.

Student A: Thanks for coming in.
Student B: I'm happy to be here.
Student A: What job are you interested in?
Student B: The butcher position.
Student A: Do you like to help people?
Student B: Yes, I do.

Name	Do you like to help people?	Can you stand up all day?	Are you a hard worker?

H **Work in a group. Ask: *What do you think of supermarket jobs?* Use the ideas in the box to help you.**

I like supermarket jobs.	I'm not interested in them.	I need to make more money.
I like working with people.	I'm not sure. I need to learn more.	They're good because I don't need experience.

Review

A **Write the food words.**

1. 
apple

2. 
chocolate

3. 
milk

4. 
chips

5. 
pie

6. 
banana

B **Write the plural forms of the food words.**

Singular	Plural
1. apple	apples
2. orange	oranges
3. pear	pears
4. banana	bananas
5. cookie	cookies
6. egg	eggs
7. chip	chips
8. potato	potatoes
9. tomato	tomatoes
10. carrot	carrots

Learner Log

I can identify common foods.

☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

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

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.8
CCRS: L1, L2, L3, SL1, SL3
ELPS:
S4: Construct level-appropriate oral and written claims and support them with reasoning and evidence.

Warm-up and Review 7-10 mins. ■■■

Ask individuals what they like to eat. Make a list on the board of all the vocabulary students can come up with from the unit.

Introduction 5 mins. ■■■

Write all the goals from Unit 3 on the board. Show students the first page of every lesson so they understand that today will be a review.

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

Presentation 1 10-15 mins. ■■■

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

Practice 1 15-20 mins. ■■■

A **Write the food words.**

Have students complete the activity individually.

B **Write the plural forms of the food words.**

Have students complete the activity individually. For additional practice, have students say the plural forms, elicit the correct pronunciation of the plural *-s*.

Evaluation 1 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.

Learner Log 5 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Learner Logs

Learner Logs function to help students in many different ways:

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

Practice 2

20-25 mins.

C Write *am, is,* or *are*.

Have students complete the activity individually.

D Write negative sentences.

Have students complete the activity individually. Let them know they can use contractions here if they want.

E Write the simple present form of the verbs.

Have students complete the activity individually. Tell them that the last sentence should be about them and use a verb from one of the other sentences *(want, eat, like)*.

Evaluation 2

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.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Recycling / Review

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

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

Instructor's Notes

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C Write *am, is,* or *are*.

1. Maria ___is___ thirsty.
2. Kim and David ___are___ not hungry.
3. Lan and Mai ___are___ hungry.
4. Rafael ___is___ not thirsty.
5. Colby ___is___ hungry.
6. Marco and Eva ___are___ thirsty.
7. Lara ___is___ not hungry.
8. I ___am___ thirsty.

D Write negative sentences.

1. Eric is hungry. He's not thirsty.
2. Maria is thirsty. She's not / isn't / is not hungry.
3. Saul and Chen are hungry. They're not / aren't / are not thirsty.
4. I am thirsty. I'm not / am not hungry.

E Write the simple present form of the verbs.

1. Chrissy ___likes___ (like) hamburgers.
2. You ___eat___ (eat) tacos.
3. Laura ___wants___ (want) vegetables.
4. Rosie and Amadeo ___like___ (like) rice.
5. We ___eat___ (eat) fish and chicken.
6. They ___want___ (want) pie.
7. Karl ___likes___ (like) oranges.
8. I Answers will vary.

Learner Log

I can express feelings about food. ☐ Yes ☐ No ☐ Maybe

I can express preferences. ☐ Yes ☐ No ☐ Maybe

Review

F **Talk to two classmates. Ask: *What do you want?* Make lists.** Answers will vary.

Shopping List

Shopping List

G **Read the lists in F. Write.** Answers will vary.

Singular Foods	Plural Foods

H **Work in a group. What meal can you plan with the foods in G?**

Learner Log

I can make a shopping list. ☐ Yes ☐ No ☐ Maybe

I can plan meals. ☐ Yes ☐ No ☐ Maybe

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Practice 3

20-25 mins.

F **Talk to two classmates. Ask: *What do you want?* Make lists.**

Encourage students to be specific, providing numbers and using container words as appropriate.

G **Read the lists in F. Write.**

Remind students of the meaning of singular and plural if necessary. Have students complete the activity individually.

H **Work in a group. What meal can you plan with the foods in G?**

In the groups, students will likely have some differences in their lists from **G**, so encourage them to share what they have in their lists before starting. Encourage students to brainstorm, and accept all ideas before deciding which they like best. Monitor to ensure everyone in each group is participating.

Evaluation 3

5-10 mins.

Go around the room and check on students' progress. Help individuals as needed. If you see consistent errors among several students, interrupt the class and give a mini lesson or review to help students feel comfortable with the concept.
Ask students what their favorite lesson or page of the unit was. Have them try to explain why.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.8, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6

CCRS: SL1, SL3, SLK6

ELPS:

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

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

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Collect and gather information; Interpret and communicate information; Apply technology.

Soft Skill: Collaboration
Participation

Explain to students that it's very important that every member of a team participate in a group project. If you are doing a project at work and you don't participate, your colleagues and boss will notice. However, some people may be shy or quiet and have trouble participating when others are very talkative. It can be helpful to ask quieter team members their thoughts and invite them to give their ideas. This makes all members of the team feel included and also may help bring up more useful ideas.

Warm-up and Review 10 mins

Review items in the Review section of the unit and make sure all students have recorded their progress in the Learner Logs.

Introduction 5 mins.

In this project, students will work in teams to create a shopping list for two meals for their family, incorporating the vocabulary from this unit.

Presentation 15–20 mins.

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

Go over the positions and job descriptions in the chart. Emphasize the importance of each student's role in the project. Set the expectation that all students should be actively involved and draw students' attention to the Soft Skill note for suggestions on ways to include all team members in a discussion.

Divide students into groups of four or five. Give students time to negotiate and choose roles.

Practice / Evaluation / Application 1–2 hours.

2. Imagine that your team is a family. What is your last name?

Ask students to choose a name for themselves. The team leader can lead this conversation. Encourage them to be original and not to use the name of someone in their group.

3. Plan two meals that your family can eat this week with food from this unit.

Tell students the meal can be as simple or as elaborate as they like. Encourage them to include a drink with each meal. Allow students to choose from any cuisine. The writer should write the meal plans using the ideas generated by the group.

4. Make a shopping list to buy the ingredients for the two meals.

Tell students they can use their own recipes or look online. Provide suggestions for search terms as needed. Remind students to include amounts for each ingredient, for example: *one package of noodles*. Again, the writer will write the lists but the rest of the team should be giving ideas and making corrections as needed.

5. Draw pictures of the food on your list.

Ask students to dress up the list with pictures from the internet or sketches they make themselves. Encourage them to include images of the two meals as well. The artist should take the lead on this step but should take advice and input from the team as a whole.

6. Present your meal plans and shopping list to the class.

Ask groups to present their projects. Tell teams to have each member present a different part of the meal plan / shopping list. It can be particularly effective if you record the presentations for students to watch themselves.

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Make a Shopping List

SOFT SKILL ▸ Collaboration

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Writer**	With help from the team, write two meal plans and a shopping list.	
Student 3: **Artist**	Draw pictures for the shopping list with help from the team.	
Students 4 / 5: **Organizers**	Prepare a presentation.	

2. Imagine that your team is a family. What is your last name?
3. Plan two meals that your family can eat this week with food from this unit.
4. Make a shopping list to buy the ingredients for the two meals.
5. Draw pictures of the food on your list.
6. Present your meal plans and shopping list to the class.

COLLABORATION:
Participation

Help everyone participate by asking for suggestions from every member of the team. Say things like:

What do you think?
Do you have another idea?
Do you agree?

Be sure to listen to their answers.



Shopping lists are different around the world.

About the Photo

This photo shows an image of traditional Scottish chicken and leek soup, sometimes called *cock-a-leekie soup*. Besides chicken and leek, the soup often contains barley, carrots, and prunes. The recipe for this particular soup, by food writer Melissa Clark, was published in *The New York Times* food section.

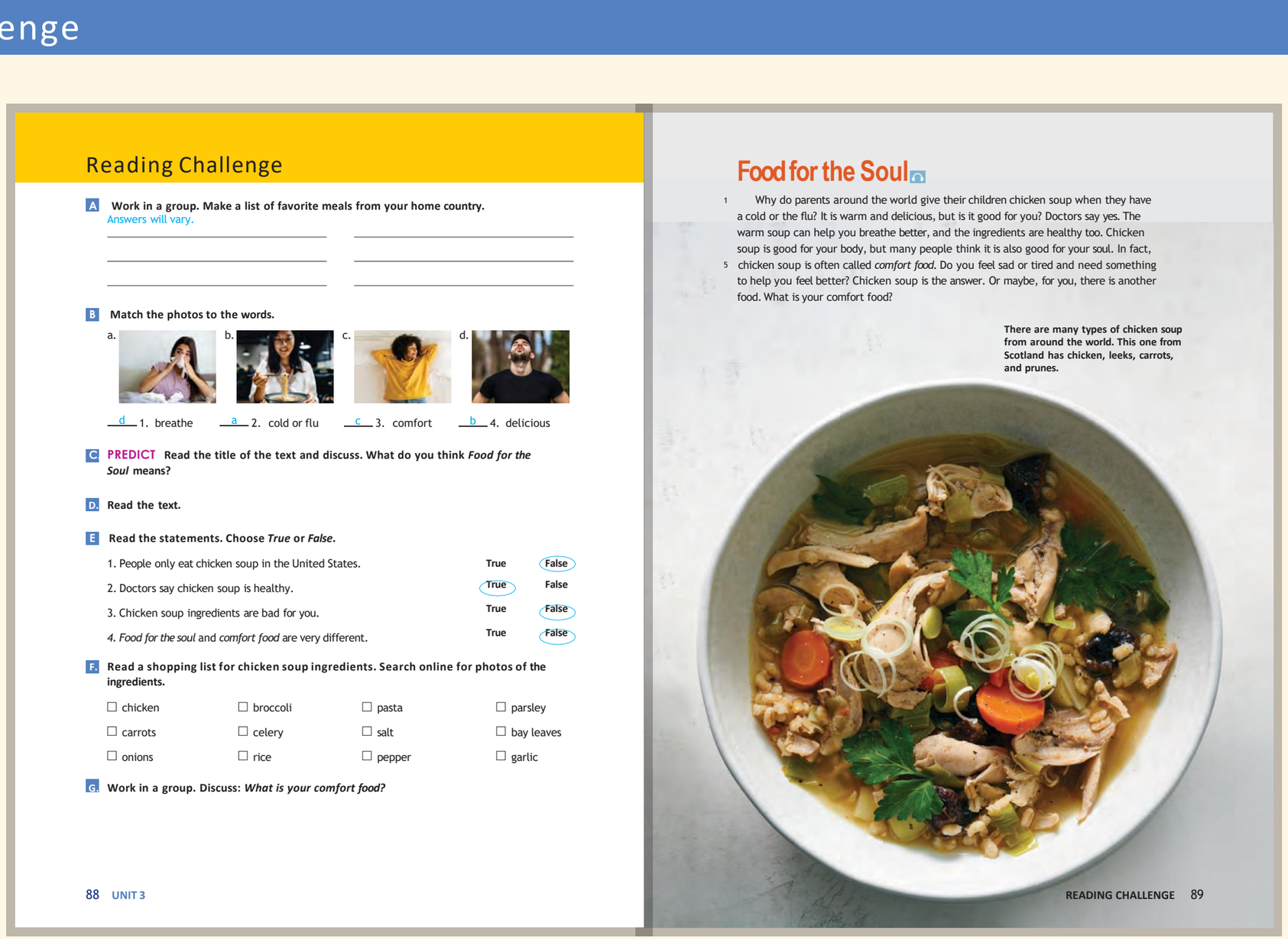
- Direct students' attention to the photo. Ask: *What food is this?* (chicken soup) Read the caption together. Ask students if they have a similar food in their own culture. Have students share, including what ingredients the soup has, when they have it, whether or not they like it, and how it makes them feel.

A Work in a group. Make a list of favorite meals from your home country.

Model the exercise using your own answers. Then have students work in groups. Have groups share their answers with the class, noting any repeats or similarities in answers.

B Match the photos to the words.

Say the words together, clarifying correct pronunciation as needed. Act out the words to clarify meaning and allow students to use dictionaries as needed. After completing the exercise, have students circle these words in the text. Encourage students to add any new words to their vocabulary logs.



Reading Challenge

A **Work in a group. Make a list of favorite meals from your home country.**
Answers will vary.

B **Match the photos to the words.**

a. b. c. d.

d 1. breathe a 2. cold or flu c 3. comfort b 4. delicious

C **PREDICT** **Read the title of the text and discuss. What do you think *Food for the Soul* means?**

D. **Read the text.**

E **Read the statements. Choose *True* or *False*.**

1. People only eat chicken soup in the United States. True (False)
2. Doctors say chicken soup is healthy. (True) False
3. Chicken soup ingredients are bad for you. True (False)
4. *Food for the soul* and *comfort food* are very different. True (False)

F. **Read a shopping list for chicken soup ingredients. Search online for photos of the ingredients.**

☐ chicken	☐ broccoli	☐ pasta	☐ parsley
☐ carrots	☐ celery	☐ salt	☐ bay leaves
☐ onions	☐ rice	☐ pepper	☐ garlic

G. **Work in a group. Discuss: *What is your comfort food?***

88 UNIT 3

Food for the Soul

1 Why do parents around the world give their children chicken soup when they have a cold or the flu? It is warm and delicious, but is it good for you? Doctors say yes. The warm soup can help you breathe better, and the ingredients are healthy too. Chicken soup is good for your body, but many people think it is also good for your soul. In fact, 5 chicken soup is often called *comfort food*. Do you feel sad or tired and need something to help you feel better? Chicken soup is the answer. Or maybe, for you, there is another food. What is your comfort food?

There are many types of chicken soup from around the world. This one from Scotland has chicken, leeks, carrots, and prunes.

READING CHALLENGE 89

C PREDICT Read the title of the text and discuss. What do you think *Food for the Soul* means?

Elicit or explain the meaning of *soul*. Say: *The word* soul *is about your feelings*. Discuss the meaning of the title as a class. Ask volunteers to predict what the text will be about, based on the title.

CASAS FOR READING
0.1.2, 0.1.5, 1.2.8, 7.4.4, 7.7.3

CCRS FOR READING
RI1, RI2, RI3, SL1, SL3, SLK3

D Read the text.

Have students read the text individually or read it together as a class, using the audio if appropriate. Clarify the meaning of any unfamiliar words, eliciting from students when possible. Then ask volunteers to summarize the text.

E Read the statements. Choose *True* or *False*.

Clarify the meaning of *true* and *false*. Elicit from students and / or provide examples, such as:
We are learning Spanish. (false)
We are learning English. (true)
When reviewing answers, have students say which part of the text supports their answers.

F Read a shopping list for chicken soup ingredients. Search online for photos of the ingredients.

Read the words out loud and have students repeat. Ask them which words are new to them. Have students complete the exercise in pairs. Provide suggestions for search engines as needed.

G Work in a group. Discuss: *What is your comfort food?*

Model the exercise by telling students about your own comfort food. Elaborate with details, such as reasons, how it makes you feel, when you like to eat it, and so on. Use breakout rooms for virtual classes.

READING STRATEGIES

Summarizing

Summarizing gives students the opportunity to retell a story in their own words. When students summarize, they can identify the main idea and remember what is important in the story.

Summarizing gives students an appreciation of how well they understand the text. It also gives students practice in expressing their own ideas.

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4 Clothing



About the Photo

This photo, taken by Ukrainian-born photographer Dina Litovsky, shows skateboarders gathering at the Venice Beach Skate Park in Southern California. Alongside all the impressive tricks, skate culture has also developed its own unique fashion. This style can be characterized as casual, loose (so as not to restrict movement), and comfortable, yet fashionable.

- Introduce the unit. Ask students how important clothing is to them. Ask: *How often do you go shopping for clothes? What is your favorite type of clothing to buy?*
- Ask students to look at the photo and discuss the first two questions with a partner. Then read the photo information and discuss the final two questions as a class.
- Ask a volunteer to read the unit outcomes.

Life Skills Focus

In this unit, students will learn how to identify types of clothing and where they are located within a store. They will also learn how to make purchases based on advertisements.

Workplace Focus

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

- In Lesson 6, *Explore the Workforce*, students will be introduced to clothing store jobs. They will learn about different positions and salaries. They will practice calculating item prices, reflect on job preferences and skills. They will also practice a job interview.
- In the Team Project, students practice the soft skill of brainstorming as a group.
- The Life Online exercise in Lesson 3 draws students' attention to elements of an online shopping cart and allows them to practice deciphering the information included. The Life Online notes in Lessons 4 and 5 educate students on digital payment apps, as well as taxes and shipping fees when shopping online.

UNIT OUTCOMES

- Identify types of clothing
- Ask for and give directions in a store
- Describe clothing
- Make purchases
- Read advertisements
- Investigate clothing store jobs

Look at the photo and answer the questions.

1. What types of clothing do you see?
2. What colors are the clothes?

Skateboarders show off their style at a skate park in Venice Beach, California.

1. *Style* means the kinds of clothing you like to wear. Do you like the clothing in the photo? Why?
2. What kinds of clothing do you like to wear?

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 types of clothing • Ask for and give directions in a store • Describe clothing • Make purchases • Read advertisements • Investigate clothing store jobs	• Simple present with *have* • Prepositions of location • *There is / There are* • *How much is / How much are* • *How much / How many*	• Articles of clothing • Sections in a clothing store • Colors and sizes • Money: bills and coins • Clothing store positions	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Community resources • Banking systems	Lesson 1: 1.2.1, 1.2.9 Lesson 2: 0.1.2, 0.1.5, 1.2.9, 2.2.1, 6.6.5, 7.2.3 Lesson 3: 0.1.2, 0.1.5, 1.2.9, 6.0.2, 7.2.3 Lesson 4: 0.1.2, 0.1.5, 1.1.6, 1.2.9, 6.0.2, 6.1.1 Lesson 5: 0.1.2, 0.1.5, 1.2.1, 1.2.2, 1.2.9, 7.2.3 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.1.2, 6.7.2 Review: 1.1.6, 1.2.1, 1.2.9, 6.1.2, 7.2.3 Team Project: 0.1.2, 0.1.5, 1.2.1, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6 Reading Challenge: 0.1.2, 0.1.5, 1.1.6, 1.2,1, 1.2.9, 6.6.5	S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. S8: Determine the meaning of words and phrases in oral presentations and literary and informational text. S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2, SLK3, SLK6

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LESSON 1

What's on Sale?

GOAL ▶ Identify types of clothing

A IDENTIFY Listen and point to the clothing.



B Listen to the conversation and read.

Salesperson: May I help you?

Maria: Yes, I need a shirt, pants, a sweater, and socks.

C Read the conversation in B again. Write sentences.

1. She needs a shirt.
2. She needs pants.
3. She needs a sweater.
4. She needs socks.

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At-a-Glance Prep

Goal: Identify types of clothing
Grammar: Simple present with *have*
Academic Strategy: Focused listening
Vocabulary: Articles of clothing, *closet*

Agenda

- ☐ Identify types of clothing.
- ☐ Talk about a clothing store ad.
- ☐ Describe the clothing people have.
- ☐ Write the items of clothing in your closet.

Resources

Heinle Picture Dictionary: Clothes, pages 104–105

Pacing

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

Standards Correlations

CASAS: 1.2.1, 1.2.9

CCRS: L1, L2, L3, RI1, SL3, SLK2

ELPS:

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

Warm-up and Review 10–15 mins.

Act out putting on a shirt. Put on shoes. If students call out items of clothing, write them on the board. Mime being cold. Bring a coat or sweater into class and see if a student will suggest that you put it on. Write *coat* or *sweater* on the board. Then write on the board: *I need a coat. Where can I buy one?* Suggest a few local or online stores.

Introduction 5 mins.

Point to other items of clothing and have students identify what they can. State the goal: *Today, we will identify types of clothing*.

Presentation 1 15–20 mins.

A IDENTIFY Listen and point to the clothing.

Ask students to look at the picture and think about the different clothing they see. Then ask students to listen and point to the clothing. Play the audio.

Ask students to work in pairs and take turns saying and pointing to the clothing they see in the picture. Play the audio again if necessary.

Listening Script

pants, sweaters, T-shirts, coats, shirts, blouses, skirts, hats, socks

B Listen to the conversation and read.

Play the audio and ask students to read the conversation. Go over the conversation and allow them to practice it in pairs. Point out the use of the simple present.

Ask students which words are plural and which are singular. They may be confused about *pants*. Point out that it ends in *s* and that it refers to an article of clothing that has two legs. Help students recognize that singular nouns need an article before them. Make sure they pronounce the indefinite article *a* /ə/.

Practice 1 5–10 mins.

C Read the conversation in B again. Write sentences.

Help students understand that they should write a sentence for each clothing item mentioned in the conversation in **B**. If students finish early, encourage them to write other sentences or to repeat the exercise with *I* as the subject.

Evaluation 1 5 mins.

Ask students to write their sentences on the board. Make sure they use capital letters, periods, and an indefinite article for singular nouns.

Presentation 2

10-15 mins.

D IDENTIFY What clothes do you see in the ad?

Go over the advertisement with students. Go over the meaning of the word *sale*. Have students say the clothing items they see in the ad as you write them on the board. Say items in **E** in random order and ask students to point to the items in the ad. Say the words in sentences and ask them to point again. Go over the "A pair of" note, providing or eliciting singular and plural (*two pairs of pants*) examples.

Practice 2

15-20 mins.

E Listen and write the number of the conversation.

The audio for this activity consists of eight short conversations. The object here is not that students understand every word, but that they begin to recognize the clothing words.

Ask students to listen carefully for each item as it is spoken about. Do the first item as a class.

The conversations have only a short pause between each one. Students are asked to listen and write their answers rapidly. You may play the whole audio more than once, but we suggest that you don't stop in the middle.

Briefly remind students of the strategy of focused listening.

Listening Script

1. **Saleswoman:** *Excuse me. Can I help you?*
   Customer: *Yes, I need a top, but I don't see anything that will look good on me.*
   Saleswoman: *I think this blouse is perfect for you. The color goes great with your eyes.*
   Customer: *Do you really think so? Maybe you're right. Thanks!*

2. **Son:** *Dad, can you buy some socks when you're out? I need them for tennis practice.*
   Father: *Sure, son. I'll buy you five pairs.*

3. **Man 1:** *This shirt is way too big for me. I really need to be more careful when I go shopping.*
   Man 2: *Yeah. I always try clothes on before I buy them. It's so hard to know if something will fit or not.*

4. **Husband:** *I have four pairs of pants in my closet, but I don't want to wear any of them.*
   Wife: *Why don't you wear the brown pair? They look good on you.*

5. **Woman 1:** *It is so cold out. I wish I brought my coat.*
   Woman 2: *You're right. Let's get inside as soon as possible.*

6. **Daughter:** *Mom, can I go to the park for a while with Becky?*
   Mother: *Yes, dear, but it's getting cold. Please put on a sweater. Then I won't worry.*

7. **Son:** *Dad, will you play basketball with me? I think I need some practice.*
   Father: *OK, let me get changed. I need to find my shorts.*

8. **Husband:** *Is this a formal dinner we're going to?*
   Wife: *I think so. I'm wearing a dress, so you should wear something nice.*

For shorter classes, ask students to do **F** for homework.

Evaluation 2

5-7 mins.

Check students' book work by going over the answers as a class.

F Match the words to the photos in E.

Ask students to write the words under each photo as reinforcement and additional practice. See how many can do it without referring to the word bank.

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D IDENTIFY What clothes do you see in the ad?



E Listen and write the number of the conversation.



3 shirt



4 pants



8 dress



1 blouse



2 socks



6 sweater



5 coat



7 shorts

F Match the words to the photos in E.

~~blouse~~	coat	dress	pants	shirt	shorts	socks	sweater

A pair of . . .

Use *a pair of* with clothes that have two parts (socks, gloves). *A pair of* can also be used with clothes that have two legs (pants, shorts).

G **Read.**

Simple Present: *Have*		
Subject	***Have***	**Example Sentence**
I / You / We / They	have	I **have** two shirts. You **have** a pair of socks.
He / She	has	She **has** a dress. He **has** a pair of shoes.

H **Write. Then listen and check your answers.**

(blouse) 1. She has a blouse.

(shoes) 2. He has shoes. **or** He has a pair of shoes.

(dress) 3. She has a dress.

(coats) 4. They have coats.

(socks) 5. I have socks. **or** I have a pair of socks.

(sweaters) 6. We have sweaters.

(pants) 7. You have pants. **or** You have a pair of pants.

I **What's in Maria's closet? Write.**



3 dresses

1 pair of shoes

1 blouse

J **LIST** **What's in your closet? Write four items.**

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Presentation 3

20-25 mins.

Explain to students what a closet is. Tell students what is in your own closet. Make a list on the board of how many pairs of pants, pairs of shoes, shirts, and so on, you have. Take one of the types of clothing and make a sentence about it. For example, you might write: *I have ten shirts.* Underline *have*. Have a volunteer share how many shirts they have. Write a sentence about the student. For example: *Maria has five blouses.* Underline *has.* Ask students to open their books.

G Read.

Go over the chart with students. Make sure they understand how to read it. Also, if you haven't already, introduce students to the phrase *a pair of*. Explain to students that this phrase can be used with *shoes, socks, pants,* and *shorts.* Point out that it is especially helpful when expressing plurals *(two socks vs. two pairs of socks)*.

H Write. Then listen and check your answers.

Do this activity as a class. Make sure that students use the simple present form of *have* correctly.

For shorter classes, ask students to do **I** for homework.

I What's in Maria's closet? Write.

Do this activity as a class, or ask students to work in pairs and check the answers as a class.

On the board, write: *What's in Maria's closet?* Practice the question several times by asking students to respond. Have students ask each other what Maria has in her closet. Make sure their answers are in complete sentences and include *has*. Also, make sure students are doing the activity with appropriate intonation.

Practice 3

5-7 mins.

Ask students to practice the question and answers in **I** with a partner.

Evaluation 3

5-7 mins.

Observe the activity. Provide feedback on pronunciation if necessary. Prompt students to make a complete sentence about Maria using *have*.

Application

10-15 mins.

J LIST What's in your closet? Write four items.

Ask students to write the items of clothing in their own closets and to report to a group using *have*.

BEST PRACTICE

Inside / Outside Circle

At this level, students are often asked to have short conversations in order to provide fluency practice. Repetition is necessary because students don't have an extensive vocabulary to discuss things yet. It is a good idea to provide different ways to approach pair practice. One approach is called inside / outside circle. Here students stand in two circles, one inside the other. There is the same number of students in both circles. Students in the outer circle face students in the inner one. They perform the conversation once. Then you ask one of the circles to rotate so each student repeats the activity with another student. This continues until you feel students have had enough practice. In activities where students move around, such as this, be mindful of any differently-abled students, and adjust arrangements as needed.

Instructor's Notes

At-a-Glance Prep

Goal: Ask for and give directions in a store
Grammar: Review prepositions of location
Academic Strategies: Classifying information, focused listening
Vocabulary: Sections in a clothing store

Agenda

- ☐ Review clothes in your closet.
- ☐ Talk about sections of clothing stores.
- ☐ Describe locations in clothing stores.
- ☐ Practice a conversation about locations in a clothing store.

Resources

Heinle Picture Dictionary: Buying, Wearing, and Caring for Clothes, pages 114-115; Clothes, pages 104-105

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.9, 2.2.1, 6.6.5, 7.2.3
CCRS: L1, RI1, RI3, SL3, SLK2
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 10-12 mins.

Remind students how to work with a Venn diagram. Refer them to page 80 if necessary. Students can create their own diagram or you can supply them with one. Ask students to recall what they have in their closets. They recorded this information in **J** of Lesson 1.

Ask students in pairs to make a Venn diagram about what items they have in their closets.

Introduction 7-10 mins.

Point to the back of the classroom. Without saying anything, walk to the back of the room. Then point to a corner of the room. Again, without saying anything, walk to that corner. Do this for all parts of the classroom. Next, put a coat or another article of clothing in a corner. Walk away, point to that corner, and ask: *What is in the corner of the room?* State the goal: *Today, we will ask for and give directions in a store*.

Presentation 1 10 mins.

Describe the classroom as a clothing store. Explain to students that you are in (name of store). Use a popular name of a store so students will recognize the context. Write *Men's Section* on the board. Ask students to help you list clothing in the men's section. Then ask students to look at the picture in **A**.

A Listen and point.

Play the audio several times and help students with their pronunciation and understanding of *teen,* as needed.

Look at the men's section in the picture. If there is an item that students didn't mention in Presentation 1, write it on the board.

Listening Script

men's *women's* *children's*
teen boys' *teen girls'* *fitting room*

Workplace Focus

Exercise B: Collect and organize information.

Practice 1 10-15 mins.

B CLASSIFY Look at the picture in A and write the clothes.

Ask students to complete the table with the items they see in **A**.

Evaluation 1 3 mins.

Recreate the table on the board and ask volunteers to complete it.

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LESSON 2

Where's the Fitting Room?

GOAL ▶ Ask for and give directions in a store

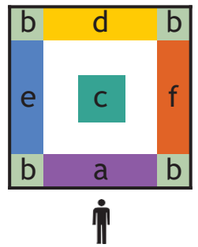
A Listen and point.



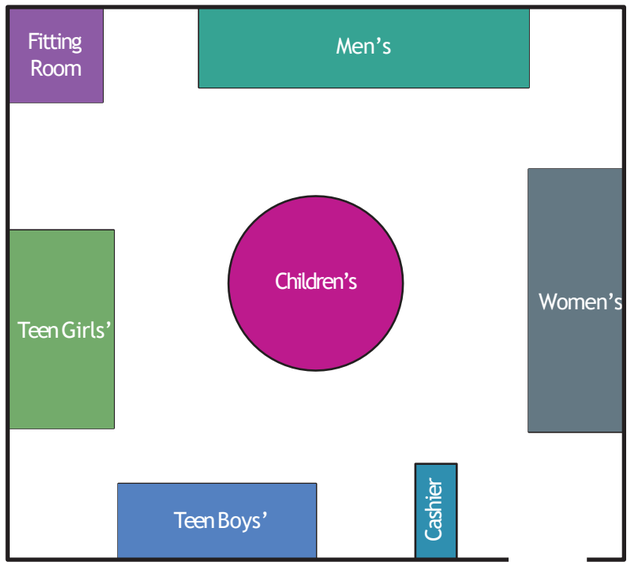
B CLASSIFY Look at the picture in A and write the clothes.

Men's	Women's	Children's	Teen Boys'	Teen Girls'
coats	dresses	hats	sweaters	skirts
sweaters	sweaters	socks	shirts	dresses
shirts	shoes	shorts	pants	
socks	blouses	shirts		
hats		dresses		

C Read.

Prepositions of Location	
a. It's **in the front of** the store. b. It's **in the corner of** the store. c. It's **in the middle of** the store. d. It's **in the back of** the store. e. It's **on the left side of** the store. f. It's **on the right side of** the store.	

D Look at the diagram. Answer the questions. Answers will vary.



1. Where's the fitting room? It's in the corner of the store.
2. Where's the men's section? It's in the back of the store.
3. Where's the women's section? It's on the right side of the store.
4. Where's the children's section? It's in the middle of the store.
5. Where's the teen boys' section? It's in the front of the store.
6. Where's the teen girls' section? It's on the left side of the store.

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Presentation 2

12-15 mins.

In the introduction, you put an article of clothing in a corner. Ask students where it is. For example, ask: *Where's the sweater?* Several students may know the word *corner*. Help them use it in a complete sentence. On the board, write: *It's in the corner*.

C Read.

Ask students to open their books and read the grammar chart together. Don't assume students will understand the concept of prepositions of location without more explanation. For some students, this concept may be unclear. Show them how the letters in the diagram correspond with the lettered descriptions. Make sure students understand that the person in the diagram is standing at the entrance to the store.

Practice 2

15-20 mins.

D Look at the diagram. Answer the questions.

Clarify that the locations of the different sections should be viewed from the same relative perspective shown in the diagram in **C**. Point out the entrance to the store near the bottom right-hand corner. Go over the example as a model. Remind students to write their answers as complete sentences. Make sure students are able to make a distinction between *in* and *on*.

Pronunciation **Minimal pairs *in* / *on***

One form of pronunciation practice that deals with sounds is called minimal pair practice. In this type of practice, students learn to distinguish sounds by contrasting them with other sounds. Usually, the practice involves two words that are almost the same, except for one sound. Sometimes this practice is referred to as the *ship* / *sheep* method. Drilling students on minimal pairs is good for awareness; however, it should be noted that pronunciation practice in context and using other instructional techniques are important to gain fluency.

Many languages don't make the /ɪ/ sound, so a word like *in* /ɪn/ may be pronounced /ɛn/. At this level, such a small distinction is not an obstacle to general comprehension. However, students should be led to understand the distinction between *in* and *on*. Show students how the jaw drops to pronounce *on*. Through minimal pair practice, show them how the two words sound different.

Instructor's Notes

E **Listen and practice the conversation. Then make new conversations with the information from D.**

Prepare students for the practice by listening to the audio. Help them with proper intonation. Have students work in pairs to make new conversations. Use breakout rooms for virtual classes. Clarify that students should use the information from **D** on the previous page. Be sure students take turns and switch roles.

Evaluation 2

5–7 mins.

Ask volunteers to perform their new conversations for the class.

Presentation 3

10–12 mins.

At this time, students will review prepositions of location, but they will be used in combinations. Prepare students by presenting a few examples in the classroom. Say: *Point to the back left corner*. Be sure you turn your body so students don't confuse *left* and *right*. It may be helpful to refer students back to the diagram in **C** to point out that there are four corners and it is sometimes necessary to give more information to describe *which* corner something is located in, so *front*, *back*, *left*, and *right* can help with that.

F **Listen and point.**

Do this exercise as a class to make sure students understand the location descriptions.

Listening Script

1. *Point to the front right corner of the store.*
2. *Point to the middle of the store.*
3. *Point to the back left corner of the store.*
4. *Point to the right side of the store.*
5. *Point to the back of the store.*
6. *Point to the front of the store.*
7. *Point to the back right corner of the store.*
8. *Point to the front left corner of the store.*

Practice 3

5–10 mins.

G **Listen and write the sections in the picture in F.**

Here students write the name of the section where designated. You may need to play the audio several times. Remind students to focus on the name of the section and the location.

Listening Script

1. **A:** *Excuse me, where is the teen boys' section?*
   B: *It's in the back left corner of the store.*
   A: *Thanks!*

2. **A:** *Can I help you?*
   B: *I'm looking for the women's section.*
   A: *The women's section is in the front right corner of the store.*

3. **A:** *I'm looking for the children's section.*
   B: *The children's section is in the middle of the store. Do you need any help?*
   A: *No, thank you.*

4. **A:** *Excuse me. Where is the men's section?*
   B: *It's in the front left corner of the store.*
   A: *Thanks.*

5. **A:** *I need help.*
   B: *Yes, what can I do for you?*
   A: *I need to find my daughter. She said she would be in the teen girls' section.*
   B: *The teen girls' section is in the back right corner.*

Evaluation 3

5 mins.

Ask students to peer-edit each others' work. Then play the audio again to check answers as a class.

Workplace Focus

Exercise H: Make decisions and solve problems; Combine ideas and information.

Application

5–10 mins.

H **CREATE** **In a group, write three clothing items to go in each section.**

Encourage students to use words from the unit as well as any other words they would like to include. Monitor students' work and write new words on the board as needed. Use breakout rooms for virtual classes.

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E **Listen and practice the conversation. Then make new conversations with the information from D.**

Customer: Can you help me?

Salesperson: Sure. What can I do for you?

Customer: Where's the fitting room?

Salesperson: It's in the corner of the store.

Customer: Thank you.

F **Listen and point.**



G **Listen and write the sections in the picture in F.**

H **CREATE** **In a group, write three clothing items to go in each section.** Answers will vary.

Women's	Men's	Children's	Teen Girls'	Teen Boys'

LESSON 3

What Colors Do You Like?

GOAL ▶ Describe clothing

A INFER Look at the picture. What is Yusuf doing?



B Listen and read.

Salesperson: Can I help you?

Yusuf: Yes, I need a shirt.

Salesperson: What color do you like—blue, white, or red?

Yusuf: I don't know, maybe blue.

***Yes / No* Questions**

Can I help you?

May I help you?

Do you need help?

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At-a-Glance Prep

Goal: Describe clothing
Grammar: *There is, there are*
Pronunciation: *Yes / No* question intonation
Academic Strategy: Classifying information
Vocabulary: Clothing sizes, colors, *inventory, size, item, quantity*

Agenda

- ☐ Make a list of articles of clothing.
- ☐ Identify colors and sizes.
- ☐ Listen for colors and sizes.
- ☐ Learn about online shopping carts.
- ☐ Write an inventory of classmates' clothing.

Resources

Heinle Picture Dictionary: Clothes, pages 104–105; Colors, pages 10–11; Describing Clothes, pages 110–111

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.9, 6.0.2, 7.2.3
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S4: Construct level-appropriate oral and written claims and support them with reasoning and evidence.

Warm-up and Review 10–15 mins.

Ask groups to list all the types of clothing they see in the classroom. Ask each group to write their list on the board and compare lists.

Introduction 5–7 mins.

Ask students to identify what you are wearing, including colors. Ask them *yes / no* questions, for example: *Is my shirt white?* State the goal: *Today, we will describe clothing*.

Presentation 1 15–20 mins.

Ask students where they buy clothing. Give some examples of stores, both local and online.

With books closed, have students listen to the conversation from **B**. Play the audio. On the board, write: *pants, shirts, socks*, and *shoes*. Ask students to identify which item Yusuf is shopping for.

A INFER Look at the picture. What is Yusuf doing?

Ask students to point to Yusuf, the shirts, and other details. Discuss the question in direction line. Ask students which color they think he will choose.

B Listen and read.

Play the audio and ask students to read along. Have students practice the conversation in pairs.

Ask students to do a corners activity. Students go to different corners of the room, depending on the color they prefer: *white, blue, red*, or *I don't like any of the colors*. Help students understand the negative of *like*. Have students say the color they like and don't like.

Practice 1 7–10 mins.

Intonation *Yes / No* Questions

Go over the intonation note and play the audio. Have students practice saying the questions with a rising intonation and provide feedback as needed.

Listening Script

Yes / No questions have a rising intonation. They go up at the end.
Can I help you?
May I help you?
Do you need help?

Write the following conversation on the board and have students practice in pairs. Ask them to respond to the second question with the color they chose in the corners activity.

Student A: *Can I help you?*
Student B: *Yes, I need a shirt.*
Student A: *What color do you like?*
Student B: *I like blue.*

Evaluation 1 3–5 mins.

Ask for volunteers to perform their conversations for the class.

Presentation 2

15-20 mins.

C Listen and repeat.

Go over the new vocabulary with students. Practice pronunciation as needed. Encourage students to add the words to their vocabulary logs. Go over the note on adjective position. Make sure students understand the word order. Some students will have a difficult time putting the adjective before the noun. They will have an opportunity to practice this in **I**.

Listening Script

pink	*green*	*white*	*blue*
orange	*yellow*	*black*	*purple*
gray	*red*	*brown*	

BEST PRACTICE

Error Correction

We suggest that you correct students only on the concepts you are teaching or have taught. It is often more desirable to encourage peer-correcting over teacher-correcting because it can be less intimidating. It may also be useful to wait until you hear the error several times and explain the error to the class instead of identifying students who are making the error.

Finally, be careful to limit correcting in application stages and team projects. In these activities, students are taking ownership of their own language, and overcorrecting can inhibit this process.

Look for things in the classroom and identify colors. For example, you may say: *The door is blue.* Also, to practice word order, you may say: *The blue door is over there.* Drill students on the color vocabulary by prompting them to listen and repeat. Then have them substitute by pointing to an object and asking them to add the color: *The door is* _____.

D Listen and point to the clothing items.

Discuss the pictures with students. Write *small*, *medium*, *large*, and *extra large* on the board. Drill students on the new vocabulary and say the sizes and colors. Have them identify the shirts by pointing to them in their books. Encourage students to add the words to their vocabulary logs.
This audio allows students to practice sifting through a conversation and identifying the new vocabulary. When they hear the color and size, they should point to the item.

Listening Script

Salesperson: *Welcome to Adel's Clothing Emporium. We have many sizes and colors in our store. For example, in this style, we have two extra-large blue shirts.*
Yusuf: *I don't need that size. Do you have any large white shirts?*
Salesperson: *Sure, I think we have one left in the back. I can get it for you.*
Yusuf: *OK, and while you're at it, could you get me a medium green shirt for my brother?*
Salesperson: *OK. Do you think he might want a small yellow shirt? We have three of those on sale.*
Yusuf: *No, thanks. He's a size medium and he doesn't like yellow.*

Workplace Focus

Exercise E: Collect and organize information; Perform basic computations.

For shorter classes, ask students to do **E** for homework.

Practice 2

10-15 mins.

E CLASSIFY Look at the pictures in D. Complete the inventory.

Help students understand what *inventory* means. Ask them to complete the information.

Evaluation 2

3-5 mins.

Ask questions about the chart in **E** such as: *How many white shirts are there? What size are they?*

Presentation 3

10-15 mins.

Review the fact that *How many?* is used to ask about numbers. Explain that this question will use a plural noun. However, the answer, which often includes *there is / there are* can be singular or plural.

F Read.

Go over the grammar chart. Point out that the adjective has the same form for both singular and plural. Go over the pronunciation, noting that the *s* in *there's* has a /z/ sound. Explain that the contraction is more common in speaking. Model using these forms to describe the clothing in **A**.

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C Listen and repeat.



Adjective Position

A **blue tie** (correct)
~~**A tie blue**~~ (not correct)

D Listen and point to the clothing items.



S = small **M = medium** **L = large** **XL = extra large**

E CLASSIFY Look at the pictures in D. Complete the inventory.

Adel's Inventory List			
Quantity (How many?)	**Item**	**Size**	**Color**
3	shirts	S	yellow
2	shirts	M	green
1	shirt	L	white
2	shirts	XL	blue

F Read.

Singular	Plural
There **is** one green shirt.	There **are** two black shirts.
There**'s** one green shirt.	

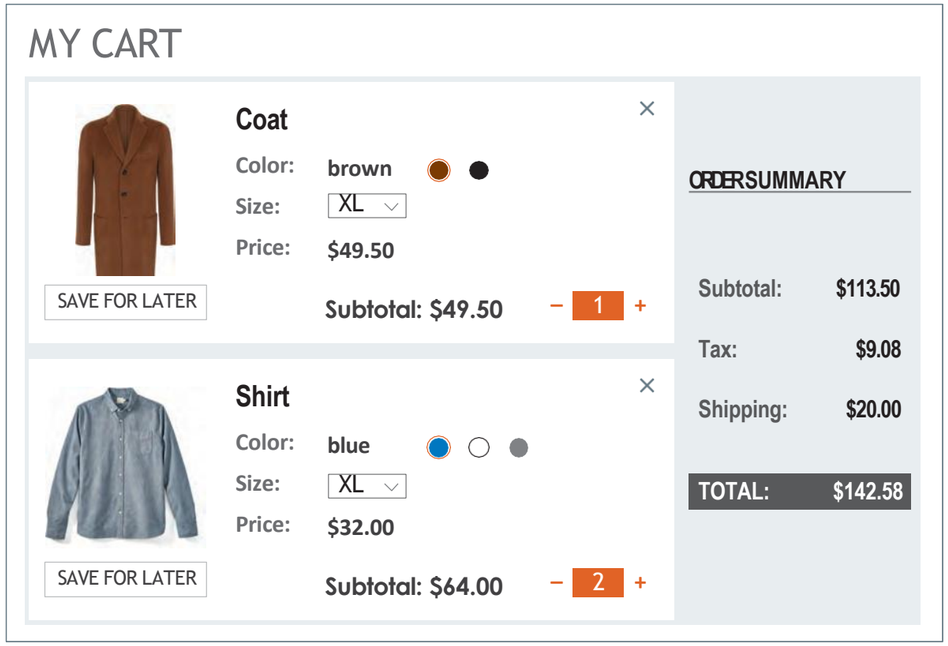
G **Practice the conversation with a partner. Then use the information from E to make new conversations.**

Student A: How many white shirts are there?

Student B: There is one.

H **It's important to check your cart before paying for things online. Do you have the right size? Do you have the right number? Does the total price make sense to you? Read the online order and answer the questions.**

Life ONLINE



1. How many items are in the order? three
2. What is the total including tax and shipping? $142.58
3. What color is the coat? brown
4. What size are the shirts? XL / extra large

I **CREATE** **Work in a group. Make a clothing inventory for your class on a separate sheet of paper. Write the number, color, and type of clothing item.**

EXAMPLE: 3 black shirts
5 blue pants

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G **Practice the conversation with a partner. Then use the information from E to make new conversations.**

Model the conversation with a volunteer. Elicit that the verb in the response (*There's*) will have to change to *are* for plurals (*There are three.*). Do a choral practice, using both singular and plural. Clarify correct pronunciation and rhythm / intonation as needed. Then have students complete the exercise in pairs, using breakout rooms for virtual classes.

Practice 3

12-15 mins.

H **It's important to check your cart before paying for things online. Do you have the right size? Do you have the right number? Does the total price make sense to you? Read the online order and answer the questions.**

Life ONLINE

Ask volunteers to share any experiences they have had with online shopping. Elicit any problems or mistakes they have experienced. Then emphasize the importance of checking that all the information is correct before clicking the "place order" button. Go over the information in the realia, clarifying vocabulary as needed. Encourage students to add any new words to their vocabulary logs. Go over the questions in the direction line, confirming answers by checking the relevant information in the cart. Point out that it's also important that the shipping and billing addresses are correct, as well as payment information. If possible, walk students through an online purchase using a real online retailer. Have students complete the exercise in pairs, using breakout rooms for virtual classes.

Evaluation 3

3 mins.

Check the answers to **H** as a class.

Workplace Focus

Exercise I: Collect and organize information; Combine ideas and information.

Application

15-20 mins.

I **CREATE** **Work in a group. Make a clothing inventory for your class on a separate sheet of paper. Write the number, color, and type of clothing item.**

In groups, have students make a class inventory of the clothing students are wearing in class that day. Put the inventories on the board. Then, in pairs, have students practice the conversation from **G** again, using information from their new class inventory.

Instructor's Notes

At-a-Glance Prep

Goal: Make purchases
Grammar: Review *How much is* / *How much are*
Academic Strategy: Focused listening, calculating
Vocabulary: Bills and coins

Agenda

- ☐ Review clothing and make a list.
- ☐ Talk about prices.
- ☐ Learn about US money.
- ☐ Read order summaries.
- ☐ Write an order summary.

Resources

Heinle Picture Dictionary: Money and Shopping, pages 8–9

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.1.6, 1.2.9, 6.0.2, 6.1.1
CCRS: L1, L2, L3, SL1, SL3, SLK2
ELPS:
S9: Create clear and coherent level-appropriate speech and text.

Warm-up and Review 15–20 mins.

Ask groups to list clothing without using a dictionary or their books. Then ask them to write the words in alphabetical order. Ask each group to write their list on the board. If students introduce new words, acknowledge them and briefly practice their pronunciation.

Introduction 3–5 mins.

Ask students to identify clothes in the classroom by color and name. Ask where they buy clothing. State the goal: *Today, we will learn how to make purchases.*

Presentation 1 20–25 mins.

A IDENTIFY Listen and point to the amounts.

Play the audio. Ask students to point to the amount being talked about. Have them repeat the money amount with you, clarifying *dollar(s)* and *cent(s)* as needed.

Listening Script

a. **Cashier:** *Let's see. You'd like this keychain? That'll be $1.00.*
Customer 1: *$1.00?*
Cashier: *That's right.*
Customer 1: *OK, here you go.*

b. **Customer 2:** *How much are the socks?*
Cashier: *Let's see ... They're $6.25 with tax.*

c. **Cashier:** *OK. The hat is $10.41 with tax.*
Customer 3: *Can I pay with a card?*
Cashier: *Sure.*
Customer 3: *Thanks!*

Workplace Focus

Exercise B: Perform basic computations.

B Match the words to the correct item from A.

Do this exercise with students. Practice pronunciation of the amounts as needed.

C Listen and read.

If you have samples of bills and coins, use them. Practice pronunciation as needed. This is also a good occasion to use "play" money. Put money together in different combinations and see if students can give you the totals.

Life ONLINE

Have students read the Life Online note. Show students an example of a payment app if possible. Explain that while most stores accept multiple forms of payment, there may be stores that only accept cash and others that only accept cards or electronic payments.

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LESSON 4

That's $5.00

GOAL ▸ Make purchases

A IDENTIFY Listen and point to the amounts.

a. $1.00



b. $ 6.25







c. $10.41





B Match the words to the correct item from A.

1. one dollar	(a.)	b.	c.
2. ten dollars and forty-one cents	a.	b.	(c.)
3. six dollars and twenty-five cents	a.	(b.)	c.

C Listen and read.



a dollar bill
$1.00



a dollar coin
$1.00



a quarter
$.25



a dime
$.10



a nickel
$.05



a penny
$.01

Life ONLINE

Payment Apps You don't need cash to pay in most places. You can use apps on your phone to pay for things easily. Just make sure your phone is safe so no one else can use it!

D CALCULATE Write the correct amount.

1. $ 15.08



2. $ 35.10



3. $ .50



E Read.

Singular	Plural
How much **is** the dress?	How much **are** the shoes?

F Practice the conversations with a partner.

Customer: How much is the shirt?

Salesperson: It's $17.50.

Customer: Thanks.

Customer: How much are the shorts?

Salesperson: They're $24.99.

Customer: Thanks.

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Workplace Focus

Exercise D: Perform basic computations; Manage money.

Practice 1

5–7 mins.

D CALCULATE Write the correct amount.

Ask students when they finish writing the amounts to speak to a partner and recite the type of money (quarter, nickel, etc.) they see in the right column.

Evaluation 1

5–7 mins.

Check students' book work. Practice saying the amounts with students. Make sure they pronounce the *s* in *dollars* and the *s* in *cents*. Also, ask students the names of the types of money (quarter, nickel, etc.) in the right column.

Presentation 2

10–15 mins.

Review numbers 1–100 with students.

Practice using *have* and *has* in this presentation as a review. Say: *Kim has $35.00—one 20-dollar bill, one 10-dollar bill, and one 5-dollar bill.* Do a short dictation and give students four amounts. After checking to make sure everyone understood the numbers, ask students what bills and coins they might need.

Make sure that students do not drop the plural *-s* when saying *dollars* or *cents*.

E Read.

Review the chart with students. Point out the singular and the plural verb forms of the verb *be*. Add additional examples on the board: *How much is the shirt? How much are the sweaters?*

Practice 2

5–7 mins.

F Practice the conversations with a partner.

Ask students to read the conversations. Then ask: *How much is the shirt? How much are the shorts?* Ask students to practice the conversations in pairs. Use breakout rooms for virtual classes.

Evaluation 2

5–7 mins.

Have students perform their conversations for the class.

Instructor's Notes

BEST PRACTICE

Playing Audio

1. If time permits, walk around while students are listening to the audio to observe how well they understand.
2. Play the audio multiple times if necessary.
3. Give students the opportunity to follow the text of the audio script while or after they listen.

Presentation 3

10-15 mins.

G Listen and write.

Review *How much is?* and *How much are?* Then play the six brief conversations and ask students to write the prices they hear in their books. Do the first one as an example.

Listening Script

1. **Salesperson:** *Can I help you?*
   Paula: *Yes, I want this pair of pants, but there's no tag. How much are they?*
   Salesperson: *Let's see. They're $42.99.*

2. **Salesperson:** *Can I help you?*
   Paco: *Yes, I want this shirt. Is it on sale?*
   Salesperson: *Yes, it's $24.50.*

3. **Salesperson:** *Can I help you?*
   Paco: *Yes, I need a pair of shoes for work.*
   Salesperson: *Here is a nice pair.*
   Paco: *How much are they?*
   Salesperson: *They are $64.00.*

4. **Salesperson:** *Can I help you?*
   Yusuf: *Yes, I want this pair of shorts. How much are they?*
   Salesperson: *Let me see. They are $28.00.*

5. **Salesperson:** *Can I help you?*
   Maria: *Yes, I need a dress for a party.*
   Salesperson: *What color are you looking for?*
   Maria: *Something pink or purple.*
   Salesperson: *How about this one? It's on sale.*
   Maria: *That's beautiful. How much is it?*
   Salesperson: *It's $82.50.*

6. **Salesperson:** *Can I help you?*
   Daphne: *Yes, I'm looking for a blouse.*
   Salesperson: *What color are you looking for?*
   Daphne: *Maybe blue.*
   Salesperson: *How about this one?*
   Daphne: *That's pretty. How much is it?*
   Salesperson: *It's $22.50.*

Workplace Focus

Exercises H and I: Perform basic computations.
Exercise I: Combine ideas and information.

Practice 3

10-15 mins.

H Work with a partner. Ask for prices from G and complete the order summaries.

Clarify *order summary* and show students an example online, if possible. Model how to do **H**. This is an information-gap activity. Student A covers **G** and asks: *How much are the pants?* Student B looks at **G** and responds. Student A writes the information on the first order summary in **H**. Then students switch roles. Use breakout rooms for virtual classes.

Evaluation 3

5-7 mins.

Together as a class, add the totals from the two order summaries. See if everyone gets the same results.

Application

10-15 mins.

I CREATE Work with a partner. Ask for three different items and complete the order summary.

Model the exercise with a volunteer. Clarify that students should use the items and prices from **G**. Remind students to use *pairs* for *pants*, *shoes*, and *shorts*. Use breakout rooms for virtual classes.

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G Listen and write.

1.  $42.99

2.  $24.50

3.  $64.00

4.  $28.00

5.  $82.50

6.  $22.50

H Work with a partner. Ask for prices from G and complete the order summaries.

1. ORDER SUMMARY

Item	Number	Price
pants	1 pair	$42.99
shirt	1	$24.50
shoes	1 pair	$64.00
TOTAL:		$131.49

2. ORDER SUMMARY

Item	Number	Price
dress	1	$82.50
shorts	1 pair	$28.00
blouse	1	$22.50
TOTAL:		$133.00

I CREATE Work with a partner. Ask for three different items and complete the order summary.

Salesperson: How can I help you?
Customer: How much are the pants?
Salesperson: They're $42.99.
Customer: Thanks. I want two pairs.
Salesperson: Great. Anything else?

ORDER SUMMARY

Item	Number	Price
TOTAL:		

LESSON 5

How Much Are the Shoes?

GOAL ▶ Read advertisements

A **Read, listen, and write the prices.**



B **Write.**

1. How much are the dresses? $38.00
2. How much are the shirts? $22.50
3. How much are the shoes? $36.00
4. How much are the pants? $28.00
5. How much are the men's sweaters? $33.00

C **Ask and answer the questions in B with a partner.**

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At-a-Glance Prep

Goal: Read advertisements
Grammar: *How much / How many*
Academic Strategies: Focused listening, classifying and comparing information
Vocabulary: *how much, how many, ad, save, sale*

Agenda

- ☐ Review clothing items, colors, and sizes.
- ☐ Read an ad.
- ☐ Practice asking for prices.
- ☐ Take orders.
- ☐ Compare stores.
- ☐ Create an ad.

Resources

Heinle Picture Dictionary: Money and Shopping, pages 8–9

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.1, 1.2.2, 1.2.9, 7.2.3
CCRS: RI1, RI2, RI3, SL1, SL3, SLK3
ELPS:
S3: Speak and write about level-appropriate complex literary and informational texts and topics.

Warm-up and Review 10–15 mins. ■■■

Ask students to turn back to **G** on page 100 and do the exercise again with a partner. Students can use the information from **E** on page 99 or real information based on the clothing other students are wearing.

BEST PRACTICE

Review

Students should be encouraged to do activities over again after a few days or weeks so the book becomes a tool for learning. This activity is a good example. At this level, students learn and quickly forget if a concept is not reinforced.

Introduction 5 mins. ■■■

Have students look back at the advertisement in Lesson 1 on page 93. Ask students what store the ad is for. Ask what kind of clothing they see in the ad. State the goal: *Today, we will read advertisements*.

Presentation 1 10–15 mins. ■■■

Talk a little about clothing stores, both online and local, and where you shop. Ask students where they shop for clothes. Go over the advertisement in **A** and review colors and prices. Ask questions using *how much*. Remind students what *save* and *sale* mean.

Prepare students for the listening activity by asking them to predict the omitted prices.

Practice 1 10–15 mins. ■■■

A **Read, listen, and write the prices.**

Play the audio and ask students to listen for the omitted prices. Ask them to write what they hear.

Listening Script

Here at Adel's Clothing Emporium, we have great sales. Come in and see for yourself. Men's shirts are only $22.50. You will be happy to see women's dresses are only $38.00. We have men's sweaters on sale for $33.00. Men's pants are only $28.00 this week. Women's shoes are now only $36.00. Save $4.00! Women's sweaters are a bargain at $25.00! We will be waiting for you. Remember Adel's Clothing Emporium for great savings!

B **Write.**

Have students write the information individually.

Evaluation 1 2–5 mins. ■■■

C **Ask and answer the questions in B with a partner.**

Ask students to read and respond to the information in **B** in pairs. Use breakout rooms for virtual classes.

Presentation 2

15-20 mins.

D Read.

Go over the questions carefully with students. Review the verb *be*.

Show students that when asked in general terms, the questions are always in the plural: *How much are the shirts?* When it is about a specific shirt, the speaker would say: *How much is the shirt?* Elicit that we use *How much* to talk about prices and *How many* to talk about amounts.

BEST PRACTICE

Addressing Student Levels

Students come to any ESL class at various levels. Formal multilevel classes are very common. In the formal multilevel class, students are designated at different levels within the same classroom.

Even if not formally designated, all classes are multilevel to some extent. Students come to classes with a variety of experience in schooling and in English training or exposure, and they also come with different abilities. Some may be good speakers, but may have trouble writing while others might be just the opposite.

In the *Stand Out* approach, our philosophy is not to hold a student back if he or she is ready for additional information. The instructor should be aware of what individual students can handle. We often suggest limiting exposure to certain concepts in order to avoid overwhelming students with too much information. However, some students might be ready for more. Be aware of this and help those students when appropriate. Use *Stand Out* ancillaries to challenge these students.

E Practice the conversation with a partner. Then use the information in A to make new conversations.

Go over the conversation with students. Point out the inclusion of a preposition of location in the conversation. Demonstrate how students should swap out the underlined information to create new conversations. For an additional challenge, students can use different prepositions for *back* in their new conversations. Use breakout rooms for virtual classes.

Workplace Focus

Exercise F: Collect and organize information.

Practice 2

7-10 mins.

F CLASSIFY Practice the conversation in E again. Speak to your classmates and take orders. (Use the ad in A.)

This activity can be extended or made more difficult by asking students to complete the chart without following the conversation in **E**.

Evaluation 2

5-7 mins.

Ask volunteers to perform the conversation in front of the class.

Life ONLINE

Have students read the Life Online note. Point out that sales tax varies from state to state. Explain that shipping costs may be a flat fee or be determined by the cost (or weight) of your total purchase. Explain that some online retailers offer free shipping, sometimes with a minimum purchase amount. Show examples online if possible.

Instructor's Notes

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D Read.

How much / How many		
Question		**Answer**
How much	(money) is the sweater?	$33.00.
How much	is the shirt?	The shirt is $23.00.
How much	are the shoes?	They are / They're $40.00.
How many	coats do you want?	I want three coats.
How many	shirts do you need?	I need two shirts.
How many	pairs of shoes do you want?	I want two pairs.

E Practice the conversation with a partner. Then use the information in A to make new conversations.

Salesperson: Can I help you?

Customer: Yes, thanks. Where are the shoes?

Salesperson: They're in the back of the store. How many pairs do you want?

Customer: Maybe two. How much are they?

Salesperson: They're $36 a pair.

F CLASSIFY Practice the conversation in E again. Speak to your classmates and take orders. (Use the ad in A.)

Name	Quantity (How many?)	Item	Price
Greta	two pairs	shoes	$36

Life ONLINE

Tax and Shipping When you buy things online, remember to look at the tax and shipping before you pay. Tax and shipping are usually calculated when it is time to pay.

G **Read.**



H **COMPARE** **Look at the ads for Norma's Fine Clothing and Adel's Clothing Emporium (in A). Write the prices.**

	Norma's Fine Clothing	Adel's Clothing Emporium
shirt	$24.00	$22.50
pants	$35.00	$28.00
shoes	$30.00	$36.00
dress	$35.00	$38.00
men's sweater	$35.00	$33.00

I **CREATE** **In a group, make an advertisement for a new clothing store, with prices. Then practice the conversation from E.**

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Presentation 3

10-15 mins.

G **Read.**

Go over the advertisement with students. Introduce students to *sale price* and *regular price*. Ask them to help you calculate the regular price of the shirt and the dress. Then have them look at **A** and compare certain items. Ask them which store has a better price for shirts. Students might think Norma's Fine Clothing does because shoppers save more, but Adel's has a cheaper price.

For shorter classes, ask students to do **H** for homework.

Practice 3

5-10 mins.

H **COMPARE** **Look at the ads for Norma's Fine Clothing and Adel's Clothing Emporium (in A). Write the prices.**

Have students write the prices for the items at each store in the appropriate column.

Evaluation 3

7-10 mins.

Check students' work and ask which store has better prices. Although there is no clear right answer, note that the prices for men's clothing are cheaper at Adel's while the prices for women's clothing are cheaper at Norma's.

Workplace Focus

Exercise I: Combine ideas and information.

Application

20-30 mins.

I **CREATE** **In a group, make an advertisement for a new clothing store, with prices. Then practice the conversation from E.**

Have students include drawings of clothing in their ad or allow them to find images online to include. Make sure students create a new conversation using **E** as a model. Monitor each group and help as needed. Use breakout rooms for virtual classes. Ask students to share their conversations and ads with the class.

Instructor's Notes

At-a-Glance Prep

Goal: Investigate clothing store jobs

Agenda

- ☐ Review bar graphs.
- ☐ Learn about salaries for clothing store jobs.
- ☐ Calculate change.
- ☐ Participate in a job interview.
- ☐ Look for clothing store jobs in your area.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.1.2, 6.7.2
CCRS: RI1, RI3, SL1, SL3, SLK3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-12 mins.

Write the day of the week and the date on the board. Say the date while pointing to it and have students repeat it. Review bar graphs. Have students turn to the graph about supermarket careers in Lesson 6 of Unit 3 on page 81. Elicit the information conveyed in the graph by asking questions, such as: *What does the graph show? What are the four jobs? How much do [cashiers] make?* See the Best Practice: Graphs note for more information.

Introduction 3 mins.

Ask: *What kind of store did we talk about in Lessons 1 through 5?* Elicit *clothing stores*. Remind students that Lesson 6 in *Stand Out* will focus on learning about jobs and careers. Have students predict what kind of careers they will learn about in this lesson. Then state the goal: *Today we will investigate clothing store jobs*.

Presentation 1 15-20 mins.

BEST PRACTICE

Graphs

Understanding graphs is an important skill for students to develop for the workplace. Depending on the position, students may be exposed to different kinds of graphs or may be required to create graphs themselves as part of their responsibilities. Therefore, it is important to give students time to understand the different elements of a graph and what information is shown. This is especially important at this level where students may only just be getting used to the format of graphs. In addition to the lesson activities, asking basic comprehension questions about the graphs to check understanding is a useful step to include.

A INTERPRET Read. Circle the four salaries in the graph.

Go over the bar graph with students. Ask: *What is the graph title?* (*Clothing Store Jobs*) Elicit what the graph shows. (the salaries of four clothing store jobs) Clarify the four job titles on the x-axis of the graph, eliciting when possible. Elicit or teach *x-axis* and *y- axis* to prepare students for **B**. Ask: *What does the x-axis show?* (job titles) *What does the y-axis show?* (annual salaries) Then have students circle the four salaries. Draw attention to the increases in salary from left to right, noting that there is room for advancement in these jobs. Point out that this is an important factor when considering a job or career field.

Practice 1 20-25 mins.

B Match the information.

Clarify the meaning of any unfamiliar words. Have students complete the exercise in pairs. Use breakout rooms for virtual classes.

C Listen and repeat.

If necessary, do a quick review of how to say large numbers (thousands) in English, as numerical expression can vary in students' native languages.

For additional practice, have volunteers say one of the numbers in the box and have the rest of the class point to the correct number. You can also give students a large-number dictation for additional practice.

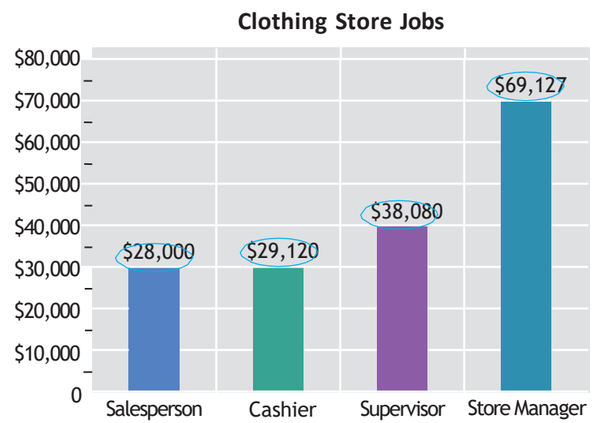
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LESSON 6

Explore the Workforce

GOAL ▶ Investigate clothing store jobs

A INTERPRET Read. Circle the four salaries in the graph.



Source: US Bureau of Labor Statistics

B Match the information.

b	1. y-axis	a. store manager average annual pay
e	2. x-axis	b. average annual pay
d	3. graph title	c. cashier average annual pay
a	4. $69,127	d. Clothing Store Jobs
f	5. $28,000	e. job titles
g	6. $38,080	f. salesperson average annual pay
c	7. $29,120	g. supervisor average annual pay

C Listen and repeat.

$28,000	twenty-eight thousand dollars
$29,120	twenty-nine thousand, one hundred twenty dollars
$38,080	thirty-eight thousand, eighty dollars
$69,127	sixty-nine thousand, one hundred twenty-seven dollars

D **Practice the conversation with a partner. Then make new conversations with the information from A.**

Student A: What is the average annual pay for a salesperson?

Student B: It's $28,000.

E **Read.**



Cash registers calculate taxes and totals, but cashiers need to know math too. Cashiers usually count the cash in the register at the end of every day to make sure the total is correct.

F **CALCULATE** **Practice calculating change.**

Pants (2 @$41.50 each)	$83.00
Shirt (3 @$28.50 each)	$85.50
Subtotal:	$168.50
Tax:	$13.48
Total:	$181.98

1. The customer pays $200.00.

200.00 – 181.98 = 18.02

Pay $18.02 in change.

Shoes	$48.00
Sweater (2 @$28.50 each)	$57.00
Subtotal:	$105.00
Tax:	$8.40
Total:	$113.40

3. The customer pays $120.00.

120.00 – 113.40 = 6.60

Pay $6.60 in change.

Dress	$47.99
Blouse (2 @$18.50 each)	$37.00
Subtotal:	$84.99
Tax:	$6.80
Total:	$91.79

2. The customer pays $95.00.

95.00 – 91.79 = 3.21

Pay $3.21 in change.

Dress (2 @$47.99 each)	$95.98
Shirt (2 @$28.50 each)	$57.00
Subtotal:	$152.98
Tax:	$12.24
Total:	$165.22

4. The customer pays $170.00.

170.00 – 165.22 = 4.78

Pay $4.78 in change.

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D **Practice the conversation with a partner. Then make new conversations with the information from A.**

Have two volunteers model the conversation for the class. Then have pairs do the exercise, using breakout rooms for virtual classes.

Evaluation 1

5 mins.

Have volunteers perform their conversations in front of the class.

Presentation 2

10-15 mins.

E **Read.**

Read the paragraph as a class. Clarify the meaning of unfamiliar terms, eliciting from students when possible. Ask students to share any experiences they have had as a cashier or using a cash register. Explain that it is extremely important for a cashier to be precise with the amount that is charged, with the amount of cash received, and with the amount of change given. Emphasize that for workplace success, cashiers need to pay close attention to the handling of money, double checking and raising concerns with their manager as needed. Also point out that employee theft is a serious concern for business owners, and employees should be aware that there are often security measures in place to address it.

For shorter classes, have students do **F** for homework.

Practice 2

15-20 mins.

F **CALCULATE** **Practice calculating change.**

Do the first item as an example. Clarify the meaning of unfamiliar terms, such as *subtotal*, *change*, and the @ symbol. Be sure to refer back to where each amount used in the equation was pulled from. Have students attempt to do the calculations manually. However, be aware that student math ability levels can vary. Allow students to use calculators as needed. Have students complete the exercise in pairs. Use breakout rooms for virtual classes.

Evaluation 2

5 mins.

Check students' book work. Ask for volunteers to share their answers with the class. Have students point back to where they found each number for the equations.

Instructor's Notes

Presentation 3

10 mins.

G REFLECT Answer the questions about you for a job in a clothing store.

Tell students that this exercise will help them think about their job preferences and skills. This knowledge can help students find a job that is a good match, which can increase job and career success. Emphasize that while personal preferences can be difficult to change, students can change or increase their skills (for example, math skills for a cashier) through training, experience, education, and so on. Ask students to share any experiences they or people they know have had with clothing store jobs. Have them tell what they thought of the job, including preferences and skills. Clarify any unfamiliar vocabulary before students complete the exercise. Then have students share their answers in groups, using breakout rooms for virtual classes.

Practice 3

20-25 mins.

H Practice the job interview with a partner. Then speak to four more students and interview them.

Tell students that because an interview is often an important part of the job application process, practicing and improving their interviewing skills can help them get a job. Model the interview with a volunteer. Clarify that students should swap out *salesperson* for any job that interests them from the graph in **A**. After pairs practice, have students interview four more students. Point out that the interview should be extended to include the other three questions in the chart (*Can you stand all day? Are you a hard worker? Can you calculate change?*). Then model, and encourage students to elaborate on their answers by offering examples, reasons, and / or explanations, such as: *Do you like to help people? Yes. I enjoy helping people. It makes me feel good.* Use breakout rooms for virtual classes.

Evaluation 3

5 mins.

Ask pairs to perform the interview from **H**.

Application

15-20 mins.

I RANK What job would you like? Write *1–4*. 1 is your favorite job.

Model the exercise for students with your own ranking: *My favorite job is a salesperson. I like to talk to new people, and I love talking about clothes. So, being a salesperson is interesting to me. I don't like math, so cashier is number four for me.* Ensure that students understand that *1* is the best and *4* is the worst. Have students share their rankings in small groups. Then do a quick class survey of their favorite and least favorite jobs. In virtual classes, have students raise their hands, or use the poll function.

J As a class, go online and look for clothing store jobs. Are any jobs interesting to you?

Before class, do your own online search to prepare for the exercise. If possible, search clothing stores that students would be familiar with. Note helpful search terms and / or websites, as well as any common vocabulary that may need explanation (e.g., *retail*, *associate*). To prepare students for this exercise, do a quick review of the features of a job posting (*pay*, *job duties*, etc.), using the job posting on page 82 of Unit 3, Lesson 6. Do the online search with students, eliciting or pointing out different features of the job postings. Have students note any jobs that interest them and discuss in groups. Discuss possible local job opportunities as well, eliciting from students when possible.

Instructor's Notes

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G REFLECT Answer the questions about you for a job in a clothing store. Answers will vary.

1. Do you like to help people?
   a. yes b. no c. maybe
2. Can you stand up all day?
   a. yes b. no c. maybe
3. Are you a hard worker?
   a. yes b. no c. maybe
4. Can you learn about all the clothing in a store?
   a. yes b. no c. maybe
5. Can you calculate change?
   a. yes b. no c. maybe

H Practice the job interview with a partner. Then speak to four more students and interview them. Answers will vary.

Interviewer: Welcome.
Applicant: Thank you!
Interviewer: What job are you interested in?
Applicant: The salesperson position.
Interviewer: Do you like to help people?
Applicant: Yes, I do.

Name	Do you like to help people?	Can you stand up all day?	Are you a hard worker?	Can you calculate change?

I RANK What job would you like? Write *1–4*. 1 is your favorite job. Answers will vary.

_____ salesperson
_____ supervisor
_____ cashier
_____ store manager

J As a class, go online and look for clothing store jobs. Are any jobs interesting to you?

Review

A **Write the types of clothing.**

1.  shirt
2.  shoes
3.  socks
4.  pants
5.  shorts
6.  dress
7.  blouse
8.  sweater

B **Read and write.**

a. We need three blue shirts. They are $18.99 each.

b. We need four green sweaters. They are $32.50 each.

c. We need one pair of black shoes. They are $34.99.

d. We need two red coats. They are $85.00 each.

Adel's Clothing Emporium			
Quantity (How many?)	Item	Color	Price
a. 3	shirts	blue	$18.99
b. 4	sweaters	green	$32.50
c. 1 pair	shoes	black	$34.99
d. 2	coats	red	$85.00

Learner Log

I can identify types of clothing. ☐ Yes ☐ No ☐ Maybe

I can describe clothing. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

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

Pacing

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

Standards Correlations

CASAS: 1.1.6, 1.2.1, 1.2.9, 6.1.2, 7.2.3
CCRS: RI1, RI2, RI3
ELPS:
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.

Warm-up and Review 7-10 mins.

Ask students what new clothes they want to buy. Make a list on the board of all the vocabulary students can come up with from the unit.

Introduction 5 mins.

Write all the goals from Unit 4 on the board. Show students the first page of every lesson so they understand that today will be a review.

Note: Depending on the length of the term, you may decide to have students do the practice for homework and review student work as the warm-up for another class meeting.

Presentation 1 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 what they have learned.

Practice 1 15-20 mins.

A **Write the types of clothing.**
Have students complete the exercise individually.

B **Read and write.**
Ensure students understand that they need to take the information from the sentences and organize it in the chart. The numbered sentences correspond with the numbered items in the chart. Have students complete the chart individually.

Evaluation 1 5-7 mins.

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

Learner Log 5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Learner Logs

Learner Logs function to help students in many different ways:

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

Practice 2

20-25 mins.

C Look at the diagram. Write the locations.

Remind students that they saw a similar diagram in Lesson 2 and that the letters correspond with the sentences. Go over the example. Then have students complete individually.

D Which bills and coins do you need? Write.

Tell students that there are multiple possible answers here. Have them complete individually and then compare answers with a partner. It's OK if their answers are different, as long as the bills and coins add up to the correct amount.

E Complete the sentences with *is* or *are*.

Have students complete the activity individually.

Evaluation 2

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.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Recycling / Review

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

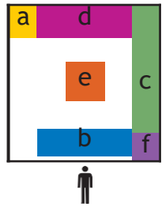
Therefore, it becomes very important to review and to show students how to review on their own. It is also important to recycle the new concepts in different contexts.

Instructor's Notes

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C Look at the diagram. Write the locations.

a. It's in the back left corner of the store.
b. It's in the front of the store.
c. It's on the right side of the store.
d. It's in the back of the store.
e. It's in the middle of the store.
f. It's in the front right corner of the store.



D Which bills and coins do you need? Write. Answers will vary.

Total	$20 bills	$10 bills	$5 bills	$1 bills	Quarters	Dimes	Nickels	Pennies
$69.00								
$22.50	1			2	2			
$56.90								
$132.00								
$153.75								
$113.80								

E Complete the sentences with *is* or *are*.

1. How much ___is___ the shirt?
2. How much ___are___ the pants?
3. How much ___are___ the shoes?
4. How much ___is___ the dress?
5. How much ___are___ the socks?
6. How much ___are___ the coats?

Learner Log

I can ask for and give directions in a store. ☐ Yes ☐ No ☐ Maybe

I can make purchases. ☐ Yes ☐ No ☐ Maybe

Review

F **Read the ad.**



G **Write the information from the ad.**

Item	Price	Savings
gray pants	$28.50	$5.00
blue pants	$17.50	$5.00
shirts	$17.50	$2.00
blouses	$23.50	$3.00
socks	$3.50	$1.00
coats	$44.50	$5.00

Learner Log

I can read advertisements.
☐ Yes ☐ No ☐ Maybe

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Practice 3

15-20 mins.

F **Read the ad.**

Ask students what types of clothing they see.

G **Write the information from the ad.**

Go over the example. Make sure students understand *Savings*. Then have them complete the chart individually.

For additional practice, have students ask and answer questions about the prices in the ad. For example: *How much are the gray pants? They are $28.50.*

Evaluation 3

5-7 mins.

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

Learner Log

5 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.1, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6

CCRS: SL1, SL3, SLK6

ELPS:

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

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Collect and gather information; Interpret and communicate information; Apply technology.

Soft Skill: Collaboration

Brainstorming

Explain that brainstorming is an important skill in many workplaces. Brainstorming means coming up with new ideas. This could be done to create something new or solve a problem. Explain that when brainstorming we want to come up with as many ideas as possible and should accept all ideas. Then the group should go back and decide together which ideas are best.

Warm-up and Review 10 mins.

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

Introduction 5 mins.

In this project, students will work in teams to create a clothing store. They will use the vocabulary from the unit.

Presentation 15-20 mins.

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

Go over the positions and job descriptions in the chart. Divide students into groups of four or five. Give students time to negotiate and choose roles.

Practice / Evaluation / Application 1-2 hours

2. Make an ad for a clothing store. What is the name of the store? What is on sale?

Be sure students include all the necessary information. Have them refer back to examples of clothing ads in the unit as needed. Encourage students to create an original store name rather than use the name of an actual store. Point out the Soft Skill note on brainstorming and encourage students to come up with many possible store names at first and then choose the one they like the best. For pictures of clothing, you may bring in flyers or magazines and have teams cut out images to use in their ads. Or have students use photos they find online. Students could also draw the clothing for their advertisements. The artist should take the lead on this step, but the rest of the team should actively participate and help draw or source images. Remind students to show which items are on sale.

3. Design the store and draw a store map.

Have students refer back to Lesson 2 to refresh their memories on the different store sections, including the fitting room and cashier. The artist should draw the store map, but the rest of the team should provide suggestions on what sections should be included and where they should go.

4. Write a store inventory list. What clothing do you sell? What colors and sizes do you have? How many of each item are there?

Have students look back at the inventory list in Lesson 3 as a model. The writer should take the lead here, but other team members should actively participate and decide as a group what items the store has. Refer back to the Soft Skill note and give students an example of how they can brainstorm ideas for the types of items and then choose the ones they all like best.

5. Present your store to the class.

Ask groups to present their projects. The organizers should take the lead on making sure each person has something to present and that the information is communicated clearly. It can be particularly effective if you record the presentations for students to watch.

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Open a Clothing Store

SOFT SKILL ▸ Collaboration

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Writer**	Make a store inventory list.	
Student 3: **Artist**	Make an ad for a clothing store and draw a store map.	
Students 4 / 5: **Organizer(s)**	Prepare a presentation.	

2. Make an ad for a clothing store. What is the name of the store? What is on sale?
3. Design the store and draw a store map.
4. Write a store inventory list. What clothing do you sell? What colors and sizes do you have? How many of each item are there?
5. Present your store to the class.

COLLABORATION:

Brainstorming

When working in a team, you will often brainstorm. Think of every idea you can. Write down all the ideas even if you don't think they are good. Next, talk with your team and choose the ideas you all like best.



The grand opening of a new store sometimes involves cutting a ribbon.

About the Infographic

The infographic "How Can I Save Money?" depicts a decision tree that guides the reader through a series of questions with the goal of saving money on clothing. It also includes some practical money-saving tips related to shopping and caring for clothing.

- Tell students they are going to read about how they can save money. Ask volunteers to share things they do to save money (in general, not just on clothing). Then preview the text with students. Direct their attention to the infographic. Read the title together. Ask: *What's in the blue boxes?* (questions and advice) *What's in the green, red, and orange circles?* (answers) Explain that today's reading is a decision tree and that it will help students make good choices about shopping for clothes.

A Work in a group. What do you think are the best deals or sales?

Clarify or elicit the meaning of *deals*. Then look at the ad together and point out the information about how much you save on each item. Have students discuss the question in groups.

Go over the grammar note on comparatives. Provide students with the sentence frames: [Item 1] *is more expensive than* [item 2]. [Item 2] *is cheaper than* [item 1]. Have students practice these expressions using information from the ad.

Reading Challenge

A Work in a group. What do you think are the best deals or sales?



Comparatives
expensive $$$
more expensive $$$$
cheap $$
cheaper $

B COMPARE Choose the correct answer about the ad in A.

1. What is cheaper?	men's shirts	women's pants
2. What is more expensive?	sneakers	baseball caps
3. What is cheaper?	men's shirts	baseball caps
4. What is more expensive?	women's pants	sneakers

C INTERPRET Read the infographic. Underline any words you don't know.

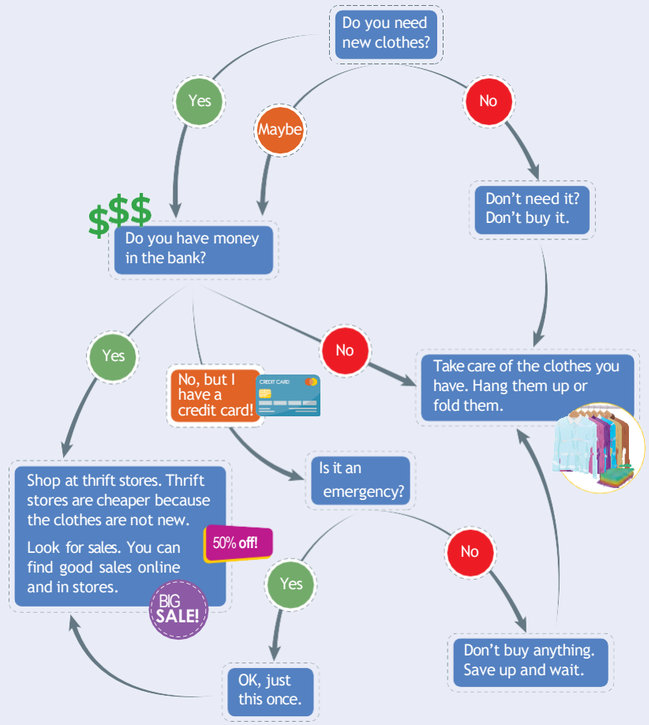
D Choose the more important word from each idea in the infographic.

1. Don't need it? Don't buy it.
   a. need b. buy
2. Only buy if you have money in the bank.
   a. buy b. money
3. Shop at thrift stores.
   a. shop b. thrift stores
4. Look for sales.
   a. look b. sales

E Work with a partner. Talk about the idea from the infographic that is best for you.

How Can I Save?

Buying clothing can be very expensive. Prices can be very high or very low. For example, a popular online store sells men's T-shirts for between $5 and $48. Here is a way to help you decide how you can save money on clothes.



B COMPARE Choose the correct answer about the ad in A.

Have students complete the exercise in pairs. For additional practice, have students use the items to practice four short conversations. For example: *1. What is cheaper, men's shirts or women's pants? Men's shirts are cheaper than women's pants. Men's shirts are $22.00, but women's pants are $36.00.*

CASAS FOR READING
0.1.2, 0.1.5, 1.1.6, 1.2,1, 1.2.9, 6.6.5

CCRS FOR READING
L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK3

C INTERPRET Read the infographic. Underline any words you don't know.

Have students read the infographic, or read it together as a class, using the audio as needed. Show students how to read the decision tree and emphasize that they should try to read every possible answer, not just the one they would choose. Clarify the meaning of words students underlined, eliciting from other students when possible.

D Choose the more important word from each idea in the infographic.

Have students complete the exercise in small groups. If students have difficulty, encourage them to locate the idea in the infographic and reread the idea(s) that come before and after it.

E Work with a partner. Talk about the idea from the infographic that is best for you.

Tell students to discuss the idea that is best for them with a partner. Explain that the idea can be one they don't currently do but want to start, or one they already do that works well for them. Have students share the idea their partner chose with the class. Do a class survey on the board of the most and least popular ideas. Then ask students to share any ideas that are not included in the infographic, such as mending instead of buying new, taking advantage of end-of-season sales, using online coupon codes, etc.

READING STRATEGIES

Previewing

Previewing a text before reading can help create a framework and context for the new information contained in the text. It can help activate prior knowledge, and it ultimately increases comprehension, with possible improvements to retention. Previewing a text can be as simple as reading the title and looking at any images, or it can involve more substantial tasks such as reading subheadings, reading the first sentence of each paragraph, and / or noting different features of the text. Previewing is an important strategy that students can employ not just in the classroom, but also at work and in everyday life.

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About the Photo

This photo shows a man on a video call. He is looking away from the screen, toward the door, and seems distracted. His dog is outside perhaps barking or whining to be let in. The photo illustrates the reality of our modern-day lives online and the sometimes inconvenient, sometimes comical intersection of our virtual lives with our everyday lives.

Before You Watch

A Check (✓) the things you use. Share your answers with a partner.

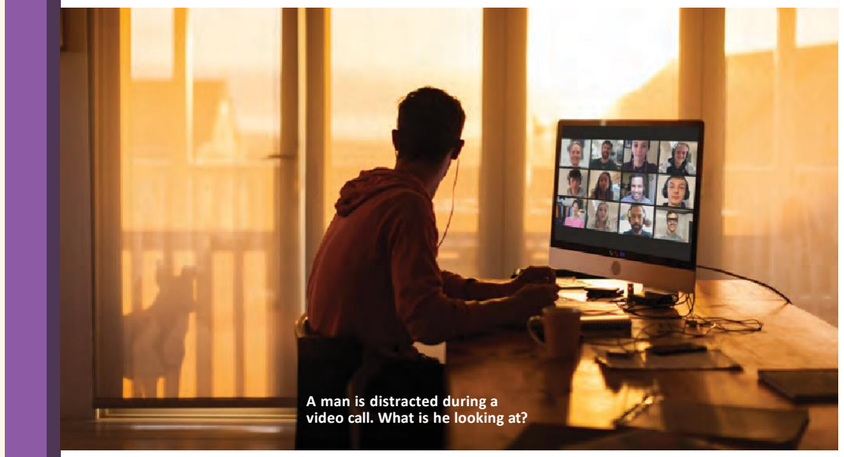
Clarify or elicit the meaning of any unfamiliar vocabulary. If possible, demonstrate the items for the class. Encourage students to add useful words to their vocabulary logs.

B Match the words to the definitions.

Allow students to use dictionaries and / or work in pairs to complete the exercise. Go over the answers as a class, asking questions to confirm comprehension, such as: *When do we use breakout rooms?*

C Which is better for online classes? Choose the best answer.

Have students complete the exercise individually. Go over the answers and ask volunteers to explain the reasons for their answers (e.g. *You can't hear people speak if it's noisy*).



Life ONLINE

Get Ready for Class Online

A man is distracted during a video call. What is he looking at?

Before You Watch

A Check (✓) the things you use. Share your answers with a partner. Answers will vary.

☐ 1. camera on a phone or computer ☐ 2. headphones
☐ 3. microphone ☐ 4. online chat
☐ 5. mute button ☐ 6. background photo

B Match the words to the definitions.

b 1. breakout rooms — a. a picture behind you during a video call
c 2. embarrassing — b. parts of an online class for small groups
f 3. in-person — c. making you feel shy or bad about yourself
d 4. interrupt — d. talk when another person is talking
a 5. virtual background — e. kind; thinking about other people
e 6. polite — f. in a classroom, not online

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C Which is better for online classes? Choose the best answer.

1. quiet / noisy 2. messy / clean 3. on time / late

While You Watch

D Watch the video. Check (✓) the words you hear.

☑ 1. video ☑ 2. light ☑ 3. alone
☐ 4. friends ☐ 5. outside ☑ 6. mute
☑ 7. conversations ☐ 8. party ☐ 9. shoes
☑ 10. late ☑ 11. learn ☐ 12. click

E Watch the video again. Choose the correct words to complete the sentences.

1. Look at your picture on the screen / in the classroom.
2. Sit in your room / next to a window.
3. Take your class inside / outside.
4. Mute yourself when you are talking / not talking.
5. Don't wear a shirt / your pajamas.
6. Don't look at your phone / breakout room.

After You Watch

F Is it good for an online class? Choose *P* for polite or *N* for not polite.

1. Clean up your room. (P) N
2. Eat during class. P (N)
3. Interrupt other people. P (N)
4. Arrive on time. (P) N
5. Wear pajamas. P (N)
6. Raise your hand to speak. (P) N

G Talk with a partner. Which three tips do you want to follow? Why?

Be on time.	Put a light on my face.	Use a virtual background.
Clean up my background.	Raise my hand to speak.	Use headphones.
Mute myself.	Take my classes inside.	Use the chat to write questions.

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While You Watch

D Watch the video. Check (✓) the words you hear.

Have students look over the list of words before they watch the video. Clarify or elicit the meaning of any unfamiliar vocabulary. Then tell students they're going to watch a video about how to get ready for an online class. To prepare students for viewing, explain that this video has four parts. It may be helpful to write them on the board: *1) What do people see? 2) What do people hear? 3) Use the software. 4) Be polite*.

E Watch the video again. Choose the correct words to complete the sentences.

Read the sentences as a class. Then play the video again and have students choose the correct words as they watch.

After You Watch

F Is it good for an online class? Choose *P* for polite or *N* for not polite.

Have students complete the exercise in pairs. Use breakout rooms for virtual classes. Go over the answers as a class. Discuss whether these items are also polite / not polite for in-person classes.

G Talk with a partner. Which three tips do you want to follow? Why?

Ask students to discuss with a partner. Then ask volunteers to share their answers with the class. You may also extend the discussion by asking students to share their experiences with the aspects of online learning (or video calling in general) covered in the video. Lastly, it may be helpful to mention that job interviews, as well as work meetings, are sometimes conducted virtually and the tips mentioned in the video would also apply in those contexts.

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5 Around Town



About the Photo

This photo shows the view across Granville Bridge to downtown Vancouver, Canada. In the foreground, we can see the busy, bustling streets of a large city. There are lots of pedestrians, businesses, and cars. In addition to buses, Vancouver has a light train system called the SkyTrain that runs both underground and on elevated tracks, and the SeaBus ferry that connects downtown Vancouver to North Vancouver.

- Read the unit title. Then ask: *What is a town?*
- Ask students to look at the photo and discuss the first two questions as a class. Then have them read the photo information and discuss the next four questions with a partner.
- Go over the unit outcomes. Elicit any vocabulary students already know related to each one and write it on the board. Then ask discussion questions related to the local community: *Where do you live? Where is a good place to shop or eat? What types of transportation are available in your community?*

Life Skills Focus

In this unit, students will learn how to identify places in their community, housing, and different types of transportation, and how to give and follow directions. They will also learn how to express personal information.

UNIT OUTCOMES

- Identify and ask about locations
- Describe housing
- Identify types of transportation
- Express personal information
- Give and follow directions
- Investigate careers in transportation

Look at the photo and answer the questions.

1. What do you see in the photo?
2. Where do you think this is?

Granville Bridge in downtown Vancouver, Canada, with mountains in the background

1. What types of transportation do you see?
2. What types of places do you think this city has?
3. How is this city the same as your city or town?
4. How is it different?

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 are introduced to careers in transportation. They will analyze a bar graph and read a bus driver job posting. Students will then reflect on their suitability for a job in transportation.
- In the Team Project, students practice the soft skill of checking understanding as they actively listen to their team members.
- A Life Online note in Lesson 3 raises awareness about hybrid and remote work. A Life Online exercise in Lesson 3 provides practice with navigation apps.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Identify and ask about locations • Describe housing • Identify types of transportation • Express personal information • Give and follow directions • Investigate careers in transportation	• *Yes / No* questions • *on*, *in* • Information questions with *get* and *go* • Simple present • Simple present: *Be*	• Places in the community • Housing • Transportation nouns • Transportation verbs • Directions • Transportation jobs	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Community resources • Communication	Lesson 1: 0.1.2, 0.1.5, 7.2.3 Lesson 2: 0.1.2, 0.1.5, 1.4.1, 1.4.2, 2.2.5 Lesson 3: 0.1.2, 0.1.5, 2.2.3, 6.7.4, 7.2.3 Lesson 4: 0.2.1, 7.2.3 Lesson 5: 0.1.2, 0.1.5, 1.9.1, 2.2.1, 2.2.5, 2.5.1 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 6.7.2, 7.4.4, 7.7.3 Review: 0.1.2, 0.1.5, 1.4.1, 1.9.1, 2.2.1, 2.2.3, 2.2.5 Team Project: 0.1.2, 0.1.5, 2.2.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6 Reading Challenge: 0.1.2, 0.1.5, 2.2.3	• 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.	L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2, SLK3, SLK6

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LESSON 1

Places To Go

GOAL ▶ Identify and ask about locations

A **Look at the photos. What places do you see?**








B **Listen and point.**

C **Listen and write the number of the conversation.**

___1___ supermarket
___4___ pharmacy
___2___ shoe store
___3___ clothing store

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At-a-Glance Prep

Goal: Identify and ask about locations
Grammar: *Yes / No* questions and answers
Pronunciation: *Yes / No* question intonation
Academic Strategies: Focused listening, classifying information, doing a survey
Vocabulary: Community locations, *which*

Agenda

- ☐ Talk about shopping.
- ☐ Identify stores.
- ☐ Identify places in the community.
- ☐ Ask questions about where people shop.

Resources

Heinle Picture Dictionary: Shops and Stores, pages 48–49

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 7.2.3
CCRS: SL1, SL3, SLK2, SLK3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review

7–10 mins. ■■■

Tell students where you shop. List on the board things you need to buy. Include *shoes*, *food for dinner*, *a sandwich for lunch*, and *medicine*. As a class, list stores where you might buy these items.

Introduction

7–10 mins. ■■■

Draw a map of your school's community. Label cross streets. Ask students to point to different locations. State the goal: *Today, we will identify and ask about locations*.

Presentation 1

15–20 mins. ■■■

A **Look at the photos. What places do you see?**

Ask students to look at the photos and say what they see. Students might be able to name some of the items in the photos. Then ask: *What places do you see?*

B **Listen and point.**

Play the audio. Pause after each place and observe which photo students point to. Drill students by asking questions such as: *Where do I buy a shirt? Where do I buy food?* and having them point.

Listening Script

supermarket *coffee shop* *electronics store*
shoe store *pharmacy* *clothing store*

Practice 1

10–15 mins. ■■■

C **Listen and write the number of the conversation.**

Tell students they're going to hear four conversations. Ask them what they should listen for. Play the audio twice. Then have students compare answers with a partner before playing the audio for a final time.

Listening Script

1. **A:** *We need to go to the store.*
   B: *Why? What do we need?*
   A: *We need lots of things. We need milk, apples, and bread.*
   B: *Then we need to go to the supermarket right away.*
   A: *That's what I said!*
2. **A:** *My feet hurt.*
   B: *It's those shoes you're wearing.*
   A: *These things are old, but I love them.*
   B: *I think if we go to the shoe store, you'll feel a lot better.*
   A: *OK, let's go.*
3. **A:** *I need a new dress for the party.*
   B: *What color are you looking for?*
   A: *Black or dark blue.*
   B: *I think the clothing store on the corner has a good selection.*
   A: *Really? That's great. Let's go.*
4. **A:** *Bobby has a bad cold, and we don't have any medicine.*
   B: *Yes, I know. We need aspirin and cough syrup.*
   A: *Let's go to the pharmacy down the street.*
   B: *Good idea. We can get some bandages too.*

Evaluation 1

3 mins. ■■■

Check answers as a class, playing the audio a final time to clarify doubts.

Presentation 2

10-15 mins.

Ask students to look at the street scene in **D** and say what they see. Ask them to cover **E** so they are not tempted to move ahead.

D Listen and point to the signs.

Play the audio. Tell students to point as they listen. Play the audio again, pausing after each item to check where they are pointing.

Listening Script

1. *Find the hotel.*
2. *Find the coffee shop.*
3. *Find the fast-food restaurant.*
4. *Find the clothing store.*
5. *Find the shoe store.*
6. *Find the pharmacy.*
7. *Find the electronics store.*
8. *Find the bus stop.*

BEST PRACTICE

Art vs. Photographs

In *Stand Out*, we sometimes choose art, especially at lower levels, to give the instructor more control of the vocabulary. The detail in photographs may provide more information than would be helpful at lower levels. Such detail can overwhelm students, especially if some students begin to ask about each item, detracting from the presentation.

Practice 2

15-20 mins.

Ask students to drill each other on vocabulary. Student A says a location and Student B points to it in the picture in **D**.

Workplace Focus

Exercise E: Collect and organize information.

E CLASSIFY Write the places in the table.

Ask students to write and categorize. Students may do this in pairs. Don't prepare students by giving them instructions for this activity. Allow them to figure out what to do.

BEST PRACTICE

Critical Thinking and Independent Work

Students at all levels need to begin to think critically and make decisions about what they should be doing in a given activity. One important principle in the presentation stage of a lesson is to prepare students for practice. Occasionally, it is beneficial to allow students the opportunity to think through an activity and discover for themselves what to do. **E** is one of those cases. Some students may ask for help. Try to encourage them to take risks and do what makes sense to them.

Evaluation 2

5-10 mins.

Check answers as a class by copying the table on the board and asking students to come up and complete it. Add more items to the list if students come up with places that are not in the picture.

Workplace Focus

Exercise F: Make decisions and solve problems.

F What other places can you think of in your community? Make a list with a partner.

Put students in pairs. Ask them to look at **E**. Then ask students to think of other places in their community and make a list. Have pairs share their lists and create a class list on the board.

BEST PRACTICE

Receptive vs. Productive Vocabulary

Receptive vocabulary refers to words and phrases that students will see and understand in the lesson but don't need to produce. Productive vocabulary is that which they need to learn and be able to use. The vocabulary in each lesson is limited to essential words; however, each class is unique and vocabulary needs may vary. A lot of vocabulary may overwhelm students, especially if they are using picture dictionaries. Therefore, it is important to help students know what words they are responsible for. Make sure they are aware of the vocabulary lists in the appendix (pages 228-229). Students will also take more responsibility for their learning if you have regular spelling or vocabulary tests.

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D Listen and point to the signs.



E CLASSIFY Write the places in the table.

Place to Sleep	Places to Eat	Places to Buy Things
hotel	coffee shop	clothing store
	fast food restaurant	shoe store
		pharmacy
		electronics store

F What other places can you think of in your community? Make a list with a partner.



G **Read.**

Yes / No Questions	
Question	**Answer**
Do you buy clothing at a department store?	Yes, I do. No, I don't.
Do you buy food at a supermarket?	
Do you buy shoes online?	

H **Practice the conversations with a partner. Then make new conversations asking about food and shoes.**

Ela: Kai, do you buy clothing online?

Kai: Yes, I do.

Ela: Which site do you use?

Kai: Clothingdep0t.com.

James: Do you buy clothing online?

Trang: No, I don't. I buy it at a store.

James: Which store?

Trang: Norma's Fine Clothing.

Yes / No Questions

Do you buy shoes at a shoe store?

Do you buy food at a supermarket?

I **SURVEY** **Ask classmates where they shop for clothes. Use the conversations in H as examples. Write.**

Name	Online?	Site / Store
Kai	Yes	clothingdep0t.com
Trang	No	Norma's Fine Clothing

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Presentation 3

10-15 mins.

G **Read.**

Say the questions and answers and have students repeat them. *Yes / No* questions were introduced in the previous unit. However, students need to review asking and answering these questions with the appropriate intonation. Ask students to find where they learned this intonation (page 98). In this lesson, we will expand the answer from *no* or *yes to No, I don't,* and *Yes, I do*.

Intonation *Yes / No* Questions

Point out the pronunciation note and play the audio. It may help to use hand motions to show how the intonation rises. Pause after each question for students to repeat.

Listening Script

Yes / No questions have a rising intonation.
They go up at the end.
Do you buy shoes at a shoe store?
Do you buy food at a supermarket?

In previous lessons, students learned information questions. You may want to help them remember all the information question words they have learned: *how, where, when,* and *what*. As students progress through the book, they will add to the list. Show students how *which* is used when there is a choice between items and how it is followed by a noun. Be careful to avoid spending so much time on the grammar in this lesson that students lose sight of the lesson goal.

BEST PRACTICE

Grammar Presentations

In the *Stand Out* approach, grammar is introduced many times before students are expected to acquire a structure. At the lower levels, structures are also presented little by little. Students begin to grasp context as more information is added from previous lessons.

It is important to be mindful of all the information being presented and of the goal. The instructor should try to challenge students without overwhelming them. For example, forming questions is an important grammar focus that could have been included in this lesson, but students are not prepared at this level for such a presentation. If too much time is spent trying to teach the formation of questions at this level, students may become confused and lose confidence.

At this level, it is better to concentrate on the answers and intonation of the given questions.

Practice 3

7-10 mins.

H **Practice the conversations with a partner. Then make new conversations asking about food and shoes.**

Go over the conversations in **H.** Show students how they can substitute information to ask about food and shoes.

Model the activity with several students. Then put students in pairs to practice. Monitor and help as needed.

Evaluation 3

5-7 mins.

Ask for volunteers to perform one of their conversations for the class.

Workplace Focus

Exercise I: Collect and organize information.

Application

15-20 mins.

I **SURVEY** **Ask classmates where they shop for clothes. Use the conversations in H as examples. Write.**

Point out the information in the chart and show students how it comes from the conversations in **H.** Model the activity with a student and write their answers in the chart. Have students move around the class to carry out their survey. Poll the class to find out how many people buy clothes online and how many in a store.

At-a-Glance Prep

Goal: Describe housing
Grammar: *on / in*
Academic Strategies: Focused listening, comparing information
Vocabulary: Housing

Agenda

- ☐ Review stores and make a list.
- ☐ Learn about different types of housing.
- ☐ Read a map.
- ☐ Read a housing ad.
- ☐ Write a conversation about housing.

Resources

Heinle Picture Dictionary: Types of Homes, pages 62-63

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.1, 1.4.2, 2.2.5
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10-12 mins. ■■■

Ask groups to list all the places they buy things from. Then have groups report to the class.

Introduction 7-10 mins. ■■■

Ask individuals where they live. Prompt students to ask you. Respond: *I live in a house / condominium / apartment in* (your city). State the goal: *Today, we will learn how to describe housing*.

Presentation 1 15-20 mins. ■■■

Write *apartment*, *house*, and *mobile home* on the board. Help students understand through photos what each type of home is like. Ask a few students if they live in a house or an apartment. If students live in condominiums or other kinds of housing, write these on the board.

Write *in* and *on* on the board. Go over the difference in pronunciation and have students repeat the words after you. Help students understand that *in* refers to living inside a building while *on* means that the building rests on top of the street.

Ask questions and encourage students to use the correct words. For example: *Do you live in a house or an apartment? I live in a house*.

Draw students' attention to the use of *an* with *apartment* and provide a brief explanation with additional examples.

A Look at the map. Write.

Ask students to look for the houses, apartments, and mobile homes on the map. Point out the note about *on / in*. Ask questions: *Where are the mobile homes?* (They are on Parker Avenue.) Then ask students to write the correct type of housing. Check answers as a class.

Practice 1 7-10 mins. ■■■

B Listen and practice with a partner. Then make new conversations using the words and street names from A.

Play the audio. Help them hear the rhythm of the language. Have them say the conversation with you a few times. Show them how to substitute information to make new conversations. Then put them in pairs to practice.

Evaluation 1 3-7 mins. ■■■

Do a corners activity. The corners represent *apartment*, *house*, *mobile home*, and *other types of housing*. Have students go to the corners according to their housing. Ask students to practice the conversation from **B** in their corner and answer with their own personal information.

Then ask for volunteers from each group to perform one of their conversations for the class.

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LESSON 2

Where Do You Live?

GOAL ▶ Describe housing

A Look at the map. Write.

apartments	houses	mobile homes



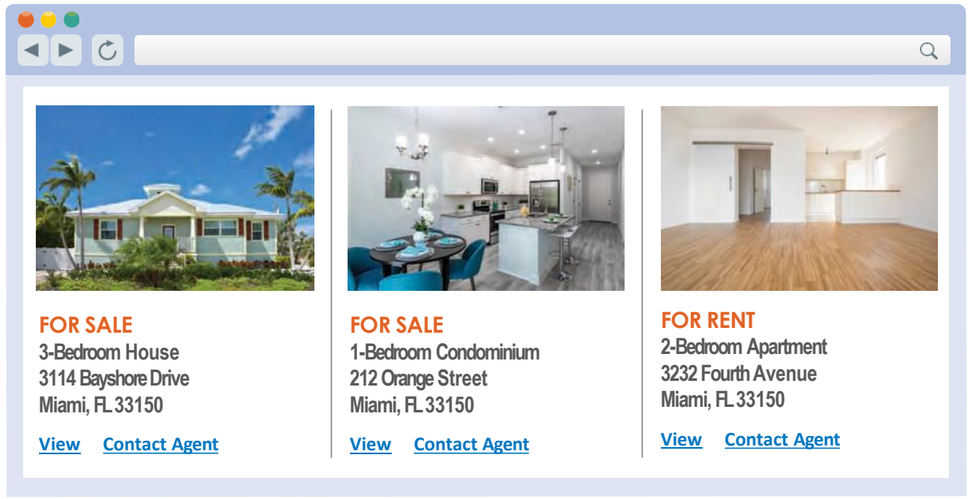
1. houses
2. apartments
3. mobile homes

B Listen and practice with a partner. Then make new conversations using the words and street names from A.

Student A: Where do you live?
Student B: I live on First Street.
Student A: Do you live in a house or an apartment?
Student B: I live in a house.

on / in
I live **on** First Street.
I live **in** an apartment.

C **Read.**



D **COMPARE** **Check (✓) the correct answer.**

1. Which home is at 3114 Bayshore Drive?
   - ☑ the house
   - ☐ the apartment
   - ☐ the condominium
2. Which home has only one bedroom?
   - ☐ the apartment
   - ☐ the house
   - ☑ the condominium
3. Which home is for sale?
   - ☐ the apartment
   - ☐ the condominium
   - ☑ the house and the condominium
4. Which home is for rent?
   - ☑ the apartment
   - ☐ the house
   - ☐ the house and the apartment

E **Listen and write.**

an apartment	a house	a mobile home

1. a house
2. a mobile home
3. an apartment

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Presentation 2

10-15 mins.

C **Read.**

Help students with new vocabulary and prepare them for the practice in **D** by asking familiar questions about the ads. Then ask students how many bedrooms their home has.

It is important to be aware that not all students will have stable home situations and so some questions about their personal housing may be sensitive. When asking students questions about their housing, it is a good idea to look for volunteers rather than call on students. It may also be helpful to provide options for students, such as describing the home you want rather than the home you currently have.

Practice 2

10-15 mins.

D **COMPARE** **Check (✓) the correct answer.**

Have students answer the questions individually first so they can check their understanding. Set a time limit. When time is up, go over the answers as a class. Go through each question and have students point out the answers in the ads.

E **Listen and write.**

Tell students they are going to listen to three people talking about housing. Remind them that they don't need to understand everything. Ask them what information they need to listen for. Play the audio twice. Then give students time to complete their answers and compare with a partner.

Listening Script

1. *I think that you will be very happy with the new rental available this week. This is a nice three-bedroom house with new floors in a beautiful neighborhood. Please come and see it. It's on Parker Avenue.*
2. *My family and I live in a two-bedroom mobile home near the city. It's close to school and work. And it's very affordable, so we can save money to buy our next home.*
3. *There is a great rental on Parker Avenue. I think it is under $1,500 a month. It is a one-bedroom apartment, and there is a community pool.*

Evaluation 2

5-7 mins.

Go over the answers as a class. Play the audio a final time, pausing after each item.

Instructor's Notes

Presentation 3

15-20 mins.

F Listen and read.

Have students listen one time with their books closed or with the information below the pictures covered. Play the audio. Then ask students to uncover the information and read along as they listen to the audio a second time.

Review the simple present. Remind students to use *does* + *live* when asking a question about each person and *lives* in the response. Ask: *Where does Kai live?* The response should be: *He lives in a house*, *He lives on Oak Street*, or *He lives in Alpine City*. Write each answer on the board.

Do a drill where you ask a student the questions. The student answers and then asks another student. Continue with this drill until all students have responded. Prompt students to talk about the other people on the page. Write *He* / *She* on the board as needed. If you want students to respond differently, point to one of the example answers on the board.

G Practice the conversation.

Go over the conversation with students and help them with intonation and rhythm. Ask students to practice in pairs.

For shorter classes, have students do **H** for homework.

Practice 3

10 mins.

H Write a conversation. Change the underlined words in the conversation in G.

Point out the underlined words in the conversation in **G** and go over the first two lines provided. Have students complete the activity individually, then compare with a partner. Monitor and make sure they are including Natalia's information.

Evaluation 3

3-5 mins.

Ask volunteers to perform their conversations for the class.

Workplace Focus

Exercise I: Combine ideas and information.

Application

10-15 mins.

I CREATE On a separate piece of paper, write and practice a conversation about you and a partner.

Show students how they can use previous conversations as models. Put them in pairs to carry out the activity. Monitor and help as needed. Encourage them to practice and try to have the conversation without looking at their piece of paper. Call on volunteers to perform their conversation for the class.

BEST PRACTICE

Drills vs. Communicative Activities

Instructors drill students in order to help them learn vocabulary and produce the language. Drilling is important for this purpose, especially at the lower levels, but drilling alone does not create fluency. Students should practice true communication where answers become more spontaneous after they are comfortable producing the sounds or forming grammar structures. Activities like **I** will encourage more spontaneous answers and fluency.

Instructor's Notes

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F Listen and read.



1. I'm Kai.
   I live in a house.
   I live on Oak Street
   in Alpine City.



2. I'm Ela.
   I live in an apartment.
   I live in Casperville
   on Second Avenue.



3. I'm Natalia.
   I live in Alpine City.
   I live in a condominium
   on Oak Street.

G Practice the conversation.

Kai: Hi, I'm Kai.

Ela: Nice to meet you, Kai. I'm Ela.

Kai: Where do you live?

Ela: I live in Casperville.

Kai: Do you live in an apartment, a condominium, or a house?

Ela: I live in an apartment.

H Write a conversation. Change the underlined words in the conversation in G.

Answers will vary.

Ela: Hi, I'm Ela.

Natalia: Nice to meet you, Ela. I'm Natalia.

Ela: _____

Natalia: _____

Ela: _____

Natalia: _____

I CREATE On a separate piece of paper, write and practice a conversation about you and a partner.

LESSON 3

I Take the Bus

GOAL ▶ Identify types of transportation

A **Match the words to the photos. Then listen and check your answers.**

bicycle	bus	car	motorcycle	taxi	train

1. 
bus

2. 
car

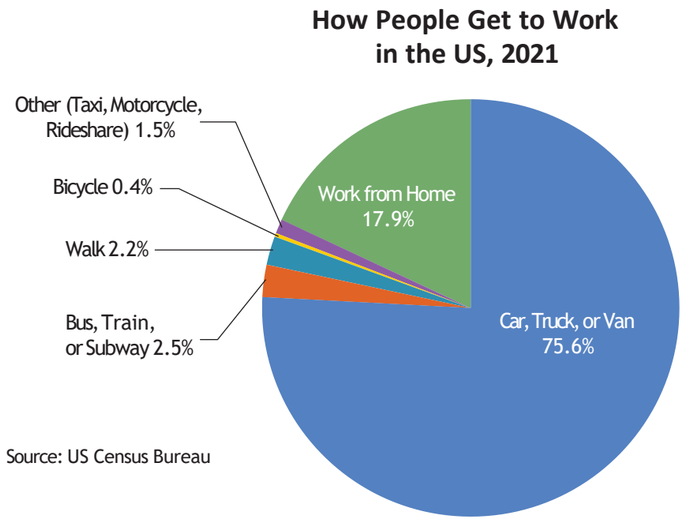
3. 
taxi

4. 
train

5. 
bicycle

6. 
motorcycle

B **INTERPRET** **Read the pie chart.**



Life ONLINE

Remote and Hybrid Work 17.9% of people in the US work from home, meaning they work online and don't go to a workplace. This is called remote work. Some people go into their workplace one or two days a week. This is called hybrid work.

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At-a-Glance Prep

Goal: Identify types of transportation
Grammar: Information questions with *get* and *go*
Academic Strategies: Interpreting graphs, doing a survey
Vocabulary: Transportation

Agenda

- ☐ Review types of housing.
- ☐ Learn about transportation.
- ☐ Interpret a graph.
- ☐ Understand navigation apps.
- ☐ Talk to other students about their transportation.

Resources

Heinle Picture Dictionary: Vehicles and Traffi Signs, pages 118–119; Public Transportation, 128–129

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.2.3, 6.7.4, 7.2.3
CCRS: L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK3
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 10–15 mins. ■■■

Ask students again where they live. Review their conversations from **I** in Lesson 2. Ask students to have a similar conversation with four other students and complete a table like the one below.

Name	City	Type of Home

Introduction 5–7 mins. ■■■

Tell students about your schedule. Include how you get to work. Describe briefly what transportation you take to school. State the goal: *Today, we will identify types of transportation.*

Presentation 1 20–30 mins. ■■■

A **Match the words to the photos. Then listen and check your answers.**

Read the types of transportation listed in the box together. Then ask students to write the correct words on the lines. Play the audio and check the answers as a class. Play the audio again and have students repeat each word.

B **INTERPRET** **Read the pie chart.**

Show students how to read the pie chart. Show them how each segment shows the percentage of people for each type of transportation. Ask students which types of transportation the pie chart shows. Then say each percentage for students to repeat. On the board, write: *What percentage of people go to work by bicycle?* Substitute other forms of transportation and practice the question.

Life ONLINE

Read the information as a class and help students understand the unfamiliar vocabulary. Ask: *Do you work online (remotely)? Do you have a hybrid schedule?*

BEST PRACTICE

Graphs and Critical Thinking

Graphs are an excellent way to convey information so that most students with limited vocabulary will understand. Graphs are an especially good strategy when students are at multiple levels of proficiency. The lowest levels can often understand the same information as the higher levels.

It is important to help students get a feel for how to read and, later, create graphs. Students will use and develop critical thinking skills as they interpret and design graphs. Graphs are especially useful for the visual learner.

Practice 1

7–10 mins.

C Practice the conversation with a partner. Then make new conversations with different types of transportation.

Model the conversation with a student. Prompt them to continue by asking you about a different type of transportation. Ask students to practice the conversation, substituting the information from the pie chart in **B**.

BEST PRACTICE

Grouping Students of Different Levels

It is impossible for the instructor to be everywhere in the classroom at the same time, yet some students, may need extra attention. One way to accommodate these students is to group them together in the classroom, as is done in many designated multilevel classes. This way the instructor can spend extra time with the group that needs more attention. However, it is important to only do this for some activities to avoid the following possible situations:

1. Students in the special group may feel isolated.
2. Students in the larger group may feel neglected.
3. Students in the special group may feel they are not as "good" as the other students.

Another strategy is to use student mentors. Group a stronger student with others who may need additional help. For example, a question chain activity (Student 1 asks Student 2 a question. Student 2 answers and asks Student 3 a question., etc.), should be modeled several times before students start, and there should be at least one strong student who understands the activity in each group.

Evaluation 1

7–10 mins.

Observe students as they practice their conversations in pairs.

Presentation 2

15–20 mins.

D Navigation apps can give you directions online and tell you the time it takes to your destination using different types of transportation. Look at information from a navigation app. Complete the table.

Life ONLINE

Before reading the direction line, look at the information together. Ask where you can find this kind of information. Then read the direction line and ask students for examples of navigation apps. Show an example if possible. Ask if students use these apps. Have students complete the missing information in the table. Check answers as a class.

E Listen and read.

Go over the conversation with students and help them feel comfortable with the rhythm of the language. Play the audio. Point out the underlined parts of the conversation to prepare students for **F**.

Instructor's Notes

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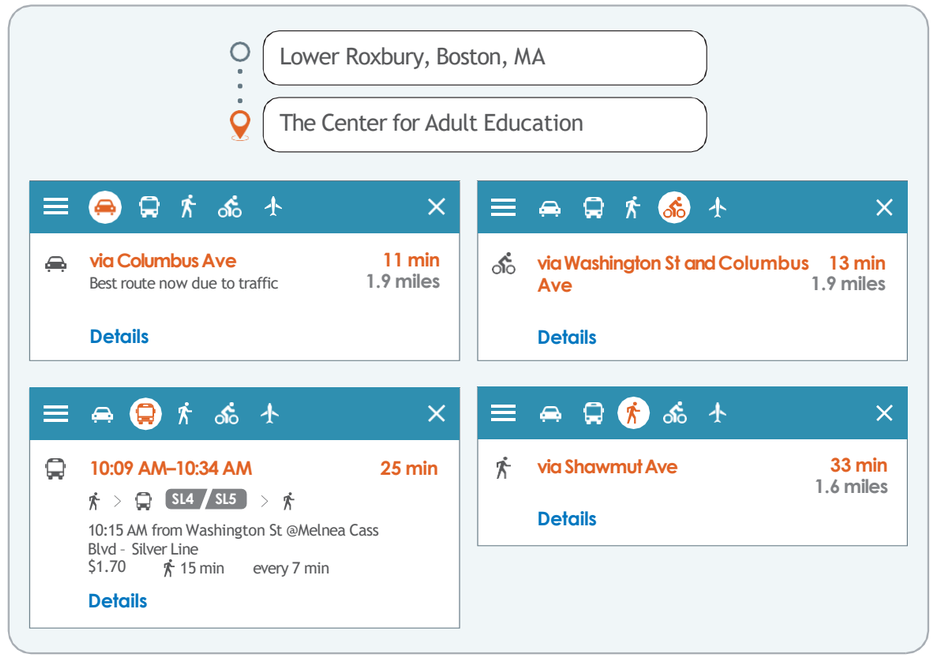
C Practice the conversation with a partner. Then make new conversations with different types of transportation.

Student A: What percentage of people go to work by car, truck, or van?

Student B: About 75.6 percent.

D Navigation apps can give you directions online and tell you the time it takes to your destination using different types of transportation. Look at information from a navigation app. Complete the table.

Life ONLINE



Time to Adult School			
Bicycle	**Bus**	**Car**	**Walk**
13 minutes	25 minutes	11 minutes	33 minutes

E Listen and read.

Kai: Do you drive to school?

Ela: No, I don't. I take the bus.

Kai: How long does it take?

Ela: It takes about 25 minutes.

F **Practice the conversation in E with a partner. Then use the phrases to make new conversations.**

drive (a car)	take the train
ride a bike	take the subway
ride a motorcycle	take a taxi
take the bus	walk

G **Read.**

Information Questions with *Get* and *Go*			
How	do you	**get**	to school? to work? home?
When	do you	**go**	to school? to work? home?

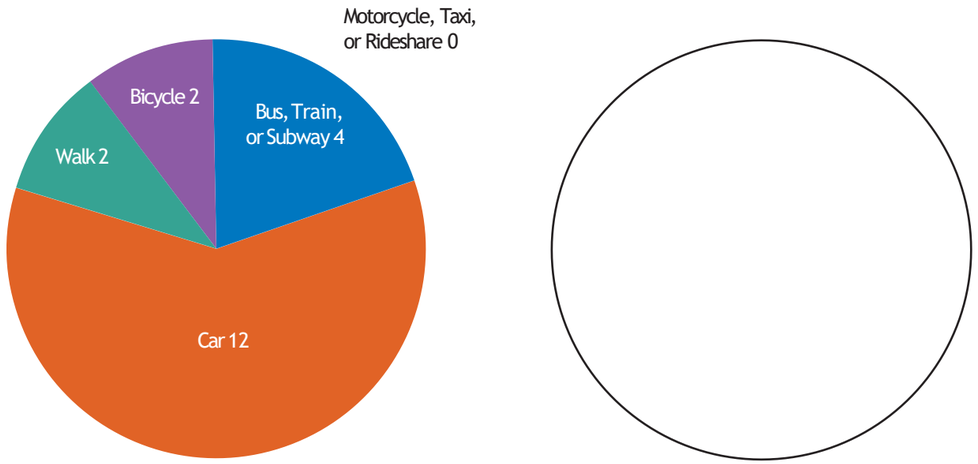
H **Practice the conversation.**

Ela: How do you get to school?
Natalia: I drive.

Ela: When do you go home?
Natalia: I go home at 3:00.

I **SURVEY** **Ask your classmates and make a pie chart.** Answers will vary.

Student Transportation to School



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Practice 2

7-10 mins.

F **Practice the conversation in E with a partner. Then use the phrases to make new conversations.**

Go over the phrases in the box. Model the conversation in **E** with a student but substitute the transportation types. Put students in pairs to make new conversations.

Evaluation 2

3-5 mins.

Take a class poll after students finish the activity to find out how many people walk, take the subway, take the bus, etc. to school.

Presentation 3

10-15 mins.

G **Read.**

Ask the class to help you mime each vocabulary item in **F**. Students can be very creative. Get them started by miming *drive a car* for them. Another way to do this, if there is time, is to play charades. Write each of the items on a 3-by-5 index card. Mix the cards up and ask for a volunteer to choose one of them. Ask the volunteer to mime the activity for the class to guess.

Point out the information question words in the chart. Then read the questions together. Provide answers about yourself. Elicit answers from students.

Practice 3

7-10 mins.

H **Practice the conversation.**

Read the conversation as a class. Model the intonation and rhythm. Put students in pairs to practice in preparation for **I**. You might choose to do an alternative pairing activity such as inside / outside circle, conversation cards, or pair work in groups.

Evaluation 3

3-7 mins.

Ask for volunteers to perform the conversation for the class.

Workplace Focus

Exercise I: Collect and organize information.

Application

10-15 mins.

I **SURVEY** **Ask your classmates and make a pie chart.**

Elicit the question students need to ask. Then have them go around the room, get the information, and complete the empty pie chart. Have a volunteer draw their chart on the board and see if anyone has any different numbers.

Instructor's Notes

At-a-Glance Prep

Goal: Express personal information
Grammar: Simple present, simple present: *be*
Academic Strategies: Focused listening, comparing information
Vocabulary: Personal information (review)

Agenda

- ☐ Take a class poll.
- ☐ Listen and write about transportation.
- ☐ Practice the simple present.
- ☐ Write about yourself using the simple present.

Resources

Heinle Picture Dictionary: Road Trip, pages 122–123

Pacing

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

Standards Correlations

CASAS: 0.2.1, 7.2.3
CCRS: L1, L2, L3, SL3, SLK2
ELPS:
S7: Adapt language choices to purpose, task, and audience when speaking and writing.

Warm-up and Review 15-20 mins.

Take a class poll. What types of transportation do people take to the grocery store? Write the results on the board. Ask students to make a pie chart of the results. If your students are ready and if you have access to computers, you may use spreadsheet software to make pie charts.

Introduction 3-5 mins.

This lesson is primarily review. Ask students questions about themselves on topics covered so far (where they're from, where they live, etc.). State the goal: *Today, we will express personal information.*

BEST PRACTICE

Review

Reviewing and recycling past material are of particular importance at lower levels because students tend to focus on the new information. Returning to previously learned material reinforces what students have learned and develops confidence as well.

Presentation 1 10-15 mins.

This presentation is a review of many of the statements students have learned. Go over the statements in **A** and ask students questions about themselves. For example: *Where are you from? Where do you live?* If students have trouble, you might want to refer them back to the pages where the concepts were originally taught and ask them to review those pages for homework.

Before completing **A**, ask students to cover **B**.

A Listen and write.

Tell students to read as they listen and write the missing information. Check answers as a class. Write them on the board so students can check they have spelled them correctly.

Workplace Focus

Exercise B: Collect and organize information.

Practice 1 15-20 mins.

B Write.

Ask students to cover **A**. In groups, ask them to see how much they can remember and write. Give them no more than ten minutes. Then, with **A** still covered, play the audio again and encourage students to edit their work. Finally, ask students to uncover **A** and complete the activity.

Workplace Focus

Exercise C: Collect and organize information.

Evaluation 1 3-5 mins.

C COMPARE Look at the information for James and Oswaldo in B. Complete the diagram.

Go over the diagram together and help students understand how it works. See the Best Practice: Venn Diagrams note on pg. 130a for more information. Have them complete the diagram individually, then compare with a partner. Have a volunteer complete the diagram on the board to check answers.

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LESSON 4

She Takes the Train

GOAL ▸ Express personal information

A Listen and write.



1. I'm James.
I'm from the United States.
I live in a house.
I take the bus to school.



2. I'm Oswaldo.
I'm from Venezuela.
I live in a house.
I ride my bike to school.

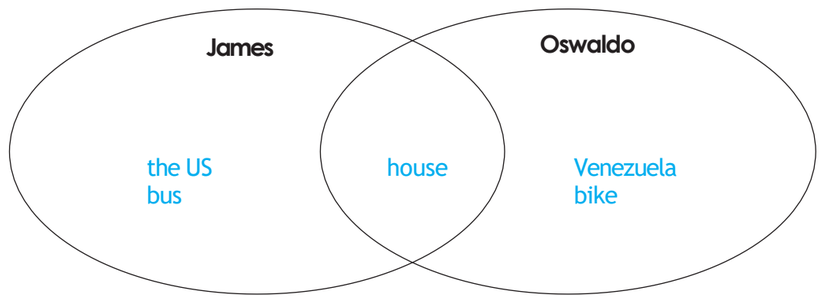


3. I'm Carina.
I'm from Peru.
I live in an apartment.
I drive to school.

B Write.

Name	Country	Housing	Transportation
James	the United States	house	bus
Oswaldo	Venezuela	house	bike
Carina	Peru	apartment	car

C COMPARE Look at the information for James and Oswaldo in B. Complete the diagram.



D **Read.**

Simple Present		
Subject	**Verb**	**Example Sentence**
I / You / We / They	live take ride walk	I **live** in Mexico. We **take** the bus. You **ride** a bicycle. They **walk** to school.
He / She	lives takes rides walks	She **lives** in Mexico. He **takes** the bus. She **rides** a bicycle. He **walks** to school.

E **Write about James, Carina, and Oswaldo.**

1. James _____lives_____ in a house.
2. He _____takes_____ the bus to school.
3. Carina _____lives_____ in an apartment.
4. She _____drives_____ to school.
5. Oswaldo _____lives_____ in a house.
6. He _____rides_____ a bicycle to school.
7. James and Oswaldo _____live_____ in houses.

F **Write about Leslie and Briana.**

1. Leslie and Briana _____live_____ in Washington.
2. Leslie _____takes_____ the bus to work every day.
3. Briana _____drives_____ a car to work.
4. They _____live_____ in a house.

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BEST PRACTICE

Venn Diagrams

Venn diagrams are a powerful teaching tool and an excellent way to develop critical thinking. The two overlapping circles allow students to list information in three separate categories that show both similarities and differences.

Once students have experience using Venn diagrams, you might continue using them as a tool to make comparisons across multiple lessons. For example, students can compare . . .

* types of housing
* marital status
* weather
* class schedules
* clothing items
* food preferences

Presentation 2

10-15 mins.

D **Read.**

Go over the chart with students. Help them understand that they can use any of the available pronouns in the box on the left to form a sentence. Say sentences about yourself and encourage students to say sentences about themselves, another student, and their family. The simple present is being recycled again to reinforce what students have already learned. Help them understand that they will be exposed to it many times before they can say that they have acquired it and that this is a normal part of the process.

For shorter classes, ask students to do **E** and **F** for homework.

Practice 2

7-10 mins.

E **Write about James, Carina, and Oswaldo.**

Have students complete the sentences individually so they can check their understanding. Focus their attention on the third person singular *-s* and help as needed.

F **Write about Leslie and Briana.**

Have students complete the sentences individually and then compare with a partner. Focus their attention on the different subjects and help as needed.

Evaluation 2

5-7 mins.

Check students' book work as they are working. Confirm answers as a class by calling on different students to read each sentence out loud. Make sure they are saying the third person singular *-s* where needed.

Instructor's Notes

Presentation 3

10-15 mins.

G Read.

Remind students that the verb *be* has been introduced in previous lessons. This is the first time in the book that students will have a choice to use the verb *be* or other verbs. Go over the chart with the class to remind them of the forms of *be* in the simple present.

H Read the chart.

Show students how the chart is similar to the one they completed on page 129. Ask them questions about the chart. Encourage them to use pronouns.

For shorter classes, ask students to do **I** for homework.

Practice 3

10-15 mins.

I Complete the sentences. Then listen and check your answers.

After students have written the correct verbs for the statements, ask them to write the complete sentences in their notebooks. Then have them listen to the audio and check their answers.

If you believe your students are ready, you might also give them a dictation of the sentences they have just completed.

Evaluation 3

10 mins.

Check students' work.

Application

7-10 mins.

J APPLY Answer the questions.

Have students complete the sentences individually. Remind them to use their own information. Then ask students to write the completed sentences in their notebooks.

BEST PRACTICE

Sentence Writing

Asking students to write sentences in their notebooks reinforces the learning of *syntax* (sentence structure). Students need to practice word order as much as they need to practice grammar forms. Students may translate from their native languages without thinking much about the correct word order so it is important to focus on this early on.

Having students write classroom exercises in their notebooks allows them to recognize syntax and re-use structures when creating their own sentences. It is important to remember that knowing vocabulary or target grammar forms doesn't mean that students know how to use them in a sentence. Writing practice is important for this.

Instructor's Notes

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G Read.

Simple Present: *Be*		
Subject	***Be***	**Example Sentence**
I	am	I **am** Oswaldo.
He / She / It	is	She **is** from China.
We / You / They	are	They **are** married.

H Read the chart.

Name	Country	Housing	Transportation to School
James	United States	house	bus
Natalia	Mexico	apartment	bus

I Complete the sentences. Then listen and check your answers.

1. James ___is___ from the United States.
2. James ___lives___ in a house.
3. He ___takes___ the bus.
4. Natalia ___is___ from Mexico.
5. She ___lives___ in an apartment.
6. James and Natalia ___take___ the bus.

J APPLY Answer the questions. Answers will vary.

1. What's your name?
   My name _____.
2. Where are you from?
   I _____ from _____.
3. Do you live in a house?
   I _____ in a(n) _____.
4. How do you get to school?
   I _____ to school.

LESSON 5

Where's the Store?

GOAL ▸ Give and follow directions

A INTERPRET **Point to the bank, the post office, and the hospital.**



The

Use *the* with places, but not with place names.

the post office	**the** supermarket
Alpine Post Office	Jack's Supermarket

B **Match the questions to the answers.**

d	1. Where is the adult school?	a. It's on Perry Avenue next to Shoes for Less.
a	2. Where is the electronics store?	b. It's on First Street next to the supermarket.
b	3. Where is the bookstore?	c. It's on Main Street next to the bank.
c	4. Where is the post office?	d. It's on Hampton Street next to Sally's Shakes.

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At-a-Glance Prep

Goal: Give and follow directions
Grammar: *the*, imperatives, review prepositions of location
Academic Strategies: Interpreting maps, focused listening
Vocabulary: *stop, turn, right, left, go straight, bank, post office, hospital*

Agenda

- ☐ In groups, make a list of locations.
- ☐ Talk about a map.
- ☐ Learn and practice giving directions.
- ☐ Write directions to a location from school.

Resources

Heinle Picture Dictionary: Road Trip, pages 122–123

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.9.1, 2.2.1, 2.2.5, 2.5.1
CCRS: L1, L2, L3 RI1, RI2, RI3, SL1, SL3, SLK2
ELPS:
S3: Speak and write about level-appropriate complex literary and informational texts and topics.

Warm-up and Review — 10-15 mins.

In groups, ask students to list all the locations (stores, schools, streets, etc.) they can think of in their community. Ask them to write their lists on the board and go over them briefly. Ask them to point in the direction of where each location is. For example, ask: *Where's the post office?*

Introduction — 5 mins.

Remind students what *next to* means. You may use a person who is sitting next to another as an example. You may also want to use some locations students mentioned in the warm-up. For example, say: *The post office is next to…*, allowing them to complete the sentence. State the goal: *Today, we will give and follow directions.*

Presentation 1 — 15-20 mins.

A INTERPRET **Point to the bank, the post office, and the hospital.**

There is a lot of vocabulary in this lesson. Most of the locations are review from Lesson 1 of this unit. Practice using *next to* and ask students questions about the map. Introduce new vocabulary when it is appropriate.

Go over the new vocabulary carefully with students. Then ask them to point to locations when you identify them. Start by using the names of the places. Then change to sentences that describe the locations. For example, you might say: *This is a place where people go when they are sick.* Write important words, such as *sick*, on the board. Ask more questions and see if students can identify the places by their description. Do the same drill again. This time, identify locations by what they are next to.

Go over the note about the use of *the*. There are some exceptions to this rule, but following the rule will help students avoid many common errors. Some students might incorrectly say: *I live on the First Street.* Remind them to use the definite article *the* with most general words for places but not with proper nouns, including names of streets. There is no need to discuss the exceptions with students at this time.

Practice 1 — 7-10 mins.

B **Match the questions to the answers.**

Tell students to read each question carefully and look for the place on the map before looking at the answer options. After students complete this activity, have them ask and answer the questions in pairs. When answering, students should cover **B**.

Evaluation 1 — 5-7 mins.

Ask all students to cover **B** and ask individuals or the class the same questions. If students seem ready, ask questions about some of the other locations.

Presentation 2

15-25 mins.

C Listen and repeat.

Play the audio and tell students to read along as they listen. Play the audio again, pausing after each item for them to repeat.

D Write the correct words and phrases.

After going over the road signs and the new vocabulary, ask a student to come to the front of the class. Have the student follow the directions you give them to a place in the classroom. Repeat with other students. Finally, see if the whole class can do it and perhaps expand the exercise to a location within the school.

E Use the map in A to complete the directions. Start on First Street in front of Jack's Supermarket.

Do this activity as a class. Point out that students will use the vocabulary in **C**. If you have time, have them close their books and do a dictation of the sentences. See the Best Practice: Dictation note for suggestions on how to do this.

For shorter classes, ask students to do **F** for homework.

Practice 2

7-10 mins.

F Write directions to the post office.

This activity might be difficult for students. Here they are asked to string more than one sentence together. Have them work in pairs or groups to write the sentences. If necessary during the activity, remind students to start their sentences with capital letters and to end with periods.

Evaluation 2

5-7 mins.

Ask volunteers to write their directions on the board.

BEST PRACTICE

Dictation

There are several ways to do dictation. At higher levels, it is very productive to give a dictation in which students haven't been exposed to the exact sentences you will be giving. At this level, a dictation can be one-word or very short sentences that they have already seen. The objective of this kind of dictation is not to evaluate student learning but to provide additional practice.

Because this type of dictation is not for the purpose of evaluation, you may decide in some cases, such as in **F**, to read a sentence out loud two or three times and then have students compare what they have written with one another, allowing for peer-editing. Afterwards, read the sentence a final time.

Remember that at beginning and intermediate levels, students tend to try to write while the instructor is speaking. They need to be taught to listen first, repeat the sentence in their heads, and then write. To help them learn this strategy, you should avoid giving sentence dictation one word at a time.

Finally, some dictation includes words that are intimidating or difficult for students, especially proper nouns. Students tend to focus on these words, which may affect their performance. To avoid this problem, it is wise to write difficult words and names on the board in preparation for the dictation.

Instructor's Notes

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C Listen and repeat.

go straight	stop	turn left	turn right

D Write the correct words and phrases.



1. turn left



2. go straight



3. turn right



4. stop

E Use the map in A to complete the directions. Start on First Street in front of Jack's Supermarket.

a. Give directions to the adult school.

1. Go straight on First Street.
2. Turn right on Hampton Street.

b. Give directions to the park.

1. Go straight on First Street.
2. Turn left on Hampton Street.
3. Turn left on Second Street.

F Write directions to the post office.

Go straight on First Street.

Turn right on Hampton Street.

Turn right on Main Street.

G. Listen and read.

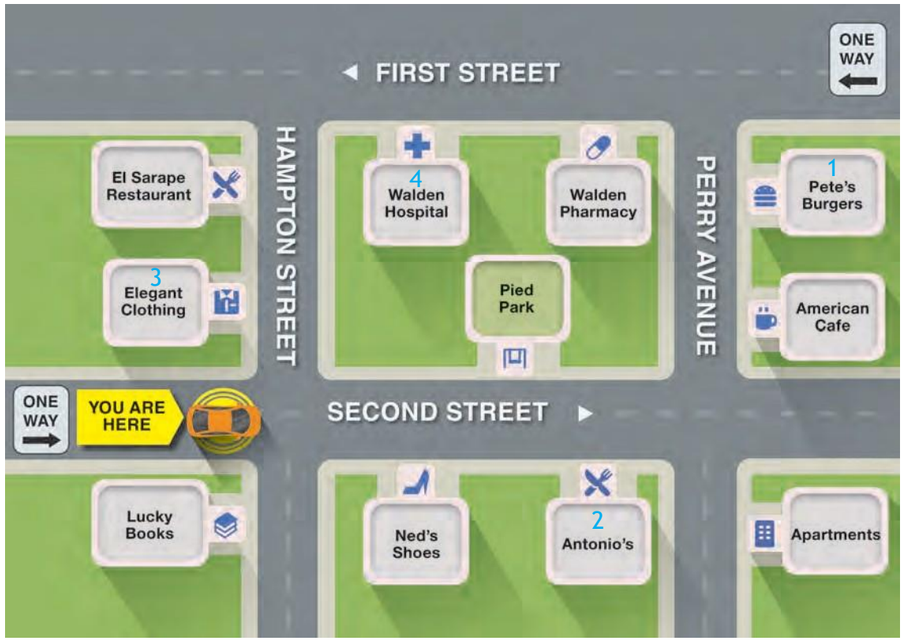
Natalia: Excuse me, where's American Cafe?

Anne: It's on Perry Avenue.

Natalia: Can you give me directions?

Anne: Yes. Go straight on Second Street. Turn left on Perry Avenue. It's next to Pete's Burgers.

H. Listen and follow the directions. Number the locations *1–4*.



I. LIST Write three stores in your community. Answers will vary.

1. _____ 2. _____ 3. _____

J. CREATE In a group, write directions from your school to a store. Answers will vary.

_____

_____

_____

_____

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Presentation 3

7-10 mins.

G Listen and read.

Tell students to read as they listen. Ask them to trace the route with their fingers on the map. Play the audio. Focus students' attention on the intonation and rhythm. Play the audio again and have the class repeat each line. Have students practice the conversation in pairs. Help them with the intonation and the rhythm.

Practice 3

5-10 mins.

H Listen and follow the directions. Number the locations *1–4*.

Tell students they are going to hear people giving directions. Play the audio and pause after the first item. Ask students where they need to write *1* to check they understand the instructions. Play the complete audio. Ask students to write the corresponding number on each final location. Have students compare with a partner. Then play the audio one or more additional times as needed.

Listening Script

1. *Go straight. Turn left on Perry Avenue. It's next to American Cafe.*
2. *Go straight on Second Street. It's next to Ned's Shoes.*
3. *Turn left on Hampton Street. It's next to El Sarape Restaurant.*
4. *Go straight. Turn left on Perry Avenue. Turn left on First Street. It's next to Walden Pharmacy.*

Evaluation 3

5-7 mins.

Go over the answers as a class. Play the audio again to confirm answers.

Application

20-30 mins.

I LIST Write three stores in your community.

Provide suggestions of types of stores to help students as needed.

Workplace Focus

Exercise J: Make decisions and solve problems; Combine ideas and information.

J CREATE In a group, write directions from your school to a store.

Tell students to use the words and phrases in **C** in their directions. Monitor and help as needed. Put groups together to compare their directions. If possible, have students follow each other's directions to one of the stores after class.

Instructor's Notes

At-a-Glance Prep

Goal: Investigate careers in transportation

Agenda

- ☐ Interpret a bar graph.
- ☐ Read a job ad.
- ☐ Talk about qualities and skills.
- ☐ Reflect on suitability for a transportation job.
- ☐ Search online for transportation jobs.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 6.7.2, 7.4.4, 7.7.3
CCRS: RI1, RI2, RI3, SL1, SL3, SLK3, SLK6
ELPS:
S4: Construct level-appropriate oral and written claims and support them with reasoning and evidence.

In this lesson, students are introduced to careers in transportation. They will analyze a bar graph and compare salaries for different transportation jobs and the number of people in each job. Students will also read a job ad for bus drivers. They will reflect on their suitability for a job in transportation. Finally, students will carry out an online search for transportation jobs.

Warm-up and Review 10-15 mins.

Write *transportation* on the board and elicit different types. Write students' ideas on the board.

Introduction 5-10 mins.

Find out if any of the students work in transportation or know anyone who does. Remind them that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today we will investigate careers in transportation*.

Presentation 1 15-20 mins.

A INTERPRET Read.

Go over the graph together. Point to the images and say each job for students to repeat. Explain or elicit what information is being presented in the graph (jobs, number of people who do each job, and annual pay).

Practice 1 15-20 mins.

B Answer the questions. Then ask and answer with a partner.

Read the note on comparison questions together. Point to the parts of the graph being compared to help them understand the difference between *more* and *less*. Read the questions aloud and have students repeat them. Ask students to answer the questions individually. Then put them in pairs to ask and answer the questions. Remind them to take turns so they practice both.

Evaluation 1 5-10 mins.

Go over the answers as a class. Clarify any vocabulary questions students still have from the graph or questions.

BEST PRACTICE

Graphs, Charts, and Diagrams

Understanding and being able to create different graphs, charts, and diagrams, such as bar graphs, pie charts, Venn diagrams, and flow charts, will be helpful to students both as language learners and in the workplace.

Using visual elements to synthesize ideas from a spoken or written text helps facilitate understanding, as in the Venn diagram in Lesson 4 of this unit. Another example is completing a flow chart to show a process explained in a text. Similarly, graphs, charts, and diagrams can help with vocabulary acquisition. For example, a table or cluster diagram can be used for categorizing words according to topics, word types, etc.

In the workplace, students may need to interpret different kinds of graphs, charts, and diagrams; therefore, developing an awareness and understanding of them through *Stand Out* will provide them with useful skills. They may also be required to create these elements themselves as part of their responsibilities in some jobs.

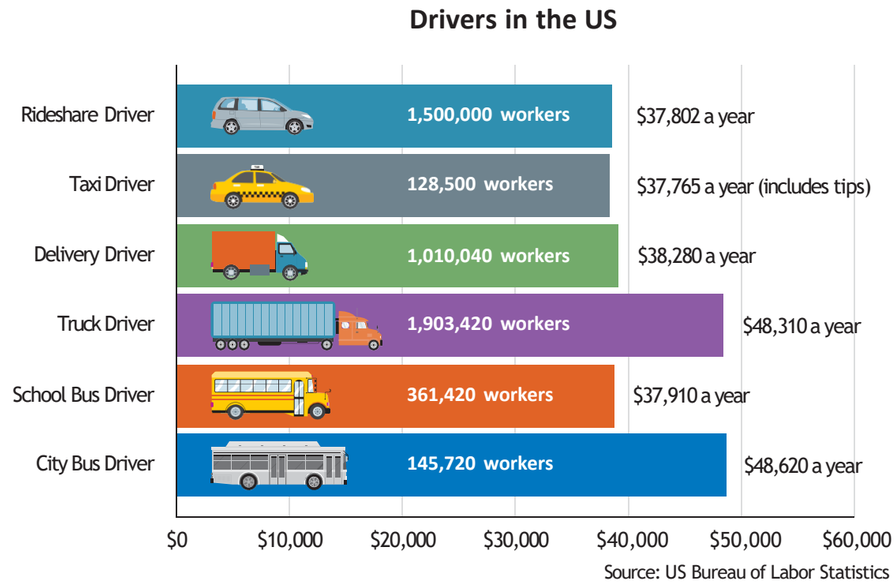
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LESSON 6

Explore the Workforce

GOAL ▶ Investigate careers in transportation

A INTERPRET Read.



B Answer the questions. Then ask and answer with a partner.

1. Which pays more, rideshare driver positions or taxi driver positions? rideshare driver positions
2. Which pays more, delivery driver positions or truck driver positions? truck driver positions
3. Which pays less, truck driver positions or rideshare driver positions? rideshare driver positions
4. Which pays less, taxi driver positions or city bus driver positions? taxi driver positions

Comparison Questions

Which pays **more**, city bus driver positions or school bus driver positions?
city bus driver positions

Which pays **less**, city bus driver positions or school bus driver positions?
school bus driver positions

C **Read the job ad.**



D **Match each part of the job ad to the correct description. Write the number.**

3 more information
4 job title
2 job application
1 benefits of the position

E **Check (✓) what is true about you.** Answers will vary.

- ☐ I am patient.
- ☐ I am a good driver.
- ☐ I like children.
- ☐ I am always on time.
- ☐ I am very careful.
- ☐ I can get a commercial driver license.

F **Work in a group. Report what you chose in E.**

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Presentation 2

20-25 mins.

C **Read the job ad.**

Look at the ad together and ask students what it is, explaining as needed. Have students read the text. Tell them to underline any words they don't understand.

D **Match each part of the job ad to the correct description. Write the number.**

Point out the numbers on the ad. Do the first item together. Ask: *Where is this on the ad?* Have students complete the activity individually, then compare answers with a partner. Check answers as a class.

Practice 2

20-25 mins.

E **Check (✓) what is true about you.**

Read each item and check students' understanding. Tell them which items are true for you. Have them complete the activity individually.

F **Work in a group. Report what you chose in E.**

Put students in groups to talk about the items they checked in **E.** Monitor and help as needed.

Evaluation 2

5-10 mins.

Survey the class to find out how many people checked each item.

Instructor's Notes

Presentation 3

10-15 mins.

G REFLECT Choose the answer that is true for you about transportation jobs.

Read the questions together and clarify any vocabulary doubts. Tell students to answer individually, then share their answers with a partner and decide if a job in transportation is right for them. Call on different students to tell the class their partner's answers. This is an opportunity for students to try out the third person singular of the simple present, but don't expect them to use it accurately at this point.

Practice 3

15-20 mins.

Ask students in shorter classes to do **H** for homework.

H RANK What job would you like? Write *1–6*. 1 is your favorite job.

Have students look at the list of jobs. Ask a student: *Which job would you like? Which job would you not like?* (Emphasize *not*.) Write *1* and *6* next to the two jobs the student mentioned. Make sure students understand the idea of ranking. Then have students complete the activity. Have them share their answers with a partner or in groups.

I As a class, go online and look for transportation jobs. Are any jobs interesting to you?

Show the class how you are going to use a specific job search site to look for transportation jobs. Have students suggest specific jobs in transportation to look for. Find a job posting and ask students to write down the job title, salary, and benefits. Repeat this for three or four jobs.

Evaluation 3

5-10 mins.

Write *more* and *less* on the board. Ask questions for students to compare the different jobs using their notes. Then ask which job they would like.

Instructor's Notes

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G REFLECT Choose the answer that is true for you about transportation jobs. Answers will vary.

1. Do you have a driver's license?
   a. yes b. no
2. Do you like to drive?
   a. yes b. no c. sometimes
3. Are you calm when you drive?
   a. yes b. no c. maybe
4. Can you go to school to get a special license to drive something bigger than a car?
   a. yes b. no
5. Is the pay what you need?
   a. yes b. no c. maybe

H RANK What job would you like? Write *1–6*. 1 is your favorite job. Answers will vary.

_____ rideshare driver
_____ taxi driver
_____ delivery driver
_____ truck driver
_____ school bus driver
_____ city bus driver

I As a class, go online and look for transportation jobs. Are any jobs interesting to you?



A school bus driver greets students as they get on the bus.

Review

A **Write the correct letter.**

a. 

b. 

c. 

d. 

e. 

f. 

g. 

h. 

i. 

j. 

k. 

l. 

d 1. apartments
e 2. bank
k 3. bus
a 4. car
i 5. hospital
g 6. house
f 7. pharmacy
b 8. stop sign
l 9. supermarket
h 10. taxi
c 11. train
j 12. turn left

B **Ask and answer the questions with a partner.**

1. Where do you live?
2. Where do you buy clothing?
3. Where do you buy shoes?
4. Where do you eat?
5. How do you get to school?
6. When do you go home?

Learner Log

I can identify and ask about locations. ☐ Yes ☐ No ☐ Maybe

I can identify types of transportation. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

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

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.4.1, 1.9.1, 2.2.1, 2.2.3, 2.2.5
CCRS: RI1, RI2, RI3, SL1, SL3, SLK3
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 7-10 mins.

With their books closed, ask students to help you make a list on the board of all the vocabulary they can come up with from the unit. Then have a competition where students look through the unit in groups and write a page number for each item on the list. The first group to have a correct page number for each item wins.

Introduction 5 mins.

Write all the goals on the board from Unit 5. Show students the first page of every lesson so they understand that today will be a review.

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

Presentation 1 10-15 mins.

This presentation and practice 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 what they have learned.

Practice 1 15-20 mins.

A **Write the correct letter.**

Have students look at the photos and then carry out the activity. Encourage them to compare answers with a partner.

B **Ask and answer the questions with a partner.**

Put students in pairs. Remind them to take turns asking and answering.

Evaluation 1 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.

Learner Log 5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Learner Logs

Learner Logs function to help students in many different ways:

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

Practice 2

20-25 mins.

C Read the information about Aki and Adriano. Write and practice a conversation.

Have students read about each person. Then put them in pairs to write and practice the conversation.

D Complete the sentences.

Remind students to pay attention to the verb forms. Encourage them to compare and discuss their answers with a partner.

Evaluation 2

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.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Recycling / Review

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

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

Instructor's Notes

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C Read the information about Aki and Adriano. Write and practice a conversation.



1. I'm Aki.
   I'm from Japan.
   I live in an apartment.
   I live on Second Avenue in New York.
   I drive to school.



2. I'm Adriano.
   I'm from Brazil.
   I live in a condominium.
   I live in New York on East 5th Street.
   I take the subway to school.

Aki: Hi, Adriano. Where do you live?

Adriano: Answers will vary.

Aki: _____

Adriano: _____

Aki: _____

Adriano: _____

D Complete the sentences.

1. Aki _____drives_____ to school.
2. Adriano _____takes_____ the subway to school.
3. They _____live_____ in New York.
4. Aki _____lives_____ in an apartment.
5. Adriano _____is_____ from Brazil.

Learner Log

I can describe housing. ☐ Yes ☐ No ☐ Maybe

I can express personal information. ☐ Yes ☐ No ☐ Maybe

Review

E **Read the map.**



F **Write the correct place for the directions.**

Place	Directions
the post office	Turn right on Nexus. Turn left on Main. It's next to the supermarket.
the bank	Go straight. Turn right on Olive Street. It's next to the restaurant.
the shoe store	Go straight. Turn right on Olive Street. Turn right on Main Street. It's next to the adult school.
the train station	Turn right on Nexus. Turn left on Broadway. Go straight. It's next to the coffee shop.

G **Give directions to a partner using the map in E. Ask your partner to guess the location.**

Learner Log

I can give and follow directions.

☐ Yes ☐ No ☐ Maybe

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Practice 3

15-20 mins.

E **Read the map.**

Tell students to look at the map carefully. Call on different students to tell you which streets / avenues certain places are on.

F **Write the correct place for the directions.**

Make sure students understand what they need to do. Tell them to read the directions in the table and follow them with their finger on the map in **E**. Have them compare answers with a partner.

G **Give directions to a partner using the map in E. Ask your partner to guess the location.**

Tell students to choose a place on the map in **E** and write directions to it from the orange car. When they are ready, put them in pairs to give each other directions.

Evaluation 3

5 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.

Learner Log

5 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.2.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6

CCRS: SL1, SL3, SLK6

ELPS:

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

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Collect and gather information; Interpret and communicate information; Apply technology.

Soft Skill: Active Listening
Check Understanding

Explain that in the workplace, active listening skills are very important. Active listening means giving your full attention to the speaker(s) and responding in ways that show you have heard what is being said. An important element of active listening is checking understanding by stating what was said in your own words and asking for confirmation. Tell students they will practice this skill throughout the project.

Warm-up 10 mins.

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

Introduction 10 mins.

Let students know that in this project, they will be describing their community or the area near their school.

Presentation 10-15 mins.

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

Put students in teams of four or five. Then ask them to choose their positions in the group. To do this, go through each step in the project and explain the role of the person who will lead that step. Make sure they understand that they will complete one step before going on to the next and that, although each person has a specific task, they will work together on each step.

The team leader's job is not associated with a step but has the responsibility of making sure everyone participates and speaks English. The team leader may also have ancillary responsibilities when general information is required.

In **Step 2**, the artist will draw the map based on the team's suggestions. Read the Soft Skill note together. Then model the example conversation with three students. Take the Student A role so you can model the list. Point out that *Is that right?* is a good phrase for checking understanding. In **Step 3**, the writer will write the directions with the help of the other team members. In **Step 4**, the organizer(s) will manage the conversation about how they will present the project and make sure that everyone has a part to present. They will also lead the practice of the presentation. Finally, all members will participate in presenting their project to the class.

As you go through what the different positions are, at this level, it might be easier to ask one volunteer from each team to stand after each description. Be aware of who volunteers for which position so that throughout the different units, you can enourage students to try different roles. As you monitor, remind students about active listening and encourage them to listen and repeat what they've heard back to the group.

Practice / Evaluation / Application 1-2 hours

2. Make a map of your community with the school in the middle. Write the names of stores and other places near your school.

Show students how they can use a maps app to help them with this task. Tell them that they don't need to include every detail. Streets and key places are the most important things to label.

3. Write directions from your school to three places in your community.

Remind students to use words and phrases they've learned throughout the unit.

4. Present your project to the class.

You can encourage students to check the audience's understanding during their presentations by asking questions such as: *Does that make sense? Do you have any questions?*

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Describe Your Community

SKILL FOCUS ▸ Active Listening

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Artist**	Make a map with help from the team.	
Student 3: **Writer**	Write directions with help from the team.	
Students 4 / 5: **Organizer(s)**	Prepare a presentation.	

2. Make a map of your community with the school in the middle. Write the names of stores and other places near your school.

Student A: What are some places near our school?

Student B: Day's Supermarket.

Student C: Lisa's Restaurant.

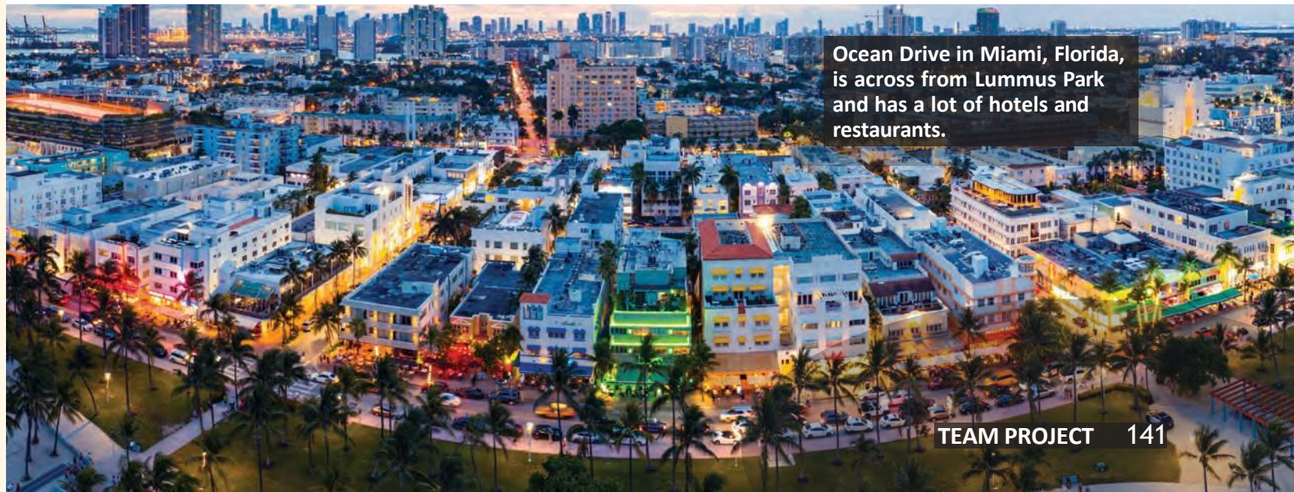
Student A: OK, great. You said Day's Market and Lisa's Restaurant. Is that right?

3. Write directions from your school to three places in your community.

4. Present your project to the class.

ACTIVE LISTENING:
Check Understanding

When working in a team, listen carefully and make a list of ideas. Then repeat them back to the group to check they are correct.



Ocean Drive in Miami, Florida, is across from Lummus Park and has a lot of hotels and restaurants.

About the Photo

This photo shows one of the many bike paths in Minneapolis, Minnesota. The city ranks as one of the best biking cities in the US due to its 16 miles of on-street protected bike paths, 98 miles of bike lanes, and 101 miles of off-street bike paths and trails. You can get to most places in and around the city by bicycle. Because of this, it is one of the cities in the US with the highest number of people who travel to work by bike. Thanks to their bike paths and bike lanes, cities like Minneapolis are making cycling safer, and therefore attractive to more people.

- Read the title and ask students what they think it means. Take a class poll to see how many people ride bicycles. Ask them if they ride to work / school or if they ride for fun on the weekends. Elicit or explain the meaning of *for fun* if necessary.

A Answer the questions. Then interview a partner.

Go over the questions with the class. Read them aloud for students to repeat. Write your answers to the questions on the board. Then clarify any vocabulary doubts. Tell students to write their answers. Put them in pairs to carry out their interviews.

B Match the words to the meanings.

Have students try to do this activity without using a dictionary first. Encourage them to compare answers with a partner, then use a dictionary to check any they are not sure about. Discuss as a class.

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Reading Challenge

A **Answer the questions. Then interview a partner.**

1. How do you travel to school?
2. How do you travel to work?
3. How do you travel home?
4. How do you travel for fun?

B **Match the words to the meanings.**

d	1. bike-friendly	a. a small road for people to walk or ride on
c	2. flat	b. take away
a	3. path	c. with no hills
b	4. remove	d. good for biking

C. **Read the text. Underline any words you don't know.**

D. **Answer the questions. Then write the line where the answer is.**

1. How many miles of bike paths are there in Minneapolis?
   250 Line # 4
2. What do the city workers remove from the bike paths in Minneapolis?
   snow Line # 6
3. What are three things that people in Minneapolis ride past every day?
   lakes, trees, parks Line # 7

E. **RANK** **Why is bike riding getting more popular? Write *1–6*. 1 is the most important reason.** Answers will vary.

_____ environment
_____ fun
_____ gas prices
_____ health
_____ safety
_____ other: _____

F. **Talk to a partner about your answers to E.**

A Biking City

1 Do you ride a bicycle to work, school, or just for fun? If yes, you're not alone. From 2019 to 2020, the number of people riding bikes on US roads went up by 5 million. In bike-friendly cities, like Minneapolis, Minnesota, this change is here to stay.

In Minneapolis, there are 250 miles of bike paths. Some paths, like the Midtown Greenway, 5 go through the middle of downtown. People can ride their bikes on flat roads to work, to the store, or even to baseball games. City workers remove snow from the paths in the winter. Every day, people ride past beautiful lakes, trees, and parks. What a wonderful and healthy way to get from place to place!



In Minneapolis, Minnesota, people walk and ride their bicycles across the Stone Arch Bridge, which is closed to cars.

C Read the text. Underline any words you don't know.

Remind students that they don't need to understand every word. Tell them to underline any new words and continue reading, focusing on the main ideas. Ask students to share what they understood from the text. Don't discuss the words they have underlined yet as some may become clearer after **D**.

CASAS FOR READING
0.1.2, 0.1.5, 2.2.3

CCRS FOR READING
L1, L2, L3, RI1, RI2, SL1, SL3, SLK3

D Answer the questions. Then write the line where the answer is.

Have students use the Reading Strategy for locating key words to help them answer the questions individually. Check answers as a class and call on different students to read the sentences in the text that have the answers. Ask students about the words they underlined in **C**. Write on the board any they still don't understand and explain them.

E RANK Why is bike riding getting more popular? Write *1–6*. 1 is the most important reason.

Write on the board: *1 = most important*. Write the remaining numbers under 1 and an arrow going down to 6. Make sure students understand the question. Then go over the items. Remind them about the meaning of *rank*.

F Talk to a partner about your answers to E.

Put students in pairs to talk about their rankings in **E**. Encourage them to try to explain their reasons. Survey the class to find out if they agree on the most important, second most important, etc. and try to reach a consensus.

READING STRATEGIES

Locating Key Words

Tell students that locating key words in a text can provide the correct information to answer important questions. Teachers can use the following approach to practice this strategy:

1. Write the questions on the board.
2. Underline key words in the question.
3. Have students find and underline these words in the text.
4. Ask students to circle the answers.

6 Healthy Living



About the Photo

This photo shows a man climbing the outside of a building in Nanaimo, a city on Vancouver Island in Canada. On the building is a mural of orca whales, which are often seen off of Vancouver Island. The man in the photo is *buildering* (a combination of *building* and *bouldering*). *Bouldering* is climbing without ropes or harnesses, so *buildering* is climbing a building without ropes or harnesses. While climbing can be a great form of exercise, doing so without ropes, on structures not built for that purpose, can be extremely dangerous.

- Introduce the unit. Then ask students: *What does healthy living mean to you?* Ask students to share their opinions.
- Ask students to look at the photo and discuss the first two questions as a class. Then read the photo information and have them answer the remaining questions with a partner.
- Go over the unit outcomes. Elicit any words or phrases that students already know related to each outcome. Ask: *When were you last sick? Did you take any medicine? Do you think you have healthy habits?*

UNIT OUTCOMES

- Identify body parts
- Describe symptoms and illnesses
- Identify medications
- Describe healthy habits
- Identify actions in a waiting room
- Investigate home health care careers

Look at the photo and answer the questions.

1. What do you see in the photo?
2. What is the man doing?

A man climbs on a building in Nanaimo, Canada.

1. *Healthy* means good for your body. Is this activity healthy? Why or why not?
2. Can you think of other ways this man can exercise without paying for a gym?
3. What healthy activities do you like to do?

Life Skills Focus

In this unit, students will learn how to communicate symptoms to a doctor and demonstrate where the symptoms are occurring. They will also learn about medications and how to stay healthy.

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 are introduced to careers in home health care. They will read about home health care careers and talk about their annual salaries. Students will also read about the duties of personal care aides. They will reflect on their suitability for a career in home health care and practice a job interview.
- In the Team Project, students practice the soft skill of time management as they collaborate to complete the project.
- Life Online notes in Lessons 2, 3, and 5 raise awareness about online health advice, pharmacy apps, and telehealth.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Identify body parts • Describe symptoms and illnesses • Identify medications • Describe healthy habits • Identify actions in a waiting room • Investigate home health care careers	• Imperatives • Simple present: *Be* • Simple present: *Have* • Simple present: *Need* • Negative simple present • Present continuous	• Body parts • Ailments • Medications • Healthy habits • Waiting room actions • Home health care jobs	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Medical systems • Health and nutrition	Lesson 1: 0.1.2, 0.1.5, 3.6.1, 3.6.4 Lesson 2: 0.1.2, 0.1.5, 3.6.2, 3.6.3 Lesson 3: 0.1.2, 0.1.5, 2.3.1, 3.3.1, 3.3.2, 3.3.4 Lesson 4: 3.5.9, 7.2.3, 6.6.5 Lesson 5: 0.1.2, 0.1.5 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.6.5 Review: 3.3.1, 3.5.9, 3.6.1, 3.6.3, 7.2.3 Team Project: 0.1.2, 0.1.5, 3.6.3, 3.6.4, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6 Reading Challenge: 0.1.2, 0.1.5, 6.7.1, 7.7.5	S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2, SLK3, SLK6

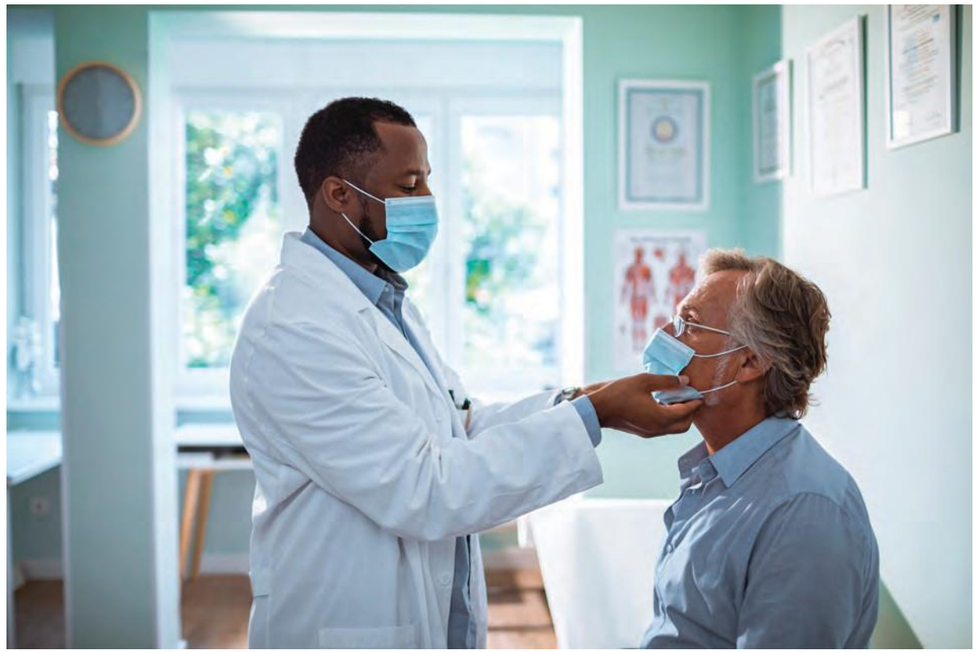
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LESSON 1

I Need a Checkup

GOAL ▶ Identify body parts

A **Who are the men in the photo? What are they talking about?**



Frequency Expressions

once a year = one time a year
twice a year = two times a year
once every two years = one time every two years

B **Listen and write.**

My name is Guillermo. (1) _____I_____ live in Chicago. I (2) _____am_____ 61 years old. I (3) _____see_____ the doctor once a year for a checkup. I'm very healthy.

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At-a-Glance Prep

Goal: Identify body parts
Grammar: Imperatives
Academic Strategy: Focused listening
Vocabulary: Body parts

Agenda

- ☐ Draw a map showing the way to the hospital.
- ☐ Learn about body parts.
- ☐ Learn about checkups.
- ☐ Use imperatives in a conversation.

Resources

Heinle Picture Dictionary: The Human Body, pages 132–133

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.6.1, 3.6.4
CCRS: L1, L2, L3, SL1, SL3, SLK2
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review

10–15 mins. ■■■

Ask students where the nearest hospital is. Have groups draw a map showing the route from the school to the hospital. See if all groups chose the same route.

Introduction

10–15 mins. ■■■

Write *health* on the board. See if students know what it means or can figure it out. Mime minor symptoms such as coughing and sneezing. Say: *Right now my health is bad.* Point to the word when you say it. Demonstrate some exercises and say: *Exercise is good for your health.*

Then point to different parts of your body and ask: *What's this?* See which body parts students already know. State the goal: *Today, we will identify body parts.*

Presentation 1

20–25 mins. ■■■

A Who are the men in the photo? What are they talking about?

Ask students the questions in the direction line. Ask them to identify things they see. Write *checkup* on the board. Ask: *How many times do you get a checkup every year?* They may not understand, but if you say *I go one time a year,* they may begin to.

Review the Frequency Expressions note as a class. Have students practice answering *How many times do you get a checkup every year?,* alternating expressions.

B Listen and write.

Ask students to close their books and listen to the paragraph. Then ask students to open their books and listen while reading along. Have students complete the paragraph by filling in the missing words. Tell students that they will do a dictation of the paragraph.

To prepare for the dictation, write *Chicago* and *Guillermo* on the board for students to refer to. Ask students to underline any difficult or new words. Go over the words, discuss their meaning, and ask students to write each word several times in their notebooks.

Practice 1

15–20 mins. ■■■

Give a dictation of the paragraph. Go over the dictations carefully and allow students to self-correct.

BEST PRACTICE

Multilevel Dictation

To give a dictation to a multilevel class, provide students who will struggle the most a handout of the paragraph with key words missing. Another level might have most words missing, and another a blank paper.

C Complete the paragraph about yourself. Use the text in B to help you.

Have students read their completed paragraphs in **B**. Then ask them to write a similar paragraph about themselves, completing the paragraph here.

Ask students to read their new paragraphs to a partner.

Evaluation 1

3–5 mins.

Check students' paragraphs.

Presentation 2

10–15 mins.

D Read the words.

Go over each word and the pronunciation with students. Make sure students pronounce the final consonants and release them when they say the words in isolation. See the Pronunciation note on voiced and voiceless consonants for additional practice with the pronunciation of these words.

This is also a good opportunity to ask what other body part vocabulary students would like to learn. Possibilities include the following: *shoulders, elbows, knees, wrists,* and *waist*.

For shorter classes, ask students to do **E** for homework.

Practice 2

7–10 mins.

E Match the words to the body parts in the photo.

Have students write the parts of the body. Encourage them to compare with a partner. Then check answers as a class.

Evaluation 2

5–7 mins.

F Practice the conversations with a partner. Then use the words in D to make new conversations.

Model the conversations with a student. Then ask two students to model them. Put students in pairs to practice. Observe students doing this activity.

Pronunciation

Voiced and Voiceless Consonants

Many pronunciation features, like grammar structures, are learned over time and not immediately acquired. Students, for the most part, can be understood without understanding the difference between voiced and voiceless consonants. The following practice might be done as a way to help students become aware of different sounds.

Ask students to put two fingers on their throats, that is, on their voice boxes. Ask students to pronounce /m/ for an extended period of time. Show them how they can change the pitch of the sound and sing a melody just using the sound. Ask them what they feel while making the sound. They may make a fluttering motion with their hands.

Next, ask them to do the same with /d/ and /g/. Have them pronounce *head, hand, arm,* and *leg*. Show them how each word ends and how the voice box flutters or vibrates.

Do the same with /t/ and /k/. Show them how with these sounds they can't sing a melody because the voice box doesn't vibrate. Contrast the /k/ and the /g/ sounds. Then contrast the /t/ and the /d/ sounds. Have students then pronounce *back, neck,* and *foot*. Finally, have them contrast the endings by practicing the following:

hand—foot
head—neck
leg—back

Don't expect students to immediately incorporate this concept into their speech. Review it occasionally to help students pronounce sounds correctly.

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C Complete the paragraph about yourself. Use the text in B to help you. Answers will vary.

My name is _____. I live in _____.
I _____ years old. I _____
the doctor _____ for a checkup.

D Read the words.

arm	back	foot	hand	head	leg	neck	stomach

E Match the words to the body parts in the photo.



F Practice the conversations with a partner. Then use the words in D to make new conversations.

Student A: Where's your leg?
Student B: It's here. (points to own leg)

Student A: What's this? (points to own leg)
Student B: Your leg.

G **Read.**

Imperatives			
	Subject	**Verb**	**Example Sentence**
Please	~~you~~	read	Please **read** the eye chart.
		open	Please **open** your mouth.
		let	Please **let** me look in your ear.
		sit down	Please **sit down**.
		stand up	Please **stand up**.
		cover	Please **cover** your nose and mouth.

H **Complete the sentences with the words. Then listen and check your answers.**

ear	eye	mouth	nose

1. 

Please read the ___eye___ chart.

2. 

Please open your ___mouth___ and say, "Ah."

3. 

Let me look in your ___ear___.

4. 

Please cover your ___nose___ and ___mouth___.

I **Listen and practice the conversation with a partner. Then make new conversations.**

Doctor: Please sit down.

Guillermo: OK.

Doctor: Please open your mouth and say, "Ah."

Guillermo: Ah.

J **APPLY** **Which body parts does the doctor examine during a checkup? Make a list.**

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Presentation 3

10-15 mins.

G **Read.**

Go over the grammar chart with students. Show them how imperatives (or commands) imply the subject pronoun *you*, but the pronoun is not used. Take this opportunity to go over the new vocabulary with students as well. Say the statements and see if they can point to the body part each statement involves. Ask students to close their books and say the statements again. Point to your eyes, ears, and mouth and ask students to call out the vocabulary.

Ask students to open their books and say the statements when you say the body part. Then ask them to close their books and do the same.

H **Complete the sentences with the words. Then listen and check your answers.**

Say the words and have students repeat. Then say them again and prompt them to point to the body parts in the pictures. Have students complete the sentences individually. Then play the audio and check the answers as a class.

Practice 3

7-10 mins.

I **Listen and practice the conversation with a partner. Then make new conversations.**

Tell students to read as they listen. Play the audio. Show them how to use the other statements in **H**. Ask students to role-play the doctor-patient conversations with a partner. Remind them to substitute the underlined actions with new ones from **H**.

Have students walk around and switch partners often. Tell them to substitute different actions with each partner. Remind them to do the actions when asked.

Evaluation 3

2-7 mins.

Ask volunteers to perform a conversation for the class.

BEST PRACTICE

Benefits of Role Pl y

- Students generally speak more freely when they are acting out a role.
- Students have fun when role-playing conversations.
- Students can correct each other's mistakes in a positive way.
- Students learn and retain lesson goals by bringing situations to life.

Application

7-10 mins.

J **APPLY** **Which body parts does the doctor examine during a checkup? Make a list.**

Tell students to refer back to the vocabulary in **D** and **H**. Have students compare their lists in pairs or small groups.

Instructor's Notes

At-a-Glance Prep

Goal: Describe symptoms and illnesses
Grammar: Simple present: *be* and *have*
Academic Strategy: Focused listening
Vocabulary: Ailments

Agenda

- ☐ Practice identifying body parts.
- ☐ Identify symptoms and illnesses.
- ☐ Listen to people talking about illnesses.
- ☐ Practice stating symptoms.
- ☐ Use the simple present to describe illnesses and symptoms.

Resources

Heinle Picture Dictionary: Illnesses, Injuries, Symptoms, and Disabilities, pages 134–135

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.6.2, 3.6.3
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S3: Speak and write about level-appropriate complex literary and informational texts and topics.

Warm-up and Review 7–10 mins.

Review body parts by eliciting and creating a mind map on the board.

Introduction 5–7 mins.

Mime a stomachache. Write on the board: *What's the matter?* Mime again and point to the question. When students ask, say: *I have a stomachache.* State the goal: *Today, we will describe symptoms and illnesses.*

Presentation 1 15–20 mins.

Present the symptoms by miming.

A Listen and repeat.

Go over each photo with students. Ask them to identify each illness as you describe it. Play the audio and have students repeat each word.

B Listen and point.

Tell students they are going to listen to conversations between patients and doctors. Have them point to the symptoms in **A** that they hear. Play the audio. Then play the audio again, pausing after each conversation to check the symptom students are pointing at.

Listening Script

1. **Doctor:** *It's good to see you.*
   Patient 1: *It's good to see you too.*
   Doctor: *What's the matter today?*
   Patient 1: *I have a terrible stomachache. Maybe I ate something bad yesterday.*
2. **Doctor:** *You look like you are in a lot of pain today.*
   Patient 2: *I sure am. Every day I get these terrible headaches. What can I do about it?*
   Doctor: *For headaches, we usually prescribe pain relievers, but maybe we should check this out with some tests.*
   Patient 2: *Thanks, Doctor.*
3. **Doctor:** *How can I help you?*
   Patient 3: *I think I have a high fever.*
   Doctor: *Let's check it out.*
   Patient 3: *Thanks, Doctor. I hope I'm not too sick.*
4. **Doctor:** *How are you feeling today?*
   Patient 4: *Not very well. It hurts to talk. I have a bad sore throat.*
   Doctor: *Let me take a look.*
   Patient 4: *Thanks, Doctor.*
5. **Doctor:** *How are you today?*
   Patient 5: *I'm OK. I have a runny nose.*
   Doctor: *Is that your only symptom?*
   Patient 5: *Yes, it's probably just a cold.*
6. **Doctor:** *It sounds like you have a bad cough.*
   Patient 6: *Yes, I do. I cough all night and can't get any sleep.*
   Doctor: *When did this start?*
   Patient 6: *About 3 days ago.*

Practice 1 7–10 mins.

C Listen and check (✓) the correct answer.

Tell students they are going to listen to information about the health of these four people. See the Best Practice: Focused Listening note on page 150a for more information. Play the audio. Have students complete the answers. Then play the audio again. Ask students to compare with a partner.

Note: The audio script for **C** is on page 150a.

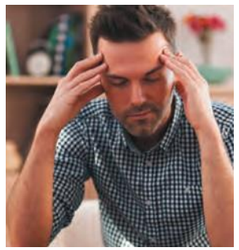
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LESSON 2

I'm Sick!

GOAL ▶ Describe symptoms and illnesses

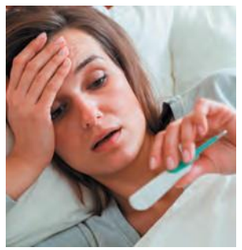
A Listen and repeat.



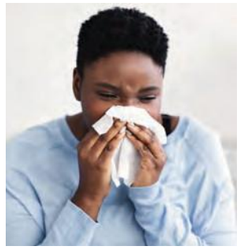
headache



stomachache



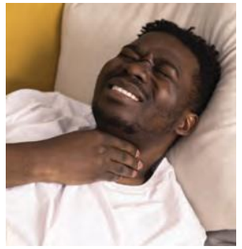
fever



runny nose



cough



sore throat

B Listen and point.

C Listen and check (✓) the correct answer.

1. Maritza has _____.
   ☐ a cough ☑ a headache ☐ a fever
2. Shan has _____.
   ☐ a sore throat ☑ a fever ☐ a cold
3. John has _____.
   ☑ a runny nose ☐ a fever ☐ a headache
4. Svetlana has _____.
   ☐ a fever ☑ a sore throat ☐ a stomachache

D **Read about colds and make a list of symptoms.**

The Common Cold

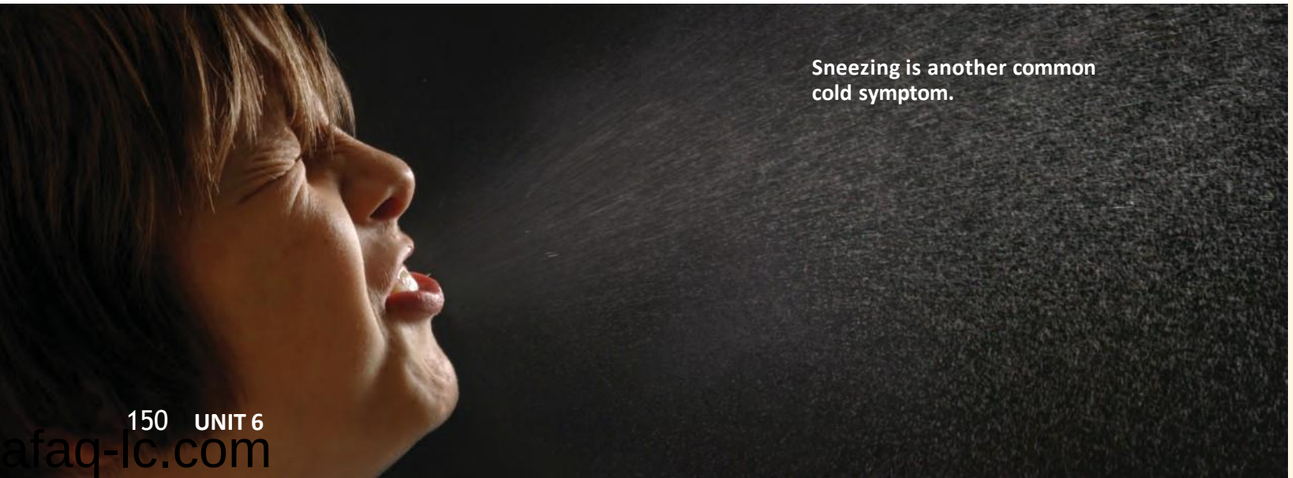
A cold is an illness that usually lasts for up to ten days. There are many symptoms. For example, many people have a runny nose and a sore throat. Others have a low fever. Some people have a cough too.

1. a runny nose
2. a sore throat
3. a low fever
4. a cough

E **Complete the table.** Answers will vary.

Symptom	Duration (how long)	Do you see the doctor?	
		Yes ✓	No ✓
runny nose	1 day		
sore throat	1 month		
cough	2 weeks		
low fever	2 days		
high fever	2 days		
headache	3 hours		
stomachache	1 week		

F **Discuss your answers in E in a group.**



Sneezing is another common cold symptom.

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Listening Script

1. *Maritza is a good student. She always comes to class, but she can't come to school today because she has a headache. I hope she comes back tomorrow.*
2. *Shan isn't at school today. He called me and told me he would be out because he has a fever of around 102 degrees. I hope he's all right and will get better soon.*
3. *Hi, John! This is your teacher, Rob. I hear you're having a hard time with a cold and a runny nose. It's no fun to be sick. Get well soon! Bye.*
4. *Svetlana is new to the United States. She just started classes on Tuesday, but she is already sick. She has a sore throat. I hope she gets better soon.*

Evaluation 1

Check answers as a class. Play the audio again, pausing after each item to confirm answers.

BEST PRACTICE

Focused Listening

Focused listening has been discussed throughout the book. The audio tracks are at an authentic speed and are filled with language students may not understand. The purpose of the task is to help students develop the ability to pull meaning out of complex and natural conversations by identifying key words.

It's important to remind students of this every time you do a focused listening activity so they don't become frustrated and stop listening altogether.

Presentation 2

10-15 mins.

With books closed, write *symptoms* on the board and ask students to help you make a list. Then write *cold* on the board. Ask students what they think the symptoms might be. Circle them or add them to your list as students mention them.

D **Read about colds and make a list of symptoms.**

Ask students to quickly read the paragraph. Then ask them to circle the symptoms they find. Finally, ask students to write the symptoms in the space provided. Do this activity mostly as a class to help students learn to scan for specific information.

Practice 2

10-15 mins.

E **Complete the table.**

Ask students to do this activity individually. Do the first item together as an example.

F **Discuss your answers in E in a group.**

Ask students to attempt to come to a consensus in their groups.

Evaluation 2

3-5 mins.

Ask groups to share their completed charts with the class.

BEST PRACTICE

Miming Vocabulary

Miming is a good way to teach vocabulary connected with symptoms and illnesses. It is fun and students enjoy it. It is also memorable and good for kinesthetic learners who appreciate active lessons. Miming can be used in both whole-class and pair / group situations.

1. Whole-class: Teachers may first choose to model miming themselves in order to introduce new vocabulary or to test students on previously acquired vocabulary.
2. Pair or group work: Students can test their classmates' knowledge by having them guess vocabulary words when they are acted out.

Instructor's Notes

Presentation 3

10-15 mins.

G Read the charts.

This lesson includes a recap of the simple present. Most students have learned the simple present throughout the book, but probably have not fully acquired it yet. It is important to reinforce and review it before students are introduced to the present continuous later in the unit. As it is a review, elicit examples from students before going over the chart as suggested in the Best Practice: Grammar Presentation note.

For shorter classes, ask students to do **H** for homework.

Practice 3

10-15 mins.

H Write the simple present form of the verb.

Go over the first item with students and ask them to complete the exercise by themselves. When they have finished, ask them to share their answers with a partner and peer-edit their work.

Evaluation 3

3-5 mins.

Check students' book work and ask for volunteers to write the answers on the board.

Application

5-7 mins.

I Practice the conversation with a partner. Then use the symptoms in A to make new conversations.

Model the conversation with a student. Ask students to work in pairs and practice the conversation. Tell them to pay attention to the underlined symptom.

Then ask students to use the symptoms in **A** to make new conversations. First, have students substitute the underlined symptom for another. When students feel comfortable, encourage them to try substituting other lines in the conversation with new ones.

Ask volunteers to perform their new conversations for the class.

Life ONLINE

Read the title and elicit or explain what *advice* is. Then read the text together and help students understand the message. To check their understanding, ask: *Is health advice online always true?*

BEST PRACTICE

Grammar Presentation

There are many ways to present grammar. In this case, the structure has already been covered so it will be a student-centered review. It is important to stay within the context. Students, especially at lower levels, are working with new vocabulary, new structures, and all the other skills they need to develop to learn English. If you stray from the context to give grammar explanations, you ask students to deal with new or different vocabulary while learning the structures. It is advisable to teach and review the same structures later in future lessons in different contexts. In this way, students learn to transfer the structure to new contexts.

In this case, with books closed, you might write the verbs from the chart: *be* and *have*. Ask students what the words have to do with the lesson. Guide them to the sentences in the chart. You might recreate the chart on the board and put in some information including one sample sentence.

Encourage students to come to the board and complete the chart. Then compare the chart to what is in the book.

Instructor's Notes

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G Read the charts.

Simple Present: *Be*		
Subject	***Be***	**Example Sentence**
I	am	I **am** sick.
You / We / They	are	We **are** sick.
He / She	is	He **is** sick.

Simple Present: *Have*		
Subject	***Have***	**Example Sentence**
I / You / We / They	have	I **have** a headache.
He / She	has	She **has** a runny nose.

H Write the simple present form of the verb.

1. He has (have) a headache.
2. She is (be) very sick.
3. I am (be) sick.
4. You have (have) a cold.
5. Oscar has (have) a stomachache.
6. You are (be) sick.

I Practice the conversation with a partner. Then use the symptoms in A to make new conversations.

Maritza: How are you?

Shan: I'm sick.

Maritza: Oh, no! What's the matter?

Shan: I have a fever.

Life ONLINE

Online Health Advice Be careful! There is a lot of bad health information online. Always talk to your doctor before you make decisions about your health.

LESSON 3

You Need Aspirin

GOAL ▶ Identify medications

A **Read. Then listen and complete the information.**

Appointment Calendar | ⌵

← → **Friday, February 18** View: Day ⌵

	NAME	SYMPTOM
3:30	Julio Rodriguez	1. headache
4:00	Hung Pham	fever
4:30	Zahra Ahmadi	2. stomachache
5:00	Mele Latu	sore throat
5:30	Fred Wharton	3. cough
6:00	Ayumi Tanaka	runny nose

B **Look at the schedule in A and write the problems.**



a. headache



b. sore throat



c. stomachache



d. runny nose



e. fever



f. cough

C **Write sentences.**

1. Julio has a headache.
2. Hung has a fever.
3. Ayumi has a runny nose.

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At-a-Glance Prep

Goal: Identify medications
Grammar: Simple present
Academic Strategies: Focused listening, analyzing information
Vocabulary: Medications

Agenda

- ☐ Review time.
- ☐ Read an appointment calendar.
- ☐ Talk about medicine and illnesses.
- ☐ Discuss what medicine you have at home.
- ☐ Talk about home remedies.

Resources

Heinle Picture Dictionary: Pharmacy, pages 142–143

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.3.1, 3.3.1, 3.3.2, 3.3.4
CCRS: L1, L2, L3 RI1, RI2, RI3, SL1, SL3
ELPS:
S9: Create clear and coherent level-appropriate speech and text.

Warm-up and Review 10–15 mins.

Ask students what time it is. Write this conversation on the board and ask students to practice it in pairs.

A: *What time do you eat lunch?*
B: *I eat lunch at 12:00.*
A: *What time do you eat dinner?*
B: *I eat dinner at 6:00.*

Ask students to have the conversation with four students and complete this table.

Name	Lunch	Dinner

Introduction 5–10 mins.

Mime having a headache. Students may remember to ask: *What's the matter?* Ask students what you should do. Ask them if you should take medicine. Write the word *medicine* on the board. State the goal: *Today, we will identify medications.*

Workplace Focus

Exercise A: Collect and organize information.

Presentation 1 15–20 mins.

A **Read. Then listen and complete the information.**

Go over the appointment calendar carefully and make sure students understand what it is and what they need to listen for. Tell students to just listen the first time. Play the audio. Then play it two more times and give students time to write their answers. Have students compare with a partner. Play the audio a final time and check answers as a class.

Listening Script

Doctor: *Ugh, my computer still isn't working. I can't see my schedule for today, so I don't know who is coming in this afternoon.*
Nurse: *No problem, Doctor Mendez. I have it right here. Let's see. Julio Rodriguez has an appointment at three thirty.*
Doctor: *OK and what are his symptoms?*
Nurse: *He has a headache. Then Hung Pham is coming in at four o'clock. He has a high fever.*
Doctor: *All right. Who's next?*
Nurse: *Zahra Ahmadi has an appointment at four thirty. She has a stomachache. After that, Mele Latu has a sore throat, so she's coming in at five o'clock.*
Doctor: *OK. Do we have an appointment for 5:30?*
Nurse: *Fred Wharton is coming in. He has a cough but says his at-home COVID test is negative.*
Doctor: *OK, we should be sure to give him another one.*
Nurse: *Absolutely . . . And finally, Ayumi Tanaka has an appointment at six o'clock with a runny nose.*
Doctor: *Wow, it's going to be a busy day!*

Practice 1 10–15 mins.

B **Look at the schedule in A and write the problems.**

Go over the example together. Then have students write the problems under the correct times indicated on the clocks. Check answers as a class. Have students say each time.

C **Write sentences.**

Go over the example and have students complete the sentences individually, referring to the information in **A**.

Evaluation 1 5–7 mins.

Ask students to write their sentences on the board.

Workplace Focus

Exercise D: Collect and organize information; Make decisions and solve problems.

Presentation 2

10-15 mins.

D ANALYZE Look at the medicine bottles. In a group, write the illnesses or symptoms each medicine is for.

Go over the medicines and make sure students understand the vocabulary. Put them in groups to discuss and complete the chart. Check as a class.

BEST PRACTICE

Group Work

Students should be getting more comfortable working in groups. It may be a good idea to have the groups choose a leader whose job it is to make sure all group members speak English. Also, groups should have a secretary who writes down the information.

Try to avoid managing the teams yourself. Encourage group interaction and monitor progress by asking questions as you walk from group to group.

Some students may prefer to work on their own, but working in a group is both helpful for their learning and good preparation for the workplace. Therefore, it is important that there are opportunities for both individual and pair / group work, as *Stand Out* provides, to allow for students' different learning preferences.

Practice 2

15-20 mins.

E APPLY Write other types of medicine you know.

Help students with the vocabulary needed to describe the types of medicine they know. To avoid students feeling uneasy with listing very personal medications, tell them to list medications for common symptoms and illnesses mentioned so far: *headaches, backaches, colds or the flu, coughs, runny noses, sore throats,* etc.

Evaluation 2

5-7 mins.

Create a class list of symptoms and illnesses and medications on the board.

Life ONLINE

Elicit what a *pharmacy* is. Then ask students what information they think would be on a pharmacy app. Read the Life Online note together and clarify any doubts. Ask students if they have used any pharmacy apps or websites in the past and if so, which ones. Ask what they have used them for and whether their experience was good or bad.

Instructor's Notes

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D ANALYZE Look at the medicine bottles. In a group, write the illnesses or symptoms each medicine is for. Answers will vary. Example answers included.



Aspirin	Antacid	Cough Syrup
fever	stomachache	cough
headache		cold
sore throat		runny nose
		sore throat

E APPLY Write other types of medicine you know. Answers will vary.

Life ONLINE

Pharmacy Apps Many pharmacies have apps or websites where you can see the medicines you take and ask for more when needed. You can also check the results of certain tests.

F **Read.**

Simple Present			
Subject	**Verb**	**Medicine**	**Example Sentence**
I / You We / They	need	an aspirin aspirin	I **need** an aspirin. You **need** aspirin. We **need** cough syrup. They **need** an antacid.
He / She	needs	an antacid cough syrup	He **needs** an antacid. She **needs** cough syrup.

G **Write sentences. Use *need*. Then listen and check your answers.**

1. Julio has a headache. He needs aspirin.
2. Hung has a fever. He needs aspirin / an aspirin.
3. Zahra has a stomachache. She needs an antacid.
4. Mele has a sore throat and cough. She needs cough syrup.
5. Fred has a cough. He needs cough syrup.
6. Shirley and Sue have headaches. They need aspirin.
7. Tami and I have stomachaches. We need an antacid.
8. Ayumi and Sang have colds. They need cough syrup.

H **What types of medicine do you have at home? Write.** Answers will vary.

I **Do you or your family use any home remedies? Discuss in a group.**

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Presentation 3

10-15 mins.

F **Read.**

Students will once again review the simple present. It is important to avoid making the mistake of thinking that most students have acquired the simple present at this point. You may choose to review earlier presentations of the structure or ask students to find those presentations in their books.

Go over the chart with students. Draw students' attention to the fact that some medications require *an* and others don't; however, it isn't necessary to provide a complex explanation of this at this level.

For shorter classes, ask students to do **G** for homework.

BEST PRACTICE

Textbook as Tool

The technique of showing students where they learned something earlier will help reinforce your teaching. It will also help them to identify the book as a tool that they can refer to during class and even after they advance to a higher level.

Practice 3

10 mins.

G **Write sentences. Use *need*. Then listen and check your answers.**

Ask students to complete the sentences. Then play the audio for them to check their answers.

If students are ready, you may also choose to give them a dictation of the same sentences once they have completed them.

Evaluation 3

7-10 mins.

Ask students to write their sentences on the board and check as a class.

Application

15-20 mins.

H **What types of medicine do you have at home? Write.**

After students write the information individually, ask them to share their work with a group. Tell them they should only share the information about medicines they are comfortable with, not anything too private.

I **Do you or your family use any home remedies? Discuss in a group.**

Elicit what home remedies are and some examples. Provide vocabulary as needed. Draw a chart on the board like the one in **D**. Put students in groups to discuss home remedies and complete a chart with the symptoms and illnesses and possible home remedies. Monitor and help as needed. Have a student from each group write some of their suggestions in the chart on the board.

Instructor's Notes

At-a-Glance Prep

Goal: Describe healthy habits
Grammar: Negative simple present
Academic Strategy: Interpreting information
Vocabulary: *exercise, smoke, meal, healthy, a day, cause*

Agenda

- ☐ Review illnesses.
- ☐ Read about healthy practices.
- ☐ Write about healthy habits.

Resources

Heinle Picture Dictionary: Daily Activities, pages 34–35

Pacing

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

Standards Correlations

CASAS: 3.5.9, 6.6.5, 7.2.3
CCRS: L1, L2, L3, RI1, RI2, RI3, SL3, SLK2
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review 10–15 mins. ■■■

Ask students what medicine they take for various illnesses and symptoms. List them on the board. Write the following conversation on the board and ask students to practice it:

Doctor: *What's the matter?*
Julio: *I have a headache.*
Doctor: *You need aspirin.*

Ask students to write their own information and complete the following table about four classmates.

Name:	
Illness	**Medicine**
Headache	
Stomachache	
Backache	
Cold	
Sore throat	
Fever	

Introduction 10–15 mins. ■■■

Ask how many hours each student sleeps every night. Make a bar graph as a class. State the goal: *Today, we will describe healthy habits.*

Presentation 1 15–20 mins. ■■■

A INTERPRET Read and listen.

Ask students to look at the pictures on the web page. Then tell them to listen as they read. Play the audio. Help students learn the new vocabulary by asking them questions about the information. Help them understand that *every day* and *a day* mean almost the same thing.

As a class, decide on things for each topic on the web page that would not be healthy. Show students how to use this information in the conversation in **B**.

Practice 1 5–10 mins. ■■■

B Read and practice with a partner.

First, have students read the conversation on their own. Clarify any doubts. Model the conversation with a student, switching roles. Then have students practice the conversation in pairs.

Evaluation 1 5–7 mins. ■■■

Ask volunteers to perform the conversation.

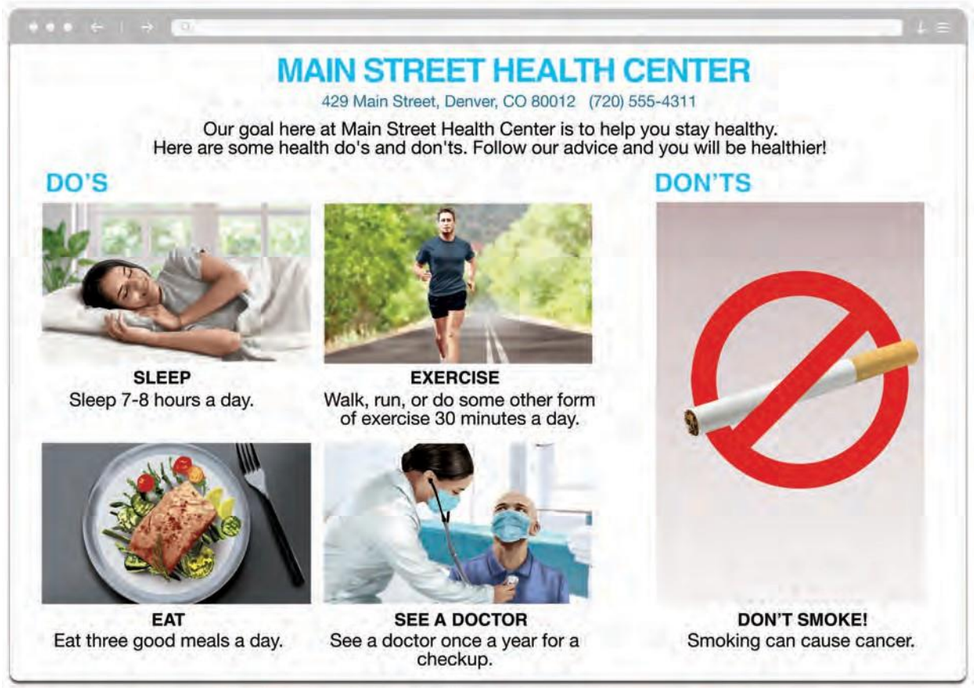
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LESSON 4

Exercise Every Day

GOAL ▶ Describe healthy habits

A INTERPRET Read and listen.



B Read and practice with a partner.

Dr. Ramsey: How many hours a day do you sleep?
Hasna: I sleep four hours a day.
Dr. Ramsey: That is not healthy. You need to sleep seven to eight hours.

C **Listen and read Hung's story. Why is Hung healthy?**

I'm healthy. I exercise one hour every day. I eat breakfast, lunch, and dinner. I don't eat a lot of candy. I don't smoke. I sleep seven hours every night.

D **Complete the table.**

What does Hung do?	What doesn't Hung do?
exercises	eat a lot of candy
eats breakfast, lunch, and dinner	smoke
sleeps seven hours every night	

E **Read the charts.**

Simple Present		
Subject	**Verb**	**Example Sentence**
I / You / We / They	eat	I **eat** three meals a day.
He / She	sleeps	She **sleeps** seven hours a day.

Negative Simple Present			
Subject	**Verb**		**Example Sentence**
I / You / We / They	don't	eat	We **don't eat** three meals a day.
He / She	doesn't	sleep	He **doesn't sleep** seven hours a day.

F **Write about Hung. Then listen and check your answers.**

1. Hung _____exercises_____ (exercise) one hour every day.
2. Hung _____sleeps_____ (sleep) seven hours a day.
3. Hung _____eats_____ (eat) breakfast, lunch, and dinner.
4. Hung _____doesn't smoke_____ (smoke).
5. Hung _____doesn't eat_____ (eat) a lot of candy.

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Presentation 2

20-25 mins.

C Listen and read Hung's story. Why is Hung healthy?

First, have students listen to Hung's story with their books closed. Write the four categories on the board (see chart below). Ask students to see if they can hear the information that goes with each one. Then have them read about Hung. Clarify any vocabulary doubts.

Sleep	
Eat	
Exercise	
Smoke	

Workplace Focus

Exercise D: Collect and organize information.

D Complete the table.

Encourage students to try to figure out what to do on their own, but be careful not to allow them to get frustrated. Have them work with a partner if they want to. Monitor and help as needed. Check answers as a class.

E Read the charts.

Go over the charts with students. Review the third-person singular and elicit more examples.

Review the second chart carefully. Point out the use of *don't* and *doesn't* with the base form of the verb for negative statements. See the Best Practice: Metalanguage note for ideas about introducing grammar points.

Work with students by doing some choral, substitution, and transformational drills.

BEST PRACTICE

Choral Drills

Choral drills can be a very enjoyable method that helps students participate more. It is also excellent for modeling correct pronunciation since students repeat immediately after you.

Choral drills are highly flexible as the approach to using them can be easily changed to suit the teacher or students. Varying the speed or volume of the drills tests students' listening and pronunciation skills. Dividing the classroom into sections where different groups alternate gives more practice on the target feature.

BEST PRACTICE

Metalanguage

Students don't need metalanguage to speak English well or to understand grammar. Some English speakers may never know what the *third-person singular* is. However, when working with adults, some labeling of grammar structures can help them to identify things they have learned earlier and apply them to new structures.

The chart in the book does not identify the base (simple or root) form of the verb by name. It merely shows that it no longer carries the *-s* in the negative. You may choose to introduce the term *base* or *root* at this time if you feel students will understand the concept. (*Base* is the term used in *Stand Out* Levels 1–5.)

Practice 2

7-10 mins.

F Write about Hung. Then listen and check your answers.

Make sure that students refer to **C** so that they know when to use the negative. Then show students how to group the sentences into a paragraph, replacing *Hung* with *He* after the first sentence.

Evaluation 2

5 mins.

Check students' sentences. Ask a volunteer to write their sentences on the board in paragraph form.

Presentation 3

10-15 mins.

G Look at the photos and read the information.

Go over the photos and information with students. Ask questions and encourage them to answer in complete sentences. Practice the negative when appropriate.

For shorter classes, ask students to do **H** for homework.

Practice 3

10-15 mins.

H Write about the people in G. Then listen and check your answers.

Have students complete the sentences individually, then compare with a partner. Play the audio for them to check their answers. Then have them write the complete sentences on another sheet of paper.

If you have time, you may consider using these sentences as a modified multilevel dictation as described on page 146a.

Evaluation 3

5-7 mins.

Ask students to write the sentences on the board to check as a class.

Application

15-20 mins.

I Write.

Tell students they don't need to write complete sentences, only notes. After they write their personal information, ask them to share their information with a partner. Write an example on the board to help them: *I exercise one hour every day*. Then call on different students to tell the class about their partner. For example: *Samu exercises one hour a day*.

As an extension of this activity, have students write a paragraph about themselves and / or their partner. Tell them to use the paragraph about Hung in **C** as a model. Students can exchange paragraphs and edit each other's work. Tell them to pay attention to the form of the verbs when they edit.

Instructor's Notes

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G Look at the photos and read the information.



Julia



Hasna



Dalmar

Name	Julia	Hasna	Dalmar
Sleep	8 hours	5 hours	8 hours
Meals	breakfast, lunch, dinner	lunch, dinner	breakfast, lunch, dinner
Exercise	30 minutes a day	0 minutes a day	20 minutes a day
Checkup	once a year	once a year	0 times a year
Smoke	no	no	yes

H Write about the people in G. Then listen and check your answers.

1. Julia and Hasna don't smoke (smoke).
2. Hasna doesn't eat (eat) breakfast.
3. Dalmar and Julia sleep (sleep) eight hours a day.
4. Hasna doesn't exercise (exercise).
5. Julia and Hasna see (see) the doctor for a checkup.
6. Dalmar doesn't see (see) the doctor for a checkup.

I Write. Answers will vary.

Your name: _____ **Exercise:** _____

Sleep: _____ **Checkup:** _____

Meals: _____ **Smoke:** _____

LESSON 5

I Have an Appointment

GOAL ▶ Identify actions in a waiting room

A **Use the words to talk about the picture.**

answer	read	sleep	talk	wait



B **Listen and put the actions in the order that you hear them. Write *1–5*.**

3 talking

1 waiting

4 reading

5 answering

2 sleeping

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At-a-Glance Prep

Goal: Identify actions in a waiting room
Grammar: Present continuous
Pronunciation: *-ing* ending
Academic Strategy: Focused listening
Vocabulary: *wait*, *answer*, *receptionist*, *telehealth*

Agenda

- ☐ Review illnesses.
- ☐ Talk about what people are doing in a waiting room.
- ☐ Write about what is happening in a waiting room.

Resources

Heinle Picture Dictionary: Medical Center, pages 140–141

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5
CCRS: L1, L2, L3, SL1, SL3, SLK2, SLK3
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review 7-10 mins.

Divide the class into two. One half will pretend that they are sick. Ask students who are not "sick" to look for students miming an illness and ask them: *What's the matter?* Have students continue this activity with several partners.

Introduction 3-5 mins.

Ask students if they go to the hospital or the doctor's office when they are sick. Go through the ailments on page 149. Ask students where they think is the best place to go for each symptom. Ask students if they wait at the doctor's office or hospital. Mime waiting impatiently. State the goal: *Today, we will identify actions in a waiting room.*

Presentation 1 15-20 mins.

Ask students to open their books. Point to the picture and say: *She has a doctor's appointment.* Point again and say: *She is waiting.* Point to people in the picture and ask questions: *Where is she? What are they doing?* Help students hear the *-ing* sound when you say it. Don't expect students to use the present continuous yet.

A **Use the words to talk about the picture.**

Go over the words in the box to check understanding and pronunciation. Have students look at the picture and ask: *What are they doing?* Write the sentences students say on the board. Don't overcorrect individuals, but always write the sentences correctly.

Practice 1 10-15 mins.

B **Listen and put the actions in the order that you hear them. Write *1–5*.**

Go over the items. Explain that verbs can take different forms. Ask students to repeat the words. Emphasize *-ing*. Prepare students for focused listening by asking them what words they should listen for. Tell students to just listen the first time. Play the audio. Check that students understand they need to number the actions in the order they come in the audio. Play the audio again. Have students compare with a partner.

Listening Script

It's a busy day in the waiting room of Dr. Hernandez's office. Four people are waiting. Mr. Johnson is sleeping. Ms. Wang and Ms. Kovalenko are talking. And Mr. Espinosa is reading the news on his phone. The receptionist, Ms. Peters, is answering the phone.

Evaluation 1 7-10 mins.

Check answers as a class. Play the audio one or more times as needed to confirm the answers.

Presentation 2

20-30 mins.

C Read the chart.

As you go over the chart, remind students that these structures, like the others learned in this book (with the exception of the imperative), can have other subjects besides the pronouns. Substitute other names and words in place of the pronouns.

Students may be confused about *people*, *men*, and *women*. Show them how the plural works with these words.

Pronunciation ***-ing* ending**

Point out the Pronunciation note. Play the audio. Play the audio again pausing after each item for students to repeat.

The present continuous is used a great deal in English. Students will tend to hear the /ŋ/ as it runs together with other words in discourse.

There is a relationship between what students hear, what they say, and what they write. Some students, after learning the structure, may leave off the *g* when writing the word, much like students often leave off the *s* when writing the plural. Therefore, it is to students' advantage to stress the /ŋ/ in practice.

Listening Script

-ing, -ing, -ing
talking … talking … talking
reading … reading … reading
waiting … waiting … waiting
sleeping … sleeping … sleeping

D Look at the picture in A and write. Then listen and check your answers.

Point out the note below the grammar chart to remind students of the role that *now* plays with the present continuous. Elicit the answers from students and write them on the board whether they are correct or not. Then listen to the audio and check answers as a class, making corrections as needed.

Practice 2

7-10 mins.

E With a partner, ask and answer the questions about the picture in A.

Go over the questions. Have the class repeat them chorally. Then call on individuals. Put students in pairs to ask and answer. Remind them to switch roles so they practice both questions and answers.

Evaluation 2

5-7 mins.

Observe the activity. If you notice any repeated errors, address them in a mini lesson.

Life ONLINE

Read the information together and help students understand the advice. Ask if any students have ever had a telehealth appointment before or perhaps share a personal experience with it if you feel comfortable.

Instructor's Notes

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C Read the chart.

Present Continuous			
Subject	***Be***	**Verb + *ing***	**Example Sentence**
I	am	waiting	I **am waiting.**
He / She	is	sleeping answering	He **is sleeping.** She **is answering** the phone.
You / We / They	are	talking reading	We **are talking.** They **are reading** a book.
Use the present continuous for actions that are happening now.			

D Look at the picture in A and write. Then listen and check your answers.

1. The receptionist is answering (answer) the phone now.
2. Mr. Johnson is sleeping (sleep) now.
3. The people are waiting (wait) for the doctor.
4. The women are talking (talk) about their children.
5. Mr. Espinosa is reading (read) the news on his phone now.

E With a partner, ask and answer the questions about the picture in A.

What is the receptionist doing right now?

What is Mr. Johnson doing?

What are the people doing?

What are Ms. Wang and Ms. Kovalenko doing?

What is Mr. Espinosa doing?

Pronunciation of *-ing*

talking	reading
waiting	sleeping

Life ONLINE

Telehealth *Telehealth* means getting medical care without going into an office. You can have a phone or video call with your doctor or send them online messages. Telehealth appointments are good if you don't need a physical exam. But, always visit a new doctor's office first and be sure to have regular in-person checkups.

F **Look at the picture.**



G **Describe the picture with a partner.**

H **Imagine you are in a waiting room. Write sentences about what people are doing.**

Answers will vary.

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

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Presentation 3

8–10 mins.

F Look at the picture.

Look at the picture with students and have them discuss the actions they see. Write the base forms of the verbs on the board. Refer students to page 158 to remind them of what verbs might be used.

Review the present continuous. Elicit a sentence using the present continuous to describe the picture and write it on the board.

Practice 3

10–15 mins.

G Describe the picture with a partner.

Put students in pairs to carry out the activity. Ask one student to point to an action in the picture while the other responds with a sentence in the present continuous. Remind them to take turns pointing.

After students have talked about the picture, ask them to write sentences.

Evaluation 3

3 mins.

Ask for volunteers to write their sentences on the board. Make any necessary corrections as a class.

Workplace Focus

Exercise H: Combine ideas and information.

Application

10–15 mins.

H Imagine you are in a waiting room. Write sentences about what people are doing.

You will have to convey to students the meaning of *imagine* before they can do this exercise. Depending on your class and their interests, you might want to have them do this in groups and draw the scene on a poster with their sentences below the picture.

Instructor's Notes

At-a-Glance Prep

Goal: Investigate home health care careers

Agenda

- ☐ Read about home health care careers.
- ☐ Talk about home heath care careers.
- ☐ Classify personal care aide duties.
- ☐ Reflect on suitability for a home health care career.
- ☐ Practice a job interview.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.1.8, 4.1.9, 6.6.5
CCRS: RI1, SL1, SL3, SLK3
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

In this lesson, students are introduced to careers in home health care. They will read about home health care careers and talk about the annual salaries. Students will also read about the duties of personal care aides. They will reflect on their suitability for a career in home health care and practice a job interview.

Warm-up and Review 10-15 mins. ■■■

Write *health care* on the board and elicit ideas students have about it. Then add *home* and ask students what *home health care* refers to. Write their ideas on the board.

Introduction 5-10 mins. ■■■

Find out if any of the students work in home health care or know anyone who does. Remind them that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today we will investigate careers in home health care*.

Presentation 1 10-15 mins. ■■■

A Read.
Go over the information together. Point to the photos and have students say where the people are and what they are doing. Say the career titles and salaries for students to repeat. Then ask comparison questions about salaries. For example: *Which pays more, a registered nurse position or a physical therapist position? Which pays less . . . ?*

Practice 1 15-20 mins. ■■■

B Practice the conversation with a partner. Then make new conversations with information from A.
Model the conversation with a student. Then have two students model it. Point to or say *physical therapist* so they switch the career. Put students in pairs to carry out their conversations. Monitor and help with pronunciation of the careers and saying large numbers.

C Complete the descriptions with the job titles from A.
Have students read the descriptions and then write a job from **A** to complete each one.

D Listen and check your answers.
Play the audio so students can check their answers in **C**.

Evaluation 1 5-10 mins. ■■■

Ask students questions about the careers and salaries. For example: *What do you think a personal care aide does? How much do health care social workers make a year?*, etc.

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LESSON 6

Explore the Workforce

GOAL ▶ Investigate home health care careers

A Read.


Personal Care Aide
$29,430 Annual Pay


Registered Nurse
$77,600 Annual Pay


Health Care Social Worker
$60,840 Annual Pay

Home Health Care Careers


Physical Therapist
$95,620 Annual Pay

Source: US Bureau of Labor Statistics

B Practice the conversation with a partner. Then make new conversations with information from A.

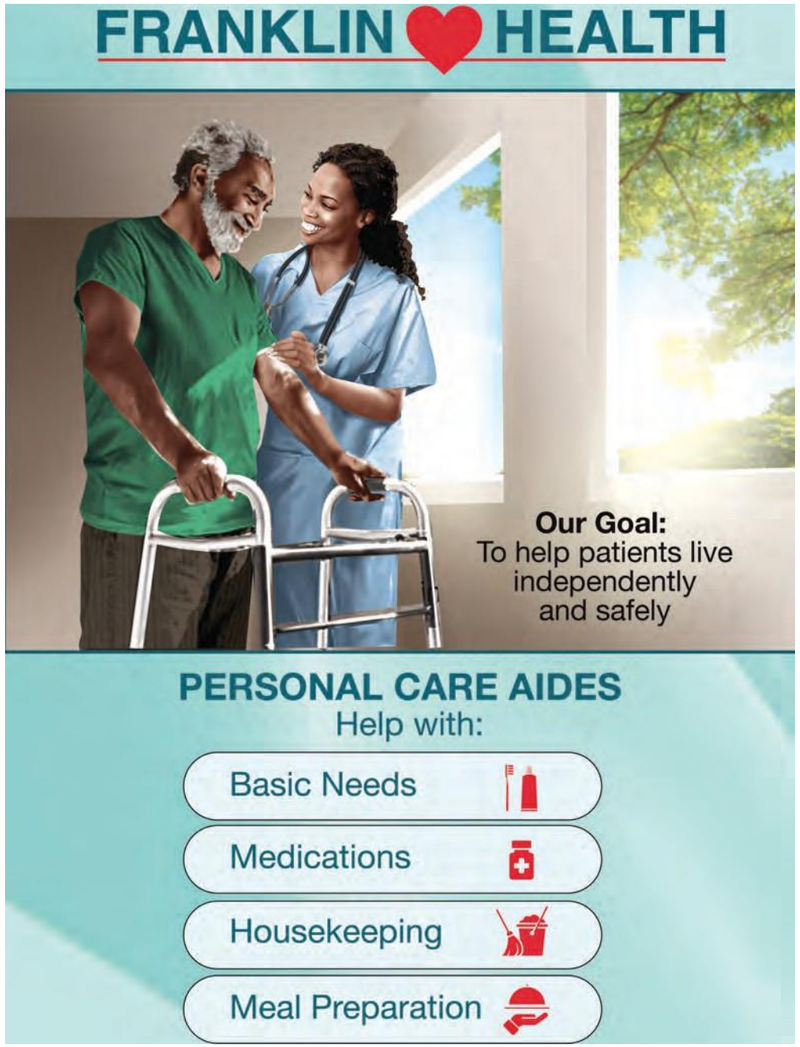
Student A: How much do personal care aides make a year?
Student B: They make $29,430.

C Complete the descriptions with the job titles from A.

1. A physical therapist helps people move better and feel better after an injury.
2. A personal care aide helps people with basic needs and gives ongoing care.
3. A registered nurse helps people with medical problems and works with a doctor.
4. A health care social worker gives information and helps people make decisions.

D Listen and check your answers.

E **Read the job duties of personal care aides.**



F **Work in a group. Act out the duties.**

check food needs	help with bathing	prepare lunch and dinner
clean floors	help with personal care	shop for food
do laundry	help with movement	talk to doctors
give medications	order medications	wash dishes

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Presentation 2

10-15 mins.

E **Read the job duties of personal care aides.**

Have students look at the picture and describe what they see and who the people are. Go over the information together. Elicit examples for each of the duties. Ask: *Where does a personal aide work? What do they do?*

Practice 2

20-25 mins.

F **Work in a group. Act out the duties.**

Put students in groups. Tell them to read the list of duties and check they understand each one. Encourage them to explain to each other and use a dictionary if necessary. Have students act out the duties in their groups.

BEST PRACTICE

Writing Ideas and Examples

When students are contributing ideas, such as in the Warm-up and Review, and Introduction stages, it's important to write these so they are visible for other students. Firstly, this allows students to confirm what they heard. Secondly, if a new word is included, they can see how it is spelled. Thirdly, seeing the words that are being called out may encourage other students to participate as it helps them understand what they are being asked about and may prompt their own prior knowledge. Similarly, when you give examples, write them down so you can be sure students understand what you are saying. Some students need to see things as well as hear them, when possible, to clarify their understanding.

Instructor's Notes

G CLASSIFY Put the duties in the correct columns.

Make sure students understand the chart headings. Have students complete the chart individually, then compare with a partner.

Evaluation 2

5–10 mins.

Copy the chart on the board and ask different students to complete each category. Discuss any items students have put in different columns.

Presentation 3

5–10 mins.

Ask students what qualities are important for a person working in home health care. What kinds of things does this person like to do? Where does this person like to work? Write students' ideas on the board.

Practice 3

20–25 mins.

Ask students in shorter classes to do **H** for homework.

H REFLECT Answer the questions about you for a career in home health care.

Read the questions together and clarify any vocabulary doubts. Tell students to answer individually, then share their answers with a partner and decide if a career in home health care is right for them. Call on different students to tell the class their partner's answers. If students miss the third person singular *-s*, repeat the sentence saying it correctly.

I Practice the job interview with a partner. Then speak to three more students and interview them. Complete the chart.

Elicit or explain what a job interview is. Ask students about their experiences with job interviews in the US. They probably won't be able to answer in full sentences here, but that's fine. Model the conversation chorally. Then have two students model it. Model the conversation with a volunteer and write their answers in the chart. Then have students carry out the activity.

Evaluation 3

5–10 mins.

Observe students as they interview each other.

Instructor's Notes

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G CLASSIFY Put the duties in the correct columns.

Basic Needs	Medical	Housekeeping	Meal Preparation
help with bathing	give medications	clean floor	check food needs
help with personal care	order medications	do laundry	prepare lunch and dinner
help with movement	talk to doctors	wash dishes	shop for food

H REFLECT Answer the questions about you for a career in home health care.

Answers will vary.

1. Do you like to help people?

   a. yes b. no c. maybe

2. Do you like to work in someone's home?

   a. yes b. no c. maybe

3. Do you have a lot of patience?

   a. yes b. no c. maybe

4. Are you a responsible person?

   a. yes b. no c. maybe

I Practice the job interview with a partner. Then speak to three more students and interview them. Complete the chart. Answers will vary.

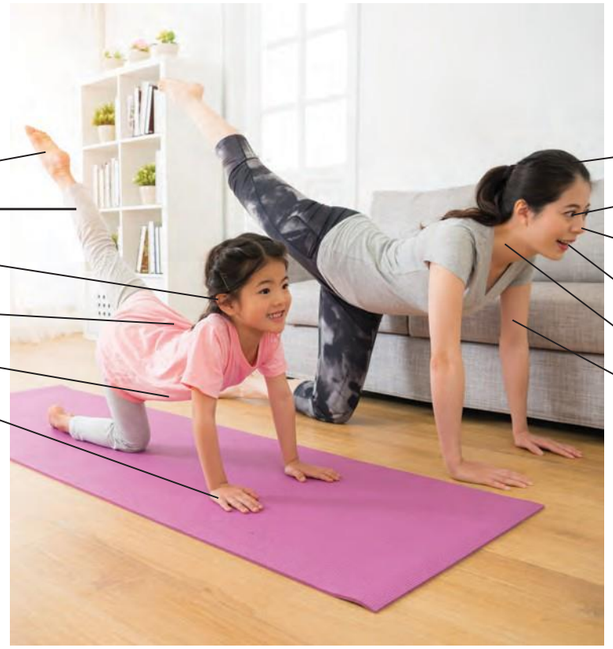
Student A: What job are you interested in?
Student B: Health care social worker.
Student A: Do you like to work with people?
Student B: Yes, I do.
Student A: Do you have a lot of patience?
Student B: Yes, I do.

Name	Do you like to help people?	Do you like to work in a home?	Do you have a lot of patience?

Review

A **Write the body parts.**

arm	ear	foot	head	mouth	nose
back	eye	hand	leg	neck	stomach



1. foot
2. leg
3. ear
4. back
5. stomach
6. hand
7. head
8. eye
9. nose
10. mouth
11. neck
12. arm

B **Write the symptom or illness that goes with each body part.**

1. stomach — stomachache
2. head — headache
3. throat — sore throat
4. nose — runny nose

Learner Log

I can identify body parts. ☐ Yes ☐ No ☐ Maybe

I can describe symptoms and illnesses. ☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

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

Pacing

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

Standards Correlations

CASAS: 3.3.1, 3.5.9, 3.6.1, 3.6.3, 7.2.3
CCRS: SL1, SL3, SLK6
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review

7-10 mins. ■■■

With books closed, ask students to help you make a list on the board of all the vocabulary they can come up with from the unit. Then have a competition where students in groups will find and write a page number for each item on the list. The first group to have a correct page number for each item wins.

Introduction

5 mins. ■■■

Write all the goals from Unit 6 on the board. Show students the first page of every lesson so they understand that today will be a review.

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

Presentation 1

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 what they have learned.

Practice 1

15-20 mins. ■■■

A **Write the body parts.**

Have students look at the photo and then carry out the activity. Encourage them to compare answers with a partner.

B **Write the symptom or illness that goes with each body part.**

Have students complete the activity individually. Tell them to pay attention to the spelling of each item.

Evaluation 1

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.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Learner Logs

Learner Logs function to help students in many different ways:

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

Practice 2

20-25 mins.

C Complete the sentences with the present continuous.

Remind students to pay attention to the verb forms. Encourage them to compare and discuss their answers with a partner.

D Write the medicines.

Tell students to read each person's symptoms carefully, then write the medicine. Have them compare answers with a partner.

E Read and complete the chart.

Go over the chart. Then have students read the text. Play the audio so they can listen as they read. Remind them to think about the verb form depending on whether it's something Jeremiah does or doesn't do. Have them compare and discuss their answers with a partner.

Evaluation 2

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.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Recycling / Review

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

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

Instructor's Notes

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C Complete the sentences with the present continuous.

1. The receptionist is talking (talk) on the phone.
2. The patient is sleeping (sleep).
3. The people are waiting (wait) for the doctor.
4. The women are asking (ask) about their children.
5. Hector is reading (read) a magazine.

D Write the medicines.

1. Raquel has a headache. What does she need?

   Medicine: aspirin

2. Orlando has a stomachache. What does he need?

   Medicine: antacid

3. Hue has a fever. What does she need?

   Medicine: aspirin

4. Chan has a cough. What does he need?

   Medicine: cough syrup

E Read and complete the chart.

Jeremiah is not very healthy. He smokes ten cigarettes a day. He doesn't exercise. He eats one meal a day. He doesn't sleep eight hours a night. He doesn't drink water. He sees the doctor once a year.

What does Jeremiah do?	What doesn't Jeremiah do?
smokes ten cigarettes a day	exercise
eats one meal a day	sleep 8 hours a night
sees the doctor once a year	drink water

Learner Log

I can identify medications. ☐ Yes ☐ No ☐ Maybe

I can identify actions in a waiting room. ☐ Yes ☐ No ☐ Maybe

Review

F **Complete the sentences with the simple present.**

1. She ___has___ (have) a headache.
2. They ___need___ (need) medicine.
3. We ___are___ (be) sick.
4. I ___am___ (be) healthy.
5. You ___exercise___ (exercise) every day.
6. Mario and Maria ___visit___ (visit) the doctor.
7. He ___sleeps___ (sleep) eight hours a day.
8. Alfonso ___smokes___ (smoke) cigarettes.

G **Complete the sentences with the negative simple present.**

1. He ___doesn't smoke___ (smoke) every day.
2. They ___don't eat___ (eat) breakfast.
3. We ___don't need___ (need) medicine.
4. They ___don't exercise___ (exercise).
5. Nga ___doesn't have___ (have) a headache.
6. She ___doesn't visit___ (visit) the doctor.
7. I ___don't want___ (want) lunch.
8. You ___don't exercise___ (exercise).

H **Read the sentences. Choose *Healthy* or *Unhealthy*.**

1. He eats one meal a day.	Healthy	Unhealthy
2. He sleeps four hours a day.	Healthy	Unhealthy
3. They exercise an hour every day.	Healthy	Unhealthy
4. Sometimes we smoke cigarettes.	Healthy	Unhealthy
5. I see the doctor twice a year.	Healthy	Unhealthy

Learner Log

I can describe healthy habits.

☐ Yes ☐ No ☐ Maybe

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Practice 3

15–20 mins.

F **Complete the sentences with the simple present.**

Have students complete the activity individually, then compare with a partner. Refer them back to the charts in Lessons 2 and 4 if they disagree with any of each other's answers.

G **Complete the sentences with the negative simple present.**

Have students complete the activity individually, then compare with a partner. Refer them back to the chart in Lesson 4 if they disagree with any of each other's answers.

H **Read the sentences. Choose *Healthy* or *Unhealthy*.**

Discuss the meaning of *unhealthy* by talking about what healthy means and explaining that *un-* at the beginning of a word means *not*. Have students complete the activity individually, then compare and discuss answers in small groups.

Evaluation 3

5–10 mins.

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

Learner Log

5 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.6.3, 3.6.4, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6

CCRS: SL1, SL3, SLK6

ELPS:

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

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Collect and gather information; Interpret and communicate information; Apply technology.

Soft Skill: Collaboration
Time Management

Explain to students that when working on a project, especially in a team, there is often limited time to accomplish the goal. This means it is important to keep track of time and to divide tasks up, estimating about how long each should take. At least one person on the team must pay attention and keep the team on schedule. This will likely be the team leader's role, but everyone is responsible for using time wisely and paying attention to the project timeline.

Warm-up 10 mins.

Review items in the Review section of the unit and make sure all students have recorded their progress in the Learner Logs.

Introduction 2 mins.

Let students know that in this project, they will be creating a doctor's office role play.

Presentation 10–15 mins.

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

Put students in teams of four or five. Then ask them to choose their positions in the group. To do this, go through each step in the project and explain the role of the person who will lead that step. Make sure students understand that they will complete one step before going on to the next and that although each person has a specific task, they will work together on each step.

The team leader has the responsibility of making sure everyone participates and speaks English. The team leader may also take on the role of keeping track of time and letting the team know how much time remains for particular steps. Go over the Soft Skill note and model what the students can say to keep the team on schedule.

In **Step 2**, the team leader can also manage the conversation about choosing roles. In **Step 3**, the scheduler will create the appointment schedule and add Patient 1's information based on the team's suggestions. In **Steps 4** and **6**, the writer will write the conversations with the help of the other team members. In **Step 5**, the scheduler will add Patient 2 to the schedule using suggestions from the team. For **Step 7**, with the help of the team, the organizers will decide how to present the appointment schedule and role plays to the class. Finally, the organizers will present the project and all members will participate in the role plays.

Be aware of who volunteers for which position so that throughout the different units, you can enourage students to try different roles. As you monitor, remind students about time management and encourage them to keep track of time and prompt their team members if they need to move on to the next step.

Practice / Evaluation / Application 1–2 hours

2. Prepare your roles.

3. Make an appointment schedule and add Patient 1's information.

4. Write conversations between the receptionist and Patient 1 and between the doctor and Patient 1.

5. Add Patient 2 to the appointment schedule with their name, appointment time, and health problem.

6. Write conversations for Patient 2.

7. Choose roles and act out your conversations. Then present your appointment schedule to the class.

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Create a Doctor's Office Role Play

SOFT SKILL ▸ Collaboration

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates. Check the time regularly.	
Student 2: **Writer**	With help from the team, write conversations to act out.	
Student 3: **Scheduler**	With help from the team, make an appointment schedule.	
Students 4 / 5: **Organizer(s)**	With the help of the team, prepare a presentation.	

2. Prepare your roles.

   Who is the doctor? _____

   Who is Patient 1? _____

   Who is Patient 2? _____

   Who is the receptionist? _____

3. Make an appointment schedule and add Patient 1's information.

   What is Patient 1's name?
   What time is the appointment?
   What are Patient 1's symptoms?

4. Write conversations between the receptionist and Patient 1 and between the doctor and Patient 1.

5. Add Patient 2 to the appointment schedule with their name, appointment time, and health problem.

6. Write conversations for Patient 2.

7. Choose roles and act out your conversations. Then present your appointment schedule to the class.

COLLABORATION:
Time Management

When working in a group, it is important to schedule your time so you can finish on time. During group work, say things like:

We only have 5 more minutes and then we need to start the conversation for Patient 2.

We have 20 minutes to practice our conversations.

About the Photo

This photo shows a sign in Stockholm, Sweden, warning pedestrians not to cross the street while looking down at their phones. The sign was an art project created by Jacob Sempler after he was almost hit by a car while walking and using his phone. He wanted to make something to share the message that this activity can be very dangerous. Unfortunately, since the signs were not real traffic signs, city officials said they needed to be removed.

- Have students look at the photo and describe what they see. Prompt them to use the present continuous to say what the people on the sign are doing. Point out the title and ask them what they think the text is about.

A INTERPRET Work in a group. Read the graph and answer the questions.

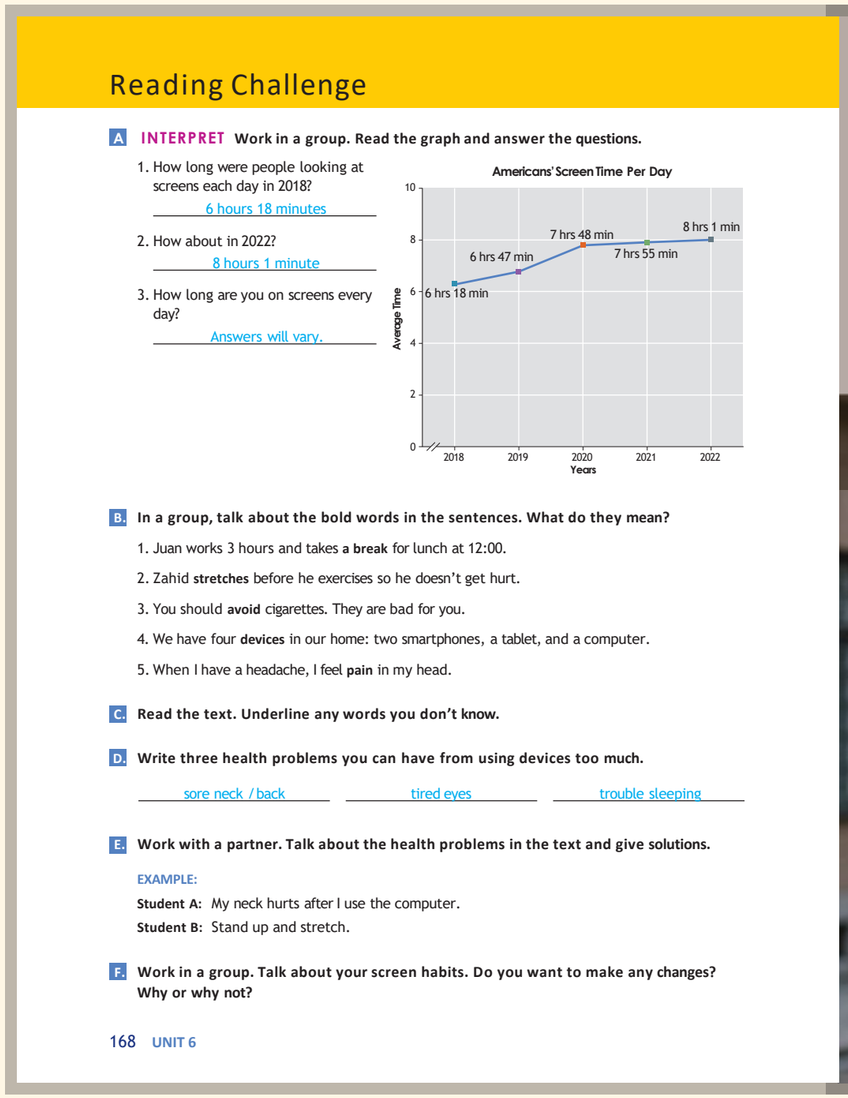
Have students look at the graph and say what information it shows. Elicit what *screen time* refers to. Then put students in groups to read the graph in detail and answer the questions. Check answers as a class. Carry out a class poll to find out how long students spend on their screens every day. Ask: *Who spends more than five hours a day on screens? Who spends four hours?*, etc.

B In a group, talk about the bold words in the sentences. What do they mean?

Put students in groups and ask them to read each sentence and explain the meaning of the word in bold. Encourage them to use a dictionary to check any they are not sure about. Go over the meanings as a class.

C Read the text. Underline any words you don't know.

Remind students that they don't need to understand every word. Tell them to underline any new words and continue reading, focusing on the main ideas.



Reading Challenge

A **INTERPRET** **Work in a group. Read the graph and answer the questions.**

1. How long were people looking at screens each day in 2018?
   6 hours 18 minutes
2. How about in 2022?
   8 hours 1 minute
3. How long are you on screens every day?
   Answers will vary.

B. **In a group, talk about the bold words in the sentences. What do they mean?**

1. Juan works 3 hours and takes **a break** for lunch at 12:00.
2. Zahid **stretches** before he exercises so he doesn't get hurt.
3. You should **avoid** cigarettes. They are bad for you.
4. We have four **devices** in our home: two smartphones, a tablet, and a computer.
5. When I have a headache, I feel **pain** in my head.

C. **Read the text. Underline any words you don't know.**

D. **Write three health problems you can have from using devices too much.**

sore neck / back | tired eyes | trouble sleeping

E. **Work with a partner. Talk about the health problems in the text and give solutions.**

EXAMPLE:
Student A: My neck hurts after I use the computer.
Student B: Stand up and stretch.

F. **Work in a group. Talk about your screen habits. Do you want to make any changes? Why or why not?**

168 UNIT 6

Too Much Life Online

1 Too much time on computers, tablets, or smartphones can give you health problems. For example, do you have a sore neck or back after using your device? Are your eyes tired? Doctors say that screens can make it difficult to sleep even after you turn them off. In Stockholm, Sweden, an artist named Jacob Sempler put up this sign telling drivers to watch out for people looking at their phones while crossing the street because this is such a common* problem.

What can you do? Here are some ideas:

1. Put down your device. Stand up, walk around, and stretch to avoid back and neck pain.
2. To avoid eye problems, take a 20-second break from screens every 20 minutes and look at something 20 feet away.
3. Don't use your devices for an hour before going to bed for better sleep.

common happening often



A woman walks in the street while looking down at her phone, not paying attention to the sign.

READING CHALLENGE 169

D Write three health problems you can have from using devices too much.

Have students complete the activity individually, then compare with a partner. Encourage them to go back to the text to confirm their answers. Check answers as a class.

E Work with a partner. Talk about the health problems in the text and give solutions.

Tell students to talk about the solutions suggested in the text and other solutions they can think of. Monitor and help as needed. Have pairs join together to compare their solutions. Then discuss them as a class.

F Work in a group. Talk about your screen habits. Do you want to make any changes? Why or why not?

Elicit the meaning of *screen habits*. Then put students in groups to discuss the questions. Monitor and help as needed. Discuss as a class who wants to change their habits and who doesn't. Encourage students to give reasons.

When they have finished reading, ask students to share anything they understood from the text. Write their ideas on the board. Have students call out the words they have underlined and write them on the board. As a class, try to explain them. Tell students to look at the sentence in the text where each word appears. Have pairs of students look any remaining words up in a dictionary and report back to the class.

CASAS FOR READING
0.1.2, 0.1.5, 6.7.1, 7.7.5

CCRS FOR READING
L1, L2, L3, RI1, RI3, SL1, SL3, SLK3

READING STRATEGIES

Making Lists

Creating lists is a good strategy to help students summarize readings, note details, key points, or main ideas. It is a valuable tool for recalling both general and specific information. For example, in this reading, students could list the problems and solutions regarding screen use. A good list is also useful as a study tool that enables students to review their notes in a well-organized manner.

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7 Work



Front desk staff answer phones at the Burj Al Arab hotel in Dubai, United Arab Emirates.

1. What other job duties do you think front desk staff have?
2. What other hotel jobs do you know?
3. Would you like to work in a hotel? Why or why not?

Look at the photo and answer the questions.

1. Where do you think this is?
2. What are the people doing?

About the Photo

This photo shows the lobby of the Burj Al-Arab Hotel in Dubai, United Arab Emirates. Staff at the front desk are answering phones and likely helping customers with reservations. The Burj Al Arab is a five-star hotel that is one of the tallest in the world. It was built in 1999 on an artificial island near Jumeirah Beach. The hotel has 199 suites and each comes with 24-hour customer service. The hotel also has a pool, spa, and seven restaurants.

- Introduce the unit title. Then ask students: *Do you work? What do you do?* Ask students to share their experiences.
- Ask students to look at the photo and describe what they see. Then have them read and answer the questions.
- Go over the unit outcomes. Ask: *What are some of your job duties? Do you follow instructions well?* Discuss as a class.

Life Skills Focus

In this unit, students will learn how to identify different occupations and what is required within different positions. They will learn how their efforts are evaluated and assessed in the workplace. They will also understand workplace instructions.

UNIT OUTCOMES

- Identify occupations
- Give information about work
- Identify job duties
- Read evaluations
- Follow instructions
- Investigate hotel jobs and careers

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 are introduced to hotel jobs and careers. They will interpret an infographic and talk about the different jobs and their duties. Students will also read about the salary and duties of a hotel housekeeper. They will then reflect on their suitability for hotel jobs.
- In the Team Project, students practice the soft skill of asking questions while actively listening to other students' project presentations.
- In the Life Online exercise in Lesson 5, students will identify common online icons and the actions associated with them.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS	STEPS: CASAS COMPETENCIES	STEPS: ELPS	STEPS: CCRS
• Identify occupations • Give information about work • Identify job duties • Read evaluations • Follow instructions • Investigate hotel jobs and careers	• *Wh-* questions • *Can* and *can't* • Simple present: *Be* and negative simple present: *Be* • Imperatives and negative imperatives	• Occupations • Work information • Job duties • Character adjectives • Instructions • Hotel careers and jobs	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Employment • Communication	Lesson 1: 0.1.2, 0.1.5, 4.1.8, 7.2.3 Lesson 2: 0.1.2, 0.1.5, 4.1.6, 4.1.8, 7.2.3 Lesson 3: 0.1.2, 0.1.5, 4.1.6, 4.1.8, 7.2.3 Lesson 4: 0.1.2, 0.1.5, 4.4.1, 4.4.4, 7.2.3 Lesson 5: 0.1.2, 0.1.5, 4.1.3, 4.3.1, 7.2.3 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.4.3, 4.4.4, 6.6.5, 6.7.2 Review: 0.1.2, 0.1.5, 4.1.8, 7.2.3 Team Project: 0.1.2, 0.1.5, 4.1.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6 Reading Challenge: 4.1.9, 7.3.1, 7.3.4, 7.5.6	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. S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.	L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2, SLK3, SLK6

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LESSON 1

Do You Work?

GOAL ▶ Identify occupations

A PREDICT Look at the pictures. What do you think Farah does?





B Listen and read.

My name is Farah. I live in Dallas, Texas. I go to school at night. During the day, I work at a flower shop. I'm a florist.

C Write. What does Farah do?

She's a student. She's also a flo ist.

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At-a-Glance Prep

Goal: Identify occupations
Grammar: Simple present
Pronunciation: /r/
Academic Strategies: Predicting, classifying information
Vocabulary: Occupations

Agenda

- ☐ Interview classmates.
- ☐ Talk about Farah's job.
- ☐ Learn about jobs.
- ☐ Practice writing about jobs.
- ☐ Ask classmates about jobs.

Resources

Heinle Picture Dictionary: Jobs 1, pages 146–147; Jobs 2, pages 148–149

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.8, 7.2.3
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Warm-up and Review 15–20 mins.

Ask students their names, addresses, and phone numbers. Write the three questions and any others you would like on the board and ask students to interview one another.

Introduction 3–7 mins.

Write *teach* on the board. Ask: *What do I do?* Elicit *teach* and say: *I teach. I'm a teacher.* Add *-er* to *teach*. State the goal: *Today, we will identify occupations.*

Presentation 1 25–30 mins.

A PREDICT Look at the pictures. What do you think Farah does?

Ask students to describe the pictures and say what Farah is doing. Then ask: *What does she do?* Prompt them with: *What's her job?* if necessary.

B Listen and read.

Have students close their books and listen. Then have them open their books and read along.

C Write. What does Farah do?

Remind students that *What do you do?* is often asked to find out someone's job. Ask students what they do. Make sure they understand that they can answer *student*, *homemaker*, or a paid job. Have them complete the sentence about Farah. Check the answer as a class.

Practice 1 15–20 mins.

Ask students to copy the paragraph in **B**. Point out that it is indented.

Ask students to write a paragraph about themselves based on the model in **B**. If students don't finish in class, ask them to finish their paragraphs for homework.

On the board, write: *I have a job, and I am a student. I am a full-time student.* Read each sentence and clarify the difference between the two if necessary. Ask students to raise their hand for the sentence that is true for them. A paragraph for a full-time student might look like the following:

My name is Lidia. I live in Sacramento, California. I'm a student at Oak Haven Adult School. I go to school Mondays, Wednesdays, and Fridays.

Evaluation 1 3–5 mins.

Check students' writing. Focus on indenting, capital letters, periods, and the comma after the name of their city. Make sure students understand that state names are usually not abbreviated in paragraphs.

Presentation 2

10-15 mins.

Ask students to close their books. Play charades by using 3-by-5 index cards with the six occupations in **D** on them. Give each of six student volunteers a card and have them act out the occupation on that card.

D Listen and repeat the words. What do these people do?

Ask students to point as you say: *He's a delivery person. She's a doctor*. Play the audio and have students repeat.

Listening Script

delivery person
doctor
bus driver
student
salesperson
teacher

Pronunciation /r/

The /r/ sound in English is problematic for many students. Many languages don't pronounce the /r/ like Americans do. When they see it, students will often tend to try to pronounce it as they would in their own language.

Help students to see that the /r/ in *doctor*, *driver*, *cashier*, and *teacher* is pronounced with little if any tongue movement and the lips are rounded. Exaggeration can help students see how it is done.

In this presentation, you may choose to expand the lesson and in turn, the pronunciation portion, by showing students how adding *-er* to some verbs will change them to the noun indicating someone who performs this verb. Use the following examples:

teach-teacher
drive-driver
clean-cleaner
walk-walker
talk-talker
run-runner
play-player

BEST PRACTICE

Practicing Conversations

1. Ask students to read the conversation individually.
2. Ask students to note any words or expressions that they do not understand.
3. Discuss the conversation as a class. Ask students if they have ever had a similar conversation.
4. Help students learn the correct pronunciation. Read the conversation aloud or play the audio while students listen. Ask students to repeat as a group and in pairs. Check pronunciation.
5. Ask students to create their own conversation based on the vocabulary and expressions used in the conversation presented.

Practice 2

7-10 mins.

E Practice the conversation with a partner. Use the words in D.

Say the conversation and have students repeat each line chorally. Model the conversation with a student. Model it again but change the person / occupation. Then put students in pairs to practice. Remind them to take turns asking and answering. Monitor and help with pronunciation of the jobs as needed.

Evaluation 2

7-10 mins.

F Write sentences about the people in D.

Look at the example together. Then have students complete the sentences individually. Monitor as they work. Encourage them to compare with a partner when they have finished. Check students' work.

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D Listen and repeat the words. What do these people do?



Emilio
delivery person



Ting
doctor



Denise
bus driver



Carolina
student



Darin
salesperson



Pete
teacher

E Practice the conversation with a partner. Use the words in D.

Student A: What does Emilio do?

Student B: He's a delivery person.

F Write sentences about the people in D.

1. Emilio is a delivery person.
2. Ting is a doctor.
3. Denise is a bus driver.
4. Carolina is a student.
5. Darin is a salesperson.
6. Pete is a teacher.

G CLASSIFY Complete the table with the jobs.

cook	custodian	mail carrier	nurse	store manager

School	Restaurant	Store	Community	Doctor's Office
teacher	cashier	salesperson	bus driver	doctor
custodian	cook	store manager	mail carrier	nurse

H Practice the conversation with a partner. Then use the information in G to make new conversations.

Student A: Where does a teacher work?

Student B: A teacher works in a school.

Simple Present

I work.	I don't work.
He works.	He doesn't work.
She works.	She doesn't work.

I Read the conversation.

Student A: Do you work?

Student B: Yes, I work. I'm a cashier. How about you? Do you work?

Student A: No, I don't work. I'm a student.

J Practice the conversation in I with four classmates and complete the table.

Answers will vary.

Name	Occupation

K What do your friends and family do? Make a list of jobs on a separate sheet of paper.

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Presentation 3

10-15 mins.

Go over the vocabulary with students. Help them with pronunciation. Pay particular attention to the final consonants. Make sure they clearly say the /n/ in *custodian*, the /k/ in *cook*, and the /s/ in *nurse*. Also, make sure they round their lips with the /r/ in *manager* and *carrier*.

Workplace Focus

Exercise G: Collect and organize information.

G CLASSIFY Complete the table with the jobs.

Write *where* on the board. Show students how the information they write in the table will help them do the practice in **H**. Complete the table as a class. The first words in the table are from **D**. See if students can come up with one more word for each category. Notice that the categories relate to the topics covered in Units 1–6. Show students how they can go back in their books and discover more job titles.

Practice 3

7-10 mins.

H Practice the conversation with a partner. Then use the information in G to make new conversations.

Go over the information in the Simple Present note to remind students about affirmative and negative forms. Model the conversation with a student. Then model it again using a different job to show students how to substitute the information. Put students in pairs to practice. Monitor and help as needed.

Evaluation 3

2–7 mins.

Ask volunteers to perform their new conversations for the class.

Application

15-20 mins.

I Read the conversation.

Go over the conversation and show students how they will change it to do J. Model the conversation with two or three students.

Workplace Focus

Exercises J: Collect and organize information.

J Practice the conversation in I with four classmates and complete the table.

Go over the table. Then have students move around the classroom having the conversation with different people. Remind them to write the answers in the table.

K What do your friends and family do? Make a list of jobs on a separate sheet of paper.

Tell the class what some of your family and friends do. Write their jobs on the board in the form of a list. Have students write their lists. Encourage them to use dictionaries for any jobs they don't yet know. Have them compare lists with a partner and tell them who does which job. To help them, write on the board: *My sister is a nurse. Her husband is a physical therapist.* Then share ideas as a class and complete the list on the board.

Instructor's Notes

At-a-Glance Prep

Goal: Give information about work
Grammar: *Wh-* questions
Academic Strategies: Predicting, focused listening
Vocabulary: *Supervisor, company, break*

Agenda

- ☐ Review occupations.
- ☐ Listen to information about jobs.
- ☐ Ask *what, when, where,* and *who*.
- ☐ Read about a nurse.
- ☐ Answer questions about your job or school.

Resources

Heinle Picture Dictionary: Working, pages 150–151

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.6, 4.1.8, 7.2.3
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2, SLK3
ELPS:
S3: Speak and write about level-appropriate complex literary and informational texts and topics.

Warm-up and Review 15–20 mins.

Take a class poll of jobs, including *students* and *homemakers*. Make a bar graph of the results.

Introduction 5–7 mins.

Write *when* and *where* on the board. Use these words to ask about the students' work. State the goal: *Today, we will learn to give information about work.*

Presentation 1 10–15 mins.

Ask students to say where the people in **A** are and what they are doing. Accept any answer. Help them to understand the information next to the photos. Ask questions about it. For example: *When does Isabel work? Where does Sadie work?* Remember that incomplete answers are fine at this point.

A PREDICT Match the jobs to the photos. Then listen to check your answers.

Ask students to write the job next to each photo. Play the audio and tell them to check their answers.

Listening Script

1. *Hello, I'm Isabel. I have a great job. I am a receptionist. I work for Johnson Dental and my supervisor's name is Dean. I work from eight o'clock in the morning to six o'clock in the evening, Monday to Friday. I take a one-hour lunch break at twelve o'clock.*
2. *My name is Sadie. I am the manager of Freedman's Foods. My supervisor is Amelia. I work Wednesday to Sunday from two o'clock in the afternoon to eleven at night. I take a half-hour break at six o'clock.*
3. *I'm John. I work late at night. I work from ten o'clock at night to seven o'clock in the morning, Sunday to Thursday. I take a one-hour break from 1 a.m. to 2 a.m. I'm a custodian at America Bank. My supervisor's name is Mary.*

Practice 1 10–15 mins.

B Listen and write the names of the people in A.

Tell students the people in the conversations are the same ones as in **A**. Elicit their names. Play the audio. Give students time to write their answers. Then play the audio again. Have students compare with a partner.

Listening Script

1. **Manager:** *May I help you?*
   Customer: *Yes, I need some sugar, but you don't have any one-pound bags.*
   Manager: *I am sure we have them in the back. I'll ask one of my employees to get that for you right away.*
   Customer: *Thank you so much.*
   Manager: *Can I do anything else for you?*
   Customer: *No, that's all. Thanks.*
2. **Supervisor:** *The light in the third-floor conference room is out. Could you replace it, please?*
   Custodian: *Of course! I can change it right away. I'll get the ladder and a light bulb from the closet.*
   Supervisor: *Thanks so much.*
3. **Receptionist:** *Hello, you've reached Johnson Dental. How can I help you?*
   Customer: *Hello, what are your hours today?*
   Receptionist: *We close at 6 p.m.*
   Customer: *Thank you!*

Evaluation 1 3–5 mins.

Check the answers as a class. Play the audio once more to confirm answers as needed.

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LESSON 2

When Do You Go to Work?

GOAL ▶ Give information about work

A PREDICT Match the jobs to the photos. Then listen to check your answers.

custodian | manager | receptionist

1. 

Name: Isabel
Title: receptionist
Company: Johnson Dental
Supervisor: Dean
Hours: 8 a.m. to 6 p.m.
Break: 12 p.m. to 1 p.m.
Days: Monday to Friday

2. 

Name: Sadie
Title: manager
Company: Freedman's Foods
Supervisor: Amelia
Hours: 2 p.m. to 11 p.m.
Break: 6 p.m. to 6:30 p.m.
Days: Wednesday to Sunday

3. 

Name: John
Title: custodian
Company: America Bank
Supervisor: Mary
Hours: 10 p.m. to 7 a.m.
Break: 1 a.m. to 2 a.m.
Days: Sunday to Thursday

B Listen and write the names of the people in A.

1. Sadie 2. John 3. Isabel

C **Read.**

Wh- Questions			
Question Word	**Type of Answer**	**Example Sentence with *Be***	**Example Sentence with *Do***
What	information	What are their names?	What do you do?
Where	a place or location	Where are the offices?	Where does she work?
When	time	When is your break?	When do they work?
Who	a person	Who is his supervisor?	Who do you work with?

D **Match the questions and answers.**

d 1. What do you do?
a 2. Where do you work?
e 3. Who is your supervisor?
c 4. When do you work?
b 5. When is your break?

a. I work at Freedman's Foods.
b. It's from 6:00 p.m. to 6:30 p.m.
c. I work Wednesday to Sunday.
d. I'm a manager.
e. Amelia.

E **With a partner, ask and answer the questions in D. Take turns being Isabel, Sadie, and John, and use the information from A to answer the questions.**

F **Read.**

My name is Akeem. I'm a nurse. I work at a hospital from 7:00 a.m. to 7:00 p.m. I work Monday to Thursday. I help the doctors and talk to patients. My supervisor is Arlene.



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Presentation 2

15-20 mins.

C **Read.**

Go over the uses of *what*, *where*, *when*, and *who*. The first three words have been previously introduced. You may ask some questions such as: *Where do you live? When do you come to school? What do you do?* Remind students of questions they have been exposed to throughout *Stand Out Basic*. Show them the difference between each word by identifying what kind of information is being asked for. Note that forming questions will be complicated for students at this level. They are exposed to the structure here, but it should not be assumed that they will acquire the structure at this stage in their language learning.

D **Match the questions and answers.**

This is still the presentation stage, so do the exercise as a class. Tell students that Sadie from A is the one answering the questions. Say the questions for students to repeat. After you finish, ask the same questions about Isabel.

Practice 2

7-10 mins.

E **With a partner, ask and answer the questions in D. Take turns being Isabel, Sadie, and John, and use the information from A to answer the questions.**

Ask students in pairs to imagine one of them is John. Student A uses the questions in **D**. Student B, answers by looking at the information about John in **A**. Have two students model this. Then put students in pairs to carry out the activity. Remind them that they need to use the information in **A** to answer the questions. Monitor and help with pronunciation and intonation as needed. Remind them to switch roles so they practice both asking and answering.

Evaluation 2

3-5 mins.

Ask for volunteers to perform the conversations for the class.

Presentation 3

10-15 mins.

F **Read.**

Allow students 30 seconds to read the paragraph about Akeem silently. Then have students close their books. Ask students the questions in **G**. See how much students remember.

BEST PRACTICE

Stages in Grammar Acquisition

It is important at this level that students don't get overwhelmed with too much information. Learning one topic well is often more important than having a weak grasp of many things.

In particular, acquiring grammar structures takes a significant amount of time. Consider the order of the following:

1. Exposure
2. Instruction
3. Application outside of the classroom
4. Acquisition

A lot of what students see in *Stand Out Basic* is exposure and instruction. Students receive instruction at various times on the same structures in different contexts and are given the opportunity to apply what they have learned, but few students at this level will use the structures outside of the classroom. This is because they don't have the other necessary tools (vocabulary, competencies, etc.) to be able to use them regularly. This is why we repeat and recycle the structures so often in *Stand Out Basic*. Acquisition will come as students take the language they are using in the classroom outside of the classroom. *Stand Out 1* and *2* review most of these same structures while adding more in preparation for language acquisition.

In this lesson, for example, students are not ready to form questions themselves. They are, however, ready to answer questions. The formation of questions here, therefore, is necessary exposure for future instruction, application, and acquisition.

G Answer the questions.

Have students open their books and do this activity as a class. Remind students about the differences between the question words, especially *when* and *where*. Sometimes, students have a problem distinguishing between these two words.

Workplace Focus

Exercise H: Collect and organize information.

Practice 3

7–10 mins.

H Listen. Complete the chart about Alfredo, Maria, and Tan.

Tell students they are going to listen to three people talking about their jobs. Have students look at the chart and ask: *What does Alfredo do?*, etc. Then ask them what information they need to listen for. Tell students to just listen the first time. Play the audio.Then play the audio again, pausing after each person. Allow students to discuss among themselves between tracks.

Listening Script

My name is Alfredo. I'm a doctor. I work at a hospital. I treat patients. I start work every morning at 6 a.m.

My name is Maria. I'm a cook at a restaurant. I work Monday through Friday starting at 2 p.m. I work with three other cooks.

My name is Tan. I go to school four days a week. I'm a student. I study English. Class starts at 8 a.m.

Evaluation 3

5–7 mins.

Check answers as a class. Complete the chart on the board so students can check their spelling. Play the audio again if necessary for students to confirm the answers.

Application

10–15 mins.

I Practice the conversation with a partner. Then ask and answer new questions about Alfredo, Maria, and Tan using the information from H.

Have two students model the conversation. Review the questions in **G** and tell students to use these questions and the information from **H** to make new conversations. Model this with a student. Then prompt the student to ask you a different question.

Put students in pairs to practice and make new conversations. Monitor and help as needed.

J APPLY Answer the questions.

Ask students to answer the questions about themselves. Give them time to write their answers. Monitor as they do this. Then put students in groups to share their information. When they have finished, ask questions to each group about students in their group. For example: *What does ___ do? Where does he / she work / study?*, etc.

Instructor's Notes

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G Answer the questions.

1. What does Akeem do? He's a nurse.
2. When does he start work? He starts work at 7:00 a.m.
3. Where does he work? He works at a hospital.
4. Who is Akeem's supervisor? His supervisor is Arlene.

H Listen. Complete the chart about Alfredo, Maria, and Tan.

	What	When	Where
Alfredo	doctor	6 a.m.	hospital
Maria	cook	2 p.m. (Monday to Friday)	restaurant
Tan	student	8 a.m.	school

I Practice the conversation with a partner. Then ask and answer new questions about Alfredo, Maria, and Tan using the information from H.

Student A: What does Tan do?

Student B: He's a student.

J APPLY Answer the questions. Answers will vary.

1. What do you do? _____
2. Where do you work or go to school? _____
3. Who is your supervisor or teacher? _____
4. When do you work or go to school? _____

LESSON 3

What Do You Do?

GOAL ▶ Identify job duties

A **Listen and match the job duties to the photos.**

drive carefully	schedule meetings	talk to customers	teach English

1. 

teach English

2. 

talk to customers

3. 

schedule meetings

4. 

drive carefully

B **What do they do? Listen and write.**

answer phones	do homework	make change	~~take photos~~
clean hotel rooms	help doctors	supervise employees	

Occupation	Job Description
1. photographers	take photos
2. students	do homework
3. receptionists	answer phones
4. housekeepers	clean hotel rooms
5. cashiers	make change
6. managers	supervise employees
7. nurses	help doctors

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At-a-Glance Prep

Goal: Identify job duties
Grammar: *Can / Can't*
Academic Strategy: Focused listening
Vocabulary: *Worker, administrative assistant, clean, schedule, fix, cus omer, on time*

Agenda

- ☐ Talk about jobs.
- ☐ Learn about job duties.
- ☐ Answer *yes / no* questions.
- ☐ Use *can* and *can't* to describe what you are able and not able to do.

Resources

Heinle Picture Dictionary: Working, pages 150–151

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.6, 4.1.8, 7.2.3
CCRS: L1, L2, L3, RI1, RI2, SL3, SLK2
ELPS:
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 7–10 mins.

Show the class photos of people doing different jobs. Ask them: *What does he do? Where does she work? When does she work?*, etc. Tell them to imagine what time each person works. Then elicit specific activities (duties) each person does. Prompt with questions if necessary. For example: *Does she talk to customers? Does he help doctors?*, etc.

Introduction 3–5 mins.

Ask students what you do. Tell them that you take attendance and talk to students. Write these two duties on the board. Write *duties* above the phrases. State the goal: *Today, we will identify job duties*.

Presentation 1 12–15 mins.

Have students look at the photos in **A** and say what they think each person is doing and what they do. Write their ideas on the board.

A **Listen and match the job duties to the photos.**

Go over the items in the box. Explain that they are all job *duties*, things people do at work. Say each one and have students repeat. Tell them they are going to listen to people talking about the duties of different jobs. Ask them to just listen first. Play the audio. Ask them what jobs they heard. Play the audio again, pausing after each item. Do the activity as a class, eliciting the answers from students. Ask for any additional job duties that are mentioned for each job.

Listening Script

1. *Teachers work at schools. Teachers at adult schools often teach English. They help students and give homework.*
2. *Salespeople work in stores or other businesses. They talk to customers and answer their questions. They are very important to companies.*
3. *Administrative assistants are very helpful. They do many things to help their coworkers. One of the important things they do is schedule meetings.*
4. *Bus drivers have very important responsibilities. They drive children to and from school. Parents trust bus drivers to be very careful.*

Workplace Focus

Exercise B: Collect and organize information.

Practice 1 7–10 mins.

B **What do they do? Listen and write.**

Review the question: *What do you do?* Explain that sometimes we answer with a job title and sometimes describe our duties. Go over the jobs in the chart. Explain any that students are unfamiliar with and elicit any duties students can think of for each one. Play the audio for the example. Then play the complete audio and have students complete the chart as they listen. Play the audio again and ask them to compare with a partner.

Note: The audio script for B is on page 179a.

Evaluation 1 3–7 mins.

Copy the chart on the board and ask students to complete it. Play the audio again to confirm answers.

Listening Script

1. *Some photographers work at weddings. They take photos of the couple and family members.*
2. *Students have many responsibilities. For example, they do homework.*
3. *Receptionists have many responsibilities. For example, a receptionist in an office answers phones.*
4. *Housekeepers in hotels work during the day. They clean hotel rooms.*
5. *Cashiers are usually in the front of a store or business. A cashier in a supermarket uses a cash register and makes change.*
6. *Managers are responsible for seeing that all goes well in a business. They supervise employees.*
7. *A nurse in a hospital helps the doctors as much as possible.*

Presentation 2

10–15 mins.

C Read.

Tell students to listen as they read. Play the audio. Have students read the text again and clarify any doubts. Ask students who work about their breaks.

Workplace Focus

Exercise D: Collect and organize information.

Practice 2

15–20 mins.

D APPLY Complete the chart.

Go over the new vocabulary, saying each item for students to repeat. Show students how a salesperson can have more than one duty (talk to customers and schedule meetings). Ask students what else a salesperson might do.

Make sure students understand how to read the chart. Ask them comprehension questions such as: *What does an administrative assistant do?* Have students complete the chart individually, then compare with a partner.

If you feel your students are ready, you might teach them how to use *and* as well as when to use commas. Write sentences on the board. For example: *A salesperson fixes problems, talks to customers, and schedules meetings.*

Pronunciation *Yes / No* Questions

Point out the pronunciation note and play the audio. Have students repeat the questions chorally. It may be helpful to use a hand motion to signal rising intonation. Then ask students *yes / no* questions about the jobs and duties in the chart. For example: *Does a salesperson fix problems?*

Listening Script

Yes / No questions have a rising intonation. They go up at the end.
Does he clean?
Does she schedule meetings?
Do they talk to customers?

E Choose the correct answer. Then ask and answer with a partner.

Have students choose the answers individually. Remind them to use the chart in **D** to help them. Then put them in pairs to ask and answer the questions. Monitor and help with question intonation as needed.

Evaluation 2

3–5 mins.

Go over the answers as a class by having different students ask and answer the questions.

Instructor's Notes

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A group of mechanics take their lunch break together.

C Read.

At many jobs, workers take short breaks of 5 to 20 minutes. They are paid for these breaks. They are not usually paid for lunch breaks of 30 minutes or more.

D APPLY Complete the chart. Answers may vary. Sample answers included below.

	Talks to Customers	Schedules Meetings	Plans Events	Fixes Problems	Takes Breaks	Leads a Team
Salesperson	✓	✓		✓	✓	
Administrative Assistant	✓	✓	✓	✓	✓	
Store Manager	✓	✓		✓	✓	✓
Mechanic	✓			✓	✓	

Yes / No Questions

Does he clean?
Does she schedule meetings?
Do they talk to customers?

E Choose the correct answer. Then ask and answer with a partner.

1. Does a salesperson supervise employees? Yes **No**
2. Does an administrative assistant take breaks? **Yes** No
3. Does a store manager talk to customers? **Yes** No
4. Does a salesperson plan events? Yes **No**
5. Does a mechanic fix things? **Yes** No

F **Read.**

Can			
Subject	***Can***	**Base Verb**	**Example Sentence**
I / You / He / She We / They	can	drive	I **can drive** a car.
		fix	He **can fix** cars.

Can't			
Subject	***Can't***	**Base Verb**	**Example Sentence**
I / You / He / She We / They	can't	drive	I **can't drive** a bus.
		fix	He **can't fix** motorcycles.

G **Complete the sentences with *can* and the verb.**

1. He can schedule (schedule) meetings.
2. They can prepare (prepare) meals.
3. I can fi (fix) things.
4. You can answer (answer) phones.

H **Complete the sentences with *can't* and the verb.**

1. We can't take (take) breaks.
2. They can't type (type).
3. I can't talk (talk) to customers.
4. She can't drive (drive) a bus.

I **APPLY** **Write things you can and can't do. Use words from this lesson.** Answers will vary.

1. I can . 2. _____.
1. I can't . 2. _____.

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Presentation 3

7-10 mins.

F **Read.**

Go over the charts with students. Help them notice that *can* has the same form for all subjects. You may wish to introduce some metalanguage at this point, such as *base form* and *negative*. Say one or two examples about yourself. Then encourage students to make sentences about themselves or someone they know using *can / can't*. Write their examples on the board. Make corrections as needed.

For shorter classes, ask students to do **G** and **H** for homework.

BEST PRACTICE

Reviewing Grammar Charts

Although charts provide valuable information, students often need to do more than reading and memorizing to have a better understanding of the grammar points they will cover in subsequent exercises.

In order to engage students in reviewing the charts, teachers can ask for volunteers to present the information to the class. They can also ask students to substitute the subjects and the verbs to create their own example sentences. These new examples can be shared with the class by having students write them on the board. Personalizing the grammar charts will help students better retain the information presented.

Practice 3

10-15 mins.

G **Complete the sentences with *can* and the verb.**

Go over the example together. Have students complete the activity individually, then compare with a partner.

H **Complete the sentences with *can't* and the verb.**

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

Evaluation 3

5-7 mins.

Check the students' book work and go over the answers as a class.

Application

10-15 mins.

I **APPLY** **Write things you can and can't do. Use words from this lesson.**

This activity is to help students evaluate what they might be able to do in a job setting. Encourage them to use vocabulary from this lesson. Monitor as they work. Have students share their sentences with a partner. Then call on individual students to tell the class something their partner can do.

Instructor's Notes

At-a-Glance Prep

Goal: Read evaluations
Grammar: The verb *be*: affirmative and negative
Academic Strategies: Analyzing information, focused listening, evaluating information
Vocabulary: *Well, on time, signature, friendly, helpful, careful, cheerful, well-organized*

Agenda

- ☐ Review things you can and can't do.
- ☐ Read evaluations.
- ☐ Analyze what a good student does.
- ☐ Read about Diana and complete her evaluation.
- ☐ Evaluate yourself.

Resources

Heinle Picture Dictionary: Working, pages 150–151

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.4.1, 4.4.4, 7.2.3
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10–15 mins.

Review *can* and *can't*. Ask students to get into groups of four or five and report what they *can* do well and what they *can't* do well.

Ask students to identify what jobs they might be able to do. You may want to write other skills not taught in the previous lesson that students might be able to do on the board. For example, you might write: *cook*, *serve food*, *clean*, and *speak another language*. Write jobs that might be associated with these duties.

Introduction 7–10 mins.

Ask students what they can do to be better students. Make a list on the board of their ideas. These ideas might include listening carefully and coming to class on time. State the goal: *Today, we will read evaluations.* Explain that an evaluation is a review of how someone is doing in their work or school. It tells what is going well and what needs to change.

Presentation 1 10–15 mins.

A Read.

Go over the evaluation with students. Make sure they understand all the new vocabulary. Ask them questions about Martin. Talk about the word *well*. This lesson is about doing things well, but you might also want to introduce *not well* here. Ask students which one of the four areas they think is most important.

Ask students to get into groups and rank the four areas from most important to least important. Everyone in the group must agree. When students finish, take a class poll. There is no correct answer, so accept all student answers.

Practice 1 10–15 mins.

B ANALYZE Choose the things a good student does.

Ask students to do this in their groups and rank their answers as they did above.

Workplace Focus

Exercise C: Make decisions and solve problems.

C COLLABORATE In a group, add more ideas.

Ask: *What does a good student do?* Tell them to look over their answers in **B** again and add more ideas.

Evaluation 1 5–10 mins.

Ask groups to report to the class. Write a sentence on the board to facilitate this: *We think* listens *is number one*.

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LESSON 4

You're Doing Great!

GOAL ▶ Read evaluations

A Read.



Work Evaluation		
Name: Martin Sanchez		
	Yes	**No**
1. Helps customers	✓	
2. Comes to work on time	✓	
3. Communicates well	✓	
4. Follows instructions well	✓	
Manager Signature: *Sadie Smith*		

B ANALYZE Choose the things a good student does.

answers the phone	does homework	practices English
listens	talks to customers	supervises employees
cleans the office	comes to school on time	follows instructions
schedules meetings	reads in class	writes in class

C COLLABORATE In a group, add more ideas. Answers will vary.

D Read.

Simple Present: *Be*		
Subject	***Be***	**Example Sentence**
I	am	I **am** friendly.
He / She	is	She **is** helpful.
We / You / They	are	They **are** careful.

Simple Present: *Be* (Negative)		
Subject	***Be* + *Not***	**Example Sentence**
I	am not	I **am not** cheerful. I**'m not** cheerful.
He / She	is not	She **is not** helpful. She**'s not** helpful.
We / You / They	are not	They **are not** friendly. They**'re not** friendly.

E Listen and check (✓) the correct answers.



Work Evaluation		
Name: Alice Erikson		
	Yes	**No**
1. Is cheerful	✓	
2. Is helpful		✓
3. Is careful		✓
4. Is friendly	✓	
Manager Signature: *Jan Brown*		

F Listen again. Complete the sentences with the correct form of *be*.

1. Alice ___is___ friendly with the customers.
2. The customers ___are___ happy to talk to her.
3. The customers ___are___ excited to be in the store.
4. Alice ___is not___ always careful.
5. Alice ___is___ always cheerful.
6. Alice ___is not___ always helpful.

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Presentation 2

15-20 mins.

Write *friendly* on the board. Ask students who they think is the friendliest student in the class. If they don't know the word, help them understand it. Have a class vote and make a class award for the person voted to be the friendliest. Write on the board. (*Name of student*) *is friendly*.

D Read.

Go over the examples in the chart and explain the new vocabulary and how to use it in a sentence. Review the verb *be* in both the affirmative and the negative.

Reinforce the example sentences by asking questions about who in the class is cheerful and who is helpful. Ask students what jobs would require a person to be careful. You might encourage them to go back in the unit to find examples of jobs. Add more jobs to their list like police officers, fire fighters, accountants, etc.

Practice 2

10-15 mins.

E Listen and check (✓) the correct answers.

Go over the evaluation. Ask students who Alice Erikson is and who Jan Brown is. Tell them they are going to listen to Jan's evaluation of Alice. Ask them to look at the evaluation and identify what information they need to focus on listening for. Play the audio twice. Then have students discuss answers. Play the audio again for students to complete their answers.

Listening Script

Alice is a good employee. Her attitude is very positive. She is always cheerful. This is important because the customers see this, and they are excited to be in our store. Alice is not always helpful, though, because she is new and doesn't know very much about the job. In time, she will get better. Also, Alice is not always careful. She broke a lamp in the lighting section last week. I know it was an accident, but it's important for Alice to be more careful around the displays. Finally, Alice is good with customers. She is very friendly and talks with them a lot. Customers are happy to talk to her. Overall, Alice's work is good, but I think she can get better too.

F Listen again. Complete the sentences with the correct form of *be*.

Have students read the sentences and try to complete them using what they remember from the audio. Then play the audio and have students check their answers.

Evaluation 2

5-10 mins.

Go over the answers with students. Play the audio once more to confirm the answers. Ask students more about Alice's evaluation to identify what additional information they understand.

BEST PRACTICE

Evaluating Student Levels

There are times throughout instruction when you may choose to ask questions and find out if students can perform at a higher level. Some students may be learning at a faster rate than others and you may find it useful to identify them.

In focused listening activities, students are expected to identify key words. They are not expected to understand the entire track. Nevertheless, some students may understand more than what is required. Give them the opportunity to share other ideas they understand when appropriate.

Presentation 3

10-15 mins.

Ask students to close their books. Play the audio. By now, students have probably learned *sometimes* and *always*, but make sure they understand what the two words mean. Write Diana Costa on the board. Explain to them that this is a name.

Write the following words on the board: *works*, *helps*, *friendly*, and *organized*.

Play the audio again. Ask students to raise their hands and put them down again immediately every time they hear one of the words.

BEST PRACTICE

Kinesthetic Learners

Learners can be predominantly visual, auditory, tactile, global, analytic, or kinesthetic. The *Stand Out* approach addresses each learning style and suggests a variety of teaching methods so students with different needs and learning styles can better benefit from instruction.

Kinesthetic learners learn better when they move around or manipulate things. They tend to remember more when they act something out. In the ESL classroom, kinesthetic learners learn better if they are asked to physically respond to questions or information. This can be as simple as following TPR (Total Physical Response) commands or raising their hands or as complicated as acting out a play.

G Read.

Go over the text. Leave the words you have written on the board and give a quick dictation. While students are doing this, you might ask them to close their books or cover **H** so they don't do the practice activity before you ask them to.

For shorter classes, ask students to do **H** for homework.

Practice 3

7-10 mins.

H EVALUATE Read about Diana again in G and complete the evaluation.

Ask students to check *Yes* or *No* based on the reading.

Evaluation 3

5-7 mins.

Check students' book work.

Application

10-15 mins.

I APPLY Complete an evaluation for yourself at school.

Tell students they are going to evaluate themselves as students. Ask them to read the evaluation items and check *Yes* or *No* for each item. If students feel comfortable, have them share their evaluations with a partner.

Instructor's Notes

G Read.

Diana Costa is a salesperson. She works Monday to Friday. She always helps customers, and she is always friendly. She is not very organized, and sometimes she doesn't come to work on time.

H EVALUATE Read about Diana again in G and complete the evaluation.



Work Evaluation		
Name: Diana Costa		
	Yes	**No**
1. Helps customers	✓	
2. Comes to work on time		✓
3. Is friendly	✓	
4. Is well-organized		✓
Manager Signature: *Calvin Carter*		

I APPLY Complete an evaluation for yourself at school. Answers will vary.

Student Evaluation		
	Yes	**No**
1. I come to school on time.		
2. I follow instructions.		
3. I do my homework.		
4. I am cheerful and friendly.		

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LESSON 5

Walk, Don't Run

GOAL ▶ Follow instructions

A **Listen and point.**

1. 

2. 
3. 
4. 
5. 
6. 
7. 
8. 

Don't smoke. (7) Do not enter. (4) Keep this area clean. (1) Wash your hands. (6)
Wear a hard hat. (3) Don't eat in the work area. (2) Recycle. (5) Wear safety glasses. (8)

B **Read the signs in A. Choose *Yes* or *No*.**

1. Keep this area clean.	(Yes)	No	2. Eat.	Yes	(No)
3. Wear a hard hat.	(Yes)	No	4. Enter.	Yes	(No)
5. Recycle.	(Yes)	No	6. Wash your hands.	(Yes)	No
7. Smoke.	Yes	(No)	8. Wear safety glasses.	(Yes)	No

C **Match the instructions to the pictures.**

Life ONLINE

click | go back | go forward | scroll | search







1. search 2. go back 3. go forward 4. click 5. scroll

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At-a-Glance Prep

Goal: Follow instructions
Grammar: Imperatives
Academic Strategy: Interpreting information
Vocabulary: *Don'ts, do's, recycle, wash, smoke, hard hat, safety glasses*

Agenda

- ☐ Make awards for cheerful and helpful students.
- ☐ Read signs.
- ☐ Practice following instructions.
- ☐ Read a job description.
- ☐ Write classroom do's and don'ts.

Resources

Heinle Picture Dictionary: Factory, pages 156–157

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.3.1, 7.2.3
CCRS: L1, L2, L3, RI1, RI2, RI3, SL3, SLK2
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Warm-up and Review

10-15 mins. ■■■

As a class, prepare awards for the most cheerful and the most helpful students. Have an election and give out the awards.

Introduction

10-15 mins. ■■■

With books closed, mime some of the signs on this page. Tell students they are instructions at work. Write each instruction on the board as students call it out. Then ask a student to say each instruction and react by miming as if they are telling you what to do. State the goal: *Today, we will read signs and follow instructions*.

Presentation 1

10 -15 mins. ■■■

A **Listen and point.**

Do this activity as a class. Play the audio and tell students to point to the sign that matches what they hear. Play the audio again, pausing after each item to check which sign students are pointing to. Clarify any doubts about the signs.

Listening Script

Don't smoke.
Do not enter.
Keep this area clean.
Wash your hands.
Wear a hard hat.
Don't eat in the work area.
Recycle.
Wear safety glasses.

Point out any signs around the classroom as additional examples. Identify any other safety signs that may be at your school.

Practice 1

15-20 mins. ■■■

B **Read the signs in A. Choose *Yes* or *No*.**

Have students circle *Yes* or *No* based on the signs. Check answers as a class. For the negative items, elicit and write on the board *Don't eat / smoke / enter*. They heard this command in the audio in **A** so they may be able to provide it.

Ask students who work if there are signs like these at their workplace.

Put students in groups and have them play charades with the commands in **B**, both affirmative and negative. See the Best Practice: Whole-Class Charades note on pg. 185a for more information.

C **Match the instructions to the pictures.**

Life ONLINE

Make sure students understand these are instructions for things we do online. Demonstrate on a device if possible. Have students complete the activity with a partner. They should be able to work out the meaning of words like *search* and *scroll* from the context.

Evaluation 1

3-5 mins. ■■■

Check answers to **C** as a class. Ask students if they can think of any other actions they do online.

BEST PRACTICE

Whole-Class Charades

Any charade game can be expanded to a whole-class activity. This is a particularly attractive feature for teachers who want to do both group and whole-class work at the same time.

1. Divide students into groups.
2. Write clues on strips of paper and place them in an envelope.
3. Ask one group member at a time to come up to act out the clue on the strip for the class to guess. Group members should only guess the clue of their own teammate.
4. Allow groups to take turns guessing. Decide beforehand how many guesses groups are allowed.
5. Keep count. The group with the most correct guesses wins the game.

Presentation 2

15–20 mins.

D Read.

Go over the charts with students. Help them understand that we don't say the subject pronoun *you* with imperatives. Review words that are associated with the actions. For example, *wash* can be associated with *hands, the table, the car,* etc. Remind students that they learned this structure earlier in Unit 6, Lesson 1. Review some of those imperatives with them. For example: *Sit down, stand up, open your mouth*, etc.

Review the other vocabulary words and associate them with actions.

E Complete the sentences.

Tell students to think about instructions in the workplace. Do the activity together, eliciting different possible answers and writing them on the board.

BEST PRACTICE

Sentence Completion Exercises

A sentence completion exercise is like a fun puzzle. Students need to have a good idea of what the completed sentences will look like in order to complete the activity. Sentence completion is an effective way to test vocabulary, grammar, and syntax at the same time. It can be limited to just filling in the correct word or open-ended, which allows students to test their creativity while staying focused on the grammar points at hand. These exercises can also be used for communication activities, both during and after completion. Students can work together in pairs or in small groups and later share their answers as a class.

Practice 2

7–10 mins.

F Read the conversations and underline the imperatives. Then practice with a partner.

Have students read and underline the imperatives individually. Have them compare answers with a partner. Then check them as a class. Practice each conversation chorally. Then put students in pairs to practice. Remind them to switch roles so they practice giving and responding to commands. Monitor and help as needed. If students seem comfortable, encourage them to give different commands.

Evaluation 2

5–7 mins.

Ask volunteers to perform the conversations in **F** for the class.

Instructor's Notes

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D Read.

Imperatives			
Subject	**Verb**		**Example Sentence**
~~You~~	wash	your hands	**Wash** your hands before eating.
	wear	safety glasses	**Wear** safety glasses.
	keep	clean	**Keep** the area clean.

Negative Imperatives			
Subject	***Don't***	**Verb**	**Example Sentence**
~~You~~	don't	smoke	**Don't smoke.**
		eat	**Don't eat** in the work area.
		enter	**Don't enter** without a hard hat.

E Complete the sentences. Answers will vary.

1. Wash *your hands*.
2. Keep _____.
3. Don't _____.
4. Don't _____.

F Read the conversations and underline the imperatives. Then practice with a partner.

1. **Manager:** How are you, Isabel?
   Isabel: I'm fine, thank you.
   Manager: Don't forget the office party today!
   Isabel: Oh, right!

2. **Manager:** Good morning, Isabel.
   Isabel: Good morning!
   Manager: Please check your email. There is an important message.
   Isabel: Sure! Right away.

G INTERPRET Read.



Job Title: Receptionist
Hours: 9:00 a.m.–6:00 p.m.

Duties:
1. Answer phones.
2. Talk to customers.
3. Schedule meetings.

Relaxation Hotel and Spa
2900 W. Eden Blvd.
Sacramento, CA 94203

Please apply online.

Don't call about the position.

Apply

H Look at the job description in G. Write the imperative forms.

Do's	Don'ts
Answer phones.	Call about the position.
Talk to customers.	
Schedule meetings.	
Apply online.	

I CREATE In a group, write classroom *do's* and *don'ts*. Answers will vary.

Classroom Do's	Classroom Don'ts
Listen.	

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Presentation 3

7-10 mins.

G INTERPRET Read.

Have students look at the photo and say where they think the man is and what he is doing. Go over the job description with students. Ask them questions about it including the following: *What is the job title? When does the receptionist work? What are some of the duties?*

BEST PRACTICE

Realia

The image in **G** is a type of realia, meaning a real object or a model of a real object, used to build real-world knowledge. One of the purposes of using realia is to link what students do in the classroom to what they may encounter in their daily lives outside of school. Another purpose is to allow students to experience and learn vocabulary in context. Teachers can expand on **G** by asking students to find a real job ad on the internet to share with the class. Students can work in pairs, comparing information and making lists of the imperatives that appear in each. Using a real object will help students to connect with and better internalize the content.

Workplace Focus

Exercise H: Collect and organize information.

Practice 3

10-15 mins.

H Look at the job description in G. Write the imperative forms.

Go over the meaning of *do's* and *don'ts*. Ask students to write the information in the spaces provided. Then, in groups, ask students to determine what responsibilities are most important.

Evaluation 3

10 mins.

Check answers as a class and complete the chart on the board.

Workplace Focus

Exercise I: Collect and organize information; Make decisions and solve problems; Combine ideas and information.

Application

10-15 mins.

I CREATE In a group, write classroom *do's* and *don'ts*.

Put students in groups and then leave them to work out what they need to do. Monitor and help as needed. When they finish, ask groups to report to the class. Create a class list of *do's* and *don'ts* on the board.

Instructor's Notes

At-a-Glance Prep

Goal: Investigate hotel jobs and careers

Agenda

- ☐ Interpret an infographic.
- ☐ Talk about different hotel jobs and duties.
- ☐ Read about hotel housekeeper positions.
- ☐ Talk about housekeeper duties.
- ☐ Reflect on suitability for hotel jobs.
- ☐ Do an online job search.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 4.4.3, 4.4.4, 6.6.5, 6.7.2
CCRS: L1, L2, L3, RI1, RI2, RI3, SL1, SL3
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.

In this lesson, students are introduced to hotel jobs and careers. They will interpret an infographic and talk about the different jobs and their duties. Students will also read about the salary and duties of a hotel housekeeper. They will reflect on their suitability for a hotel position. Finally, students will go online and look for hotel job openings.

Warm-up and Review 10-15 mins.

Write *hotels* on the board and elicit related jobs students know related to hotels. They might suggest *manager* and *server*, for example. Provide vocabulary for other jobs they try to explain. Write their ideas on the board.

Introduction 5-10 mins.

Find out if any of the students work in a hotel or know anyone who does. Remind them that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today we will investigate hotel jobs and careers*.

Presentation 1 10-15 mins.

A INTERPRET Read the infographic and choose the correct answers. Some questions have more than one.

Look at the infographic together and have students say what it shows (jobs and duties). Have students read the information. Ask them to use a dictionary to look up any new words. Then have students read and answer the questions. Encourage them to discuss them with a partner if they want to. Make sure they understand there may be more than one correct answer for each one. Check answers as a class. Review the new vocabulary and clarify any doubts.

BEST PRACTICE

Dictionary Skills

Helping students learn to use a dictionary effectively is important, which is why it is important to focus specifically on dictionary use at this level. Effective dictionary use will enable students to become more autonomous learners and less dependent on the teacher to explain everything.

Students need to be aware that a word may have more than one meaning; therefore, it is important to always check the context of the word they are looking for so that they can identity the most appropriate meaning.

Students should also be encouraged to check common collocations with the new word.

Practice 1 20-25 min.

B Read.

Go over the chart and review the use of *which*. Ask the example questions and have students answer using the information in **A**.

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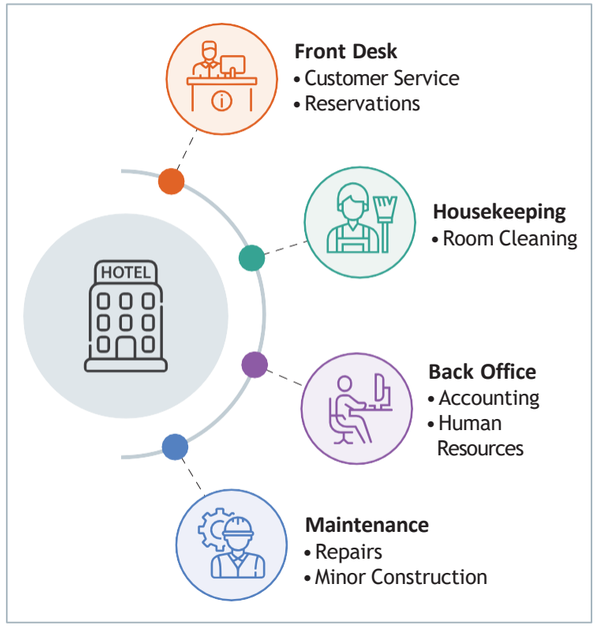
LESSON 6

Explore the Workforce

GOAL ▶ Investigate hotel jobs and careers

A INTERPRET Read the infographic and choose the correct answers. Some questions have more than one.

1. Which employees talk to customers?
   a. employees in housekeeping
   b. employees in maintenance
   c. employees in the back office
   d. employees at the front desk
2. Which employees work in hotel rooms?
   a. employees in housekeeping
   b. employees in maintenance
   c. employees in the back office
   d. employees at the front desk
3. Which employees work in an office?
   a. employees in housekeeping
   b. employees in maintenance
   c. employees in the back office
   d. employees at the front desk



B Read.

Questions with *Which*			
	Subject	**Verb**	
Which	employees	talk	to customers?
		work	in hotel rooms?
		work	in an office?
Use *which* to ask about specific things, not things with many possible answers.			

C **Practice the conversation with a partner. Then use the phrases to make new conversations.**

clean rooms	make beds	talk to customers
fix plumbing problems	make reservations	work in an office

Student A: Which employees talk to customers?

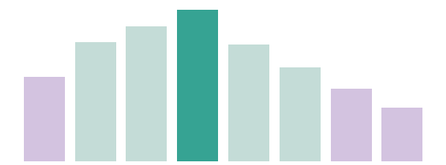
Student B: Employees at the front desk talk to customers.

D **Read about hotel housekeepers' salaries.**

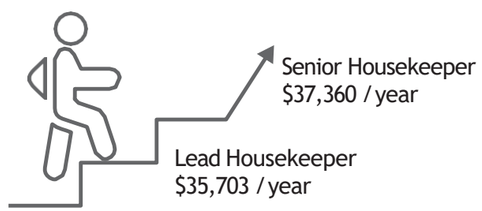
Salary Information for Hotel Housekeeper Positions

Average Salary:

$33,962 / year



Housekeeper Career Trajectory



E **Complete the chart about the salary range for a housekeeper.**

Housekeeping Salary Range	
Average pay	$33,962
Highest possible pay	$44,000
Lowest possible pay	$27,000

F **Complete the chart about salaries for different housekeeper positions.**

Average Salaries for Housekeeper Positions	
Senior housekeeper	$37,360
Lead housekeeper	$35,703
Housekeeper	$31,789

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C **Practice the conversation with a partner. Then use the phrases to make new conversations.**

Go over the items in the box and clarify any doubts. Say each one and have students repeat. Read the conversation with the class. Then model it with a student, substituting an item from the box in the question. Put students in pairs to practice. Monitor and help with intonation and pronunciation as needed.

Evaluation 1

5-10 mins.

Ask volunteers to perform one of their conversations for the class.

Presentation 2

10-15 mins.

D **Read about hotel housekeepers' salaries.**

Go over the information in the infographic together. Explain *average* if necessary. Ask questions that will help students practice saying numbers. For example: *How much do lead housekeepers make a year? What's the highest pay for a housekeeper?*, etc. Students haven't studied large numbers in depth yet, so don't expect them to learn them here. This simply serves as exposure prior to instruction later in *Stand Out*.

Practice 2

10-15 mins.

E **Complete the chart about the salary range for a housekeeper.**

Go over the chart together and check that students understand what information they need to find. Ask students to complete the chart individually. Have them compare with a partner.

F **Complete the chart about salaries for different housekeeper positions.**

Go over the chart together. Then ask students to complete the chart individually. Have them compare with a partner.

Evaluation 2

5-10 min.

Copy the charts on to the board and ask different students to complete each category. Say each number for students to repeat.

Instructor's Notes

Presentation 3

5-10 mins.

G Read the checklist. Underline any new words.

Elicit or explain the meaning of *checklist*. Ask students to read the checklist on their own, underlining words they don't know. Then discuss the meaning of the words they have underlined as a class. Encourage the use of dictionaries to confirm definitions.

Practice 3

20-25 mins.

H In a group, talk about the checklist. Which items are easy? Which items are hard?

Review the meaning of *easy* and *hard*. Then put students in groups to discuss the housekeeper duties. Ask them to write a list of easy duties and hard duties. Have groups report back to the class. Try to reach a consensus and write the two lists on the board.

Ask students in shorter classes to do **I** for homework.

I REFLECT Answer the questions about you for hotel jobs.

Read the questions together and clarify any vocabulary doubts. Tell students to answer individually, then share their answers with a partner and discuss whether a hotel job or career is right for them.

Evaluation 3

10-15 min.

Call on different students to tell the class whether their partner can work in a hotel or not.

J Go online and look for jobs at hotels. Are any jobs interesting to you?

Students can do this individually or with a partner if they prefer. Help them get started with their searches by eliciting which hotel jobs they want to research and by sharing specific job search sites that they can use. Tell them to write down the salaries and any other relevant information for the jobs they find. Monitor as they are carrying out their searches and help as needed. When they are ready, have them share the jobs they found in groups.

Instructor's Notes

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G Read the checklist. Underline any new words.

Hotel Housekeeping Checklist	Yes	No
Is the floor clean?		
Are the windows clean?		
Do all the lights work?		
Are the bed sheets fresh?		
Are the TV remotes working?		
Is the bathroom clean?		
Are there extra towels?		



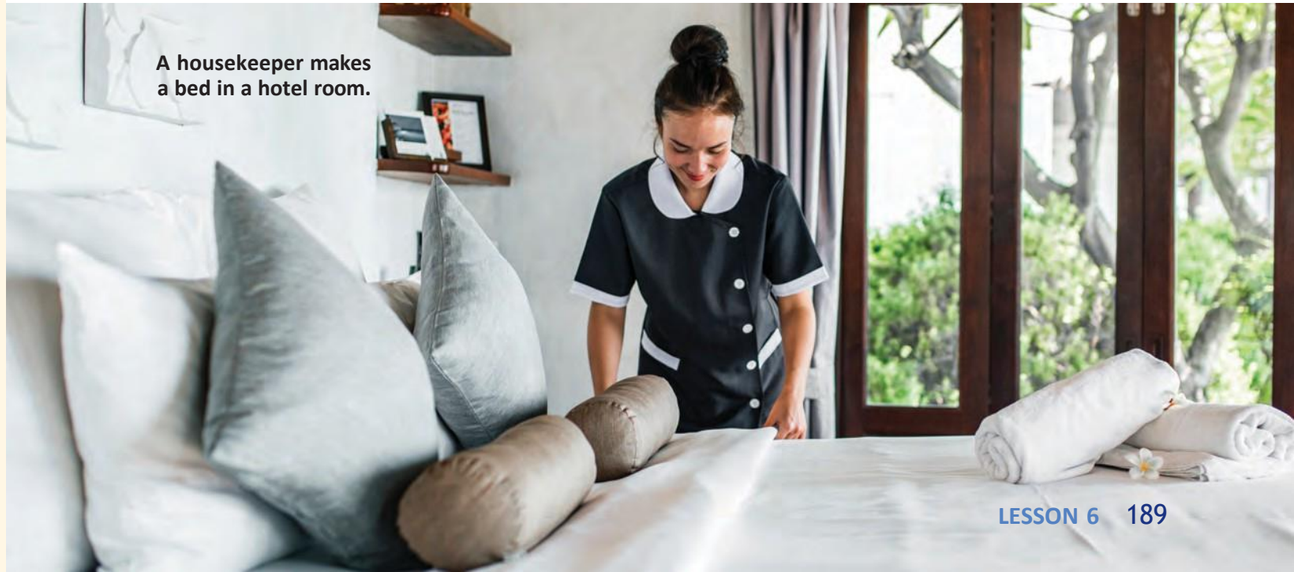


H In a group, talk about the checklist. Which items are easy? Which items are hard?

I REFLECT Answer the questions about you for hotel jobs. Answers will vary.

1. Do you like to work with people?
   a. yes b. no c. sometimes
2. Do you follow instructions well?
   a. yes b. no c. sometimes
3. Do you pay attention to details?
   a. yes b. no c. sometimes
4. Are you a hard worker?
   a. yes b. no c. sometimes
5. Can you work for long hours on your feet?
   a. yes b. no c. sometimes

J Go online and look for jobs at hotels. Are any jobs interesting to you?



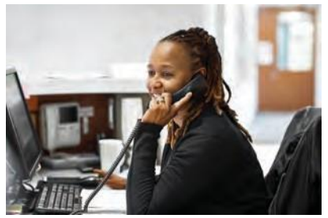
A housekeeper makes a bed in a hotel room.

Review

A **Write the correct jobs.**

1. 
custodian

2. 
teacher

3. 
receptionist

4. 
salesperson

5. 
cashier

6. 
bus driver

7. 
doctor

8. 
(store) manager

B **Point to a photo in A. Ask a partner about the job.**

Student A: What does he do? **Student B:** He's a custodian.

Learner Log

I can identify occupations.
☐ Yes ☐ No ☐ Maybe

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At-a-Glance Prep

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

Agenda

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

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.8, 7.2.3
CCRS: L1, L2, L3, SL1, SL3
ELPS:
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 7-10 mins.

With books closed, ask students to help you make a list on the board of all the vocabulary they can come up with from the unit. Then have a competition where students in groups find and write a page number for each item on the list. The first group to have a correct page number for each item wins.

Introduction 3 mins.

With students' help, write all the goals from Unit 7 on the board. Explain that today will be a review.

Presentation 10-15 mins.

This presentation and practice 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 what they have learned.

Practice 1 15-20 mins.

A **Write the correct jobs.**

Have students look at the photos and then carry out the activity. Encourage them to compare answers with a partner.

B **Point to a photo in A. Ask a partner about the job.**

In pairs, have students ask and answer about what each person in **A** does.

Evaluation 1 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.

Learner Log 5 mins.

Have students read the statement and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Learner Logs

Learner Logs function to help students in many different ways:

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

Practice 2

15-20 mins.

C Match the job duties to the photos.

Have students complete the activity individually, before comparing with a partner.

D Write *when, where, what*, or *who*.

Elicit when we use each *wh-* question word. Then have students complete the activity individually. Encourage them to compare with a partner when they are ready.

Evaluation 2

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.

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

BEST PRACTICE

Recycling / Review

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

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

Instructor's Notes

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C Match the job duties to the photos.

clean hotel rooms	fix things	take photos
drive carefully	lead a team	talk to customers

1. 

take photos

2. 

talk to customers

3. 

fix things

4. 

drive carefully

5. 

lead a team

6. 

clean hotel rooms

D Write *when, where, what,* or *who*.

1. When does the store open? The store opens at 10:00 a.m.
2. Where do you take a break? I take a break in the cafeteria.
3. Where do you work? I work in Sacramento.
4. Who is your manager? His name is Martin.
5. What does she do? She's a nurse.

Learner Log

I can give information about work. ☐ Yes ☐ No ☐ Maybe

I can identify job duties. ☐ Yes ☐ No ☐ Maybe

Review

E **Write the correct imperative for each sign.**



1. Don't smoke.



2. Don't eat or drink.

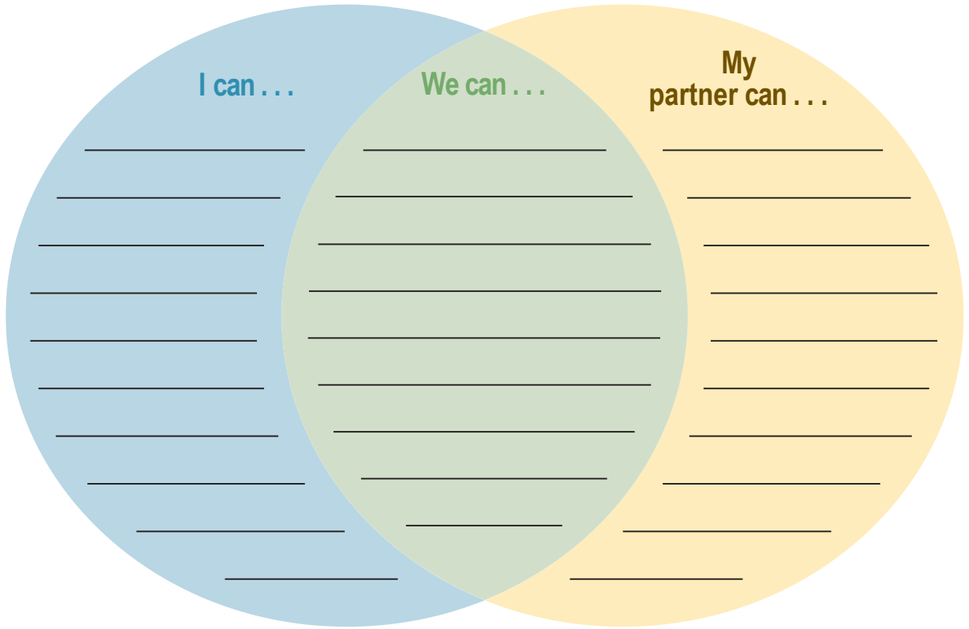


3. Wash your hands.

F **COMPARE** **What can you do? What can your partner do? Complete the chart.**

Answers will vary.

EXAMPLE: I can speak English well. I can follow instructions. I can schedule meetings.



Learner Log

I can read evaluations. ☐ Yes ☐ No ☐ Maybe

I can follow instructions. ☐ Yes ☐ No ☐ Maybe

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Practice 3

15-20 mins.

E **Write the correct imperative for each sign.**

Have students look at the signs and decide what they mean, then write the imperative form. Have them compare answers with a partner.

F **COMPARE** **What can you do? What can your partner do? Complete the chart.**

Go over the Venn diagram with students and remind them how it works if necessary. Tell them to write what they can do first. When they are ready, put them in pairs to share their skills, ask about their partner's skills, and complete both their charts.

Evaluation 3

5-10 mins.

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

Learner Log

5-10 mins.

Have students read the statements and complete the log. If students answer *no* or *maybe*, encourage them to set themselves a goal to practice. Show them where they can find more practice activities.

Instructor's Notes

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6

CCRS: SL1, SL3, SLK6

ELPS:

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

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Collect and gather information; Interpret and communicate information; Apply technology.

Soft Skill: Active Listening
Asking Questions

Draw students' attention to the Soft Skill note. Explain that active listening is a very important skill in the workplace and that active listening means giving your full attention to the speaker. Asking questions to clarify understanding or to encourage the speaker to expand on the topic are part of that skill set. Tell students they will practice this skill in **Step 6** of the project when they listen to other groups' presentations.

Warm-up and Review 10 mins

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

Introduction 10 mins.

Let students know that in this lesson they will start a company with their team. Make sure students understand *company* and provide examples if necessary.

Presentation 10–15 mins.

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

Put students in teams of four or five. Then have them choose their positions in the group. To do this, go through each step in the project and explain the role of the person who will lead that step. Make sure they understand that they will complete one step before going on to the next and that although each person has a specific task, they will work together on each step.

The team leader's job is not associated with a step but has the responsibility of making sure everyone participates and speaks English. The team leader may also have ancillary responsibilities when general information is required.

In **Step 2**, for example, the team leader can manage the conversation about choosing the company name, logo, and what they do or sell. In **Step 3**, the designer will create the website based on the team's suggestions. In **Step 4**, the team leader can manage the discussion about the jobs in the company. Then in **Step 5**, the writer will write the job postings with the help of the team. For **Step 6**, the organizers will prepare a presentation of the company based on suggestions from the team, and all members will participate in the presentation.

Be aware of who volunteers for which position so that through the different units, you can enourage students to try different roles.

Practice / Evaluation / Application 1–2 hours

2. Imagine that your team is starting a new company. What is the name of your company? What is your company logo? What does your company do or sell?

3. Design a company website that has the company name and logo. The website should explain what the company does or sells and where it is located.

Show students some examples of company websites to give them some ideas.

4. What are the jobs at the company? Make a list as a team.

Allow students to do research if they are not familiar with the types of jobs at a particular kind of company.

5. Write three job postings for positions in your company. What are the schedules? What are the duties?

6. Present your company to the class.

Remind students of the Soft Skill note and go over the example questions. Before teams present, have students go back to the questions they worked with in Lesson 2. Write additional example questions on the board that students can use.

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Start a Company

SOFT SKILL ▸ Active Listening

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Designer**	With the help of the team, design your company's website.	
Student 3: **Writer**	With the help of the team, write three job postings for positions at the company.	
Students 4 / 5: **Organizer(s)**	Prepare a presentation.	

2. Imagine that your team is starting a new company. What is the name of your company? What is your company logo? What does your company do or sell?
3. Design a company website that has the company name and logo. The website should explain what the company does or sells and where it is located.
4. What are the jobs at the company? Make a list as a team.
5. Write three job postings for positions in your company. What are the schedules? What are the duties?
6. Present your company to the class.

ACTIVE LISTENING:
Asking Questions

Listen carefully to the presentations of other teams. Prepare one or two questions to ask. For example:

What is the pay for one of the positions?

How many employees are there at your company?



A company's office is where people can meet and work together.

About the Photo

The photo shows José Andrés, an award-winning chef from Spain, stirring a large pot of paella as part of an effort to provide meals to those in need after the devastation of Hurricane Maria in San Juan, Puerto Rico in 2017. José Andrés founded an organization called World Central Kitchen that provides cooked meals for people affected by environmental disasters or humanitarian crises. In Puerto Rico, the organization provided more than 130,000 meals a day. World Central Kitchen is led by chefs and often provides jobs for local people.

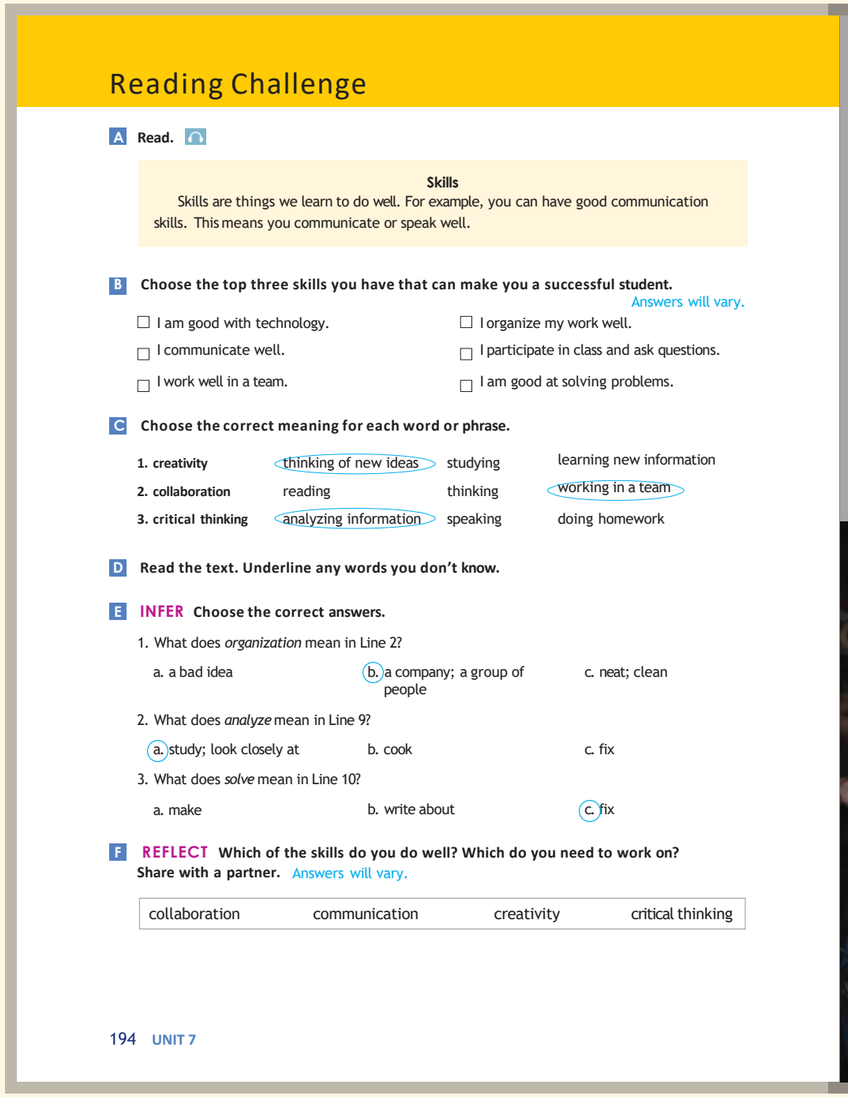
- Have students look at the photo and describe what they see. Elicit some job duties of a chef. *Skills* will be explained in **A**.

A Read.

Tell students to read as they listen. Play the audio. Elicit what *skills* are and ask for more examples.

B Choose the top three skills you have that can make you a successful student.

Elicit or explain the meaning of *successful*. Ask students to read the skills and underline any they don't understand. Go over them as a class, clarifying any doubts together. Then have students choose the top three individually and share with a partner. Compare choices as a class.



Reading Challenge

A **Read.**

Skills

Skills are things we learn to do well. For example, you can have good communication skills. This means you communicate or speak well.

B **Choose the top three skills you have that can make you a successful student.**

Answers will vary.

- ☐ I am good with technology.
- ☐ I communicate well.
- ☐ I work well in a team.
- ☐ I organize my work well.
- ☐ I participate in class and ask questions.
- ☐ I am good at solving problems.

C **Choose the correct meaning for each word or phrase.**

1. creativity	thinking of new ideas	studying	learning new information
2. collaboration	reading	thinking	working in a team
3. critical thinking	analyzing information	speaking	doing homework

D **Read the text. Underline any words you don't know.**

E **INFER** **Choose the correct answers.**

1. What does *organization* mean in Line 2?
   a. a bad idea b. a company; a group of people c. neat; clean
2. What does *analyze* mean in Line 9?
   a. study; look closely at b. cook c. fix
3. What does *solve* mean in Line 10?
   a. make b. write about c. fix

F **REFLECT** **Which of the skills do you do well? Which do you need to work on? Share with a partner.** Answers will vary.

collaboration	communication	creativity	critical thinking

A Chef with Many Skills

José Andrés is a chef from Spain. He can cook very well, but he has many other skills too. He helps hungry people around the world with his organization World Central Kitchen. Here are four skills we can learn about from José Andrés:

- **Collaboration:** As you can see in the photo, José Andrés works with other chefs to make food for people in need,* like the people of Puerto Rico after Hurricane Maria.
- **Creativity:** José Andrés thinks of new ideas for delicious meals and for solving problems. For example, World Central Kitchen doesn't just serve millions of free meals a year; they give jobs to local* people.
- **Critical Thinking:** When José Andrés sees a problem, he analyzes it and uses the information to help solve it.
- **Communication:** José Andrés speaks and writes clearly about his goals so others join and help.

José Andrés says, "... there is always something new to learn ..." Which skills do you want to work on?

in need needing things to live, like food or a home
local from the nearby area



José Andrés cooks paella in San Juan, Puerto Rico, to help people in need after Hurricane Maria.

CASAS FOR READING

4.1.9, 7.3.1, 7.3.4, 7.5.6

CCRS FOR READING

L1, L2, L3, RI1, RI2, RI3

READING STRATEGIES

Active Reading

When students underline or circle key words and ideas in a text, they are practicing active reading. Active reading means that students are engaging with the text and processing it. This creates a stronger connection to the information in students' minds and makes it easier to recall later. It also keeps students focused on the material.

C Choose the correct meaning for each word or phrase.

Have students complete the activity individually, using a dictionary as needed. Discuss the answers as a class.

D Read the text. Underline any words you don't know.

Remind students that they don't need to understand every word. When they have finished reading, ask students to share anything they understood from the text. Write their ideas on the board. Don't discuss the words they have underlined yet. This will be done in **E**.

E INFER Choose the correct answers.

Remind students that *infer* means to guess using the information provided. Have them complete the activity individually, then compare with a partner. Encourage them to go back to the text to confirm their answers. Check the answers as a class. Discuss any other words they underlined in **D**. Elicit definitions if possible. If there are remaining words, have students look them up in a dictionary in pairs and report back to the class.

F REFLECT Which of the skills do you do well? Which do you need to work on? Share with a partner.

Elicit the four skills and write them on the board. Model by discussing which you feel you do well and which you need to work on.

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8 Lifelong Learning and Review



UNIT OUTCOMES

- Organize study materials
- Make purchases
- Give and follow directions
- Make goals
- Develop a study schedule
- Investigate child development careers

Look at the photo. Read the information and answer the questions.

The Sun City Poms is a cheerleading club in Arizona for women 55 years and older. *Cheerleading* is a sport where people do organized dances and cheers at sports events.

1. Why do you think the women are in this cheerleading club?
2. How do you think they feel?
3. What do you think they are learning?
4. What new skill or activity do you want to learn?

About the Photo

This 1997 photo shows members of the Sun City Poms, a cheerleading and dance group of women 55 years and older in Sun City, Arizona. They began in 1979 as cheerleaders for a women's softball team, but now they are a performance group at events and parades. Their motto is "Age is just a number." and they want to show the world that you can still learn new things and have exciting experiences as you get older.

- Introduce the unit. Ask students if they think that learning continues after finishing school.
- Read the photo information together. Provide more explanation as needed.
- Have students answer the questions with a partner. Then ask pairs to share their answers with the group and discuss as a class.
- Go over the unit outcomes. Elicit vocabulary and structures students already know related to these outcomes and write them on the board.

Life Skills Focus

In this unit, students will revisit what they have learned throughout the previous units and lay the groundwork for further study and language development.

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 are introduced to careers in child development. They will interpret a graph of child development jobs and talk about salaries. Students will also read a job posting for a preschool teacher and talk about the duties. They will reflect on their suitability for working with children and practice an interview.
- In the Team Project, students practice the soft skill of using clear visuals while presenting their project.
- The Life Online notes in Lessons, 1, 3, and 4 give tips for online organization and raise student awareness of map apps, smart phone reminders, and spell checkers.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS
• Organize study materials • Make purchases • Give and follow directions • Make goals • Develop a study schedule • Investigate child development careers	• The verb *be* • Imperatives • Information questions • Prepositions of location • Simple present	• Study tools: *binders, dividers, notebook, pencils, pens, sheets of paper* • Jobs in child development	The skills students learn in this unit can be applied to the following EL Civics competency areas: • Educational systems • Community resources • Health and nutrition • Employment

STEPS

CASAS COMPETENCIES	ELPS	CCRS
Lesson 1: 0.1.2, 0.1.5, 7.2.3, 7.4.1, 7.4.3 Lesson 2: 0.1.2, 0.1.5, 1.2.1, 1.2.6, 1.2.8, 6.1.1, 7.2.3, 7.4.4, 7.7.3 Lesson 3: 0.1.2, 0.1.5, 2.2.1, 2.2.5 Lesson 4: 0.1.2, 0.1.5, 3.5.9, 6.7.2, 7.1.1, 7.1.2, 7.1.4, 7.4.1 Lesson 5: 0.1.2, 0.1.5, 7.1.4, 7.2.3, 7.4.1, 7.4.9 Lesson 6: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 6.7.2, 7.2.3, 7.4.4, 7.7.3 Review: 1.2.9, 2.3.2, 3.6.1, 4.1.8 Team Project: 0.1.2, 0.1.5, 4.8.1, 4.8.3, 4.8.5, 4.8.6, 7.2.6 Reading Challenge: 0.1.2, 0.1.5, 4.4.5, 7.1.1, 7.1.3, 8.3.2	S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2, SLK3, SLK6

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LESSON 1

Let's Get Organized!

GOAL ▶ Organize study materials

A Listen and repeat.



binder



dividers



folders



highlighter



sheets of lined paper



sticky notes

B In a group, write more items you use to organize your study materials. Answers will vary.

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At-a-Glance Prep

Goal: Organize study materials
Academic Strategies: Focused listening, organization skills
Vocabulary: *binder, divider, folder, highlighter, inch, organize, personal profil , sheet of lined paper, sticky note*

Agenda

- ☐ Discuss what makes a good student.
- ☐ Discuss organizational materials.
- ☐ Choose information to include in a study binder.
- ☐ Complete a personal profile.

Resources

Heinle Picture Dictionary: Classroom, pages 18-19

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 7.2.3, 7.4.1, 7.4.3
CCRS: L1, L2, L3, RI1, RI2, SL3, SLK2
ELPS:
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.

Note: Unit 8 is composed of review lessons that also take students through the development of a study guide, which will help them review concepts in the book after the term is complete.

Warm-up and Review 10-15 mins. ■■■

Ask: *What makes a good student?* Make a list on the board of students' answers. To get them started, you may wish to write some of your ideas on the board, such as: *Come to school every day. Study at home.* Ask students to rank the ideas from the most important to the least important, first individually and then as a class.

Introduction 3-7 mins. ■■■

Tell students that to be a good student you should be organized. Remind them of the meaning of *organized* by writing the word on the board and eliciting a definition. To make it clearer, show them some examples of organization and disorganization, like a neat, orderly binder with dividers and a messily organized one. State the goal: *Today, we will identify ways to organize study materials.*

Presentation 1 7-10 mins. ■■■

A Listen and repeat.

Ask students questions about the photos such as: *What is this? Who has this? What's it for?* Play the audio and have students repeat each item.

Practice 1 7-10 mins. ■■■

B In a group, write more items you use to organize your study materials.

Set a time limit. Allow students to think in their groups first and only help if they appear to be having difficulty coming up with ideas.

Evaluation 1 3 mins. ■■■

Have groups share their lists from **B** and create a class list on the board.

Instructor's Notes

Workplace Focus

Exercise C: Collect and organize information.

Presentation 2

10-15 mins.

Ask students to refer to the table of contents in their books. Go over it with them. Show them where the page numbers are. Then ask them to go to the appendix in the book and look at the vocabulary lists on pages 228-229.

Practice 2

15-20 mins.

C Read. Then complete the table.

Have students read the text. Clarify any vocabulary doubts. Ask students what they need to write in the table. Have them complete the activity individually. Remind students to check the vocabulary list in the appendix. When they are ready, call on different students to share the words they chose for one of the sections.

D Listen and choose the correct answer.

Have students read the questions and answer options. Tell them they are going to hear two students talking about study materials. Play the audio two times and allow students to discuss their answers between listenings.

Listening Script

1. **Li:** *The teacher wants us to use a binder to organize our class materials and help us study after school is finished.*
   Octavio: *Yes, I know. We have to go to the store and buy a couple of things.*
   Li: *We need binders first.*
   Octavio: *What size do we need?*
   Li: *I think we need one-and-a-half-inch binders.*
   Octavio: *That sounds right. They shouldn't be too big.*
2. **Li:** *We need dividers too.*
   Octavio: *What are dividers?*
   Li: *You know, the heavy paper to make sections in your binder.*
   Octavio: *Oh, yeah. How many do we need?*
   Li: *We need a set of five dividers.*
3. **Octavio:** *What else do we need?*
   Li: *We need paper for each section.*
   Octavio: *How many sheets do we need?*
   Li: *Fifty sheets, I think.*
   Octavio: *That sounds right.*

BEST PRACTICE

Listening for Specific nformation

When listening for specific information in audio, tell students that it is not important that they understand every word they hear. Rather, they should focus on listening carefully for the specific information they need to complete the exercise. Before playing the audio, read the instructions and explain what students should listen for. Remind students to pay special attention if the audio contains numbers, measurements, or amounts.

Play the audio once to familiarize students. Then play it again so students can focus on listening for specific details. If needed, play the audio additional times.

If the audio is long or has several parts, stop between segments to give students time to work on their answers. Repeat each segment if necessary.

Evaluation 2

3 mins.

Check answers as a class. Play the audio again for students to confirm answers as needed.

Read the information with the class. Help students understand each tip. For each one, ask: *Do you do this?* Have students say how it helps them.

Life ONLINE

Instructor's Notes

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C Read. Then complete the table. Answers will vary.

In this unit, you will organize and review information you learned in this class to make a study guide. You can use a binder, a notebook, or even online folders. Each section of the study guide will have a topic and include information from one or more units of *Stand Out*. Look through Units 1-7. Write the page numbers and two words you learned for each section.

Section	Reference Pages	Example Vocabulary
Basic Communication (Pre-Unit, Unit 1, and Unit 2)	2–63	
Basic Needs (Unit 3 and Unit 4)	64-115	
Community (Unit 5)	118-143	
Health (Unit 6)	144-169	
Work (Unit 7)	170-195	

D Listen and choose the correct answer.

1. What size binder do they need?
   - ☐ 1 inch
   - ☑ 1 ½ inch
   - ☐ 3 inch
2. How many dividers do they need?
   - ☐ one
   - ☐ three
   - ☑ five
3. How many sheets of lined paper do they need?
   - ☑ 50
   - ☐ 75
   - ☐ 100

Life ONLINE

Online Organization

1. Put your files and emails into folders.
2. Delete old files and emails.
3. Close open windows when you finish with them.

E **Choose the information you think is important to include in each section of your binder.** Answers will vary.

- ☐ career information
- ☐ grammar
- ☐ pronunciation
- ☐ vocabulary
- ☐ writing
- ☐ other:_____

F **CREATE** **Complete the personal profile here or make one on a separate piece of paper and use it as the first page of your binder.** Answers will vary.

PERSONAL PROFILE

School: _____

Teacher: _____

First Name: _____

Middle Name: _____

Last Name: _____

Address: _____

City: _____

State: _____

Zip Code: _____

Country: _____

Phone Number: _____

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Presentation 3

5–10 mins.

Elicit what students learn about in *Stand Out*. Prompt them by writing *vocabulary* on the board if necessary. Write other topics they suggest on the board.

Practice 3

10–15 mins.

E **Choose the information you think is important to include in each section of your binder.**

Have students read the list and decide which sections they want to include in their binder. Encourage them to talk to a partner about what they think is important. Students can of course include all of the sections on the list. However, vocabulary and grammar are two sections that should not be left out of their binder if they decide not to include all areas.

Evaluation 3

5–7 mins.

Ask students to share what sections they want in their binder. Encourage them to explain the reasons for their choices as best they can.

Workplace Focus

Exercise F: Combine ideas and information.

Application

10–15 mins.

F **CREATE** **Complete the personal profile here or make one on a separate piece of paper and use it as the first page of your binder.**

Go over the information in the personal profile. Review vocabulary by asking different students where they live, what their phone number or zip code is, etc. Then have students complete their profile individually.

Instructor's Notes

At-a-Glance Prep

Goal: Make purchases
Grammar: The verb *be*, *How much*
Academic Strategy: Calculate totals
Vocabulary: *package, set, dozen, ballpoint pen, colored, box, office supplies*

Agenda

- ☐ Talk about places to shop.
- ☐ Read an ad.
- ☐ Complete a receipt.
- ☐ List food and clothing you buy.
- ☐ Make a section for *Basic Needs* in your binder.

Resources

Heinle Picture Dictionary: Money and Shopping, pages 8-9; Food, pages 82-103; Clothing, pages 104-117

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 1.2.1, 1.2.6, 1.2.8, 6.1.1, 7.2.3, 7.4.4, 7.7.3
CCRS: L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2, SLK3
ELPS:
S5: Conduct research and evaluate and communicate findings to answer questions or solve problems.
S9: Create clear and coherent level-appropriate speech and text.

Warm-up and Review 10-15 mins. ■■■

Ask students to work in groups and share the information they wrote in their personal profiles from the previous class and what sections they chose to include in their review materials.

Introduction 5-7 mins. ■■■

Ask students where they buy food, clothing, and other items. Write the names of the stores on the board and take an informal poll to see what the most popular stores are. State the goal: *Today, we will review making purchases.* Help students understand what a *purchase* is. Use the word *buy* and give some examples.

Presentation 1 25-30 mins. ■■■

A Read the advertisement.

Go over the ad with students. Ask what kind of store the ad is for. Point out *Office Supplies* and explain that paper, pens, etc. are called office or school supplies. There is some additional vocabulary in the ad that they may not need, but since they will be confronted by these words when they make real purchases, help them discern what is important.

Review questions with *How much is* and *How much are*.

Workplace Focus

Exercise B: Manage money.

B Listen and practice the conversations with a partner. Then create new conversations with information from A.

Help students understand any words that may be unknown to them, such as *set*.

Ask students to look at the ad in **A** while you play the audio the first time. Then play the audio once or twice more so students can practice the conversation. Model the conversations with a student, substituting different items from **A**. Then put students in pairs to practice the conversations.

Instructor's Notes

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LESSON 2

I Need Paper

GOAL ▶ Make purchases

A Read the advertisement.



The Verb *Be*

How much **is** the paper?
How much **are** the notebooks?

B Listen and practice the conversations with a partner. Then create new conversations with information from A.

Customer: Excuse me, how much are the dividers?
Salesperson: They are $2.00 for a set of nine.
Customer: Thanks. I need one set, please.

Customer: Excuse me, how much are the notebooks?
Salesperson: They are $3.00 each.
Customer: Great, thank you!

C **Listen and complete the sentences.**

1. I need a box of pencils.
2. I need a two-inch binder.
3. I need a set of five colored dividers.
4. I need a package of paper.
5. I need a box of ballpoint pens.
6. I need a notebook.

D **CALCULATE** **Look at the ad in A and write three more items you want. Write the total.**

Answers will vary.

Reams Office Supplies

2" binder $3.00

_____

_____

_____

Total ..... _____

Customer Copy

E **Listen and practice the conversation. Use the information in A to make new conversations.**

Salesperson: How can I help you?
Customer: I need a two-inch binder.
Salesperson: Binders are over here.
Customer: How much are they?
Salesperson: They are $3.00 each.

F **APPLY** **Visit an office supply store in person or online and check prices.**

Inches

a two-inch binder = a 2"binder

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Practice 1

10-15 mins.

C **Listen and complete the sentences.**

Go over each sentence with students. Help them with new vocabulary. Play the audio and have students complete the sentences. Check answers as a class.

Workplace Focus

Exercise D: Perform basic computations; Manage money.

D **CALCULATE** **Look at the ad in A and write three more items you want. Write the total.**

Ask students to complete the receipt using the information in **A**. Monitor and help as needed.

Evaluation 1

5-10 mins.

Check students' book work. Ask volunteers to copy their receipt and total on the board and check them together.

Presentation 2

5-10 mins.

Elicit from students what question they use to ask about prices (*How much*). Elicit how the question changes with plural and singular nouns.

Practice 2

10-15 mins.

E **Listen and practice the conversation. Use the information in A to make new conversations.**

Tell students to read as they listen to the conversation. Play the audio. Then play it again, pausing after each line for students to repeat. Then model the conversation with a student as the salesperson and substitute *binders* for another item from **A**. Draw students' attention to the fact that the customer asks about one binder and the salesperson makes it plural: *Binders are over here*. Show how this will be different with *paper*. Make sure students understand they need to refer back to the ad in **A** to ask about different items. Put them in pairs to make new conversations.

Evaluation 2

15-20 mins.

Ask volunteers to perform one of their conversations for the class.

Workplace Focus

Exercise F: Apply technology to a task.

F **APPLY** **Visit an office supply store in person or online and check prices.**

If possible, take the class on a field trip to a local office supply store. If students do this by themselves outside of class, have them report to the class about five items.

BEST PRACTICE

Researching Outside of Class

Occasionally you may ask students to research some information outside of class. This is an excellent opportunity to build students' interest and motivation. It also encourages independent thinking and allows students time to evaluate their own comprehension of the lessons so far.

If an activity requires students to collect information outside of class, encourage them to note their findings by both writing in their notebooks and using technology. Students can be encouraged to take pictures, bring in realia, bookmark websites, etc. It is important to take advantage of the individual learning experience and turn it into a shared or a collective experience. This gives students necessary feedback and also provides some degree of accountability.

Instructor's Notes

Presentation 3

10-15 mins.

Briefly review food and clothing vocabulary. First ask students what they usually have for breakfast, lunch, dinner, and snacks. Then ask about clothes. Point to different items people are wearing (including yourself) and elicit the words.

Workplace Focus

Exercises G and H: Collect and organize information.

Practice 3

30-40 mins.

G In a group, make a list of food you can buy in a supermarket.

Help with vocabulary as needed. Make sure students add prices too. Tell them they don't need to be exact.

H In a group, make a list of clothing you can buy in a clothing store.

You can have students remain in the same groups or form different groups. Encourage all students in the group to participate and offer a suggestion.

I Write and practice new conversations about your lists in G and H. Use the conversation in E as an example.

Read through the conversation in **E** with students again. Then model the conversation with a student as the customer. Make sure students choose an item from their lists. Have two students model a conversation. Then put students in pairs to create their conversations.

Evaluation 3

3-5 mins.

Ask for volunteers to perform one of their conversations for the class.

Workplace Focus

Exercise J: Combine ideas and information.

Application

10-15 mins.

J Look back at Units 3 and 4. Complete the information for the *Basic Needs* section of your binder.

Ask students to create their own *Basic Needs* summary page for their binder using the format provided.

Instructor's Notes

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G In a group, make a list of food you can buy in a supermarket.

Answers will vary.

Food	Price

H In a group, make a list of clothing you can buy in a clothing store.

Answers will vary.

Clothing	Price

I Write and practice new conversations about your lists in G and H. Use the conversation in E as an example.

J Look back at Units 3 and 4. Complete the information for the *Basic Needs* section of your binder. Answers will vary.

Food Vocabulary

Clothing Vocabulary

Questions and Sentences

LESSON 3

Where's the Office Supply Store?

GOAL ▸ Give and follow directions

A PREDICT **Look at the photo. What is happening?**



B **Listen to the conversation. Write.**

Woman: Excuse me, where is Reams Office Supplies?

Man: It's on First Street.

Woman: Where is First Street?

Man: Go straight. Turn (1) ___right___ on Main Street and (2) ___left___ on First. It's (3) ___next to___ the electronics store.

Woman: Thanks.

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At-a-Glance Prep

Goal: Give and follow directions
Grammar: Imperatives, prepositions, information questions
Academic Strategies: Making predictions, focused listening, interpreting information
Vocabulary: *optometrist*

Agenda

- ☐ Make conversations about shopping.
- ☐ Practice giving directions.
- ☐ Interpret map app information.
- ☐ Draw a map.
- ☐ Make a section for *Community* in your binder.

Resources

Heinle Picture Dictionary: Community, pages 46-61

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 2.2.1, 2.2.5
CCRS: L1, L2, L3, RI1, RI2, SL1, SL3, SLK2
ELPS:
S2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
S10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Warm-up and Review 10-15 mins. ■■■

Ask students to share some of the conversations they created in **I** on page 203.

Introduction 3-5 mins. ■■■

Ask students where there is an office supply store near the school. Remind them that an office supply store is where they can buy all the materials they need for their binders. State the goal: *Today, we will review how to give and follow directions.*

Presentation 1 5-10 mins. ■■■

A PREDICT **Look at the photo. What is happening?**

Ask students to look at the photo and tell you what is happening in it. Have them guess what the woman is asking.

BEST PRACTICE

Working with Photos

Teachers can have students do a lot with a photo. Consider adding one or more of the following activities to a photo-based exercise:

- Ask students to create captions for the photo.
- Have students create speech bubbles and predict what each person is saying.
- Ask students to brainstorm vocabulary they know that might go with the photo. Then have them categorize the words.
- Have pairs take turns describing the photo to each other.
- Ask students to act out what is happening in the photo and create a conversation to go with it.

Practice 1 10-15 mins. ■■■

B **Listen to the conversation. Write.**

Ask students to read the conversation and predict the missing information. Tell students to read the conversation as they listen and write the words. Play the audio twice. Then have students compare with a partner.

Evaluation 1 5-7 mins. ■■■

Check answers as a class. Review *right*, *left*, and *straight*. Have two students perform the conversation with gestures in front of the class.

Read the information with the class and explain any new vocabulary. Ask students if they use map apps and have them share any experiences.

Life ONLINE

Presentation 2

20-30 mins.

C INTERPRET Read. Choose the correct answers.

Life ONLINE

Have students read the map app information for office supply stores and optometrists. Students should be able to work out what an optometrist is from the names of the places. Then ask them to find the phone number and address for Reams Office Supplies. Ask questions about other information. Give students time to complete the sentences and compare with a partner. Go over the answers together and have students identify where they found the necessary information for each item.

D Listen and read the conversation.

Tell students to read as they listen. Play the audio. Then play the audio again, pausing after each line for students to repeat.

Practice 2

10-15 mins.

E Practice the conversation in D with a partner. Then make new conversations with information from C.

Have two students model the conversation. Then model it with another student, but ask about an optometrist. Put students in pairs to practice the conversations.

Evaluation 2

7-10 mins.

Ask volunteers to perform one of their conversations for the class.

Instructor's Notes

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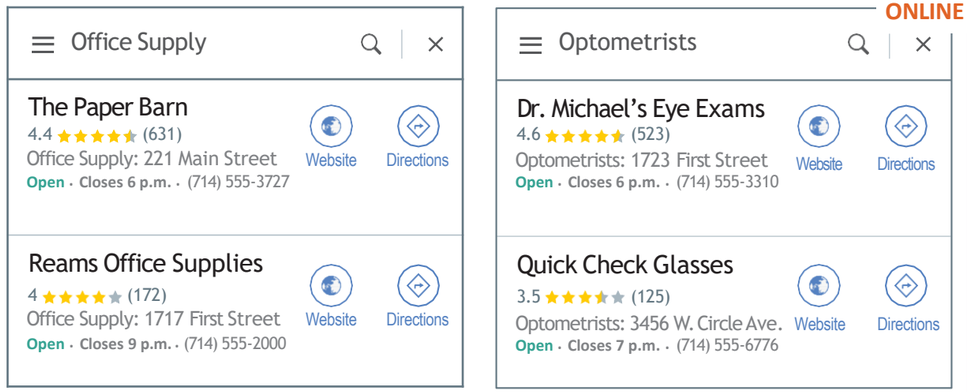
Life ONLINE

Map Apps

When you search for a store or other business in a map app, you can find more than just the address and directions. You can also find the business phone number, website, hours, and reviews.

C INTERPRET Read. Choose the correct answers.

Life ONLINE



1. Reams Office Supplies is on **Main Street / First Street.**
2. Quick Check Glasses has **3.5 / 4.6** stars.
3. Dr. Michael's Eye Exams is an **optometrist / office supply store.**
4. The Paper Barn closes at **9 p.m. / 6 p.m.**
5. The phone number for **Quick Check Glasses / The Paper Barn** is (714) 555-3727.
6. The address for **Dr. Michael's Eye Exams / Reams Office Supplies** is 1723 First Street.

D Listen and read the conversation.

Li: Is there an office supply store near here? I need a new binder.

Carina: Let me check my app … Yes, Reams Office Supplies is on First Street.

Li: What's the address?

Carina: It's 1717 First Street.

Li: And the phone number?

Carina: It's (714) 555-2000.

Li: Great. Thank you!

E Practice the conversation in D with a partner. Then make new conversations with information from C.

F **CREATE** **Draw a map. Show how to get from your school to a store in your community.**

Answers will vary.

G **Write directions to the store in F.** Answers will vary.

Prepositions

It's **next to** the bank.
It's **between** the bank and the store.
It's **on** the corner.

H **Look back at Unit 5. Complete the information for the *Community* section of your binder.** Answers will vary.

Important Vocabulary

Questions and Sentences

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Workplace Focus

Exercise F: Combine ideas and information.

Presentation 3

15-20 mins.

F **CREATE** **Draw a map. Show how to get from your school to a store in your community.**

Model this activity with the class. Use the board to draw a map that shows how to get to a local office supply store or another store where students can buy the materials for their binders. Then have students create their own map to a different store. See suggestions in the Best Practice: Drawing Maps note below.

Practice 3

7-10 mins.

G **Write directions to the store in F.**

Elicit words and phrases for giving directions. Go over the Prepositions note. Have students use the prepositions to give examples about where people or objects are in the classroom. Then have students write the directions to go with their map. Monitor and help as needed.

Evaluation 3

5-7 mins.

Have several students write their directions on the board. Make any necessary corrections. If possible, have students follow each other's directions after school.

Application

10-15 mins.

H **Look back at Unit 5. Complete the information for the *Community* section of your binder.**

Ask students to create their own *Community* summary page for their binder using the format provided.

BEST PRACTICE

Drawing Maps

Not everyone is an artist. Some students feel uneasy about their drawing skills, so activities that require them should be approached with some degree of lightheartedness and flexibility.

Remind students that a map is not a painting and that a map can be very simple. Show them examples of maps that would be easy to draw.

Allow students to work in pairs to advance the activity. One student can draw and the other student can add and check specific details. Students tend to be more at ease when working on maps together.

Instructor's Notes

At-a-Glance Prep

Goal: Make goals
Grammar: Simple present
Academic Strategies: Focused listening, interpreting information, doing a survey
Vocabulary: *goals, a day, a week, every, poll*

Agenda

- ☐ Take a class poll about sleeping habits.
- ☐ Read and listen about goals.
- ☐ Read graphs about a class poll.
- ☐ Take a class poll.
- ☐ Write goals.
- ☐ Make a section for *Health* in your binder.

Resources

Heinle Picture Dictionary: Health, pages 132–145

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 3.5.9, 6.7.2, 7.1.1, 7.1.2, 7.1.4, 7.4.1
CCRS: L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2
ELPS:
S3: Speak and write about level-appropriate complex literary and informational texts and topics.
S9: Create clear and coherent level-appropriate speech and text.

Warm-up and Review 15–20 mins. ■■■

Take a poll and determine how many hours students sleep a night. Make the results into a bar graph on the board.

Introduction 5–7 mins. ■■■

Ask students how many hours of sleep is healthy and write their idea down as a goal. State the goal: *Today, we will make goals, including study goals.*

Presentation 1 7–10 mins. ■■■

A Read Carina's goals.

Go over each goal with the class. Ask: *Which are Carina's three goals?*

Practice 1 10–15 mins. ■■■

B Listen and check (✓) Li's three goals.

Tell students they are going to hear Li talk about his goals. Ask students what they should focus on understanding when they listen. Tell students to just listen the first time. Play the audio. Play the audio again and give students time to complete their answers. Have them compare with a partner. Then play the audio again. Check answers as a class. Play the audio once more as needed to confirm answers.

Listening Script

I have many goals. There are a lot of things that I want to accomplish. Right now, I'm focusing on daily goals. First, I need to exercise every day. I want to get up early and exercise one hour a day. It's important to be physically fit. I suppose that it's important to be prepared for school every day too, so I'm going to study a lot. I plan to study for one hour every day, even if I'm tired after work. I need to learn English, and studying will help me do it faster. Somehow, I need to get plenty of sleep too. Right now, I only sleep six hours a night, but my goal is to get eight hours of sleep. I hope I can do it. That's my goal. With all these goals, I will be healthy and have great success at school.

C Talk about Carina's and Li's goals.

Point out the example. Put students in pairs to discuss. Students are rarely asked to speak with minimal guidance at this level, so be sure to help as needed and monitor their discussions. Encourage them to say if they have the same goals.

Evaluation 1 3–5 mins. ■■■

Ask the class to rank Li's and Carina's goals. 1 is the most important.

Life ONLINE

Read the information with the class and explain any new vocabulary. Ask if any students use reminders on their phones and if so, what they use them for. Share any personal examples if appropriate. Encourage students who have experience with this to demonstrate how to set reminders in small groups.

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LESSON 4

Sleep Eight Hours a Night

GOAL ▶ Make goals

A Read Carina's goals.

My Goals

- ☑ Sleep eight hours a night.
- ☐ Go to class on time.
- ☐ Exercise one hour a day.
- ☑ Eat three good meals a day.
- ☐ Study English at home one hour a day.
- ☑ Read an article in English once a week.
- ☐ Watch videos in English every day.

B Listen and check (✓) Li's three goals.

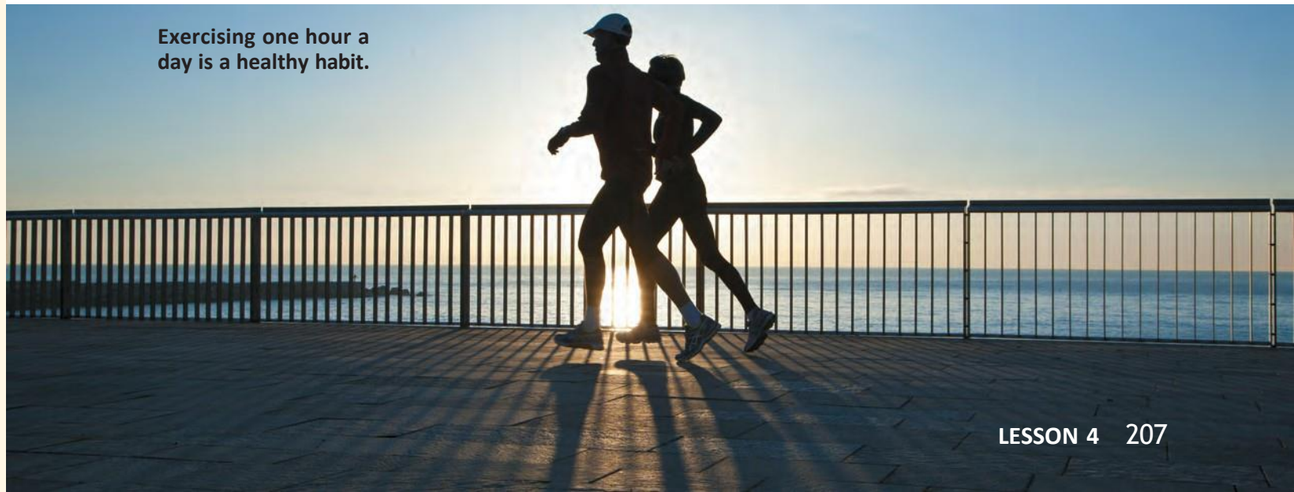
- ☑ Sleep eight hours a night.
- ☐ Go to class on time.
- ☑ Exercise one hour a day.
- ☐ Eat three good meals a day.
- ☑ Study English at home one hour a day.
- ☐ Read an article in English once a week.
- ☐ Watch videos in English every day.

C Talk about Carina's and Li's goals.

EXAMPLE: Li's goal is to exercise one hour a day.

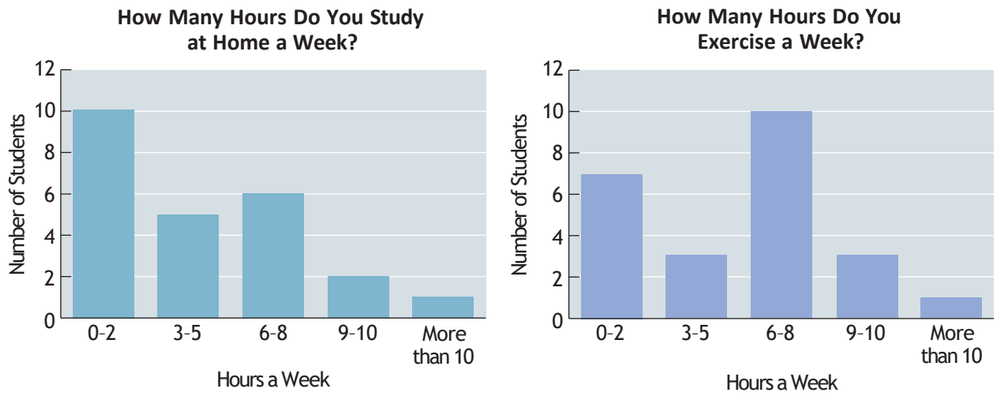
Life ONLINE

Reminders
You can use your smartphone to help you remember when to do the things on your goal list. For example, you can set a reminder that says, "Time to study!"



Exercising one hour a day is a healthy habit.

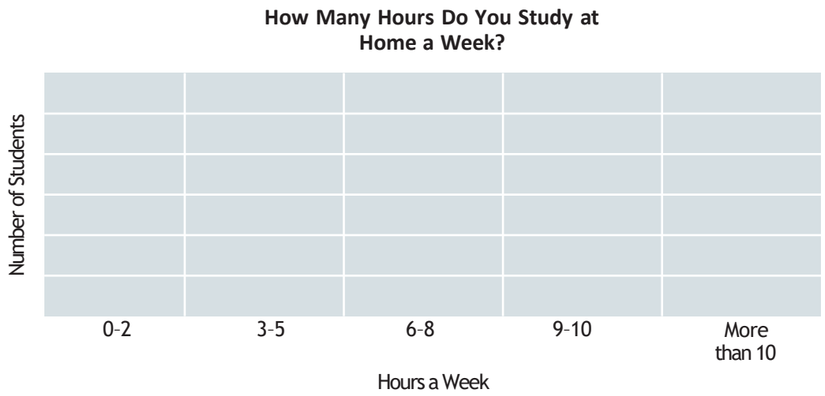
D **INTERPRET** **Read the two graphs about Li's class.**



E **With a partner, ask and answer questions about D.**

1. How many students study more than 10 hours a week? one
2. How many students exercise 3–5 hours a week? three
3. How many students study 3–5 hours a week? five
4. How many students exercise 0–2 hours a week? seven

F **SURVEY** **Take a class poll. Ask: *How many hours do you study at home a week?* Create a bar graph with the information.** Answers will vary.



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Presentation 2

10-15 mins.

D **INTERPRET** **Read the two graphs about Li's class.**

Go over the graphs with students and make sure they understand the information by asking them comprehension questions.

BEST PRACTICE

Bar Graphs

Students may initially judge bar graphs as being difficult to interpret. Assure them that bar graphs are some of the easiest ways to compare things between different groups or even to track changes over a period of time.

When teaching with bar graphs, always give students a sufficient amount of time to understand the information presented. Point out what is being compared or tracked with plenty of examples until students see how simple bar graphs are.

1. Explain to students that the title tells us what information we can find on the graph.
2. Tell students that each bar graph has a horizontal line and a vertical line. Ask students to look closely at what type of information is presented on each line.
3. Explain that the scale tells us how much or how many. Have students look at the numbers.
4. Point out that the height of the bar gives us the value of each item.

It is important that students feel confident with this visual method of presenting information before they start creating their own bar graphs. Help students by giving them a theme or a question to investigate. Suggest that students use an easy research method such as a survey. If students have been shown the different features that make up a bar graph, they should be ready to share their collected information in this visual format.

Practice 2

15-20 mins.

E **With a partner, ask and answer questions about D.**

Review *How many* by asking how many students there are in the class. Then put students in pairs to ask and answer the questions. Remind them to take turns asking and answering. Check answers as a class by asking volunteers each question.

F **SURVEY** **Take a class poll. Ask: *How many hours do you study at home a week?* Create a bar graph with the information.**

Go over the empty bar graph together. Ask students what information is on each line and what they are going to add to the graph. Model the question by asking several students. Write their answers on the board. Then have students carry out the poll. Remind them that they need to ask everyone in the class. When they are ready, monitor as they create their bar graphs and help as needed.

Evaluation 2

5-7 mins.

Ask a volunteer to copy their bar graph on the board. Have students compare and check if they have the same numbers.

Instructor's Notes

Presentation 3

10-15 mins.

Ask students to close their books and discuss their personal goals. Ask them how many hours they sleep and how many hours they wish they could sleep. Help them to see that what they do and their goals can be the same or different. Ask the class as a whole each of the questions in **G**.

Ask students to open their books and go over each question with them. Review the simple present and the intonation of information questions.

Practice 3

10-15 mins.

G Interview a partner. Write their answers.

Monitor and help as needed.

Evaluation 3

5-7 mins.

Ask volunteers to report their partners' answers to the class.

Application

20-25 mins.

H APPLY Write your goals. Use your answers in G to help you think of ideas.

Monitor and help as needed. Remind students that they can look at the goals in **A** and **B** as examples.

Write *spell checker* on the board and ask students if they know what it is. Tell them it is a program that helps you when you write. Read the information together and clarify any doubts. Make sure students understand that it is a useful tool, but they always need to check the suggested change is right for their text. Show examples of spell checkers if possible.

Life ONLINE

Workplace Focus

Exercise I: Combine ideas and information.

I Look back at Unit 6. Complete the information for the *Health* section of your binder.

Ask students to create their own *Health* summary page for their binder using the format provided.

Instructor's Notes

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G Interview a partner. Write their answers. Answers will vary.

1. How many hours do you exercise a week? _____
2. How many hours do you sleep a night? _____
3. How many hours do you study a day? _____
4. How many meals do you eat a day? _____
5. How many days do you have class a week? _____

H APPLY Write your goals. Use your answers in G to help you think of ideas. Answers will vary.

_____

_____

_____

_____

_____

_____

Life ONLINE

Spell Checkers

A spell checker is a program that shows spelling mistakes in your work. These programs are helpful, but they aren't always correct. Always check your work yourself before making any changes.

For more information on using spell checkers, watch the Life Online video after Unit 8.

I Look back at Unit 6. Complete the information for the *Health* section of your binder. Answers will vary.

Important Vocabulary

_____ _____

_____ _____

_____ _____

Questions and Sentences

_____

_____

_____

_____

_____

LESSON 5

When Can I Study?

GOAL ▶ Develop a study schedule

A **Look at the photo. What is the teacher doing? What are the students doing? Listen.**



B **CLASSIFY** **Read the teacher and student duties. Complete the chart.**

come to class on time	~~help students~~	study at home
do homework	prepare lessons	study new words

Student Duties	Teacher Duties
come to class on time	help students
study at home	come to class on time
study new words	prepare lessons
do homework	

C **Work with a partner. Add more duties to B.** Answers will vary.

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At-a-Glance Prep

Goal: Develop a study schedule
Grammar: Simple present
Academic Strategies: Classifying information, interpreting information, reflecting on study skills
Vocabulary: *lessons, prepare, schedule, self-evaluation, sign, signature*

Agenda

- ☐ Make a list of characteristics for good workers.
- ☐ Discuss what teachers and students do.
- ☐ Read a schedule.
- ☐ Complete a schedule.
- ☐ Read an evaluation.
- ☐ Complete an evaluation.
- ☐ Add a section for *Work* in your binder.

Resources

Heinle Picture Dictionary: School, pages 22-23

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 7.1.4, 7.2.3, 7.4.1, 7.4.9
CCRS: L1, L2, L3, RI1, RI2, RI3, SL1, SL3, SLK2
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review 5-10 mins.

Ask students what makes a good worker. Make a list of their ideas on the board.

Introduction 5-10 mins.

Ask students if they study at home. Ask when they study. Explain that it is best to study at the same time every day. State the goal: *Today, we will develop a study schedule.*

Presentation 1 7-10 mins.

A **Look at the photo. What is the teacher doing? What are the students doing? Listen.**

Ask students to look at the photo. Ask: *Who are these people? Where are they? What are they doing?*

Ask students to listen to the audio for **A** and identify whether the duties mentioned are for the teacher or the students. Play the audio at least two times. Then ask students what duties they can remember for each role (teacher and students).

Listening Script

Teachers and students share many duties, or responsibilities. For example, teachers and students should come to class on time. Students don't like to come early and find that the teacher is late. The teacher should prepare a lesson for class every day. That's also very important. Students have more confidence in a teacher who is prepared. The teacher teaches the students, but students can also teach each other. Students should study at home. There is a lot that they can study. For example, they can study new words at home. Sometimes the teacher gives homework. Students who do their homework learn English faster.

Workplace Focus

Exercise B: Collect and organize information.

Practice 1 10-15 mins.

B **CLASSIFY** **Read the teacher and student duties. Complete the chart.**

Ask students to work in groups or pairs. Help them see that some duties fit in both categories.

C **Work with a partner. Add more duties to B.**

Put students in pairs to add to the lists.

Evaluation 1 3-5 mins.

Discuss the lists as a class and write students' ideas on the board.

Presentation 2

15-20 mins.

D INTERPRET Read and talk about Li's schedule. When does he work? When does he study?

Read the schedule with students. Ask them questions to test comprehension. For example: *When does Li eat lunch?* Help students see that Li eats meals at the same time every day.

Review the simple present and show students the spelling for *studies*.

E Answer the questions.

Go over the questions with students. Then have them answer individually. Monitor and help as needed.

Workplace Focus

Exercise F: Combine ideas and information.

Practice 2

15-20 mins.

F CREATE Complete your schedule.

Ask students to use Li's schedule in **D** as a model and complete the schedule using their answers in **E**. Encourage them to add other activities, such as exercise, if they have a regular schedule. When they are ready, have students share and compare schedules with a partner. If time allows, have them ask their partner the questions in **E**.

Evaluation 2

10 mins.

Ask students questions about their schedules.

BEST PRACTICE

Schedules

The pedagogical value of working with schedules should not be underestimated. They are excellent tools for practicing and reviewing grammar and vocabulary. They are also useful for developing speaking, listening, reading, and writing skills.

For example, **D** gives students the opportunity to read and speak when they answer the questions. Students can work in pairs or groups to discuss what takes place in the schedule. Students also review important vocabulary for time formats, days of the week, meals, and daily duties such as work and study. In addition, students can practice different verb forms by describing events in the past, present, and future.

Instructor's Notes

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D INTERPRET Read and talk about Li's schedule. When does he work? When does he study? He works at 5 p.m. Monday to Friday. He studies at 9 a.m. and 1 p.m. on Friday and Saturday. He studies at 1 p.m. Monday to Thursday.

LI'S SCHEDULE

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00 a.m.		School	School	School	School	Study	Study
11:00 a.m.	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 p.m.		Study	Study	Study	Study	Study	Study
3:00 p.m.							
5:00 p.m.		Work	Work	Work	Work	Work	
7:00 p.m.	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
9:00 p.m.							

E Answer the questions. Answers will vary.

1. When do you study in class? _____
2. When do you study on your own? _____
3. When do you work? _____
4. When do you eat breakfast, lunch, and dinner? _____, _____, _____

F CREATE Complete your schedule. Answers will vary.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

G **Listen and choose *Yes* or *No*. Then talk about Li's self-evaluation with a partner.**

Name: Li Zhang

Is organized	(Yes)	No
Studies at home	(Yes)	No
Comes to class on time	Yes	(No)
Speaks English in class	Yes	(No)

Teacher's signature: *Jennifer Douglas*

H **Ask and answer questions about Li with a partner.**

EXAMPLE: **A:** Does Li study at home? **B:** Yes, he does.

I **REFLECT** **Complete an evaluation about yourself. Ask your teacher to sign it.**

Answers will vary.

Name: _____

Studies at home	Yes	No
Comes to class on time	Yes	No
Speaks English in class	Yes	No
Is organized	Yes	No

Teacher's signature: _____

J **Look back at Unit 7. Complete the information for the *Work* section of your binder.**

Answers will vary.

Important Vocabulary

_____ _____

_____ _____

_____ _____

Questions and Sentences

_____

_____

_____

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Presentation 3

10-15 mins.

G **Listen and choose *Yes* or *No*. Then talk about Li's self-evaluation with a partner.**

Go over Li's self-evaluation with students. Explain to them that Li completes the evaluation about himself. Tell students they need to listen and choose *Yes* or *No* for each item. Remind them that they don't need to understand everything. Ask them what they need to listen for. Play the audio two times. Then have students compare answers and talk about what they understood with a partner. Play the audio one or more times as needed. Then check answers as a class.

Listening Script

Li looks back at his study habits. His teacher asks all the students to review their work. Li completes the form and returns it to his teacher. He says that he is organized and studies at home. He doesn't always come to class on time, and he doesn't speak English all the time either. He wants to work harder in his next class to be a better student.

H **Ask and answer questions about Li with a partner.**

Point out the example and elicit the questions for the other items. Write them on the board. Then put students in pairs to carry out the activity. Monitor and help as needed.

Practice 3

10-15 mins.

I **REFLECT** **Complete an evaluation about yourself. Ask your teacher to sign it.**

Tell students to think carefully and then choose their answers.

Evaluation 3

5-7 mins.

Ask students about their evaluations and review their book work. Talk to students individually about how they can improve the areas they evaluated with *No*.

Application

10-15 mins.

J **Look back at Unit 7. Complete the information for the *Work* section of your binder.**

Ask students to create their own *Work* summary page for their binder using the format provided.

Instructor's Notes

At-a-Glance Prep

Goal: Investigate child development careers

Agenda

- ☐ Interpret a graph.
- ☐ Talk about child development careers and salaries.
- ☐ Read a preschool teacher job posting.
- ☐ Talk about preschool teacher duties.
- ☐ Reflect on suitability for jobs working with children.
- ☐ Practice an interview.
- ☐ Do an online job search.

Pacing

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

Standards Correlations

CASAS: 0.1.2, 0.1.5, 4.1.3, 4.1.8, 4.1.9, 6.7.2, 7.2.3, 7.4.4, 7.7.3
CCRS: L1, L2, L3, RI1, RI2, RI3, SL1, SL3
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.

In this lesson, students are introduced to child development careers. They will interpret a graph showing child development jobs and talk about salaries. Students will also read a job posting for a preschool teacher and talk about the duties. They will reflect on their suitability for working with children and practice an interview. Finally, students will go online and look for childcare or elementary school jobs.

Warm-up and Review 5-10 mins.

Write *children* on the board and elicit jobs where people work with children. Write students' ideas on the board. Introduce the concept of child development and relate it to the jobs they have suggested.

Introduction 5-10 mins.

Find out if any of the students work in childcare or at a school. Remind them that throughout *Stand Out*, they will investigate many job possibilities. Write the goal on the board: *Today we will investigate careers in child development*.

Presentation 1 10-15 mins.

A INTERPRET Read the graph.
Look at the graph together and have students say what it shows (careers, salaries, number of jobs). Ask students how much the salary is for each career and how many people work in each career. Have students repeat the large numbers chorally to prepare them for **C** and **D**. Then discuss the careers as a class.

Practice 1 20-25 mins.

B Read.
Go over the chart and practice the questions and answers. Use the graph to illustrate *the most* and *the least*. Point out that we use them when we compare more than two things.

C Listen and practice the conversation with a partner.
Tell students to listen as they read. Play the audio. Then play it again, pausing after each line for students to repeat. Then put students in pairs to practice.

D Work with a partner. On a separate sheet of paper, write a new conversation about the job from A that pays the least and practice.
Model the conversation with a student, changing the career you ask about. Put students in pairs to write and practice their conversation. Encourage them to try to carry out the conversation without looking at their books.

Evaluation 1 5-10 mins.

Ask volunteers to perform their conversations for the class.

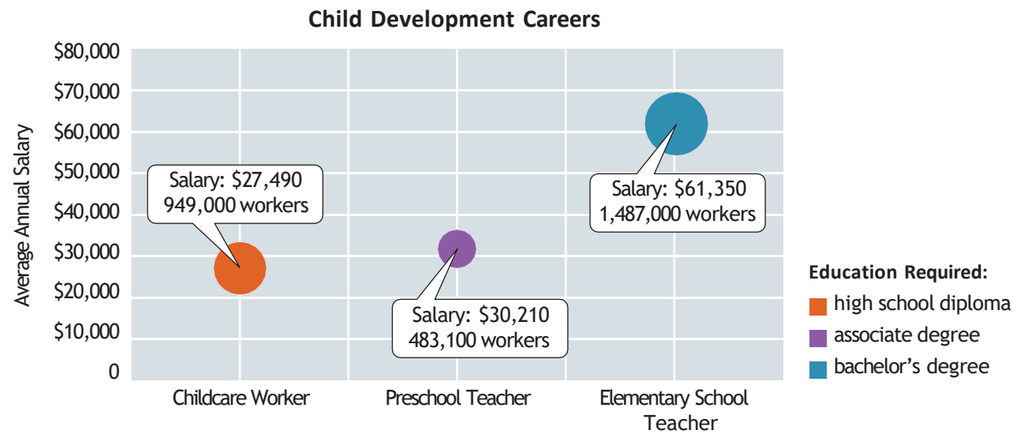
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LESSON 6

Explore the Workforce

GOAL ▶ Investigate child development careers

A INTERPRET Read the graph.



Source: US Bureau of Labor Statistics

B Read.

Superlatives: *Most / Least*	
Question	**Answer**
Which job pays **the most**?	The elementary school teacher position pays **the most**.
Which job pays **the least**?	The childcare worker position pays **the least**.

C Listen and practice the conversation with a partner.

Student A: Which job pays the most?
Student B: The elementary school teacher position pays the most.
Student A: What is the pay?
Student B: It's $61,350 a year.

D Work with a partner. On a separate sheet of paper, write a new conversation about the job from A that pays the least and practice. Answers will vary.

E **INTERPRET** **Read the job posting for a preschool teacher. Underline any new words.**



Duties

- Teach children under 5 years old.
- Prepare lessons.
- Make a daily schedule.
- Keep children safe.
- Work with families.

Other Requirements

- Can lift 30 pounds
- Organized
- Energetic
- Patient

Education

Associate degree required

F **Answer the questions.**

1. What is the name of the school? Rainbow Preschool
2. How old are the children? under 5 years old
3. What education do you need? an associate degree

G **RANK** **Work in a group. Number the duties (1–5). 1 is the most important.**

Answers will vary.

_____ Prepare lessons. _____ Work with families. _____ Keep children safe.

_____ Make a daily schedule. _____ Teach children.

H **REFLECT** **Check (✓) what is true about you for a job working with children.**

Answers will vary.

	Yes	Sometimes	Not Really
Do you like to work with young children?			
Do you have a lot of energy?			
Are you well organized?			
Are you patient?			
Do you like to teach?			

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Presentation 2

10-15 mins.

E **INTERPRET** **Read the job posting for a preschool teacher. Underline any new words.**

Have students read and underline new words individually. Then have them discuss the words with a partner. Encourage them to use a dictionary. Go over the job posting as a class and clarify the meaning of each item.

Practice 2

15-20 mins.

F **Answer the questions.**

Have students answer the questions individually. Then check the answers as a class.

G **RANK** **Work in a group. Number the duties (1–5). 1 is the most important.**

Remind students what *rank* means. Then put them in groups to discuss the duties and rank them. Monitor and encourage them to try to explain their reasons. Provide vocabulary as needed. Ask each group to write their rankings on the board. Discuss them and try to reach a group consensus.

Evaluation 2

5-10 mins.

Ask questions about the information in the job posting to check students' understanding.

Presentation 3

10-15 mins.

H **REFLECT** **Check (✓) what is true about you for a job working with children.**

Go over the items in the chart and clarify any vocabulary doubts. Tell students to think carefully about each question before answering.

Instructor's Notes

Practice 3

20-25 mins.

I Interview a partner. Check (✓) their answers.

Model by asking a student the questions and writing their answers in the chart. Then put students in pairs and have students interview their partner. Have students switch partners if time allows. Call on different students to tell the class about their partner. Remind them about the third person singular *-s* and *doesn't* as needed.

J Choose the job that is most interesting to you.

Encourage students to use their answers in **H** to help them decide.

Evaluation 3

5-10 mins.

Observe students as they interview each other. Ask students to share their answers to **J.** Have them make a bar graph to display the class's answers.

Application

10-15 mins.

K Go online and look for childcare or elementary school jobs. Are any jobs interesting to you?

Students can do this individually or with a partner if they prefer. Help them get started with their searches by sharing specific job search sites that they can use. Tell them to write down the salaries and any other relevant information for the jobs they find. Monitor as they are carrying out their searches and help as needed. When they are ready, have them share the jobs they found in groups.

BEST PRACTICE

Self-Refle tion

Not all students are used to reflecting on and talking about their own skills and abilities. However, when looking for a job or a career, being aware of these skills and abilities and the activities they like and don't like can help them decide on the kind of job that would suit them. Furthermore, being able to talk about their skills and abilities in English will help students feel more confident about being able to reach their work goals and be better prepared for interviews.

Providing plenty of opportunities for reflection, as *Stand Out* does, is beneficial both for students' language learning and for achieving other life goals they might have. It also promotes learner autonomy. Reflection helps us make appropriate decisions about what we want to learn and how, and what we need to do to reach our goals.

It's important to make sure students feel comfortable talking about themselves in this personal way by ensuring a safe and non-judgmental atmosphere in the classroom where everyone is listened to and respected.

Instructor's Notes

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I Interview a partner. Check (✓) their answers. Answers will vary.

	Yes	Sometimes	Not Really
Do you like to work with young children?			
Do you have a lot of energy?			
Are you well organized?			
Are you patient?			
Do you like to teach?			

J Choose the job that is most interesting to you. Answers will vary.

- ☐ elementary school teacher
- ☐ childcare worker
- ☐ preschool teacher
- ☐ none of these

K Go online and look for childcare or elementary school jobs. Are any jobs interesting to you?



A preschool teacher tells her students a story.

Review

A **Use the words to complete the sentences.**

address	dairy	February	ride
antacid	dime	hand	shoes
cloudy	doctor	receptionist	supermarket

1. _____February_____ comes after January.
2. A _____receptionist_____ answers phones in an office.
3. Your _____hand_____ is at the end of your arm.
4. Your _____address_____ is where you live.
5. Milk, cheese, and butter are kinds of _____dairy_____.
6. The weather today isn't sunny; it's _____cloudy_____.
7. A _____dime_____ is ten cents.
8. A _____doctor_____ works in a hospital.
9. You _____ride_____ a bicycle.
10. A _____supermarket_____ is a place to buy food.
11. You wear _____shoes_____ on your feet.
12. An _____antacid_____ is medicine for a stomachache.

B **Write three words you learned in each unit.** Answers will vary.

Unit	Words	Unit	Words
1. Personal Information		5. Around Town	
2. Our Class		6. Healthy Living	
3. Food		7. Work	
4. Clothing		8. Lifelong Learning and Review	

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At-a-Glance Prep

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

Agenda

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

Pacing

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

Standards Correlations

CASAS: 1.2.9, 2.3.2, 3.6.1, 4.1.8
CCRS: L1, L2, L3, RI1, RI3
ELPS:
S1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
S8: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Warm-up and Review

7–10 mins. ■■■

With books closed, ask students to help you make a list on the board of all the vocabulary from the unit. Then have a competition where students in groups find and write a page number for each item on the list. The first group to have a correct page number for each item wins. Explain that this review will also include going through the entire book for information.

Introduction

5 mins. ■■■

Write all the goals from Unit 8 on the board. Explain that today will be a review.

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

Presentation

10–15 mins. ■■■

This presentation and practice 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 what they have learned.

Practice 1

15–20 mins. ■■■

A **Use the words to complete the sentences.**

Point out that the words come from different units in the book. Remind them that in Unit 8, they have been reviewing the whole book. Have them complete the activity individually. Encourage them to add words from **A** to the *Vocabulary* section of their binder.

B **Write three words you learned in each unit.**

Ask students to complete the table with words from the units indicated. Have them compare their choices with a partner.

BEST PRACTICE

Recycling / Review

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

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

Evaluation 1

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 2

15-20 mins.

C Find each word or phrase in the Vocabulary List on pages 228 and 229. Write the unit number and a sentence using the word or phrase.

Go over the directions with students and look at the example together. Have them complete the activity individually, then compare with a partner. Encourage them to peer-edit their sentences.

D Find three words from the Vocabulary List on pages 228 and 229. Write the unit number and a sentence using the word.

Go over the directions with students. Have them complete the activity individually, then compare with a partner. Encourage them to peer-edit their sentences.

Expansion Activity: Choose a nearby market as a class. Create a map on the board of places nearby to practice giving directions and reading maps.

Evaluation 2

10-15 mins.

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

Instructor's Notes

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C Find each word or phrase in the Vocabulary List on pages 228 and 229. Write the unit number and a sentence using the word or phrase. Answers will vary.

Phrase: last name

Unit number: 1

Sentence: His last name is Ortega.

Phrase: extra large

Unit number: 4

Sentence: _____

Phrase: go straight

Unit number: 5

Sentence: _____

Word: checkup

Unit number: 6

Sentence: _____

D Find three words from the Vocabulary List on pages 228 and 229. Write the unit number and a sentence using the word. Answers will vary.

1. Word: _____

   Unit number: _____

   Sentence: _____

2. Word: _____

   Unit number: _____

   Sentence: _____

3. Word: _____

   Unit number: _____

   Sentence: _____

Review

E **Use the Grammar Reference on pages 230–235 and write the correct verb.**

1. a. I ___am___ married.
   b. We ___are___ students.
   c. You ___are___ hungry.
   d. They ___are___ thirsty.
   e. She ___is___ single.
2. a. We ___live___ in New York City.
   b. He ___lives___ in Irvine.
   c. She ___lives___ in Chicago.
3. a. I ___have___ three shirts.
   b. You ___have___ two pairs of socks.
   c. She ___has___ a dress.
   d. He ___has___ a pair of shoes.
4. a. How much ___is___ the sweater?
   b. How much ___is___ the shirt?
   c. How much ___are___ the shoes?
5. a. ___Wash___ your hands.
   b. ___Don't___ smoke.
   c. ___Wear___ safety glasses.

F **Write the plural forms.**

Singular	Plural
pear	pears
cookie	cookies
banana	bananas
egg	eggs
tomato	tomatoes

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Practice 3

10-15 mins.

E **Use the Grammar Reference on pages 230–235 and write the correct verb.**

Go over the instructions with students. Then do the first one or two items together. Put students in groups to complete the activity.

F **Write the plural forms.**

Have students complete the table and compare with a partner. You might want to extend the task by reviewing the singular and plural forms of articles of clothing or other foods studied.

Evaluation 3

5-10 mins.

Go around the room and check on students' progress. Help individuals as needed. If you see consistent errors among several students, interrupt the class and give a 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, 4.8.3, 4.8.5, 4.8.6, 7.2.6

CCRS: L1, L2, L3, SL1, SL3, SLK6

ELPS:

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

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

Workplace Focus

Combine ideas and information; Make decisions; Exercise leadership roles; Manage time; Complete tasks as assigned; Interact appropriately with team members; Collect and gather information; Interpret and communicate information; Apply technology.

Soft Skill: Presentation Skills

Clear Visuals

Explain that in the workplace, being able to give an effective presentation is a very important skill. For example, you might be asked to present a report or a new product, or explain a new strategy or plan of action. Being able to select or develop appropriate and effective visuals is part of the presentation skill set since visuals can help the audience more easily understand ideas. Tell students that they will practice this skill when they are planning their presentation in **Step 4** of the project.

Warm-up and Review 10 mins.

Go over the items in the review section of the unit. Ask students which unit or section of *Stand Out* is most difficult and which is the easiest.

Introduction 3 mins.

Let students know that in this lesson they will be creating a lesson and quiz.

Presentation 10–15 mins.

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

Put students in teams of four or five. Then have them choose their positions in the group. To do this, go through each step in the project and explain the role of the person who will lead that step. Make sure they understand that they will complete one step before going on to the next and that although each person has a specific task, they will work together on each step.

The team leader's job is not associated with a step but has the responsibility of making sure everyone participates and speaks English. The team leader may also have ancillary responsibilities when general information is required.

In **Steps 2** and **3**, for example, the team leader can manage the conversation about choosing a section of *Stand Out* and what information to focus on. In **Step 4**, the designer will create the visuals for the presentation of the lesson based on the team's suggestions. Point out the Soft Skills note and go over the information and tips. In **Step 5**, the quiz writer will write the questions for the quiz with the help of the team. In **Step 6**, the organizers will help the team prepare and practice teaching the lesson. Finally, all team members will participate in **Step 7**.

Practice / Evaluation / Application 1–2 hours

2. With your teacher's help, choose a section of *Stand Out* to teach.

Depending on students' level, a section will likely consist of a lesson or a particular grammar point or vocabulary set. Make sure that there isn't any overlap of sections amongst groups.

3. Write down important information to share. Think: *What do students need to remember from this section?*

4. Design visuals for the presentation of the lesson. This could be a poster, online slides, pictures, or writing to go on the board.

Remind students to keep their visuals simple, without too much text.

5. Write 3–5 questions to give the class as a quiz after the lesson.

6. Practice presenting the lesson as a team.

7. Teach your lesson to the class and give the quiz.

All students should have a part of the lesson to present. After the quiz is given, the presenters should check the answers with the class.

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Create a Lesson and Quiz

SOFT SKILL ▸ Presentation Skills

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

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Designer**	With help from the team, create visuals to help teach your lesson.	
Student 3: **Quiz Writer**	With help from the team, write questions for the quiz after the lesson.	
Students 4 / 5: **Organizer(s)**	Help your team practice and prepare for the presentation.	

2. With your teacher's help, choose a section of *Stand Out* to teach.
3. Write down important information to share. Think: *What do students need to remember from this section?*
4. Design visuals for the presentation of the lesson. This could be a poster, online slides, pictures, or writing to go on the board.
5. Write 3–5 questions to give the class as a quiz after the lesson.
6. Practice presenting the lesson as a team.
7. Teach your lesson to the class and give the quiz.

PRESENTATION SKILLS:

Clear Visuals

Visuals help people understand your presentation. Be sure your visuals are simple and large enough for everyone to see. Don't put too many words on them because it is hard for the audience to listen and read at the same time.



You can point to your visuals to help the audience follow along.

About the Photo

In this photo, we can see Charles Boomer, a mentor and counselor at a high school in San Francisco, California, cooking a meal for the students with Tre Jones, a culinary school student. The two are in different stages of life and they appear to be learning from one other. It is also clear that they are having fun. Setting goals that we will enjoy achieving is really important. That way we will be motivated to continue. Working towards a goal with other people in a community, as the text suggests, also helps us stay motivated and committed.

A Check (✓) things you like to do. Then talk about your answers in a group.

Have students look at the photo and say what the people are doing. Ask: *Do you like cooking?* Go over the activities and ask students to choose the ones they like. Then put them in groups to talk about their choices. Call on a few students to share what they like to do.

B Match the words to the correct meanings.

Students can do this individually or in pairs. Tell them to use a dictionary to help them as needed. Check answers as a class.

C PREDICT Read the title of the text. What do you think *lifelong* means?

Discuss the title as a class. Show them how to break the word *lifelong* down to try to understand it.

Reading Challenge

A **Check (✓) things you like to do. Then talk about your answers in a group.**

Answers will vary.

- ☐ use new technology
- ☐ go to class
- ☐ learn new languages
- ☐ learn to play musical instruments
- ☐ read books
- ☐ read articles online
- ☐ watch videos online
- ☐ learn from other people

B. **Match the words to the correct meanings.**

c	1. entire	a. good for your body
e	2. continue	b. a person who studies the world
d	3. memory	c. all; whole
b	4. scientist	d. being able to remember things
a	5. healthy	e. to not stop

C **PREDICT** **Read the title of the text. What do you think *lifelong* means?**

D. **Read the text.**

E. **Choose the correct answers to complete the ideas from the text.**

Lines 1-2: According to scientists, continuing to learn all our lives is **healthy** / **unhealthy**.

Lines 2-3: Learning can help you have **more stress** / **a better memory**.

Lines 3-4: It's important to continue learning in our jobs because how we work is **never** / **always** changing.

Lines 7-8: Maybe it's best to learn in **a community** / **an online video** with others.

F. **Check (✓) lifelong learning goals for you.** Answers will vary.

- ☐ I want to use new technology.
- ☐ I want to take more classes.
- ☐ I want to learn a new language.
- ☐ I want to learn to play a musical instrument.
- ☐ I want to read books.
- ☐ I want to read articles online.
- ☐ I want to watch videos online.
- ☐ I want to learn from other people.

Lifelong Learning

1 When we finish school, do we stop learning? Are we ever too old to learn? Scientists say it is healthy to continue learning for our entire lives. Learning can help you have a better memory and less stress. Learning is also important for work. The ways we work are always changing, so we need to continue learning to be good at our jobs.

5 *Lifelong learning* means continuing to learn all our lives. We can learn every day by watching videos online, reading articles and books, going to school, or talking to people. We can also learn by teaching others. The best way to learn may be with other people in a community, so let's get started!



Charles Boomer, a mentor and counselor at a high school in San Francisco, California, helps prepare meals in the cafeteria with Tre Jones, a student studying to be a chef.

D Read the text.

Remind students that they don't need to understand every word. Tell them to underline any new words and continue reading, focusing on understanding the main ideas. When they have finished reading, ask comprehension questions.

CASAS FOR READING

0.1.2, 0.1.5, 4.4.5, 7.1.1, 7.1.3, 8.3.2

CCRS FOR READING

L1, L2, L3, RI1, RI2, RI3, SL1, SL3

READING STRATEGIES

Questions

Questions about a reading can be very effective. They motivate students to read and draw their attention to what they will learn. Questions also help students check their comprehension and relate what they are learning to what they already know.

For example: *Do we stop learning after school? Is learning important for work?*, etc. Ask them what the title *Lifelong Learning* refers to. Don't discuss the words they have underlined yet as some may become clearer after they do **E**.

E Choose the correct answers to complete the ideas from the text.

Have students complete the activity individually, then compare with a partner. Encourage them to go back to the text to confirm their answers. Check answers as a class. Then ask students about the words they underlined in **D**. Write on the board any they still don't understand and, as a class, try to explain them. Tell students to look at the sentence in the text where each word appears to help them. Eliminate words as they are clarified, and if any are left on the board, put students in different pairs to look them up in a dictionary and report back to the class. Play the audio and have students listen as they read so they can hear the pronunciation and intonation.

F Check (✓) lifelong learning goals for you.

Have students read the options and choose their own goals. Share your goals from the list. Then have volunteers share their goals with the class. Encourage students to say what they can do to start working on their goals. For example: decide what instrument they want to play, find out about teachers in their area, etc.

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About the Photo

This photo shows a man looking at his smartphone while lying on the couch. He has a pencil in his hand, and there are books, a notebook, and a tablet on his lap. It appears the man was studying but may have gotten distracted by his phone. Or, perhaps he is using his phone to look something up or is using an app to study.

Before You Watch

A Check (✓) the things you use. Share your answers with a partner.

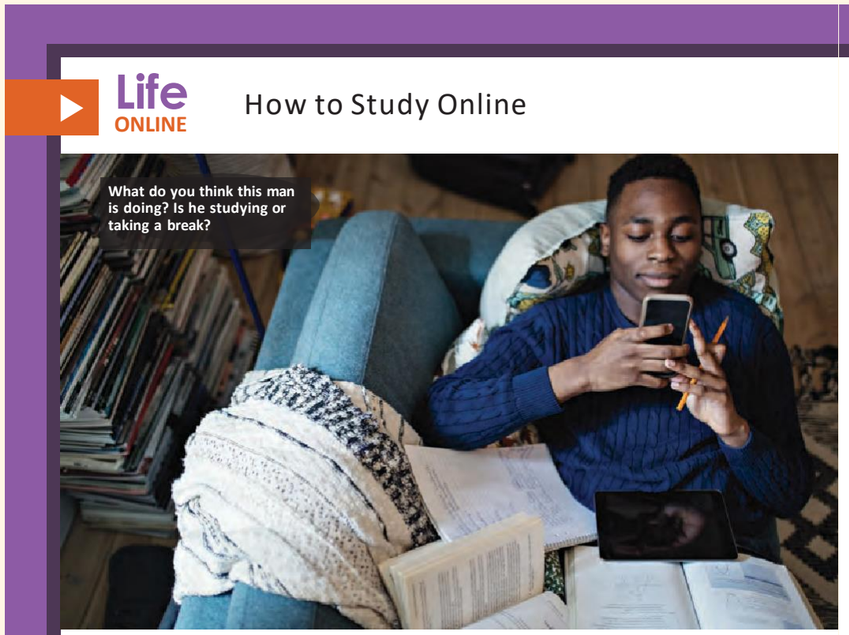
Go over the items and clarify any doubts. Ask students to choose the ones they use. Put them in pairs to talk about their choices. Call on different pairs to share with the class.

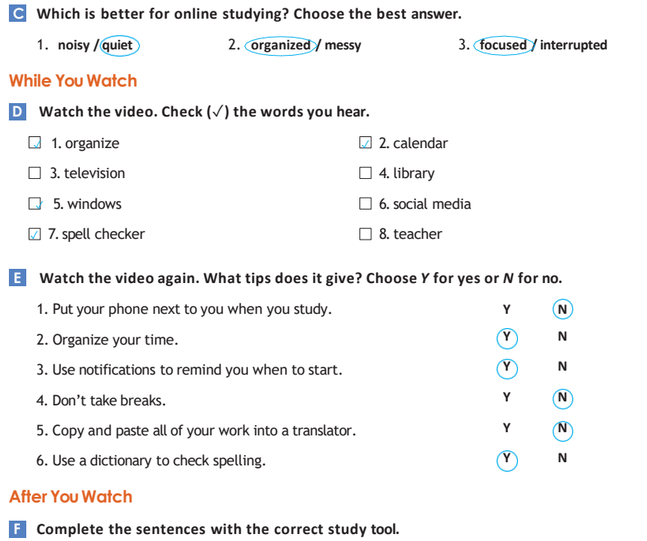
B Match the words to the definitions.

Go over the items. Students should be able to work out the meanings of these words and phrases, but have them use a dictionary if necessary. Encourage them to discuss their answers with a partner. Then check as a class.

C Which is better for online studying? Choose the best answer.

Have students complete this activity individually using a dictionary if necessary. Check answers as a class. Prompt students to explain why they chose each adjective.





While You Watch

D Watch the video. Check (✓) the words you hear.

Say each item. Remind students that they don't need to understand everything. Tell them to focus on understanding the main ideas first. Play the video. Give students time to identify which words they heard. Then play the video again for them to complete their answers. Have students compare with a partner. Play the video again as needed.

E Watch the video again. What tips does it give? Choose *Y* for yes or *N* for no.

Have students read the tips and choose the answers based on what they remember. Then play the video and have students confirm their choices. Play the video a final time, pausing after key lines to check the answers.

After You Watch

F Complete the sentences with the correct study tool.

Have students carry out this activity individually, then compare with a partner. Check answers as a class.

G Talk with a partner. Which three tips do you want to use for online study? Why?

Put students in pairs to discuss the tips and decide which ones they want to use. Monitor and make sure they are explaining their reasons. Call on different pairs to share the tips they want to use and why. Take a class poll.

VIDEO STRATEGIES

Focusing on Main Ideas

Remind students that focusing only on the main ideas is a useful strategy when watching a video. Especially when watching for the first time, identifying the main ideas rather than trying to understand the details will help them understand what the video is about more quickly.

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Life Skills Video Practice

UNIT 1 Nice to Meet You

A. BEFORE Ask and answer the questions with a partner.

1. How many students are in your class?
2. Where are you from?
3. Where are your classmates from?

B. WHILE Watch the video. Choose the names you hear.

☐ Edgar	☐ Linda	☐ Mrs. Sanchez	☑ Naomi
☑ Hector	☑ Mateo	☑ Mrs. Smith	☐ Roger

C AFTER Read the statements. Write *T* for true and *F* for false.

1. Mrs. Smith is from California. F
2. Naomi is from Pasadena. T
3. Naomi works in a diner. T
4. Hector lives in Boston. F
5. Mateo is from Puerto Rico. T

UNIT 2 It's Raining Hard

A BEFORE Ask and answer the questions with a partner.

1. How is the weather today?
2. How is the weather in your home country during the summer?

B WHILE Watch the video. Choose the words you hear.

☑ bad weather	☐ cloudy	☑ rainy	☑ umbrella
☐ boots	☑ cold	☐ snowy	☑ windy

C AFTER Choose the correct words to complete the sentences.

1. Hector's class is at **3 p.m.** / **5 p.m.**
2. The class is **canceled** / **late** today.
3. The weather is **sunny** / **windy** today.
4. Naomi's **poncho** / **umbrella** is broken.

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UNIT 1 Nice to Meet You

BEFORE

A Ask and answer the questions with a partner.

Go over the questions with students. Then put them in pairs to ask and answer them. Call on different pairs to share their answers to each question.

WHILE

B Watch the video. Choose the names you hear.

Ask students to watch the video once so that they can get familiar with the speed and understand the main ideas. Then play the video again and ask students to choose the names they hear. Check answers as a class. Play the video again as needed.

AFTER

C Read the statements. Write *T* for true and *F* for false.

Ask students to discuss the statements with a partner and decide whether they are true or false. Check answers as a class. Have students correct the false statements.

UNIT 2 It's Raining Hard

BEFORE

A Ask and answer the questions with a partner.

Elicit weather vocabulary. Then read the questions and have students repeat them. Put students in pairs to ask and answer the questions. Call on several pairs to share their answers to question 2 with the class.

WHILE

B Watch the video. Choose the words you hear.

Have students read each item and clarify any doubts. Play the video. Tell students to complete their answers. Have them compare with a partner. Play the video again. Then check answers as a class.

AFTER

C Choose the correct words to complete the sentences.

Have students complete the sentences individually, then compare with a partner. Check answers as a class. Play the video once more to confi m answers as needed.

UNIT 3 What's for Lunch?

A BEFORE Ask and answer the questions with a partner.

1. What do you usually eat for lunch?
2. What do you usually drink with your lunch?

B WHILE Watch the video. Choose what Hector and Mateo order.

1. Hector:	☑ a cheeseburger	☑ french fries	☑ onion rings
	☐ chicken salad	☐ iced tea	☑ soda
2. Mateo:	☑ chicken salad	☑ chocolate cake	☑ iced tea
	☐ chicken soup	☐ french fries	☐ soda

C AFTER Match the questions to the answers.

b	1. Do you need more time to look at the menu?	a. No, thanks. I'm too full.
c	2. What would you like?	b. No, I'm ready to order.
d	3. What would you like to drink?	c. I'll have a hamburger with french fries.
a	4. Would you like anything for dessert?	d. I'll have iced tea with no sugar.

UNIT 4 That's a Good Deal

A BEFORE Ask and answer the questions with a partner.

1. What do you usually wear to English class?
2. What clothes do you wear to a job interview?

B WHILE Watch the video and fill in the missing prices.

Item	Regular Price	Sale Price
jacket	$160	$112
coat	$150	$105
pants	$40	$25
tie	$18	$10
shirt	$27.50	$22.50

C AFTER Complete the sentences.

1. Mateo says the clothes are 30 % off.
2. Hector wants to buy a blue tie and a red tie.
3. Hector's father likes a yellow polo shirt. It's only $20.

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UNIT 3 What's for Lunch?

BEFORE

A Ask and answer the questions with a partner.

Elicit food and drink vocabulary. Then read the questions and have students repeat them. Put students in pairs to ask and answer the questions. Call on several students to report to the class about their partner.

WHILE

B Watch the video. Choose what Hector and Mateo order.

Go over the items and explain any new words. Ask students to predict what Hector and Mateo want to eat. Play the video twice. Then have students compare answers with a partner. Play the video again, pausing to confirm answers. Ask students if their predictions were correct.

AFTER

C Match the questions to the answers.

Have students complete the activity individually, then compare with a partner. Check answers as a class. Elicit any other questions servers or customers ask that students have heard. If time allows, have students role-play a server / customer conversation using the questions and answers here.

UNIT 4 That's a Good Deal

BEFORE

A Ask and answer the questions with a partner.

Elicit vocabulary related to clothing. Then read the questions and have students repeat them. Put students in pairs to ask and answer the questions. Call on several pairs to share their answers with the class.

WHILE

B Watch the video and fill in the missing prices.

Remind students what *regular* and *sale* prices refer to. Have students read each item in the table. Tell students to complete the table as they watch. Play the video twice. Have them compare with a partner. Play the video again. Then check answers as a class.

AFTER

C Complete the sentences.

Have students complete the sentences individually, then compare with a partner. Check answers as a class. Play the video once more to confirm answers as needed.

UNIT 5 Do You Live Around Here?

A BEFORE Ask and answer the questions with a partner.

1. Where do you live?
2. Where is your school?
3. How do you get to school?

B WHILE Watch the video. Complete the conversation.

~~live~~	near	streets	town

Naomi: I (1) ___live___ on Maple Street.

Hector: Maple Street. That's (2) ___near___ Chestnut Street, isn't it?

Naomi: I think so. I'm still learning the names of all the (3) ___streets___. I just moved here.

Hector: Glendale's a small (4) ___town___. You'll get used to it pretty soon.

C AFTER Read the statements. Write *T* for true and *F* for false.

1. Hector lives on Oak Street. ___T___
2. Hector doesn't know which bus to take. ___F___
3. The Number 12 bus goes to the mall. ___F___
4. The Number 3 bus goes to the college. ___T___

UNIT 6 I've Got Lots of Stress

A BEFORE With a partner, take turns saying the words. Your partner should point to the body part they hear.

arm	ear	eye	head	leg	mouth

B WHILE Watch the video. Choose the advice the doctor gives Victor.

- ☐ Don't smoke.
- ☐ Eat more vegetables.
- ☑ Go to bed earlier.
- ☑ Drink more water.
- ☑ Exercise.
- ☑ Take ibuprofen.

C AFTER Put the sentences in order (1–5) to make a conversation.

___4___ **Patient:** About five hours a night.

___1___ **Doctor:** How are you feeling?

___3___ **Doctor:** How much sleep do you get?

___2___ **Patient:** Not well. I'm tired all the time.

___5___ **Doctor:** That's not enough. You should get at least seven hours a night.

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UNIT 5 Do You Live Around Here?

BEFORE

A Ask and answer the questions with a partner.

Read the questions and have students repeat them. Put students in pairs to ask and answer the questions. Call on several students to report to the class about their partner.

WHILE

B Watch the video. Complete the conversation.

Read the words in the box and point out the example. Play the video twice. Give students time to finish writing their answers. Then have students compare with a partner. Play the video a final time, pausing to confirm answers.

AFTER

C Read the statements. Write *T* for true and *F* for false.

Ask students to discuss the statements with a partner and decide whether they are true or false. Check answers as a class. Have students correct the false statements.

UNIT 6 I've Got Lots of Stress

BEFORE

A With a partner, take turns saying the words. Your partner should point to the body part they hear.

Say the items in the box. Then put students in pairs to carry out the activity. Monitor to make sure they are pointing at the right body parts.

WHILE

B Watch the video. Choose the advice the doctor gives Victor.

Go over each piece of advice and clarify any doubts. Tell students to choose the advice as they watch. Play the video twice. Have them compare with a partner. Play the video again, pausing to confirm the answers.

AFTER

C Put the sentences in order (1–5) to make a conversation.

Tell students to read the sentences carefully. Then write the numbers. Have them compare with a partner. Then check answers as a class. If time allows, have them role-play the doctor-patient conversation in pairs.

UNIT 7 Our Son Is Going to Get a Job!

A. BEFORE **Play a guessing game with a partner. Choose a job, but don't say what it is. Describe what a person does in this job and see if your partner can guess it. Take turns.**

EXAMPLE: **Student A:** This person helps students in school.
Student B: A teacher.

B. WHILE **Watch the video. Choose the words you hear.**

☑ benefits	☑ custodian	☐ housekeeper	☐ manager
☐ cashier	☑ customers	☑ interview	☑ receptionist

C. AFTER **Put the sentences in order (1–5).**

__2__ Hector reads an ad for a custodian.

__4__ Hector reads ads for salesclerks.

__1__ Mrs. Sanchez tells Hector what a receptionist does.

__3__ Mrs. Sanchez says what a custodian does.

__5__ Hector calls Mateo on his cell phone.

UNIT 8 It's Easy to Get Organized

A. BEFORE **Choose the things you use to stay organized.**

☐ a binder ☐ dividers ☐ folders ☐ a phone

B. WHILE **Watch the video. Choose the correct words to complete the sentences.**

1. Mateo isn't very **stressed** / **organized**.
2. Hector uses **dividers** / **pencils** to keep his papers organized.
3. Mateo is taking **three** / **five** classes.
4. Naomi says Mateo needs a **notebook** / **laptop**.

C. AFTER **Put the sentences in order (1–5).**

__3__ Mateo can't find his vocabulary list.

__4__ Hector tells Mateo what he needs to get organized.

__5__ Hector gives Mateo some dividers for his notebook.

__1__ Mrs. Smith gives the class an extra reading.

__2__ Mrs. Smith leaves the classroom.

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UNIT 7 Our Son Is Going to Get a Job!

BEFORE

A **Play a guessing game with your partner. Choose a job, but don't say what it is. Describe what a person does in this job and see if your partner can guess it. Take turns.**

Elicit jobs and write a few on the board. Ask students about the duties of each job. Describe one of the jobs by saying what the person does and have students guess which job it is. Then go over the directions and the example. Put students in pairs to carry out the activity.

WHILE

B **Watch the video. Choose the words you hear.**

Say the words and clarify any doubts. Play the video twice. Give students time to complete their answers. Then have them compare with a partner. Play the video again, pausing to confirm answers.

AFTER

C **Put the sentences in order (1–5).**

Read the example and point out that this is the first event that takes place. Have students complete the activity individually, then discuss their answers with a partner. Play the video again for students to confirm their answers.

UNIT 8 It's Easy to Get Organized

BEFORE

A **Choose the things you use to stay organized.**

Have students read the items. Ask: *Do you use a binder to be organized?* Tell them to choose the ones they use. Take a class poll to see how many students use each item.

WHILE

B **Watch the video. Choose the correct words to complete the sentences.**

Say each sentence and the options to complete it. Play the video. Then give students time to choose their answers. Play the video again and have students compare with a partner. Play the video once more, pausing to confi m answers.

AFTER

C **Put the sentences in order (1–5).**

Read the example and point out that this is the first e ent that takes place. Have students complete the activity individually, then discuss their answers with a partner. Play the video again for students to confi m their answers.

Stand Out Vocabulary List

PRE-UNIT pp. 2–11

bye
check
circle
goodbye
hello
hi
listen
numbers (1–10)
phone number
point
read
repeat
write

UNIT 1 pp. 12–37

accountant
address
application
April
architect
art
August
birthplace
brother
business
carpenter
city
construction
date
date of birth
daughter
day
December
divorced
doctor
father
February
first name
fisher
gardener
government
health
January
July
June
last name
law
live
March
married
May
month
mother
musician
natural resources
November
nurse
October
politician
security guard
September
singer
single
sister
son
state
store manager
street
twins
year
zip code

UNIT 2 pp. 38–63

annual
associate degree
bachelor's degree
behind
between
board
book
bookcase
boots
cabinets
chair
clock
cloudy
cold
computer
desk
diploma
doctorate
door
education
foggy
headphones
high school
hot
in
in front of
introduce
K–12
laptop
master's degree
meet
next to
notebook
on
pen
pencil
plant
principal
rainy
salary
sandals
schedule
sit
snowy
stand
student
sunny
T-shirt
teacher
teaching assistant
time
trash can
umbrella
warm
windy

UNIT 3 pp. 64–89

apple
bag
banana
bread
broccoli
butcher
butter
cake
can
candy
carrot
cashier
cheese
chicken
chips
chocolate
cookie
dairy
dinner
egg
experience
fish
fries
fruit
ground beef
ham
hamburger
hungry
ice cream
jar
lettuce
mayonnaise
meat
meat cutter
meatballs
milk
onion
orange
over
package
pear
pepper
pie
potato
pound
product
rice
salt
sandwich
spaghetti
stock clerk
strawberry
supervisor
taco
thirsty
tomato
tuna
turkey
vegetables
water
yogurt

UNIT 4 pp. 90–115

back
bill
black
blouse
blue
brown
cash register
coat
coin
corner
dime
dollar
dress
extra large
fitting room
front
gray
green
hat
large
left
medium
middle
nickel
orange
pair
pants
penny
pink
purple
quarter
receipt
red
right
sale
salesperson
shirt
shoes
shorts
size
skirt
small
socks
sweater
tax
total
white
x-axis
y-axis
yellow

UNIT 5 pp. 118–143

apartment
bank
bicycle
bookstore
bus
bus stop
car
clothing store
coffee shop
condominium
delivery driver
directions
drive
driver
driver's license
electronics store
fast food
get
go straight
hospital
hotel
house
mobile home
motorcycle
pharmacy
post office
restaurant
ride
rideshare driver
school bus (driver)
shoe store
stop
subway
supermarket
take
taxi
train
transportation
truck (driver)
turn left
turn right
walk

UNIT 6 pp. 144–169

answer
antacid
arm
aspirin
back
checkup
cold
cough
cough syrup
ear
exercise
eye
fever
foot
hand
head
headache
health care social worker
healthy
leg
mouth
neck
nose
patience
personal care aide
physical therapist
registered nurse
runny nose
smoke
sore throat
stomach
stomachache
symptom
waiting room

UNIT 7 pp. 170–195

administrative assistant
answer phones
break
bus driver
careful
carefully
cashier
cheerful
communicate
cook
custodian
delivery person
doctor
do homework
employee
fix problems
follow instructions
friendly
front desk
hard hat
help doctors
helpful
housekeeper
housekeeping
lead a team
mail carrier
maintenance
make change
manager
mechanic
nurse
photographer
plan events
receptionist
recycle
safety glasses
salesperson
schedule meetings
store manager
student
supervise employees
take breaks
take photos
talk to customers
teach English
teacher
well-organized
worker

UNIT 8 pp. 196–221

binder
childcare worker
divider
elementary school teacher
energy
evaluation
folder
goal
highlighter
organized
patient
preschool teacher
sheet of lined paper
sticky note

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UNIT 1

Simple Present			
Subject	**Verb**	**Place**	**Example Sentence**
I / You / We / They	live	in New York City	I **live** in New York City.
He She	lives	in Irvine	He **lives** in Irvine.
		in Chicago	She **lives** in Chicago.

The Verb *Be*			
Subject	***Be***	**Marital Status**	**Example Sentence**
I	am	married	I **am** married.
He She	is	single divorced	He **is** single. (Adem **is** single.) She **is** divorced. (Mirna **is** divorced.)
We You They	are	divorced married single	We **are** divorced. You **are** married. They **are** single.

UNIT 2

Possessive Adjectives		
Subject	**Possessive Adjective**	**Example Sentence**
I	My	**My** home country is Myanmar.
You	Your	**Your** address is 2359 Maple Drive.
He	His	**His** name is Edgar.
She	Her	**Her** phone number is (617) 555-3456.
We	Our	**Our** last name is Perez.
They	Their	**Their** teacher is Mr. Jackson.

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Prepositions of Location



Where's the desk?

It's **behind** the chair.



Where's the plant?

It's **on** the desk.



Where's the trash can?

It's **between** the desk and the bookcase.



Where are the cabinets?

They're **next to** the computer.



Where are the students?

They're **in front of** the board.



Where are the books?

They're **in** the bookcase.

Present Continuous				
Subject	***Be***	**Base Verb**	***-ing***	**Example Sentence**
He She	is	write	-ing	She **is writing** in her notebook.
		listen		He **is listening** to the teacher.
		talk		She **is talking** with a student.
		sit		He **is sitting**.
Spelling note: For verbs ending in *-e*, remove the *e* and add *-ing*. write → writing Double the last letter of some verbs. sit → sitting				

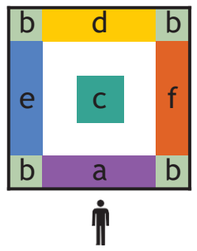
UNIT 3

The Verb *Be* (Negative)					
Subject	***Be***	***Not***		**Example Sentence**	**Example with Contractions**
I	am	not	hungry thirsty	I **am not** thirsty.	I**'m not** thirsty.
He / She	is			She **is not** hungry.	She**'s not** hungry.
We / You / They	are			They **are not** thirsty.	They**'re not** thirsty.

Singular and Plural Nouns	
Singular	**Plural**
bag	bags
package	packages
pound	pounds
Exceptions	
potato	potato<u>es</u>
tomato	tomato<u>es</u>
sandwich	sandwich<u>es</u>

UNIT 4

Simple Present: *Have*		
Subject	***Have***	**Example Sentence**
I / You / We / They	have	I **have** two shirts. You **have** a pair of socks.
He / She	has	She **has** a dress. He **has** a pair of shoes.

Prepositions of Location	
a. It's **in the front of** the store. b. It's **in the corner of** the store. c. It's **in the middle of** the store. d. It's **in the back of** the store. e. It's **on the left side of** the store. f. It's **on the right side of** the store.	

Singular	Plural
There **is** one green shirt.	There **are** two black shirts.
There**'s** one green shirt.	

How much / How many		
Question		**Answer**
How much	(money) is the sweater?	$33.00.
How much	is the shirt?	The shirt is $23.00.
How much	are the shoes?	They are / They're $40.00.
How many	coats do you want?	I want three coats.
How many	shirts do you need?	I need two shirts.
How many	pairs of shoes do you want?	I want two pairs.

UNIT 5

Yes / No Questions	
Question	**Answer**
Do you buy clothing at a department store?	Yes, I do. No, I don't.
Do you buy food at a supermarket?	
Do you buy shoes online?	

Information Questions with *Get* and *Go*			
How	do you	**get**	to school? to work? home?
When	do you	**go**	to school? to work? home?

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UNIT 6

Imperatives			
	Subject	**Verb**	**Example Sentence**
Please	~~you~~	read	Please **read** the eye chart.
		open	Please **open** your mouth.
		let	Please **let** me look in your ear.
		sit down	Please **sit down**.
		cover	Please **cover** your nose and mouth.

Negative Simple Present			
Subject	**Verb**		**Example Sentence**
I / You / We / They	don't	eat	We **don't eat** three meals a day.
He / She	doesn't	sleep	He **doesn't sleep** seven hours a day.

Present Continuous			
Subject	***Be***	**Verb + *ing***	**Example Sentence**
I	am	waiting	I **am waiting**.
He / She	is	answering	She **is answering** the phone.
You / We / They	are	talking	We **are talking**.

UNIT 7

Wh- Questions			
Question Word	**Type of Answer**	**Example Sentence with *Be***	**Example Sentence with *Do***
What	information	What is his name? What are their names?	What does she do? What do you do?
Where	a place or location	Where is your office? Where are the offices?	Where does she work? Where do you work?
When	time	When is your break? When are the meetings?	When does he work? When do they work?
Who	a person	Who is his supervisor? Who are they?	Who does he work with? Who do you work with?

Can			
Subject	***Can***	**Base Verb**	**Example Sentence**
I / You / He / She We / They	can	drive	I **can drive** a car.
		fix	He **can fix** cars.

Can't			
Subject	***Can't***	**Base Verb**	**Example Sentence**
I / You / He / She We / They	can't	drive	I **can't drive** a bus.
		fix	He **can't fix** motorcycles.

Imperatives			
Subject	**Verb**		**Example Sentence**
~~You~~	wash	your hands	**Wash** your hands before eating.
	wear	safety glasses	**Wear** safety glasses.
	keep	clean	**Keep** the area clean.

Negative Imperatives			
Subject	***Don't***	**Verb**	**Example Sentence**
~~You~~	don't	smoke	**Don't smoke**.
		eat	**Don't eat** in the work area.
		enter	**Don't enter** without a hard hat.

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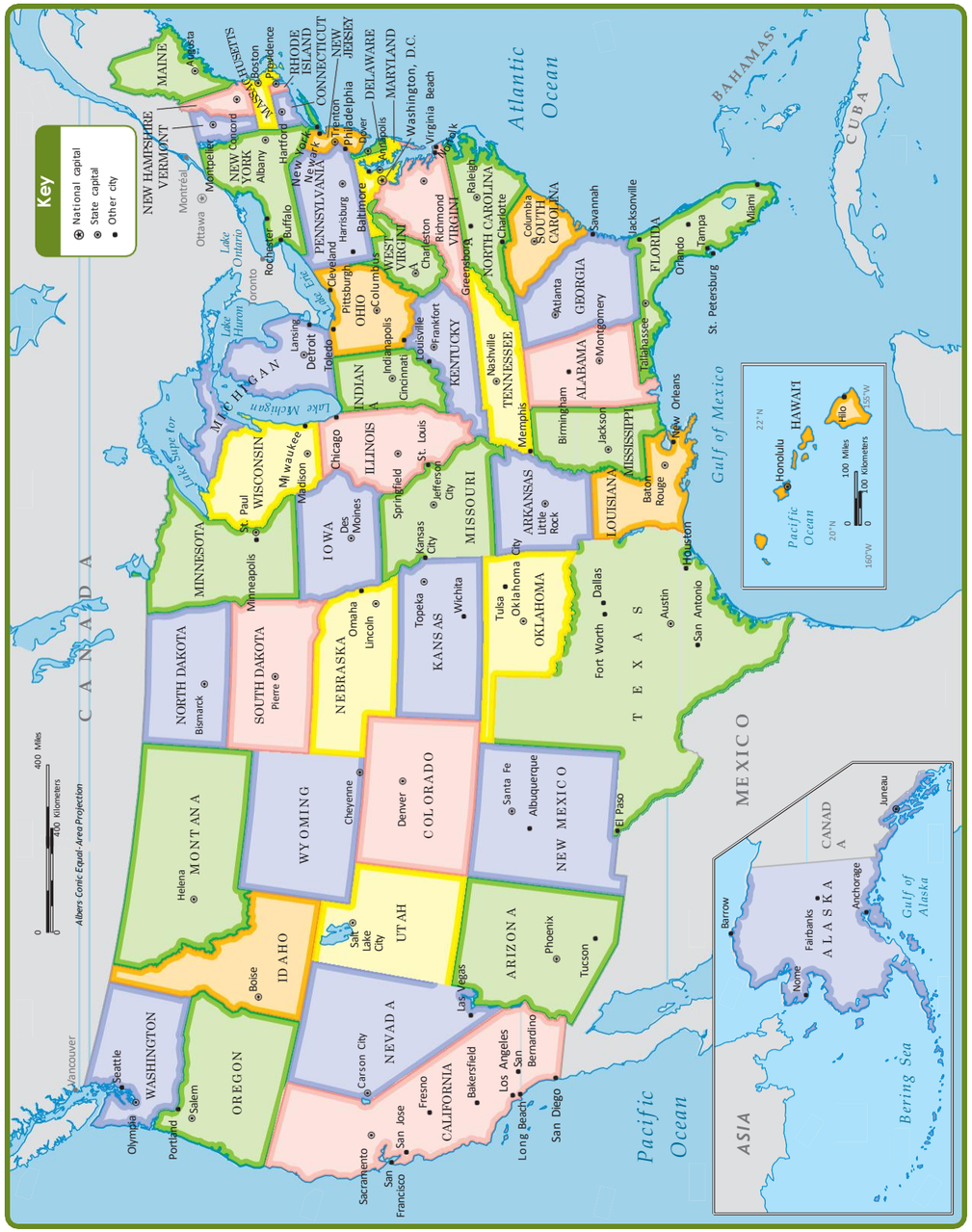
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LIFE ONLINE VIDEO 1 Get Ready for Class Online

How do you prepare for an online class? Here are some tips for a great class.

First, think: What do people see?

- Turn on your video. It's important for your teacher and classmates to see you and for you to see them.
- Look at your picture on the screen. Can they see your face? You don't want everyone to look up your nose!
- Put a light on your face or sit next to a window.
- Now, look behind you. Is your room messy? Clean it up!
- Are you alone? If not, move to another room.
- Or you can use a virtual background!

Next up, think: What do people hear?

- Take your class inside.
- Mute yourself when you are not talking. That way, there are no embarrassing surprises. Unmute yourself when it's time for you to talk.
- Try using headphones. This helps you hear better.

Now, you're ready to talk. Use the software tools available.

- Raise your "hand" to speak. Don't interrupt other people!
- Use the chat to write questions. You can write to just the teacher or to the whole class.
- Use breakout rooms. These are good for conversations with a small group.

Finally, be polite. Think: Is this okay for an in-person class?

- Be on time! Everyone sees you arrive late.
- Get dressed for class! Don't wear your pajamas.
- Pay attention. Don't eat food, look at your phone, or brush your teeth during class. You are there to learn!

And of course, always follow your teacher's instructions. When you are ready for class, you learn more and have more fun!

LIFE ONLINE VIDEO 2 How to Study Online

When you study online, what do you do first? Do you read your email, text your friends, watch some videos, and start to study an hour later?

Tell the truth . . .

Here are some tips to help you study better online.

First, organize your time.

- Use an online calendar:
  - Add the time and day of your classes.
  - Add important meetings.
  - Add time to study.
  - Add time for activities.
- Use notifications to remind you when it's time to study or go to class.
- Set a timer to tell you how long to study.
- Don't forget to take breaks! That's important too.

Second, while studying, do things to stay focused.
- Close windows you are not using.
- Turn off notifications so you don't check your texts or email.

Last, use tools to help you write, but always check your work.
- A spell checker tells you when a word is spelled wrong. But be careful! Sometimes it does not know what you want to say. Use a dictionary or your English book to check your spelling. Then read your writing slowly to make sure each word is correct.
- Use an online translator for words you don't know. But wait! Sometimes words have many different meanings. Use a dictionary to make sure you have the right one.
- Don't copy and paste sentences or paragraphs into a translator. These programs make mistakes! It's better to use what you know about English grammar and vocabulary. Then use a translator to help with a difficult word or two.

These tools can help you. But remember, they don't know everything! You are smart. Check your work, use an online dictionary, and you'll do great!

So, the next time you study . . .
- use calendars, notifications, and timers to organize your time;
- close windows and turn off notifications to stay focused;
- and check your work with a spell checker and online translator.

These tips will help you study better and have more time for other activities!

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UNIT 1 Nice to Meet You

Hector: Mateo! It's about time.
Mateo: Well excuse me for being late, Mr. Sanchez.
Hector: Please, call me Hector.
Mateo: Of course, Mr. Hector.
Hector: Whatever. Just chill.
Mateo: Where is everybody?
Hector: I think the teacher is coming. She's a little late.
Mateo: What is her name?
Hector: Mrs. Smith, I think.
Mateo: Mrs. or Ms.?
Hector: Mrs. She's married to Mr. Smith, the math instructor. Shh! Here she comes.
Mrs. Smith: Good morning. Are you here for Business 101?
Hector: We sure are. Are you the instructor?
Mrs. Smith: Yes, I am. My name is Mrs. Smith. What's your name?
Hector: My name is Hector Sanchez.
Mrs. Smith: And what about you? What's your name?
Mateo: Mateo Trujillo, at your service.
Naomi: And my name's Naomi Takayama.
Mrs. Smith: Hello, Naomi. It's nice to meet you. Please come in and take a seat. These are your classmates. This is Hector, and this is Mateo.
Naomi: Hi! Nice to meet you.
Hector: Nice to meet you.
Mateo: Nice to meet you too.
Mrs. Smith: Before we start, I'd like to tell you a little bit about myself. My family is from Ireland. I was born in Boston, Massachusetts, and I moved to California ten years ago. I'm married, and I live in Glendale. What about you, Naomi? Where are you from?
Naomi: I'm from Pasadena. My mom's from LA, but my dad's from Japan. He's an engineer. Let's see . . . What else can I tell you . . .
Mrs. Smith: Do you work?
Naomi: Oh, yes. I work at a diner, the Blue Wave. I'm a waitress. I love my job.
Mrs. Smith: Hector?
Hector: Me? I don't have a job, not yet. But I have parents. My dad's from Mexico and my mom's from Turkey. I've lived in Glendale my whole life. Mateo's my best friend.
Mateo: That's right. Hector's like my brother—my *little* brother.
Mrs. Smith: Are you from Glendale too?
Mateo: No, I'm from Puerto Rico, but I moved here when I was a little kid.
Mrs. Smith: Well, it's nice to meet you all. Welcome to class. I look forward to being your instructor this semester.

UNIT 2 It's Raining Hard

Hector: It's ten after three. Where is everybody? Three o'clock class canceled because of bad weather. Oh, no. What do I do now?
Mateo: Whew! It's raining hard outside.
Hector: I know. It's cold and wet and rainy.
Mateo: Am I late?
Hector: No, we're the only ones here.
Mateo: Where's the instructor?
Hector: She's not here. The class is canceled because of bad weather.
Mateo: Shoot! What will we do now?
Hector: I'm not sure. Naomi! Are you OK?
Naomi: Oh, my gosh! It is so windy outside. The wind is blowing hard. It blew my umbrella inside out. Where is everybody?
Mateo: The class is canceled because of the storm. The instructor didn't come to class. Nobody came to class—except us.
Naomi: Oh. So, now what?
Hector: We wait?
Naomi: For how long?
Hector: I guess we have to wait until the rain stops.
Mateo: Shh! Did you hear that?
Naomi: Thunder! The storm is getting stronger. Let's leave now, you guys.
Hector: Are you sure? It's raining and the wind is blowing. Let's wait a little while longer.
Mateo: I agree with Naomi. Let's leave now before the storm gets worse.
Hector: OK, if you think so. Just let me put on my rain poncho.
Naomi: My umbrella is wrecked.
Hector: Here. Use my umbrella.
Naomi: Are you sure?
Hector: Don't worry. It's fin .
Naomi: What are you going to use?
Hector: I have a poncho. I'll be fin .
Mateo: I've got my umbrella. Are you guys ready?
Naomi: I think so.
Hector: Ready, set, let's go!

UNIT 3 What's for Lunch?

Hector: I am really hungry.
Mateo: Me too. The menu looks good. What should we have?
Hector: French fries . . . onion rings . . . hamburgers . . . cheeseburgers . . . tacos . . . chips . . . They all look so good.
Mateo: French fries, onion rings, and a hamburger? Are you sure?
Hector: Sure, why not?

Mateo: Well, it's not very good for you. I'm going to have the salad. You need to eat fresh vegetables every day, you know? Hello?
Hector: I'm really thirsty too. I think I'll have a soda.
Mateo: Go ahead, knock yourself out.
Naomi: Hey, you guys! How are you?
Hector: I'm really hungry.
Naomi: Well, you've come to the right place.
Hector: What's for lunch?
Naomi: Our special today is chicken and rice. The pasta with tomato sauce is really good too. Do you need some time to think about it?
Hector: Nah, I've already decided. I'll have a cheeseburger, french fries, onion rings, and a glass of soda.
Naomi: Wow, you really are hungry. How about you, Mateo? What would you like?
Mateo: What's in the chicken salad?
Naomi: The chicken salad has carrots and mushrooms.
Mateo: That sounds good. Can I have some tomatoes with it too?
Naomi: Sure. What would you like to drink?
Mateo: I'll have iced tea—with no sugar.
Naomi: Let's see . . . cheeseburger, french fries, onion rings, chicken salad with tomatoes, a glass of soda, and an iced tea, no sugar. I'll be right back.
Naomi: Here's your salad and iced tea.
Mateo: Yum! It looks delicious.
Naomi: And here's your cheeseburger, french fries, and onion rings, and your soda. Are you sure you can eat all that?
Hector: No problem.
Naomi: Alright, then. Enjoy your meal.
Naomi: How was it?
Mateo: Great. The chicken salad was delicious.
Naomi: Oh, good. I'm glad you liked it. How about you, Hector?
Hector: Yeah, it was good. Too good. What's for dessert?
Naomi: We have vanilla ice cream, chocolate cake, and apple pie. What would you like?
Mateo: I'll have a slice of chocolate cake.
Naomi: The cake is good. I think you'll like it. How about you, Hector?
Hector: I'll have . . . nothing. I want dessert, but I'm just too full.
Naomi: I'm not surprised. You ate a big lunch. I'll be right back with your dessert, Mateo.

UNIT 4 That's a Good Deal

Mateo: Can I help you?
Hector: Mateo! So this is where you work. Are you a salesclerk?
Mateo: We like to call ourselves "sales technicians," and pretty soon I'll be promoted to manager.
Mr. Sanchez: Hector's still looking for a job. As a matter of fact, that's why we're here. He needs a new suit.
Hector: Yeah, something nice but not too formal.
Mateo: Well, you're looking in the right place. And you're in luck because all these clothes are 30% off.
Hector: Wow! So, how much is this jacket with the discount?
Mateo: Well let's see . . . The price tag says $160. Thirty percent is $48. So, that means the coat is only $112.
Mr. Sanchez: That's a pretty good deal.
Hector: My dad's paying for it, so the cheaper the better.
Mateo: Well, this coat is even cheaper. It's only $150.
Mr. Sanchez: With the discount, that's $105.
Mateo: Exactly.
Hector: I like it, I think. Yes, I defini ely like it. Now I need some pants and a tie.
Mateo: Here's a nice pair of pants. The normal price is $40, but today they're on sale. They're only $25. And here's a blue tie. Blue is a good color to wear to an interview.
Hector: Ten dollars. I've never bought a tie before. Is that the usual price?
Mateo: Well, the normal price is $18. You save $8 per tie.
Hector: In that case, I'll get two. A blue one and a red one. Now all I need is a shirt.
Mateo: What size do you wear?
Hector: I usually wear medium. But sometimes I wear a large. It all depends on the shirt.
Mateo: Here's a white dress shirt. It's large. But I think this is the right size for you. And it goes with your suit.
Hector: How much is it?
Mateo: It's $22.50. The normal price is $27.50. You save $5.00. All together you're saving $86.
Hector: I'm sure my dad's happy to hear that . . . Dad?
Mr. Sanchez: What do you think of this? It's only $20.
Hector: A yellow polo shirt? To go with my suit?
Mr. Sanchez: I wasn't talking about you. I meant for me.

UNIT 5 Do You Live Around Here?

Naomi: Hector, hi!
Hector: Naomi, hey! How are you?
Naomi: Good, thanks. What a surprise to see you here. Do you live around here?
Hector: Yes, I do. I live on Oak Street. What about you? Where do you live?
Naomi: I live on Maple Street.
Hector: Maple Street. That's near Chestnut Street, isn't it?
Naomi: I think so. I'm still learning the names of all the streets. I just moved here.

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Hector: Glendale's a small town. You'll get used to it pretty soon.
Naomi: I hope so. Where are you going?
Hector: I'm taking the bus to school.
Naomi: Oh, so am I.
Hector: Good, we can take the bus together.
Naomi: Which bus do we take?
Hector: Here, let me show you. We're here, see?
Naomi: By the hospital?
Hector: Right. First we take the Number 11, get off t the Galleria Mall, and then we take the Number 3 to Glendale Community College. It's that easy.
Naomi: We take the Number 11 to the mall. Then we take the Number 3 to campus . . . So, what time does the Number 11 come?
Hector: The next one is 11:50. It should be here any minute. I think I see it coming.
Naomi: Here it is. So, did you do the homework last night . . .?
Naomi: Hi, Hector! What a coincidence! Taking the bus to school?
Hector: Yes, I am taking the Number 11.
Naomi: Wait, don't tell me. First we take the Number 11 to the mall. Then we take the Number 3 to campus.
Hector: Ah, so you're an expert now!
Naomi: I'm still learning the schedule, though. How often does the Number 3 leave the mall?
Hector: Every 20 minutes. There's one at 12:15.
Naomi: Well, it's 20 past 12 now. I think we missed that one. Oh, well. The next one will be here at 12:35.
Hector: See what I said? You are becoming an expert now.
Passerby: Excuse me, do you know how I get to the Galleria Mall?
Naomi: Yes, take the Number 11 bus.
Passerby: When does it get here?
Naomi: It comes every 20 minutes, and the next one should be at 1:15.
Passerby: Thank you.
Naomi: You're welcome.

UNIT 6 I've Got Lots of Stress

Dr. Badaoui: Good morning, Victor. How are you?
Mr. Sanchez: Well, Dr. Badaoui, I'm not sure. That's why I'm here.
Dr. Badaoui: I'm sure everything will be fin . Let's start by checking your vital signs.
Mr. Sanchez: OK.
Dr. Badaoui: Your heart rate is normal. Can you open your mouth and go "ahh"?
Mr. Sanchez: Ahhh.
Dr. Badaoui: Good . . . Now let me look inside your ear.
Mr. Sanchez: What do you see?
Dr. Badaoui: Everything looks fin . All your vital signs are normal. Tell me, what brings you in today?
Mr. Sanchez: Well, I'm very tired all the time. I don't have any energy.
Dr. Badaoui: Do you get enough sleep?
Mr. Sanchez: I get about 5 hours of sleep every night.
Dr. Badaoui: Five hours? That's not very much.
Mr. Sanchez: I know, I know.
Dr. Badaoui: What time do you go to bed?
Mr. Sanchez: I usually go to bed about 11 o'clock. But I can't sleep because I think too much.
Dr. Badaoui: What kinds of things do you think about?
Mr. Sanchez: Oh, my job, problems at work, money, bills. I just think and think about everything. So, then I get up and watch TV.
Dr. Badaoui: I see. Do you have any other symptoms?
Mr. Sanchez: Sometimes I have headaches in the middle of the day.
Dr. Badaoui: Do you take anything for these headaches?
Mr. Sanchez: Yes, I take aspirin.
Dr. Badaoui: How many aspirin do you take a day?
Mr. Sanchez: I take about 3 aspirin a day, sometimes 5 or 6.
Dr. Badaoui: You can take ibuprofen for your headaches too.
Mr. Sanchez: Ibuprofen?
Dr. Badaoui: Yes, it's a pain reliever. You can buy ibuprofen at the drug store. Just make sure you take it as prescribed.
Mr. Sanchez: OK . . . So what do you think, doctor? Why do I have all these symptoms?
Dr. Badaoui: Inability to sleep . . . headaches . . . these are symptoms of stress.
Mr. Sanchez: Stress! You can say that again. I've got lots of stress in my life. So, what am I supposed to do about it?
Dr. Badaoui: Having good, healthy habits can really help a lot.
Mr. Sanchez: For example?
Dr. Badaoui: Getting enough sleep is important. You should have at least 7 hours of sleep every night. Try going to bed a little earlier. Exercise can help you sleep, too.
Mr. Sanchez: I haven't exercised in years.
Dr. Badaoui: To start, try walking. Walking is an excellent form of exercise.
Mr. Sanchez: I suppose I could do that. Why not?
Dr. Badaoui: Try drinking more water too. You should drink at least six glasses of water every day. Drinking more water may help with your headaches.
Mr. Sanchez: I'll try doing that. Thank you, Dr. Badaoui. I appreciate your help.
Dr. Badaoui: Anytime, Victor. And please, call me if you still have any symptoms.

UNIT 7 Our Son Is Going to Get a Job!

Hector: Hey, Ma, what does a receptionist do?
Mrs. Sanchez: That's an odd question. Why do you want to know?
Hector: I'm looking at job ads.
Mrs. Sanchez: Job ads? Are you really thinking about getting a job?
Hector: Yep, it's about time. I need some money of my own.
Mrs. Sanchez: I think that's a wonderful idea. But I'm not sure you'd like the job of a receptionist.
Hector: Why not? What does a receptionist do?
Mrs. Sanchez: A receptionist answers phones and takes messages.
Hector: Hello? OK, three o'clock, alright. Um, oh, hold on one second, actually. . . Hello. Yes. Um-hmm. Can you, ok . . . Hello? Alright, OK . . . Hold on just a second if you would here, while I staple this . . . OK, thank you . . . alright. So, um-uh. I don't think so. What about a custodian? What does a custodian do?
Mr. Sanchez: A custodian mops the floor and cleans windows.
Hector: Mops the floor . .
Mr. Sanchez: I have an idea.
Hector: What's that?
Mr. Sanchez: What about being a salesperson?
Hector: I never really thought about it.
Mr. Sanchez: Well, you should think about it. It's a good place to start. That was my first jo . Let's ask your father what he thinks. Did you hear the news?
Mr. Sanchez: What news?
Mrs. Sanchez: Our son is going to get a job!
Mr. Sanchez: That's old news. Hector told me about that a long time ago. I helped him buy some clothes for his interview. Didn't he tell you?
Mrs. Sanchez: I'm always the last person to know! Well, anyway, he's looking at the classified ad . He wants to be a salesclerk. Isn't that a great idea?
Mr. Sanchez: It depends.
Hector: Depends on what?
Mr. Sanchez: Well, salesclerks work long hours. Can you stand on your feet for a long time?
Hector: Sure, why not?
Mrs. Sanchez: You have to be good with customers too.
Hector: Oh, that's easy. I know how to talk to people.
Mrs. Sanchez: Take a look and see what you fin .
Hector: A couple of stores right here in Glendale are looking for salesclerks.
Mr. Sanchez: You should compare the salaries and benefit .
Hector: Here's one. It pays $10.50 an hour. But it doesn't say anything about benefit .
Mrs. Sanchez: You know what that means.
Mr. Sanchez: It doesn't have any benefit .What about the next one?
Hector: Patel's Clothing Store. That sounds familiar.
Mrs. Sanchez: Oh, yes. It's at the mall.
Hector: Oh, yeah. That's where Mateo works. Let's see how much money he makes! Only ten dollars an hour . . . Poor Mateo.
Mr. Sanchez: Yes, but look at the benefit . It says you get 1 week of paid vacation.
Mrs. Sanchez: What about health insurance?
Mr. Sanchez: It doesn't say. You should probably ask Mateo . . . Hector?
Hector: Hello? Mateo.

UNIT 8 It's Easy to Get Organized

Teacher: OK, class. Here is your assignment for next time. Please read pages 45 to 62 in your textbook. Then, write a summary of the chapter and bring the summary to class. And here is some extra reading for you, also. It's an article I found on the internet. I thought you might like it.
Mateo: Do we have to read this?
Teacher: No, you don't *have* to read it. But it might be a good idea. Who knows? You just might learn something important.
Naomi: She means it might be on the test.
Teacher: Maybe it will and maybe it won't. Oh, and one more thing. Here is a list of terms you should know. You need to know all these words for the test.
Hector: When is the test, by the way?
Teacher: On Wednesday the 29th. Are there any more questions? OK, then. See you next time.
Naomi: Did you hear that? We have to read pages 45 to 62 in our book.
Hector: And write a summary.
Naomi: And memorize all the vocabulary terms.
Mateo: What vocabulary?
Naomi: The list that Mrs. Smith gave us.
Mateo: You mean this one?
Naomi: No, that's from last week. Don't you have the list she gave us today?
Mateo: I know I have it somewhere. I just can't find it right now.
Hector: Look, Mateo. It's easy to get organized. You just put everything in a binder with dividers.
Mateo: How many dividers do I need?
Hector: How many classes do you have?
Mateo: Five—I have fi e classes.
Hector: Then you need fi e dividers, one for each class. Here, I'll give you some of my dividers.
Mateo: What else do you think I need?
Naomi: You need pencils, pens, a package of paper, and a notebook.
Mateo: Pencils, pens, a package of paper, a notebook.

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Stand Out Audio Script

PRE-UNIT

LESSON 1

A B pg 3

Orlando: Hi.
Ms. Adams: Hello.

Ms. Adams: Goodbye.
Orlando: Bye.

C pg 4

Ms. Adams: Hello. I'm Ms. Adams.
Orlando: Hi, Ms. Adams. I'm Orlando. Nice to meet you.
Ms. Adams: Nice to meet you too.
Hang: Hi. I'm Hang
Ms. Adams: Hello. Welcome!

Hang: It's nice to meet you, Amal.
Amal: Nice to meet you too, Hang!
Hang: Bye for now.
Amal: Goodbye.

LESSON 1, PRONUNCIATION, pg 4

Contractions
I am. I'm
/m/ /m/ /m/ I'm
I'm a student.

D pg 4

1. I'm Orlando.
2. I'm Ms. Adams.
3. I'm Amal.
4. I'm Hang.
5. I'm a student.

E pg 4

Ms. Adams: Hello. I'm Ms. Adams.
Orlando: Hi, Ms. Adams. I'm Orlando. Nice to meet you.
Ms. Adams: Nice to meet you too.
Hang: Hi. I'm Hang
Ms. Adams: Hello. Welcome!

Hang: It's nice to meet you, Amal.
Amal: Nice to meet you too, Hang!
Hang: Bye for now.
Amal: Goodbye.

F pg 5

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

G pg 5

1. I'm Orlando. O-R-L-A-N-D-O
2. I'm Trinh. T-R-I-N-H
3. I'm Julie. J-U-L-I-E

LESSON 2

A pg 6

Lien: Hello?
Matías: Hi, Lien. This is Matías.
Lien: Hello, Matías. How are you?
Matías: Fine, thanks.

B pg 6

0 1 2 3 4 5 6 7 8 9 10

D pg 7

a. (714) 555-3450
b. (352) 555-6767
c. (808) 555-3456
d. (915) 555-3455

F pg 7

a. (617) 555-6823
b. (617) 555-4293
c. (508) 717-8719
d. (508) 717-6342
e. (714) 424-8912
f. (714) 232-1134

LESSON 3

A B pg 9

Hello, everyone. Here are three things you need to do in English class to help you learn. Listen carefully, read all instructions, and write your name on your papers. Please repeat these words: listen, read, write. Again, listen, read, write.

LESSON 3, PRONUNCIATION, pg 10

/t/
/t/ /t/ /t/
point . . . point . . . point
write . . . write . . . write
repeat . . . repeat . . . repeat

D pg 10

1. Write your name.
2. Point to the picture.
3. Repeat the words.

G pg 11

1. listen
2. point
3. write
4. repeat

H pg 11

1. Point to the picture of the teacher in your book.
2. Write today's date at the top of your paper.
3. Open your books to page 14 and read the first paragraph.
4. Listen to the instructions before you begin the activity.

UNIT 1

LESSON 1

A pg 14

Here are pictures of four people I know at school. His name is Amal. He is a student. Her name is Ms. Adams. She is a teacher. Their names are Sara and Shiro. They are students.

LESSON 1, PRONUNCIATION, pg 14

***Wh-* Questions**

Wh- questions go down at the end.
What's your name?
What's her name?

C pg 15

I, you, he, she, we, they

I am a student.
You are a student.
He is a student.
She is a student.
We are students.
They are students.

E pg 16

Sara: Hi, Orlando.
Orlando: Hello, Sara.
Sara: Orlando, this is Grace. She is a student.
Orlando: Hello, Grace. I am a student too.
Grace: Nice to meet you.

LESSON 2

B pg 17

Ms. Adams: Sara, please come up and introduce yourself.
Sara: Hello, my name is Sara. I'm from Cuba. I'm new in this class.

F pg 18

Ms. Adams: Class. Let me introduce our new students today. This is Sara. She is from Cuba. I want you all to meet Amal. He is from Lebanon. This is Mariana. She is from Brazil. I think many of you know Orlando. He is from Mexico, and this is Shiro. He comes to us from Japan.

J pg 19

Ms. Adams: Hi, Sara. Where are you from?
Sara: I'm from Cuba.
Ms. Adams: Where do you live?
Sara: I live in Irvine.

LESSON 3

A pg 20

Adem is single. He lives in Miami. He is 25 years old. Mirna and Paul are divorced. They have three children, but they don't live together. Mirna lives in Irvine, and Paul lives in Santa Ana. Amy and Jay are married. They got married two years ago. They have a baby and live in Seattle.

D pg 21

Kurt: Maria, are you single?
Maria: No, I'm married. Are you married, Kurt?
Kurt: No, I'm single. Are Rashida and Wayne married?
Maria: Yes, I think so.

LESSON 4

C pg 23

1. Write down the following address so you can find the location easily. It's 51 Apple Avenue.
2. I need to talk to the people who live at 467 Elm Road. Do you know them?
3. Amal's address is not 7 Belmont Lane. It's something different.
4. Let's go to the new adult school. I think the address is 3259 Lincoln Street.

D pg 24

1. She lives at 2381 Olive Avenue.
2. Their address is 45721 Hampton Street.
3. My address is 32 West Main Street.
4. We live in a house at 4576 Hilton Way.

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E pg 24

Kurt lives in Irvine. His address is 8237 Augustin Street, Irvine, California 92602. Sara works at Lansing Cosmetics. Her work address is 23905 Fin Road, Irvine, California 92614. Her home address is 5 Hill Street, Unit 108, Irvine, California 92604. Maria works for Customer Services. Her office address is 239 Andrew Street, Irvine, California 92619.

G pg 25

Sara: Hi, Kurt. What's your address?
Kurt: Hello, Sara. My address is 8237 Augustin Street, Irvine, California 92602.
Sara: Thanks.

LESSON 5

D pg 26

May February August June March November July September January December April October

H pg 28

1.
My name is Orlando. Today is June 25. Next week, July 3 is my birthday. My date of birth is July 3, 1992.

2.
Daria is my friend. I see her every day at school. Today is January 12. It's Daria's birthday. Her date of birth is January 12, 1988.

3.
Hang: What's the date today?
Orlando: It's March 2.
Hang: Thanks. It's almost my birthday.
Orlando: When is your birthday?
Hang: March 14.
Orlando: What year?
Hang: 2002.

I pg 28

Ms. Adams: What's the date today?
Orlando: It's June 25.
Ms. Adams: Thanks. And what's your date of birth?
Orlando: It's July 3, 1992.
Ms. Adams: Thanks.

READING CHALLENGE, pg 37

Different Days, Months, and Years

Alfredo and Aylin share a lot. They live at the same address. They have the same mother and father. They aren't just brother and sister; they're twins! But they don't have the same birthday. They were born on different days, in different months and years. How can this be true?

1 in 2 million twins are born in different years. Alfredo's date of birth is December 31, 2021. His sister Aylin's date of birth is January 1, 2022. Alfredo was born at 11:45 p.m. and Aylin at 12:00 a.m. the next day. They are the definition of are!

UNIT 2

LESSON 1

B pg 40

I want to introduce two new students today. Meet Edgar. He is from the Dominican Republic. His firs language is Spanish. He lives in Sacramento. And this is Chime. She is also a new student. She is from Myanmar. Her first language is Bu mese. She lives in Folsom.

H pg 42

1.
Maria: Hi, Edgar. I want to introduce Khadija. She is my friend from class.
Edgar: Hello, Khadija. Nice to meet you.
Khadija: Nice to meet you too.

2.
Mr. Jackson: Class, it is my pleasure to tell you about a new student. Meet Kwame. He is from Ghana.

3.
Maria: My name is Maria, and this is my good friend, Edgar. Edgar is from the Dominican Republic. Our class is next door.
Edgar: Hello, it's nice to meet you.
Rafael: Nice to meet you too. What's your teacher's name?
Maria: Mr. Jackson.

LESSON 1, PRONUNCIATION, pg 42

***What* Questions**

Questions with *what* have a falling intonation. They go down at the end.
What's your name?
What's your phone number?
What's your address?

LESSON 2

A pg 43

board, bookcase, cabinets, door, plant, trash can

C pg 43

May I have your attention, please? Class, I want to give you a quick tour of the classroom and talk about some class rules. Look around and see if you can find the items I describe. Of course, the board is in the front of the class. Here, I write important information. We have many supplies in the cabinets. If you need paper or a pencil, you can get them there. We can move the desks in the classroom when you do group work. If you need to borrow a book, go to the bookcase. Please don't leave trash around the room. Use the trash can. I hope you know that I don't want you sitting in your chairs all the time. You will have many opportunities to get up and walk around. Also, we will keep the door closed during class, so you can focus on your work. Any questions?

LESSON 2, PRONUNCIATION , pg 43

***Where* Questions**

Questions with *where* have a falling intonation. They go down at the end.
Where do you live?
Where's the trash can?
Where's my desk?

LESSON 3

A pg 46

All the students are working hard in Mr. Jackson's English class. Khadija is talking to the teacher about her homework. Edgar is writing at his desk. Kwame is at his desk too. He is listening to a podcast on his phone. Chime is reading. She is a good student.

D pg 47

1. pencil
2. pen
3. book
4. notebook
5. headphones
6. laptop
7. teacher
8. clock
9. board

LESSON 4

A pg 49

Kwame has a busy schedule. He has English class at nine o'clock. At twelve thirty, he eats lunch. He goes to class again at two o'clock. He has pronunciation class at two. He goes to work at four o'clock.

LESSON 4, PRONUNCIATION, pg 49

***When* Questions**

Questions with *when* have a falling intonation. They go down at the end.
When's English class?
When's lunch?
When's pronunciation class?

E pg 51

Cameron: Hi, Khadija. How are you?
Khadija: Fine, thanks.
Cameron: What is your schedule today?
Khadija: I have English class at nine a.m. Then I work at eleven a.m.
Cameron: What about lunch?
Khadija: I eat lunch at two thirty.
Cameron: Wow! That's late. What time do you eat dinner?
Khadija: Dinner is at eight o'clock, and bedtime is at ten thirty p.m.
Cameron: That is a long day.

F pg 51

Edgar: When's English class?
Mr. Jackson: It's at nine o'clock.
Edgar: What time is it now?
Mr. Jackson: It's eight thirty.

LESSON 5

A pg 52

cloudy, cold, foggy, hot, rainy, snowy, sunny, windy

B pg 52

This is Express Weather from Miami, Florida. We are happy to bring you the latest weather around the world. Let's start with Marrakesh, Morocco. It's hot and sunny today in Marrakesh with a temperature of 80 degrees. In Beijing, China, it is cloudy and unusually cold for this time of year. In Patagonia, Chile, be careful when driving. It's very windy today. Be careful driving in San Francisco too. It's very foggy. Moving along to the north of us in Montreal, Canada, the bitter cold is keeping most people indoors. Yes, it's very cold and snowy. Finally, in New York City, it's rainy, and the rain will continue for several days.

READING CHALLENGE, pg 63

Not Enough Time in the Day

Today, many people have too much to do and not enough time to do it all. A survey from Zoma Sleep shows that more than 50% of people in the United States don't have enough time each day to do everything they want. These people are very busy and work a lot. They are so busy that they don't get enough sleep. Maybe they don't have enough time to relax with their family or friends. All of this creates stress. Doctors say having less stress can help you live longer. How is your schedule? What changes can you make in your life?

UNIT 3

LESSON 1

B pg 66

Andre: The food looks good!
Silvia: Yes, it does.
Andre: What are you having?
Silvia: A turkey sandwich.

C pg 67

milk
water
eggs
chicken
bananas
bread
cheese
turkey
tomatoes
lettuce
apples
oranges
potatoes
mayonnaise
butter

D pg 67

a. milk
b. water
c. eggs
d. chicken
e. bananas
f. bread
g. cheese
h. turkey
i. tomatoes
j. lettuce
k. apples
l. oranges
m. potatoes
n. mayonnaise
o. butter

LESSON 2

B pg 69

Saul: I'm hungry.
Chen: Me too.
Saul: I want chicken and vegetables.
Chen: That sounds good!

F pg 71

carrots, oranges, apples, chips, cookies, milk, water

G pg 71

1.
A: I'm hungry.
B: Me too. I really need something healthy.
A: Carrots are always good, and healthy too.

2.
A: I'm thirsty.
B: Can I get you anything?
A: Maybe some water would help.
B: I'll get it right away.

3.
A: Do you have anything to eat?
B: Sure, but what do you want?
A: I don't know. I'm very hungry.
B: How about an apple?
A: Thanks.

4.
A: My sister is very hungry. She needs to eat.
B: What can I get her?
A: Do you have any oranges?
B: Yes, I'll get her one.

LESSON 3

C pg 72

1.
Omar: There is so much we need at the store.
Maria: What do you mean? What do we need?
Omar: We need a package of spaghetti for one thing.
Maria: OK, I'll write it on the list. What else?

2.
Omar: Well, let's see . . . We need at least one pound of chicken for dinner tonight.
Maria: Are you sure one pound is enough?
Omar: Yes. That's what we usually buy.
Maria: OK, I'm adding it to the list. What else?

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3.
Omar: We need a package of cheese for sandwiches.
Maria: No, we don't. We have three packages in the refrigerator.
Omar: Oh, I didn't see them.
Maria: What else?

4.
Omar: We need a jar of mayonnaise for the sandwiches.
Maria: I don't like mayonnaise, but I will put it on the list for you.
Omar: Thanks!

D pg 73

jar, jars, can, cans, bag, bags, package, packages, pound, pounds, potato, potatoes, tomato, tomatoes, sandwich, sandwiches

LESSON 3, PRONUNCIATION, pg 73

Plural *-s*

The plural *-s* makes three different sounds: /s/, /z/, and /ɪz/
/s/ chips, carrots
/z/ jars, cans
/ɪz/ packages, oranges

LESSON 4

A pg 75

yogurt, cheese, chicken, turkey, beef, fis
oranges, apples, bananas, pears, strawberries
broccoli, lettuce, carrots, potatoes, tomatoes

F pg 76

Amadeo: Yoshi, I'm going to the supermarket. What do you want?
Yoshi: Um, I want some oranges, apples, and strawberries.
Amadeo: Is that all?
Yoshi: No. I think I want some yogurt, cheese, and eggs too.
Amadeo: OK, is that it?
Yoshi: No. Get me some potatoes, fish, and ater.
Amadeo: Anything else?
Yoshi: No, that's it.
Amadeo: OK, let me read it back to you. You want oranges, apples, strawberries, yogurt, cheese, eggs, potatoes, fish, and ater.
Yoshi: Yep, that's all!

LESSON 5

A pg 78

cake, candy, chocolate, cookies, ice cream, pie

B pg 78

1.
Man: What dessert would you like?
Woman: Well, I really like chocolate, but the apple pie looks good too.

2.
Woman: Just wait until you see what's for dessert.
Man: What is it?
Woman: I have cake and cookies. We also have some candy for later.

3.
Man: Let me take you out and buy you a special dessert.
Woman: That sounds great. What dessert?
Man: I don't know. What do you want?
Woman: How about ice cream or pie?
Man: OK. We could also have cookies if you want.

D pg 78

Maria likes dessert. She especially likes cake. She also likes cookies. She likes pie too. She eats dessert after every meal.

READING CHALLENGE, pg 89

Food for the Soul

Why do parents around the world give their children chicken soup when they have a cold or the flu? t is warm and delicious, but is it good for you? Doctors say yes. The warm soup can help you breathe better, and the ingredients are healthy too. Chicken soup is good for your body, but many people think it is also good for your soul. In fact, chicken soup is often called comfort food. Do you feel sad or tired and need something to help you feel better? Chicken soup is the answer. Or maybe, for you, there is another food. What is your comfort food?

UNIT 4

LESSON 1

A pg 92

pants
sweaters
T-shirts
coats
shirts
blouses
skirts
hats
socks

B pg 92

Salesperson: May I help you?
Maria: Yes, I need a shirt, pants, a sweater, and socks.

E pg 93

1.
Saleswoman: Excuse me. Can I help you?
Customer: Yes, I need a top, but I don't see anything that will look good on me.
Saleswoman: I think this blouse is perfect for you. The color goes great with your eyes.
Customer: Do you really think so? Maybe you're right. Thanks!

2.
Son: Dad, can you buy some socks when you're out? I need them for tennis practice.
Father: Sure, son. I'll buy you fi e pairs.

3.
Man 1: This shirt is way too big for me. I really need to be more careful when I go shopping.
Man 2: Yeah. I always try clothes on before I buy them. It's so hard to know if something will fit or no .

4.
Husband: I have four pairs of pants in my closet, but I don't want to wear any of them.
Wife: Why don't you wear the brown pair? They look good on you.

5.
Woman 1: It's so cold out. I wish I brought my coat.
Woman 2: You're right. Let's get inside as soon as possible.

6.
Daughter: Mom, can I go to the park for a while with Becky?
Mother: Yes, dear, but it's getting cold. Please put on a sweater. Then I won't worry.

7.
Son: Dad, will you play basketball with me? I think I need some practice.
Father: OK, let me get changed. I need to find y shorts.

8.
Husband: Is this a formal dinner we're going to?
Wife: I think so. I'm wearing a dress so you should wear something nice.

H pg 94

1. She has a blouse.
2. He has shoes. **or** He has a pair of shoes.
3. She has a dress.
4. They have coats.
5. I have socks. **or** I have a pair of socks.
6. We have sweaters.
7. You have pants. **or** You have a pair of pants.

LESSON 2

A pg 95

men's, women's, children's, teen boys', teen girls', fitting room

E pg 97

Customer: Can you help me?
Salesperson: Sure. What can I do for you?
Customer: Where's the fitting oom?
Salesperson: It's in the corner of the store.
Customer: Thank you.

F pg 97

1. Point to the front right corner of the store.
2. Point to the middle of the store.
3. Point to the back left corner of the store.
4. Point to the right side of the store.
5. Point to the back of the store.
6. Point to the front of the store.
7. Point to the back right corner of the store.
8. Point to the front left corner of the store.

G pg 97

1.
A: Excuse me, where is the teen boys' section?
B: It's in the back left corner of the store.
A: Thanks!

2.
A: Can I help you?
B: I'm looking for the women's section.
A: The women's section is in the front right corner of the store.

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3.
A: I'm looking for the children's section.
B: The children's section is in the middle of the store. Do you need any help?
A: No, thank you.

4.
A: Excuse me. Where is the men's section?
B: It's in the front left corner of the store.
A: Thanks.

5.
A: I need help.
B: Yes, what can I do for you?
A: I need to find y daughter. She said she would be in the teen girls' section.
B: The teen girls' section is in the back right corner.

LESSON 3

B pg 98

Salesperson: Can I help you?
Yusuf: Yes, I need a shirt.
Salesperson: What color do you like—blue, white, or red?
Yusuf: I don't know, maybe blue.

LESSON 3, PRONUNCIATION, pg 98

***Yes / No* Questions**

Yes / no questions have a rising intonation. They go up at the end.
Can I help you?
May I help you?
Do you need help?

C pg 99
pink
green
white
blue
orange
yellow
black
purple
gray
red
brown

D pg 99

Salesperson: Welcome to Adel's Clothing Emporium. We have many sizes and colors in our store. For example, in this style, we have two extra-large blue shirts.
Yusuf: I don't need that size. Do you have any large white shirts?
Salesperson: Sure, I think we have one left in the back. I can get it for you.
Yusuf: OK, and while you're at it, could you get me a medium green shirt for my brother?
Salesperson: OK. Do you think he might want a small yellow shirt? We have three of those on sale.
Yusuf: No, thanks. He's a size medium and he doesn't like yellow.

LESSON 4

A pg 101

a.
Cashier: Let's see. You'd like this keychain? That'll be $1.00.
Customer 1: $1.00?
Cashier: That's right.
Customer 1: OK, here you go.

b.
Customer 2: How much are the socks?
Cashier: Let's see... They're $6.25 with tax.

c.
Cashier: OK. The hat is $10.41 with tax.
Customer 3: Can I pay with a card?
Cashier: Sure.
Customer 3: Thanks!

C pg 101
a dollar bill / one dollar
a dollar coin / one dollar
a quarter / twenty-fi e cents
a dime / ten cents
a nickel / fi e cents
a penny / one cent

G pg 103

1.
Salesperson: Can I help you?
Paula: Yes, I want this pair of pants, but there's no tag. How much are they?
Salesperson: Let's see... They're $42.99.

2.
Salesperson: Can I help you?
Paco: Yes, I want this shirt. Is it on sale?
Salesperson: Yes, it's $24.50.

3.
Salesperson: Can I help you?
Mohamed: Yes, I need a pair of shoes for work.
Salesperson: Here is a nice pair.
Mohamed: How much are they?
Salesperson: They are $64.00.

4.
Salesperson: Can I help you?
Yusuf: Yes, I want this pair of shorts. How much are they?
Salesperson: Let me see. They are $28.00.

5.
Salesperson: Can I help you?
Marta: Yes, I need a dress for a party.
Salesperson: What color are you looking for?
Marta: Something pink or purple.
Salesperson: How about this one? It's on sale.
Marta: That's beautiful. How much is it?
Salesperson: It's $82.50.

6.
Salesperson: Can I help you?
Daphne: Yes, I'm looking for a blouse.
Salesperson: What color are you looking for?
Daphne: Maybe blue.
Salesperson: How about this one?
Daphne: That's pretty. How much is it?
Salesperson: It's $22.50.

LESSON 5

A pg 104

Here at Adel's Clothing Emporium, we have great sales. Come in and see for yourself. Men's shirts are only $22.50. You will be happy to see women's dresses are only $38.00. We have men's sweaters on sale for $33.00. Men's pants are only $28.00 this week. Women's shoes are now only $36.00. Save $4.00! Women's sweaters are a bargain at $25.00! We will be waiting for you. Remember Adel's Clothing Emporium for great savings!

LESSON 6

C pg 107
twenty-eight thousand dollars
twenty-nine thousand, one hundred twenty dollars
thirty-eight thousand, eighty dollars
sixty-nine thousand, one hundred twenty-seven dollars

E pg 108

Cash registers calculate taxes and totals, but cashiers need to know math too. Cashiers usually count the cash in the register at the end of every day to make sure the total is correct.

READING CHALLENGE, pg 115

How Can I Save?

Buying clothing can be very expensive. Prices can be very high or very low. For example, a popular online store sells men's T-shirts for between $5 and $48. Here is a way to help you decide how you can save money on clothes.

UNIT 5

LESSON 1

B pg 120
supermarket
coffee shop
electronics store
pharmacy
shoe store
clothing store

C pg 120

1.
A: We need to go to the store.
B: Why? What do we need?
A: We need lots of things. We need milk, apples, and bread.
B: Then we need to go to the supermarket right away.
A: That's what I said!

2.
A: My feet hurt.
B: It's those shoes you're wearing.
A: These things are old, but I love them.
B: I think if we go to the shoe store, you'll feel a lot better.
A: OK, let's go.

3.
A: I need a new dress for the party.
B: What color are you looking for?
A: Black or dark blue.
B: I think the clothing store on the corner has a good selection.
A: Really? That's great. Let's go.

4.
A: Bobby has a bad cold, and we don't have any medicine.
B: Yes, I know. We need aspirin and cough syrup.
A: Let's go to the pharmacy down the street.
B: Good idea. We can get some bandages too.

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D pg 121

1. Find the hotel.
2. Find the coffee shop.
3. Find the fast-food restaurant.
4. Find the clothing store.
5. Find the shoe store.
6. Find the pharmacy.
7. Find the electronics store.
8. Find the bus stop.

LESSON 1, PRONUNCIATION, pg 122

Yes / No Questions

Yes / no questions have a rising intonation. They go up at the end.
Do you buy shoes at a shoe store?
Do you buy food at a supermarket?

LESSON 2

B pg 123

A: Where do you live?
B: I live on First Street.
A: Do you live in a house or an apartment?
B: I live in a house.

E pg 124

1.
I think that you will be very happy with the new rental available this week. This is a nice three-bedroom house with new floors in a beautiful neighbo hood. Please come and see it. It's on Parker Avenue.

2.
My family and I live in a two-bedroom mobile home near the city. It's close to school and work. And it's very affordable, so we can save money to buy our next home.

3.
There is a great rental on Parker Avenue. I think it is under $1,500 a month. It is a one-bedroom apartment, and there is a community pool.

F pg 125

1. I'm Kai. I live in a house. I live on Oak Street in Alpine City.
2. I'm Ela. I live in an apartment. I live in Casperville on Second Avenue.
3. I'm Natalia. I live in Alpine City. I live in a condominium on Oak Street.

LESSON 3

A pg 126

1. bus
2. car
3. taxi
4. train
5. bicycle
6. motorcycle

E pg 127

Kai: Do you drive to school?
Ela: No, I don't. I take the bus.
Kai: How long does it take?
Ela: It takes about 25 minutes.

LESSON 4

A pg 129

1. I'm James. I'm from the United States. I live in a house. I take the bus to school.
2. I'm Oswaldo. I'm from Venezuela. I live in a house. I ride my bike to school.
3. I'm Carina. I'm from Peru. I live in an apartment. I drive to school.

I pg 131

1. James is from the United States.
2. James lives in a house.
3. He takes the bus.
4. Natalia is from Mexico.
5. She lives in an apartment.
6. James and Natalia take the bus.

LESSON 5

C pg 133

go straight, stop, turn left, turn right

G pg 134

Natalia: Excuse me, where's American Café?
Anne: It's on Perry Avenue.
Natalia: Can you give me directions?
Anne: Yes. Go straight on Second Street. Turn left on Perry Avenue. It's next to Pete's burgers.

H pg 134

1. Go straight. Turn left on Perry Avenue. It's next to American Café.
2. Go straight on Second Street. It's next to Ned's Shoes.
3. Turn left on Hampton Street. It's next to El Sarape Restaurant.
4. Go straight. Turn left on Perry Avenue. Turn left on First Street. It's next to Walden Pharmacy.

READING CHALLENGE, pg 143

A Biking City

Do you ride a bicycle to work, school, or just for fun? If yes, you're not alone. From 2019 to 2020, the number of people riding bikes on US roads went up by 5 million. In bike-friendly cities, like Minneapolis, Minnesota, this change is here to stay.

In Minneapolis, there are 250 miles of bike paths. Some paths, like the Midtown Greenway, go through the middle of downtown. People can ride their bikes on fl t roads to work, to the store, or even to baseball games. City workers remove snow from the paths in the winter. Every day, people ride past beautiful lakes, trees, and parks. What a wonderful and healthy way to get from place to place!

UNIT 6

LESSON 1

B pg 146

My name is Guillermo. I live in Chicago. I am 61 years old. I see the doctor once a year for a checkup. I'm very healthy.

H pg 148

1. Please read the eye chart.
2. Please open your mouth and say, "Ah."
3. Let me look in your ear.
4. Please cover your nose and mouth.

I pg 148

Doctor: Please sit down.
Guillermo: OK.
Doctor: Please open your mouth and say, "Ah."
Guillermo: Ah.

LESSON 2

A pg 149

headache
stomachache
fever
runny nose
cough
sore throat

B pg 149

1.
Doctor: It is good to see you.
Patient 1: It's good to see you too.
Doctor: What's the matter today?
Patient 1: I have a terrible stomachache. Maybe I ate something bad yesterday.

2.
Doctor: You look like you are in a lot of pain today.
Patient 2: I sure am. Every day I get these terrible headaches. What can I do about it?
Doctor: For headaches, we usually prescribe pain relievers, but maybe we should check this out with some tests.
Patient 2: Thanks, Doctor.

3.
Doctor: How can I help you?
Patient 3: I think I have a high fever.
Doctor: Let's check it out.
Patient 3: Thanks, Doctor. I hope I'm not too sick.

4.
Doctor: How are you feeling today?
Patient 4: Not very well. It hurts to talk. I have a bad sore throat.
Doctor: Let me take a look.
Patient 4: Thanks, Doctor.

5.
Doctor: How are you today?
Patient 5: I'm OK. I have a runny nose.
Doctor: Is that your only symptom?
Patient 5: Yes, it's probably just a cold.

6.
Patient 6: [coughs]
Doctor: It sounds like you have a bad cough.
Patient 6: Yes, I do. I cough all night and can't get any sleep.
Doctor: When did this start?
Patient 6: About three days ago.

C pg 149

1.
Maritza is a good student. She always comes to class, but she can't come to school today because she has a headache. I hope she comes back tomorrow.

2.
Shan isn't at school today. He called me and told me he would be out because he has a fever of around 102 degrees. I hope he's all right and will get better soon.

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3.
Hi, John! This is your teacher, Rob. I hear you're having a hard time with a cold and a runny nose. It's no fun to be sick. Get well soon! Bye.

4.
Svetlana is new to the United States. She just started classes on Tuesday, but she is already sick. She has a sore throat. I hope she gets better soon.

D pg 150

The Common Cold
A cold is an illness that usually lasts for up to ten days. There are many symptoms. For example, many people have a runny nose and a sore throat. Others have a low fever. Some people have a cough too.

LESSON 3

A pg 152

Doctor: Ugh, my computer still isn't working. I can't see my schedule for today, so I don't know who is coming in this afternoon.
Nurse: No problem, Doctor Mendez. I have it right here. Let's see. Julio Rodriguez has an appointment at three thirty.
Doctor: OK and what are his symptoms?
Nurse: He has a headache. Then Hung Pham is coming in at four o'clock. He has a high fever.
Doctor: All right. Who's next?
Nurse: Zahra Ahmadi has an appointment at four thirty. She has a stomachache. After that, Mele Latu has a sore throat, so she's coming in at fi e o'clock.
Doctor: OK. Do we have an appointment for 5:30?
Nurse: Fred Wharton is coming in. He has a cough but says his at-home COVID test is negative.
Doctor: OK, we should be sure to give him another one.
Nurse: Absolutely. . . And finall , Ayumi Tanaka has an appointment at six o'clock with a runny nose.
Doctor: Wow, it's going to be a busy day!

G pg 154

1. Julio has a headache. He needs aspirin.
2. Hung has a fever. He needs aspirin.
3. Zahra has a stomachache. She needs an antacid.
4. Mele has a sore throat and cough. She needs cough syrup.
5. Fred has a cough. He needs cough syrup.
6. Shirley and Sue have headaches. They need aspirin.
7. Tami and I have stomachaches. We need an antacid.
8. Ayumi and Sang have colds. They need cough syrup.

LESSON 4

A pg 155

Our goal here at Main Street Health Center is to help you stay healthy. Here are some health do's and don'ts. Follow our advice and you will be healthier!
Do's: Sleep. Sleep seven to eight hours a day. Exercise. Walk, run, or do some other form of exercise 30 minutes a day. Eat. Eat three good meals a day. See a doctor. See a doctor once a year for a checkup.
Don'ts: Don't smoke. Smoking can cause cancer.

C pg 156

I'm healthy. I exercise one hour every day. I eat breakfast, lunch, and dinner. I don't eat a lot of candy. I don't smoke. I sleep seven hours every night.

F pg 156

1. Hung exercises one hour every day.
2. Hung sleeps seven hours every night.
3. Hung eats breakfast, lunch, and dinner.
4. Hung doesn't smoke.
5. Hung doesn't eat a lot of candy.

H pg 157

1. Julia and Hasna don't smoke.
2. Hasna doesn't eat breakfast.
3. Dalmar and Julia sleep eight hours a day.
4. Hasna doesn't exercise.
5. Julia and Hasna see the doctor for a checkup.
6. Dalmar doesn't see the doctor for a checkup.

LESSON 5

B pg 158

It's a busy day in the waiting room of Dr. Hernandez's office. Four people are waiting. Mr. Johnson is sleeping. Ms. Wang and Ms. Kovalenko are talking. And Mr. Espinosa is reading the news on his phone. The receptionist, Ms. Peters, is answering the phone.

D pg 159

1. The receptionist is answering the phone now.
2. Mr. Johnson is sleeping now.
3. The people are waiting for the doctor.
4. The women are talking about their children.
5. Mr. Espinosa is reading the news on his phone now.

LESSON 5, PRONUNCIATION, pg 159

***-ing* Ending**

-ing, -ing, -ing
talking ... talking ... talking
reading ... reading ... reading
waiting ... waiting ... waiting
sleeping ... sleeping ... sleeping

LESSON 6

D pg 161

1. A physical therapist helps people move better and feel better after an injury.
2. A personal care aide helps people with basic needs and gives ongoing care.
3. A registered nurse helps people with medical problems and works with a doctor.
4. A health care social worker gives information and helps people make decisions.

REVIEW

E pg 165

Jeremiah is not very healthy. He smokes ten cigarettes a day. He doesn't exercise. He eats one meal a day. He doesn't sleep eight hours a night. He doesn't drink water. He sees the doctor once a year.

READING CHALLENGE, pg 169

Too Much Life Online

Too much time on computers, tablets, or smartphones can give you health problems. For example, do you have a sore neck or back after using your device? Are your eyes tired? Doctors say that screens can make it difficult o sleep even after you turn them off. In Stockholm, Sweden, an artist named Jacob Sempler put up this sign telling drivers to watch out for people looking at their phones while crossing the street because this is such a common problem.

What can you do? Here are some ideas:
1. Put down your device. Stand up, walk around, and stretch to avoid back and neck pain.
2. To avoid eye problems, take a 20-second break from screens every 20 minutes and look at something 20 feet away.
3. Don't use your devices for an hour before going to bed for better sleep.

UNIT 7

LESSON 1

B pg 172

My name is Farah. I live in Dallas, Texas. I go to school at night. During the day, I work at a fl wer shop. I'm a flo ist.

D pg 173

delivery person, doctor, bus driver, student, salesperson, teacher

LESSON 2

A pg 175

1.
Hello, I'm Isabel. I have a great job. I am a receptionist. I work for Johnson Dental and my supervisor's name is Dean. I work from eight o'clock in the morning to six o'clock in the evening, Monday to Friday. I take a one-hour lunch break at twelve o'clock.

2.
My name is Sadie. I am the manager of Freedman's Foods. My supervisor is Amelia. I work Wednesday to Sunday from two o'clock in the afternoon to eleven at night. I take a half-hour break at six o'clock.

3.
I'm John. I work late at night. I work from ten o'clock at night to seven o'clock in the morning, Sunday to Thursday. I take a one-hour break from 1 a.m. to 2 a.m. I'm a custodian at America Bank. My supervisor's name is Mary.

B pg 175

1.
Manager: May I help you?
Customer: Yes, I need some sugar, but you don't have any one-pound bags.
Manager: I am sure we have them in the back. I'll ask one of my employees to get that for you right away.
Customer: Thank you so much.
Manager: Can I do anything else for you?
Customer: No, that's all. Thanks.

2.
Supervisor: The light in the third-floor onference room is out. Could you replace it, please?
Custodian: Of course! I can change it right away. I'll get the ladder and a lightbulb from the closet.
Supervisor: Thanks so much.

3.
Receptionist: Hello, you've reached Johnson Dental. How can I help you?
Customer: Hello, what are your hours today?
Receptionist: We close at 6 p.m.
Customer: Thank you!

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F pg 176

My name is Akeem. I'm a nurse. I work at a hospital from 7:00 a.m. to 7:00 p.m. I work Monday to Thursday. I help the doctors and talk to patients. My supervisor is Arlene.

H pg 177

My name is Alfredo. I'm a doctor. I work at a hospital. I treat patients. I start work every morning at 6 a.m.

My name is Maria. I'm a cook at a restaurant. I work Monday to Friday starting at 2 p.m. I work with three other cooks.

My name is Tan. I go to school four days a week. I'm a student. I study English. Class starts at 8 a.m.

LESSON 3

A pg 178

1.
Teachers work at schools. Teachers at adult schools often teach English. They help students and give homework.

2.
Salespeople work in stores or other businesses. They talk to customers and answer their questions. They are very important to companies.

3.
Administrative assistants are very helpful. They do many things to help their coworkers. One of the important things they do is schedule meetings.

4.
Bus drivers have very important responsibilities. They drive children to and from school. Parents trust bus drivers to be very careful.

B pg 178

1.
Some photographers work at weddings. They take photos of the couple and family members.

2.
Students have many responsibilities. For example, they do homework.

3.
Receptionists have many responsibilities. For example, a receptionist in an office answers phones.

4.
Housekeepers in hotels work during the day. They clean hotel rooms.

5.
Cashiers are usually in the front of a store or business. A cashier in a supermarket uses a cash register and makes change.

6.
Managers are responsible for seeing that all goes well in a business. They supervise employees.

7.
A nurse in a hospital helps the doctors as much as possible.

C pg 179

At many jobs, workers take short breaks of 5 to 20 minutes. They are paid for these breaks. They are not usually paid for lunch breaks of 30 minutes or more.

LESSON 3, PRONUNCIATION, pg 179

Yes / *No* Questions

Yes / *no* questions have a rising intonation. They go up at the end.
Does he clean?
Does she schedule meetings?
Do they talk to customers?

LESSON 4

E **F** pg 182

Alice is a good employee. Her attitude is very positive. She is always cheerful. This is important because the customers see this, and they are excited to be in our store. Alice is not always helpful, though, because she is new and doesn't know very much about the job. In time, she will get better. Also, Alice is not always careful. She broke a lamp in the lighting section last week. I know it was an accident, but it's important for Alice to be more careful around the displays. Finally, Alice is good with customers. She is very friendly and talks with them a lot. Customers are happy to talk to her. Overall, Alice's work is good, but I think she can get better too.

G pg 183

Diana Costa is a salesperson. She works Monday to Friday. She always helps customers, and she is always friendly. She is not very organized, and sometimes she doesn't come to work on time.

LESSON 5

A pg 184

Don't smoke.
Do not enter.
Keep this area clean.
Wash your hands.
Wear a hard hat.
Don't eat in the work area.
Recycle.
Wear safety glasses.

READING CHALLENGE, pg 194

Skills

Skills are things we learn to do well. For example, you can have good communication skills. This means you communicate or speak well.

READING CHALLENGE, pg 195

A Chef with Many Skills

José Andrés is a chef from Spain. He can cook very well, but he has many other skills too. He helps hungry people around the world with his organization World Central Kitchen. Here are four skills we can learn about from José Andrés:

Collaboration: As you can see in the photo, José Andrés works with other chefs to make food for people in need, like the people of Puerto Rico after Hurricane Maria.
Creativity: José Andrés thinks of new ideas for delicious meals and for solving problems. For example, World Central Kitchen doesn't just serve millions of free meals a year; they give jobs to local people.
Critical Thinking: When José Andrés sees a problem, he analyzes it and uses the information to help solve it.
Communication: José Andrés speaks and writes clearly about his goals so others join and help.
José Andrés says, "... there is always something new to learn ..."Which skills do you want to work on?

UNIT 8

LESSON 1

A pg 198

binder, dividers, folders, highlighter, sheets of lined paper, sticky notes

C pg 199

In this unit, you will organize and review information you learned in this class to make a study guide. You can use a binder, a notebook, or even online folders. Each section of the study guide will have a topic and include information from one or more units of *Stand Out*. Look through Units 1-7. Write the page numbers and two words you learned for each section.

D pg 199

1.
Li: The teacher wants us to use a binder to organize our class materials and help us study after school is finishe .
Octavio: Yes, I know. We have to go to the store and buy a couple of things.
Li: We need binders firs .
Octavio: What size do we need?
Li: I think we need one and a half-inch binders.
Octavio: That sounds right. They shouldn't be too big.

2.
Li: We need dividers too.
Octavio: What are dividers?
Li: You know, the heavy paper to make sections in your binder.
Octavio: Oh, yeah. How many do we need?
Li: We need a set of fi e dividers.

3.
Octavio: What else do we need?
Li: We need paper for each section.
Octavio: How many sheets do we need?
Li: Fifty sheets, I think.
Octavio: That sounds right.

LESSON 2

B pg 201

Customer: Excuse me, how much are the dividers?
Salesperson: They are $2.00 for a set of nine.
Customer: Thanks. I need one set, please.

Customer: Excuse me, how much are the notebooks?
Salesperson: They are $3.00 each.
Customer: Great, thank you!

C pg 202

1. I need a box of pencils.
2. I need a two-inch binder.
3. I need a set of fi e colored dividers.
4. I need a package of paper.
5. I need a box of ballpoint pens.
6. I need a notebook.

E pg 202

Salesperson: How can I help you?
Customer: I need a two-inch binder.
Salesperson: Binders are over here.
Customer: How much are they?
Salesperson: They are $3.00 each.

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LESSON 3

B pg 204

Woman: Excuse me, where is Reams Office Supplies?
Man: It's on First Street.
Woman: Where is First Street?
Man: Go straight. Turn right on Main Street and left on First. It's next to the electronics store.
Woman: Thanks.

D pg 205

Li: Is there an office supply store near here? I need a new binder.
Carina: Let me check my app... Yes, Reams Office Supplies is on First Street.
Li: What's the address?
Carina: It's 1717 First Street.
Li: And the phone number?
Carina: It's (714) 555-2000.
Li: Great. Thank you!

LESSON 4

B pg 207

I have many goals. There are a lot of things that I want to accomplish. Right now, I'm focusing on daily goals. First, I need to exercise every day. I want to get up early and exercise one hour a day. It's important to be physically fi . I suppose that it's important to be prepared for school every day too, so I'm going to study a lot. I plan to study for one hour every day even if I'm tired after work. I need to learn English, and studying will help me do it faster. Somehow, I need to get plenty of sleep too. Right now, I only sleep six hours a night, but my goal is to get eight hours of sleep. I hope I can do it. That's my goal. With all these goals, I will be healthy and have great success at school.

LESSON 5

A pg 210

Teachers and students share many duties, or responsibilities. For example, teachers and students should come to class on time. Students don't like to come early and find th t the teacher is late. The teacher should prepare a lesson for class every day. That's also very important. Students have more confiden e in a teacher who is prepared. The teacher teaches the students, but students can also teach each other. Students should study at home. There is a lot that they can study. For example, they can study new words at home. Sometimes the teacher gives homework. Students who do their homework learn English faster.

G pg 212

Li looks back at his study habits. His teacher asks all the students to review their work. Li completes the form and returns it to his teacher. He says that he is organized and studies at home. He doesn't always come to class on time and he doesn't speak English all the time either. He wants to work harder in his next class to be a better student.

LESSON 6

C pg 213

Student A: Which job pays the most?
Student B: The elementary school teacher position pays the most.
Student A: What is the pay?
Student B: It's $61,350 a year.

READING CHALLENGE, pg 221

Lifelong Learning

When we finish schoo , do we stop learning? Are we ever too old to learn? Scientists say it is healthy to continue learning for our entire lives. Learning can help you have a better memory and less stress. Learning is also important for work. The ways we work are always changing, so we need to continue learning to be good at our jobs.

Lifelong learning means continuing to learn all our lives. We can learn every day by watching videos online, reading articles and books, going to school, or talking to people. We can also learn by teaching others. The best way to learn may be with other people in a community, so let's get started!

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Video Viewing Strategies

Video Repeats

The first viewing i troduces students to content. The second and subsequent viewings allow students to watch objectively and focus on specific ontent.

Comprehension While Viewing

There are several strategies that teachers can use while viewing to help students better understand videos. These involve manipulation of the video to suit your needs:

1. **Stop or pause the video** while watching.
2. **Rewind the video** to clarify meaning and understanding.
3. **Watch the video again** with different objectives or purposes in mind.
4. **Adjust the viewing speed** (if possible) to focus on specific visual .

True / False Statements

Explain to students that there are strategies for correctly answering true / false statements.

1. Look for extreme *modifier* that might make the question or statement false, such as *all*, *always*, *never*, *only*, *none*, and *nobody*.
2. Look for a qualifying word that might make the question or statement true, such as *usually*, *probably*, *often*, *most*, and *sometimes*.
3. Look for negative words and prefi es, such as *not* and *un-*.

Multitasking

Tell students that it is possible to engage in another activity while watching a video. Ask students to think about a time when they were watching TV, for example, and doing something else simultaneously. Explain that this is called multitasking. Point out that in a previous exercise students looked at pictures, read job titles, and matched jobs to the correct pictures while watching and listening to the video. This is another example of multitasking.

Matching Quotes

Explain to students that a video still or picture from the video will often give them clues on matching quotes. Ask students to look at the number of people in the picture, the setting or scene, whether the person is male or female, age and / or physical characteristics.

Best Practices

There are many ways to use video in the classroom. Students should rarely watch a video without some kind of task. You might introduce comprehension questions before they watch so they know what they are looking for. The following are techniques that you may try for variety beyond the comprehension checks and other ideas already presented.

Freeze Frame: Pause the video during viewing and use it like a picture dictionary, identifying and expanding on the vocabulary.

Silent Viewing: Show the video in segments without sound so students can guess at the story line. This helps them to understand that listening is more than just the words people say.

Prediction Techniques: Show portions of the video and ask students to predict what will come next.

Listening without Viewing: This helps students create their own image of what is happening. After a discussion, allow students to watch the video and the sound together.

Back-to-Back: In pairs, one student faces the video and the other faces away. Play the video without sound and ask the student viewing to report to the student who is facing away what is happening.

Summary Strips: Create strips of sentences that describe the events. Have students watch the video and then put the strips in the correct order, or ask students to predict the story line before watching and then check their answers.

Visual Memory

When students complete an exercise that requires them to match pictures from a video with the correct descriptions, it is important for them to be able to recall what they saw. Visual memory skills are those that allow a person to remember visual details. Students can improve their visual memory by paying close attention to colors, types of dress, weather conditions, number of people, scenery, etc.

Sequencing Events

Ask students to take notes while they are watching the video and pay particular attention to the events as they occur. Later, have students review their notes and identify a central theme. Similar to a reading, the theme of the video is the main event. All of the other events are details related to this theme, presented in a certain order. Students' notes will generally show this order. Sequencing events allows students to recall specific detail . It also helps them to understand the central theme of the video.

Visual-Detailing

Visual-detailing refers to identifying and listing individual or minute images in a video. Since we generally use both sight and hearing as we watch videos, we balance the two depending on our focus or concentration. When using visual-detailing, we make a conscious decision to allow our eyes to do the work to pick out key details from the video.

Instructor's Notes

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The *Stand Out* Lesson Planner methodology ensures success!

Stand Out ensures student success through good lesson planning and instruction. Each of the six lessons in every unit has a lesson plan. Unlike most textbooks, the Lesson Planner was written before the student book materials. A lot of learning occurs with the student books closed, so by writing the lesson plans first, we could ensure that each objective was clearly achieved. Each lesson plan follows a systematic and proven format:

W	Warm-up and / or Review
I	Introduction
P	Presentation
P	Practice
E	Evaluation
A	Application

Warm-up and / or Review

The warm-up activities establish a context and purpose to the lesson. Exercises use previously learned content and materials that are familiar to students from previous lessons.

Introduction

In the introduction step, exercises focus the students' attention on the goals of the lesson by asking questions, showing visuals, telling a story, etc. Instructors should state the objective of the lesson and tell students what they will be doing. The objective should address what students are expected to be able to do by the end of the lesson.

Presentation

The presentation activities provide students with the building blocks and skills they need to achieve the objectives set in the introduction. The exercises introduce new information to the students through visuals, realia, description, listenings, explanation, or written text. This is the time to check students' comprehension.

Practice

Practice activities provide meaningful tasks for students to practice what they have just learned through different activities. These activities can be done as a class, in small groups, pairs, or individually. All of these activities are student-centered and involve cooperative learning. Instructors should model each activity, monitor progress, and provide feedback.

Evaluation

Evaluation ensures that students are successful. Instructors should evaluate students on attainment of the objective set at the start of the lesson. This can be done by oral, written, or demonstrated performance. At this point, if students need more practice, instructors can go back and do additional practice activities before moving on to the application.

Application

Application activities help students apply new knowledge to their own lives or new situations. This is one of the most important steps of the lesson plan. If students can accomplish the application task, it will build their confiden e to be able to use what they've learned out in the community. The Team Projects are an application of unit objectives that involves task-based activities with a product.

In addition to each lesson plan following the WIPPEA model, each Unit in *Stand Out* follows this same approach. The first lesson is al ays an introduction to the Unit, introducing new vocabulary and the basic concepts that will be expanded upon in the unit. The following fi e lessons are the Presentations and Practices for the unit topic. Following the six lessons is a Review lesson, which allows students to do more practice with everything they already learned. The Team Project is an Application for everything they learned in the unit.

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