INTERACTIVE ENGLISH
Life Skills for Success in the U.S.

KL Stolle
Shawn Camden and Rachel Fuchs
The *Interactive English* series is a fun, interactive, and practical curriculum that is easy to use and highly effective. Our curriculum was designed using the most up-to-date methodologies for teaching English to adults.

We have developed easy-to-use teacher books for teachers and teacher trainers to help them create dynamic classes that result in student participation and positive results. The books focus on real-life situations that apply to immigrants' everyday lives. Interactive activities ensure that all students receive an equal amount of participation and speaking time.

The curriculum's focus is on the four language skills: reading, writing, listening and speaking. The activities allow instructors to incorporate these in teaching grammar, vocabulary and life skills.

**AN OVERVIEW**

The series is divided into 6 levels and 12 books. Each book is divided into 16 lessons, which are designed for a 90-minute class session.

The lessons include listening activities where students hear a variety of people speaking English in tones and speeds similar to what they will hear in the “real world”. The students should receive a listening CD because the homework assignments require its use.

Each lesson opens with a VOCABULARY section and a GRAMMAR TOPIC (*Language Tools*).

Then, two REAL LIFE pages combine the grammar and vocabulary into practical activities with a real-world focus.

The *Real Life* section includes a culture tip and ends with “before you go” reminders for student and teacher.
Finally, the lesson includes an EXTRA PAGE (Extra! Extra!) that can supplement or replace activities on the Real Life pages or be given as homework. Extra! Extra! activities do not introduce new material.

The lesson ends with HOMEWORK that often includes listening tracks and introduce ways that the student can journal and practice outside of class. Encourage your student to try these ideas.

The student book also contains an appendix where you’ll find the verbs and vocabulary (dictionary) presented throughout the pages of the text book. In the dictionary, there are sections where students can add their own words. Encourage students to use these pages.

**REVIEW PAGES**

The book includes 2 review and test sections (days 8 and 16). The test is meant to be a pausing point for both teacher and student. Be sure to review the material in full before administering the test or assigning it as homework. After the test, discuss any missed points. Remember that the review is just as important as the test.

**FIELD TRIP**

Field trip lessons are on day 9 of each book. These give students an opportunity to practice what they have learned in class and allow for realistic interactions in English as one of students’ greatest blocks to learning is shyness. Individual students can be sent out to ask a question of someone after they’ve practiced with the group or teacher. They can report back with the response they got.

The trip will be most effective if you do preparatory and follow-up classroom work, having students report on what they did with you or their classmates.

**Before the field trip:**

• Some locations may require an appointment and most will benefit from knowing you plan to bring students to their site. Call ahead and prep the staff as necessary.
To the Teacher

• Tell the student(s) where you will be going.
• Distribute a map, if appropriate, and discuss it. Go over the logistics of where to meet.
• Review vocabulary related to the experience that students have learned in lessons 1-7.
• Create and practice a short dialog appropriate to the location.
• The book’s field trip location is a suggestion based on the book’s content. If it doesn’t make sense to go to the suggested location, go somewhere else!

After the field trip:
• De-brief by having students talk about what they did.
• Review the dialog or any actual interaction that took place.
• Review the new vocabulary and any homework that was assigned from the experience.

Teacher Book Format

The series was designed for both group and individual class sessions. The teacher book is formatted to make teaching in either setting easy.

In the Materials section, you will find a list of the items needed for each lesson. The reproducible pages (mentioned in the materials section and highlighted through the text) are found at the back of the teacher book. Get into the habit of saving all reproducibles to use as review activities in later lessons.

Often, you will find additional (optional) activity ideas in the teacher book.

Suggested Teaching Strategies

It is a good idea to develop a consistent classroom structure (use of gestures, calling on students randomly, repeating corrections, etc). You may find it useful to review and try some of the following suggestions.

1. The art in the book was designed specifically for adult learners. Activate students’ prior knowledge by asking questions about the art—especially the opener on the vocabulary pages. Or, ask for students to make a list of the words that they know related to the art. Write the words on the board and use them for pronunciation practice.
2. The teacher or a student should always read the instructions out loud. First, though,
give students a chance to read silently. This will help them focus on the meaning, rather than just pronunciation. Then, have students rephrase what they need to do.

3. Expect listening exercises to be challenging. Making use of the following three-step process will help students feel less overwhelmed. Stage 1: Just listen. Ask questions. How many people do you hear? Where are they? What are they doing? Stage 2: Listen again and do something. Perhaps students put their fingers on the words that they hear. Stage 3: Read directions and do the activity as written. Remember, also, that students may need an altered activity. If writing while listening is too challenging, it may help to stay at stage two for several rounds of practice.

4. Supplement the book’s vocabulary with extra words if your student already knows what is being presented. Alternatively, limit the vocabulary presented if your student can’t take in everything at once.

5. Review the homework at the beginning of each class. Students will be more likely to practice at home if they know that their teacher will hold them accountable. Encourage your student to try the Hello World ideas by asking which items they intend to try that week, and to keep a journal in a separate notebook. Your student may only journal one sentence to start. Tell him or her that this is okay.

6. End each class with “can do” statements. Students should end on a positive note, verbalizing what they have learned.

7. Try to incorporate the 4 language skills (listening, speaking, reading, writing) into each activity even if it is not explicit within the directions.

8. Always go through the grammar charts (in the language tools section). Have students repeat words and phrases many times.

9. Always review at the end of class. Utilize what you have written on the board during class. A fun, easy way to review is to point quickly at different words on the board (or on your paper) and have students repeat the words as pronunciation practice.

Above all, be patient and encouraging and have fun! English class is about building bridges of understanding, as much as it is about learning the skills necessary to succeed in our culture. Remember, each lesson opens the door of opportunity for your student just a little bit more.
The Color Vowel™ Chart is a pronunciation tool that focuses on stress, a crucial aspect of clear communication. It provides you and your students with a powerful shorthand to talk about how words sound. The Color Vowel™ Chart helps learners recognize and produce the key sounds of spoken English. The Chart is an integral resource at each level of Interactive English. Each student book features a copy of The Color Vowel™ Chart on the inside back cover. The appendix lists the vocabulary for each lesson or day and identifies the vowel in the stressed syllable along with the sound or “color” of that vowel. (More on this later.)

Two facts about English Vowels:
American English has fifteen vowel sounds but only five vowel LETTERS - a, e, i, o, u, and the letters y and w, which sometimes represent vowel sounds. Fact #1: Each letter or group of letters can represent more than one vowel sound.

- Example: Notice how the letter “o” sounds different in each of these words. Say each word aloud: to so on of woman women work

Fact #2: A vowel sound may be represented in writing in more than one way.

- Example: The following words use five different spelling patterns for the same vowel sound: dress friend bread any said

Understanding The Color Vowel™ Chart
Get to know each Color Vowel™
Each COLOR in The Color Vowel™ Chart represents a single vowel sound. Each sound has a color name and a key word. For example, GREEN is the color name, and TEA is the key word. GREEN represents the vowel sound you hear in both of those words: /iY/. Similarly, BLUE MOON represents the vowel sound /uW/, as in true, balloon and approve. You can hear these sounds at www.colorvowelchart.org.

Identify the “COLOR” of new words and phrases
- A one-syllable word contains one vowel sound (even if it contains more than one vowel letter). For example, soup is BLUE, bread is RED, and knife is WHITE.
- In multi-syllable words, only one of the syllables has primary stress. The stressed syllable V
is higher, louder, and, especially, longer than the other syllables. Giving extra time to the stressed vowel sound at the heart of the syllable will establish the correct rhythm. **For example:** education, classroom, biological

- In common phrases, one word will receive the focus stress. **For example,** “See you later.” is GRAY, “Let’s have lunch.” is MUSTARD, “Nice to meet you.” is GREEN. When you hear or say a word or phrase, try to identify the **COLOR** (vowel sound) of the stressed syllable. For example, “teacher” receives stress on the first syllable (*teacher*), so this word is GREEN. Similarly, “English” receives stress on the first syllable, the sound of which is SILVER. “Education,” with stress on the third syllable, is GRAY. “She’s a student.” is BLUE. “She’s studying biology.” is OLIVE. “Please sit down.” is BROWN.

Try it! What **COLOR** is each word or phrase? What **COLOR** is your name (write it!)?

<table>
<thead>
<tr>
<th>pencil</th>
<th>paper</th>
<th>computer</th>
<th>type</th>
<th>delete</th>
<th>Good luck.</th>
<th>______________</th>
</tr>
</thead>
</table>

**Answers:** pencil = RED; paper = GRAY; computer = BLUE; type = WHITE; delete = GREEN Good luck. = MUSTARD

- Notice that many of the unstressed syllables within words reduce to the MUSTARD sound. *balloon, Nebraska, approve*

**How to Use The Color Vowel™ Chart in the Classroom**

**Strategy #1: Get to know the Color Vowels.** Show The Color Vowel™ Chart to the class. Point to each COLOR, and say the color name and the key word. Make sure you are producing the **same** vowel sound for both words, such as BLUE MOON. With beginning students, introduce and practice just a few colors at a time.

**Strategy #2: Study by color.** Categorize and review words from the book according to their stressed vowel sound (use the chart at the back of the student book). Identify the **COLOR** of a word or short phrase, and review it with other words of the same **COLOR**. Together, read the words in each box, noticing their shared stressed vowel sound.
Introducing The Color Vowel™ Chart to high intermediate and advanced learners

Most languages do not use stress the same way English does, so helping learners focus on stress is essential to speaking and understanding English.

Sample Lesson

Lesson Steps:

1. Show students The Color Vowel™ Chart. Say each color and key word, and have students repeat.

2. Invite students to identify the featured vowel sound in each color key word phrase. Make sure students are able to identify the featured vowel sounds before you move on in the lesson.

3. Facilitate discovery by having students identify the “COLOR” of the stressed syllable in the days of the week. Don’t write the words on the board—the focus here is on listening to the vowel sound in the stressed syllable. Monday and Sunday, for example, are both MUSTARD. Tuesday is BLUE.

4. Referring to the list below, write and say each of the words one by one. Have students repeat and then write each word in their Color Vowel™ Word List. Students should work in pairs to decide where to place the word.

   1-syllable words: good, best, poised, nice, sure, new
   2-syllable words: super, superb, awesome, skillful, friendly
   3-syllable words: amazing, fantastic, wonderful
   4- and 5-syllable words: approachable, miraculous, unbelievable.

5. To conclude this lesson, give each student a small scrap of paper and have them write down one new word or phrase that they personally find difficult to pronounce. Collect the slips of paper. Pick one word and write it on the board. Model the pronunciation of the word, and have students repeat. Have the class identify the stressed syllable, and underline the stressed vowel sound in the word on the board. Then have students identify the COLOR of the stressed vowel sound. Do this at the end of each class, each time reminding students to write these “difficult words” in their Color Vowel™ Word List.
**Key Points:**

- Explain that you will use the Chart on a regular basis as an easy way to talk about the pronunciation of a word. For example, when a student comes upon the word “receive” in a text and asks how to pronounce it, you can say, “that word is GREEN; listen to how I say it,” then model the word and have the student repeat it: “receive, GREEN TEA, receive”.

- Make a word wall and add new words and phrases to it as you study new vocabulary.

- Have students keep their own word lists in their notebooks.

- Post the Chart in your classroom and refer to it as needed. It will become a shorthand for helping students pronounce words and phrases correctly that you can use during any kind of lesson.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>DAY</th>
<th>PAGE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school gave me a scholarship!</td>
<td>1</td>
<td>2</td>
<td>Finances</td>
</tr>
<tr>
<td>Laptops are better than desktops.</td>
<td>2</td>
<td>8</td>
<td>Shopping</td>
</tr>
<tr>
<td>There’s a lot of fat in a slice of pizza.</td>
<td>3</td>
<td>14</td>
<td>Health</td>
</tr>
<tr>
<td>Have you ever broken a bone?</td>
<td>4</td>
<td>20</td>
<td>Health</td>
</tr>
<tr>
<td>Have you ever worked as a cook?</td>
<td>5</td>
<td>26</td>
<td>Employment</td>
</tr>
<tr>
<td>Timesheets are due by 3 p.m. on Friday.</td>
<td>6</td>
<td>32</td>
<td>Employment</td>
</tr>
<tr>
<td>I brought my I.D., pay stub, and credit report.</td>
<td>7</td>
<td>38</td>
<td>Housing</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>44</td>
<td>Review &amp; Test</td>
</tr>
<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Object and subject pronouns</td>
<td>Read a loan agreement, ID qualifications, use a phone tree</td>
<td>Scholarship announcement, loan statement, brochure</td>
<td>Qualifying for a federal student loan</td>
</tr>
<tr>
<td>Comparision: less, the least</td>
<td>Compare prices, apply a discount, read a warranty</td>
<td>Check, check ledger, credit card statement</td>
<td>Sales tax</td>
</tr>
<tr>
<td>Countable and uncountable nouns</td>
<td>Read bar charts, understand the food pyramid, plan healthy meals</td>
<td>Online ad, food pyramid, meal planner, food label</td>
<td>To-go boxes at restaurants</td>
</tr>
<tr>
<td>Present perfect + ever to ask about life experiences</td>
<td>Describe injuries, identify body parts</td>
<td>Accident report</td>
<td>Restraining orders</td>
</tr>
<tr>
<td>Present perfect + never to respond to questions</td>
<td>Assess work history, fill out a job application, set job search goals</td>
<td>Job application, goal checklist, job ads, resume</td>
<td>Importance of editing documents</td>
</tr>
<tr>
<td>Time expressions: by, around, almost never, not usually, etc.</td>
<td>Express time, understand the importance of punctuality, express opinions</td>
<td>Employee evaluation, clocks, email, in/out board</td>
<td>West Nile Virus</td>
</tr>
<tr>
<td>Punctuation and compound sentences with and, but, or</td>
<td>Prepare for apartment hunting, obtain and read a credit report</td>
<td>Emails, letter, credit report, pay stub</td>
<td>About credit reports</td>
</tr>
<tr>
<td>TITLE</td>
<td>DAY</td>
<td>PAGE</td>
<td>TOPIC</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----</td>
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<td>----------------------------</td>
</tr>
<tr>
<td>Visit an apartment for rent.</td>
<td>9</td>
<td>53</td>
<td>Field Trip</td>
</tr>
<tr>
<td>You should program your thermostat.</td>
<td>10</td>
<td>54</td>
<td>Housing and Environment</td>
</tr>
<tr>
<td>This is mine. That’s yours.</td>
<td>11</td>
<td>60</td>
<td>Money and Housing</td>
</tr>
<tr>
<td>Why can’t I park here?</td>
<td>12</td>
<td>66</td>
<td>Laws and Transportation</td>
</tr>
<tr>
<td>How far is your house from here?</td>
<td>13</td>
<td>72</td>
<td>Transportation</td>
</tr>
<tr>
<td>We studied the map before we left home.</td>
<td>14</td>
<td>78</td>
<td>Money and Environment</td>
</tr>
<tr>
<td>What would you do if a stranger asked for your PIN?</td>
<td>15</td>
<td>84</td>
<td>Laws</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>90</td>
<td>Review &amp; Test</td>
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<td>LANGUAGE TOOL</td>
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</tr>
<tr>
<td>---------------</td>
<td>------------------------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>REVIEW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping words (modals) to give advice</td>
<td>Green living, save money, complete a rebate coupon</td>
<td>Rebate coupon, survey</td>
<td>Energy efficient appliances and rebates</td>
</tr>
<tr>
<td>Possessive adjectives and pronouns</td>
<td>Compare prices, read and disputing a receipt</td>
<td>Receipts, pricetags, dictionary entry</td>
<td>Rental tools</td>
</tr>
<tr>
<td>Why?/Because...</td>
<td>Read and follow parking signs</td>
<td>Parking signs, parking rate list, parking ticket</td>
<td>Leaving children and pets in cars</td>
</tr>
<tr>
<td>How far?: distance How long?: time How do I get to...?: directions</td>
<td>Give and follow directions, read a map</td>
<td>Map, highway sign, compass</td>
<td>Construction zones: fines and signage</td>
</tr>
<tr>
<td>Using time words to explain the order of events</td>
<td>Read a recipe, balance a budget, identify U.S. holidays</td>
<td>Recipe, campground signs, calendar, budget sheet</td>
<td>Littering is illegal in the U.S.</td>
</tr>
<tr>
<td>If-statements (conditionals)</td>
<td>Recognize, respond to, and avoid scams</td>
<td>FBI tips, job ads, radio news story</td>
<td>Better Business Bureau</td>
</tr>
</tbody>
</table>
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Name tags, markers (1 per student)

**Warm Up**
- Before class, write basic class information on board: the student level (5A), your name, phone number, class start/finish times, etc. Have the student copy the information into the space provided in the student book.
- Welcome the student. Introduce yourself: Example: Welcome! This is English class 5A. My name is (Michelle). Point to your name tag. Have the student repeat your name. **NOTE:** Establish a gesture that you’d like to use every time you want the student to repeat, such as a waving motion toward yourself.
- Give the student a name tag and marker. Say, Write your name. Then have the student say his/her name aloud. You repeat it.
- **PAIR UP** with your student. Tell him/her that for the next five minutes, you will interview each other. Encourage him/her to share interesting information; consider writing possible interview on the board such as:
  - What’s your favorite food? What do you do in your free time? Where and how have you learned English?
  - Do you have a nickname (special name used by family and friends)? What’s your dream job?

**GROUP ACTIVITY**

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- 5A Listening Tracks
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**WARM UP**
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- Welcome students. Introduce yourself: Example: Welcome! This is English class 5A. My name is (Michelle). Point to your name tag. Have students repeat your name. **NOTE:** Establish a gesture that you’d like to use every time you want students to repeat, such as a waving motion toward yourself.
- Distribute name tag and markers. Say, Write your name. Write your country. Walk around to help. Then have each student say his/her name aloud. You and the class repeat it.
- Write on the board and say, Hi. My name is (Michelle). Then ask, What’s your name? and gesture to a student to introduce himself/herself. Continue around the room.
ONE ON ONE ACTIVITY

A. Vocabulary: Predictions, plans, and decisions
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Explain that the student should say the words to himself/her.
- As pronunciation practice, say the words and have the student repeat. **NOTE:** Develop a set of standard gestures so that you can do less talking, and so that the student can become accustomed to your cues. For example, an extended, upward facing palm can be used to indicate *your turn.*
- Have the student look at the pictures. Ask, *What's this? What's that?*
- Ask, *What's today's class about?* Point to the heading at the top of the page.

B. Listening (track 2): Welcome to the Financial Aid Office.
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Predictions, plans, and decisions
- Read the directions aloud. Give the student a few moments to absorb the picture and words. Explain that they should say the words to themselves.
- As pronunciation practice, say the words and have students repeat. **NOTE:** Develop a set of standard classroom gestures so that you can do less talking, and so that your students can become accustomed to your cues. For example, an extended, upward facing palm can be used to indicate *your turn.*
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- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

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B. Listening (track 2): Welcome to the Financial Aid Office.


F.A. Officer: Financial Aid Office. How may I help you?

Nora: Hi. My name is Nora, and I'm a student. I have some general financial aid questions. F.A. Officer: Okay. I can help you. Student: What kinds of financial aid are available? F.A. Officer: We have five basic kinds of financial aid. First, the school gives students grants. Grants are free money. Students don't have to repay them. Second are loans. Of course, students must repay them, with interest. Third, the school gives scholarships to students. Students must compete for them. Fourth, the school hires students for campus jobs. And finally, the school helps students find internships in the community. Some are paid. Some are for credit.
C. Grammar: Object pronouns
• This chart focuses on the difference between object pronouns (me, you, her, him, it, us, them) and subject pronouns (I, you, he, she, it, we, they).
• Subject pronouns replace nouns that act as subjects: Mary won a scholarship. She won a scholarship. Object pronouns replace nouns that are objects, or are recipients of action or follow prepositions: I gave the teacher my homework. = I gave it to her.
• Read the items in the grammar chart and have the student repeat.
• EXPANSION: Remind the student that the simple past has regular (-ed endings) and irregular (various endings) verbs. Use the action words from the lesson opener (apply, choose, etc.) to demonstrate the two categories: What’s the past form of “apply”? (applied) Is that regular or irregular? (regular) How do you know? (It ends in -ed). etc. OPTION: Write the verbs on the board in a chart, so the student can see the differences.

D. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

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• Subject pronouns replace nouns that act as subjects: Mary won a scholarship. She won a scholarship. Object pronouns replace nouns that are objects, or are recipients of action or follow prepositions: I gave the teacher my homework. = I gave it to her.
• Read the items in the grammar chart and have the students repeat.
• EXPANSION: Remind students that the simple past has regular (-ed endings) and irregular (various endings) verbs. Use the action words from the lesson opener (apply, choose, etc.) to demonstrate the two categories: What’s the past form of “apply”? (applied) Is that regular or irregular? (regular) How do you know? (It ends in -ed). etc. OPTION: Write the verbs on the board in a chart, so students can see the differences.

D. Activity
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
**Real Life**

**One on One Activity**

E. Activity
- Read the first part of Step 1: *Read about the Student Scholarship. Then read Nora's letter.* Point out the scholarship notice and Nora's letter. As the student reads, check that he/she is only reading, not checking the requirements. Ask comprehension questions about the scholarship notice and Nora's letter: *How much is the scholarship for? What careers qualify? Is Nora a student? What is she studying?* etc.
- Read the rest of the Step 1 directions. Do an example together. As the student works, answer questions and offer encouragement. Check answers together.
- PAIR UP with your student. Read Steps 2 and 3. Model an exchange with the student: *T: Do you think Nora will get the scholarship? S: Yes, she qualifies, and her letter explains her needs.* Then have a conversation about the scholarship, Nora's application, and education expenses.

F. Culture Tip!
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Talk about financial aid and where the student can go to get more detailed information about scholarships and loans.

**Group Activity**

E. Activity
- Read the first part of Step 1: *Read about the Student Scholarship. Then read Nora's letter.* Point out the scholarship notice and Nora's letter. As students read, circulate to check that they are only reading, not checking the requirements. Ask comprehension questions about the scholarship notice and Nora's letter: *How much is the scholarship for? What careers qualify? Is Nora a student? What is she studying?* etc.
- Read the rest of the Step 1 directions. Do an example together. As students work, circulate and offer encouragement. Check answers together.
- Read Steps 2 and 3. Model an exchange with a student: *T: Do you think Nora will get the scholarship? S: Yes, she qualifies, and her letter explains her needs.*
- PAIR students. As students talk, circulate and offer encouragement.

F. Culture Tip!
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Talk to students about financial aid and where they can go to get more detailed information about scholarships and loans.
**ONE ON ONE ACTIVITY**

**G. Activity**
- Before starting the activity, ask comprehension questions about loan agreements: *Who gives student loans?* (banks, credit unions, the federal government) *What kinds of information would you expect to find on a loan agreement?* *What seems like a fair interest rate on a student loan?*
- Read the directions. As the student works, answer questions and offer encouragement. Check answers together.

**H. Activity**
- PAIR UP with your student. Read the directions aloud. Model the example dialogue with the student. Then have a conversation about the financial aid options in Activity A.
- BONUS BOX: Have student complete the information and to contact you if needed.

**Before You Go ...**
- Make it a practice to leave time at the end of class for any questions or special directions for the next class.
- Write on the board or indicate on a calendar when the next class is.
- Ask the student to wear his/her name tags to the next class.
- For next class, ask the student to bring a checkbook or cancelled checks from home. NOTE: These suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.

**GROUP ACTIVITY**

**G. Activity**
- Before starting the activity, ask comprehension questions about loan agreements: *Who gives student loans?* (banks, credit unions, the federal government) *What kinds of information would you expect to find on a loan agreement?* *What seems like a fair interest rate on a student loan?*
- Read the directions. As students work, circulate and offer encouragement. Check answers together.
  - OPTION: Consider doing the activity as a class.

**H. Activity**
- PAIR students. Read the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.
- BONUS BOX: Have students complete the information and to contact you if needed.

**Before You Go ...**
- Make it a practice to leave time at the end of class for any questions or special directions for the next class.
- Write on the board or indicate on a calendar when the next class is.
- Ask students to wear their name tags to the next class.
- For next class, ask students to bring a checkbook or cancelled checks from home. NOTE: These suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
**One on One Activity**

**I. Activity**
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**J. Activity**
- Have the student read the Language Note. Answer any questions. Ask comprehension questions to check the student’s understanding: *When do we use in?* etc.
- Consider writing a few of the examples illustrating the Language Note on the board. While the student may know other uses of prepositions, keep the focus on prepositions with time.
- Then read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

**K. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example dialogue. Then have a conversation about the questions.

**EXTRA ACTIVITY (if time permits):**
- **Story Time** PAIR UP with your student. On the board draw a chart with the columns headings *Who? / Did What? / To, For, From*) *Who?* plus examples. To complete the chart, elicit phrases from the student in the following categories. Then instruct the student to write sentences by 1) mixing and matching the phrases 2) adding *to, for, and from*, if possible and 3) using object pronouns: *The teacher bought a card for Angelina.*

<table>
<thead>
<tr>
<th>WHO</th>
<th>DID WHAT</th>
<th>TO/FOR/FROM</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school</td>
<td>gave a scholarship</td>
<td>David</td>
</tr>
<tr>
<td>The students</td>
<td>bought a card</td>
<td>Angelina</td>
</tr>
<tr>
<td>The teacher</td>
<td>called</td>
<td>the students</td>
</tr>
</tbody>
</table>

- Discuss the English proficiency testing to qualify for local community college, college or university admission.

**GROUP ACTIVITY**

**I. Activity**
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**J. Activity**
- Have students read the Language Note. Answer any questions. Ask comprehension questions to check students' understanding: *When do we use in?* etc.
- Consider writing a few of the examples illustrating the Language Note on the board. While students may know other uses of prepositions, keep the focus on prepositions with time.
- Then read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.

**K. Activity**
- PAIR students. Read the directions aloud. Model the example dialogue. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- **Story Time** PAIR students. On the board draw a chart with the columns headings *Who? / Did What? / To, For, From*) *Who?* plus examples. To complete the chart, elicit phrases from the students in the following categories. Then instruct students to write sentences by 1) mixing and matching the phrases 2) adding *to, for, and from*, if possible and 3) using object pronouns: *The teacher bought a card for Angelina.*

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</tr>
</tbody>
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- Discuss the English proficiency testing to qualify for local community college, college or university admission.
Homework

- Give students an overview of the page. Emphasize the importance of studying English outside of class, including doing homework.
- A: Listening: Explain that they need the 5A audio CD for this activity. Explain that practice is the best way to improve listening!
- B: Writing: Remind them that writing is a good way to grow vocabulary. Encourage them to try to correctly use the vocabulary and grammar structure from the lesson, and not to worry about other mistakes.
- C: Hello, world!: Encourage students to try at least one of the suggestions. Say, Try!
- D: Journal: Explain that writing is a difficult skill that takes practice. Explain that they can share their journals with you for feedback, or keep them private. You may consider doing a journal sample on the board eliciting words and phrases from the group. Tell the students that it’s okay to write words that don’t form a complete sentence when they write their own journals.
- Thank your students for their hard work in class today! Thank you! Good job!

A. Listening (track 3): Welcome to the Financial Aid Office.

Recording: Welcome to the Financial Aid Office.
**One On One Activity**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Reproducible: Practice checks (1 sheet per student)

**REVIEW**
- Review the vocabulary from Day 1. What’s a scholarship? What’s the difference between a scholarship and a loan? Between a grant and a loan? etc.
- Review pronouns by writing example sentences on the board and asking the student to replace the underlined words with pronouns: The school gave Lisa and Pendar scholarships. (them) etc.
- Review the homework.

**WARM UP**
- Ask the student about belongings he/she has in class: laptops, backpacks, etc. Ask the student’s opinion of various belongings, using the "Feature" words on the lesson opener: Is this backpack in good condition? What about this one—is it in good condition? Which one is in better condition? etc.

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Name tags, markers (1 per student)
- Reproducible: Practice checks (1 sheet per student)
- Reproducible: School Supplies Handout (1 per student)

**REVIEW**
- Pass out name tags.
- Review the vocabulary from Day 1. What’s a scholarship? What’s the difference between a scholarship and a loan? Between a grant and a loan? etc.
- Review pronouns by writing example sentences on the board and asking volunteers to replace the underlined words with pronouns: The school gave Lisa and Pendar scholarships. (them) etc.
- Review the homework.
- Give new name tags to students who forgot theirs.

**WARM UP**
- Ask students about belongings they have in class: laptops, backpacks, etc. Ask the class’s opinion of various belongings, using the "Feature" words on the lesson opener: Class, is this backpack in good condition? What about this one—is it in good condition? Which one is in better condition? etc.
**One on One Activity**

A. Vocabulary: School supplies
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, What’s this? What’s that?
- Ask, What’s today’s class about?

B. Listening (track 4): Which is … ?
- Read the first part of the directions aloud: Look at the pictures and words. Listen. Circle the products you hear about. Play and/or read the audio. (Stop the audio after the first item and point out the circled laptop.) Repeat the audio as necessary. Check answers together.
- Read the second part of the directions aloud: Write the prices you hear. Play and/or read the audio. (Stop the audio after the first item and point out the laptop price: $800.50.) Repeat the audio as necessary. Check answers together.
- Read the third part of the directions aloud: Check the descriptions you hear. Play and/or read the audio. (Stop the audio after the first item and point out the laptop description: “affordable [cheap].”) Repeat the audio as necessary. Check answers together.
- **NOTE:** Consider mentioning other descriptions of condition, such as fair or acceptable (which mean better than bad, but less than good).

**Group Activity**

A. Vocabulary: School supplies
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Have the student look at the pictures. Ask, What’s this? What’s that?
- Ask, What’s today’s class about?

B. Listening (track 4): Which is … ?
- Read the first part of the directions aloud: Look at the pictures and words. Listen. Circle the products you hear about. Play and/or read the audio. (Stop the audio after the first item and point out the circled laptop.) Repeat the audio as necessary. Check answers together.
- Read the second part of the directions aloud: Write the prices you hear. Play and/or read the audio. (Stop the audio after the first item and point out the laptop price: $800.50.) Repeat the audio as necessary. Check answers together.
- Read the third part of the directions aloud: Check the descriptions you hear. Play and/or read the audio. (Stop the audio after the first item and point out the laptop description: “affordable [cheap].”) Repeat the audio as necessary. Check answers together.
- **NOTE:** Consider mentioning other descriptions of condition, such as fair or acceptable (which mean better than bad, but less than good).

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B. Listening (track 4): Which is … ?
1. Student A: Hello. We’re looking for a laptop.
   Salesperson: Here, this is our most affordable laptop. It’s only $859.
   Student A: Wow.
   Student B: $859. Wow. That’s cheap.
2. Student C: How much is this backpack?
   Salesperson: It’s $19.99.
   Student C: Oh. It looks comfortable. But it’s kind of ugly.
   Salesperson: Our messenger bags are more expensive, but they’re prettier and more comfortable.
3. Student D: I’m sorry. How much are your English textbooks?
   Salesperson: The new ones?
   Student D: Yes.
   Salesperson: They’re $40.
   Student D: Wow! How much are the used ones?
   Salesperson: They’re cheaper. They’re only $14, but they’re in bad condition.
4. Student E: Excuse me. Is this SongSong a good quality mp3 player?
   Salesperson: Yes, it is. It’s $199.25.
   Student E: Wow. $199.25. That’s not cheap.
   Salesperson: The Zap player is the least expensive, but it’s also cheap. We get a lot of returns.
C. Comparisons

- This chart focuses on the comparative and superlative forms of adjectives.
- When comparing two things, we typically add -er to the end of the adjective or add more before the adjective. We follow the adjective in both cases with than: That chair is larger than this chair. There are also a few exceptions, including good – better and bad – worse.
- The general rule is that for words with two or more syllables that don’t end in “y”, we use more (more beautiful).
- To declare which of three or more items is superlative, we typically add -est to the end of the adjective or add the most before the adjective. We may or may not repeat the category. That chair is the largest (chair in the room). Here there are also a few exceptions, including good – the best and bad – the worst.
- Read the items in the grammar chart and have the student repeat. Then refer the student back to the products and descriptions on the previous page and ask questions: Which item is more expensive? etc.
- Explain that when asking a question about a choice between two or more items, we use the word Which. Point out the Language Note and explain that these are short answers to Which questions, but they must be accompanied by physical gestures: Q: Which bag do you like? A: (pointing) I like that one.

D. Activity

- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
- EXPANSION: After checking the activity, practice the Q&As in PAIRS.

C. Comparisons

- This chart focuses on the comparative and superlative forms of adjectives.
- When comparing two things, we typically add -er to the end of the adjective or add more before the adjective. We follow the adjective in both cases with than: That chair is larger than this chair. There are also a few exceptions, including good – better and bad – worse.
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- Read the items in the grammar chart and have the student repeat. Then refer the student back to the products and descriptions on the previous page and ask questions: Which item is more expensive? etc.
- Explain that when asking a question about a choice between two or more items, we use the word Which. Point out the Language Note and explain that these are short answers to Which questions, but they must be accompanied by physical gestures: Q: Which bag do you like? A: (pointing) I like that one.

D. Activity

- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
**E. Activity**

- Read the first part of the directions aloud. Point to the sign. As the student reads, check that he/she is only reading, not answering the questions. Follow up with comprehension questions: *What’s on sale today? What does “off” mean?*
- Read the rest of the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**F. Culture Tip!**

- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Ask the student if he/she knows how much the local sales tax is. *How much is the state sales tax? Explain how local and state sales taxes are used in your area.* Ask, *How are taxes applied and used in your country?*

**EXTRA ACTIVITY (if time permits):**

- **Picture Perfect** PAIR UP with your student. Give yourself and the student a School Supplies Handout and sit back-to-back. Explain that you are going to practice school supply words, then comparisons. Each partner describes to the other a classroom item using the features from the lesson opener (*a laptop in good condition, a desktop*, etc.) For the bottom boxes, each partner comes up with his/her own ideas and descriptions. After you have finished describing and drawing your school supplies, then share your drawings with each other and compare pictures using comparative forms of *good* and *bad*: *A: Your messenger bag is better than my messenger bag. B: True, but your picture of the desktop is the best picture of all.*

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**E. Activity**

- Read the first part of the directions aloud. Point to the sign. As students read, circulate to check that they are only reading, not answering the questions. Follow up with comprehension questions: *What’s on sale today? What does “off” mean?*
- Read the rest of the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**OPTION:** Consider doing the entire activity as a class as working with percentages can be difficult for some students.

**F. Culture Tip!**

- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students if they know how much the local sales tax is. *How much is the state sales tax? Explain how local and state sales taxes are used in your area.* Ask, *How are taxes applied and used in your countries?*

**EXTRA ACTIVITY (if time permits):**

- **Picture Perfect** PAIR students. Give each student a School Supplies Handout and have them sit back-to-back. Explain that they are going to practice school supply words, then comparisons. Each student describes to the other a classroom item using the features from the lesson opener (*a laptop in good condition, a desktop*, etc.) For the bottom boxes, students come up with their own ideas and descriptions. After students have finished describing and drawing their school supplies, have them share their drawings with each other and compare pictures using comparative forms of *good* and *bad*: *A: Your messenger bag is better than my messenger bag. B: True, but your picture of the desktop is the best picture of all.*
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**G. Activity**
- **PAIR UP** with your student. Read the first part of the directions aloud: *Look at the products in Activity E. Write questions with “Which.”* **OPTION:** For a more advanced student, suggest that he/she work without using the word box.
- Go over the example together before the student starts working.
- When the student is finished writing, read the example. Then have a conversation about the products’ features.

**H. Activity**
- Before starting the activity, ask comprehension questions about warranties: *What is a product warranty? What kinds of information does it contain? Do all products have warranties? What kinds do?*
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
- **OPTIONAL INTERNET EXPANSION:** Demonstrate how to register a product on-line.

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

**GROUP ACTIVITY**

**G. Activity**
- **PAIR** students. Read the first part of the directions aloud: *Look at the products in Activity E. Write questions with “Which.”* **OPTION:** For more advanced students, suggest that they work without using the word box.
- Go over the example together before the students start working.
- When students are finished writing, model the example. As students talk, circulate and offer encouragement.

**H. Activity**
- Before starting the activity, ask students comprehension questions about warranties: *What is a product warranty? What kinds of information does it contain? Do all products have warranties? What kinds do?*
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.
- **OPTIONAL INTERNET EXPANSION:** Demonstrate how to register a product on-line.

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
I. Activity
• Read the first part of the directions aloud. Point to the example check. Ask comprehension questions: What do we write checks for? Who is this check to? What is it for? How do you know? etc.
• Pass out Practice Checks, or encourage the student to use his/her own. Read the rest of the directions aloud. Do an example together on the board. As the student works, answer questions and offer encouragement. Review the student’s checks.

J. Activity
• PAIR UP with your student. Read the first part of the directions aloud. Explain what a check ledger is. Review the parts of the ledger. Ask comprehension questions: Why do we keep ledgers? etc.
• Read the rest of the directions aloud. Do an example together on the board. As the student works, answer questions and offer encouragement. Review the student’s ledger.

K. Listening (track 5): Prices
• Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

L. Activity
• PAIR UP with your student. Read the directions. Read the example dialogue. Then have a conversation about the questions.
• OPTION: Introduce the phrase it depends, which can be very useful when expressing opinions.

K. Listening (track 5): Prices
1. This MP3 player is $180.
2. The nicer laptop is $1,200.15
3. This book is $16.70.
4. That laptop with extra memory costs $2,400.60.
5. Our special today is $1500.50 for a computer and an MP3 player
6. The newest model costs $3,030.
7. A set of new text books is $83.50.
8. The laptop that costs $1,100.12 doesn’t come with programs.
Homework

- Encourage students to do the homework.
- A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
- B: Hello, world!: Encourage them to try at least one of the suggestions. Say, Give it a go!
- C: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
- Thank your students for their hard work in class today! Bravo! Point to something specific that the students learned or did well.
- As a way to incorporate a quick review at the end of each class, consider implementing an “exit ticket” strategy - require that students write down three things that they learned on a slip of paper to turn in before they leave. Alternatively, you can write a couple of questions on the board related to the day’s lesson and have students answer the questions in order to leave. This strategy will also allow you to see where students are still struggling.

A. Listening (track 6): Which is … ?
1. Student A: Hello. We’re looking for a laptop.
   Salesperson: Here, this is our most affordable laptop.
   It’s only $859.
   Student A: Wow.
   Student B: $859. Wow. That’s cheap.
2. Student C: How much is this backpack?
   Salesperson: It’s $19.99.
   Student C: Oh. It looks comfortable. But it’s kind of ugly.
   Salesperson: Our messenger bags are more expensive, but they’re prettier and more comfortable.
3. Student D: I’m sorry. How much are your English textbooks?
   Salesperson: The new ones?
   Student D: Yes.
   Salesperson: They’re $40.
   Student D: Wow! How much are the used ones?
   Salesperson: They’re cheaper. They’re only $14, but they’re in bad condition.
4. Student E: Excuse me. Is this SongSong a good quality mp3 player?
   Salesperson: Yes, it is. It’s $199.25.
   Student E: Wow. $199.25. That’s not cheap.
   Salesperson: The Zap player is the least expensive.
**One on One Activity**

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Food items or images

**REVIEW**
- Review comparisons from Day 2. Use food items or images and the adjective “healthy” and “unhealthy.”
- Review the homework.

**WARM UP**
- Ask the student about his/her likes and dislikes, using the food items or images as prompts.

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Food items or images

**REVIEW**
- Review comparisons from Day 2. Use food items or images and the adjective “healthy” and “unhealthy.”
- Review the homework.

**WARM UP**
- Ask students about their likes and dislikes, using the food items or images as prompts.
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Foods**
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the picture. Ask, What's this? What's that?
- Ask, What's today's class about?

**B. Listening (track 7): That's really fattening!**
- Read the directions aloud. Point out the bar graph. Ask comprehension questions to confirm that students understand the graph: How many grams of fat are in 1 cup of vegetable soup? etc.
- Read the first part of the directions aloud: Look at the picture and graph. Listen. Circle the foods you hear. Play and/or read the audio. (Stop the audio after the first item and point out the circled pizza.) Repeat the audio as necessary. Check answers together.
- Read the second part of the directions aloud: Write the amounts you hear. Point out the blank lines in the graph where the student will write the amounts.
- Play and/or read the audio. (Stop the audio after the first item and point out the “13” written on the bar graph after “1 slice pepperoni pizza.”) Repeat the audio as necessary. Check answers together.

**GROUP ACTIVITY**

**A. Vocabulary: Foods**
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Have the student look at the picture. Ask, What's this? What's that?
- Ask, What's today's class about?

**B. Listening (track 7): That's really fattening!**
- Read the directions aloud. Point out the bar graph. Ask comprehension questions to confirm that students understand the graph: How many grams of fat are in 1 cup of vegetable soup? etc.
- Read the first part of the directions aloud: Look at the picture and graph. Listen. Circle the foods you hear. Play and/or read the audio. (Stop the audio after the first item and point out the circled pizza.) Repeat the audio as necessary. Check answers together.
- Read the second part of the directions aloud: Write the amounts you hear. Point out the blank lines in the graph where students write the amounts.
- Play and/or read the audio. (Stop the audio after the first item and point out the “13” written on the bar graph after “1 slice pepperoni pizza.”) Repeat the audio as necessary. Check answers together.

**B. Listening (track 7): That's really fattening!**

Student A: What did you get?
Student B: A slice of pepperoni pizza and salad with dressing.
Student A: Wow. That's really fattening!
Student B: What? How much fat is in a slice of pizza?
Student A: A lot. One slice of pepperoni pizza has 13 grams of fat.
Student B: Really?
Student A: Really.

Student B: Well, then, how many calories are in a slice?
Student A: Quite a few. 303.
Student B: Well, the salad is good for me, right?
Student A: Yeah. There aren't many calories or much fat in a salad. But the Italian salad dressing ...
Student B: Oh no. How much fat is in salad dressing?
Student A: Thirty grams.
Student B: And how many calories are there?
Student A: A lot: 290.
**One on One Activity**

C. **Countables and noncountables**
- This chart focuses nouns that represent individual things (countables: tacos, French fries, bottles of water) and nouns that represent mass (noncountables: water, salad dressing, soup).
- When we ask about countables we ask *How many* … When we ask about noncountables, we ask, *How much* … ?
- Read the items in the grammar chart and have the student repeat. Then direct the student’s attention to picture and bar graph on page 14 and ask questions with *How many* and *How much*:
  - *Pilar, how many calories are in a tuna sandwich?*
  - *OPTION:* If your student is advanced, encourage him/her to answer with the expressions in the grammar box: *A lot, Quite a few, Not much* etc.

D. **Activity**
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
  - *OPTION:* Before the student does the task, have him/her underline the *How much* or *How many* in each question. Explain that these words will help the student circle the correct answer.
- *EXPANSION:* After checking the activity, practice the Q&As in PAIRS.

E. **Activity**
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**Group Activity**

C. **Countables and noncountables**
- This chart focuses nouns that represent individual things (countables: tacos, French fries, bottles of water) and nouns that represent mass (noncountables: water, salad dressing, soup).
- When we ask about countables we ask *How many* … When we ask about noncountables, we ask, *How much* … ?
- Read the items in the grammar chart and have students repeat. Then direct students’ attention to picture and bar graph on page 14 and ask questions with *How many* and *How much*:
  - *Pilar, how many calories are in a tuna sandwich?*
  - *OPTION:* Encourage advanced students to answer with the expressions in the grammar box: *A lot, Quite a few, Not much* etc.

D. **Activity**
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
  - *OPTION:* Before students do the task, have them underline the *How much* or *How many* in each question. Explain that these words will help them circle the correct answer.
- *EXPANSION:* After students have checked the activity, have them practice the Q&As in PAIRS.

E. **Activity**
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
ONE ON ONE ACTIVITY

F. Activity
- Read the first part of the directions: Look at the chart. Explain the categories. Then ask comprehension questions about the chart: How many grams of protein does a taco have? Does it meet the daily recommendations? etc. OPTION: Ask the BONUS BOX questions: Which food has the most protein?
- Read the next part of the directions aloud: Complete the sentences. Point out the sentences below the chart. As the student works, answer questions and offer encouragement. Check answers together. OPTION: PAIR UP and practice the conversations.

G. Culture Tip!
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Ask the student about the practice of taking home extra food in his/her country—is it acceptable? Explain how it’s normal in the U.S., except at buffets, where it’s not allowed.

GROUP ACTIVITY

F. Activity
- Read the first part of the directions: Look at the chart. Explain the categories. Then ask students comprehension questions about the chart: How many grams of protein does a taco have? Does it meet the daily recommendations? etc. OPTION: Ask the BONUS BOX questions: Which food has the most protein?
- Read the next part of the directions aloud: Complete the sentences. Point out the sentences below the chart. As students work, circulate and offer encouragement. Check answers together.
- After students have completed the sentences, PAIR students and have them practice the conversations. As students talk, circulate and offer encouragement. OPTION: Have volunteers perform their conversation for the class.

G. Culture Tip!
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students about the practice of taking home extra food in their countries—is it acceptable? Explain how it’s normal in the U.S., except at buffets, where it’s not allowed.
**One on One Activity**

**H. Activity**
- Have the student look at the Food Dish. Explain the concept. Ask comprehension questions: *Which foods should we eat the most servings of each day? Which foods should we eat “sparingly” – or very little of?*
- **PAIR UP** with your student. Read the first step of the directions aloud. Point out the chart where the student will write his/her lunch items. As the student writes, answer questions and offer encouragement. Check lunch charts.
- After the student has finished writing, read Step 2 of the directions aloud. Model the example dialogue with the student. Then have a conversation about your lunch menus.

**EXTRA ACTIVITY (if time permits):**
- **Recall** PAIR UP with your student. After the student has completed Activity H, have him/her close the book. Then ask questions about servings: *How many servings of grains should you have each day?* etc.
- **NOTE:** The purpose of the food plate diagram is to illustrate how much of one’s meal should consist of the given items. For example, a healthy meal is 50% carbohydrates, 25% fruits and vegetables and 25% protein.

**Before You Go ...**
- Encourage the student to bring his/her WHO card or other kinds of health history to the next class. **NOTE:** These suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

**Group Activity**

**H. Activity**
- Have students look at the Food Dish. Explain the concept. Ask comprehension questions: *Which foods should we eat the most servings of each day? Which foods should we eat “sparingly” – or very little of?*
- **PAIR students.** Read the first step of the directions aloud. Point out the chart where students will write their lunch items. As students write, circulate and offer encouragement. Check lunch charts individually.
- After students have finished writing, read Step 2 of the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- **Recall** PAIR students. After students have completed Activity H, tell them to close their books. Then ask questions about servings: *How many servings of grains should you have each day?* etc.
- **NOTE:** The purpose of the food plate diagram is to illustrate how much of one’s meal should consist of the given items. For example, a healthy meal is 50% carbohydrates, 25% fruits and vegetables and 25% protein.

**Before You Go ...**
- Encourage students to bring their WHO card or other kinds of health history to the next class. **NOTE:** These suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
- Encourage students to ask questions about any part of the lesson they didn’t understand.
One on One Activity

I. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

J. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

K. Activity
• PAIR UP with your student. Read the directions aloud. Read the example dialogue. Ask the student if he/she thinks the image is funny and why? Talk about humor and how it differs from culture to culture. What kinds of jokes are not okay to tell in the US? (Usually, jokes about race, religion and gender are inappropriate to tell.) Ask the student to volunteer jokes from his/her culture.

Group Activity

I. Activity
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

J. Activity
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
• EXPANSION: After students have checked the activity, have volunteers share their sentences with the class.

K. Activity
• PAIR students. Read the directions aloud. Model the example dialogue. As students talk, circulate and offer encouragement.
• EXPANSION: Ask students if they think the image is funny and why? Talk about humor and how it differs from culture to culture. What kinds of jokes are not okay to tell in the US? (Usually, jokes about race, religion and gender are inappropriate to tell.) Ask students to volunteer jokes from their cultures. Who thinks the jokes are funny? Why?
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind them that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, Get out there!
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! Fantastic! Point to something specific that the students did well.
• Ask students to fill out an “exit ticket” before leaving (see Day 2 homework for suggestions on how to do this).

A. Listening (track 8): That’s really fattening!

Student A: What did you get?
Student B: A slice of pepperoni pizza and salad with dressing.
Student A: Wow. That’s really fattening!
Student B: What? How much fat is in a slice of pizza?
Student A: A lot. One slice of pepperoni pizza has 13 grams of fat.
Student B: Really?
Student A: Really.
Student B: Well, then, how many calories are in a slice?
Student A: Quite a few. 303.
Student B: Well, the salad is good for me, right?
Student A: Yeah. There aren’t many calories or much fat in a salad. But the Italian salad dressing ...
Student B: Oh no. How much fat is in salad dressing?
Student A: Thirty grams.
Student B: And how many calories are there?
Student A: A lot: 290.
**One on One Activity**

**Materials**
- Board or paper + marker
- 5A Listening Tracks
- Reproducible: Verb Chart Handout I (1 page per pair)
- Blank paper (1 sheet per student)
- Pronunciation booklet

**Review**
- Review countables and noncountables from Day 3. Write partial sentences on the board and prompt students to ask each other about calorie and fat content of foods featured on Day 3: How many / much ____ (a salad, salad dressing, hot dog, etc.): A: How many calories does a salad have? B: Not many.
- Review the homework.

**Warm Up**
- Instruct the student to close his/her eyes and think back from today, through the years, back to his/her earliest memories. Tell the student to listen to your questions and either nod or shake his/her head. Ask questions that the student should nod yes to, to confirm comprehension: Have you ever had a glass of water? Have you ever been to an English class? Then ask, Have you ever—since you were a baby until now—broken a bone? Your arm, your leg, for example? etc.

**Group Activity**

**Materials**
- Board or paper + marker
- 5A Listening Tracks
- Reproducible: Verb Chart Handout I (1 page per pair)
- Blank sheet of paper (1 sheet per student)
- Pronunciation booklet (1 per student)

**Review**
- Review countables and noncountables from Day 3. Write partial sentences on the board and prompt students to ask each other about calorie and fat content of foods featured on Day 3: How many / much ____ (a salad, salad dressing, hot dog, etc.): A: How many calories does a salad have? B: Not many.
- Review the homework.

**Warm Up**
- Instruct students to close their eyes and think back from today, through the years, back to their earliest memories. Tell them to listen to your questions and either nod or shake their heads. Ask questions that everyone should nod yes to, to confirm comprehension: Have you ever had a glass of water? Have you ever been to an English class? Then ask, Have you ever—since you were a baby until now—broken a bone? Your arm, your leg, for example? etc.
**One on One Activity**

**A. Vocabulary: Injuries**
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, *What's this? What's that?*
- Ask, *What's today's class about?*

**B. Listening (track 9): Have you ever … ?**
- Read Step 1 aloud. Explain that this first step asks about the student's own personal experience. Show where to make checkmarks.
- Read Step 2 aloud: Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Group Activity**

**A. Vocabulary: Injuries**
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Have the student look at the pictures. Ask, *What's this? What's that?*
- Ask, *What's today's class about?*

**B. Listening (track 9): Have you ever … ?**
- Read Step 1 aloud. Explain that this first step asks about the students' own personal experience. Show them where to make their checkmarks.
- Read Step 2 aloud: Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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**B. Listening (track 9): Have you ever … ?**

1. Q: Have you ever been in the hospital?
   A: Yes, I have.
2. Q: Have you ever broken a bone?
   A: Yes, I have. I broke my arm when I was six.
3. Q: Have you ever cut your lip?
   A: Yes, I have. I cut my lip last summer.
4. Q: Have you ever fallen down the stairs?
   A: Yes, I have. Ouch!
5. Q: Have you ever had a black eye?
   A: No, I haven’t.
6. Q: Have you ever hurt your back?
   A: No, I haven’t.
7. Q: Have you ever hurt yourself and called 911?
   A: Yes, I have. I called last month. I fell off a ladder and no one was home.
8. Q: Have you ever needed stitches?
   A: No, I haven’t.
9. Q: Have you ever bruised your shin?
   A: Yes, I have. I was playing soccer, and someone kicked me.
C. Present perfect tense

• This chart focuses on the present perfect tense. We use this tense to talk about an event that happened at an undetermined point in the past. We also use the present perfect to talk more generally about experience, gained at an unspecified time in the past. We use "ever" when asking about experience, to mean "at any time in the past."

• We form questions in the present perfect with have / has + the past participle of the verb. The past participle of regular verbs is the same form as the simple past form: + -ed: I called 911. / I have called 911 many times in the past. The past participle of irregular verbs, however, is not always the same form as the simple past form: I broke my finger. / I have broken three fingers over the years. Students must simply memorize the irregular forms. A chart of irregular verbs and their forms can be found in the Appendix.

• Short answers in the present perfect are formed with just have / had: Yes, I have.

• On the board, draw a timeline to illustrate the present perfect like this:

(present perfect)  xxxxxxx

|   |   |

(simple past) (now) (future)

• Read the items in the grammar chart and have the student repeat.

D. Activity

• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

• EXPANSION: After checking the activity, practice the Q&As in PAIRS.

E. Activity

• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

• EXPANSION: After checking the activity, practice the Q&As in PAIRS.

C. Present perfect tense

• This chart focuses on the present perfect tense. We use this tense to talk about an event that happened at an undetermined point in the past. We also use the present perfect to talk more generally about experience, gained at an unspecified time in the past. We use "ever" when asking about experience, to mean "at any time in the past."

• We form questions in the present perfect with have / has + the past participle of the verb. The past participle of regular verbs is the same form as the simple past form: + -ed: I called 911. / I have called 911 many times in the past. The past participle of irregular verbs, however, is not always the same form as the simple past form: I broke my finger. / I have broken three fingers over the years. Students must simply memorize the irregular forms. A chart of irregular verbs and their forms can be found in the Appendix.

• Short answers in the present perfect are formed with just have / had: Yes, I have.

• On the board, draw a timeline to illustrate the present perfect like this:

(present perfect)  xxxxxxx

|   |   |

(simple past) (now) (future)

• Read the items in the grammar chart and have students repeat.

D. Activity

• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity

• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the directions aloud. Ask comprehension questions about the Incident Report: *What's the patient’s name? What does the “Details” column tell us?*
- Do an example together. As the student works, answer questions and offer encouragement. Check answers together.

**G. Culture Tip!**
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Give local contact information for related resources (safe houses, hospitals, police, etc.). Be sensitive to student’s privacy.

**EXTRA ACTIVITY (if time permits):**
- **Verb chart** PAIR UP with your student. Get a Verb chart. Instruct the student to study the chart of verbs then cut it up and try to put the words in the correct categories again.

**GROUP ACTIVITY**

**F. Activity**
- Read the directions aloud. Ask comprehension questions about the Incident Report: *What's the patient's name? What does the “Details” column tell us?*
- Do an example together. As students work, circulate and offer encouragement. Check answers together.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Give local contact information for related resources (safe houses, hospitals, police, etc.). Be sensitive to students’ privacy.

**EXTRA ACTIVITY (if time permits):**
- **Verb chart** PAIR students. Give each pair a Verb chart. Instruct students to study the chart of verbs then cut it up and try to put the words in the correct categories again.
**ONE ON ONE ACTIVITY**

**H. Activity**
- Read the directions aloud. Read the example together. As the student works, answer questions and offer encouragement. Check answers.

**I. Activity**
- Read the directions aloud. Do an example together on the board. Emphasize that the student can make up information—the list does not have to be true. As the student works, answer questions and offer encouragement. Check answers.

**J. Activity**
- PAIR UP with your student. Read the directions aloud. Model the example dialogue with the student. Then have a conversation about injuries.

**Before You Go ...**
- Encourage the student to bring a job application to the next class. **NOTE:** These suggestions are just that, suggestions. Bringing real items into the classroom often helps make the relevance of an activity clearer.
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

**Extra Pronunciation Activity**
- Write the list of words below on the board.
- Using the Pronunciation booklet, or an exercise to work on minimal pairs, work on the following words:
  - shin chin
  - thigh tie
  - ankle uncle
  - mouth mouse
- Be sure to give students ample opportunity to hear you say the words and repeat.

**Internet Expansion**
- Look up sample symptoms on webmd.com.

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**GROUP ACTIVITY**

**H. Activity**
- Read the directions aloud. Read the example together. As students work, circulate and offer encouragement. Check answers individually.

**I. Activity**
- Read the directions aloud. Do an example together on the board. Emphasize that students can make up information—the list does not have to be true. As students work, circulate and offer encouragement. Check answers individually. **OPTION:** Have volunteers share their lists.

**J. Activity**
- PAIR students. Read the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.

**Before You Go ...**
- Encourage students to bring a job application to the next class. **NOTE:** These suggestions are just that, suggestions. Bringing real items into the classroom often helps make the relevance of an activity clearer.
- Encourage students to ask questions about any part of the lesson they didn’t understand.

**Extra Pronunciation Activity**
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- Be sure to give students ample opportunity to hear you say the words and repeat.

**Internet Expansion**
- Look up sample symptoms on webmd.com.
**ONE ON ONE ACTIVITY**

**K. Activity**
- **PAIR UP** with your student. Read the directions aloud. Model the example dialogue with the student. Then play the game.

**L. Activity**
- Have the student read the Language Note. Answer any questions. Ask comprehension questions to check the student’s understanding: *When do we use in?* etc.
- Consider writing a few of the examples from the Language Note on the board. While the student may know other uses of prepositions, keep the focus on prepositions of time.
- Then read the rest of the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**EXTRA ACTIVITY (if time permits):**
- **Find Someone Who ...** On the board, draw the following chart and have the student copy it onto a sheet of paper. Have the student come up with an action for the last box. Then as homework, have the student ask people, *Have you ever ___?* and write names when they find someone who answers yes.

**GROUP ACTIVITY**

**K. Activity**
- **PAIR** students. Read the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement. (Have students cover the other partner’s chart.)

**L. Activity**
- Have students read the Language Note. Answer any questions. Ask comprehension questions to check students’ understanding: *When do we use in?* etc.
- Consider writing a few of the examples from the Language Note on the board. While students may know other uses of prepositions, keep the focus on prepositions of time.
- Then read the rest of the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**EXTRA ACTIVITY (if time permits):**
- **Find Someone Who ...** On the board, draw the following chart and have students copy it onto a sheet of paper. Have them write their own category in the last box. Then have them circulate, asking, *Have you ever ___?* and write names when they find someone who answers yes. Set a time limit. At the end of the activity, see who has found the most people.

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<thead>
<tr>
<th>been in the hospital</th>
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Homework

• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
• B: Reading and Writing: Remind them that reading is a good way to grow vocabulary. Encourage them to try to correctly use the vocabulary and grammar structure from the lesson (present perfect), and not to worry about other mistakes.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, Try!
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! Nice work! Point to something specific that the students did well.
• Ask students to fill out an “exit ticket” before leaving (see Day 2 homework for suggestions on how to do this).

A. Listening (track 10): Have you ever …?
1. Q: Have you ever been in the hospital?
   A: Yes, I have.
2. Q: Have you ever broken a bone?
   A: Yes, I have. I broke my arm when I was six.
3. Q: Have you ever cut your lip?
   A: Yes, I have. I cut my lip last summer.
4. Q: Have you ever fallen down the stairs?
   A: Yes, I have. Ouch!
5. Q: Have you ever had a black eye?
   A: No, I haven’t.
6. Q: Have you ever hurt your back?
   A: No, I haven’t.
7. Q: Have you ever hurt yourself and called 911?
   A: Yes, I have. I called last month. I fell off a ladder and no one was home.
8. Q: Have you ever needed stitches?
   A: No, I haven’t.
9. Q: Have you ever bruised your shin?
   A: Yes, I have. I was playing soccer, and someone kicked me.
**One on One Activity**

**Materials**
- Board or paper + marker
- 5A Listening Tracks
- Reproducible: Verb Chart Handout II (1 page per pair)
- Reproducible: Practice Application (1 per student)

**Review**
- Review injuries from Day 4 with this **ICEBREAKER: Charades** Indicate that you can’t talk (finger to your lips, point to self). Point to students and indicate, *Watch*. Point to the board where you have written some of the injuries from Day 4: broken arm, sprained ankle, etc. Act out one of the items and gesture for students to guess. Once you hear the correct answer called out, point to the words on the board and confirm before continuing with the next item.
- Review the homework.

**Warm Up**
- Ask the student to call out job skills. Write a list on the board, in the base form: *use a drill, drive a truck*, etc. Then ask your student about work experience, referring to the list on the board: *Kristina, have you ever used a drill? Have you ever driven a truck?*

**Group Activity**

**Materials**
- Board or paper + marker
- 5A Listening Tracks
- Reproducible: Verb Chart Handout II (1 page per pair)
- Reproducible: Practice Application (1 per student)

**Review**
- Review injuries from Day 4 with this **ICEBREAKER: Charades** Indicate that you can’t talk (finger to your lips, point to self). Point to students and indicate, *Watch*. Point to the board where you have written some of the injuries from Day 4: broken arm, sprained ankle, etc. Act out one of the items and gesture for students to guess. Once you hear the correct answer called out, point to the words on the board and confirm before continuing with the next item.
- Take turns having students act out injuries.
- Review the homework.

**Warm Up**
- Ask students to call out job skills. Write a list on the board, in the base form: *use a drill, drive a truck*, etc. Then ask individual students about work experience, referring to the list on the board: *Kristina, have you ever used a drill? Angel, have you ever driven a truck?*
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Experience**
- Read the directions aloud. Give the student a few moments to absorb the form and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Ask, *What’s today’s class about?*

**B. Listening (track 11): The job application**
- Read the directions aloud. Explain that the student are going to hear Victor Jin talking to himself as he completes a job application.
- Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers.
- Point out the speech bubble: *Let’s see.* Explain that it’s something we say as we think and doesn’t have literal meaning.

**GROUP ACTIVITY**

**A. Vocabulary: Experience**
- Read the directions aloud. Give students a few moments to absorb the form and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, *What’s today’s class about?*

**B. Listening (track 11): The job application**
- Read the directions aloud. Explain that students are going to hear Victor Jin talking to himself as he completes a job application.
- Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Point out the speech bubble: *Let’s see.* Explain that it’s something we say as we think and doesn’t have literal meaning.

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[1] *Let’s see.* Today is June 27th, 2013. First name: Victor; V-i-c-t-o-r. Last name: Jin; J-i-n. DOB: Date of birth: 8/18/1991. Phone number: 783.555.6402. Address or email: I’ll give my address: 1078 Owl St., Apt. 3E, Seattle (S-e-a-t-t-l-e), Washington (W-a-s-h-i-n-g-t-o-n) 98111.

Schedule: Are you flexible? Yes, I am. I can work Monday through Sunday. I can work anytime. I would like to work full-time.

[2] Have you ever done these things? Hmm, let’s see. I’ve done most of these things.

I’ve used a drill. I’ve run a cash register. I’ve baked and used power tools. I’ve worked as a cook in many restaurants! I’ve used a computer. ... I’ve operated a meat cutter, I’ve driven a taxi ... I’m going to cross out “truck” and write taxi. Okay. And, what else? I’ve served food at a restaurant.

Last question: Have you ever been convicted of a crime? No, I’ve never been convicted of a crime.
C. The present perfect
• This chart focuses on long and negative answers in the present perfect.
• We form long answers with have / has + past participle and other information: *I have driven a truck.*
• We form long negative answers with have / has + never + past participle and other information: *I have never driven a truck.* (We can also say: *I haven't ever driven a truck.* However, for this lesson, the focus is on the use of never.)
• Read the items in the grammar chart and have the student repeat. Then refer the student to Victor’s job application and ask questions about his skills, focusing on the things he has never done: *Has Victor ever driven a truck?*

D. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
• Point out the Language Note. Make sure the student understands the apostrophe s ('s) represents has, not is. Explain that they sound and look the same, so the student must rely on context—surrounding information—to be sure which form is meant: *He's never used a drill.* = *He has never used a drill.* *He's using a drill.* = *He is using a drill.*

E. Activity
• Read the directions aloud. Make sure the student understands that the questions are about his/her, but can write true answers or not. Do an example together. As the student works, answer questions and offer encouragement. Check answers together. EXPANSION: After checking the activity, practice the Q&As with your student.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Activity**
- **PAIR UP** with your student. Ask comprehension questions about the list: *What does “hands on” mean? What kinds of jobs are considered “food service” jobs?*
- Read the first step of the directions aloud. Explain that the student should write his/her ideas on the lines under the correct headings. **OPTION:** Brainstorm together.
- Emphasize the importance of neat, clear handwriting when filling out an application.
- Read the second step aloud. As the student works, answer questions and ask about the skills she/he has checked: *Have you really upholstered furniture? Interesting. Where? What kinds of furniture?*

**G. Activity**
- Read the directions aloud. Get a **Practice Application** if the student didn’t bring an application to class. As the student works, answer questions and offer encouragement. Check over the student’s application.

**H. Culture Tip!**
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Explain that spelling errors on a job application or resume can alienate a prospective employer, even if the job doesn’t require strong writing skills.

**EXTRA ACTIVITY (if time permits):**
- **Verb chart** PAIR UP with your student. Get a **Verb chart II Handout**. Instruct the student to complete the chart with past participles, then study the chart, then cut it up and try to put the words in the correct categories again.

**GROUP ACTIVITY**

**F. Activity**
- **PAIR students.** Ask comprehension questions about the list: *What does “hands on” mean? What kinds of jobs are considered “food service” jobs?*
- Read the first step of the directions aloud. Explain that students should write their ideas on the lines under the correct headings.
- Emphasize the importance of neat, clear handwriting when filling out an application.
- As students talk, circulate and offer encouragement. **OPTION:** Brainstorm together as a class.
- Read the second step aloud. As students work, circulate and ask individual students about the skills they’ve checked: *Jorge, have you really upholstered furniture? Interesting. Where? What kinds of furniture?*

**G. Activity**
- Read the directions aloud. Hand out **Practice Applications** to students who didn’t bring an application to class. As students work, circulate and offer encouragement. Check applications individually.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Explain that spelling errors on a job application or resume can alienate a prospective employer, even if the job doesn’t require strong writing skills.

**EXTRA ACTIVITY (if time permits):**
- **Verb chart** PAIR students. Give each pair a **Verb chart II Handout**. Instruct students to complete the chart with past participles. Then study the chart. Then cut it up and try to put the words in the correct categories again.
**ONE ON ONE ACTIVITY**

I. Activity
- PAIR UP with your student. Read the first step aloud. Check his/her applications. Consider writing errors on the board and discussing.
- Read the second step aloud. Model the example dialogue with the student. Then role play and interview, with you as the hiring manager.

J. Activity
- Read the first part of the directions aloud: *Read Victor’s goals. Which goals has he accomplished?* Point to the list of Victor’s Job Search Goals. Ask comprehension questions about the goals: *What do the checkmarks mean? What do the boxes mean? What’s a “temp agency”?*
- As the student reads, check that he/she is only reading, not answering the questions.
- Read the rest of the directions aloud. Do an example together on the board. Point out the Language Note about expressions indicating time. Explain that giving yourself deadlines can help you be more serious about your goals.
- **NOTE:** You may need to explain the word *deadline* (*a date when you have to do something*).
- As the student works, answer questions and offer encouragement. Check answers. **OPTION:** Have the student read his/her goals aloud.

Before You Go ...
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

**GROUP ACTIVITY**

I. Activity
- PAIR students. Read the first step aloud. As students check each other’s applications, circulate and answer questions. Consider writing recurring errors on the board and discussing as a class.
- Read the second step aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.

J. Activity
- Read the first part of the directions aloud: *Read Victor’s goals. Which goals has he accomplished?* Point to the list of Victor’s Job Search Goals. Ask comprehension questions about the goals: *What do the checkmarks mean? What do the boxes mean? What’s a “temp agency”?*
- As students read, circulate to check that they are only reading, not answering the questions.
- Read the rest of the directions aloud. Do an example together on the board. Point out the Language Note about expressions indicating time. Explain that giving yourself deadlines can help you be more serious about your goals.
- **NOTE:** You may need to explain the word *deadline* (*a date when you have to do something*).
- As students work, circulate and offer encouragement. Check answers individually. **OPTION:** Have volunteers share their goals with the class.

Before You Go ...
- Encourage students to ask questions about any part of the lesson they didn’t understand.
**ONE ON ONE ACTIVITY**

**K. Activity**
- Read the first part of the directions aloud: *Read the job ads.* Point to the four classified ads. Point out the Language Note.
- As the student reads, check that he/she is only reading, not answering the questions. Ask comprehension questions about the ads: *How much does the cook position pay? When does the receptionist job start?*
- Read the second part of the directions aloud: *Underline the work experience that the jobs ask for.* Do the Constructions Jobs ad together. As the student works, answer questions and offer encouragement. Check answers together.
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. **OPTION:** Ask the student to tell which job he/she circled and why.

**L. Activity**
- Read the directions aloud. Do an example on the board together. As the student works, answer questions and offer encouragement. Check answers. **OPTION:** Ask the student to read his/her sentences aloud.

**M. Activity**
- **PAIR UP** with your student. Read the directions aloud. Model the example dialogue with the student. Then have a conversation about the jobs in Activity K.

**EXTRA ACTIVITY (if time permits):**
- **Telephone** Whisper a sentence related to the lesson to the student. (Example: *Monique has never driven a taxi.*) The student can say, *Excuse me?* and you repeat one time, but then he/she must write whatever message he/she understood on the board. Check it for accuracy with the original message. **OPTIONS:** For increased difficulty, say more than one sentence: *Monique has never driven a taxi, but she has driven a truck.*

**GROUP ACTIVITY**

**K. Activity**
- Read the first part of the directions aloud: *Read the job ads.* Point to the four classified ads. Point out the Language Note.
- As students read, circulate to check that they are only reading, not answering the questions. Ask comprehension questions about the ads.
- Read the second part of the directions aloud: *Underline the work experience that the jobs ask for.* Do the Constructions Jobs ad together. As students work, circulate and offer encouragement. Check answers together.
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. **OPTION:** Ask volunteers to tell which job they circled and why.

**L. Activity**
- Read the directions aloud. Do an example on the board together. As students work, circulate and offer encouragement. Check answers individually. **OPTION:** Have volunteers share their sentences with the class.

**M. Activity**
- **PAIR** students. Read the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.
- **Have volunteers** perform the dialog for the class.

**EXTRA ACTIVITY (if time permits):**
- **Telephone** Have students stand in a line. Whisper a sentence related to the lesson to the first student. (Example: *Monique has never driven a taxi.*) The student can say, *Excuse me?* and you repeat one time, but then must pass whatever message he/she understood on to the next student in line. The last student in line says the message aloud.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind them that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Try!*
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *Thank you! Good job!* Point to something specific that the students did well.
• Ask students to fill out an “exit ticket” before leaving (see Day 2 homework for suggestions on how to do this).

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**A. Listening (track 12): The job application**

[1] Let’s see. I need to include my resume with this job application.

I’ll add my phone number: 783-555-6402.

I need to update my address. I don’t think I’ll give my email. 1078 Owl Street, Apartment 3E.

Okay, here I’ll write that I speak English. E-N-G-L-I-S-H.

I’m flexible. I can work Monday through Sunday.

I’ve used a saw and power tools, ran a cash register and worked in restaurants: mostly cooking, serving and operating a meat cutter. I have also driven a taxi.

I’ll put the taxi job under history. Uptown Taxi in Seattle. I was a driver there from March 2009 to November 2010.

Okay! That should be it!
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Blank paper (1 sheet per student)

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Blank paper (1 sheet per student)

**REVIEW**
- Use the homework (Activity B) to review the present perfect and job vocabulary from Day 5. PAIR UP with your student. Demonstrate how you would like to discuss the homework: A: Who did you interview? B: Ronaldo and Luisa. A: Has Ronaldo ever driven a truck? etc. **OPTION:** Write the dialogue on the board.

**WARM UP**
- If the student doesn’t have a job, ask questions related to class: When do you leave for class? When do you study? What time? If the student has a job, ask what kinds of things his/her boss looks for in employee performance. Ask a lower level student simple yes/no questions: Is it important to dress well—wear nice clothes—at your job?
ONE ON ONE ACTIVITY

A. Vocabulary: Performance
- Read the directions aloud. Give the student a few moments to absorb the chart and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Pay particular attention to words that will pose a challenge to the student, such as appropriately, and break-down the word into syllables as necessary.
- Have the student look at the pictures. Ask, What's this? What's that?
- Point out the shaded regions of each clock to explain the time words. The first two clocks are not shaded, which may be confusing. Explain the distinction between the two.
- Ask, What's today's class about?

B. Listening (track 13): The evaluation
- Read the directions aloud. After the student has read the evaluation form, ask comprehension questions: Where does Victor work? What does “S” mean? etc. Explain that he/she will hear Victor’s boss completing a performance evaluation. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Performance
- Read the directions aloud. Give students a few moments to absorb the chart and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Pay particular attention to words that will pose a challenge to the students, such as appropriately, and break-down the word into syllables as necessary.
- Have the students look at the pictures. Ask, What's this? What's that?
- Point out the shaded regions of each clock to explain the time words. The first two clocks are not shaded, which may be confusing. Explain the distinction between the two.
- Ask, What's today's class about?

B. Listening (track 13): The evaluation
- Read the directions aloud. After students have read the evaluation form, ask comprehension questions: Where does Victor work? What does “S” mean? etc. Explain that they will hear Victor’s boss completing a performance evaluation. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

B. Listening (track 13): The evaluation
Employee: Victor Jin
3-month evaluation.
Signs in and out on time: Usually. I’ll say satisfactory.
Calls in when sick or running late: Hardly ever. I’ll say, poor.
Follows instructions: Most of the time. Satisfactory.
Has a good attitude about job: Definitely. Excellent.
Turns in paperwork when it’s due: Almost never. For example, he always turns in his timesheet after 3 p.m.

on Friday. He needs to turn it in before 3 p.m. Poor. Is a problem-solver. Sometimes. Satisfactory.
Is a team player. Definitely. Excellent.
C. Time expressions
• This chart focuses on time expressions—some referring to specific clock and calendar time and others referring to frequency.
• To talk about time, we use prepositions with times, days, dates, months, and years: before (before 3:00, before Friday), after (after 3:00, after Friday), at (at 3:00), by (by 3:00, by May), around (around 3:00, around Dec. 15th), between (between 2:00 and 3:00, between 2001 and 2002), on (on Friday). This lesson is primarily focused on time and days.
• Frequency expressions answer the question, How often?
• Read the items in the grammar chart and have the student repeat. Point out the Language Note. Refer students to Victor’s performance evaluation on the opening page and ask frequency questions: Does Victor sign in and out on time? Ask time questions about your class: What time does this class start? When do we meet?

D. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

E. Activity
• Read the directions aloud. Do the first item together. Explain that the student is answering about himself/herself, but can make up answers.
• As the student works, answer questions and offer encouragement. Check answers together.
• EXPANSION: After checking the activity, practice the Q&As with your student.

C. Time expressions
• This chart focuses on time expressions—some referring to specific clock and calendar time and others referring to frequency.
• To talk about time, we use prepositions with times, days, dates, months, and years: before (before 3:00, before Friday), after (after 3:00, after Friday), at (at 3:00), by (by 3:00, by May), around (around 3:00, around Dec. 15th), between (between 2:00 and 3:00, between 2001 and 2002), on (on Friday). This lesson is primarily focused on time and days.
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D. Activity
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

E. Activity
• Read the directions aloud. Do the first item together. Explain that students are answering about themselves, but they can make up answers.
• As students work, circulate and offer encouragement. Check answers together.
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the first part of the directions aloud. Read the email Victor wrote to his boss. After students finish reading, ask comprehension questions: What's Victor's boss's name? Why is Victor writing her an email? etc.
- Then read the rest of the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**G. Activity**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers. **OPTION:** Have the student read his/her email aloud.

**H. Culture Tip!**
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Ask the student if he/she agrees that the topics are inappropriate at work. Why? Ask about "taboo" work topics in his/her country.

**EXTRA ACTIVITY (If time permits)**
- Introduce the word *so* and its many meanings:
  - **VERY**
    - I'm so excited.
    - I'm so hungry.
  - **As a FILLER**
    - So, where are you going?
    - And, the result is...
  - The power went out, so our house has no electricity.
  - I didn't eat this morning, so I'll have a big lunch.
  - **As part of a phrase**
    - I think so.

**GROUP ACTIVITY**

**F. Activity**
- Read the first part of the directions aloud. Read the email Victor wrote to his boss. After students finish reading, ask comprehension questions: What's Victor's boss's name? Why is Victor writing her an email? etc.
- Then read the rest of the directions aloud. Go over the example together. As the student works, circulate and offer encouragement. Check answers together.

**G. Activity**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers individually. **OPTION:** Have volunteers read their emails to the class.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students if they agree that the topics are inappropriate at work. Why? Ask about "taboo" work topics in their countries.

**EXTRA ACTIVITY (If time permits)**
- Introduce the word *so* and its many meanings:
  - **VERY**
    - I'm so excited.
    - I'm so hungry.
  - **As a FILLER**
    - So, where are you going?
    - And, the result is...
  - The power went out, so our house has no electricity.
  - I didn't eat this morning, so I'll have a big lunch.
  - **As part of a phrase**
    - I think so.
REAL LIFE

ONE ON ONE ACTIVITY

I. Activity
• Read the directions aloud. Point out the Language Note. As the student works, answer questions and offer encouragement. Check answers with your student. OPTION: Follow up with inference questions: How was Sherry feeling when she wrote this journal entry? What kind of person do you think Sherry is?

J. Activity
• PAIR UP with your student. Read the directions aloud. Point out the Language Note. Model the example dialogue with the student. Then have a conversation about Sherry’s situation.

Before You Go...
• Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

EXTRA ACTIVITY (if time permits):
• Dictation. Tell the student that you are going to tell a story about an employee. The student should listen closely because you will have questions about the story. Use target words from the lesson. Repeat the story as necessary. Story example: James is a good employee. He always signs in and out on time. He usually calls in when he’s sick or running late. He follows instructions most of the time. But he hardly ever turns in paperwork when it’s due. And he doesn’t always have a good attitude about the job. He dresses appropriately. And he is a good problem-solver. Question examples: Is James a poor, satisfactory, or excellent employee? What things does his boss say he does well? What doesn’t he do well?
• Then explain that you want the student to write the story as you tell it. Give the student a sheet of paper.
• Follow this procedure for dictation exercises:
  • Teacher reads the story once while the student just listens.
  • Teacher reads the story again (repeating each sentence twice), as the student writes.
  • Finally, the teacher reads the whole story slowly so that the student can make corrections, additions, etc.
  • Have the student write the story on the board to check his/her work.

GROUP ACTIVITY

I. Activity
• Read the directions aloud. Point out the Language Note. As students work, circulate and offer encouragement. Check answers together. OPTION: Follow up with inference questions: How was Sherry feeling when she wrote this journal entry? What kind of person do you think Sherry is?

J. Activity
• PAIR students. Read the directions aloud. Point out the Language Note. Model the example dialogue with a student. As students talk, circulate and offer encouragement. OPTION: Have volunteers perform their conversation for the class.

Before You Go...
• Encourage students to ask questions about any part of the lesson they didn’t understand.

EXTRA ACTIVITY (if time permits):
• Dictation. Tell the students that you are going to tell a story about an employee. They should listen closely because you will have questions about the story. Use target words from the lesson. Repeat the story as necessary. Story example: James is a good employee. He always signs in and out on time. He usually calls in when he’s sick or running late. He follows instructions most of the time. But he hardly ever turns in paperwork when it’s due. And he doesn’t always have a good attitude about the job. He dresses appropriately. And he is a good problem-solver. Question examples: Is James a poor, satisfactory, or excellent employee? What things does his boss say he does well? What doesn’t he do well?
• Then explain that you want the students to write the story as you tell it. Each student needs a sheet of paper. Teacher reads the story once while the students just listen.
• Teacher reads the story again (repeating each sentence twice), as the students write.
• Finally, the teacher reads the whole story slowly so that the students can make corrections, additions, etc.
• Have the students take turns writing the story on the board to check their work.
**One on One Activity**

**K. Activity**
- Ask the student what an in/out board is. Where are they found? What is their purpose?
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

**L. Activity**
- Read the first part of the directions aloud: Read Victor’s goals. Point to the list of Victor’s goal. As the student reads, check that he/she is only reading. Ask comprehension questions: What does he mean be “be a better listener”? 
- Read the rest of the directions aloud. Do an example together on the board. As the student works, answer questions and offer encouragement. Check answers. **OPTION:** Have the student read his/her goals aloud.
- Refer the student back to Day 1’s lesson - sometimes advanced school is relevant to achieving one’s goals!

**M. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example. Then have a conversation about the student’s job goals.

**Group Activity**

**K. Activity**
- Ask students what an in/out board is. Where are they found? What is their purpose?
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.

**L. Activity**
- Read the first part of the directions aloud: Read Victor’s goals. Point to the list of Victor’s goal. As students read, circulate to check that they are only reading. Ask comprehension questions: What does he mean be “be a better listener”? 
- Read the rest of the directions aloud. Do an example together on the board. As students work, circulate and offer encouragement. Check answers individually. **OPTION:** Have volunteers share their goals with the class.
- Refer students back to Day 1’s lesson - sometimes advanced school is relevant to achieving one’s goals!

**M. Activity**
- PAIR students. Read the directions aloud. Model the example. As students talk, circulate and offer encouragement.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
• B: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Try!*
• C: Journal: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *Bravo!* Point to something specific that the students did well.
• Ask students to fill out an “exit ticket” before leaving (see Day 2 homework for suggestions on how to do this).

**A. Listening (track 14): The evaluation**

Employee: Victor Jin
3-month evaluation.
Signs in and out on time: Usually. I’ll say *satisfactory.*
Calls in when sick or running late: Hardly ever. I’ll say, *poor.*
Follows instructions: Most of the time. *Satisfactory.*
Has a good attitude about job: Definitely. *Excellent.*
Turns in paperwork when it’s due: Almost never. For example, he always turns in his timesheet after 3 p.m. on Friday. He needs to turn it in before 3 p.m. *Poor.*
Is a team player. Definitely. *Excellent.*
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Images of houses (exterior or interior, fancy or plain) (3 – 4 images)
- *The Immigrant Guide*
- OPTIONAL: Credit report
- OPTIONAL: Timer

**REVIEW**
- Review time expressions from Day 6. Ask the student about his/her habits: *When do you usually get up? What time do you usually go to bed?* etc.
- Review the homework.

**WARM UP**
- PAIR UP with your student. Look at images of houses. Talk about what you like and don’t like.

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Images of houses (exterior or interior, fancy or plain) (3 – 4 images per pair)
- *The Immigrant Guide* (1 copy per student)
- OPTIONAL: Credit report (1 copy per student)
- OPTIONAL: Timer

**REVIEW**
- Review time expressions from Day 6. Ask students about their habits: *When do you usually get up? What time do you usually go to bed?* etc.
- Review the homework.

**WARM UP**
- PAIR students. Give each pair images of houses. Tell them to talk about what they like and don’t like.
ONE ON ONE ACTIVITY

A. Vocabulary: Real estate
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Ask, What's today's class about?

B. Listening (track 15): The real estate agent
- Read the first step aloud. Direct the student’s attention to application checklist. After the student has finished reading, ask comprehension questions: What does “mo. to mo.” mean? What’s a background check? etc.
- Read the second step aloud. Explain that the student will hear a conversation between Victor and a real estate agent. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Go over the vocabulary from the real estate checklist. Be sure to discuss confusing words, such as the kind of property and location descriptions.

GROUP ACTIVITY

A. Vocabulary: Real estate
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have the student repeat.
- Ask, What’s today’s class about?

B. Listening (track 15): The real estate agent
- Read the first step aloud. Direct students’ attention to application checklist. After students have finished reading, ask comprehension questions: What does “mo. to mo.” mean? What’s a background check? etc.
- Read the second step aloud. Explain that they will hear a conversation between Victor and a real estate agent. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Go over the vocabulary from the real estate checklist. Be sure to discuss confusing words, such as the kind of property and location descriptions.

Jane: No problem. What are your other preferences?
Victor: Well, I’d like a washer and dryer. A balcony would be nice. I’d like a quiet neighborhood, and I have a cat.
Jane: Okay, great. Now I’ll need a copy of the documents listed here. Do you have them with you today?
Victor: I brought my i.d., a bank statement, a pay stub, and three references, but I need to request a credit report.
Jane: Oh, that’s easy. Please also get your credit score—we want to look at that, and you’ll bring a cashier’s check after you decide on an apartment.
Well, can I show you our listing of apartments now ... Victor: Sure!
**One on One Activity**

C. **Punctuation: periods, question marks, and commas**
   - This chart focuses on using correct punctuation in a variety of situations.
   - On the board, write examples from the chart and ask the student to help you fill in the punctuation. Explain the function of each of the three kinds of punctuation in the chart.
   - Read the items in the grammar chart and have the student repeat.

D. **Activity**
   - Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
   - **EXPANSION:** Have student read the email aloud and practice full stops with periods, correct intonation with questions, and pauses with commas.

**Group Activity**

C. **Punctuation: periods, question marks, and commas**
   - This chart focuses on using correct punctuation in a variety of situations.
   - On the board, write examples from the chart and ask students to help you fill in the punctuation. Explain the function of each of the three kinds of punctuation in the chart.
   - Read the items in the grammar chart and have students repeat.

D. **Activity**
   - Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.
   - **EXPANSION:** Have student read the emails aloud and practice full stops with periods, correct intonation with questions, and pauses with commas.
**Real Life**

**One on One Activity**

**E. Activity**
- Read the first part of the directions aloud: *Read the letter.* After the student has finished reading the letter, ask comprehension questions: *What is Equifax Information Services? What does “To whom it may concern” mean?* etc.
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** Throughout the chapter, have the student read the letter (or other material) aloud and practice full stops with periods and pauses with commas.

**F. Activity**
- **PAIR UP** with your student. Read the directions aloud. Model an example dialogue with the student: *A: What does “SSN” mean? B: It means “Social Security Number.”* Then have a conversation about the questions in the list. Remind the student to practice correct question intonation.

**G. Culture Tip!**
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Ask the student about his/her experiences with credit scores. How can a bad score affect you? Point out the Language Note on the next page.
- Read *The Immigrant Guide* topics about credit reports for more information and practice.
- **EXPANSION:** Bring in copies of a real credit report. (You may want to black out private information.) Have the student review and ask questions.

**Group Activity**

**E. Activity**
- Read the first part of the directions aloud: *Read the letter.* After students have finished reading the letter, ask comprehension questions: *What is Equifax Information Services? What does “To whom it may concern” mean?* etc.
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** Throughout the rest of the chapter, have students read the letter (or other material) aloud and practice full stops with periods and pauses with commas.

**F. Activity**
- **PAIR students.** Read the directions aloud. Model an example dialogue with a student: *A: What does “SSN” mean? B: It means “Social Security Number.”* As students talk, circulate and offer encouragement. Remind students to practice correct question intonation.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask volunteers about their experiences with credit scores. How can a bad score affect you? Point out the Language Note on the next page.
- Read *The Immigrant Guide* topics about credit reports for more information and practice.
- **EXPANSION:** Bring in copies of a real credit report. (You may want to black out private information.) Have students review and ask questions.
**H. Activity**
- **PAIR UP** with your student. Read the first part of the directions aloud: *Look at Victor’s credit score in Activity F. Now look at the scale below.* Point out the scale. Ask comprehension questions to be sure the student understands it: *Is 850 a very good score or a very poor score?* Read the rest of the directions aloud. Ask, *How would you describe Victor’s credit?*

**I. Activity**
- Read the directions aloud. Remind the student to look at the letter in Activity E for support. As the student works, answer questions and offer encouragement. Check the student’s letter.

**J. Activity**
- **PAIR UP** with your student. Read the directions aloud. Model an example dialogue with the student: 
  
  A: *This is a good sentence, but you forgot two commas.*
  
  B: *Thanks. Show me.* Emphasize the need to give positive as well as critical feedback. Then have a conversation about the positives and mistakes in the letter.

**Before You Go ...**
- Remind the student that the next class is a review of Days 1–7 and a review test.
- Introduce the field trip lesson (Day 9). Talk about the purpose (practicing English in a real life situation, practicing the vocabulary and grammar that he/she has learned, etc). Make sure the student understands the date and that you are mentioning it now so that the student can make arrangements for transportation. Emphasize that the next class is in the classroom, and that the field trip is the following class. Consider writing days or dates so that there is no confusion.
**One on One Activity**

**K. Activity**
- Read the directions aloud. After the student has read the pay stub and abbreviation definitions, ask comprehension questions: *What pay period is this pay stub for? What are “deductions”? What does “YTD” mean? What is the difference between gross and net pay? etc.*
- As the student works, answer questions and offer encouragement. Check answers together.

**L. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example dialogue. Then have a conversation about where the student wants to live.

**EXTRA ACTIVITY (if time permits):**
- **Alphabet Story** – Sit across from your student. The first person says a housing-related word beginning with the letter *a* (*apartment, available, etc.*). The next person says a word beginning with *b* (*basement, bedroom*), and so on. **OPTIONS:** 1) The next person repeats the previous words before adding a word. 2) Add a **timer** for a sense of excitement. 3) Begin at the end of the alphabet. 4) For lower level the student, require that the word only contain the letter, not begin with it. 5) For a higher level student, try to make a story: Example: *Anya’s / bathtub / can’t / drain.*

**Group Activity**

**K. Activity**
- Read the directions aloud. After students have read the pay stub and abbreviation definitions, ask comprehension questions: *What pay period is this pay stub for? What are “deductions”? What does “YTD” mean? What is the difference between gross and net pay? etc.*
- As students work, circulate and offer encouragement. Check answers together.

**L. Activity**
- PAIR students. Read the directions aloud. Model the example dialogue. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- **Alphabet Story** – Sit in a circle. The first person says a housing-related word beginning with the letter *a* (*apartment, available*). The next person says a word beginning with *b* (*basement, bedroom*), and so on. **OPTIONS:** 1) The next person repeats the previous words before adding a word. 2) Add a **timer** for a sense of excitement. 3) Begin at the end of the alphabet. 4) For lower level students, require that the word only contain the letter, not begin with it. 5) For a group of higher level students, have them try to make sentences. Example: *Anya’s / bathtub / can’t / drain.*
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind them that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Go for it!*
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *Good work!* Point to something specific that the students did well.
• Ask students to fill out an “exit ticket” before leaving (see Day 2 homework for suggestions on how to do this).

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**A. Listening (track 16): The real estate agent**

Victor: Hi. I’m here to see Jane.
Jane: Hi, I’m Jane. You must be Victor.
Victor: That’s right. It’s nice to meet you.
Jane: Nice to meet you, too. Have a seat.
Victor: Here’s the online application. I completed the first part.
Jane: Oh, great. I see that you’re looking for a studio apartment with a three-quarter bath, and you prefer a 6-month lease. ... You’d like to live downtown, and you can pay between $800 and $1,300 dollars a month.
Victor: That’s right. However, I can only afford a security deposit of one month’s rent.

Jane: No problem. What are your other preferences?
Victor: Well, I’d like a washer and dryer. A balcony would be nice. I’d like a quiet neighborhood, and I have a cat.
Jane: Okay, great. Now I’ll need a copy of the documents listed here. Do you have them with you today?
Victor: I brought my i.d., a bank statement, a pay stub, and three references, but I need to request a credit report.
Jane: Oh, that’s easy. Please also get your credit score—we want to look at that, and you’ll bring a cashier’s check after you decide on an apartment.
Well, can I show you our listing of apartments now ...
Victor: Sure!
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Reproducible: Injury Cards

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Reproducible: Injury Cards (1 set per pair)

**Review**
- Review the homework and day 7 lesson.
- To review punctuation, write five sentences with punctuation errors on the board. As the student to make corrections.

**Warm Up**
- Write on the board, Review.
- Plan to spend approximately 10 minutes on each Day Review in order to have enough time (20 minutes) for the Review Test. **OPTION:** Spend the entire 90-minute period reviewing, and send the Review Test home as homework.

**Review**
- Review punctuation from Day 7 with this **ICEBREAKER:** Board race: Divide the class into two TEAMS. With a player from each team with backs to the board, you write a sentence with one punctuation mistake. When you say, “Go!” both players turn around. Student A has 20 seconds to correct the error. If Student A doesn’t know or guesses incorrectly, Student B has 10 seconds to make the correction. If neither side is correct, give the entire group an opportunity to give the correct answer. Continue, with Player B having the first shot this round.
- Review the homework.

**Warm Up**
- Write on the board, Review.
- Plan to spend approximately 10 minutes on each Day Review in order to have enough time (20 minutes) for the Review Test. **OPTION:** Spend the entire 90-minute period reviewing, and send the Review Test home as homework.
ONE ON ONE ACTIVITY

Day 1
• Have the student turn to Day 1 on student book page 2 and ask questions about the pictures: What kinds of services do you find in a Financial Aid Office? Then ask, What did we study on Day 1?

A.
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

B.
• Read the directions aloud. Point out the x's in the Social Security Number section. Explain that that is to protect privacy and social security numbers should be written only on official documents. As the student works, answer questions and offer encouragement. Check answers with student.

GROUP ACTIVITY

Day 1
• Have students turn to Day 1 on student book page 2 and ask questions about the pictures: What kinds of services do you find in a Financial Aid Office? Then ask, What did we study on Day 1?

A.
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

B.
• Read the directions aloud. Point out the x's in the Social Security Number section. Explain that that is to protect the students' privacy and that they should only share their social security numbers on official documents. As students work, circulate and offer encouragement. Check answers together.
ONE ON ONE ACTIVITY

Day 2
• Have the student turn to Day 2 on student book page 8 and ask questions about the pictures: Which mp3 player is more expensive? etc. Then ask, What did we study on Day 2?

C.
• Read the first part of the directions aloud: Look at your credit card statement. Ask comprehension questions: What things did you buy last month, according to the statement? Then read the rest of the directions aloud. Do an example together. As the student works, answer questions and offer encouragement. Check answers together.

D.
• Read the directions aloud. Do the matching example together. Then look at the sentence example together. As the student works, answer questions and offer support. Check answers together.

GROUP ACTIVITY

Day 2
• Have students turn to Day 2 on student book page 8 and ask questions about the pictures: Which mp3 player is more expensive? etc. Then ask, What did we study on Day 2?

C.
• Read the first part of the directions aloud: Look at your credit card statement. Ask comprehension questions: What things did you buy last month, according to the statement? Then read the rest of the directions aloud. Do an example together. As students work, circulate and offer encouragement. Check answers together.

D.
• Read the directions aloud. Do the matching example together. Then look at the sentence example together. As students work, circulate and offer encouragement. Check answers together.
**ONE ON ONE ACTIVITY**

**Day 3**
- Have the student turn to Day 3 on student book page 14 and ask questions about the pictures: *How many calories are in a baked potato?* etc. Then ask, *What did we study on Day 3?*

**E.**
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers with student.

**F.**
- PAIR UP with your student. Read the directions aloud. Model the example dialogue with the student. Then have a conversation about the items in Activity E.

**GROUP ACTIVITY**

**Day 3**
- Have students turn to Day 3 on student book page 14 and ask questions about the pictures: *How many calories are in a baked potato?* etc. Then ask, *What did we study on Day 3?*

**E.**
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**F.**
- PAIR students. Read the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.
**ONE ON ONE ACTIVITY**

**Day 4**
- Have the student turn to Day 4 on student book page 20 and ask questions about the pictures: *Have you ever broken a bone*? etc. Then ask, *What did we study on Day 4?*

**G.**
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**H.**
- PAIR UP with your student. Read the directions aloud. Use Injury Cards. Model the example structure: *What's happened?* Then follow the steps. **NOTE:** While using the present perfect may seem awkward in this situation, the purpose of this exercise is to work on the *form* of the grammar topic, not so much the *function*. 

**GROUP ACTIVITY**

**Day 4**
- Have students turn to Day 4 on student book page 20 and ask questions about the pictures: *Have you ever broken a bone*? etc. Then ask, *What did we study on Day 4?*

**G.**
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**H.**
- PAIR students. Read the directions aloud. Hand out Injury Cards. Model the example structure: *What's happened?* As students talk, circulate and offer encouragement. **NOTE:** While using the present perfect may seem awkward in this situation, the purpose of this exercise is to work on the *form* of the grammar topic, not so much the *function*. 

ONE ON ONE ACTIVITY

Day 5
• Have the student turn to Day 5 on student book page 26 and ask questions about the pictures: Have you ever worked in an office? etc. Then ask, What did we study on Day 5?

I.
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

J.
• PAIR UP with your student. Read the directions aloud. Model the example dialogue with the student. Then have a conversation about work experience.

GROUP ACTIVITY

Day 5
• Have students turn to Day 5 on student book page 26 and ask questions about the pictures: Have you ever worked in an office? etc. Then ask, What did we study on Day 5?

I.
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

J.
• PAIR students. Read the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.
**REVIEW**

**ONE ON ONE ACTIVITY**

Day 6
• Have the student turn to Day 6 on student book page 32 and ask questions about the pictures: *What is the purpose of a performance evaluation?* etc. Then ask, *What did we study on Day 6?*

K.
• Read the directions aloud. Do an example together. As the student works, answer questions and offer encouragement. Check answers together.

**GROUP ACTIVITY**

Day 6
• Have students turn to Day 6 on student book page 32 and ask questions about the pictures: *What is the purpose of a performance evaluation?* etc. Then ask, *What did we study on Day 6?*

K.
• Read the directions aloud. Do an example together. As students work, circulate and offer encouragement. Check answers together.
**ONE ON ONE ACTIVITY**

Day 7
- Have the student turn to Day 7 on student book page 38 and ask questions about the pictures: *What kinds of documents do some real estate agents ask for?* etc. Then ask, *What did we study on Day 7?*

L.
- PAIR UP with your student. Read the first part of the directions aloud. Point out the housing questionnaire. Ask comprehension questions: *What’s a townhome? What are “lease terms”?* The read the rest of the directions aloud. After the student has a chance to write, talk about the preferences. Answer questions and offer encouragement.

M.
- Read the directions aloud. As the student works, answer questions and offer encouragement.

**GROUP ACTIVITY**

Day 7
- Have students turn to Day 7 on student book page 38 and ask questions about the pictures: *What kinds of documents do some real estate agents ask for?* etc. Then ask, *What did we study on Day 7?*

L.
- PAIR students. Read the first part of the directions aloud. Point out the housing questionnaire. Ask comprehension questions: *What’s a townhome? What are “lease terms”?* The read the rest of the directions aloud. As students write and talk, circulate and offer encouragement.

M.
- Read the directions aloud. As students work, circulate and offer encouragement. **OPTION:** Have volunteers share their ads with the class.


**Review Test (Days 1–7)**

- Encourage students to read the directions and do the activities on their own. If students are anxious about the notion of taking a test, you may want to ease their stress by doing the first item together as an example. As students work, circulate and offer encouragement.
- Go through the directions for each of the three sections before the student starts.
- Sections A and B should take about 10 minutes total, and Section C should take about 10 minutes. If students are unable to finish the test during the class period, you can assign it as homework.
- After students have finished, review the answers together. **OPTION:** Quickly check two or three advanced students’ test, then assign those students to groups, and have students check their tests in groups. Or, review the answers at the next class. Be sure that students make corrections and that material that was missed is reviewed.
- Students who score 80–90% should be ready to move on. We suggest that any missed questions be reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

**A. Complete the sentences. Use the word box for help.**

- Section A features one vocabulary item from each of the seven days (Days 1–7), in chronological order.
- You may want to have students put down their pencils at the end of Section A so that you can introduce Section B.

**B. Circle the answers.**

- Sections B features grammar or pronunciation items from each of the seven days (Days 1–7), in chronological order.
- You may want to have students put down their pencils after Section B so that you can introduce Section C. If you are not stopping students after Section B, point out that the test continues on page 52.

**C. Answer the questions.**

- Section C features “real life” types of questions and activities from each of the seven days (Days 1–7), in chronological order.
- Because the items in this section are varied, students may have more questions as they work their way through. If a particular question is recurring, consider stopping the class, directing all students to the item, and explaining it.
- When grading these questions, the focus should be on the target concept. Ask yourself, what is this question testing?

**Before You Go ...**

- Remind students that the next class is a field trip to see a rental. Remind them to be on time and to bring their student books and a pen. Make sure everyone has your phone number and transportation to the rental. **OPTIONS:** 1) If students are traveling independently to the rental, have them turn to Day 9 and write the rental address and directions on the page. 2) Assign Part A of p 53 as homework.
A. Complete the sentences.

USE THESE WORDS:

<table>
<thead>
<tr>
<th>black eye</th>
<th>calories</th>
<th>running late</th>
<th>worked as</th>
</tr>
</thead>
<tbody>
<tr>
<td>credit score</td>
<td>laptop</td>
<td>scholarship</td>
<td></td>
</tr>
</tbody>
</table>

1. I won a $2,000 ______________. I used it for books and tuition.
2. A ______________ is usually more expensive than a desktop.
3. How many ______________ are in a can of soda?
4. He got a ______________ while playing basketball.
5. I've had a lot of jobs. I've ______________ a cook. I've painted houses. And I've driven a taxi.
6. You almost never call in when you're ______________. Please call in next time.
7. My ______________ is 800. I always pay my bills on time.

B. Circle the answers.

1. The bank gave ______________ a student loan. I'll pay it off after I finish school.
   a. my  b. I  c. me
2. Which is ______________ comfortable: a backpack or a messenger bag?
   a. more  b. the most  c. morer
3. A slice of pizza has ______________ fat. It's the cheese.
   a. a lot of  b. a few of  c. few
   a. ever  b. never  c. always
   a. have built  b. has built  c. have builded
6. Q: Do you follow instructions at work? A: Yes. Almost ______________.
   a. never  b. always  c. sometimes
7. I brought my bank statement ______________ I forgot my pay stub.
   a. , or  b. , and  c. , but

Review Test: Days 1–7
C. Answer the questions. Write complete sentences.

1. What are some of your expenses for English class? ____________________________________
   ________________________________________________________________________________

2. Which do you prefer: a desktop or a laptop? ______________________________

3. Look at the chart. How many calories are in a salad with salad dressing?
   ____________________________________________
   ____________________________________________

4. Answer one of these questions:
   • Have you ever broken a bone?
   • Have you ever called 911? What happened?
   ________________________________________________________________________________
   ________________________________________________________________________________

5. What’s the best job you’ve ever had? Why did you like it?
   ________________________________________________________________________________

What’s the worst job you’ve ever had? Why didn’t you like it?
   ________________________________________________________________________________

6. Are you (or someone you know) a good employee? Complete the evaluation form below. Circle P (poor), S (satisfactory), or E (excellent).

<table>
<thead>
<tr>
<th></th>
<th>P</th>
<th>S</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>signs in / out on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>calls in when sick or running late</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>follows instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has a good attitude about job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>turns in paperwork when due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is a problem-solver</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dresses appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is a team player</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What are some of your housing preferences?
   I’d like ____________________________________________
   ____________________________________________

Review Test: Days 1–7
MATERIALS
• Board or paper + marker

NOTE
• As you plan your field trip, keep in mind that the book’s suggestion is just that. Take your student to a location that will be helpful for him or her in the long-run. The goal is to provide your student with the opportunity to engage in the community in English and, in some instances, connect to resources of which he or she may not be aware.

REVIEW
• Check to see that students have their books and pens.
• Once everyone has arrived, give an overview of the visit. It’s up to you how you want to structure it and what other activities—games, conversation, etc.—you want to include.
• Before you have students work from the book, briefly review the activities. As students work, make yourself available for questions. OPTION: You may want to PAIR / GROUP students.
• Although the purpose of the field trip is largely to allow students to experience English in a real-world setting and recording “correct” answers isn’t the focus, you may want to complete the activities yourself so that you can check student answers later.

A. Make a list of questions you’d like to ask about the apartment. Write the answers the landlord gives.
• Have students write their questions before entering the apartment. Check their questions.
• Encourage students to ask additional questions, if time permits. Be sure to clear this activity with the landlord beforehand.

B. Ask about paperwork. Which documents are required?
• Encourage students to ask follow-up questions and to clarify answers they don’t understand.

C. Complete the chart with information about the apartment.
• Encourage students to explore the apartment, if appropriate.

CONCLUSION
• At the end of the visit, you may want to discuss the students’ experience for 15 minutes or so. Review the activities on the page generally. Ask experiential questions such as How was it? Did you understand the answers the landlord gave you? OPTION: Review the field trip at the start of Day 10.
• After the discussion, make sure all students are accounted for and have a means for getting home. Remind students of the date and time of the next class (Day 10).
### One on One Activity

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Die
- Blank strips of paper (3-5)
- A hat (or similar, for drawing strips from)

**WARM UP**
- Survey the student informally about his/her "green" habits: Do you let the water run while you’re brushing your teeth? Do you water your garden in the middle of the day? Do you use fluorescent bulbs? Do you recycle? Do you ride a bike for transportation? etc.

### Group Activity

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- Dice (1 die per pair)
- Blanks strips of paper (1 per student)
- A hat (or similar, for drawing strips from)

**WARM UP**
- Survey the students informally about their "green" habits: Who lets the water run while they’re brushing their teeth? Raise your hand. Who waters their garden in the middle of the day? Do you use fluorescent bulbs? Do you recycle? Do you ride a bike for transportation? Raise your hand. etc.

**REVIEW**
- **OPTION:** Review the field trip experience (Day 9).
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Green habits**
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, What's this? What's that?
- Ask, What's today's class about?

**B. Listening (track 17): Energy efficient**
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- EXTRA: Brainstorm other ways to be green at home, such as lowering the water temperature on the furnace/boiler when going on a trip, or recycling and reusing products.

**GROUP ACTIVITY**

**A. Vocabulary: Green habits**
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, What's this? What's that?
- Ask, What's today's class about?

**B. Listening (track 17): Energy efficient**
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- EXTRA: Brainstorm other ways to be green at home, such as lowering the water temperature on the furnace/boiler when going on a trip, or recycling and reusing products.

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**B. Listening (track 17): Energy efficient**

Sara: Dad. What do you think of my new house?
Dad: I think it's great. But it could be more energy efficient.
Sara: How?
Dad: Well, you could cover your windows with curtains or shades. That would keep it warmer in the winter and cooler in the summer.
Sara: Wow. Really?
Dad: Uh-huh. Also, you should seal the gaps around the windows and doors.
Sara: Right.
Dad: Even better, you could buy energy-efficient appliances.
Sara: They’re expensive.
Dad: They pay for themselves in a couple of years.
Sara: Okay. What else?
Dad: You shouldn’t let the water run while brushing your teeth.
Sara: I know that, Dad.
Dad: Finally, you must program your thermostat to go on and off at a set temperature.
Sara: Thanks. Anything else?
Dad: You shouldn’t leave lights and electronics on while you’re out or asleep.
Sara: I know that, too, Dad.
C. Advice words
• This chart focuses on language used to give advice.
• The structure for giving advice is subject + advice word + base form of verb (+ other information): You should turn down the heater at night.
• Read the items in the grammar chart and have the student repeat. Then refer the student to the pictures on the opening page and ask about various scenarios: Imagine that your electric bill is really high. What should you do? etc.
• NOTE: These advice words are known as modal verbs.

D. Activity
• Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
• EXPANSION: After checking the activity, practice the conversation together.
• Talk about the information in the blue box. What are ways to make a home more energy efficient? (See the questions from the review section, at the beginning of this unit in the teacher book.)
**One On One Activity**

**E. Activity**
- Read the first part of the directions aloud: *Sara took her dad’s advice. Look at the changes in her utility bills.* Point out the Language Note. Point to the bar graph. Ask the student comprehension questions about the information in the graph: *How much was her gas bill before?* etc.
- Read the rest of the directions aloud. Go over the example together. Point out the Language Note.
- As the student works, answer questions and offer encouragement. Check answers together.

**F. Culture Tip!**
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Ask the student about any rebates he or she has gotten. Ask about the efficiency of his/her appliances. Talk about the pros and cons of trying to live “green” (more expensive initially, pays off in the long run, etc.).

**Group Activity**

**E. Activity**
- Read the first part of the directions aloud: *Sara took her dad’s advice. Look at the changes in her utility bills.* Point out the Language Note. Point to the bar graph. Ask students comprehension questions about the information in the graph: *How much was her gas bill before?* etc.
- Read the rest of the directions aloud. Go over the example together. Point out the Language Note.
- As students work, circulate and offer encouragement. Check answers together.

**F. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students about any rebates they’ve gotten. Ask about the efficiency of their appliances. Talk about the pros and cons of trying to live “green” (more expensive initially, pays off in the long run, etc.).
REAL LIFE

ONE ON ONE ACTIVITY

G. Activity
- PAIR UP with your student. Together read the game board and check that all of the statements are clear. Point out the speech bubble and Language Note.
- Give out a die. Read the directions aloud. Model the example dialogue with the student. As you play, answer questions and offer encouragement.

Before You Go ...
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

GROUP ACTIVITY

G. Activity
- PAIR students. Instruct them to read the game board and check that all of the statements are clear. Point out the speech bubble and Language Note.
- Give out dice. Read the directions aloud. Model the example dialogue with a student. As students play, circulate and offer encouragement.

Before You Go ...
- Encourage students to ask questions about any part of the lesson they didn’t understand.
**One on One Activity**

H. Activity
• Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

I. Listening (track 18): Energy efficient
• Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

J. Activity
• PAIR UP with your student. Read the directions aloud. Read the example dialogue. Then have a conversation about being green.

**Group Activity**

H. Activity
• Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.

I. Listening (track 18): Energy efficient
• Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

J. Activity
• PAIR students. Read the directions aloud. Model the example dialogue. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
• Memory 2 Hand out blank strips of paper. Tell the student to write problems—real or imagined—on the strips. At the same time, you write real or imagine problems on a couple of strips. The problem can be anything, from relationships, to finances, to work-related. The student draws a problem from a hat and reads it aloud. The student has three minutes to come up with a solution (using the targets should, shouldn’t, etc.). The student presents his/her advice. Then repeat with the next problem.

**EXTRA ACTIVITY (if time permits):**
• Memory 2 Hand out blank strips of paper. Have students write a problem—real or imagined—on the strip. The problem can be anything, from relationships, to finances, to work-related. Then collect the problems in a hat. PAIR students. You draw a problem from the hat and read it to the class. Pairs have three minutes to come up with a solution (using the targets should, shouldn’t, etc.). Students present their advice. The author of the problem chooses the best advice. Then repeat with the next problem.

**I. Listening (track 18): Energy efficient**

Sara: Dad. What do you think of my new house?
Dad: I think it’s great. But it could be more energy efficient.
Sara: How?
Dad: Well, you could cover your windows with curtains or shades. That would keep it warmer in the winter and cooler in the summer.
Sara: Wow. Really?
Dad: Uh-huh. Also, you should seal the gaps around the windows and doors.
Sara: Right.
Dad: Even better, you could buy energy-efficient appliances.

Sara: They’re expensive.
Dad: They pay for themselves in a couple of years.
Sara: Okay. What else?
Dad: You shouldn’t let the water run while brushing your teeth.
Sara: I know that, Dad.
Dad: Finally, you must program your thermostat to go on and off at a set temperature.
Sara: Thanks. Anything else?
Dad: You shouldn’t leave lights and electronics on while you’re out or asleep.
Sara: I know that, too, Dad.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
• B: Hello, world!: Encourage them to try at least one of the suggestions. Say, Be brave!
• C: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! Keep up the good work! Point to something specific that the students did well.
• Ask students to fill out an “exit ticket” before leaving (see Day 2 homework for suggestions on how to do this).

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A. Listening (track 19): Energy efficient

Green Living Quiz.

Are you “green”?

Do you turn off the water while you’re brushing your teeth?
Do you buy energy-efficient light bulbs?
Do you close the curtains on very cold or very hot days?
Do you turn off lights when you leave the house?
Do you have your thermostat on a timer?
Do you walk or ride your bike to work and class?
Do you recycle?

Do you dry your clothes in the sun when it’s warm outside?
Do you pick up litter?

What’s your score?
One on One Activity

MATERIALS
- Board or paper + marker
- 5A Listening Tracks
- Tools and materials items mentioned in the lesson
- Fly swatter (1)
- OPTIONAL: Timer
- Reproducible: Practice checks

Review
- Review green vocabulary and advice words from Day 10. Tell the student about a house-related problem you have. Ask for advice.
- Review the homework.

Warm Up
- Present various tools and materials related to the lesson vocabulary. Say, *This is mine. What's this called, anyone know? Is this hammer mine? Or is it yours? Right, it's mine, thanks. etc.*

Group Activity

MATERIALS
- Board or paper + marker
- 5A Listening Tracks
- Tools and materials items mentioned in the lesson
- Fly swatters (2)
- Reproducible: Practice checks

Review
- Review green vocabulary and advice words from Day 10. Tell students about a house-related problem you have. Ask for their advice.
- Review the homework.

Warm Up
- Present various tools and materials related to the lesson vocabulary. Say, *This is mine. What's this called, anyone know? Is this hammer mine? Or is it yours? Right, it's mine, thanks. etc.*
**One on One Activity**

**A. Vocabulary: Tools and materials**
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, What’s this? What’s that?
- Ask, What’s today’s class about?

**B. Listening (track 20): Whose hammer is that?**
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary.

**Group Activity**

**A. Vocabulary: Tools and materials**
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Have the student look at the pictures. Ask, What’s this? What’s that?
- Ask, What’s today’s class about?

**B. Listening (track 20): Whose hammer is that?**
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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**B. Listening (track 20): Whose hammer is that?**

1. Sara: Whose hammer is that?  
   Peg: That’s mine.
2. Sara: Whose screwdriver is this? David’s?  
   Peg: Yes, that’s his. I have yours.
3. Sara: Whose safety goggles are these?  
   David: They’re Peg’s.
4. Sara: Are you sure they’re not yours?  
   David: Yes, I’m sure. They’re hers.
5. Sara: Whose screws are those?

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**Peg:** They’re ours.
6. Sara: Is this our ladder?  
   Peg: No. Ours is old. That’s David and Marta’s. Theirs is new.
ONE ON ONE ACTIVITY

C. Possessive adjectives and possessive pronouns
• This chart focuses on possessive adjectives (my, your, her, his, our, their) and possessive pronouns (mine, yours, hers, his, ours, theirs). The difference is that possessive adjectives are followed by a thing, possessive pronouns are not—they stand alone: That’s my hammer. / That’s mine.
• Read the items in the grammar chart and have the student repeat. Point out the Language Notes. Then ask questions about the objects around the room: Whose notebook is this? etc.
• EXPANSION: Demonstrate the different sounds of there, they’re, versus their, and there’s versus theirs. Most speakers make no distinction, therefore students must rely on content (surrounding information) to understand which form is being used.

D. Listening (track 21): Whose hammer is that?
• Read the directions aloud. Read the directions aloud with the student. Have student complete the conversations, then play the audio so that he/she can check the answers. Finally, check answers together.
• EXPANSION: After checking the activity, practice the Q&As in pairs.

E. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

D. Listening (track 21): Whose hammer is that?
1. Sara: Whose hammer is that?
   Peg: That’s mine.
2. Sara: Whose screwdriver is this? David’s?
   Peg: Yes, that’s his. I have yours.
3. Sara: Whose safety goggles are these?
   David: They’re Peg’s.
4. Sara: Are you sure they’re not yours?
   David: Yes, I’m sure. They’re hers.
5. Sara: Whose screws are those?
   Peg: They’re ours.
6. Sara: Is this our ladder?
   Peg: No. Ours is old. That’s David and Marta’s. Theirs is new.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Have the student read his/her description aloud.

**G. Activity**
- **PAIR UP** with your student. Read the directions aloud. Do an example together. Then help the student identify materials needed to fix the problem.

**H. Activity**
- **PAIR UP** with your student. Read the first step aloud. Direct the student’s attention to the images.
- Read the second step aloud. Point out the prices. Instruct the student to total the prices and write the total on the line.
- Get Practice Checks. Have student write a check for the project.
- As the student works, answer questions and offer encouragement. Check answers.

**I. Culture Tip!**
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Start a discussion about borrowing tools versus buying: *Do you prefer to borrow tools or buy them? Do you ever loan your tools to neighbors? friends? family?*

**GROUP ACTIVITY**

**F. Activity**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Have volunteers read their descriptions aloud.

**G. Activity**
- **PAIR** students. Read the directions aloud. Do one example together as a class. As students talk, circulate and offer encouragement.

**H. Activity**
- **PAIR** students. Read the first step aloud. Direct students’ attention to the images.
- Read the second step aloud. Point out the prices. Instruct students to total the prices and write the total on the line.
- Pass out Practice Checks. Have students write a check for the project.
- As students work, circulate and offer encouragement. Check answers individually.

**I. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Start a discussion about borrowing tools versus buying: *Do you prefer to borrow tools or buy them? Do you ever loan your tools to neighbors? friends? family?*
**ONE ON ONE ACTIVITY**

**J. Activity**
- PAIR UP with your student. Read the directions aloud. Ask comprehension questions about the receipt: What does “Qty” mean? What’s the most expensive item on the receipt? What does $7.97 represent? etc.
- Explain that there are mistakes in the receipt, and that every pair will find different mistakes, based on the items circled in Activity H.
- **NOTE:** Remind the student to keep receipts for purchases in case items need to be returned or exchanged. Now may be a good time to talk about general return/exchange policies. Many students may come from countries where it is not possible to return a purchase.

**K. Activity**
- PAIR UP with your student. Read the directions aloud. As the student writes, answer questions and offer encouragement. Practice the conversation together.
- **EXPANSION:** Invite the student to share stories about returning items.

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

**GROUP ACTIVITY**

**J. Activity**
- PAIR students. Read the directions aloud. Ask comprehension questions about the receipt: What does “Qty” mean? What’s the most expensive item on the receipt? What does $7.97 represent? etc.
- Explain that there are mistakes in the receipt, and that every pair will find different mistakes, based on the items they circled in Activity H.
- As students talk, circulate and offer encouragement. Review answers individually.
- **NOTE:** Remind the students to keep receipts for purchases in case items need to be returned or exchanged. Now may be a good time to talk about general return/exchange policies. Many students may come from countries where it is not possible to return a purchase.

**K. Activity**
- PAIR students. Read the directions aloud. As students write and talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.
- **EXPANSION:** Invite students to share stories about returning items.

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
**One on One Activity**

**L. Activity**
- Read the directions aloud. Ask the student to give definitions in his/her own words.
- As the student works, answer questions and offer encouragement. Check answers together.
- **NOTE**: Point out that loan also means an amount of money that you borrow from an institution.
- **NOTE**: Point out that loan = lend and loaned = lent. In more formal language circles, loan may be strictly considered a noun, and lend a verb. But, students should understand both words.
- A good mnemonic is:
  - borrow goes to you
  - lend goes to someone else

**M. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example dialogue. As the student writes, answer questions and offer encouragement.
- Then practice the conversation together.

**N. Activity**
- Read the directions aloud. Point out the Language Note.
- As the student works, answer questions and offer encouragement. Check answers together.

**O. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example. Then have a conversation about cashier mistakes.

**EXTRA ACTIVITY (if time permits):**
- **Fly swatter** Write the vocabulary on the board: hammer, replace the glass, etc. With the student at the board, fly swatter in hand, you call out a definition (You use this to hit a nail). The student tries to swat the correct word quickly. **OPTION:** Use a timer for a sense of excitement.

**Group Activity**

**L. Activity**
- Read the directions aloud. Ask students to give definitions in their own words.
- As students work, circulate and offer encouragement. Check answers together.
- **NOTE**: Point out that loan also means an amount of money that you borrow from an institution.
- **NOTE**: Point out that loan = lend and loaned = lent. In more formal language circles, loan may be strictly considered a noun, and lend a verb. But, students should understand both words.
- A good mnemonic is:
  - borrow goes to you
  - lend goes to someone else

**M. Activity**
- PAIR students. Read the directions aloud. Model the example dialogue. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.

**N. Activity**
- Read the directions aloud. Point out the Language Note.
- As students work, circulate and offer encouragement. Check answers together.

**O. Activity**
- PAIR students. Read the directions aloud. Model the example. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- **Fly swatter** Write the vocabulary on the board: hammer, replace the glass, etc. Divide the class into two TEAMS. Have the first competing pair of students stand at the board, fly swatters in hand. You call out a definition (You use this to hit a nail), and students try to be the first to swat the correct word.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind them that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, Try!
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it's okay to write words without complete sentences.
• Thank your students for their hard work in class today! Thank you! Good job! Point to something specific that the students did well.
• Ask students to fill out an “exit ticket” before leaving (see Day 2 homework for suggestions on how to do this).

A. Listening (track 22): Prices

1. Wow! This is a great drill for only $189.19
2. It’s going to cost us $4,400 to replace all of our broken windows.
3. The power saw for one week is only $60.17.
4. Hmm… If we just replace the glass, it will only cost $60.66.
5. Give me $3,300 and I’ll do it for you!
6. So, this set of blades is $1,040.44 and they come with lifetime replacement?
7. It’s not just a leaky faucet! Our pipes are broken! The repair is going to be $3,160.15.
8. He said he could patch the drywall in 3 hours for only $111.
### One on One Activity

**Materials**
- Board or paper + marker
- 5A Listening Tracks
- 2 blank strips of paper

**Review**
- Review possessive pronouns from Day 11 by asking students about ownership of objects around the room: *Whose pen is this? Whose jacket is that?* etc.
- Review the homework.

**Warm Up**
- Ask, *Who drove to class today? Where did you park?* Ask if student has ever gotten a parking ticket. What happened?

### Group Activity

**Materials**
- Board or paper + marker
- 5A Listening Tracks
- Blank strips of paper (1 per student)

**Review**
- Review possessive pronouns from Day 11 by asking students about ownership of objects around the room: *Whose pen is this? Whose jacket is that?* etc.
- Review the homework.

**Warm Up**
- Ask, *Who drove to class today? Where did you park?* Ask if anyone has ever gotten a parking ticket. What happened?
ONE ON ONE ACTIVITY

A. Vocabulary: Parking
• Read the directions aloud. Give the student a few moments to absorb the signs and words. Remind the student to say the words quietly or to himself/herself.
• As pronunciation practice, say the words and have the student repeat.
• Have the student look at the signs. Ask, What's this? What's that?
• Ask, What's today's class about?

B. Listening (track 23): Why?
• Read the first part of the directions aloud: Read the signs. Ask comprehension questions: What does “unauthorized” mean? Who can park in front of this sign?
• Then read the rest of the directions aloud. Play and/or read the audio. (Stop the audio after the first item and do an example with the student.) Repeat the audio as necessary. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Parking
• Read the directions aloud. Give students a few moments to absorb the signs and words. Remind them to say the words quietly or to themselves.
• As pronunciation practice, say the words and have students repeat.
• Have the student look at the signs. Ask, What's this? What's that?
• Ask, What's today's class about?

B. Listening (track 23): Why?
• Read the first part of the directions aloud: Read the signs. Ask comprehension questions: What does “unauthorized” mean? Who can park in front of this sign?
• Then read the rest of the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the answer with the help of the students.) Repeat the audio as necessary. Check answers together.

B. Listening (track 23): Why?

1. A: Why can’t we park here?
   B: Because it’s a no-parking zone.

   B: Why did we get a ticket?
   A: Because this is a fire lane.

3. A: Can we park here?
   B: No.
   A: Why?
   B: Because that space is for handicapped people.

4. A: Why can’t I park here?
   B: Because it’s my driveway!

5. A: Why can’t I park here?
   B: Because you don’t work here.

6. A: Why can’t we park here?
   B: Because the movie will last at least two hours.

7. A: Why is it illegal to park here?
   B: Because people walk here.

8. A: Why is parking here illegal?
   B: Because the trash truck parks here.

9. A: Why did you get a ticket?
   B: Because I was parked here for 35 minutes.
   A: Hm. Good thing they didn’t tow your car!
C. Why? Because …
• This chart focuses on questions with Can and Why and explanations with Because.
• We use can is used to ask permission: Can I park here? While may is more formal and more polite, can is more common. The structure is Can + subject + verb (+ other information): Can you move your car, please?
• We use why to ask about the cause or reason behind something. The structure is the same as a yes/no question, but beginning with Why + did you get a ticket?
• We use because to explain the cause or reason behind something. The examples in the chart are short answers—incomplete sentences. The structure of a short answer is Because + subject + verb (+ other information): Because I blocked the dumpster.
• Read the items in the grammar chart and have the student repeat. Direct the student’s attention back to the signs on the lesson opener and, pointing to a sign, remind the students of the situation from the audio conversations (or make up a new situation) and say, It’s 9 a.m. on a Thursday. Why can’t they park there? etc.

D. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

E. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
• EXPANSION: After checking the activity, practice the Q&As together.

C. Why? Because …
• This chart focuses on questions with Can and Why and explanations with Because.
• We use can is used to ask permission: Can I park here? While may is more formal and more polite, can is more common. The structure is Can + subject + verb (+ other information): Can you move your car, please?
• We use why to ask about the cause or reason behind something. The structure is the same as a yes/no question, but beginning with Why + did you get a ticket?
• We use because to explain the cause or reason behind something. The examples in the chart are short answers—incomplete sentences. The structure of a short answer is Because + subject + verb (+ other information): Because I blocked the dumpster.
• Read the items in the grammar chart and have students repeat. Direct students’ attention back to the signs on the lesson opener and, pointing to a sign, remind the students of the situation from the audio conversations (or make up a new situation) and say, It’s 9 a.m. on a Thursday. Why can’t they park there? etc.

D. Activity
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

E. Activity
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
ONE ON ONE ACTIVITY

F. Activity
• PAIR UP with your student. Read the first part of the directions aloud: *Read the signs.* Ask comprehension questions about the signs: *What’s a loading zone? What does “24-hour access required” mean?* etc.
• Read the rest of the directions aloud. Model the example dialogue with the student. Then have a conversation about the other signs.

G. Culture Tip!
• Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Ask *Why do you think it’s illegal to leave children alone in a car?* Ask what the student would do if he/she saw a child left in a car alone, or an animal in a car on a hot day. Talk about the laws in your state.

GROUP ACTIVITY

F. Activity
• PAIR students. Read the first part of the directions aloud: *Read the signs.* Ask comprehension questions about the signs: *What’s a loading zone? What does “24-hour access required” mean?* etc.
• Read the rest of the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask *Why do you think it’s illegal to leave children alone in a car?* Ask students what they would do if they saw a child left in a car alone, or an animal in a car on a hot day. Talk about the laws in your state.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

H. Activity
- PAIR UP with your student. Read the first part of the directions aloud. Write a partial example on the board: *Last summer I got a parking ticket, and I learned an important lesson. That morning I was late for a doctor’s appointment, so I parked without looking at the sign. I came out two hours later and saw the ticket. It was for $120! I was parked in an ambulance parking zone!* … Be sure to use structures the students are already familiar with.
- Then read the rest of the directions aloud. Model the example dialogue with the student. Then have a conversation about getting a parking ticket.
- **EXTENSION:** Ask the student if he/she has ever had their car towed. If so, let him/her elaborate.

I. Activity
- Read the first part of the directions aloud. Ask comprehension questions: *Where do you find this kind of sign? What does “rate” mean?* etc.
- Read the rest of the directions aloud. Do the first question together. As the student works, answer questions and offer encouragement. Check answers together.
- **NOTE:** Talk about how we say 2 1/2 hours (*two and a half hours, not two hours and a half*). How do you say 4 1/2 hours? 8 1/2? 10 1/2?

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

**GROUP ACTIVITY**

H. Activity
- PAIR students. Read the first part of the directions aloud. Write a partial example on the board: *Last summer I got a parking ticket, and I learned an important lesson. That morning I was late for a doctor’s appointment, so I parked without looking at the sign. I came out two hours later and saw the ticket. It was for $120! I was parked in an ambulance parking zone!* … Be sure to use structures the students are already familiar with.
- Then read the rest of the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.
- **EXTENSION:** Ask students if they’ve ever had their car towed. If so, let them elaborate.

I. Activity
- Read the first part of the directions aloud. Ask comprehension questions: *Where do you find this kind of sign? What does “rate” mean?* etc.
- Read the rest of the directions aloud. Do the first question together. As students work, circulate and offer encouragement. Check answers together.
- **NOTE:** Talk about how we say 2 1/2 hours (*two and a half hours, not two hours and a half*). How do you say 4 1/2 hours? 8 1/2? 10 1/2?

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
**One on One Activity**

**J. Activity**
- Read the directions aloud. Point out the Language Note.
- Do an example together. As the student works, answer questions and offer encouragement. Check answers together.

**K. Activity**
- PAIR UP with your student. Read the directions aloud. Ask questions and have the student answer the list of questions.

**L. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example. Then have a conversation about traffic tickets.

**EXTRA ACTIVITY (if time permits):**
- **Why? Because.** Give yourself and the student a strip of paper. Each partner writes a “Why” question about parking (Why can’t I park in a loading zone?). Then exchange strips. Turn over the slip and write a Because answer. Pass back each checks the question and answer for correctness.

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**Group Activity**

**J. Activity**
- Read the directions aloud. Point out the Language Note.
- Do an example together. As students work, circulate and offer encouragement. Check answers together.

**K. Activity**
- PAIR students. Read the directions aloud. As students talk, circulate and offer encouragement. Take turns asking and answering questions as a way to check answers together.

**L. Activity**
- PAIR students. Read the directions aloud. Model the example. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- **Why? Because.** Give each student a strip of paper. Have the students write “Why” questions about parking (Why can’t I park in a loading zone?). Then have the students pass their slips to the right. Students turn over the slip and write a Because answer. Then students pass their slips to the right again and the third student checks the question and answer for correctness.
Homework

• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind them that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Try!*
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *Thank you! Good job!* Point to something specific that the students did well.
• Ask students to fill out an “exit ticket” before leaving (see Day 2 homework for suggestions on how to do this).

A. Listening (track 24): Why?

1. A: Why can’t we park here?
B: Because there’s no parking on Fridays. That’s when they clean the streets.

B: Why did we get a ticket?
A: Because this is a fire lane.

3. A: Can we park here?
B: No.
A: Why?

4. A: Why can’t I park here?
B: Because it’s my driveway!
**One On One Activity**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks
- OPTIONAL: Timer

**GROUP Activity**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks

**REVIEW**
- Use the homework from Day 12 (Activity B) to review *Can, Why, and Because.*

**WARM UP**
- Draw a simple map on the board with a compass (north, south, east west). Put the school and a four other landmarks on the map, one in each direction from the school, within one block. Then ask students, *How do I get to the ___ from here? How do I get to the school from the ___?* etc. Elicit responses such as *Walk one block south. / Go one block east.* etc. **OPTION:** Provide the prompt on the board: *Walk ___ block ___.*
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Directions**
- Read the directions aloud. Give the student a few moments to absorb the map and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the map. Ask, What's this? What's that?
- Ask, What's today's class about?

**B. Listening (track 25): Driving**
- Read the first part of the directions aloud: Look at the map and words in the box. Point out the map. Ask comprehension questions: Is ___ north or south of ___? Which highway goes through ___? etc.
- Explain that the student is going to hear a phone conversation between Sara and her grandmother. Read the next part of the directions aloud: Listen How long will it take Sara to get to her grandmother's house from the airport? Play and/or read the audio. Repeat the audio as necessary. Check the answers together.
- Read the rest of the directions aloud: Listen again. Circle the instructions Sara's grandmother gives. Point out the box with items 1 – 4. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

**GROUP ACTIVITY**

**A. Vocabulary: Directions**
- Read the directions aloud. Give students a few moments to absorb the map and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Have the student look at the map. Ask, What's this? What's that?
- Ask, What's today's class about?

**B. Listening (track 25): Driving**
- Read the first part of the directions aloud: Look at the map and words in the box. Point out the map. Ask comprehension questions: Is ___ north or south of ___? Which highway goes through ___? etc.
- Explain that students are going to hear a phone conversation between Sara and her grandmother. Read the next part of the directions aloud: Listen How long will it take Sara to get to her grandmother's house from the airport? Play and/or read the audio. Repeat the audio as necessary. Check the answers together.
- Read the rest of the directions aloud: Listen again. Circle the instructions Sara's grandmother gives. Point out the box with items 1 – 4. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

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**TranspoRTA Tion**

**B. Listening (track 25): Driving**

Sara: Hi Grandma Jean. I'm at the airport.
Grandma Jean: Hi Sara! How was your flight?
Sara: It was long! I'm excited to see you. I rented a car and am ready to go. How far is your house from here?
Grandma Jean: It's about 120 miles from the airport.
Sara: How long will it take to get there?
Grandma Jean: It'll take about two hours.
Sara: Could you give me directions?
Grandma Jean: Sure. Take Interstate 29 north. It's also called Highway 71.
Sara: Okay.
Grandma Jean: At I-435, go south.

Grandma Jean: You'll be on I-435 for a long time.
Sara: How long?
Grandma Jean: About 30 minutes.
Sara: Okay.
Grandma Jean: When you get to I-70, go west.
Sara: West on I-70. Okay.
Grandma Jean: Then take Exit 202.
Sara: Okay.
Grandma Jean: Oh, when you get on I-70, you'll have to stop at the toll plaza and get a ticket. Then when you get off the interstate in Lawrence, you'll have to pay the toll. I think it's about $3.
Sara: Oh, thanks. See you in two hours!
C. How far, How long
• This chart focuses on questions related to travel. While there are many different ways to ask about distance, travel time, and directions, these are three of the most common forms. How far … and How long can be answered with a single word or short answer, while How do I get to … requires a long answer, usually in imperative (Go … Take … Turn …) form.
• Read the items in the grammar chart and have the student repeat. Then direct the student’s attention to the map on the lesson opener and ask various forms of the questions about places on the map: How do I get from ___ to ___? How far is ___ from ___? etc.

D. Activity
• Read the directions aloud. Emphasize that the student is answering the questions about himself/herself, but doesn’t have to use true information. Do an example together on the board. As the student works, answer questions and offer encouragement. Check answers with student.

E. Activity
• Point out the Language Note. Remind the student that he/she studied comparisons on Day 2.
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
• EXPANSION: After checking the activity, pair up to practice the Q&As.

C. How far, How long
• This chart focuses on questions related to travel. While there are many different ways to ask about distance, travel time, and directions, these are three of the most common forms. How far … and How long can be answered with a single word or short answer, while How do I get to … requires a long answer, usually in imperative (Go … Take … Turn …) form.
• Read the items in the grammar chart and have students repeat. Then direct students’ attention to the map on the lesson opener and ask various forms of the questions about places on the map: How do I get from ___ to ___? How far is ___ from ___? etc.

D. Activity
• Read the directions aloud. Emphasize that students are answering the questions about themselves, but don’t have to use true information. Do an example together on the board. As students work, circulate and offer encouragement. Check answers together.

E. Activity
• Point out the Language Note. Remind students that they studied comparisons on Day 2.
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Activity**
- **PAIR UP** with your student. Read the first part of the directions aloud: *Look at the map.* Ask comprehension questions about the map.
- Read the rest of the directions aloud. Point out the list below the map. Model the example dialogue with the student. Then ask and answer questions about the map.
- **INTERNET EXPANSION:** If your student has a smartphone with GPS access, do a quick lesson on how to read the map using his/her phone.

**G. Culture Tip!**
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Ask if anyone has received a ticket while driving in a construction zone. Explain that some cities use automatic cameras to snap pictures of drivers, and the ticket then arrives in the mail. **OPTION:** Talk about the processes for paying for and contesting a ticket.
- Ask *Do you know if your town issues photo tickets for running red lights or speeding? Where are they?*
- Talk about points on your license and how it works in your state.

**GROUP ACTIVITY**

**F. Activity**
- **PAIR students.** Read the first part of the directions aloud: *Look at the map.* Ask comprehension questions about the map.
- Read the rest of the directions aloud. Point out the list below the map. Model the example dialogue with a student. As students talk, circulate and offer encouragement.
- **INTERNET EXPANSION:** If your students have smartphones with GPS access, do a quick lesson on how to read the map using their phones.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask if anyone has received a ticket while driving in a construction zone. Explain that some cities use automatic cameras to snap pictures of drivers, and the ticket then arrives in the mail. **OPTION:** Talk about the processes for paying for and contesting a ticket.
- Ask *Do you know if your town issues photo tickets for running red lights or speeding? Where are they?*
- Talk about points on your license and how it works in your state.
**One on One Activity**

**H. Activity**
- Read the first part of the directions aloud. Ask comprehension questions about the sign.
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
- *What are toll roads in your area? How much do they cost? Are there ways to avoid the toll route?*

**I. Activity**
- Read the directions aloud. Do an example together on the board. As the student works, answer questions and offer encouragement. Check answers together.

**J. Activity**
- PAIR UP with your student. Read the directions aloud. Point out the Language Note.
- Model the example dialogue with the student. Then talk about directions, travel distance, and time to your house.

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

**Group Activity**

**H. Activity**
- Read the first part of the directions aloud. Ask comprehension questions about the sign.
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.
- *What are toll roads in your area? How much do they cost? Are there ways to avoid the toll route?*

**I. Activity**
- Read the directions aloud. Do an example together on the board. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Have volunteers share their maps with the class.

**J. Activity**
- PAIR students. Read the directions aloud. Point out the Language Note.
- Model the example dialogue with a student. As students talk, circulate and offer encouragement.

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
ONE ON ONE ACTIVITY

K. Activity
• Read the first part of the directions aloud: Read the signs. Ask comprehension questions about the signs.
• As the student works, answer questions and offer encouragement. Check answers together.
• EXPANSION: After checking the activity, practice the items as Q&As in PAIRS.

L. Listening (track 26): Numbers
• Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.
• EXPANSION: Write all the numbers from exercise L on the board. Quickly say random numbers and have the student point to what he/she hears. Take turns being the caller.

M. Activity
• PAIR UP with your student. Read the directions aloud. Read the example dialogue. Then talk about interesting places you have visited.

EXTRA ACTIVITY (if time permits):
• Numbers Bee With the student at the board, you say an exit, interstate, or highway number. The student tries to write the number (in numbers: Highway 285) quickly and correctly. If the student is incorrect, write the correct answer and call another number. OPTION: Use a timer for a sense of excitement.

GROUP ACTIVITY

K. Activity
• Read the first part of the directions aloud: Read the signs. Ask comprehension questions about the signs.
• As students work, circulate and offer encouragement. Check answers together.
• EXPANSION: After students have checked the activity, have them practice the items as Q&As in PAIRS.

L. Listening (track 26): Numbers
• Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.
• EXPANSION: Write all the numbers from exercise L on the board. Quickly say random numbers and have students compete to point to what he/she hears first. Take turns being the caller.

M. Activity
• PAIR students. Read the directions aloud. Model the example dialogue. As students talk, circulate and offer encouragement.

EXTRA ACTIVITY (if time permits):
• Numbers Bee Divide the class into two TEAMS. Each team sends a player to the board. You say an exit, interstate, or highway number. The players try to write the number (in numbers: Highway 285) first and correctly. If neither player is correct, write the correct answer and call a new pair to the board.

L. Listening (track 26): Numbers

1. Highway 13
2. Interstate 80
3. Route 17
4. Exit 60
5. Highway 15
6. Interstate 40
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
• B: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Try just one!*
• C: Journal: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it's okay to write words without complete sentences.
• Thank your students for their hard work in class today! *We're almost finished with Book 5A!* Point to something specific that the students did well.
• Ask students to fill out an “exit ticket” before leaving (see Day 2 homework for suggestions on how to do this).

**A. Listening (track 27): Driving**

Sara: Hi Grandma Jean. I'm at the airport.
Grandma Jean: Hi Sara! How was your flight?
Sara: It was long! I'm excited to see you. I rented a car and am ready to go. How far is your house from here?
Grandma Jean: It's about 120 miles from the airport.
Sara: How long will it take to get there?
Grandma Jean: It'll take about two hours.
Sara: Could you give me directions?
Grandma Jean: Sure. Take Interstate 29 north. It's also called Highway 71.
Sara: Okay.
Grandma Jean: At I-435, go south.

Grandma Jean: You'll be on I-435 for a long time.
Sara: How long?
Grandma Jean: About 30 minutes.
Sara: Okay.
Grandma Jean: When you get to I-70, go west.
Sara: West on I-70. Okay.
Grandma Jean: Then take Exit 202.
Sara: Okay.
Grandma Jean: Oh, when you get on I-70, you'll have to stop at the toll plaza and get a ticket. Then when you get off the interstate in Lawrence, you'll have to pay the toll. I think it's about $3.
Sara: Oh, thanks. See you in two hours!
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks

**GROUP Activity**

**MATERIALS**
- Board or paper + marker
- 5A Listening Tracks

**REVIEW**
- Review asking for directions from Day 13. PAIR UP with your student. Have partners ask each other about his/her routes to and from school and other places around town. Write the places on the board. **OPTION:** Write a model conversation on the board: *How far is … / How long does it take to get to … / How do you get …*
- Review the homework.

**WARM UP**
- Have the student cover the text and look only at the pictures on the lesson opener and predict what today’s class will be about.
**One on One Activity**

**A. Vocabulary: Fun**
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, What's this? What's that?
- Ask, What's today's class about?

**B. Listening (track 28): Camping**
- Read the first part of the directions aloud. Instruct the student to put his/her pen down and to only touch the images being talked about. Play and/or read the audio.
- Read the rest of the directions: Listen again and order the activities … Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Group Activity**

**A. Vocabulary: Fun**
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Have the student look at the pictures. Ask, What's this? What's that?
- Ask, What's today's class about?

**B. Listening (track 28): Camping**
- Read the first part of the directions aloud. Instruct students to put their pens and pencils down and to only touch the images they are hearing about. Play and/or read the audio.
- Read the rest of the directions: Listen again and order the activities … Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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**B. Listening (track 28): Camping**

A. We studied the map before we left home.
B. We bought a permit when we got to the park.
C. We set up the tent while they unpacked the car.
D. While we hiked, we saw wildlife. We saw a squirrel in a tree, a bear in the forest, and a snake on the trail.
E. After David built a fire, the kids roasted marshmallows and I told ghost stories.
F. We went to bed when it started to rain.
C. Time words
- To explain the order of events, we use time clause beginning with words such as before, when, while, and after: We ran to the tent after the rain started.
- Longer time clauses that come at the beginning of a sentence are followed by a comma: After we set up the tent, we went for a hike. Shorter time clauses don’t need a comma: After lunch we went for a hike.
- Read the items in the grammar chart and have the student repeat. Point out the Language Note. Give examples of while and when to help distill the difference: We unpacked the car when we arrived. / We unpacked the car while they hiked.
- Direct the student’s attention to the pictures on the lesson opener and ask questions about the order of activities, eliciting time clauses with before, when, and while: Look at Picture B: What happened first: did they get to the park, or did they buy the permit? (They got to the park.) So, when did they buy the permit? (They bought it after / when they got to the park.)
- NOTE: The distinction between when and while is extremely subtle and the true meaning will be distilled from context. In general, use when for situations that can be defined by one moment - when we got to the part, when it started raining, when they arrived. Use while for ongoing actions - while they unpacked the car (over time).

D. Activity
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

C. Time words
- To explain the order of events, we use time clause beginning with words such as before, when, while, and after: We ran to the tent when the rain started.
- Longer time clauses that come at the beginning of a sentence are followed by a comma: After we set up the tent, we went for a hike. Shorter time clauses don’t need a comma: After lunch we went for a hike.
- Read the items in the grammar chart and have students repeat. Point out the Language Note. Give examples of while and when to help distill the difference: We unpacked the car when we arrived. / We unpacked the car while they hiked.
- Direct students’ attention to the pictures on the lesson opener and ask questions about the order of activities, eliciting time clauses with before, when, and while: Look at Picture B: What happened first: did they get to the park, or did they buy the permit? (They got to the park.) So, when did they buy the permit? (They bought it after / when they got to the park.)
- NOTE: The distinction between when and while is extremely subtle and the true meaning will be distilled from context. In general, use when for situations that can be defined by one moment - when we got to the part, when it started raining, when they arrived. Use while for ongoing actions - while they unpacked the car (over time).

D. Activity
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
**ONE ON ONE ACTIVITY**

**E. Activity**
- PAIR UP with your student. Have the student read the bulleted recipe steps. Ask comprehension questions: *What's a marshmallow? What's a graham cracker?* Use the images on the page to explain.
- Read Steps 1 and 2 aloud. Model the example dialogue with the student. Ask if your student has something similar (or the same!) in his/her native country.
- As the student writes, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** If you can, work with your student to actually make a s'more (without the fire)! Practice the commands. Then, bring in the ingredients and have your student following the instructions you give. Then, switch roles so that you both get to try one!

**F. Culture Tip!**
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Ask the student about his/her opinions about the sign/law. What are littering laws in his/her country like? *Why do you think littering is illegal?*
- Work on the pronunciation of the following words by describing what your mouth does to produce the sounds. Have student repeat many times.
  - litter
  - lighter
  - liter/leader
  - letter
  - ladder

**GROUP ACTIVITY**

**E. Activity**
- PAIR students. Have students read the bulleted recipe steps. Ask comprehension questions: *What's a marshmallow? What's a graham cracker?* Use the images on the page to explain. Ask if your students have something similar (or the same!) in the countries where they’re from.
- Read Steps 1 and 2 aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement. Check answers together.
- **EXPANSION:** If you can, work with your students to actually make s’mores (without the fire)! Practice the commands. Bring in the ingredients and pair students. Have the first student follow he instructions their partner gives them. Then, they switch roles so that both students get to try one!

**F. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students about their opinions about the sign/law. What are littering laws in their countries like? *Why do you think littering is illegal?*
- Work on the pronunciation of the following words by describing what your mouth does to produce the sounds. Have students repeat many times.
  - litter
  - lighter
  - liter/leader
  - letter
  - ladder
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**G. Activity**
- Read the first part of the directions aloud: *Read David and Marta's family budget*. After the student has finished reading the budget, ask comprehension questions: *What does “net” mean? What's their biggest expense? Who earns more?* etc.
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

**H. Activity**
- Read the directions aloud. Do an example together. As the student works, answer questions and offer encouragement. Check the student’s budget.
- **NOTE:** If your student uses a credit card, you may mention the danger of having a balance with a high interest rate.

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

**GROUP ACTIVITY**

**G. Activity**
- Read the first part of the directions aloud: *Read David and Marta's family budget*. After students have finished reading the budget, ask comprehension questions: *What does “net” mean? What's their biggest expense? Who earns more?* etc.
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.

**H. Activity**
- Read the directions aloud. Do an example together. As students work, circulate and offer encouragement. Check answers individually.
- **OPTION:** Have volunteers share their budgets with the class.
- **NOTE:** If your students use a credit card, you may mention the danger of having a balance with a high interest rate.

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
**ONE ON ONE ACTIVITY**

**I. Activity**
- Read the directions aloud. Do the first holiday together. As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** Talk about common ways to celebrate the holidays in the US. Who celebrates them? Ask about the holidays that your student celebrates in his/her native country. What do they do to celebrate?

**J. Activity**
- **PAIR UP** with your student. Read the directions aloud. Read the example. Then talk about family fun when you were a child.

**EXTRA ACTIVITY (if time permits):**
- **Camping Bingo** Elicit camping words from the lesson from the student and write them down. Then, have the student pick five of the words from the lesson on a piece of paper. As you randomly call out camping words, the student crosses out those words. When all five words are crossed out, the student shouts, *Bingo!*

**GROUP ACTIVITY**

**I. Activity**
- Read the directions aloud. Do the first holiday together. As the student works, circulate and offer encouragement. Check answers together.
- **EXPANSION:** Talk about common ways to celebrate the holidays in the US. Who celebrates them? Ask about the holidays that your student celebrates in their native countries. What do they do to celebrate?

**J. Activity**
- **PAIR students.** Read the directions aloud. Model the example. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- **Camping Bingo** Elicit camping words from the lesson from students. Write them on the board (or have a student write on the board). Then have students write any five of the words on a piece of paper. As you randomly call out camping words, students cross out those on their list. When all five words are crossed out, students shout, *Bingo!* Have a student be the caller for the second round.
• A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind them that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Give it a go!*
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *Excellent work today!* Point to something specific that the students did well.
• Ask students to fill out an “exit ticket” before leaving (see Day 2 homework for suggestions on how to do this).

A. Listening (track 29): Camping

We studied the map before we left home. We bought a permit when we got to the park. We set up the tent while they unpacked the car. While we hiked, we saw wildlife. We saw a squirrel in a tree, a bear in the forest, and a snake on the trail. After David built a fire, the kids roasted marshmallows and I told ghost stories. We went to bed when it started to rain.
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 5A Listening Tracks

REVIEW
- Review time words from Day14. Together build a story about your student’s day. Write while, when, before, and after. Start the story: After _____ woke up, he/she got dressed and went to school. When … Invite the student to add to the story, and so on.
- Review the homework.

WARM UP
- Tell the student to put his/her head on the desk, eyes closed, and listen. Then tell a story similar to one featured on the lesson opener, but more detailed. Finish with, What would you do? Example: What if you get a call saying that you have won a new TV. All the caller needs is your personal information. As the student thinks, write options on the board. Then instruct the student to sit up and read the board and vote for his/her choice.

GROUP ACTIVITY

MATERIALS
- Board or paper + marker
- 5A Listening Tracks

REVIEW
- Review time words from Day14. As a class build a story about one of the student’s days. Write while, when, before, and after. Start the story: After _____ woke up, he got dressed and went to school. When … Invite students to take turns adding to the story, and so on.
- Review the homework.

WARM UP
- Tell students to put their heads on their desks, close their eyes, and listen. Then tell a story similar to one featured on the lesson opener, but more detailed. Finish with, What would you do? Example: What if you get a call saying that you have won a new TV. All the caller needs is your personal information. As students think, write options on the board. Then instruct students to lift their heads and read the board and vote for their choice.
Reporter: Police believe that a con artist is trying to trick people. She’s asking for their bank information over the phone. Yesterday, for example, Bob Dickens received a call at home at 10:30 a.m.

Bob: The woman said, “Hello, this is Jennifer at your bank. We’re having computer problems, and I need you to verify your identity and account information. At first, I believed her. I gave her my name and address. But when she asked for my user name and pin, I became suspicious! The bank should have that information! I hung up and reported it to the police.

Reporter: Police believe the con artist is calling older people. In other news ...
C. Unreal (or hypothetical) situations

• This chart focuses on the use of if and would to talk about situations that are imagined.
• We use If + the simple past to give the imagined situation: If I had $1 million … We use would to talk about the imagined response to the situation: I’d buy my mother a house.
• To form the question, we can use What + would + subject + base form of verb + if clause: What would you say if I told you I lied?
• Read the items in the grammar chart and have the student repeat. Point out the Language Note.

D. Activity

• Read the directions aloud. Do an example together. As the student works, answer questions and offer encouragement. Check answers together. OPTION: Before the student does the task, have him/her circle if in each question and would in each answer. Explain that these words will help the student identify the correct answer.
• Point out the Language Note.
• Remind the student to complete the Bonus Box.
• EXPANSION: After checking the activity, practice the Q&As with your student.

E. Activity

• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

C. Unreal (or hypothetical) situations

• This chart focuses on the use of if and would to talk about situations that are imagined.
• We use If + the simple past to give the imagined situation: If I had $1 million … We use would to talk about the imagined response to the situation: I’d buy my mother a house.
• To form the question, we can use What + would + subject + base form of verb + if clause: What would you say if I told you I lied?
• Read the items in the grammar chart and have the students repeat. Point out the Language Note.

D. Activity

• Read the directions aloud. Do an example together. As students work, circulate and offer encouragement. Check answers together. OPTION: Before students do the task, have them circle if in each question and would in each answer. Explain that these words will help them identify the correct answer.
• Point out the Language Note.
• Remind students to complete the Bonus Box.
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity

• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
**Real Life**

**One on One Activity**

**F. Activity**
- Read the first part of the directions aloud: *Read the tips*. Ask comprehension questions about the tips.
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

**G. Activity**
- PAIR UP with your student. Read the directions aloud. Model the example dialogue with the student. Point out the Language Note.
- Then take turns talking about what you would do.

**H. Culture Tip!**
- Have the student read the culture tip to himself/herself. Then you or the student read the tip aloud. Ask the student to share stories of scams he/she has encountered or heard about. What happened?

**Group Activity**

**F. Activity**
- Read the first part of the directions aloud: *Read the tips*. Ask comprehension questions about the tips.
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.

**G. Activity**
- PAIR students. Read the directions aloud. Model the example dialogue with a student. Point out the Language Note.
- As students talk, circulate and offer encouragement.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students to share stories of scams they’ve encountered or heard about. What did they do?
**ONE ON ONE ACTIVITY**

I. Activity
- PAIR UP with your student. Read the first part of the directions aloud: *Read the job ads. Ask comprehension questions.*
- Read the rest of the directions. Ask, *Which two jobs pay the most?* Check answers together.

J. Activity
- PAIR UP with your student. Read the directions aloud. Model the example dialogue with the student. Then talk about the jobs and which seem like scams and why.

**Before You Go ...**
- Remind the student that the next class is a review of Days 10–15 and a review test.

**GROUP ACTIVITY**

I. Activity
- PAIR students. Read the first part of the directions aloud: *Read the job ads. Ask comprehension questions.*
- Read the rest of the directions. As students talk, circulate and offer encouragement. Check answers together.

J. Activity
- PAIR students. Read the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement. **OPTION:** Talk about the ads as a class. Which jobs seem like scams? Why?

**Before You Go ...**
- Remind students that the next class is a review of Days 10–15 and a review test.
**ONE ON ONE ACTIVITY**

**K. Activity**
- Read the first part of the directions aloud: *Look at the scam statistics.* Ask comprehension questions about the vocabulary: *What’s a con artist?* Point out the Language Note.
- Read the rest of the directions aloud. Do the first one as an example with your student. As the student works, answer questions and offer encouragement. Check answers together.

**L. Activity**
- PAIR UP with your student. Read the first part of the directions aloud: *Read the advice from the Fraud Center.* Ask comprehension questions about the reading: *What does “suspicious” mean here?*
- Read the rest of the directions aloud. Have the student retell the advice to you - in their own words.

**M. Activity**
- PAIR UP with your student. Read the directions aloud. Model the example dialogue with the student. Then talk about the question.

**EXTRA ACTIVITY (if time permits):**
- *What would you do?* You present an ethical problem (light, funny situations – see examples below). The student has five minutes to suggest what he/she would do. Example problems:
  - What if on your first day of work you noticed that your boss's shirt was on inside-out. What would you do?
  - What if you borrowed your friend's car, then had an accident, but you couldn’t see any damage?
  - What if your boyfriend’s mother sent you an email, inviting the two of you to dinner, but you didn’t want to go because your favorite show was on TV?
  - Have the student make up his/her own hypothetical situation to discuss.

**GROUP ACTIVITY**

**K. Activity**
- Read the first part of the directions aloud: *Look at the scam statistics.* Ask comprehension questions about the vocabulary: *What’s a con artist?* Point out the Language Note.
- Read the rest of the directions aloud. Do the first one as an example with the students. As students work, circulate and offer encouragement. Check answers together.

**L. Activity**
- PAIR students. Read the first part of the directions aloud: *Read the advice from the Fraud Center.* Ask comprehension questions about the reading: *What does “suspicious” mean here?*
- Read the rest of the directions aloud. Model an example dialogue with a student. As students talk, circulate and offer encouragement. **OPTION:** Discuss the activity as a class.

**M. Activity**
- PAIR students. Read the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- *What would you do?* Choose three students to be “judges.” Divide the rest of the class into two TEAMS. You present an ethical problem (light, funny situations – see examples below). Each team has five minutes to suggest what they would do. They judges hear both suggestions and choose a winner. Continue with the next problem. Example problems:
  - What if on your first day of work you noticed that your boss's shirt was on inside-out. What would you do?
  - What if you borrowed your friend's car, then had an accident, but you couldn’t see any damage?
  - What if your boyfriend’s mother sent you an email, inviting the two of you to dinner, but you didn’t want to go because your favorite show was on TV?
  - Have students make up their own hypothetical situations and ask the class what they would do.
**Homework**

- Encourage students to do the homework.
- A: Listening: Remind students that this activity requires the 5A audio CD, and that practice is the best way to improve listening!
- B: Reading: Remind them that reading is a good way to grow vocabulary.
- C: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Go for it!*
- D: Journal: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences.
- Thank your students for their hard work in class today! *Congratulations!*

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**A. Listening (track 31): Con artist**

Reporter: Police believe that a con artist is trying to trick people. She’s asking for their bank information over the phone. Yesterday, for example, Bob Dickens received a call at home at 10:30 a.m.

Bob: The woman said, “Hello, this is Jennifer at your bank. We’re having computer problems, and I need you to verify you identity and account information.”

At first, I believed her. I gave her my name and address. But when she asked for my account number, I became suspicious! The bank should have that information! I hung up and reported it to the police.

Reporter: Police believe the con artist is calling older people. In other news ...
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 5A Listening Tracks
- Treats (optional)

REVIEW
- Review imagined situations from Day 15. On the board write $100 million. Say, What would you do if I gave you $100 million today? Give the student time to think and take notes, then talk about the student’s answer.
- Review the homework.

WARM UP
- Write on the board, Review.
- Plan to spend approximately 10 minutes on each day in order to have enough time (20 minutes) for the test. OPTION: Spend the entire 90-minute period reviewing, and send the test home as homework.

GROUP ACTIVITY

MATERIALS
- Board or paper + marker
- 5A Listening Tracks
- Treats (optional)

REVIEW
- Review imagined situations from Day 15. On the board write $100 million. Say, What would you do if I gave you $100 million today? Give students time to think and take notes, then call on volunteers to share their answers.
- Review the homework.

WARM UP
- Write on the board, Review.
- Plan to spend approximately 10 minutes on each day in order to have enough time (20 minutes) for the test. OPTION: Spend the entire 90-minute period reviewing, and send the test home as homework.
**ONE ON ONE ACTIVITY**

**Day 10**
- Have the student turn to Day 10 on student book page 54 and ask questions about the pictures: *What do you need to do to be greener?* etc. Then ask, *What did we study on Day 10?*

A.
- Read the first part of the directions aloud: *Read the letter to Ms. Green.* Explain that Ms. Green is an advice columnist. Ask comprehension questions about the letter. After the student has read the letter, ask, *Why is the woman writing to Ms. Green?* Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers.

B.
- PAIR UP with your student. Read the directions aloud. Model the example dialogue with the student. Then talk about the Singer family’s problems and give advice.

**GROUP ACTIVITY**

**Day 10**
- Have students turn to Day 10 on student book page 54 and ask questions about the pictures: *What do you need to do to be greener?* etc. Then ask, *What did we study on Day 10?*

A.
- Read the first part of the directions aloud: *Read the letter to Ms. Green.* Explain that Ms. Green is an advice columnist. Ask comprehension questions about the letter. After students have read the letter, ask, *Why is the woman writing to Ms. Green?* Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers individually. **OPTION:** Have volunteers share their advice with the class.

B.
- PAIR students. Read the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.
ONE ON ONE ACTIVITY

Day 11
• Have the student turn to Day 11 on student book page 60 and ask questions about the pictures: *Whose tools are these?* etc. Then ask, *What did we study on Day 11?*

C.
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.  **OPTION:** For a more advanced student, suggest that he/she work without using the word box.

GROUP ACTIVITY

Day 11
• Have students turn to Day 11 on student book page 60 and ask questions about the pictures: *Whose tools are these?* etc. Then ask, *What did we study on Day 11?*

C.
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.
**ONE ON ONE ACTIVITY**

Day 12
• Have the student turn to Day 12 on student book page 66 and ask questions about the signs: *Why can't I park here?* etc. Then ask, *What did we study on Day 12?*

D.
• Read the directions aloud. Do an example together. As the student works, answer questions and offer encouragement. Check answers together.
• **EXPANSION:** After checking the activity, practice the Q&As with your student.

E.
• PAIR UP with your student. Read the directions aloud. Model the example dialogue with the student. Then talk about the signs on page 66.

**GROUP ACTIVITY**

Day 12
• Have students turn to Day 12 on student book page 66 and ask questions about the signs: *Why can't I park here?* etc. Then ask, *What did we study on Day 12?*

D.
• Read the directions aloud. Do an example together. As students work, circulate and offer encouragement. Check answers together.
• **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

E.
• PAIR students. Read the directions aloud. Model the example dialogue with a student. As students talk, circulate and offer encouragement.
**ONE ON ONE ACTIVITY**

**Day 13**
- Have the student turn to Day 13 on student book page 72 and ask questions about the pictures: *How far is ___ from ___?* etc. Then ask, *What did we study on Day 13?*

**F.**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity, practice the Q&As in PAIRS.

**G.**
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**GROUP ACTIVITY**

**Day 13**
- Have students turn to Day 13 on student book page 72 and ask questions about the pictures: *How far is ___ from ___?* etc. Then ask, *What did we study on Day 13?*

**F.**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

**G.**
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
**One on One Activity**

Day 14
- Have the student turn to Day 14 on student book page 78 and ask questions about the pictures: *What did they do before they went to bed?* etc. Then ask, *What did we study on Day 14?*

H.
- Read the directions aloud. Do an example with the student. As the student works, answer questions and offer encouragement. Check answers together.

I.
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Have the student read his/her story aloud.

**Group Activity**

Day 14
- Have students turn to Day 14 on student book page 78 and ask questions about the pictures: *What did they do before they went to bed?* etc. Then ask, *What did we study on Day 14?*

H.
- Read the directions aloud. Do an example with the students. As students work, circulate and offer encouragement. Check answers together.

I.
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Have volunteers share their stories with the class.
ONE ON ONE ACTIVITY

Day 15
• Have the student turn to Day 15 on student book page 84 and ask questions about the pictures: What would you do if you were this man? etc. Then ask, What did we study on Day 15?

J.
• Read the first part of the directions aloud: Look at the pictures. Read the news story. After the student has finished reading the news story, ask comprehension questions about the news story. Then ask, Which picture does the news story describe?
• Read the rest of the directions. As the student works, answer questions and offer encouragement. Check answers. OPTION: Have the student read his/her story aloud.

K.
• PAIR UP with your student. Read the directions aloud. Then read each other’s stories and guess the corresponding picture.

GROUP ACTIVITY

Day 15
• Have students turn to Day 15 on student book page 84 and ask questions about the pictures: What would you do if you were this man? etc. Then ask, What did we study on Day 15?

J.
• Read the first part of the directions aloud: Look at the pictures. Read the news story. After students have finished reading the news story, ask comprehension questions about the news story. Then ask, Which picture does the news story describe?
• Read the rest of the directions. As students work, circulate and offer encouragement. Check answers individually. OPTION: Have volunteers share their stories with the class.

K.
PAIR students. Read the directions aloud. As students talk, circulate and offer encouragement.
**Review Test (Days 10–15)**

- Encourage students to read the directions and do the activities on their own. If students are anxious about the notion of taking a test, you may want to ease their stress by doing the first item together as an example. As students work, circulate and offer encouragement.
- If students are unable to finish the test during the class period, you can assign it as homework or give them an extra class to day to finish what they missed. Sections A and B should take about 10 minutes total, and Section C should take about 10 minutes.
- After students have finished, review the answers together. **OPTION:** Quickly check two or three advanced students’ test, then assign those students to groups, and have students check their tests in groups.
- Students who score 80-90% should be ready to move on. We suggest that any missed questions be reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

**A. Complete the sentences. Use the word box for help.**
- Section A features one vocabulary item from each of the six days (Days 10–15), in chronological order.
- You may want to have students put down their pencils at the end of Section A so that you can introduce Section B.

**B. Circle the answers.**
- Sections B features grammar or pronunciation items from each of the six days (Days 10–15), in chronological order.
- You may want to have students put down their pencils after Section B so that you can introduce Section C. If you are not stopping students after Section B, point out that the test continues on page 52.

**C. Answer the questions.**
- Section C features “real life” types of questions and activities from each of the six days (Days 10–15), in chronological order.
- Because the items in this section are varied, students may have more questions as they work their way through. If a particular question is recurring, consider stopping the class, directing all students to the item, and explaining it.
- When grading these questions, the focus should be on the target concept. Ask yourself, *what is this question testing?*

**CONCLUSION:**
- Congratulate everyone on completing the term and learning so much! **OPTION:** Enjoy treats.
- Have students exchange books and write nice messages to each other.
- Remind everyone when the next term begins and encourage them to continue studying and practicing English!
A. Complete the sentences.

USE THESE WORDS:

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<tr>
<th>energy efficient</th>
<th>leaky faucet</th>
<th>tent</th>
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</thead>
<tbody>
<tr>
<td>How long</td>
<td>suspicious</td>
<td></td>
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</table>

1. Our house isn’t very _______________. We should seal the gaps around the doors.

2. They have a _______________. Their water bill is going to be high.

3. They _______________ her car because it was blocking someone’s driveway.

4. _______________ does it take to get to Ponca City from here?

5. After we set up the _______________, we unpacked our sleeping bags.

6. The man didn’t seem normal. He seemed _______________.

B. Circle the correct answers.

1. My gas bill is high. I __________ get a programmable thermostat.
   a. should          b. shouldn’t       c. couldn’t

2. Q: Whose ladder is that? A: I borrowed it from Charlie. It’s ____________.
   a. he            b. his            c. he’s

3. Q: ___________ can’t I park here? A: You can’t park here ___________ it’s illegal.

4. How ___________ is your house from here?
   a. far            b. farther         c. near

5. ___________ we built a fire, we roasted marshmallows.
   a. While         b. When           c. After

6. If a man needed help with his bag, I’d ___________ him, ”What’s in the bag?”
   a. asked        b. asks            c. ask

Review Test: Days 10–15
C. Answer the questions.

1. Look at the picture of the faucet. What do you think it means?

________________________________________________________________

What "green" habits do you have?
________________________________________________________________

2. Whose book are you writing in? ________________________________

3. Read the sign. Answer these questions:
   • What’s this space for? ________________________________
   • Can you park here? ________________________________
   • What will happen after 30 minutes? ________________________________

4. Look at the sign.
   • How far is Sandy Creek from here? ________________________________
   • How far is Watertown from here? ________________________________
   • Which town is farther? ________________________________
   • How far is Watertown from Sandy Creek? ________________________________

5. How much do you budget for fun? ________________________________
   What’s a low-cost fun activity you enjoy? ________________________________

6. Read the job ad. Is this job ad a scam? Why?

________________________________________________________________

Would you want this job? Why?
________________________________________________________________
Reproducible Section
Day 2  Practice Checks
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<th>a laptop</th>
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<td>used textbooks</td>
<td>new textbooks</td>
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<td>a messenger bag</td>
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Day 2   School Supplies Handout
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Day 5 Verb Chart Handout II
**Blue Moon Temp Agency - Job Application**

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| **Schedule: Are you flexible?** |                  |
| What days can you work? |         |
| What time can you work?  |         |
| Part-time or Full-time? |         |

| **Have you ever done these things? Have you ever ...** Check [✓] the skills. |
|----------------|-----------------|-----------------|
| used a drill? | worked as a cook? | upholstered furniture? |
| run a cash register? | built a house? | operated a meat cutter? |
| made alterations? | used a computer? | driven a truck? |
| baked? | organized an office? | taught a language? |
| used power tools? | taken inventory? | served food at a restaurant? |

| **Background: Have you ever been convicted of a crime? If yes, please explain.** |
|                                                                           |
Day 11  Practice Checks
The Interactive English series was designed by Resources to Unite Communities, an initiative of Intercambio Uniting Communities, a Colorado-based non-profit whose mission is to build understanding, respect and friendship across cultures through educational and intercultural opportunities.

Our series:
- Is fun, engaging and easy to use
- Is structured into 16 lessons with regular review activities
- Uses up-to-date methodologies for teaching English to adults
- Emphasizes the four language skills of reading, writing, listening and speaking
- Focuses on real-life everyday situations
- Contains cultural tips to help students avoid conflicts
- Has listening tracks to provide the opportunity to hear a variety of English speakers

Visit www.unitingresources.org, for additional teaching resources including audio tracks and downloadable teacher books.

Our publications also include:
- The Immigrant Guide - A guidebook with essential information about U.S. laws, insurance, health, housing, finances, parenting, and culture
- Pronunciation Fun with Pictures - Essential pronunciation practice to build confidence

For free samples, ordering information, and accompanying teaching materials, visit www.unitingresources.org.