This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Intercambio Uniting Communities.

Written by KL Stolle with Shawn Camden and Rachel Fuchs
Project Managers: Shawn Camden and Rachel Fuchs
Illustrations by Meggan Foster, Lisa Rivard and George Vega
Graphics and Template Designed by Mayrelis Cordero, James Dare, Terrence Fradet and Phoenix Priester
Cover art and design by Mario Abela, Mayrelis Cordero, Terrence Fradet, Andy Moore
Editors Shawn Camden, Rachel Fuchs, Debbie Goldman, Laura Houston, Lee Shainis and Barbara Werner

This series was funded, in part, by the following organizations and foundations:
Elevations Credit Union
Western Digital Foundation
Red Empress Foundation
Denver Foundation
Ray Solem Foundation
THANK YOU!
INTERACTIVE ENGLISH
Life Skills for Success in the U.S.

KL Stolle
Shawn Camden and Rachel Fuchs

www.unitingresources.org
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>
</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>Have you ever seen the Rocky Mountains?</td>
<td>1</td>
<td>2</td>
<td>Experiences</td>
</tr>
<tr>
<td>How long have you lived here?</td>
<td>2</td>
<td>8</td>
<td>Time</td>
</tr>
<tr>
<td>They’ve been dating for three years.</td>
<td>3</td>
<td>14</td>
<td>Personal Profiles</td>
</tr>
<tr>
<td>I am hardworking and dependable.</td>
<td>4</td>
<td>20</td>
<td>Employment: Applying for a Job</td>
</tr>
<tr>
<td>What would you do?</td>
<td>5</td>
<td>26</td>
<td>Employment: Interviewing</td>
</tr>
<tr>
<td>Are you done shopping yet?</td>
<td>6</td>
<td>32</td>
<td>Shopping for Work Clothes</td>
</tr>
<tr>
<td>Take the elevator to the second floor.</td>
<td>7</td>
<td>38</td>
<td>Locations</td>
</tr>
<tr>
<td>Let's Review!</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>Present perfect</td>
<td>Talk about past experiences, recognize greetings</td>
<td>Survey</td>
<td>Popular U.S. tourist attractions</td>
</tr>
<tr>
<td>HOW LONG + present perfect; Present perfect + SINCE</td>
<td>Talk about past experiences with time expressions</td>
<td>Websites, social media</td>
<td>On-line profiles</td>
</tr>
<tr>
<td>Present perfect continuous</td>
<td>Understand U.S. dating culture, compose a basic narrative</td>
<td>Journal entry, marriage certificate</td>
<td>Marriage facts</td>
</tr>
<tr>
<td>Commas and connectors: and, or, but, so</td>
<td>Write a cover letter, read a job ad, identify skills</td>
<td>Cover letter, resume, job ad</td>
<td>Applying for jobs online.</td>
</tr>
<tr>
<td>If- statements (Conditionals)</td>
<td>Consider ethical situations, anticipate interview questions</td>
<td>Office memo, timesheet, W4</td>
<td>Socializing with co-workers</td>
</tr>
<tr>
<td>Already, still, yet, (not) anymore</td>
<td>Recognize appropriate work clothes, understand a return policy</td>
<td>Pricetag, return policy, clothing tag, receipt</td>
<td>Waiting in line</td>
</tr>
<tr>
<td>Pronunciation: sentence stress</td>
<td>Ask and give directions, navigate a commercial building</td>
<td>Building signs, dictionary entry</td>
<td>Using an escalator</td>
</tr>
<tr>
<td>TITLE</td>
<td>DAY</td>
<td>PAGE</td>
<td>TOPIC</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----</td>
<td>------</td>
<td>------------------</td>
</tr>
<tr>
<td>Clothes Shopping</td>
<td>9</td>
<td>53</td>
<td>Field Trip</td>
</tr>
<tr>
<td>The salsa is too spicy.</td>
<td>10</td>
<td>54</td>
<td>Diet</td>
</tr>
<tr>
<td>How many tacos did you get?</td>
<td>11</td>
<td>60</td>
<td>Food and Money</td>
</tr>
<tr>
<td>Saving money is important.</td>
<td>12</td>
<td>66</td>
<td>Finances</td>
</tr>
<tr>
<td>After I got off the bus, I realized my wallet was gone.</td>
<td>13</td>
<td>72</td>
<td>Laws</td>
</tr>
<tr>
<td>Let's clean up the neighborhood.</td>
<td>14</td>
<td>78</td>
<td>Community</td>
</tr>
<tr>
<td>I’m going to take my citizenship test.</td>
<td>15</td>
<td>84</td>
<td>Goals</td>
</tr>
<tr>
<td>Let’s Review!</td>
<td>16</td>
<td>90</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>Too, enough, not enough</td>
<td>Express food preferences, read a menu</td>
<td>Menu</td>
<td>Food delivery</td>
</tr>
<tr>
<td>Countable and noncountable nouns</td>
<td>Read prices, articulate amounts, apply discounts</td>
<td>Pricetags, containers, coupons</td>
<td>Restaurant nutritional information</td>
</tr>
<tr>
<td>Adding -ing to make a gerund</td>
<td>Recognize bank functions, use deposit slips</td>
<td>Deposit slip, expenses list, brochure, magazine article</td>
<td>It’s important to shred certain documents</td>
</tr>
<tr>
<td>Possessive adjectives and pronouns; before, when, after, while</td>
<td>Tell a complex story about past events, describe someone</td>
<td>Police report</td>
<td>Being polite when talking to a police officer</td>
</tr>
<tr>
<td>Phrasal verbs</td>
<td>Make a difference in the community, express opinions</td>
<td>Newspaper story, dictionary</td>
<td>Local taxes</td>
</tr>
<tr>
<td>Tips for improving reading skills</td>
<td>Develope reading skills, understand the citizenship process</td>
<td>ID cards, flags, brochure</td>
<td>Citizenship eligibility</td>
</tr>
</tbody>
</table>
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Name tags, markers (1 per student)

**WARM UP**
- Before class, write basic class information on board: the student level (5B), your name, phone number, class start/finish times, etc. Have the student copy the information.
- Welcome the student. Introduce yourself: Example: Welcome! This is English class 5B. My name is (Nancy). Point to your nametag. 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 nametag 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 questions on the board such as:
  
  What’s your favorite food? What do you do in your free time? Where do you want to travel? Do you have a nickname (special name used by family and friends)? What’s your dream job?

---

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Name tags, markers (1 per student)

**WARM UP**
- Before class, write basic class information on board: the class level (5B), your name, phone number, class start/finish times, etc. Have students copy the information.
- Welcome students. Introduce yourself: Example: Welcome! This is English class 5B. My name is (Nancy). Point to your nametag. 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.
- Write on the board and say, *Hi. My name is (Nancy). I’m from Colorado.* Then ask a student, *What’s your name?* and gesture to the student to introduce himself/herself. Continue around the room.
- Have students turn to people standing next to them and introduce themselves.
One on One Activity

A. Vocabulary: Experiences
• Read the directions aloud. Give the student a few moments to absorb the picture and words. Explain that he/she should say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have the student repeat. NOTE: Develop a set of standard classroom 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 picture.
• Ask, What are we learning today? Point to the heading at the top of the page: Experiences.

B. Listening (track 2): Have you ... ?
• Read the first step of the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. OPTION: Have the student share his/her experiences.
• Read the second step aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

Group Activity

A. Vocabulary: Experiences
• Read the directions aloud. Give students a few moments to absorb the picture and words. Explain that they should say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud 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.
• Have the student look at the picture.
• Ask, What are we learning today? Point to the heading at the top of the page: Experiences.

B. Listening (track 2): Have you ... ?
• Read the first step of the directions aloud. Go over the example together. As students work, circulate and offer encouragement. OPTION: Have volunteers share their experiences.
• Read the second step aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

B. Listening (track 2): Have you ... ?

1. Q: Hi Tano. Have you ever been to Disneyland?
A: No, I haven’t.

2. Q: Have you ever seen the Rocky Mountains?
A: Yes, I have. They’re beautiful!

3. Q: Have you ever gone salsa dancing?
A: No. Never.

4. Q: Have you ever heard of Bill Gates?
A: Yes, I have. He started microsoft.

5. Q: Have you ever watched baseball?
A: Yes, I have. I’ve seen it on TV.

6. Q: Have you ever celebrated the Fourth of July?
A: No, I haven’t.

7. Q: Interviewer: Have you ever had a PB&J sandwich?
A: Tano: No, I haven’t. What’s it like?
Interviewer: It’s delicious!
C. Grammar: The present perfect + ever
- This chart focuses on the present perfect, which is formed with have/has + a past participle: I've seen that movie./She has eaten peanut butter. (See the appendix for a list of past participles.)
- We use the present perfect to talk about experiences in our past: I've been to Paris. Exactly when isn't important. We often contract the pronoun (I, you, he, etc.) with have or has: I've, you've, he's, etc.
- In questions, we often include “ever” before the past participle to mean “at any point”: Have you ever watched a baseball game?
- Read the items in the grammar chart and have the student repeat. Return to the images on page 2 and ask the student about Tano’s experiences: Has Tano been to Disneyland? After the student is comfortable with the structures, ask about his/her experiences: Angel, have you ever had a PB&J sandwich?
- Point out the Language Note.

D. Activity
- Read the directions aloud. Point out the Language Note. Encourage the student to study the chart of past participles.
- Go over the examples together. As the student works, answer questions and offer encouragement. Check answers together.

E. Activity
- PAIR UP with your student. Read the directions aloud. Read the example dialog with your student.

C. Grammar: The present perfect + ever
- This chart focuses on the present perfect, which is formed with have/has + a past participle: I’ve seen that movie./She has eaten peanut butter. (See the appendix for a list of past participles.)
- We use the present perfect to talk about experiences in our past: I’ve been to Paris. Exactly when isn’t important. We often contract the pronoun (I, you, he, etc.) with have or has: I’ve, you’ve, he’s, etc.
- In questions, we often include “ever” before the past participle to mean “at any point”: Have you ever watched a baseball game?
- Read the items in the grammar chart and have the student repeat. Return to the images on page 2 and ask the student about Tano’s experiences: Has Tano been to Disneyland? After the student is comfortable with the structures, ask about his/her experiences: Angel, have you ever had a PB&J sandwich?
- Point out the Language Note.

D. Activity
- Read the directions aloud. Point out the Language Note. Encourage students to study the chart of past participles.
- Go over the examples together. As students work, circulate and offer encouragement. Check answers together.

E. Activity
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. OPTION: Have volunteers share their conversation with the class.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** PAIR UP with your student and practice the conversations.
- Point out the Bonus Box. Explain that the student should write his/her own question, then answer it.
- Then have a conversation about your experiences, adding two to three past participles from the chart in the appendix.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask if the student has been to the places mentioned. What are other tourist destinations he/she knows about in the US? Ask about popular tourist attractions in his/her home country.

**GROUP ACTIVITY**

**F. Activity**
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Have volunteers perform the conversation for the class.
- Point out the Bonus Box. Explain that students should write their own question, then answer it.

**G. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask for a show of hands of students who have been to the places mentioned. What are other tourist destinations students knows about in the US? Ask about popular tourist attractions in their home countries.
ONE ON ONE ACTIVITY

H. Activity
- Read the directions aloud. Go over the example together on the board. As the student works, answer questions and offer encouragement. **NOTE:** Be prepared with suggestions for another category in case the student can’t think of one (movies, books, etc).

I. Activity
- PAIR UP with your student. Read the directions aloud. Read the example dialog with your student. Then have a conversation about shared experiences.
- Point out the Language Note. Explain that the student doesn’t have to use contracted forms, but learning them will help him/her understand others better.

Before You Go...
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand. Make it a practice to leave time at the end of class for any questions or special directions for the next class.
- Assign the homework.
- Point out the Bonus Box. Write your information on the board and encourage the student to copy it (here and in the front cover of the book) and contact you if he/she can’t come to class.
- Write on the board or indicate on a calendar when the next class is. Ask the student to wear his/her name tag to the next class.

GROUP ACTIVITY

H. Activity
- Read the directions aloud. Go over the example together on the board. As students work, circulate and offer encouragement. **NOTE:** Be prepared with suggestions for another category in case the students can’t think of one (movies, books, etc).

I. Activity
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.
- Point out the Language Note. Explain that students don’t have to use contracted forms, but learning them will help them understand others better.

Before You Go ...
- Encourage students to ask questions about any part of the lesson they didn’t understand. Make it a practice to leave time at the end of class for any questions or special directions for the next class.
- Assign the homework.
- Point out the Bonus Box. Write your information on the board and encourage students to copy it (here and in the front cover of the book) and contact you if they can’t come to 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.
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the directions aloud. **OPTION:** Write a sample on the board, using your own travel experience.
- Ask the student to write a specific number of sentences.
- As the student works, answer questions and offer encouragement. **OPTION:** Have the student read his/her story aloud.

**K. Activity**
- **PAIR UP** with your student. Have your student read the directions aloud. Have the student model the example. Then have a conversation about greetings.

**GROUP ACTIVITY**

**J. Activity**
- Read the directions aloud. **OPTION:** Write a sample on the board, using your own travel experience.
- Ask the students to write a specific number of sentences.
- As students work, circulate and offer encouragement. **OPTION:** Have volunteers read their stories to the class.

**K. Activity**
- **PAIR UP** with your student. Have your student read the directions aloud. Have the student model the example. Then have a conversation about greetings.

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

- **Alphabet Introduction** Have students order themselves alphabetically and sit in a circle. The first person says his/her first name and a place he/she has been to or an experience he/she has had. The place or experience must begin with the same letter as the person's name. The next person introduces the previous person, saying his/her name and his/her place or experience, then introduces himself/herself, and so on. Example: A: Hello. My name is Madison. I've moved three times.
· 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 5B audio CD for this activity. Explain that practice is the best way to improve listening!

· B: Speaking: Explain that speaking outside of class is necessary for improving fluency.

· 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. Encourage students to skip a line when writing so that you’ll have space to comment on the entries if you choose to. NOTE: Journal entries aren’t meant to be corrected. OPTION: Brainstorm journal topics with your students.

· Thank your students for their hard work in class today! Thank you! Good job!

---

A. Listening (track 3): Have you … ?

1. Q: Hi Tano. Have you ever been to Disneyland?
   A: No, I haven’t.

2. Q: Have you ever seen the Rocky Mountains?
   A: Yes, I have. They’re beautiful!

3. Q: Have you ever tried square dancing?
   A: No. Never.

4. Q: Have you ever heard of Bill Gates?
   A: Yes, I have. He started Microsoft.

5. Q: Have you ever watched baseball?
   A: Yes, I have. I’ve seen it on TV.

6. Q: Have you ever celebrated the Fourth of July?
   A: No, I haven’t.

7. Q: Have you ever had a PB&J sandwich?
   A: No, I haven’t. What’s it like?
TIME

DAY 2

ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 5B listening tracks
- Name tags, markers (1 per student)

GROUP ACTIVITY

MATERIALS
- Board or paper + marker
- 5B listening tracks
- Name tags, markers (1 per student)

REVIEW
- Review the present perfect from Day 1. Ask questions about experience, using the vocabulary from Day 1. Finish by asking, Have you done the homework for today?
- Review the homework.

WARM UP
- On the board write I have lived in (Lincoln City) for (12) years. (Use your own information.) Check the student’s understanding by asking, How long have I lived here? Then ask the student, How long have you lived here?

REVIEW
- Review the present perfect from Day 1. Ask questions about experience, using the vocabulary from Day 1. Finish by asking, Who has done the homework for today?
- Review the homework.
- Give new name tags to students who forgot theirs.

WARM UP
- On the board write I have lived in (Lincoln City) for (12) years. (Use your own information.) Check students’ understanding by asking, How long have I lived here? Then ask students, How long have you lived here?
**ONE ON ONE ACTIVITY**

**A. Vocabulary: More experiences**
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Ask, *What are we learning today?*

**B. Listening (track 4): How long … ?**
- Point out the Language Note. Explain that “since” refers to a point in time: *since 2005.* Explain that we use “for” with a period of time: *for 10 years.*
- 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.
- **NOTE:** The formal and grammatically correct way to ask questions with *How long,* is *For how long.* However, we most often drop the *for* in conversation.

---

**GROUP ACTIVITY**

**A. Vocabulary: More experiences**
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Ask, *What are we learning today?*

**B. Listening (track 4): How long … ?**
- Point out the Language Note. Explain that “since” refers to a point in time: *since 2005.* Explain that we use “for” with a period of time: *for 10 years.*
- 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.
- **NOTE:** The formal and grammatically correct way to ask questions with *How long,* is *For how long.* However, we most often drop the *for* in conversation.

---

**B. Listening (track 4): How long … ?**

1. Q: How long have you lived here?  
   A: Since 2009.
2. Q: How long have they been married?  
   A: For sixteen years.
3. Q: How long has she worked at the hotel?  
   A: Since she was 20.
4. Q: How long have you studied English?  
   A: For 10 years.
5. Q: How long have we known Simon?  
   A: Since last summer.
6. Q: How long has she played the guitar?  
   A: For about nine years.
7. Q: How long have you had your car?  
   A: Since 2011.
C. Grammar: *How long* + the present perfect; *since, for*
- This chart focuses on the present perfect + questions and answers about time.
- **NOTE:** This is a tricky tense for students. Make sure that your student is fairly confident with the material before moving on from this section, but know that you will need to help him/her with a lot of practice before it will stick.
- We use *How long* to ask about duration of time.
  We often respond with *since* or *for.*  
  A: *How long have you lived in this neighborhood?*  
  B: *Since 1995./For about 25 years.*
- Remind the student that “since” refers to a point in time and that “for” is used with periods of time.
- Read the items in the grammar chart and have the student repeat.
- Now ask the student *How long …* questions using the pictures on page 8: *How long have you known your neighbors?*
- If the student confuses the present perfect and simple past, illustrate with a timeline:

```
(present perfect)  
|   |   |   |
(simple past)     (now)         (future)
```

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.
- Point out the Language Note.
- As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity, practice the Q&As (from Activity D and E) with your student.

C. Grammar: *How long* + the present perfect; *since, for*
- This chart focuses on the present perfect + questions and answers about time.
- **NOTE:** This is a tricky tense for students. Make sure that your students are fairly confident with the material before moving on from this section, but know that you will need to help them with a lot of practice before it will stick.
- We use *How long* to ask about duration of time.
- We often respond with *since or for.*  
  A: *How long have you lived in this neighborhood?*  
  B: *Since 1995./For about 25 years.*
- Remind students that “since” refers to a point in time and that “for” is used with periods of time.
- Read the items in the grammar chart and have students repeat.
- Now ask students *How long …* questions using the pictures on page 8: *Pierre, how long have you known Nikita?*
- If the students confuse the present perfect and simple past, illustrate with a timeline:

```
(present perfect)  
|   |   |   |
(simple past)     (now)         (future)
```

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.
- Point out the Language Note.
- As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As (from Activity D and E) in PAIRS.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Point out the online profile. Ask questions to check comprehension: *Who are Marcus, Sami, Trey, Abbey, Svetlana, and Rosa?* (Friends of Dana)
- Read the directions aloud. Do the first item together. As the student works, answer questions and offer encouragement. Check answers together.

**EXTRA ACTIVITY (if time permits):**
- **20 Questions** Tell the student you are thinking of someone who is famous. Write the name on a piece of paper for later confirmation. The student asks questions about the person using the present perfect structures from Days 1 and 2. On the board, write the following:

  \[
  \text{Has he/she ever...? } \quad \text{How long has he/she ...?}
  \]

  - After each answer, the student is allowed one guess. The topic changes after 20 questions.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud.
- Give an example. Then, have a discussion. Ask the student about his/her online habits: Does he/she have Facebook or a similar account? What kind of information does he/she post? What kind doesn’t he/she post? Why?

---

**GROUP ACTIVITY**

**F. Activity**
- Point out the online profile. Ask questions to check comprehension: *Who are Marcus, Sami, Trey, Abbey, Svetlana, and Rosa?* (Friends of Dana)
- Read the directions aloud. Do the first item together. As students work, circulate and offer encouragement. Check answers together.

**EXTRA ACTIVITY (if time permits):**
- **20 Questions** Tell students you are thinking of someone who is famous. Write the name on a piece of paper for later confirmation. Then divide the class into two TEAMS. The teams take turns asking questions about the person using the present perfect structures from Days 1 and 2. On the board, write the following:

  \[
  \text{Has he/she ever...? } \quad \text{How long has he/she ...?}
  \]

  - After each answer, the team is allowed one guess. The first team to guess the identity of the famous person wins. The topic changes after 20 questions.

**G. Culture Tip!**
- Have students read the culture tip silently. Then you or the student read the tip aloud.
- Give an example. Then, have a discussion. Ask students about their online habits: Do they have Facebook or a similar account? What kind of information do they post? What kind don’t they post? Why?
**Real Life**

**One on One Activity**

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

**I. Activity**
- PAIR UP with your student. Read the directions aloud. As the student writes, answer questions and offer encouragement. Then role-play the conversation.
- Change roles and practice again.

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

**Group Activity**

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

**I. Activity**
- PAIR students. Read the directions aloud. As students talk and write, circulate and offer encouragement.
- Have students change roles and practice again.
- **OPTION:** Have volunteers share their conversation with the class.

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

**J. Activity**
- Read the directions aloud. Walk through the rows of the chart to be sure the student understands the different situations and examples. Do additional examples on the board together.
- As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity, have them practice the Q&As in PAIRS.

**K. Activity**
- Read the directions aloud. Go over the example together. Brainstorm with the student what other “information” could be.
- As the student works, answer questions and offer encouragement. **OPTION:** Have the student read his/her sentences aloud.

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

**GROUP ACTIVITY**

**J. Activity**
- Read the directions aloud. Walk through the rows of the chart to be sure students understand the different situations and examples. Do additional examples on the board 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.

**K. Activity**
- Read the directions aloud. Go over the example together. Brainstorm with students what other “information” could be.
- As students work, circulate and offer encouragement. **OPTION:** Have volunteers share their sentences with the class.

**L. Activity**
- PAIR students. Read the directions aloud. Have a student model the example. As students talk, circulate and offer encouragement. **OPTION:** Open the discussion up to the class.
Encourage students to do the homework. Suggest additional activities in which your students can engage to support practice. For example, watching a specified amount of TV three to five times a week in English can help train the students’ ears.

A: Listening: Remind students that this activity requires the 5B 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: 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. **OPTION:** Brainstorm journal topics with your students.

Thank your students for their hard work in class today! *Great work today!* Point to something specific that the students did well in class today. Consider integrating an “exit ticket” activity at the end of class. Have students write one piece of new information, or something particularly useful that they learned, on a slip of paper that you collect at the end of class. This will help you see what your students are getting out of class, as well as give them a moment to reflect upon what they are learning.

---

**A. Listening (track 5): How long … ?**

1. Q: How long have you lived here?
   A: Since 2009.
2. Q: How long have they been married?
   A: For sixteen years.
3. Q: How long has she worked at the hotel?
   A: Since she was 20.
4. Q: How long have you studied English?
   A: For 10 years.
5. Q: How long have we known Simon?
   A: Since last summer.
6. Q: How long has she played the guitar?
   A: For about nine years.
7. Q: How long have you had your car?
   A: Since 2011.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5B listening tracks

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5B listening tracks

**REVIEW**
- Review *How long … + the present perfect* from Day 2. Ask questions such as *How long have you lived here? How long have you studied English? How long have you known Javier? etc.*
- Review the homework. Ask, *Did you ask a neighbor about his or her experiences?*

**WARM UP**
- Mime an activity, such as jumping rope, reading, or cleaning your glasses. Do so for 15 – 20 seconds. Then ask the student, *How long have I been (jumping rope)?* Continue with other questions using the same form: *How long have you been sitting in class? How long have you been studying English? etc.*

**CULTURE: DATING**

**DAY 3**
CULTURE: DATING

ONE ON ONE ACTIVITY

A. Vocabulary: Activities
- Read the directions aloud. Give the student a few moments to absorb the website and words in the box. Remind him/her to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the website. Ask, What are we learning today?

B. Listening (track 6): The perfect companion
- Read the first part of the directions aloud: Cover the word box. Try to complete Malika’s webpage as you listen. Play and/or read the audio.
- Play and/or read the audio again. Repeat the audio as necessary. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Activities
- Read the directions aloud. Give students a few moments to absorb the website and words in the box. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the website. Ask, What are we learning today?

B. Listening (track 6): The perfect companion
- Read the first part of the directions aloud: Cover the word box. Try to complete Malika’s webpage as you listen. Play and/or read the audio.
- Play and/or read the audio again. Repeat the audio as necessary. Check answers together.

B. Listening (track 6): The perfect companion

My name is Malika, I’m 26, and I’m looking for the perfect companion!

Here’s a little bit about me. I’ve been living in the U.S. since 2009. I moved to California last summer for a new job. Since then I’ve been working hard and saving my money. (I’ve been living with my cousin Fatima and her boyfriend. They’ve been dating for three years. Lately, they’ve been fighting. I’ve been thinking about moving out.)

Lately, I’ve been watching old movies, since I’ve been trying to improve my English! I’ve also been practicing karate, but I haven’t been going out and meeting people. So I’ve decided to try online dating!

What have you been doing? How have you been spending your time? Have you been dreaming of your perfect companion? What’s she like? Please email me and tell me about you!
C. Grammar: Present perfect continuous
• This chart focuses on the present perfect continuous. This is formed with have/has + past participle + verb + -ing.
• We use this form to talk about actions that began in the past and continue until now: I've been teaching English for five years./We've been trying to meet new people.
• On the board, draw a timeline like the following to represent the present perfect continuous:

```
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(simple past)</td>
<td>(now)</td>
</tr>
</tbody>
</table>
```
• Explain that the present perfect and the present perfect continuous are similar in meaning with certain verbs, including live, work, and study: I've worked here for many years./I've been working here for many years.
• Read the items in the grammar chart and have the student repeat.
• Refer the student to Malika’s webpage on page 14 and ask questions using the present perfect continuous: Who has Malika been living with? What has she been trying to improve? etc. Encourage answers in the form of complete sentences.
• Point out the Language Note.

D. Activity
• Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
• Point out the Language Note. Make sure that the student understands that contractions sound the same even when the tenses are different: What's she been doing? versus What's she doing? Therefore, context is important.
• EXPANSION: After checking the activity, practice the Q&As in PAIRS.
**REAL LIFE**

**One on One Activity**

**E. Activity**
- Read the first part of the directions aloud. Have the student read the beginning, then ask for guesses about the main idea of the entry. Explain that predicting what a reading contains is a good practice. It helps increase comprehension.
- Have the student read the rest of the journal entry and do the task. As the student works, answer questions and offer encouragement. Check answers together.
- Point out the Language Note. Ask if there are any other vocabulary questions.

**EXTRA ACTIVITY (if time permits):**
- **Telephone** Whisper a sentence using the present perfect continuous to the student. The student can say, *Excuse me?* and you repeat one time, but then 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.

**F. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student to tell about marriage traditions in his/her home country. What does the student think are the key ingredients to a successful marriage?

**Group Activity**

**E. Activity**
- Read the first part of the directions aloud. Have students read the beginning, then ask for guesses about the main idea of the entry. Explain that predicting what a reading contains is a good practice. It helps increase comprehension.
- Have students read the rest of the journal entry and do the task. As students work, circulate and offer encouragement. Check answers together.
- Point out the Language Note. Ask if there are any other vocabulary questions.

**EXTRA ACTIVITY (if time permits):**
- **Telephone** Have students stand in a line. Whisper a sentence using the present perfect continuous to the first student. The student can say, *Excuse me?* and you repeat one time, but then must write whatever message he/she understood on to the next student in line. The last student in line says the message aloud. **OPTION:** Have students stand in two lines, making the activity a race for both accuracy and speed.

**F. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask volunteers to tell about marriage traditions in their home countries. What do students think are the key ingredients to a successful marriage?
**ONE ON ONE ACTIVITY**

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

**H. Activity**
- PAIR UP with your student. Read the directions aloud. With the student, brainstorm things that you might invite an old friend to do.
- Point out the Language Notes about greetings and pronunciation. Explain that native English speakers often connect their words. Students don't need to learn to speak this way - they'll be understood when they enunciate their words. However, they should be aware of how they'll hear the words pronounced in a sentence.
- As the student writes, answer questions and offer encouragement. Then role-play the conversation.

**Before You Go...**
- Encourage the student to ask questions about any part of the lesson he/she didn't understand.
- Assign the homework.
- Invite the student to bring cover letters, resumes, and/or job applications to the next class. **NOTE:** The *For next class* suggestions are just that, suggestions. Bringing real items to the class often helps makes the relevance of an activity clearer.

**GROUP ACTIVITY**

**G. Activity**
- PAIR students. Read the directions aloud.
- As students talk, circulate and offer encouragement.
- **OPTION:** Open the discussion up to the class.

**H. Activity**
- PAIR students. Read the directions aloud. With students, brainstorm things that you might invite an old friend to do.
- Point out the Language Notes about greetings and pronunciation. Explain that native English speakers often connect their words. Students don't need to learn to speak this way - they'll be understood when they enunciate their words. However, they should be aware of how they'll hear the words pronounced in a sentence.
- As students talk and write, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn't understand.
- Assign the homework.
- Invite students to bring cover letters, resumes, and/or job applications to the next class. **NOTE:** The *For next class* suggestions are just that, suggestions. Bringing real items to the class often helps makes the relevance of an activity clearer.
**ONE ON ONE ACTIVITY**

**I. Activity**
- Point out the marriage certificate. Ask comprehension questions: *What is a marriage certificate? Where do you go to get it?*
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

**J. Activity**
- Read the directions and definitions aloud with your student. Explain that this is a very common error for non-native speakers.
- Give the student a few minutes to write examples with each word. Check answers together.

**K. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example dialog with your student.
- Point out the Language Note.
- Then have a conversation about the questions in the box.
- **EXPANSION:** If appropriate, talk about ways that you and your student have met the people you have dated. Have a conversation about online dating. Lead your student in a discussion about precautions to take with online dating.
- Talk about online “friending”. Immigrants are often victims of online scams. Explain that it is important to never send money to people you meet on the internet.

**GROUP ACTIVITY**

**I. Activity**
- Point out the marriage certificate. Ask comprehension questions: *What is a marriage certificate? Where do you go to get it?*
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.

**J. Activity**
- Read the directions and definitions aloud with your students. Explain that this is a very common error for non-native speakers.
- Give the students a few minutes to write examples with each word.
- Have students share their sentences with a partner. Then, check answers together.

**K. Activity**
- PAIR students. Read the directions aloud. Model the example dialog with a student.
- Point out the Language Note.
- As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.
- **EXPANSION:** If appropriate, talk about ways that you and your students have met the people you have dated. Have a conversation about online dating. Lead your students in a discussion about precautions to take with online dating.
- Talk about online “friending”. Immigrants are often victims of online scams. Explain that it is important to never send money to people you meet on the internet.
Homework

- Encourage students to do the homework.
- A: Listening: Remind students that this activity requires the 5B audio CD, and that practice is the best way to improve listening!
- B: Writing: Explain that writing is a good way to practice spelling.
- 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. **OPTION:** Brainstorm journal topics with your students.
- Thank your students for their hard work in class today! Nice work!

A. Listening (track 7): The perfect companion

My name is Malika, I’m 26, and I’m looking for the perfect companion!

Here’s a little bit about me. I’ve been living in the U.S. since 2009. I moved to California last summer for a new job. Since then I’ve been working hard and saving my money. (I’ve been living with my cousin Fatima and her boyfriend. They’ve been dating for three years. Lately, they’ve been fighting. I’ve been thinking about moving out.)

Lately, I’ve been watching old movies, since I’ve been trying to improve my English! I’ve also been practicing karate, but I haven’t been going out and meeting people. So I’ve decided to try online dating!

What have you been doing? How have you been spending your time? Have you been dreaming of your perfect companion? What’s she like? Please email me and tell me about you!
**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Reproducible: Sample Resume (1 per pair)
- Reproducible: Practice Cover Letter (1 per student)
- sheets of paper (1 per student)

**REVIEW**
- Review the present perfect continuous from Day 3. On the board, draw a calendar filled with recurring events. For example:

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>study at library</td>
<td>study at library</td>
<td>study at library</td>
</tr>
<tr>
<td>start work at grocery store</td>
<td>work at grocery store</td>
<td></td>
</tr>
<tr>
<td>exercise at gym</td>
<td>work at grocery store</td>
<td></td>
</tr>
</tbody>
</table>

Ask, *What has Paulina been doing? Where has she been studying? How long has she been working at the grocery store? Has she been exercising? Where? When?*

- Review the homework.

**WARM UP**
- Give the student a Sample Resume. PAIR UP with your student and take five minutes to skim the resume. Then ask comprehension questions: *What is this document? Whose is it? What kinds of information does it contain? What do you do with a resume?* etc.
- Internet option: Show the student how to download sample cover letters, resumes or job applications from the internet.

- Review the homework.

**WARM UP**
- Pass out a Sample Resume. PAIR students and give them five minutes to skim the resume. Then ask comprehension questions: *What is this document? Whose is it? What kinds of information does it contain? What do you do with a resume?* etc.
- Internet option: Show students how to download sample cover letters, resumes or job applications from the internet.
One on One Activity

A. Vocabulary: Formal language
• Read the directions aloud. Give the student a few moments to absorb the letter and the boldfaced words and the words in the box. Remind him/her to say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have the student repeat.
• Have the student look at the letter.
• Ask, What are we learning today?

B. Listening (track 8): The cover letter
• Read the directions aloud. Consider writing the questions on the board. Play and/or read the audio. Repeat the audio as necessary. Check answers together.
• EXPANSION: Make a copy of the cover letter. Cut it into strips and have the student put them in order either while listening to the audio, or before listening to the audio to use the audio to check answers.

Group Activity

A. Vocabulary: Formal language
• Read the directions aloud. Give students a few moments to absorb the letter and the boldfaced words and the words in the box. Remind them to say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have students repeat.
• Have the student look at the letter.
• Ask, What are we learning today?

B. Listening (track 8): The cover letter
• Read the directions aloud. Consider writing the questions on the board. Play and/or read the audio. Repeat the audio as necessary. Check answers together.
• EXPANSION: Make a copy of the cover letter for each student. Cut them into strips and have the students put them in order either while listening to the audio, or before listening to the audio to use the audio to check answers.

Dear Mr. Brown:

I saw your ad for a head cook on your website, and I am writing to apply. Please find my application and resume enclosed.

I have worked as a cook for seven years, so I feel confident in the kitchen. I haven't trained new cooks or kitchen staff, but I have supervised kitchen staff. I am flexible, hardworking, and dependable.

I look forward to hearing from you. Thank you for your consideration.

Sincerely,
Pedro Garcia
C. Commas and connectors (conjunctions): and, or, but, so

- This chart focuses on connectors and punctuation. As you may want to explain to the student, and indicates an addition, or indicates a choice, but indicates a contradiction, and so indicates an explanation.
- We use a comma before a connector when the connector begins a complete sentence: With a comma: I'm unemployed, and I'm looking for a job. Without a comma: I'm unemployed and looking for a job.
- Read the items in the grammar chart and have the student repeat.

D. Activity

- Direct the student's attention to the resume and ask comprehension questions: Whose resume is this? Where does he live? Where has he worked? etc.
- Read the directions aloud. Do the first item together. As the student works, answer questions and offer encouragement. Check answers together.

Answers:

**Summary of work experience:** I have worked at a café, a truck stop, and two restaurants, so I feel confident in any kitchen.

<table>
<thead>
<tr>
<th>Job History:</th>
<th>Bus boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line cook</td>
<td>At Hiro’s and La Família, I bussed tables, I washed dishes, and I waited tables.</td>
</tr>
<tr>
<td>I worked as a line cook at Hank’s Cafe and at Don’s Drive-Thru. At Hank’s Cafe I cooked, and I supervised the kitchen staff.</td>
<td></td>
</tr>
</tbody>
</table>

**Job History:**

<table>
<thead>
<tr>
<th>Line cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked as a line cook at Hank’s Cafe and at Don’s Drive-Thru. At Hank’s Cafe I cooked, and I supervised the kitchen staff.</td>
</tr>
</tbody>
</table>

**Bus boy**

<table>
<thead>
<tr>
<th>Bus boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked as a line cook at Hank’s Cafe and at Don’s Drive-Thru. At Hank’s Cafe I cooked, and I supervised the kitchen staff.</td>
</tr>
<tr>
<td>I washed dishes, and I waited tables.</td>
</tr>
</tbody>
</table>

**EXPANSION:** If the student brought a resume from home, review it and make suggestions for improving it.

**EXPANSION:** Have students who brought resumes from home share them with a partner. What changes would improve the resume?
E. Activity
• Begin by asking comprehension questions about the help wanted ad. For example, What position is advertised? How much does it pay? What are the responsibilities? How do you apply?
• Point out the Language Note.
• PAIR UP with your student. Read the directions aloud. Consider writing the focus question on the board: Is Pedro qualified for the job? Then have a conversation about Pedro’s qualifications.

F. Activity
• PAIR UP with your student. Read the directions aloud. Help the student imagine what it’s like to be a hiring manager.
• Have the student model the example dialog.
• Then have a conversation about the job candidates and their qualifications.

G. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student if he/she agrees with the information in the tip. Are references important in your student’s native country?

E. Activity
• Begin by asking comprehension questions about the help wanted ad. For example, What position is advertised? How much does it pay? What are the responsibilities? How do you apply?
• Point out the Language Note.
• PAIR students. Read the directions aloud. Consider writing the focus question on the board: Is Pedro qualified for the job? As students talk and write, circulate and offer encouragement.

F. Activity
• PAIR students. Read the directions aloud. Help students imagine what it’s like to be a hiring manager.
• Consider writing the focus questions on the board: Who is the best person for the job (including Pedro)? Why? Point out the Language Note.
• Have a student model the example dialog.
• As students talk, circulate and offer encouragement. OPTION: Have volunteers share their conversation with the class.

G. Culture Tip!
• Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students if they agree with the information in the tip. Are references important in your students’ native countries?
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**H. Activity**
- Ask comprehension questions about the ads.
- Read the directions aloud. As the student works, answer questions and offer encouragement.
- Have the student share his/her interests and qualifications.
- Point out the Bonus Box. Brainstorm and write on the board a list of other abbreviations that the student frequently encounters.

**I. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example dialog with your student. Then have a conversation about the jobs in Activity H.
- **EXPANSION:** If your student brought in a job application, answer any questions he/she may have about it.

**J. Activity**
- Read the directions aloud. Pass out Practice Cover Letters. Direct the student to page 20 for reference.
- As the student works, answer questions and offer encouragement. Check the letter for correct spelling, grammar, etc.
- For easier editing, encourage the student to double-space their writing.
- If your student does not have regular Internet access, you may consider teaching him/her how to send a fax. This may entail a trip to a copy shop!

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

**GROUP ACTIVITY**

**H. Activity**
- Ask comprehension questions about the ads.
- Read the directions aloud. As students work, circulate and offer encouragement.
- Poll students as a class on the jobs students were most interested in. Have volunteers share their qualifications.
- Point out the Bonus Box. Brainstorm and write on the board a list of other abbreviations that students frequently encounter.

**I. Activity**
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
  **OPTION:** Have volunteers share their conversation with the class.
- **EXPANSION:** Have student who brought job applications to class share those with a partner. Are there any mistakes?

**J. Activity**
- Read the directions aloud. Pass out Practice Cover Letters. Direct students to page 20 for reference.
- As students work, circulate and offer encouragement. Check letters individually.
  **OPTION:** Have students post their cover letters around the room for their peers to review.
- For easier editing, encourage students to double-space their writing.
- If your students do not have regular Internet access, you may consider teaching them how to send a fax. This may entail a trip to a copy shop!

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

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

L. Activity
- Read the directions aloud. Ask comprehension questions about Pedro's job search goals.
- Point out the Language Note.
- As the student works, answer questions and offer encouragement.
- Ask the student to share his/her goals.

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

**EXTRA ACTIVITY (if time permits):**
- **Tic Tac Toe** On the board, draw a tic tac toe grid and have the student copy it on a sheet of paper. As you dictate words from the lesson (goals, signature, cover letter, resume etc.), the student writes them into his/her grids randomly.
- Then PAIR UP with your student and play a game of tic tac toe. Before a player can claim a square (make an X or O), he/she must say a sentence using the present perfect or present perfect continuous and the word in the space: *I have submitted my resume.*

**GROUP ACTIVITY**

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

L. Activity
- Read the directions aloud. Ask comprehension questions about Pedro's job search goals.
- Point out the Language Note.
- As students work, circulate and offer encouragement.
- Ask volunteers to share their goals with the class.

M. Activity
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.

**EXTRA ACTIVITY (if time permits):**
- **Tic Tac Toe** On the board, draw a tic tac toe grid and have students copy it on a sheet of paper. As you dictate words from the lesson (goals, signature, cover letter, resume etc.), students write them into their grids randomly. Then PAIR students. Each pair plays a game of tic tac toe. Before a student can claim a square (make an X or O), he/she must say a sentence using the present perfect or present perfect continuous and the word in the space: *I have submitted my resume.*
Homework

- Encourage students to do the homework.
- A: Listening: Remind students that this activity requires the 5B audio CD, and that practice is the best way to improve listening!
- B: Writing: Explain that writing is a good way to practice 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. **OPTION:** Brainstorm journal topics with your students.
- Thank your students for their hard work in class today! **Bravo!** Point to something specific your students did well in class today. Have them fill out an exit ticket in order to leave!

---

A. Listening (track 9): The cover letter

Dear Mr. Brown:

I saw your ad for a head cook on your website, and I am writing to apply. Please find my application and resume enclosed.

I have worked as a cook for seven years, so I feel confident in the kitchen. I haven’t trained new cooks or kitchen staff, but I have supervised kitchen staff. I am flexible, hardworking, and dependable.

I look forward to hearing from you. Thank you for your consideration.

Sincerely,
Pedro Garcia
**ONE ON ONE Activity**

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Fly swatter (1)
- OPTIONAL: Timer
- Reproducible: Practice Timesheet (1 per student)
- Reproducible: Practice W-4 (1 per student)

**REVIEW**
- Review formal language from Day 4. Write these sentences on the board and have the student call out the connectors:

  1. I’ve worked as a manager, ___ I’m confident I can do this job.
  2. I can work evenings, ___ I don’t really like to.
  3. I’m reliable, honest, ___ hardworking.
  4. I’d like to be a nurse ___ a teacher. I haven’t decided.

- Review the homework.

**WARM UP**
- On the board, draw a picture of a purse on an empty park bench (or similar). Below write choices a) Leave it. b) Take it. c) Look inside for identification.
- Ask the student which action (a, b, c) he/she would take. Introduce the term *ethics* (one’s beliefs about what is right and wrong).

**GROUP Activity**

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Fly swatter (2)
- Reproducible: Practice Timesheet (1 per student)
- Reproducible: Practice W-4 (1 per student)

**REVIEW**
- Review formal language from Day 4. Write these sentences on the board and have students call out the connectors:

  1. I’ve worked as a manager, ___ I’m confident I can do this job.
  2. I can work evenings, ___ I don’t really like to.
  3. I’m reliable, honest, ___ hardworking.
  4. I’d like to be a nurse ___ a teacher. I haven’t decided.

- Review the homework.

**WARM UP**
- On the board, draw a picture of a purse on an empty park bench (or similar). Below write choices a) Leave it. b) Take it. c) Look inside for identification.
- Poll students about which action (a, b, c) they would take. Introduce the term *ethics* (one’s beliefs about what is right and wrong).
One on One Activity

A. Vocabulary: Ethics
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the pictures.
- Ask, What are we learning today?

B. Listening (track 10): What if … ?
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together. NOTE: As you check answers, confirm that the student understood what Tano’s answers were: Number one. What would Tano do if the company overpaid him? (He’d report it to his manager.) Then ask the student if he/she agrees or disagrees with Tano’s answer.

<table>
<thead>
<tr>
<th>Number</th>
<th>Situation</th>
<th>Tano’s Answer</th>
<th>Hiring Manager’s Response</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hiring Manager: What if the company paid you for hours you didn’t work. In other words, what if the company made a mistake on your check and overpaid you? What would you do? Tano: I’d probably report it to my manager.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Hiring Manager: Next question: What if your colleague slept on the job? What would you do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Hiring Manager: Now imagine this: What if your boss scheduled you to work, but it’s a beautiful day, your friends are going on a picnic, and you have ten days of sick leave. What would you do? Tano: Do I have vacation leave? Hiring Manager: No. Tano: [Hesitating / Guiltly] I might call in sick. Hiring Manager: I appreciate your honesty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Hiring Manager: Okay, next question: Your friend calls. She needs paper for a report she’s printing from her computer at home. There’s paper in the printer at work. What would you do? Tano: I’d buy paper at Office Plus. I wouldn’t steal supplies from work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Hiring Manager: Last question: What if a colleague asked you out on a date, and what if that person were someone you supervised. Tano: I’d say, Sorry, I can’t.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Group Activity

A. Vocabulary: Ethics
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the pictures.
- Ask, What are we learning today?

B. Listening (track 10): What if … ?
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together. NOTE: As you check answers, confirm that students understood what Tano’s answers were: Number one. What would Tano do if the company overpaid him? (He’d report it to his manager.) Then ask students if they agree or disagree with Tano’s answer.
C. Unreal situations
• This chart focuses on unreal/imaginary situations (If …) and the possible outcomes (I would …). This form is known as the second conditional, present unreal conditional or conditional type 2. For example, If I felt sick, I would tell the manager. (I don't feel sick, but I am imaging that scenario and what I would do.)
• **NOTE**: Students do not need to know the terminology for naming this structure. The different delineations are listed so that you may look up more information if necessary.
• We begin imagined situations with If. We use the simple past in the if clause: If I had time …
• For the outcome clause, we use would + base form of the verb: I would help. (We use might in place of would, if we are less sure.)
• Read the items in the grammar chart and have the student repeat.
• Refer the student to the pictures on page 26 and ask questions starting with What would you do if …? Consider writing a model on the board for the student to reference: I would …
• Point out the Language Note.

D. Activity
• Read the directions aloud. Do the first item together as an example. As the student works, answer questions and offer encouragement. Check answers together. **OPTION**: Before the student does the task, have him/her underline the “if” in each question. Explain that this will help him/her determine which answer to circle.
• **EXPANSION**: After checking the activity, practice the Q&As in PAIRS.
• Point out the Language Notes. Explain that the student doesn't have to use contracted forms, but understanding them will help his/her overall comprehension.
• **NOTE**: If your student asks, you may point out that the it-were construction (in #5) is commonly expressed as it-was.

---

**GROUP ACTIVITY**

C. Unreal situations
• This chart focuses on unreal/imaginary situations (If …) and the possible outcomes (I would …). This form is known as the second conditional, present unreal conditional or conditional type 2. For example, If I felt sick, I would tell the manager. (I don't feel sick, but I am imaging that scenario and what I would do.)
• **NOTE**: Students do not need to know the terminology for naming this structure. The different delineations are listed so that you may look up more information if necessary.
• We begin imagined situations with If. We use the simple past in the if clause: If I had time …
• For the outcome clause, we use would + base form of the verb: I would help. (We use might in place of would, if we are less sure.)
• Read the items in the grammar chart and have students repeat.
• Refer students to the pictures on page 26 and ask questions starting with What would you do if …? Consider writing a model on the board for students to reference: I would …
• Point out the Language Note.

D. Activity
• Read the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check answers together. **OPTION**: Before students do the task, have them underline the “if” in each question. Explain that this will help them determine which answer to circle.
• **EXPANSION**: After students have checked the activity, have them practice the Q&As in PAIRS.
• Point out the Language Notes. Explain that students don't have to use contracted forms, but understanding them will help their overall comprehension.
• **NOTE**: If your student asks, you may point out that the it-were construction (in #5) is commonly expressed as it-was.
E. Activity
• Read the directions aloud. Do the first as an example together on the board. Remind the student that there is no right or wrong answer—these are his/her own personal answers.
• As the student works, answer questions and offer encouragement. Check answers individually.
  OPTION: Have the student read his/her answers aloud.

F. Activity
• PAIR UP with your student. Read the directions aloud. Read the example dialog with your student. Then have a conversation about the situations in Activity E.
• Point out the Language Note.

EXTRA ACTIVITY (if time permits):
• Fly Swatter  Write YES and NO on the board. With the student at the board, fly swatter in hand, you (or the student) tell an ethical situation, followed by a yes/no question. The student tries to swat the “ethical” answer quickly. Example: Situation: Your boss is gone from the office. You want to leave early. Do you do it?  OPTION: Use a timer for a sense of excitement.

G. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student what the pros and cons of each practice (socializing or not with co-workers) is.
**ONE ON ONE ACTIVITY**

H. Activity
- Read the first part of the directions aloud. Have the student read the memo. Then ask comprehension questions: Who is the memo about? Who wrote the memo? What is the problem? etc.
- Read the rest of the directions aloud. Point out the timesheet below. Ask comprehension questions about the timesheet: Whose timesheet is it? Where does she work? etc.
- Correct the first mistake together (On Monday, Samira worked 6 hours, not 8, according to the memo). As the student works, answer questions and offer encouragement. Check answers together.

I. Activity
- Read the directions aloud. Pass out Practice Timesheets.
- As the student works, answer questions and offer encouragement. Check answers together.

Before You Go...
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.
- Assign the homework.
- Invite the student to bring receipts and price tags to the next class.

**GROUP ACTIVITY**

H. Activity
- Read the first part of the directions aloud. Have students read the memo. Then ask comprehension questions: Who is the memo about? Who wrote the memo? What is the problem? etc.
- Read the rest of the directions aloud. Point out the timesheet below. Ask comprehension questions about the timesheet: Whose timesheet is it? Where does she work? etc.
- Correct the first mistake together (On Monday, Samira worked 6 hours, not 8, according to the memo). As students work, circulate and offer encouragement. Check answers together.

I. Activity
- Read the directions aloud. Pass out Practice Timesheets.
- As students work, circulate and offer encouragement. Check answers together.

Before You Go ... 
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign the homework.
- Invite students to bring receipts and price tags to the next class.
**J. Activity**
- Read the directions aloud. Pass out Practice W-4s.
- Go over the information together. As the student works, answer questions and offer encouragement. Check forms individually.

**K. Activity**
- Read the directions aloud. Go over the examples together. As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity, have them practice the Q&As in PAIRS.
- Point out the Language Note. Pronounce the words so that the student can hear the three different -ed endings. You will find the pronunciation rules at the bottom of this page.

**L. Activity**
- PAIR UP with your student. Read the directions aloud. Review the list of questions to be sure the student understands them.
- Have the student model the example dialog. Then have a conversation about the interview questions. **OPTION:** Role-play an interview using the questions.

---

**ed sounds like:**

<table>
<thead>
<tr>
<th>sound</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>t</strong></td>
<td>hoped, laughed, faxed, washed, watched, kicked</td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>played, allowed, begged</td>
</tr>
<tr>
<td><strong>id</strong></td>
<td>painted, wanted</td>
</tr>
</tbody>
</table>
Encourage students to do the homework.

A: Listening: Remind students that this activity requires the 5B audio CD, and that practice is the best way to improve listening!

B: Reading: Explain 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. **OPTION:** Brainstorm additional or other journal topics with your students.

Thank your students for their hard work in class today! *Good job!*

**TEACHER NOTE:**
*On accident* and *by accident* are both correct forms of the phrase to mean that an action was not done purposefully. According to data, *on accident* tends to be used by native-English speakers born after 1975.

---

**A. Listening (track 11): If I were sick …**

1. We left the meat out on accident. We’re sorry!
2. They want to know your ethics-- what you’d do in a difficult situation.
3. If I were sick, I’d take sick leave.
4. If I wanted to go on a picnic, I’d take vacation leave.
5. I’m glad you told me the truth. I appreciate your honesty.
# One on One Activity

**Materials**
- Board or paper + marker
- 5B listening tracks
- Clothing with care tags in place

**Review**
- Review the *If … would* form from Day 5. On the board, draw a $10 million dollar bill. Then ask, *What would you do if you won $10 million?* Give the student five minutes to jot down his/her ideas. Then ask the student to share his/her answers. Be sure that he/she uses the correct form: *If I won $10 million, first I would buy my parents a house. Then …*
- Review the homework.

**Warm Up**
- Review clothing vocabulary by gesturing to the student’s clothing, pretending to be unable to think of the name of the clothing item:
  
  A: Susanna, I really like your, uh, your …
  B: Shirt?
  A: Yes! I like your shirt. And Tomas, where did you get those great, uh, what are those called?
  C: Boots?
  A: Yes. Those are nice boots. etc.

# Group Activity

**Materials**
- Board or paper + marker
- 5B listening tracks
- Clothing with care tags in place

**Review**
- Review the *If … would* form from Day 5. On the board, draw a $10 million dollar bill. Then ask, *What would you do if you won $10 million?* Give students five minutes to jot down their ideas. Then ask volunteers to share their answers with the class. Be sure that they use the correct form: *If I won $10 million, first I would buy my parents a house. Then …*
- Review the homework.

**Warm Up**
- Review clothing vocabulary by gesturing to students’ clothing, pretending to be unable to think of the name of the clothing item:
  
  A: Susanna, I really like your, uh, your …
  B: Shirt?
  A: Yes! I like your shirt. And Tomas, where did you get those great, uh, what are those called?
  C: Boots?
  A: Yes. Those are nice boots. etc.
One on One Activity

A. Vocabulary: Shopping
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the pictures.
- Ask, What are we learning today?

B. Listening (track 12): I’m in Women’s
- Read the directions aloud. Ask comprehension questions about the pictures: So, where are Luli and Ana? What are they probably doing there?
- Play and/or read the audio. (Stop the audio after the first item and point out the answer: Luli is in Automotive.) Repeat the audio as necessary. Check answers together.
- Point out the Language Note. Play the first part of the audio again and ask, How does Luli invite Ana? What is Ana’s response?

Group Activity

A. Vocabulary: Shopping
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the pictures.
- Ask, What are we learning today?

B. Listening (track 12): I’m in Women’s
- Read the directions aloud. Ask comprehension questions about the pictures: So, where are Luli and Ana? What are they probably doing there?
- Play and/or read the audio. (Stop the audio after the first item and point out the answer: Luli is in Automotive.) Repeat the audio as necessary. Check answers together.
- Point out the Language Note. Play the first part of the audio again and ask, How does Luli invite Ana? What is Ana’s response?

B. Listening (track 12): I’m in Women’s
Luli: Congratulations on your new job! Wow, you’re a receptionist!
Ana: Thanks. Now I need to get some clothes appropriate for the office.
Luli: Let’s go to Sweeney’s! They have great sales.
Ana: Let’s go!

-----
Luli: Where are you?
Ana: I’m in Women’s. Where are you?
Luli: I’m in Petites. How’s it going? Did you find anything yet?
Ana: No, I’m still looking.

-----
Ana: Where are you now?
Luli: I’m in Automotive.
Ana: Really?
Luli: Uh-huh. What’s still on your list?
Ana: Slacks, boots, and knee highs.
Luli: Did you already find a long-sleeved blouse?
Ana: Yeah.
Luli: Wow. That was fast.

-----
Ana: Where are you now?
Luli: I’m in Toys and Games. What about you? Are you done shopping yet?
Ana: Yup.
Luli: Really?
Ana: Yes, I found everything on my list. I don’t want to shop anymore. See you at the Check-out.
C. Grammar: *Already, still, yet, anymore*

- This chart focuses on adverbs that tell when. *Already* indicates that something has occurred. *Still* implies ongoing activity. *Yet* means something is expected to occur. And *anymore* implies a change in expectations. The latter three can be used with *not.*
- Read the items in the grammar chart and have the student repeat.
- Point to the pictures on page 32 and ask questions using *already, still, yet, and anymore:* *In this picture, has Ana bought anything yet?*

D. Activity

- Review the pictures. Ask comprehension question: *What’s in Ana’s cart? What time is it?*
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** Students may need additional practice with *anymore* and *yet.* Work on the following sentences:
  - I used to ______, but I don’t ______ anymore.
  - I want to ______, but I haven’t ________ yet.
  - I’m still ________________.  

C. Grammar: *Already, still, yet, anymore*

- This chart focuses on adverbs that tell when. *Already* indicates that something has occurred. *Still* implies ongoing activity. *Yet* means something is expected to occur. And *anymore* implies a change in expectations. The latter three can be used with *not.*
- Read the items in the grammar chart and have students repeat.
- Point to the pictures on page 32 and ask questions using *already, still, yet, and anymore:* *In this picture, has Ana bought anything yet?*

D. Activity

- Review the pictures. Ask comprehension question: *What’s in Ana’s cart? What time is it?*
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** Students may need additional practice with *anymore* and *yet.* Work on the following sentences:
  - I used to ______, but I don’t ______ anymore.
  - I want to ______, but I haven’t ________ yet.
  - I’m still ________________.
ONE ACTIVITY

E. Activity
• Review the sale sign. Read the directions aloud. Go over the example together. Do additional examples on the board: *If a coat is regularly $100, but today it has a red tag, how much is the sale price?*
• 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 grid and have the student copy. Have the student come up with four more descriptions for the grid. (Each item should use *already, still, yet,* or *anymore.* Then as homework have the student interview people and write the name of someone who fits each description.
• Elicit the questions from the student, or use the questions below.

<table>
<thead>
<tr>
<th>Isn’t married yet</th>
<th>Is still learning English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t speak his/her native language anymore</td>
<td>Is already retired</td>
</tr>
</tbody>
</table>

F. Culture Tip!
• Have the student read the culture tip silently. Then you or a student read the tip aloud. Ask the student about lines in his/her home country. What is the practice?

GROUP ACTIVITY

E. Activity
• Review the sale sign. Read the directions aloud. Go over the example together. Do additional examples on the board: *If a coat is regularly $100, but today it has a red tag, how much is the sale price?* Have students work in pairs.
• As students work, circulate and offer encouragement. Check answers together.

EXTRA ACTIVITY (if time permits):
• *Find Someone Who...* On the board, draw the following grid and have students copy. Have students come up with four more descriptions for the grid. (Each item should use *already, still, yet,* or *anymore.* Then have student circulate and write the name of someone who fits each description.
• Elicit the questions from the students, or use the questions below.

<table>
<thead>
<tr>
<th>Isn’t married yet</th>
<th>Is still learning English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t speak his/her native language anymore</td>
<td>Is already retired</td>
</tr>
</tbody>
</table>

F. Culture Tip!
• Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students about lines in their home countries. What is the practice?
**Real Life**

**One on One Activity**

**G. Activity**
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
- Remind your student to always save his/her receipts in case anything needs to be returned.

**H. Activity**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Talk about reasons together.

**I. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example dialog with your student.
- As the student writes, answer questions and offer encouragement. Then role-play the conversation.

**Before You Go...**
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.
- Assign the homework. Point out the Language Note on page 37.

**Group Activity**

**G. Activity**
- Read the directions aloud. Do an example together. As students work, circulate and offer encouragement. Check answers together.
- Remind students to always save their receipts in case they need to return a purchase.

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

**I. Activity**
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.

**Before You Go...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign the homework. Point out the Language Note on page 37.
**One on One Activity**

**J. Activity**
- Ask comprehension questions about the label: *What kinds of information is on labels?*
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION**: Look at the tag on a piece of clothing you or the student is wearing and talk about the international care symbols for machine washing, dryer, dry cleaning, etc.

**K. Activity**
- Ask comprehension questions about the pictures.
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
- Talk about why each outfit is appropriate or inappropriate for the specific job.
- Point out the Language Note.

**L. Activity**
- **PAIR UP** with your student. Read the directions aloud. Have the student model the example. Then have a conversation about the questions.
- **EXPANSION**: *What are some good places in your neighborhood to find clothes on sale?*

**Group Activity**

**J. Activity**
- Ask comprehension questions about the label: *What kinds of information is on labels?*
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION**: Look at the tag on a piece of clothing you or a student is wearing and talk about the international care symbols for machine washing, dryer, dry cleaning, etc.

**K. Activity**
- Ask comprehension questions about the pictures.
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.
- Talk about why each outfit is appropriate or inappropriate for the specific job.
- Point out the Language Note.

**L. Activity**
- **PAIR** students. Read the directions aloud. Have a student model the example. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.
- **EXPANSION**: *What are some good places in your neighborhood to find clothes on sale?*
Homework

- Encourage students to do the homework.
- A: Listening: Remind students that this activity requires the 5B 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. **OPTION:** Brainstorm journal topics with your students.
- Thank your students for their hard work in class today! **Bravo!**

A. Listening (track 13): I’m in Women’s

Luli: Where are you?
Ana: I’m in Women’s. Where are you?
Luli: I’m in Petites. How’s it going? Did you find anything yet?
Ana: No, I’m still looking.

Ana: Where are you now?
Luli: I’m in Toys and Games. What about you? Are you done shopping yet?
Ana: Yup.
Luli: Really?
Ana: Yes, I found everything on my list. I don’t want to shop anymore. See you at the Check-out.

Ana: Where are you now?
Luli: I’m in Automotive.
Ana: Really?
Luli: Uh-huh. What’s still on your list?
Ana: Slacks, boots, and knee highs.
Luli: Did you already find a long-sleeved blouse?
Ana: Yeah.
Luli: Wow. That was fast.
One on One Activity

**MATERIALS**
- Board or paper + marker
- 5B listening tracks

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5B listening tracks

**REVIEW**
- Review *already, still, yet, and anymore* from Day 6 by PAIRING UP with the student and having him/her practice the conversation from Activity A of the homework.
- Review the rest of the homework.

**WARM UP**
- Introduce Day 7 with this ICEBREAKER: *Simon Says* Have the student stand. Using the directions and instructions on page 38, give instructions such as *Simon says, “Turn left.”* *Simon says, “Go straight.”* If the student does not do the correct action, or does an action that isn’t accompanied by “Simon Says,” he/she becomes the caller.

**REVIEW**
- Review *already, still, yet, and anymore* from Day 6 by PAIRING students and having them practice the conversation from Activity A of the homework. Have volunteers perform for the class.
- Review the rest of the homework.

**WARM UP**
- Introduce Day 7 with this ICEBREAKER: *Simon Says* Have students stand. Using the directions and instructions on page 38, give instructions such as *Simon says, “Turn left.”* *Simon says, “Go straight.”* Students who do not do the correct action, or who do an action that isn’t accompanied by “Simon Says,” sit down.
**One on One Activity**

**A. Vocabulary: Locations**
- Read the directions aloud. Give the student a few moments to absorb the picture and words. Remind him/her to say the words in the box silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the picture.
- Ask, *What are we learning today?*

**B. Listening (track 14): Excuse me.**
- Ask comprehension questions about the map: *Where's the dentist's office? What services are on the lobby level?*
- Read the directions aloud. Point out the Language Note.
- Play and/or read the audio. Repeat the audio as necessary. Check answers together.

**Group Activity**

**A. Vocabulary: Locations**
- Read the directions aloud. Give students a few moments to absorb the picture and words. Remind them to say the words in the box silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the picture.
- Ask, *What are we learning today?*

**B. Listening (track 14): Excuse me.**
- Ask comprehension questions about the map: *Where's the dentist's office? What services are on the lobby level?*
- Read the directions aloud. Point out the Language Note.
- Play and/or read the audio. Repeat the audio as necessary. Check answers together.

---

Darin: Excuse me. Would it be okay if I left my bike here?
Valet: Sure. Put it over there.
Darin: Okay. Thanks.

-----

Security officer: Stop. Security. Where are you going?
Darin: I have deliveries for Dr. C.D. Park, the GO! Temp agency, Dr. Bard, and Cathy's Card Shop.
Security officer: Okay, come on.

Darin: Excuse me. Is this the information desk?
Information officer: Yes. May I help you?
Darin: Yes, thanks. How do I get to Dr. Bard's office from here?
IO: Take the elevator to the 3rd floor. Turn right out of the elevator. Go straight. It's between Cathy's Card Shop and the Perk Up Cafe. It'll be on your right.
Darin: Thanks!
C. Stressing important words
- This chart focuses on content words—the words that have the most meaning. Small words (typically prepositions, helping verbs, and articles)—also called function words—are given less stress because they contribute less to the meaning of the message. For example, in the sentence Can I leave my bag here? the content words are leave, bag, and here.

- Read the items in the grammar chart and have the student repeat.
- Ask the student to give you an instruction (Open the door) and write it on the board. Have the student identify the stressed words. OPTION: Show the student that by changing the stress, the meaning can be changed: Can I leave my bag here? (place) versus Can I leave my bag here? (thing). NOTE: You may need to make sure the student knows what a noun and a verb are.

D. Listening (track 15): Where are you going?
- 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.
- Point out the speech bubble. Explain that this is another polite way of asking for permission, along with May I …, Could I, etc.
- After checking the activity, practice in PAIRS.

E. Listening (track 16): Ordinals
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the answer.) Repeat the audio as necessary. Check answers.
F. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

G. Activity
• PAIR UP with your student. Read the directions aloud. Have the student model the example answer. As the student writes, answer questions and offer encouragement. Then role-play the conversation.

H. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud. Have the student brainstorm other polite practices in public places. What are some of his/her pet peeves?
• When else is it good to stay on the right except when you are passing someone? (Driving on a highway, walking or biking on a path.)

TEACHER NOTE
The th sound used in ordinal numbers is difficult for almost all learners. Show students how to pronounce it by emphasizing that the tongue comes out between the top and bottom teeth. Or, show that if you hold a finger vertically in front of your mouth touching your lips, when you pronounce th correctly, your tongue will touch your finger.
**ONE ON ONE ACTIVITY**

I. Activity
- Ask comprehension questions about the signs: *What does the sign with the cigarette mean?*
- Read the directions aloud. Do the first item together as an example. As the student works, answer questions and offer encouragement. Check answers together.

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

**GROUP ACTIVITY**

I. Activity
- Ask comprehension questions about the signs: *What does the sign with the cigarette mean?*
- Read the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check answers together.

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign homework.
- Remind students 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 they have learned, etc). Make sure everyone understands the date and that you are mentioning it now so that they 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**

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

**K. Activity**
- PAIR UP with your student. Read the directions aloud. Have the student model the example dialog.
- Point out the speech bubble. Explain that “to get lost” is an expression (idiom) that means to lose your way.
- Then have a conversation about the questions.

**GROUP ACTIVITY**

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

**K. Activity**
- PAIR students. Read the directions aloud. Have a student model the example dialog.
- Point out the speech bubble. Explain that “to get lost” is an expression (idiom) that means to lose your way.
- As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.
· Encourage students to do the homework.
· A: Listening: Remind students that this activity requires the 5B 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. **OPTION:** Brainstorm journal topics with your students. Or, as an extra topic, have students give directions from their house to the classroom, or another location.
· Thank your students for their hard work in class today! *Keep up the hard work!*

### A. Listening (track 17): Excuse me.

Darin: Excuse me. Would it be okay if I left my bike here?
Valet: Sure. Put it over there.
Darin: Okay. Thanks.

-----

Security officer: Stop. Security. Where are you going?
Darin: I have deliveries for Dr. C.D. Park, the GO! Temp agency, Dr. Bard, and Cathy’s Card Shop.
Security officer: Okay, come on.

-----

Darin: Excuse me. Is this the information desk?
Information officer: Yes. May I help you?
Darin: Yes, thanks. How do I get to Dr. Bard’s office from here?
IO: Take the elevator to the 3rd floor. Turn right out of the elevator. Go straight. It’s between Cathy’s Card Shop and the Perk Up Cafe. It’ll be on your right.
Darin: Thanks!
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker

---

**REVIEW**

- Review sentence stress from Day 7. Ask the student about his/her activities since your last class. Select sentences from his/her stories and write them on the board. Have the student identify the stressed words, then practice. If the sentences lend themselves, change the stress to show changes in meaning.
- 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.

---

**REVIEW**

- Review sentence stress from Day 7. Ask students about their activities since your last class. Select sentences from their stories and write them on the board. Have the class identify the stressed words, then have the class practice. If the sentences lend themselves, change the stress to show changes in meaning.
- 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 page 2 and ask questions about the pictures. Then ask, What did we learn on Day 1?

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

B.
• Ask comprehension questions about the pictures: What is she holding?
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer support. Check answers together.
• Point out the Bonus Box. Encourage the student to write about places he/she’s visited.

GROUP ACTIVITY

Day 1
• Have students turn to Day 1 on page 2 and ask questions about the pictures. Then ask, What did we learn on Day 1?

A.
• Read the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check answers together.

B.
• Ask comprehension questions about the pictures: What is she holding?
• Read the directions aloud. Go over the example together. As students work, circulate and offer support. Check answers together.
• Point out the Bonus Box. Encourage students to write about places they’ve visited.
ONE ON ONE ACTIVITY

Day 2
• Have the student turn to Day 2 on page 8 and ask questions about the pictures. Then ask, *What did we learn on Day 2?*

C.
• Read the directions aloud. Go over the examples together. As the student works, answer questions and offer support. Check answers together.

D.
• Ask questions about the pictures: *What's the name of this statue?*
• Read the directions aloud. Go over the example together.
• Point out the Bonus Box. Point out that for item 2, the student is to fill in the face.
• As the student works, answer questions and offer support. Check answers together.

GROUP ACTIVITY

Day 2
• Have students turn to Day 2 on page 8 and ask questions about the pictures. Then ask, *What did we learn on Day 2?*

C.
• Read the directions aloud. Go over the examples together. As students work, circulate and offer support. Check answers together.

D.
• Ask questions about the pictures: *What's the name of this statue?*
• Read the directions aloud. Go over the example together.
• Point out the Bonus Box. Point out that for item 2, students are to fill in the face.
• As students work, circulate and offer support. Check answers together.
**ONE ON ONE ACTIVITY**

**Day 3**
- Have the student turn to Day 3 on page 14 in the student book and ask questions about the page. Then ask, *What did we learn on Day 3?*

**E.**
- Have the student skim the webpage. Ask comprehension questions about it: *What is Bob's page about?*
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**F.**
- PAIR UP with your student. Read the directions aloud. Have the student model the example dialog. Then talk about Bob and his page.

**GROUP ACTIVITY**

**Day 3**
- Have students turn to Day 3 on page 14 in the student book and ask questions about the page. Then ask, *What did we learn on Day 3?*

**E.**
- Have students skim the webpage. Ask comprehension questions about it: *What is Bob's page about?*
- 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. Have a student model the example dialog. As students talk, circulate and offer support. **OPTION:** Have volunteers share their conversation with the class.
**ONE ON ONE ACTIVITY**

**Day 4**

- Have the student turn to Day 4 on student book page 20 and ask questions about the letter. Then ask, *What did we learn on Day 4?*

**G.**

- Have the student skim the list of work experiences. Ask comprehension questions: *What’s an example of an office job?*
- Read the first step of the directions aloud.
  **OPTION:** Throw out examples of jobs and have the student categorize them to be sure he/she understands the categories.
- Read the second step of the direction aloud. As the student works, answer questions and offer encouragement. Check answers with your student.

**H.**

- PAIR UP with your student. Read the directions aloud. Read the example dialog with your student. Then chat about past jobs.

**GROUP ACTIVITY**

**Day 4**

- Have students turn to Day 4 on student book page 20 and ask questions about the letter. Then ask, *What did we learn on Day 4?*

**G.**

- Have students skim the list of work experiences. Ask comprehension questions: *What’s an example of an office job?*
- Read the first step of the directions aloud.
  **OPTION:** Throw out examples of jobs and have students categorize them to be sure they understand the categories.
- Read the second step of the direction aloud. As students work, circulate and offer encouragement. Check answers together.
  **OPTION:** Do the activity as a class.

**H.**

- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer support.
  **OPTION:** Have volunteers share their conversation with the class.
**ONE ON ONE ACTIVITY**

Day 5
- Have the student turn to Day 5 on page 26 in the student book and ask questions about the pictures. Then ask, *What did we learn on Day 5?*

I.
- Review the questions in the survey. Are there any questions that your student doesn’t understand?
- Read the directions aloud. Explain that the student should first take the survey himself/herself. Then he/she will interview you.
- As the student works, answer questions and offer encouragement. Review answers together.

J.
- Read the directions aloud. Remind the student of the parts of the W-4 form. As the student works, answer questions and offer support. Review the form.

**GROUP ACTIVITY**

Day 5
- Have students turn to Day 5 on page 26 in the student book and ask questions about the pictures. Then ask, *What did we learn on Day 5?*

I.
- Review the questions in the survey. Are there any questions they don’t understand?
- Read the directions aloud. Explain that students should first take the survey themselves. Then they will interview a classmate.
- As students work and talk, circulate and offer encouragement. Review answers together.

J.
- Read the directions aloud. Remind students of the parts of the W-4 form. As students work, circulate and offer support. Check forms individually.
**ONE ON ONE ACTIVITY**

Day 6
- Have the student turn to Day 6 on page 32 in the student book and ask questions about the pictures. Then ask, *What did we learn on Day 6?*

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

L.
- 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.

**GROUP ACTIVITY**

Day 6
- Have students turn to Day 6 on page 32 in the student book and ask questions about the pictures. Then ask, *What did we learn on Day 6?*

K.
- Read the directions aloud. Go over the example together.
- As students work, circulate and offer encouragement. Have students check answers in PAIRS.

L.
- 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**

**Day 7**
- Have the student turn to Day 7 on page 38 in the student book and ask questions about the picture. Then ask, *What did we learn on Day 7?*

**M.**
- PAIR UP with your student. Read the directions aloud. Read the example dialog with your student. Then have take turns giving directions to places in the building.

**GROUP ACTIVITY**

**Day 7**
- Have students turn to Day 7 on page 38 in the student book and ask questions about the picture. Then ask, *What did we learn on Day 7?*

**M.**
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation 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.

**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 ...**

- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Remind students that the next class is a field trip to the store. 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 store. **OPTIONS:** 1) If students are traveling independently to the store, have them turn to Day 9 and write the store address and directions on the page. 2) Assign Part A of p 53 as homework.
A. Complete the sentences.

USE THESE WORDS

dentist’s office    lately    supervise
had     since    waist
steal

1. Have you ever ___________ a PB&J sandwich?
   a. had     b. have      c. has
2. We’ve been married ___________ 2006.
3. What have you been doing ___________?
4. I ___________ three employees. I help them if they have questions.
   a. had     b. have      c. has
5. I wouldn’t ___________ supplies from work. That’s unethical!
   a. had     b. have      c. has
6. I’m returning these slacks. The ___________ is too small. My stomach hurts.
7. Excuse me. I’m looking for the ___________. I have a broken tooth.

B. Circle the answers.

1. I ___________ seen the Rocky Mountains. They’re beautiful.
   a. had     b. have      c. has
2. ___________ have you known your teacher?
   a. When     b. Who      c. How long
3. What have you been ___________ lately?
   a. do     b. does      c. doing
4. She can work evenings ___________ she prefers afternoons.
   a. , but     b. , or       c. . And
5. What would you do if you ___________ a big mistake at work?
   a. makes     b. made      c. maded
6. Are you ___________ at the mall? You’ve been there for four hours!
   a. yet     b. anymore       c. still
7. ___________ the elevator to the second floor. It’s near the card shop.
   a. Take     b. Go        c. Turn
C. Answer the questions.

1. What famous places have you been to?
   ________________________________________________________________

2. How long have you studied English? Why have you studied English?
   ________________________________________________________________

3. What have you been doing lately?
   ________________________________________________________________

4. Describe your job or a friend's job. Describe yourself or your friend (hardworking, flexible, etc.).
   ________________________________________________________________

5. What would you do if you didn't work overtime, but your boss paid you for overtime?
   ________________________________________________________________

6. What is appropriate dress for a student? Draw a picture. Name the clothes.

7. How do you get from the school (or from the post office) to your house? Give directions. Describe locations.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
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.
• Establish a meeting place and time and have students complete the Bonus Box at the top of the page.
• 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. Find the items in the store. Complete the chart.
• Go over the items in the chart. Point out signs in the store marking the departments, or sections.

B. What is the store’s return policy? Ask a salesclerk. Write the policy.
• You may want to clear this activity with the appropriate store official(s) beforehand.

C. What departments are in the store? Draw a map. Label the departments.
• Encourage students to explore the store.

CONCLUSION
• At the end of the visit, you may want to discuss the students’ experience for 15 minutes or so. OPTION: Review the field trip at the start of Day 10.
• Review the activities on the page generally.
• Ask experiential questions such as How was it? Did you understand the answers people gave you?
• 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).
## Day 10

### One on One Activity

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Food items or pictures of food
- Sheets of paper (1 per student)

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

**WARM UP**
- To activate the student’s food vocabulary, hold up a food item or picture of a food and ask, *What’s this? What dish can you make with this? or What’s in this dish?* If the student produces ethnic food words, write those words on the board.

### Group Activity

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Food items or pictures of food
- Sheets of paper (1 per student)

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

**WARM UP**
- To activate students’ food vocabulary, hold up a food item or picture of a food and ask, *What’s this? What dish can you make with this? or What’s in this dish?* If students produce ethnic food words, write those words on the board.
**ONE ON ONE ACTIVITY**

A. Vocabulary: Ethnic foods
- Read the directions aloud. Give the student a few moments to absorb the picture and words. Remind him/her to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the picture.
- Ask, What are we learning today?

B. Listening (track 18): Too spicy
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and answer the question together.) Repeat the audio as necessary. Check answers together.
- Point out the Language Note. **OPTION:** Practice these polite requests with the food items used in the Warm-Up.

**GROUP ACTIVITY**

A. Vocabulary: Ethnic foods
- Read the directions aloud. Give the students a few moments to absorb the picture and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the picture.
- Ask, What are we learning today?

B. Listening (track 18): Too spicy
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and answer the question together.) Repeat the audio as necessary. Check answers together.
- Point out the Language Note. **OPTION:** Practice these polite requests with the food items used in the Warm-Up.

---

**B. Listening (track 18): Too spicy**

**CONVERSATION 1:**
Waiter: How's the naan?
Customer: I'm sorry, but it's too salty. Could I order something else?

**CONVERSATION 2:**
Waitress: Is the salsa spicy enough?
Customer: Yes, it is. Thanks. I'd like some water, please.

**CONVERSATION 3:**
Manager: How are the spring rolls?
Customer: To be honest, they're not hot enough. Could you warm them up, please?
Manager: Of course.
C. Too, enough, not enough
- This chart focuses on the adverbs too, enough, and not enough, in their modification of adjectives.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language Notes. Add that at the end of a word, gh is also sometimes silent (though). Explain that gh is always pronounced “g” (ghost) at the beginning of a word.

D. Activity
- Read the directions aloud. Go over the example together. Explain that the student needs to read the last sentence in order to write the correct response. 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. Activity
- Read the directions aloud. Have the student identify, based on the answers, the two items that require yes/no questions (2 and 4) and the two that require information questions (1 and 3).
- Do number 1 together as an example.
- As the student works, answer questions and offer encouragement. Check answers together.
  - **EXPANSION:** After checking the activity, practice the Q&As in PAIRS.
- Point out the Language Note. Explain that we use this expression when delivering personal or very direct information.

C. Too, enough, not enough
- This chart focuses on the adverbs too, enough, and not enough, in their modification of adjectives.
- Read the items in the grammar chart and have students repeat.
- Point out the Language Notes. Add that at the end of a word, gh is also sometimes silent (though). Explain that gh is always pronounced “g” (ghost) at the beginning of a word.

D. Activity
- Read the directions aloud. Go over the example together. Explain that students need to read the last sentence in order to write the correct response. 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. Have students identify, based on the answers, the two items that require yes/no questions (2 and 4) and the two that require information questions (1 and 3).
- 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.
- Point out the Language Note. Explain that we use this expression when delivering personal or very direct information.
ONE ON ONE ACTIVITY

F. Activity
- Have the student look at the menu as you ask comprehension questions: What kind of restaurant is this? What's the most expensive dish? How can you pay for your meal? etc.
- Read the directions aloud. Correct the first mistake together (“stale” should be “fresh”). As the student works, answer questions and offer encouragement. Check answers together.

G. Listening (track 19): At the World Restaurant
- 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.

H. Culture Tip!
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask about the student’s tipping habits. What’s the tradition in his/her home country? Has the student ever worked for tips? How much should you tip at a restaurant here?

G. Listening (track 19): At the World Restaurant
At The World Restaurant, we have an amazing menu! We have healthy Indian food. The naan is hot and fresh—and it’s not too expensive! An order of naan is only $3.50. We have delicious Chinese food! A big bowl of sweet-and-sour soup is only $2.99 and it’s enough for two people. If after that, you still haven’t eaten enough, on the American side of our menu, we have spicy Mexican food and flavorful food from the U.S. For an eating experience that is new and different, come to The World Restaurant!

GROUP ACTIVITY

F. Activity
- Have students look at the menu as you ask comprehension questions: What kind of restaurant is this? What’s the most expensive dish? How can you pay for your meal? etc.
- Read the directions aloud. Correct the first mistake together (“stale” should be “fresh”). As students work, circulate and offer encouragement. Check answers together.

G. Listening (track 19): At the World Restaurant
- 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.

H. Culture Tip!
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask about students’ tipping habits. What’s the tradition in their home countries? Has anyone worked for tips?
ONE ON ONE ACTIVITY

I. Activity
• PAIR UP with your student. Read the activity introduction and first step of the directions aloud.
• After the student has circled the items on the menu, read the second step. Explain that together you will role-play a customer and an order-taker at a restaurant. As the student writes, answer questions and offer encouragement.
• Read the example dialog with your student.
• Point out the Language Note. Explain that in “ould” words, we don’t pronounce the “l.”
• Read the third step. Then role-play the conversation.
• Switch roles so that the student practices both parts.

Before You Go...
• Encourage the student to ask questions about any part of the lesson he/she didn’t understand.
• Assign the homework.
• Invite the student to bring a shopping list to the next class. NOTE: The For next class suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.

Optional Internet Activity
• Many restaurants publish their menus on-line. Show your student how to find these menus. Or, show students how to find restaurant ratings on-line, such as at Trip Advisor or Urban Spoon. Alternatively, print a variety of menus from various ethnic restaurants. Discuss the dishes that are listed.
• If you do not have internet access, see if your local phone book contains menus and work with those.

GROUP ACTIVITY

I. Activity
• PAIR students. Read the activity introduction and first step of the directions aloud.
• After students have circled the items they want on the menu, read the second step. Explain that they’ll role-play a customer and an order-taker at a restaurant. Model the example dialog with a student.
• Point out the Language Note. Explain that in “ould” words, we don’t pronounce the “l.”
• Read the third step. As students talk, circulate and offer encouragement. OPTION: Have volunteers share their conversation with the class.

Before You Go ...
• Encourage students to ask questions about any part of the lesson they didn’t understand.
• Assign the homework.
• Invite students to bring a shopping list to the next class. NOTE: The For next class suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.

Optional Internet Activity
• Many restaurants publish their menus on-line. Show your students how to find these menus. Or, show students how to find restaurant ratings on-line, such as at Trip Advisor or Urban Spoon. Alternatively, print a variety of menus from various ethnic restaurants. Discuss the dishes that are listed.
• If you do not have internet access, see if your local phone book contains menus and work with those.
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the first part of the directions aloud. Go over the chart example together. As the student works, answer questions and offer encouragement. Check answers with the student.
- Point out the Language Note.
- Read the second half of the directions aloud: *Then complete the story.* As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Invite the student to read the story aloud.

**K. Activity**
- Read the directions aloud. Do the first item together. As the student works, answer questions and offer encouragement. Check answers together.

**L. Activity**
- **PAIR UP** with your student. Read the directions aloud. Have the student read the example. Then have a conversation about bad food experiences.

**EXTRA ACTIVITY (if time permits):**
- **Dictation** Tell the student that you are going to tell a story about an employee. He/She should listen closely because you will have questions about the story. Use target words from the lesson. Repeat the story as necessary. Story example: *Last weekend my husband and I went to Pepe’s Mexican Restaurant. It was our anniversary. My husband ordered chicken tacos, and I ordered nachos. We both had margaritas. The chicken was juicy and delicious. But my nachos were soggy and greasy. The margaritas …*
- Follow up with comprehension questions.
- Then explain that you want the student to write the story as you tell it. Give the student a sheet of paper. Repeat the story as necessary. Then write the story on the board and have the student check his/her work.
- For weaker students, elicit some examples first so that they can speak more fluently.

**GROUP ACTIVITY**

**J. Activity**
- Read the first part of the directions aloud. Go over the chart example together. As students work, circulate and offer encouragement. Check answers together.
- Point out the Language Note.
- Read the second half of the directions aloud: *Then complete the story.* As students work, circulate and offer encouragement. Check answers together. **OPTION:** Invite volunteers to read the story aloud.

**K. Activity**
- Read the directions aloud. Do the first item together. As students work, circulate and offer encouragement. Check answers together.

**L. Activity**
- **PAIR students.** Read the directions aloud. Have a student model the example. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.

**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: *Last weekend my husband and I went to Pepe’s Mexican Restaurant. It was our anniversary. My husband ordered chicken tacos, and I ordered nachos. We both had margaritas. The chicken was juicy and delicious. But my nachos were soggy and greasy. The margaritas …*
- Follow up with comprehension questions.
- Then explain that you want the student to write the story as you tell it. Each student needs a sheet of paper. Repeat the story as necessary. Then write the story on the board and have students check their or a partner’s work.
- For weaker classes, elicit some examples first so that they can speak more fluently.
Homework

- Encourage students to do the homework.
- A: Listening: Remind students that this activity requires the 5B 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. **OPTION:** Brainstorm journal topics with your students.
- Thank your students for their hard work in class today! You can do it!

A. Listening (track 20): Too spicy

Conversation 1:
Waiter: How’s the naan?
Customer: I’m sorry, but it’s too salty. Could I order something else?

Conversation 2:
Waitress: Is the salsa spicy enough?
Customer: Yes, it is. Thanks. I’d like some water, please.

Conversation 3:
Manager: How are the spring rolls?
Customer: To be honest, they’re not hot enough.
Could you warm them up, please?
Manager: Of course.
# DAY 11

## One on One Activity

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Tray of classroom (or other) items

**REVIEW**
- Review food descriptions from Day 10. Present pictures of food (depicting the target words from Day 10) and ask the student to describe the foods:
  - *Q: How do these French fries look? A: They look greasy.*
- Review the homework.

**WARM UP**
- On a table set a few countable items (such as pens, coins, etc.) and an uncountable item (such as a can of soda, bag of flour, etc.). Write *many* and *much* in two columns on the board. Gesturing to the items on the table, ask, *How many (pens) are there?* Write the correct answers you hear on the board under *many*. Ask, *How much soda is there?* Write the correct answers you hear on the board under *much*. Continue with two or three additional examples.

## Group Activity

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Tray of classroom (or other) items

**REVIEW**
- Review food descriptions from Day 10. Present pictures of food (depicting the target words from Day 10) and ask students to describe the foods:
  - *Q: How do these French fries look? A: They look greasy.*
- Review the homework.

**WARM UP**
- On a table set a few countable items (such as pens, coins, etc.) and an uncountable item (such as a can of soda, bag of flour, etc.). Write *many* and *much* in two columns on the board. Gesturing to the items on the table, ask, *How many (pens) are there?* Write the correct answers you hear on the board under *many*. Ask, *How much soda is there?* Write the correct answers you hear on the board under *much*. Continue with two or three additional examples.
One on One Activity

A. Vocabulary: Foods
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the pictures.
- Ask, What are we learning today?

B. Listening (track 21): How many? How much?
- 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.

Pronunciation Extra
Plural s can be pronounced like:
/s/: after voiceless consonants (cakes)
/z/: after vowel sounds and voiced consonants (balloons, pizzas, sodas, salads, flowers, invitations)
/iz/: after s, z, /j/, /ch/, /sh/ (cases, boxes, messages, packages)

Group Activity

A. Vocabulary: Foods
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the pictures.
- Ask, What are we learning today?

B. Listening (track 21): How many? How much?
- 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.

Pronunciation Extra
Plural s can be pronounced like:
/s/: after voiceless consonants (cakes)
/z/: after vowel sounds and voiced consonants (balloons, pizzas, sodas, salads, flowers, invitations)
/iz/: after s, z, /j/, /ch/, /sh/ (cases, boxes, messages, packages)

B. Listening (track 21): How many? How much?
Jack: The kids and I are planning a birthday party for Dana. She turns 40 next week.
Betty: That’s great.
Jack: But I feel like we’ve forgotten something.
Betty: Well, what have you done so far?
Jack: Well, we’ve sent the invitations. We’ve bought pizza, salad, and soda. And we’ve ordered the cake.
Betty: Okay. How many people did you invite?
Jack: We invited about 30.
Betty: How many pizzas did you buy?
Jack: We bought a lot: 12.
Betty: How much salad did you get?
Jack: We didn’t get much.
Betty: How much soda did you get?
Jack: We got a lot—four dozen cans.
Betty: How much cake did you get?
Jack: We got about 40 servings of cake.
Betty: How much money did you spend on the cake, if I may ask?
Jack: The cake cost $40, and the message was an extra $10. So, we spent about $50 on the cake.
Betty: Did you get any balloons?
Jack: Yes! We bought a dozen balloons.
Betty: Did you buy any flowers?
Jack: No. We didn’t buy any flowers.
Betty: What about ice cream? Did you get any ice cream?
Jack: Ice cream! That’s what we forgot. We didn’t get any yet!
C. **Countables, noncountables**
- This chart focuses on nouns that can be counted individually (countables) and those that represent mass (noncountables).
- To ask about countables, use *many*: How many pizzas did you order? To ask about noncountables, use *much*: How much (money) was the pizza? Most noncountables can also be referred to by the container they come in, which is a countable: *soda* versus *can of soda*.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language Note.
- Ask questions about the items on page 60 to confirm that the student understands the concept of countable and noncountable: Are cans of soda countable? Is soda alone countable? etc.

D. **Activity**
- Read the directions aloud. Go over the example together.
- Point out the Language Notes.
- As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Before the student does the task, have him/her circle the subject in each question—for example, *people* in item 1. Explain that these words will help him/her decide where to use *How many, How much,* or *any.*
- **EXPANSION:** After checking the activity, practice the Q&As in PAIRS.

**TEACHER NOTE:**
A count noun can be expressed in plural form (usually by added *s* to the end). For example, *cookie/cookies, pie/pies.* A noncount noun cannot be expressed in a plural form. For example, *milk.* A noncount noun can be “turned into” a count noun by adding a quantifier. For example, a carton of milk, in essence, becomes a count noun. For the most part, the distinction only matters when we use words such as *some/any, many/much, little/few,* etc.
ONE ON ONE ACTIVITY

E. Activity
• Read the first two sentences of the directions aloud. Confirm that the student knows what a deli is. Have the student look at the images and ask comprehension questions: What are these? How much is a slice of pepperoni pizza?
• Read the next line of the directions aloud: Write the container words. Go over the example together.
• Explain the last step: that the student is to circle the correct amount. 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 silently. Then you or the student read the tip aloud. Ask the student if he/she reads the nutritional information at restaurants or on food products. Does it influence what he/she buys and eats?
• EXPANSION: Bring in copies of nutritional charts or actual food packages and have your student read the charts. Show the recommended daily amounts of sodium, cholesterol, etc.

GROUP ACTIVITY

E. Activity
• Read the first two sentences of the directions aloud. Confirm that everyone knows what a deli is. Have students look at the images and ask comprehension questions: What are these? How much is a slice of pepperoni pizza?
• Read the next line of the directions aloud: Write the container words. Go over the example together.
• Explain the last step: that students are to circle the correct amount. Point out the Language Note.
• As students work, circulate and offer encouragement. Check answers together.

F. Culture Tip!
• Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students if they read the nutritional information at restaurants or on food products. Does it influence what they buy and eat?
• EXPANSION: Bring in copies of nutritional charts or actual food packages and have your student read them. Show the recommended daily amounts of sodium, cholesterol, etc.
G. Activity
• Read the first part of the directions aloud. Have the student brainstorm different kinds of parties and decide on the kind he/she is hosting.
• Instruct him/her to write the shopping list choosing from the items in Activity E. Go over the example together on the board.
• As the student works, answer questions and offer encouragement. Check the list.

H. Activity
• Read the first two steps of the directions aloud. Spot check the student’s work to be sure he/she understands.
• Read the third step. As the student works, answer questions and offer encouragement. Check answers together. OPTION: Consider doing the final step together, presenting the math on the board.

I. Activity
• PAIR UP with your student. Read the directions aloud. Read the example dialog with your student. Then have a conversation about the receipt and prices.
• Point out the Language Note.
• EXPANSION: If the student brought a shopping list or receipt from home, have a conversation about shopping habits.

Before You Go...
• Encourage the student to ask questions about any part of the lesson he/she didn’t understand.
• Assign the homework.
• Invite the student to bring his/her checkbook and an unpaid bill to the next class. NOTE: The For next class suggestions are just that, suggestions. Bringing real items into the classroom often helps make the relevance of an activity clearer.
**ONE ON ONE ACTIVITY**

J. Activity
- Have the student look at the coupon. Ask comprehension question: *What is this? Where is it good?*
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Do the math for items 2 and 3 together on the board.
- Talk about ways to save money at the grocery store: coupons, in-store sales, store cards, etc. Point out that some receipts show how much money was saved on the order!

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

L. Activity
- **PAIR UP** with your student. Read the directions aloud. Have the student model the example dialog. Then have a conversation about things you have shopped for.

**EXTRA ACTIVITY (if time permits):**
- **Memory** Prepare a tray of items (anything, as long as it’s a mix of countables and noncountables). Be sure the items are words the student knows, or pre-teach them. The student approaches the tray. Give him/her 10 seconds to memorize what’s on the tray. Replace the cover and ask the student to describe the tray’s contents, using countable and noncountable language correctly. *(There were two pens and some flour.)* Replace items on the tray and go again.

**GROUP ACTIVITY**

J. Activity
- Have students look at the coupon. Ask comprehension question: *What is this? Where is it good?*
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Do the math for items 2 and 3 together on the board.
- Talk about ways to save money at the grocery store: coupons, in-store sales, store cards, etc. Point out that some receipts show how much money was saved on the order!

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

L. Activity
- **PAIR students.** Read the directions aloud. Have a student model the example dialog. Then have a conversation about things you have shopped for.

**EXTRA ACTIVITY (if time permits):**
- **Memory** Prepare a tray of items (anything, as long as it’s a mix of countables and noncountables). Be sure the items are words the students know, or pre-teach them. A player from each team approaches the tray. Give them 10 seconds to memorize what’s on the tray. Replace the cover and ask each to describe the tray’s contents, using countable and noncountable language correctly. *(There were two pens and some flour.)* The player with the most accurate description scores a point. Replace items on the tray and continue with the next set of players. **OPTION:** Have an advanced student help you “referee” the answers.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5B 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: 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. **OPTION:** Brainstorm journal topics with your students.
• Thank your students for their hard work in class today! *Keep up the good work!*

---

**A. Listening (track 22): How many? How much?**

Jack: The kids and I are planning a birthday party for Dana. She turns 40 next week.
Betty: That’s great.
Jack: But I feel like we’ve forgotten something.
Betty: Well, what have you done so far?
Jack: Well, we’ve sent the invitations. We’ve bought pizza, salad, and soda. And we’ve ordered the cake.
Betty: Okay. How many people did you invite?
Jack: We invited about 30.
Betty: How many pizzas did you buy?
Jack: We bought a lot: 12.
Betty: How much salad did you get?
Jack: We didn’t get much.
Betty: How much soda did you get?
Jack: We got a lot—four dozen cans.
Betty: How much cake did you get?
Jack: We got about 40 servings of cake.
Betty: How much money did you spend on the cake, if I may ask?
Jack: The cake cost $40, and the message was an extra $10. So, we spent about $50 on the cake.
Betty: Did you get any balloons?
Jack: Yes! We bought a dozen balloons.
Betty: Did you buy any flowers?
Jack: No. We didn’t buy any flowers.
Betty: What about ice cream? Did you get any ice cream?
Jack: Ice cream! That’s what we forgot. We didn’t get any yet!
# Day 12 Intro (Teacher Book Only)

## One on One Activity

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Reproducible: Practice Deposit Slips and Checks (1 per student)
- OPTIONAL: Timer

**REVIEW**
- Review countable and noncountable nouns from Day 11 by reviewing Activity A of the homework.
- Review the rest of the homework.

**WARM UP**
- Ask the student about his/her financial practices. Keep the questions very general. For example: 
  *Raise your hand if you have a checking account. Raise your hand if you have a savings account. Raise your hand if you have your bank passwords in your head. Written somewhere? etc.* **NOTE:** Emphasize that the student doesn’t have to participate if he/she feels uncomfortable sharing even general information.

## Group Activity

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Reproducible: Practice Deposit Slips and Checks (1 per student)

**REVIEW**
- Review countable and noncountable nouns from Day 11 by reviewing Activity A of the homework.
- Review the rest of the homework.

**WARM UP**
- Ask students about their financial practices. Keep the questions very general. For example: 
  *Raise your hand if you have a checking account. Raise your hand if you have a savings account. Raise your hand if you have your bank passwords in your head. Written somewhere? etc.* **NOTE:** Emphasize that students don’t have to participate if they feel uncomfortable sharing even general information.
One on One Activity

A. Vocabulary: Banking
- Have the student look at the pictures.
- Ask, What are we learning today?
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.

B. Listening (track 23): Opening an account is important!
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check the answer together.
- As an expansion, explain that banks in the US are very safe for most deposits. Briefly explain that the FDIC (Federal Deposit Insurance Corporation) guarantees deposits up to a certain amount.

Group Activity

A. Vocabulary: Banking
- Have the student look at the pictures.
- Ask, What are we learning today?
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.

B. Listening (track 23): Opening an account is important!
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check the answer together.
- As an expansion, explain that banks in the US are very safe for most deposits. Briefly explain that the FDIC (Federal Deposit Insurance Corporation) guarantees deposits up to a certain amount.

Opening an account and saving money is important!

Where do you keep your money? Some people hide their money in a special place at home. But keeping your money in a bank is a good idea for several reasons.

1. It’s safe: a) Having a checking or savings account keeps your money safe. Money in a bank can’t be lost, stolen, or destroyed. b) Also, carrying a checkbook or debit card is safer than carrying cash.
2. It’s convenient: a) Paying for things with a check or debit card is fast and easy. b) You can withdraw money or make a deposit anytime (at an ATM). c) Having a checking account also allows you to deposit checks from other people.

Or you can endorse the check and get cash back.
3. It’s helpful: a) Opening a bank account helps you establish credit. b) Accounts also allow you to easily keep track of your expenditures. Cancelled checks and statements serve as proof that you paid for something. You can call or go online to check the balance. c) Because everyone has emergencies, saving money is important. A savings account helps you do that. d) Also, by having an account, you don’t have to pay a fee to cash a check (if you go to your bank).
C. Gerunds

- This chart focuses on gerunds. Gerunds are formed by adding -ing to some verbs. Gerunds act as nouns. In this lesson the focus is on stand-alone gerunds and gerunds that introduce noun phrases: *Saving is a good practice. Paying for things with cash is a dying practice.*

- To avoid confusing gerunds with the continuous tense of verbs, you may want to present gerunds as new vocabulary essentially.

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

- Refer the student to the brochure and action comprehension questions that will evoke the gerund form: *What does the brochure say is important? What is safer than carrying cash? What does the brochure say is “fast and easy”? What allows you to deposit checks from other people? What helps you establish credit?*

D. Activity

- Read the directions aloud. Find the first gerund together (“Opening”). As the student works, answer questions and offer encouragement. Check answers together.

E. Activity

- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

- Follow up with comprehension questions about the article: *Where are ATMs found? Are most ATMs free, according to the article?*

F. Activity

- PAIR UP with your student. Read the directions aloud. Then discuss the questions.

---

C. Gerunds

- This chart focuses on gerunds. Gerunds are formed by adding -ing to some verbs. Gerunds act as nouns. In this lesson the focus is on stand-alone gerunds and gerunds that introduce noun phrases: *Saving is a good practice. Paying for things with cash is a dying practice.*

- To avoid confusing gerunds with the continuous tense of verbs, you may want to present gerunds as new vocabulary essentially.

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

- Refer the student to the brochure and action comprehension questions that will evoke the gerund form: *What does the brochure say is important? What is safer than carrying cash? What does the brochure say is “fast and easy”? What allows you to deposit checks from other people? What helps you establish credit?*

D. Activity

- Read the directions aloud. Find the first gerund together (“Opening”). As the student works, answer questions and offer encouragement. Check answers together.

E. Activity

- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.

- Follow up with comprehension questions about the article: *Where are ATMs found? Are most ATMs free, according to the article?*

F. Activity

- PAIR students. Read the directions aloud. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.
**ONE ON ONE ACTIVITY**

**G. Activity**
- Read the directions aloud. Find the first benefit together. As the student works, answer questions and offer encouragement. Check answers together.

**H. Activity**
- Read the directions aloud. After the student has read the situation, ask comprehension questions: *How much does Darin owe?* **OPTION:** Have the student summarize the situation.
- As the student works, answer questions and offer encouragement. Check answers together.
- Point out the Language Note.
- **EXPANSION:** If the student brought a checkbook and bill from home, have him/her write a check for the bill.

**I. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student if he/she follows these practices. What other financial “best practices” does he/she know?

**GROUP ACTIVITY**

**G. Activity**
- Read the directions aloud. Find the first benefit together. As students work, circulate and offer encouragement. Check answers together.

**H. Activity**
- Read the directions aloud. After students have read the situation, ask comprehension questions: *How much does Darin owe?* **OPTION:** Have a volunteer summarize the situation.
- As students work, circulate and offer encouragement. Check answers together.
- Point out the Language Note.
- **EXPANSION:** Have students who brought checkbooks and bills from home write a check for a current bill.

**I. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students if they follow these practices. What other financial “best practices” do they know?
REAL LIFE

ONE ON ONE ACTIVITY

J. Listening (track 24): Welcome to Main Street Bank.
- Have the student look at the pictures and predict what the conversation is about. Then have him/her predict the order of the conversation.
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and complete the sentence together.) Repeat the audio as necessary. Check answers together.
- **OPTION:** Consider providing a word box for weaker students.

K. Activity
- **PAIR UP** with your student. Read the directions aloud. Then role-play the conversation in Activity J.

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

GROUP ACTIVITY

J. Listening (track 24): Welcome to Main Street Bank.
- Have students look at the pictures and predict what the conversation is about. Then have them predict the order of the conversation.
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and complete the sentence together.) Repeat the audio as necessary. Check answers together.
- **OPTION:** Consider providing a word box for weaker classes.

K. Activity
- **PAIR** students. Read the directions aloud. Model the first exchange with a student. As students talk, circulate and offer encouragement.
- **OPTION:** Have volunteers share their conversation with the class.

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

---

J. Listening (track 24): Welcome to Main Street Bank.

1. Teller: Welcome to Main Street Bank. How may I help you?
Darin: First, I’d like to check the balance on my savings account.

2. Teller: Okay. Your account number and i.d. please?
Darin: My account number is 000398421. Here’s my driver’s license.
Teller: Thank you. You have a balance of $950.

3. Darin: Okay. Next, I’d like to withdraw $150 from my savings.
Teller: One moment ... Okay. Here’s your cash and receipt.

4. Darin: Thanks. Finally, I’d like to make a deposit. I’d like to deposit this $75 check into my checking account and get $50 back in cash.

5. Teller: Great. Just endorse the check on the back, fill out this deposit slip, and write the amount you’d like back in cash. Then sign.
Darin: Okay. Here you go.

6. Teller: And here’s your cash and receipt. Thanks for banking with Mainstreet Bank. Have a good day.
Darin: You, too.
ONE ON ONE ACTIVITY

L. Activity
- Read the directions aloud. After the student has read the situation, ask comprehension questions: How much is Darin's check? OPTION: Have the student summarize the situation.
- As the student works, answer questions and offer encouragement. Check deposit slips individually.

M. Activity
- Review the list of monthly expenses to be sure the student understands all of the categories. Read the first step of the directions aloud.
- Read the second step of the directions aloud. Point out the Bonus Box. Consider doing an example together on the board.
- Read the third step of the directions aloud. Pass out Practice Deposit Slips and Checks.
- As the student works, answer questions and offer encouragement. Check the student's slips and checks.

N. Activity
- PAIR UP with your student. Read the directions aloud. Have the student model the example dialog. Then have a conversation about the questions.

EXTRA ACTIVITY (if time permits):
- Board Race  Draw a mock check on the board with a blank for the written amount and a blank for the numerical amount. At the board, the student listens as you say a dollar amount. The student tries to write the amount (as words and in numbers) quickly and correctly. Erase the blanks and begin again with a new amount. OPTIONAL: Add a timer for a sense of excitement.

GROUP ACTIVITY

L. Activity
- Read the directions aloud. After students have read the situation, ask comprehension questions: How much is Darin's check? OPTION: Have a volunteer summarize the situation.
- As students work, circulate and offer encouragement. Check deposit slips individually.

M. Activity
- Review the list of monthly expenses to be sure students understand all of the categories. Read the first step of the directions aloud.
- Read the second step of the directions aloud. Point out the Bonus Box. Consider doing an example together on the board.
- Read the third step of the directions aloud. Pass out Practice Deposit Slips and Checks.
- As students work, circulate and offer encouragement. Check slips and checks individually.

N. Activity
- PAIR students. Read the directions aloud. Have a student model the example dialog. As students talk, circulate and offer encouragement. OPTION: Have volunteers share their conversation with the class.

EXTRA ACTIVITY (if time permits):
- Board Race  Divide the class into two TEAMS. Draw two mock checks on the board (one for each team) with a blank for the written amount and a blank for the numerical amount. At the board, the players listen as you say a dollar amount. The first player to write the amount in both forms correctly (as words and in numbers) wins a point. Erase the blanks and begin again with new players.
- Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5B 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. **OPTION:** Brainstorm journal topics with your students.
• Thank your students for their hard work in class today! Thank you! Good job!

A. Listening (track 25): **Opening an account is important!**

Where do you keep your money? Some people hide their money in a special place at home. But keeping your money in a bank is a good idea for several reasons.

1. It’s safe: a) Having a checking or savings account keeps your money safe. Money in a bank can’t be lost, stolen, or destroyed. b) Also, carrying a checkbook or debit card is safer than carrying cash.

2. It’s convenient: a) Paying for things with a check or debit card is fast and easy. b) You can withdraw money or make a deposit anytime (at an ATM). c) Having a checking account also allows you to deposit checks from other people. Or you can endorse the check and get cash back.

3. It’s helpful: a) Opening a bank account helps you establish credit. b) Accounts also allow you to easily keep track of your expenditures. Cancelled checks and statements serve as proof that you paid for something. You can call or go online to check the balance. c) Because everyone has emergencies, saving money is important. A savings account helps you do that. d) Also, by having an account, you don’t have to pay a fee to cash a check (if you go to your bank).

Thanks for banking with us!
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 5B listening tracks
- Magazine pictures of people's faces (1 per student)
- Sheets of paper (1 per student)
- Reproducible: Picture Story Cards (1 set per student)

REVIEW
• Review financial advice from Day 12. Write a chart on the board with blanks for gerunds. For example:

1. ___ is a good idea.
2. ___ is a bad idea.
3. ___ is safe.
4. ___ isn't safe.
5. ___ is convenient.

Then invite the student to orally complete the sentence with "-ing" words.
• Review the homework.

WARM UP
• Practice clauses with before, after, when, and while by asking the student about his/her morning:
  What did you do after you got up this morning?
  What did you do before class today?

GROUP ACTIVITY

MATERIALS
- Board or paper + marker
- 5B listening tracks
- Magazine pictures of people's faces (1 per student)
- Sheets of paper (1 per student)
- Reproducible: Picture Story Cards (1 set per student)

REVIEW
• Review financial advice from Day 12. Write a chart on the board with blanks for gerunds. For example:

1. ___ is a good idea.
2. ___ is a bad idea.
3. ___ is safe.
4. ___ isn't safe.
5. ___ is convenient.

Then invite students to orally complete the sentence with "-ing" words.
• Review the homework.

WARM UP
• Practice clauses with before, after, when, and while by asking students about their morning: Colette, what did you do after you got up this morning? J.D. what did you do before class today?
**ONE ON ONE ACTIVITY**

_A. Vocabulary: Possessions_
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the pictures.
- Ask, _What are we learning today?_

_B. Listening (track 26): I was riding the bus when …_
- 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.

**GROUP ACTIVITY**

_A. Vocabulary: Possessions_
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the pictures.
- Ask, _What are we learning today?_

_B. Listening (track 26): I was riding the bus when …_
- 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.

_B. Listening (track 26): I was riding the bus when …_
Mustafa: I was riding the bus home after work when I saw a pink cell phone on the floor. It wasn’t mine.

Mustafa: Someone bumped me when I was bending over to pick it up.

Mustafa: I turned around, and a woman with green eyes was standing there. She said the phone was hers.

Detective: Did you notice anything unusual about the woman’s appearance?

Mustafa: Not really. She was wearing a striped shirt, torn jeans, and shiny gold earrings, and her lip was pierced.

Detective: Was she acting strangely?

Mustafa: Not at all. In fact, she smiled sweetly just before she got off the bus.

Mustafa: After I got off the bus, I realized that my wallet was gone—and that she was a pickpocket.
C. The simple past, past continuous, and time words

• This chart focuses on ordering events in a story using before, after, when, and while.
• Note that all four time words introduced here can be used in the simple past or the past continuous.
• Read the items in the grammar chart and have the student repeat.
• Direct the student’s attention to the images on page 72 and ask questions designed to evoke the time words and the past forms:
  Q: When did Mustafa first see the woman? A: He saw her when he turned around.
  Q: What was Mustafa doing when someone bumped him? A: He was bending over.

D. Activity

• Read the first step of the directions aloud: *Underline before, when, while, and after.* Go over the example together.
• Read the next step: *Circle the action words.*
• Then read the third step: *Then write numbers to show the order of events.* Go over the example together.
• As the student works, answer questions and offer encouragement. Check answers together.

E. Activity

• PAIR UP with your student. Read the directions aloud. Do the first item as an example with your student. As the student works, answer questions and offer encouragement. Check answers together.
• Discuss why the student chose the answers he/she did.

C. The simple past, past continuous, and time words

• This chart focuses on ordering events in a story using before, after, when, and while.
• Note that all four time words introduced here can be used in the simple past or the past continuous.
• Read the items in the grammar chart and have students repeat.
• Direct students’ attention to the images on page 72 and ask questions designed to evoke the time words and the past forms:
  Q: When did Mustafa first see the woman? A: He saw her when he turned around.
  Q: What was Mustafa doing when someone bumped him? A: He was bending over.

D. Activity

• Read the first step of the directions aloud: *Underline before, when, while, and after.* Go over the example together.
• Read the next step: *Circle the action words.*
• Then read the third step: *Then write numbers to show the order of events.* Go over the example together.
• As students work, circulate and offer encouragement. Check answers together.

E. Activity

• PAIR students. Read the directions aloud. Do the first item as an example with your students. As students work and talk, circulate and offer encouragement. **OPTION:** Check answers together.
**Real Life**

**One on One Activity**

**F. Activity**
- PAIR UP with your student. Direct the student attention to the police report on each page. Explain that each partner has the other’s missing information.
- Ask comprehension questions about the report: *What is a police report? Where was this report taken? When?* etc.
- Read the first step of the directions aloud. Read the example dialog with your student.
- Point out the Language Note about stress.
- Point out the Language Note about race.
- Read the rest of the directions aloud. Then compare your reports. Do they match?
- Point out the Bonus Box on the “Partner B” page. Have the student vote on who he/she thinks is the thief.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip on “Partner A” page aloud. Ask the student to share his/her experiences with the police. Ask the student for his/her ideas on how to interact with the police.

**Group Activity**

**F. Activity**
- PAIR students. Direct students attention to the police report on each page. Explain that each partner has the other’s missing information.
- Ask comprehension questions about the report: *What is a police report? Where was this report taken? When?* etc.
- Read the first step of the directions aloud. Model the example dialog with a student.
- Point out the Language Note about stress.
- Point out the Language Note about race.
- Read the rest of the directions aloud. As students talk, circulate and offer encouragement.
- Review reports individually.
- Point out the Bonus Box on the “Partner B” page. Have students vote on who they think is the thief.

**G. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip on “Partner A” page aloud. Ask volunteers to share their experiences with the police. Ask students for their ideas on how to interact with the police.
**One on One Activity**

**EXTRA ACTIVITY (if time permits):**
- **Picture Perfect** PAIR UP with your student. Each partner has a picture of a person and a blank sheet of paper. Sit back-to-back. Explain that Partner A is going to describe his/her “suspect” as Partner B draws on the blank paper. Remind the student to ask clarification questions: *How long is his hair?* When finished, compare the drawing with the original, then switch roles.

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

**Group Activity**

**EXTRA ACTIVITY (if time permits):**
- **Picture Perfect** PAIR students. Give each student a picture of a person and a blank sheet of paper. Have pairs sit back-to-back. Explain that Partner A is going to describe his/her “suspect” as Partner B draws on the blank paper. Remind them to ask clarification questions: *How long is his hair?* When they’re finished, have them compare the drawing with the original, then switch roles.

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

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

**I. Activity**
- Read the first part of the directions aloud. Pass out Picture Story Cards. Ask comprehension questions about the images.
- Read the rest of the directions aloud. Point out the words that the student should use in his/her story. As the student works, answer questions and offer encouragement. Check the student’s story.
- **EXPANSION:** Invite the student to read his/her story aloud.

**J. Activity**
- Read the directions and explanation with your student.
- Give your student time to answer the questions. Check answers together.
- **OPTION:** Write the first part of a sentence starting with *during* or *while* on the board and have the student finish it orally or to write the rest of the sentence. As an alternative option, prepare cards with sentence starters in advance for student to complete. (Or, provide the remaining half of the sentences on other cards and have the student match them.)

**K. Activity**
- **PAIR UP** with your student. Read the directions aloud. Have the student model the example dialog.
- Point out the Language Note.
- Then have a conversation about things you fear.

**GROUP ACTIVITY**

**H. Activity**
- Read the directions aloud. Go over the example together.
- Point out the chart and Language Note.
- As students work, circulate and offer encouragement. Check answers together.

**I. Activity**
- Read the first part of the directions aloud. Pass out Picture Story Cards. Ask comprehension questions about the images.
- Read the rest of the directions aloud. Point out the words that students should use in their stories. As students work, circulate and offer encouragement. Check stories individually.
- **EXPANSION:** Invite volunteers to share their stories with the class. Or, if you are short on time, do this in small groups.

**J. Activity**
- Read the directions and explanation with your student.
- Give your student time to answer the questions. Check answers together.
- **OPTION:** Write the first part of a sentence starting with *during* or *while* on the board and ask a volunteer to finish it orally, or to write the rest of the sentence. As an alternative option, prepare cards with sentence starters in advance for students to complete in small groups. (Or, provide the remaining half of the sentences on other cards and have students match them.)

**K. Activity**
- **PAIR** students. Read the directions aloud. Have a student model the example dialog.
- Brainstorm ideas to make sure that students understand the question.
- Point out the Language Note.
- As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5B audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind students that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Try just one!*
• 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. **OPTION:** Brainstorm journal topics with your students.
• Thank your students for their hard work in class today! *We’re almost finished with Book 5B!*

---

**A. Listening (track 27): I was riding the bus when**

Mustafa: I was riding the bus home after work when I saw a pink cell phone on the floor. It wasn’t mine.

Mustafa: Someone bumped me when I was bending over to pick it up.

Mustafa: I turned around, and a woman with green eyes was standing there. She said the phone was hers.

Detective: Did you notice anything unusual about the woman’s appearance?

Mustafa: Not really. She was wearing a striped shirt, torn jeans, and shiny gold earrings, and her lip was pierced.

Detective: Was she acting strangely?

Mustafa: Not at all. In fact, she smiled sweetly just before she got off the bus.

Mustafa: After I got off the bus, I realized that my wallet was gone--and that she was a pickpocket.
### Community Day 14

#### One on One Activity

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Strips with activities
- OPTIONAL: Timer

**REVIEW**
- Review the past forms and time words *before, after, when, during* and *while* from Day 13. Ask questions about the student’s day yesterday: *What did you do before you went to bed last night?* Require the student to use the target words in his/her replies.
- Review the homework.

**WARM UP**
- PAIR UP with your student. Talk about what you like and don’t like about your current neighborhoods.

#### Group Activity

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- Strips with activities
- OPTIONAL: Timer

**REVIEW**
- Review the past forms and time words *before, after, when, during* and *while* from Day 13 with this ICEBREAKER: Charade. Invite two students to the front of the room. Make strips with activities written on them: *Partner A dances as Partner B sings.* / *Partner A says, “Hello,” then Partner B says, “Goodbye.”* etc.
- Have the pair draw an activity strip from a hat. When you say, *Go!* the students do the activity. Have them stop, then ask the class to explain what they saw: *He was dancing while she was singing.*
- Review the homework.

**WARM UP**
- PAIR students. Have them talk about what they like and don’t like about their neighborhoods.
ONE ON ONE ACTIVITY

A. Vocabulary: Community action
• Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have the student repeat.
• Have the student look at the pictures.
• Ask, What are we learning today?

B. Listening (track 28): Make a difference.
• Read the directions aloud. Give the student time to try to complete the expressions without the listening.
• Then play and/or read the audio. (Stop the audio after the first item and elicit the answer.) Repeat the audio as necessary. Check answers together.
• Point out the Language Note.

GROUP ACTIVITY

A. Vocabulary: Community action
• Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have students repeat.
• Have the student look at the pictures.
• Ask, What are we learning today?

B. Listening (track 28): Make a difference.
• Read the directions aloud. Give students time to try to complete the expressions without the listening.
• Then play and/or read the audio. (Stop the audio after the first item and elicit the answer.) Repeat the audio as necessary. Check answers together.
• Point out the Language Note.

B. Listening (track 28): Make a difference.

1. Clean up graffiti. Clean it up.
A: Let’s clean up this graffiti.
B: Good idea.

Boy: Thanks for helping me out.
Man: No problem.

3. Bring up an issue. Bring it up.
A: The neighbor’s yard is full of junk.
B: We need to bring it up with him.

4. Look into a topic.
A: I should look into mentoring opportunities. These kids need mentors.

5. Drop in on a neighbor.
A: Why don’t we drop in on Mrs. Williams. She’s been sick.
B: Let’s do it.

6. Come up with a solution.
Take care of a problem.
A: We need to come up with a solution.
Woman: Adding a bike lane could take care of the problem.
C. Phrasal verbs
- This chart focuses on multi-word verbs—words made up of a verb + one or more particles (usually prepositions).
- A separable verb can have an object between its parts. All separable verbs have an object (the thing the action is directed at). Let’s clean it up.
- Inseparable phrasal verbs must keep the verb and particles together. Some inseparable verbs have objects: Let’s look into it. Some don’t: Neighbors need to get along.
- Read the items in the grammar chart and have the student repeat.
- Have the student identify the verbs on page 78: Is “clean up” a separable or inseparable verb?
- **GRAMMAR NOTE:** The verb and particle (the short words after the verb) must be separated when used with a pronoun.

D. Activity
- Read the directions aloud. Go over the example together. Explain that “B” should be the student’s own ideas.
- As the student works, answer questions and offer encouragement. Check answers.
- **EXPANSION:** After checking the activity, practice the Q&As with your student.

C. Phrasal verbs
- This chart focuses on multi-word verbs—words made up of a verb + one or more particles (usually prepositions).
- A separable verb can have an object between its parts. All separable verbs have an object (the thing the action is directed at). Let’s clean it up.
- Inseparable phrasal verbs must keep the verb and particles together. Some inseparable verbs have objects: Let’s look into it. Some don’t: Neighbors need to get along.
- Read the items in the grammar chart and have students repeat.
- Have students identify the verbs on page 78: Is “clean up” a separable or inseparable verb?
- **GRAMMAR NOTE:** The verb and particle (the short words after the verb) must be separated when used with a pronoun.

D. Activity
- Read the directions aloud. Go over the example together. Explain that “B” should be the students’ own ideas.
- As students work, circulate and offer encouragement. Check answers individually.
- **OPTION:** Invite volunteers to share their “B” answers with the class.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
**ONE ON ONE ACTIVITY**

**E. Activity**
- Read the first part of the directions aloud. Have the student read the newspaper article aloud.
- Ask comprehension questions about the article: What is the article about? What's an example of a problem in Sunnyvale? Who is Dennis Williams?
- Read the rest of the directions aloud. Find the first answer together.
- As the student works, answer questions and offer encouragement. Check answers together.

**F. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student about taxes in his/her home country. How do people feel about taxes? What things do your taxes pay for?

**GROUP ACTIVITY**

**E. Activity**
- Read the first part of the directions aloud. Have volunteers read the newspaper article aloud.
- Ask comprehension questions about the article: What is the article about? What's an example of a problem in Sunnyvale? Who is Dennis Williams?
- Read the rest of the directions aloud. Find the first answer together.
- As students work, circulate and offer encouragement. Check answers together.

**F. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students about taxes in their home countries. How do people feel about taxes? What things do your taxes pay for?
ONE ON ONE ACTIVITY

G. Activity
- Read the directions aloud. As the student works, answer questions and offer encouragement. Discuss answers together.

H. Activity
- PAIR UP with your student. Read the directions aloud. Help the student visualize the neighborhood.
- Read the example dialog with your student. Then have a conversation about solutions for the Sunnydale neighborhood.

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

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

GROUP ACTIVITY

G. Activity
- Read the directions aloud. As students work, circulate and offer encouragement. Discuss answers together.

H. Activity
- PAIR students. Read the directions aloud. Help students visualize the neighborhood.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. OPTION: Have volunteers share their conversation with the class.

I. Activity
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check lists individually. OPTION: Ask volunteers to share their problems and solutions.

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

**J. Activity**
- Read the directions aloud. Go over the terms, definitions, and sentences.
- 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 dialog with your student. Then have a conversation about problems in your neighborhoods.

**EXTRA ACTIVITY (if time permits):**
- **Mix and Match** On the board, create a matching activity, with the main verbs in the left-hand column, and particles in mixed order in the right-hand column. For example:

<table>
<thead>
<tr>
<th>clean</th>
<th>out</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>in on</td>
</tr>
<tr>
<td>take care</td>
<td>up with</td>
</tr>
<tr>
<td>drop</td>
<td>up</td>
</tr>
<tr>
<td>help</td>
<td>of</td>
</tr>
<tr>
<td>come</td>
<td>into</td>
</tr>
<tr>
<td>look</td>
<td>up</td>
</tr>
</tbody>
</table>

- The student tries to make a correct match (drawing a line) then tries to present a grammatically correct sentence. **OPTION:** Use a **timer** to add a sense of excitement.

**GROUP ACTIVITY**

**J. Activity**
- Read the directions aloud. Go over the terms, definitions, and sentences.
- As students work, circulate and offer encouragement. Check answers together.

**K. Activity**
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.

**EXTRA ACTIVITY (if time permits):**
- **Mix and Match** On the board, create a matching activity, with the main verbs in the left-hand column, and particles in mixed order in the right-hand column. For example:

<table>
<thead>
<tr>
<th>clean</th>
<th>out</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>in on</td>
</tr>
<tr>
<td>take care</td>
<td>up with</td>
</tr>
<tr>
<td>drop</td>
<td>up</td>
</tr>
<tr>
<td>help</td>
<td>of</td>
</tr>
<tr>
<td>come</td>
<td>into</td>
</tr>
<tr>
<td>look</td>
<td>up</td>
</tr>
</tbody>
</table>

- Divide the class into TEAMS. Call a player from Team A to the board. The player tries to make a correct match (drawing a line) then tries to present a grammatically correct sentence. Continue with Team B. **OPTION:** Use a **timer** to add a sense of excitement.
Homework

- Encourage students to do the homework.
- A: Listening: Remind students that this activity requires the 5B audio CD, and that practice is the best way to improve listening!
- B: Writing: 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. **OPTION:** Brainstorm journal topics with your students.
- Thank your students for their hard work in class today! *Keep going!*

A. Listening (track 29): Make a difference.

1. A: Let’s clean up this graffiti.
   B: Good idea.

2. Boy: Thanks for helping me out.
   Man: No problem.

3. A: The neighbor’s yard is full of junk.
   B: We need to bring it up with him.

4. A: I should look into mentoring opportunities.
   These kids need mentors.

5. A: Why don’t we drop in on Mrs. Williams. She’s been sick.
   B: Let’s do it.

6. A: We need to come up with a solution.
   Woman: Adding a bike lane could take care of the problem.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- OPTIONAL: Timer, a state flag, state memorabilia

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- OPTIONAL: Timer, a state flag, state memorabilia

**REVIEW**
- Review phrasal verbs from Day 14 with this **ICEBREAKER ACTIVITY: Spidergram**
  With the student at the board, you call out a preposition, and the student tries to quickly fill in the “legs” of the spider with as many verbs as possible. **OPTION:** Use a **timer** for an added sense of excitement.

**WARM UP**
- Open up a discussion about tests: *Do you like tests? How do you feel about tests? How do you prepare for tests? Are tests important? etc.*

**REVIEW**
- Review phrasal verbs from Day 14 with this **ICEBREAKER ACTIVITY: Spidergram**
  Divide the class into two TEAMS. Divide the board in half and draw a spidergram on each side (see below). Assign each team a side. A player from each team steps to the board, you call out a preposition, and the player—with teammates’ help—fills in the “legs” of the spider with as many verbs as possible. **OPTION:** Use a **timer** for an added sense of excitement.

**WARM UP**
- Open up a discussion about tests: *Who likes tests? How do you feel about tests? How do you prepare for tests? Are tests important? etc.*

• Review the homework.

**MATERIALS**
- Board or paper + marker
- 5B listening tracks
- OPTIONAL: Timer, a state flag, state memorabilia

• Review the homework.
ONE ON ONE ACTIVITY

A. Vocabulary: Rights and responsibilities
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.

B. Activity
- PAIR UP with your student. Read the first part of the directions aloud. Point to the title, the headings, the boldfaced words, and the pictures to demonstrate the idea of previewing.
- Read the next part of the directions aloud: Preview the article above. As student reads, check to make sure he/she is previewing, not reading.
- Then close your books and ask the student what he/she thinks the article is about.

GROUP ACTIVITY

A. Vocabulary: Rights and responsibilities
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.

B. Activity
- PAIR students. Read the first part of the directions aloud. Point to the title, the headings, the boldfaced words, and the pictures to demonstrate the idea of previewing.
- Read the next part of the directions aloud: Preview the article above. As student reads, circulate to make sure they are previewing, not reading.
- Read the rest of the directions aloud. Make sure students close their books.
- As students talk, circulate and offer encouragement. OPTION: Have volunteers share their ideas with the class.
**ONE ON ONE ACTIVITY**

C. Reading tips
   • This chart focuses on practices the student can adopt to improve his/her reading proficiency.
   • Previewing, scanning, predicting, and summarizing are practices many of us do instinctively, but for some, these are new skills and must be learned.
   • Read the items in the grammar chart and have the student repeat.
   • Direct the student’s attention to the article on page 84 and ask questions about the elements: What does this picture tell you? What does the headline tell you? Would you like to summarize the article?

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

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

F. Activity
   • PAIR UP with your student. Read the first part of the directions aloud. Do an example question together on the board.
   • As student writes his/her questions, answer questions and offer encouragement.
   • Read the rest of the directions aloud. Then answer the student’s questions.
   • OPTION: Write your own question to ask the student!

**GROUP ACTIVITY**

C. Reading tips
   • This chart focuses on practices students can adopt to improve their reading proficiency.
   • Previewing, scanning, predicting, and summarizing are practices many of us do instinctively, but for other students, these are new skills and must be learned.
   • Read the items in the grammar chart and have students repeat.
   • Direct students’ attention to the article on page 84 and ask questions about the elements: What does this picture tell you? What does the headline tell you? Would someone like to summarize the article for the class?

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

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

F. Activity
   • PAIR students. Read the first part of the directions aloud. Do an example question together on the board.
   • As students write their questions, circulate and offer encouragement.
   • Read the rest of the directions aloud. As students talk, circulate and offer encouragement. OPTION: Have volunteers share their conversation with the class.
REAL LIFE

ONE ON ONE ACTIVITY

G. Activity
• Read the directions aloud. Emphasize that the student should not read the entire article.
• As the student works, answer questions and offer encouragement. Check answers together.

H. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student if she/he has taken the citizenship test, and if so, to share his/her experience.

GROUP ACTIVITY

G. Activity
• Read the directions aloud. Emphasize that students should not read the entire article.
• As students work, circulate and offer encouragement. Check answers together.

H. Culture Tip!
• Have students read the culture tip silently. Then you or a student read the tip aloud. Ask volunteers who have taken the citizenship test to share their experiences.
**ONE ON ONE ACTIVITY**

I. Activity
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. OPTION: Have the student try to predict or answer the questions before reading. Then, after reading the article, have him/her check his/her guesses.

J. Activity
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. Note that the answers are at the bottom of the page. OPTION: If your student is more advanced, suggest that he/she work without using the word box.
- Follow up with questions about the various documents. Invite the student to share his/her experiences with the processes involved in procuring the documents.

**EXTRA ACTIVITY (if time permits):**
Recall After the student has completed Activity G, tell him/her to close his/her books. Then ask questions about the steps to becoming a U.S. citizen: What's the first step? Can you send cash? etc.

**Before You Go...**
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.
- Assign homework.
- Remind the student that the next class is a review of Days 10–15 and a review test.

**GROUP ACTIVITY**

I. Activity
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. OPTION: Have students try to predict or answer the questions before reading. Then, after reading the article, have them check their guesses.

J. Activity
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. Note that the answers are at the bottom of the page. OPTION: For more advanced students, suggest that they work without using the word box.
- Follow up with questions about the various documents. Invite students to share their experiences with the processes involved in procuring the documents.

**EXTRA ACTIVITY (if time permits):**
Recall After students have completed Activity G, tell them to close their books. Then ask questions about the steps to becoming a U.S. citizen: What’s the first step? Can you send cash? etc.

**Before You Go...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign homework.
- 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 directions aloud. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Bring a state flag and other state memorabilia to share with student.

**L. Activity**
- Read the directions aloud. Consider doing an example together on the board. Point out the chart of future forms.
- As the student works, answer questions and offer encouragement. Have the student read his/her plans aloud.
- Then, PAIR UP with your student to have a conversation about future plans and goals.

**Group Activity**

**K. Activity**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Bring a state flag and other state memorabilia to share with students.

**L. Activity**
- Read the directions aloud. Consider doing an example together on the board. Point out the chart of future forms.
- As students work, circulate and offer encouragement. Have students check answers in PAIRS. **OPTION:** Have students share their plans with the class.
- Then, PAIR students. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 5B 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: 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. **OPTION:** Brainstorm journal topics with your students.
• Thank your students for their hard work in class today! *Fantastic job!*

---

A. Listening (track 30): The national anthem (Star Spangled Banner)

Oh, say can you see by the dawn’s early light
What so proudly we hailed at the twilight’s last gleaming?
Whose broad stripes and bright stars thru the perilous fight,
O’er the ramparts we watched were so gallantly streaming?
And the rocket’s red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O’er the land of the free and the home of the brave?
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- Magazine article
- Treats (optional)

**Group Activity**

**MATERIALS**
- Board or paper + marker
- Magazine article (1 per pair)
- Treats (optional)

**REVIEW**
- Review reading skills from Day 15. Give the student a magazine article that has a heading, subheadings, and a picture.
- Have the student make guesses about the content of the article after previewing it and ask him/her to formulate a question they hope the article will answer.
- The student reads his/her article, using the skills he/she studied on Day 15. Have the student tell about his/her article.
- 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.

**REVIEW**
- Review reading skills from Day 15. PAIR students and give each pair a magazine article that has a heading, subheadings, and a picture. Have the pairs first preview then read their article, using the skills they studied on Day 15.
- Have the students make guesses about the content of the article after previewing it and ask them to formulate a question they hope the article will answer.
- Have volunteers tell the class about their article.
- 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 picture. Then ask, *What did we learn on Day 10?*

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

**B.**
- Read the directions aloud. Go over the example together.
- Point out the Language Note.
- As the student works, answer questions and offer encouragement. Check the student’s answers.
  **OPTION:** Have the student read his/her sentences aloud.

**GROUP ACTIVITY**

**Day 10**
- Have students turn to Day 10 on student book page 54 and ask questions about the picture. Then ask, *What did we learn on Day 10?*

**A.**
- Read the directions aloud. As students work, circulate and offer encouragement.
  Check answers together.

**B.**
- Read the directions aloud. Go over the example together.
- Point out the Language Note.
- As students work, circulate and offer encouragement. Check answers individually. **OPTION:** Have volunteers share their sentences with the class.
**ONE ON ONE ACTIVITY**

Day 11
- Have the student turn to Day 11 on student book page 60 and ask questions about the pictures. Then ask, *What did we learn on Day 11?*

C.
- Read the directions aloud. Do the first item together as an example. As the student works, answer questions and offer encouragement. Check answers together.

D.
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** Have the student come up with questions for the statements to practice as Q&As.

**GROUP ACTIVITY**

Day 11
- Have students turn to Day 11 on student book page 60 and ask questions about the pictures. Then ask, *What did we learn on Day 11?*

C.
- Read the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check answers together.

D.
- Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** PAIR students and have them come up with questions for the statements. Then have them practice the Q&As. **OPTION:** Have volunteers share their conversation with the class.
**ONE ON ONE ACTIVITY**

**Day 12**
- Have the student turn to Day 12 on student book page 66 and ask questions about the brochure. Then ask, *What did we learn on Day 12?*

**E.**
- Ask comprehension questions about the images. As the student talks about the images, write key vocabulary on the board.
- PAIR UP with your student. Read the directions aloud. As the student writes, answer questions and offer encouragement. Then role-play the conversation.

**GROUP ACTIVITY**

**Day 12**
- Have students turn to Day 12 on student book page 66 and ask questions about the brochure. Then ask, *What did we learn on Day 12?*

**E.**
- Ask comprehension questions about the images. As students talk about the images, write key vocabulary on the board.
- PAIR students. Read the directions aloud. As students write and talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.
**ONE ON ONE ACTIVITY**

**Day 13**
- Have the student turn to Day 13 on student book page 72 and ask questions about the pictures. Then ask, *What did we learn on Day 13?*

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

**G.**
- PAIR UP with your student. Read the directions aloud. Then talk about the story.

**GROUP ACTIVITY**

**Day 13**
- Have students turn to Day 13 on student book page 72 and ask questions about the pictures. Then ask, *What did we learn on Day 13?*

**F.**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.

**G.**
- PAIR students. Read the directions aloud. As students talk, circulate and offer encouragement. **OPTION:** Do the activity as a class, calling on students in popcorn style (not in order) to say one sentence each.
**ONE ON ONE ACTIVITY**

Day 14
• Have the student turn to Day 14 on page 78 and ask questions about the pictures. Then ask, *What did we learn on Day 14?*

H.
• PAIR UP with your student. Read the directions aloud. As the student writes, answer questions and offer encouragement. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.
• Role-play the conversations.

**GROUP ACTIVITY**

Day 14
• Have students turn to Day 14 on page 78 and ask questions about the pictures. Then ask, *What did we learn on Day 14?*

H.
• PAIR students. Read the directions aloud. As students write and talk, circulate and offer encouragement. **OPTIONS:** 1) Have volunteers share their conversation with the class. 2) For more advanced students, suggest that they work without using the word box.
**One on One Activity**

Day 15
- Have the student turn to Day 15 on page 84 in the student book and ask questions about the article and pictures. Then ask, *What did we learn on Day 15?*

I.
- PAIR UP with your student. Read the first step of the directions aloud. After the student has previewed the brochure, ask for predictions.
- Read the second step of the directions aloud. After the student has finished reading, ask the student for main ideas.
- Read the third step of the directions aloud. Invite the student to share his/her guesses.
- Read the rest of the directions aloud. Ask the student to summarize the brochure.

J.
- PAIR UP with your student. Read the directions aloud. Have the student model the example to discuss the topic. Then have a conversation about future plans.

**Group Activity**

Day 15
- Have students turn to Day 15 on page 84 in the student book and ask questions about the article and pictures. Then ask, *What did we learn on Day 15?*

I.
- PAIR students. Read the first step of the directions aloud. After students have previewed the brochure, ask for predictions.
- Read the second step of the directions aloud. After students have finished reading, ask the class for main ideas.
- Read the third step of the directions aloud. Invite students to share their guesses.
- Read the rest of the directions aloud. As students talk, circulate and offer encouragement.

J. PAIR students. Read the directions aloud. Have students share their plans. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers share their conversation with the class.
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. 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’ tests, 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**

<table>
<thead>
<tr>
<th>come up with</th>
<th>ice cream</th>
<th>spicy</th>
</tr>
</thead>
<tbody>
<tr>
<td>election</td>
<td>savings</td>
<td>unusual</td>
</tr>
</tbody>
</table>

1. The salsa is too _____________. I’d like your mild sauce, please.

2. I got a cake, but I forgot the _____________.

3. I put extra money in my _____________.

4. There was something _____________. I felt uncomfortable standing near him.

5. The graffiti in the neighborhood is bad. We need to _____________ a solution.

6. I’m going to vote in the next _____________.

B. Circle the correct words.

1. **Q:** How are the French fries?
   
   **A:** They’re too / enough salty. I don’t want them.

2. **Q:** How many / much pieces of pizza did you get?
   
   **A:** I got two. Is that enough?

3. **Q:** Paying / Pay for things with an ATM/debit card is convenient.
   
   **A:** I agree.

4. **Q:** What did you do next?
   
   **A:** After / Before I found my phone, I called the police.

5. **Q:** Why don’t we clean up / clean for the yard?
   
   **A:** Sure!

6. **Q:** What does "tolerate" mean?
   
   **A:** It means to accept / stop things that are different.
C. Answer the questions.

1. Describe a bad food experience you have had. What was wrong with the food?

_____________________________________________________________________________________

2. Write about the food in your kitchen. Tell how many and how much you have. Try to use some of these words: a lot, some, a few, not many, a little, not much, not any.

_____________________________________________________________________________________

3. Read the situation. Then complete the deposit slip.

![Deposit Ticket Image]

You got your paycheck today. It's for $500. You want to deposit it, but you want $100 back in cash.

4. Have you ever been the victim of a crime or know someone who has? What happened? Use before, after, when, and while in your story.

_____________________________________________________________________________________

_____________________________________________________________________________________

5. What neighborhood problem would you like to fix? How? ________________________________

_____________________________________________________________________________________

6. What are you going to do after this class ends? _______________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

You got your paycheck today. It's for $500. You want to deposit it, but you want $100 back in cash.
Reproducible Section
QUALIFICATIONS SUMMARY
A demonstrated interest in working with underserved communities both domestically and internationally with experience in ESL curriculum development and instruction, activity planning and group management. Computer skills include all Microsoft Office applications among others. Proficient in Spanish language.

EDUCATION
Georgetown University
Washington, D.C., USA
1987 – 1991
-Graduated with a Bachelor of Science in Spanish and Linguistics (cum laude)

EXPERIENCE
Ambla Corp, Costa Rica
Community Economic Development Director (June 2006 – present)
-Taught adult English classes for 20 students using the nationally-merited curriculum from Centro Cultural
-Led a program workshop to recruit and support volunteers in using the Centro Cultural ESL curriculum
-Implemented activities for youth during vacation periods from school
-Programmed and directed a series of self-esteem workshops in the local elementary school and in the community for adult women with the help of members from the local community

Boulder Valley School District, Boulder, CO
Site Supervisor – School-Age Care Program (2000-2006)
-Implemented and oversaw after-school program including day-to-day operation, budgeting, field trips and special events
-Supervised and reviewed assistants, staff and volunteers
-Left position because Ambla Corp position became full time work

Project Serve: Alternative Weekends, Ann Arbor, MI
Site Leader (1998-2000)
-Recruited and interviewed volunteers for weekend excursions to camp for developmentally disabled individuals
-Organized weekend activities, initiated reflection sessions and attended biweekly leadership meetings

VOLUNTEER EXPERIENCE
-Current member of United Way Foothills Foundation Board, Boulder County
-Volunteered at a home for the elderly in Costa Rica for 6 weeks, Costa Rica
-Facilitated creative writing workshop for prison inmates in Michigan
-Coached organized youth basketball for two years, Maryland

ADDITIONAL SKILLS
-Fluent in Spanish, working on Portuguese
-Hobbies include art, dancing, traveling, writing, hiking and cooking
• Your contact information

• Today's date

• Employer's contact information

• Greeting (If you don't know the name, write Dear Hiring Manager)

• Say why you are writing, what position you are applying for, and where you learned of the job.

• Describe your work experience, skills, and strengths.

• Request an interview and thank the employer.

• Sincerely
  • Your signature
  • Your name
  • Description of other materials enclosed in the envelope
EXAMPLE:  A: How many hours did he work on Monday?
B: He worked from 9 to 5. ...

<table>
<thead>
<tr>
<th>DAY</th>
<th>START</th>
<th>FINISH</th>
<th>BREAKS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>11</td>
<td>6</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td>8</td>
<td>3</td>
<td>30 minutes</td>
<td></td>
</tr>
<tr>
<td>SATURDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUNDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total HOURS:
Total PAY:

---

Student B
Name: Harry Jefferson
Dates: __________ – 1/9/2012
Hourly wage: $15

<table>
<thead>
<tr>
<th>DAY</th>
<th>START</th>
<th>FINISH</th>
<th>BREAKS</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td>9:30</td>
<td>6:30</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td>4:15</td>
<td>11:15</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SATURDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUNDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total HOURS:
Total PAY:
Form W-4 (2015)

**Purpose.** Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

**Exemption from withholding.** If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2015 expires February 16, 2016. See Pub. 505, Tax Withholding and Estimated Tax.

**Note.** If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds $1,050 and includes more than $350 of unreimbursed (for example, interest and dividends).

**Exceptions.** An employee may be able to claim exemption from withholding even if the employee is a dependent, if the employee:
- Is age 65 or older,
- Is blind, or
- Will claim adjustments to income; tax credits; or itemized deductions, on his or her tax return.

The exceptions do not apply to supplemental wages (greater than $1,000,000).

**Basic instructions.** If you are not exempt, complete the Personal Allowances Worksheet below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

**Head of household.** Generally, you can claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

**Tax credits.** You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the Personal Allowances Worksheet below. See Pub. 505 for information on converting your other credits into withholding allowances.

**Nonwage income.** If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have pension or annuity income, see Pub. 505 to find out if you should adjust your withholding on Form W-4 or W-4P.

**Two earners or multiple jobs.** If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4; for the highest paying job and zero allowances are claimed on the others. See Pub. 505 for details.

**Check your withholding.** After your Form W-4 takes effect, use Pub. 505 to see how the amount you have having withheld compares to your projected total tax for 2015. See Pub. 505, especially if your earnings exceed $135,000 (Single) or $165,000 (Married).

**Future developments.** Information about any future developments affecting Form W-4 (such as legislation enacted after we release it) will be posted at www.irs.gov/w4.

---

**Personal Allowances Worksheet (Keep for your records.)**

| A | Enter "1" for yourself if no one else can claim you as a dependent. |
| B | Enter "1" if: |
|   | • You are single and have only one job; or |
|   | • You are married, have only one job, and your spouse does not work; or |
|   | • You wages from a second job or your spouse's wages (or the total of both) are $1,500 or less. |
| C | Enter "1" for your spouse. But, you may choose to enter "0-0" if you are married and have either a working spouse or more than one job. (Entering "0-0" may help you avoid having too little tax withheld.) |
| D | Enter number of dependents (other than your spouse or yourself) you will claim on your tax return. |
| E | Enter "1" if you will file as head of household on your tax return (see conditions under Head of household above). |
| F | Enter "1" if you have at least $2,000 of child or dependent care expenses for which you plan to claim a credit. (Note. Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.) |
| G | Child Tax Credit (Including additional child tax credit). See Pub. 972, Child Tax Credit, for more information. |
|   | • If your total income will be less than $65,000 ($100,000 if married), enter "2" for each eligible child; then less "1" if you have two to four eligible children or less "2" if you have five or more eligible children. |
|   | • If your total income will be between $65,000 and $84,000 ($100,000 and $119,000 if married), enter "1" for each eligible child. |
| H | Add lines A through G and enter total here. (Note. This may be different from the number of exemptions you claim on your tax return.) |

**For accuracy, complete all worksheets that apply.**

| I | If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2. |
| J | If you are single and have more than one job or are married and you and your spouse both work and the combined earnings from all jobs exceed $50,000 ($20,000 if married), see the Two-Earners/Multiple Jobs Worksheet on page 2 to avoid having too little tax withheld. |
| K | If neither of the above situations applies, stop here and enter the number from line H on line 5 of Form W-4 below. |

---

Separate here and give Form W-4 to your employer. Keep the top part for your records.

**Employee's Withholding Allowance Certificate**

<table>
<thead>
<tr>
<th>1</th>
<th>Your first name and middle initial</th>
<th>2</th>
<th>Your social security number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Single</td>
<td>Married</td>
<td>Married, but withheld at higher Single rate.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Note. If married, but legally separated, or spouse is a nonresident alien, check the &quot;Single&quot; box.</td>
</tr>
<tr>
<td>5</td>
<td>Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Additional amount, if any, you want withheld from each paycheck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I claim exemption from withholding for 2015, and I certify that I meet both of the following conditions for exemption.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Last year I had a right to a refund of all federal income tax withheld because I had no tax liability, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This year I expect a refund of all federal income tax withheld because I expect to have no tax liability.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If you meet both conditions, write “Exempt” here.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Under penalties of perjury, I declare that I have examined this certificate and, to the best of my knowledge and belief, it is true, correct, and complete.

**Employee’s signature**

(This form is not valid unless you sign it.)

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

---

**For Privacy Act and Paperwork Reduction Act Notice, see page 2.**

Cat. No. 102290Q

Form W-4 (2015)
Day 12  Practice Deposit Slips - 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.