

# *Transitional English*

## **Teacher's Guide**

# Table of Contents

<b>INTRODUCTION</b>	<b>1</b>
<b>AIMS OF THE TRANSITIONAL ENGLISH COURSE</b>	<b>1</b>
<b>USING THE TRANSITIONAL ENGLISH COURSE</b>	<b>2</b>
INTRODUCTION LESSON	3
PLAYING THE SIMULATIONS	7
<b>JERRY'S SPAGHETTI</b>	<b>13</b>
RECOMMENDED ACTIVITIES	13
PREWORK	13
Warm-Up	13
Introduction to the Simulation	14
Preparation for the Simulation	14
<b>SIMULATION</b>	<b>15</b>
Novice Students	15
Intermediate Students	15
<b>POSTWORK</b>	<b>16</b>
Check Comprehension	16
Practice Key Vocabulary and Structures	16
Simulation Practice	16
Write About It	17
Think Bigger!	17
Present Your Ideas	17
<b>SHARING AN APARTMENT</b>	<b>18</b>
RECOMMENDED ACTIVITIES	18
PREWORK	18
Warm-Up	18

Introduction to the Simulation	19
Preparation for the Simulation	19
<b>SIMULATION</b>	<b>20</b>
Novice Students	20
Intermediate Students	20
<b>POSTWORK</b>	<b>21</b>
Check Comprehension	21
Practice Key Vocabulary and Structures	21
Interaction	21
Simulation Practice	22
Write About It	22
<b>SUGGESTED ADVANCED POST ACTIVITIES</b>	<b>23</b>
What Happens Next?	23
Think Bigger!	23
Present Your Ideas	23
<b>MUSIC FESTIVAL</b>	<b>24</b>
<b>RECOMMENDED ACTIVITIES</b>	<b>24</b>
<b>PREWORK</b>	<b>24</b>
Warm-Up	24
Introduction to the Simulation	25
Preparation for the Simulation	25
<b>SIMULATION</b>	<b>26</b>
Novice Students	26
Intermediate Students	26
<b>POSTWORK</b>	<b>27</b>
Check Comprehension	27

Practice Key Vocabulary and Structures	27
Simulation Practice	28
Write About It	28
<b>SUGGESTED ADVANCED POST ACTIVITIES</b>	<b>29</b>
Think Bigger!	29
Present Your Ideas	29
<b>HOTEL CHECK-IN</b>	<b>30</b>
<b>RECOMMENDED ACTIVITIES</b>	<b>30</b>
<b>PREWORK</b>	<b>30</b>
Warm-Up	30
Introduction to the Simulation	31
Preparation for the Simulation	31
<b>SIMULATION</b>	<b>32</b>
Novice Students	32
Intermediate Students	32
<b>POSTWORK</b>	<b>33</b>
Check Comprehension	33
Practice Key Vocabulary and Structures	33
Interaction	34
Simulation Practice	34
<b>SUGGESTED ADVANCED POST ACTIVITIES</b>	<b>35</b>
What Happens Next?	35
Think Bigger!	35
Present Your Ideas	35
<b>KEN IS LOST</b>	<b>36</b>
<b>RECOMMENDED ACTIVITIES</b>	<b>36</b>

<b>PREWORK</b>	<b>36</b>
Warm-Up	36
Introduction to the Simulation	37
Preparation for the Simulation	37
<b>SIMULATION</b>	<b>38</b>
Novice Students	38
Intermediate Students	38
<b>POSTWORK</b>	<b>39</b>
Check Comprehension	39
Practice Key Vocabulary and Structures	39
<b>SUGGESTED ADVANCED POST ACTIVITIES</b>	<b>39</b>
What Happens Next?	39
Think Bigger!	40
Share Your Ideas	40
<b>HIRING A COWORKER</b>	<b>41</b>
<b>RECOMMENDED ACTIVITIES</b>	<b>41</b>
<b>PREWORK</b>	<b>41</b>
Warm-Up	41
Introduction to the Simulation	42
Preparation for the Simulation	42
<b>SIMULATION</b>	<b>43</b>
Novice Students	43
Intermediate Students	43
<b>POSTWORK</b>	<b>44</b>
Check Comprehension	44
Practice Key Vocabulary and Structures	44

Interaction	44
Simulation Practice	45
Interview Someone	45
<b>SUGGESTED ADVANCED POST ACTIVITIES</b>	<b>46</b>
What Happens Next?	46
Extend to Other Skills	46
Present Your Ideas	46
<b>TRIP TO NEW YORK</b>	<b>47</b>
<b>RECOMMENDED ACTIVITIES</b>	<b>47</b>
<b>PREWORK</b>	<b>47</b>
Warm-Up	47
Introduction to the Simulation	48
Preparation for the Simulation	48
Novice Students	49
Intermediate Students	49
<b>POSTWORK</b>	<b>50</b>
Check Comprehension	50
Practice Key Vocabulary and Structures	50
Interaction	51
Simulation Practice	51
Buy a Ticket	51
<b>SUGGESTED ADVANCED POST ACTIVITIES</b>	<b>52</b>
What Happens Next?	52
Extend to Other Skills	52
Present Your Ideas	52
<b>SETTING UP A MEETING</b>	<b>53</b>

<b>RECOMMENDED ACTIVITIES</b>	<b>53</b>
<b>PREWORK</b>	<b>53</b>
Warm-Up	53
Introduction to the Simulation	54
Preparation for the Simulation	54
<b>SIMULATION</b>	<b>54</b>
Novice Students	55
Intermediate Students	55
<b>POSTWORK</b>	<b>55</b>
Check Comprehension	55
Practice Key Vocabulary and Structures	56
Interaction	56
Simulation Practice	57
Share Your Appointment Information	57
<b>SUGGESTED ADVANCED POST ACTIVITIES</b>	<b>57</b>
What Happens Next?	57
Extend to Other Skills	58
Present Your Ideas	58
<b>MAILING A PACKAGE</b>	<b>59</b>
<b>RECOMMENDED ACTIVITIES</b>	<b>59</b>
<b>PREWORK</b>	<b>59</b>
Warm-Up	59
Introduction to the Simulation	60
Preparation for the Simulation	60
<b>SIMULATION</b>	<b>61</b>
Novice Students	61
Intermediate Students	61

<b>POSTWORK</b>	<b>62</b>
Check Comprehension	62
Practice Key Vocabulary and Structures	62
Interaction	63
Simulation Practice	63
Discuss the Practice	63
<b>SUGGESTED ADVANCED POST ACTIVITIES</b>	<b>64</b>
What Happens Next?	64
Extend to Other Skills	64
Present Your Ideas	64
<b>FINDING AN APARTMENT</b>	<b>65</b>
<b>RECOMMENDED ACTIVITIES</b>	<b>65</b>
<b>PREWORK</b>	<b>65</b>
Warm-Up	65
Introduction to the Simulation	66
Preparation for the Simulation	66
<b>SIMULATION</b>	<b>67</b>
Novice Students	67
Intermediate Students	67
<b>POSTWORK</b>	<b>68</b>
Check Comprehension	68
Practice Key Vocabulary and Structures	68
Interaction	68
Simulation Practice	69
Present Your Apartment	70
<b>SUGGESTED ADVANCED POST ACTIVITIES</b>	<b>70</b>



What Happens Next?	70
Extend to Other Skills	70
Present Your Ideas	70

# INTRODUCTION

This teacher's guide combines some suggested teacher-led activities, paired student activities, and written assignments with asynchronous speaking practice assignments using the simulations in the Transitional English course on the Alelo Enskill learning platform.

## AIMS OF THE TRANSITIONAL ENGLISH COURSE

Transitional English is an immersive, interactive language course that gives learners the opportunity to practice speaking English with artificially intelligent (AI) characters in simulated conversations. The simulations and associated practice exercises are designed for students of varying skill levels and are meant to be played multiple times, increasing knowledge, comprehension, and confidence in language usage with each playthrough.

The course tracks learner progress and displays a mastery score for each playthrough of a conversation. By using available assistance, such as dialogue suggestions and transcripts, learners will increase their mastery scores, with the objective of scoring 80% or higher.

## USING THE TRANSITIONAL ENGLISH COURSE

The Transitional English course consists of the following:

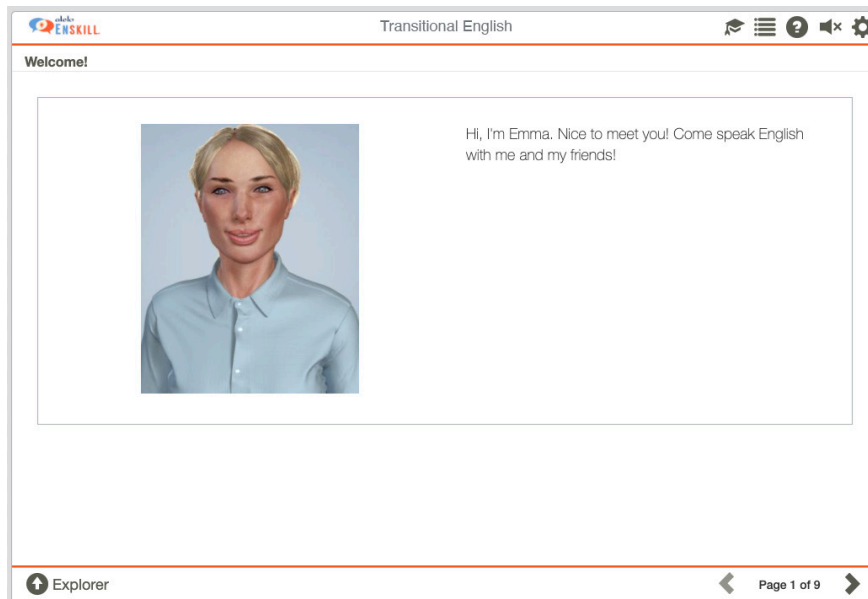
- Introductory pages that explain how to use the product
- 10 conversation simulations
  - *Jerry's Spaghetti*
  - *Sharing an Apartment*
  - *Music Festival*
  - *Hotel Check-in*
  - *Ken is Lost*
  - *Hiring a Coworker*
  - *Trip to New York*
  - *Setting up a Meeting*
  - *Mailing a Package*
  - *Finding an Apartment*
- Practice exercises

We recommend that teachers review this entire section to familiarize themselves with the Transitional English course, including completing the 10 simulations and practice exercises. Teachers can use the same information to familiarize the students with the course.

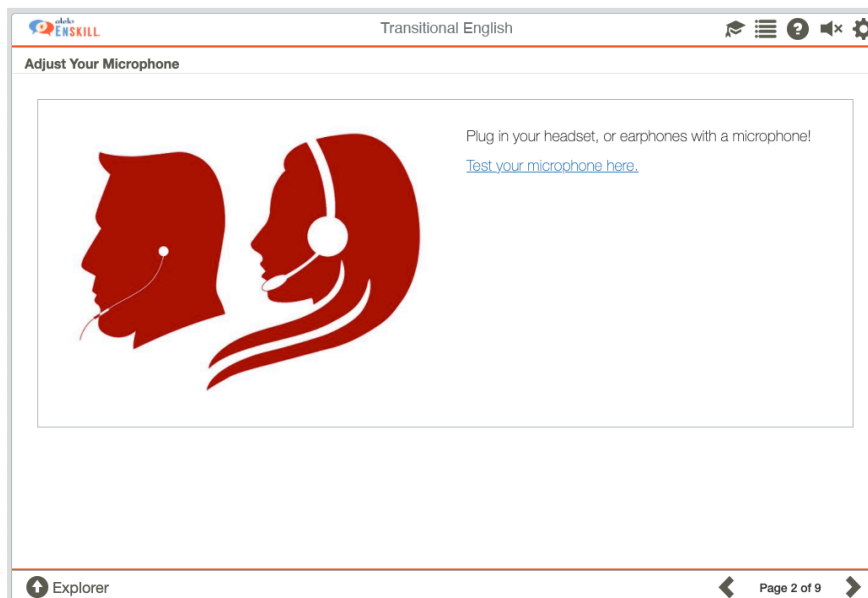
**Note:** Activities can be completed in face-to-face or hybrid classes. For distance learning classes it will be necessary to upload the activities to an e-learning management system such as Moodle or Google Classroom. In situations where the technology does not permit teacher-to-student oral interaction, it is suggested that students be provided with opportunities to respond in writing.

## INTRODUCTION LESSON

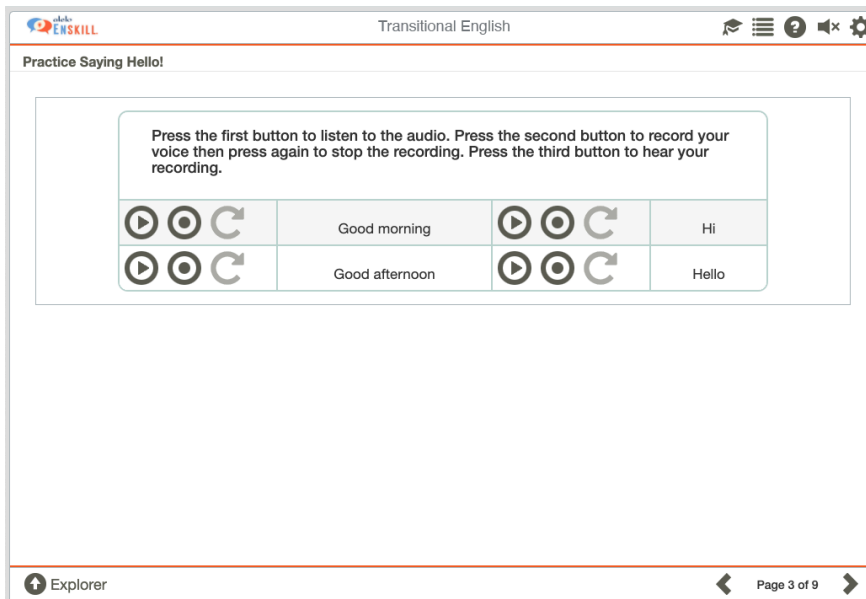
The Introduction lesson appears when you launch the course for the first time. The first thing you will see is the **Welcome** page. Page navigation is available using the arrows at the bottom right.



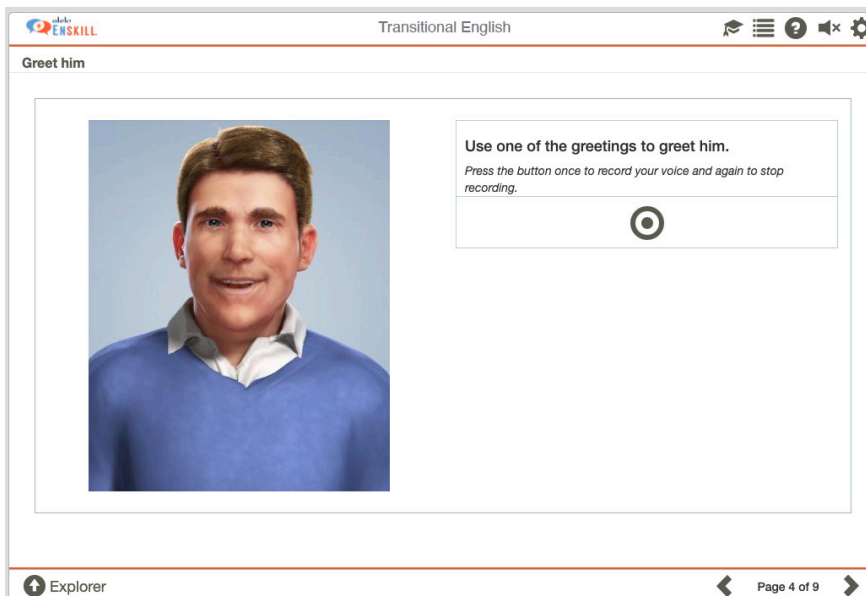
The **Adjust Your Microphone** page provides the opportunity to test your microphone. This is a crucial step in getting started since your microphone will need to work properly for automatic speech recognition.



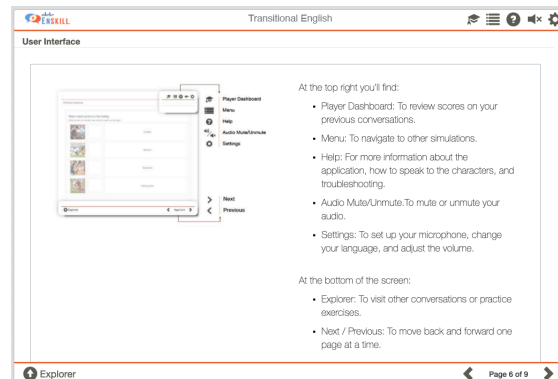
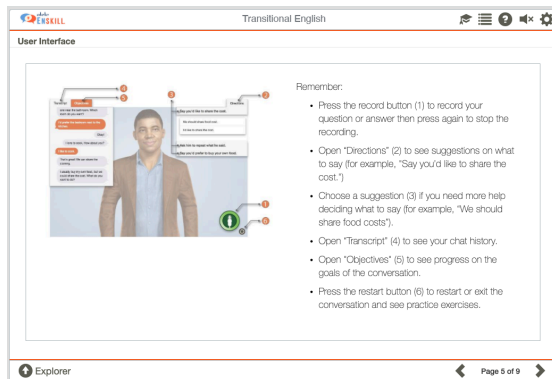
The **Practice Saying Hello!** page gives students the opportunity to practice recording their voices.



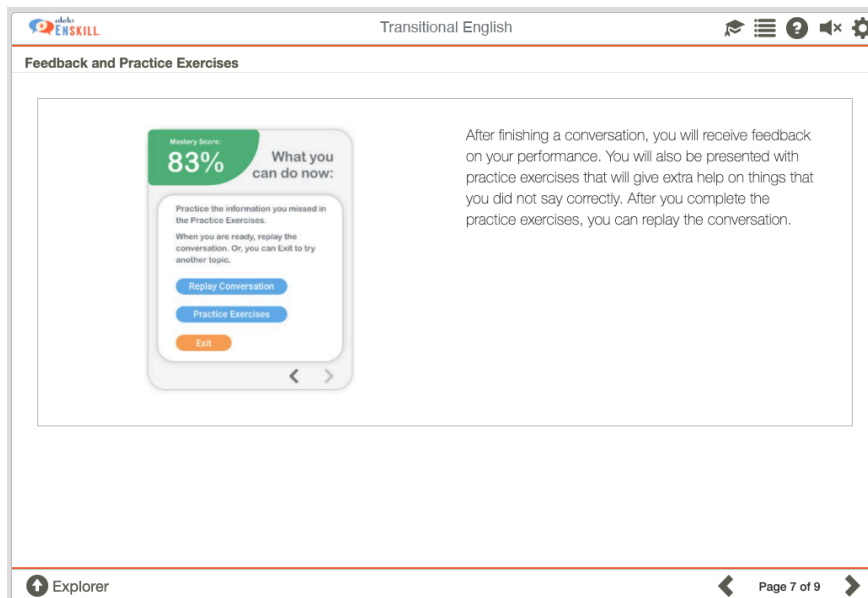
The **Greet Him** page gives the student the opportunity to speak to an avatar using the phrases learned in the previous page (e.g., “Good morning”).



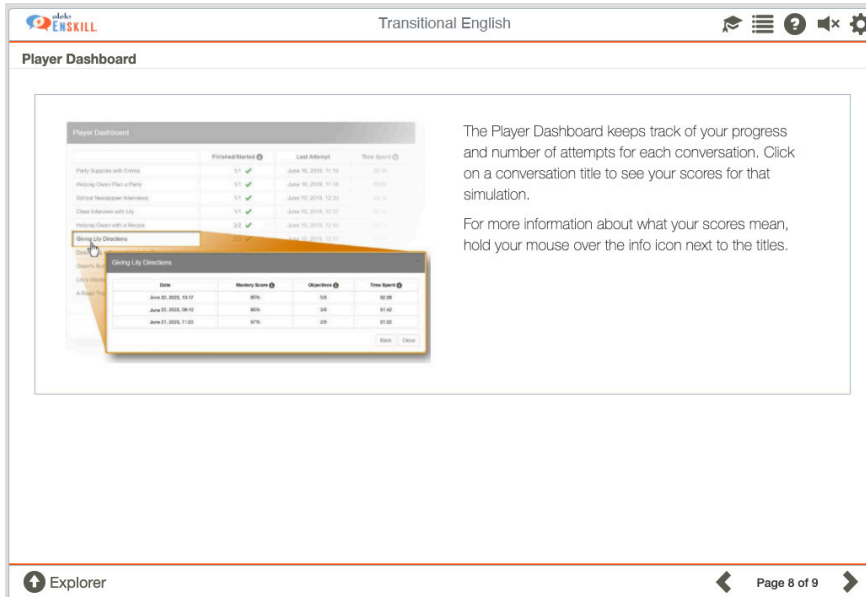
Be sure to review the **User Interface** pages which describe the user interface.



The **Feedback and Practice Exercises** page tells students that they will receive feedback on their performance at the end of the simulation, and that they will be able to play practice exercises for help on the things they didn't say correctly.



The **Player Dashboard** page explains how students can view their performance scores.



**Player Dashboard**

The Player Dashboard keeps track of your progress and number of attempts for each conversation. Click on a conversation title to see your scores for that simulation.

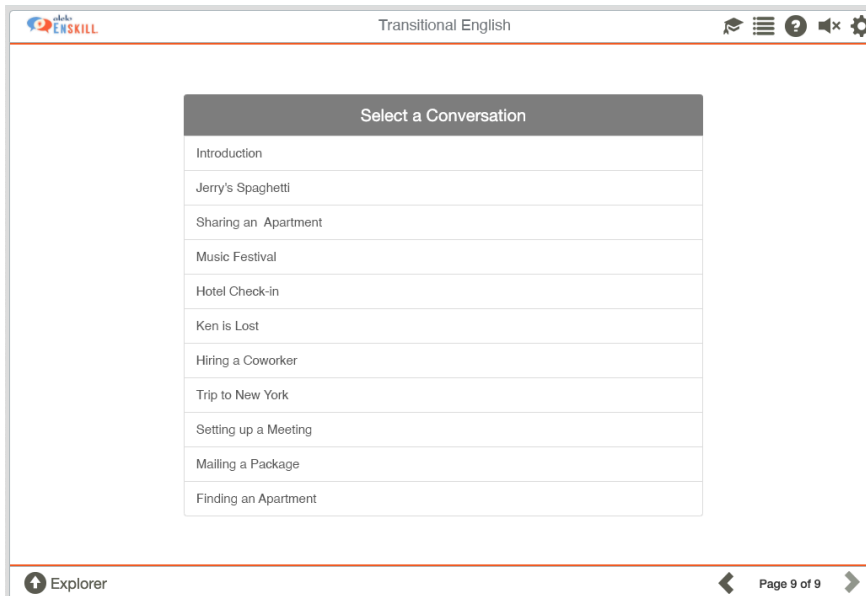
For more information about what your scores mean, hold your mouse over the info icon next to the titles.

Conversation Title	Score	Last Attempt	Time Spent
Play a Conversation with a Friend	100%	June 10, 2018, 11:10	01:10
Helping a Friend Plan a Party	100%	June 10, 2018, 11:18	01:10
Discuss Newspaper Interviews	100%	June 10, 2018, 12:28	01:10
Class Interview with a City	100%	June 10, 2018, 12:37	01:10
Helping a Friend with a Recipe	100%	June 10, 2018, 12:39	01:10

Section	Score	Attempts	Time Spent
Introduction	100%	1/1	01:10
Body	100%	1/1	01:10
Conclusion	100%	1/1	01:10

Explorer Page 8 of 9

At the end of the Introduction lesson, the **Select a Conversation** menu is displayed. Click on the name of a simulation to launch it.

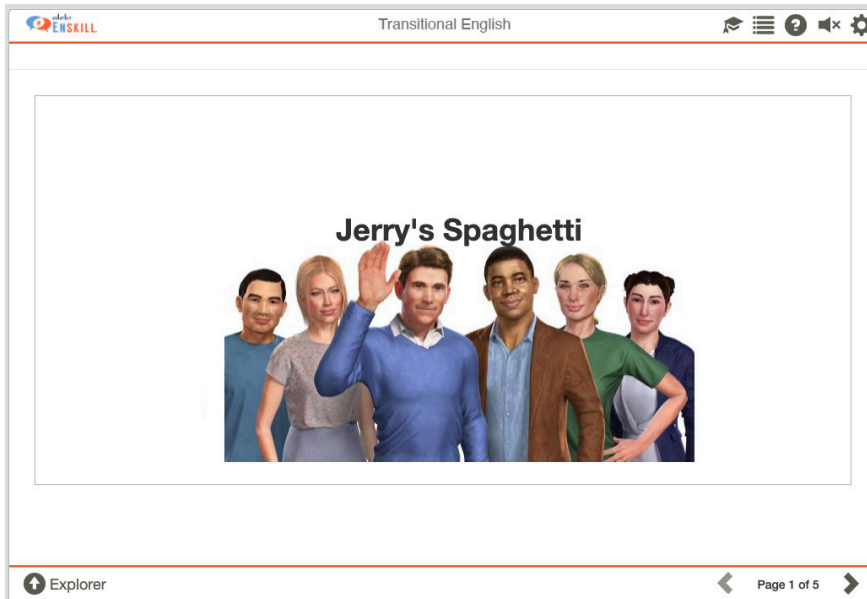


**Select a Conversation**

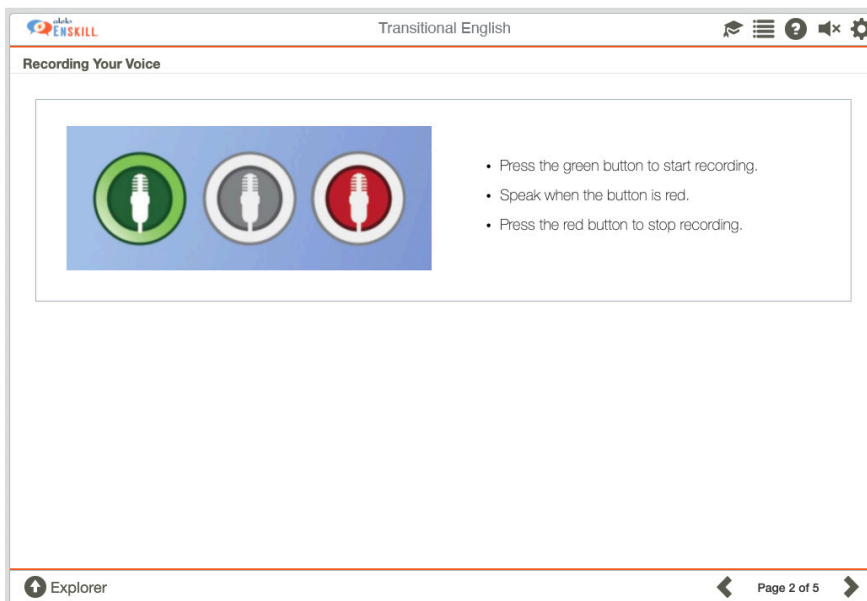
- Introduction
- Jerry's Spaghetti
- Sharing an Apartment
- Music Festival
- Hotel Check-in
- Ken is Lost
- Hiring a Coworker
- Trip to New York
- Setting up a Meeting
- Mailing a Package
- Finding an Apartment

Explorer Page 9 of 9

## PLAYING THE SIMULATIONS

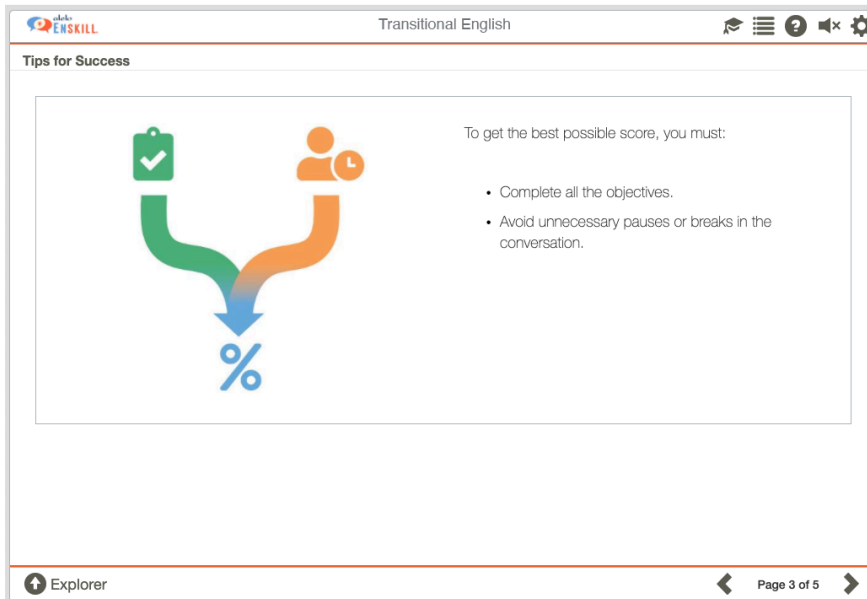


The **Recording Your Voice** page provides instructions on how students can record their voices when speaking to the avatar.

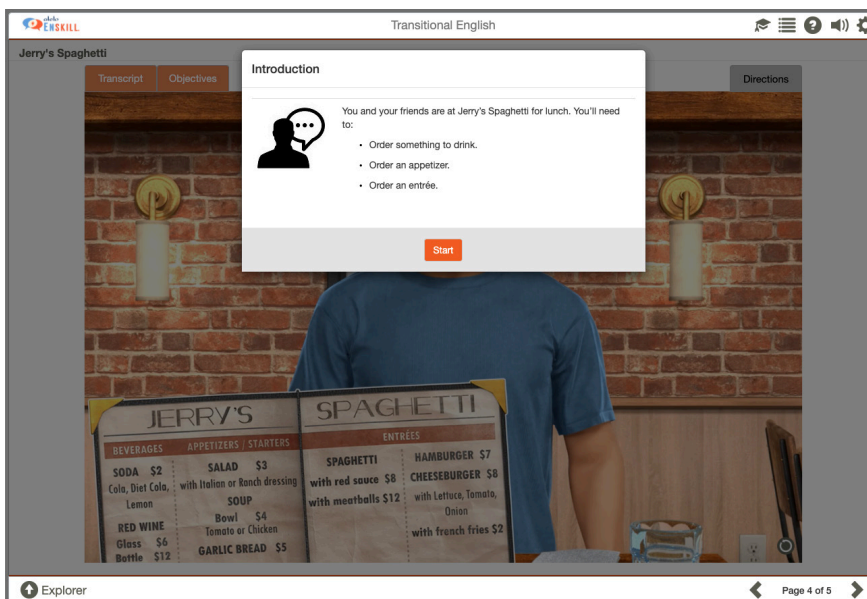




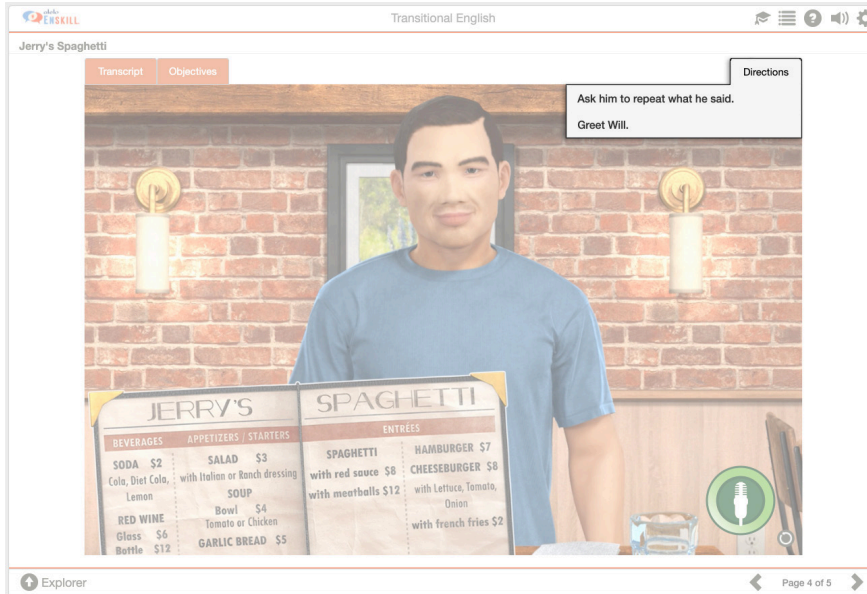
The **Tips for Success** page gives students hints on how to get an optimal mastery score.



Once the simulation launches, the objectives of the conversation are displayed in the **Introduction** menu.



Students can access directions about what to do by clicking on the **Directions** tab located in the upper right corner of the screen. Then, clicking on any item listed will provide a specific example of what to say.



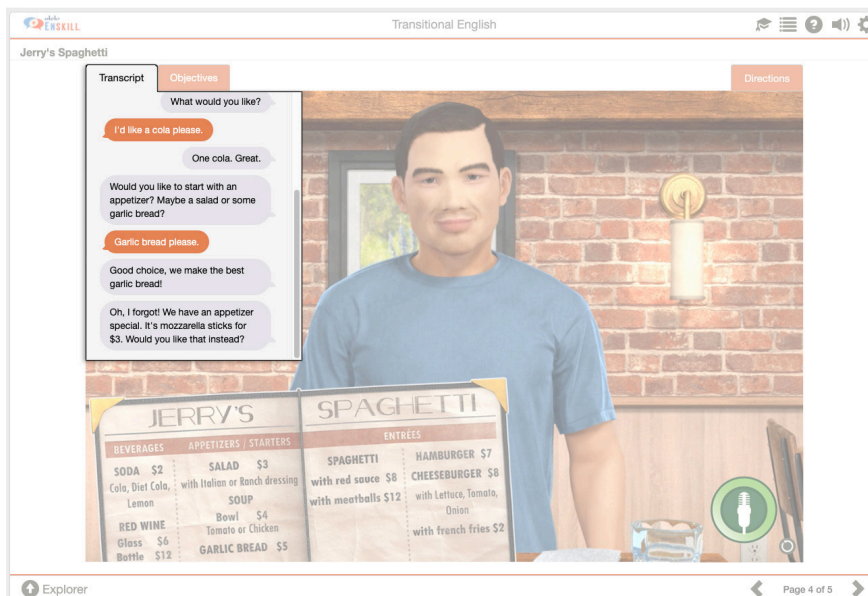
Students can record their responses by clicking on the **green** microphone icon. Be sure to allow microphone permissions if prompted.



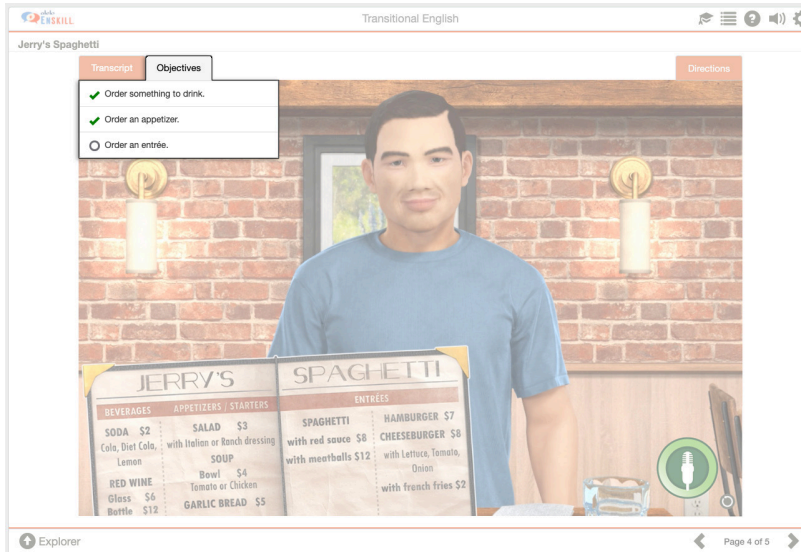
Once the icon turns **red**, recording is in progress. When finished speaking, click the icon again to stop the recording.



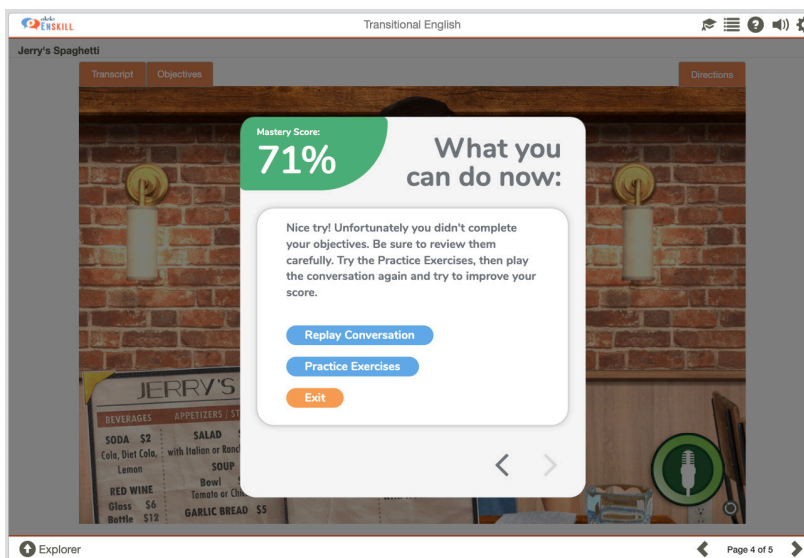
A transcript of the conversation can be accessed at any time by clicking the **Transcripts** tab in the upper left corner of the screen.



The simulation objectives can be accessed at any time by clicking the **Objectives** tab in the upper left corner of the screen. **Students will need to complete all of the objectives to get the best possible score.**



At the completion of the simulation, students will receive immediate feedback on their performance. They can then move to the practice exercises which are selected based on the student's performance.



Students should be encouraged to take the practice exercises, and then repeat the simulation until they are able to complete all of the objectives and achieve a score of at least 80%. Teachers may want to guide more advanced students to continue their simulation practice without the use of directions, transcripts, or objectives.

See the next page for an overview of the simulation.



1 2 3 4 5

**Jerry's Spaghetti**

Transcript

Objectives

Directions

6 7 8

9

10

11

Explorer

Page 4 of 5

12 12

### Player Dashboard

Click this icon to open the Player Dashboard and see performance metrics.

### Menu

Click this icon to see a list of conversations.

### Help

Click this button to open the Help file in a new tab.

### Mute sound

Click this button to turn sound on/off.

### Settings

Click this button to open the Settings menu for mic check, volume, and language settings.

### Transcript

Click this tab to see a transcript of your conversation.

### Objectives

Click this tab to see your progress on completing conversational objectives.

### Directions

Click this tab to get directions, then click on an item to get an example of what to say.

### Explorer

Click this button to open the Explorer menu and navigate to different areas in the course.

### Record

Click this button to record your voice. Click again to stop recording.

### Restart

Click this button to restart, go to practice exercises, or exit.

### Navigational arrows

Click arrows to move forward or backward.

# JERRY'S SPAGHETTI



In the *Jerry's Spaghetti* simulation, students will:

- Order a beverage, an appetizer, and an entree.
- Talk to the server using complete sentences.

## RECOMMENDED ACTIVITIES

### PREWORK

Below are some suggested activities to help students get ready for the *Jerry's Spaghetti* simulation.

#### Warm-Up

1. Discuss common food and drink words in English.

**Example:**

- *soda, cola, diet cola, wine, etc. / salad, soup, spaghetti / appetizer, entree*

2. Discuss common phrases used in offering something.

**Example:**

- *Would you like...? / I would like... / Yes, I would. / No, I wouldn't.*

3. Discuss making and asking for recommendations.

**Example:**

- *What would you recommend? / I would recommend...*

4. Discuss simple numbers and prices.

**Example:**

- *One cola. / Three dollars. / \$3 / Add [an item] for \$2.*

## **Introduction to the Simulation**

The following exercises will familiarize students with the language they will be using in the *Jerry's Spaghetti* simulation.

1. Ask students what types of food or drink you might find in different restaurants.

**Example:**

- *They would have spaghetti in an Italian restaurant. / They would have burritos in a Mexican restaurant. / They would have sushi in a Japanese restaurant.*

2. Ask some students what types of ethnic foods are their favorites.

**Example:**

- *I like Korean food. / My favorite is American food.*

3. In pairs, ask students to imagine they are in a restaurant of their choice. Ask them to make a list of the meal they would like to order. Going around the class, ask them to share the meal they've chosen.

**Example:**

- *I would order a soda and a pizza. / I would order sushi and tea.*

## **Preparation for the Simulation**

1. Inform the students that they will be ordering food in a restaurant on an American college campus, with a variety of foods.

- *It's a small restaurant with affordable food for students, like spaghetti and hamburgers.*

2. Show students a sample menu of the foods that are available at Jerry's Spaghetti and ask them to discuss the meal they would order.

- *I would order [drink]. / I would order [appetizer]. / I would order [entree].*

## **SIMULATION**

Have students complete the *Jerry's Spaghetti* simulation. The suggested steps below are organized by novice and intermediate levels to best address the appropriate skill levels in your classroom.

### **Novice Students**

1. Students practice the simulation using the transcript, objectives and direction support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without using the transcript and objectives menu.
5. Students complete the assigned practice exercises as needed.
6. Students review the suggestions as they go through the simulation, and think of different language to use.
7. Students achieve the simulation objectives without using the transcript, objectives and direction support.

### **Intermediate Students**

1. Students practice the simulation using only the objectives support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without support.
5. Students complete the practice exercises as needed.
6. Students achieve the simulation objectives using different language, then practice until they get a mastery score of 80% or more.



## POSTWORK

### Check Comprehension

Ask students to answer the following questions about the simulation, individually or in pairs. Discuss the answers as a class.

1. What beverages are available at Jerry's Spaghetti?
  - *Cola. / Diet Cola. / Lemon. / Wine.*
2. What kinds of appetizers or starters are at Jerry's Spaghetti?
  - *Salad. / Soup. / Garlic Bread.*
3. What kinds of entrees are at Jerry's Spaghetti?
  - *Hamburger. / Cheeseburger. / Spaghetti.*

### Practice Key Vocabulary and Structures

Using information from the conversation with Will, have students write their answers to these questions, individually or in pairs. Discuss possible responses.

- What was the appetizer special at Jerry's Spaghetti?
  - *Mozzarella sticks.*
- What did you order?
  - *Cola. / Diet Cola. / Salad. / Soup. / Cheeseburger. / Spaghetti.*
- If you asked for a recommendation, what did Will suggest?
  - *Spaghetti and meatballs.*

### Simulation Practice

Have students ask and answer questions from the simulation in pairs.

For reference, here are the questions from the *Jerry's Spaghetti* simulation:

- Is this your first time here?
- Would you like something to drink?
- Would you like to start with an appetizer?
- What entree would you like?

### *Write About It*

Have students write a brief “food diary” of the things they’ve eaten in the past week. Break up the list into days, meals, and snacks. Use full sentences, if possible.

**Example:**

- On Monday, I ate a toast for breakfast. I had soup for lunch, and an apple for a snack.

## *SUGGESTED ADVANCED POST ACTIVITIES*

### *Think Bigger!*

Have students imagine that they were starting a restaurant of their own. What types of food would they offer? Have the students work individually or in pairs and create a menu with drinks, appetizers, entrees, and specials.

**Example:**

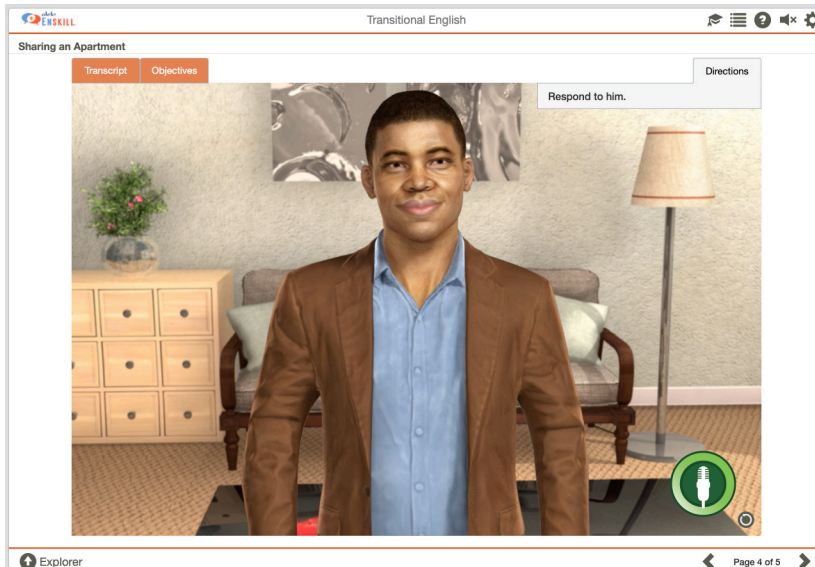
Chocolate Lover’s Restaurant!

Starters	Entrees	Desserts
Chocolate Dipped Strawberries	Waffles with whipped cream and chocolate sauces	Chocolate chip cookies
Banana and Chocolate Surprise!	Cocoa Black Bean Chili	Chocolate Mini Donuts
Chocolate Milkshake	Chocolate-rubbed Pork Ribs	Chocolate Fudge Brownie

### *Present Your Ideas*

After creating their menu, have students present the new restaurant’s name and menu to the class.

# SHARING AN APARTMENT



In the *Sharing an Apartment* simulation, students will:

- Talk about your likes and dislikes.
- Talk about your schedules.
- Decide how to share the apartment.

## RECOMMENDED ACTIVITIES

### *PREWORK*

Below are some suggested activities to help students get ready for the *Sharing an Apartment* simulation.

#### *Warm-Up*

1. Discuss living arrangements with the students.

**Example:**

- *Some people live.../ with their parents. / with roommates. / by themselves.*

2. Review “home” vocabulary.

**Example:**

- *kitchen / bathroom / living room / bedroom, etc.*

3. Discuss adverbs of frequency.

**Example:**

- *sometimes / never / often / usually*

### **Introduction to the Simulation**

Below are some suggested activities to help students get ready for the *Sharing an Apartment* simulation.

1. Ask the students who they live with.

**Example:**

- *I live with my parents. / I live with my friends.*

2. If the students live with other people, ask them who pays the bills, and buys the food.

**Example:**

- *We share the bills. / We all pay the bills. / My mother buys the food.*

3. Ask them how often they cook with the roommates or family.

**Example:**

- *I sometimes cook with... / I never cook with...*

### **Preparation for the Simulation**

1. Inform the students that they are going to meet with their new roommate, Tony.

- *You and Tony are meeting at your new apartment. You are going to talk about your rooms, schedules, likes and dislikes.*

2. Ask students what you would want to know about Tony.

**Example:**

- *Does he cook? / Is he loud? / Does he have a job?*

## SIMULATION

Have students complete the *Sharing an Apartment* simulation. The suggested steps below are organized by novice and intermediate levels to best address the appropriate skill levels in your classroom.

### **Novice Students**

1. Students practice the simulation using the transcript, objectives and direction support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without using the transcript and objectives menu.
5. Students complete the assigned practice exercises as needed.
6. Students review the suggestions as they go through the simulation, and think of different language to use.
7. Students achieve the simulation objectives without using the transcript, objectives and direction support.

### **Intermediate Students**

1. Students practice the simulation using only the objectives support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without support.
5. Students complete the practice exercises as needed.
6. Students achieve the simulation objectives using different language, then practice until they get a mastery score of 80% or more.

## POSTWORK

### Check Comprehension

Ask students to answer the following questions about the simulation, individually or in pairs. Discuss the answers as a class.

1. When does Tony move into the apartment?
  - *Tony moves in tomorrow.*
2. Does Tony cook?
  - *Yes. Tony loves to cook.*
3. Does Tony buy his own food, or does Tony want to share food?
  - *Tony buys his own food. / He might share the food cost.*

### Practice Key Vocabulary and Structures

Using information from the conversation with Tony, have students write down their answers to these questions, individually or in pairs. Discuss possible responses.

- Which bedroom did you choose in the apartment?
  - *I chose **the bedroom...** / **by the bathroom.** / **by the kitchen.***
- Did you choose to buy your own food, or share?
  - *I chose to... / **buy my own food.** / **share food.***
- Who will pay the electricity bill?
  - *I will **pay the bill.** / Tony will pay the bill.*

### Interaction

Draw the following chart and share with the class:

Tony:

usually...	sometimes...	always...
buys his food.	has friends over.	gets up early.

You:

usually...	sometimes...	always...

Have the students make their own charts. Ask them to share some of their answers with the class.

**Example:**

- *John never gets up early. He sleeps late. / Pedro usually cooks dinner for his family. / Yuki usually pays the bills at her house.*

### Simulation Practice

Have students ask and answer questions from the simulation in pairs. One student plays the role of the friend, the other plays the role of Tony.

For reference, here are the questions from the *Sharing an Apartment* simulation:

- How are you?
- Which room do you want?
- I love to cook. How about you?
- Do you want to buy your own food, or share?
- Do you want to pay the electricity bill, or should I?
- When do you usually wake up?
- How often do you have friends visit?

**Note:** Encourage students to think of their own questions in interviewing their partner.

### Write About It

Have your students make a newspaper or online advertising for a new roommate. What kind of roommate would they prefer, and what should a roommate know about the student?

**Example:**

- *I am looking for a roommate that likes to cook, and enjoys having friends over. I like to keep my apartment clean, so my roommate should be clean too. I usually go to bed early, but I stay up late on the weekends. If you are interested in being roommates, please contact me at...*

## SUGGESTED ADVANCED POST ACTIVITIES

### What Happens Next?

Do you think Tony would be a good roommate? Have students think about what they like about Tony, and what might be a problem. Students can discuss in pairs, and write a short paragraph.

#### Example:

- *I like that Tony goes to bed early, because...*
- I don't usually have friends over, so Tony's friends might...*
- I think Tony will be a good / bad roommate, because...*

### Think Bigger!

Have students use the work they've done in the previous exercises to make a list of qualities that their ideal roommate would have. Have them interview other students in class, one-by-one, and check off the qualities that each student has.

#### Example:

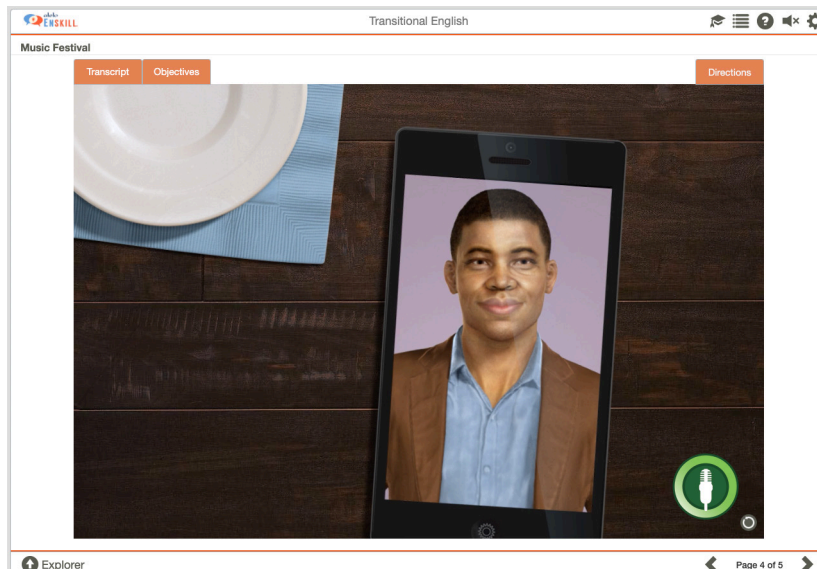
	Student #1	Student #2	Student #3
<b><i>Quiet</i></b>	Yes / No	Yes / No	Yes / No
<b><i>Likes to cook.</i></b>	Yes / No	Yes / No	Yes / No
<b><i>Has a job.</i></b>	Yes / No	Yes / No	Yes / No
<b><i>Likes movies.</i></b>	Yes / No	Yes / No	Yes / No

### Present Your Ideas

Once each student has found their ideal roommate, they can present their new roommate, and why they would be the perfect roommate! If they didn't find one, they could also present why they might prefer to live by themselves.



# MUSIC FESTIVAL



In the *Music Festival* simulation, students will:

- Discuss the types of music.
- Decide which day or days to go to the festival.
- Ask about questions about the music festival.

## RECOMMENDED ACTIVITIES

### **PREWORK**

Below are some suggested activities to help students get ready for the *Music Festival* simulation.

#### **Warm-Up**

1. Discuss Wh- questions with your students, and then ask them Wh- questions.

##### **Example:**

- *When. / When do you wake up? / Where. / Where do you live? / Why. / Why are you learning English?*

2. Discuss language for offering and accepting invitations.

##### **Example:**

- *Do you want to eat lunch? / Would you like to go to a movie? / Yes, I do. / Yes, I / No, thank you.*

3. In order to practice “yes/no” questions, ask students whether or not they like some things.

**Example:**

- *Do you like movies? / Do you like homework? / Yes, I do. / No, I don't.*

### **Introduction to the Simulation**

The following exercises will familiarize students with the language they will be using in the *Music Festival* simulation.

1. Ask students what kind of music they like, and decide as a group how to organize their answers into genres categories.

**Example:**

- *I like Bon Jovi. / They are a rock band. / I like Lady Gaga. / She is a pop music singer.*

2. Ask the students why they like the music or bands they chose.

**Example:**

- *I like [this] music because... / it's loud. / I like to dance. / I like to sing.*

3. Review the days of the week, and ask for the students' favorite day of the week.

**Example:**

- *I like Saturdays because... / I don't have to work. / I can sleep in.*

### **Preparation for the Simulation**

1. Inform the students that they are going to talk to Tony about a music festival.

- *Tony is going to invite you to a music festival downtown. / There will be rock, metal, folk, etc. / The festival will be on Saturday and Sunday.*

2. On the board, draw a festival schedule that takes place over two days. Write some example events under each day, like films, cooking, etc. Have students write sentences stating what day they would like to go, and why.

**Example:**

- *I want to go on Saturday, because [I like films]. / I want to go on Sunday, because [I enjoy sewing].*

## SIMULATION

Have students complete the *Music Festival* simulation. The suggested steps below are organized by novice and intermediate levels to best address the appropriate skill levels in your classroom.

### **Novice Students**

1. Students practice the simulation using the transcript, objectives and direction support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without using the transcript and objectives menu.
5. Students complete the assigned practice exercises as needed.
6. Students review the suggestions as they go through the simulation, and think of different language to use.
7. Students achieve the simulation objectives without using the transcript, objectives and direction support.

### **Intermediate Students**

1. Students practice the simulation using only the objectives support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without support.
5. Students complete the practice exercises as needed.
6. Students achieve the simulation objectives using different language, then practice until they get a mastery score of 80% or more.

## POSTWORK

### Check Comprehension

Ask students to answer the following questions about the simulation, individually or in pairs. Discuss the answers as a class.

1. Where did Tony ask you to go?
  - *To a music festival.*
2. What day did you decide to go, and why?
  - *I decided to go on Sunday, because...*
3. Did Tony like the same type of music as you?
  - *Yes, he did.*
4. Where is the festival?
  - *It is downtown.*
5. How much are the tickets?
  - *They are \$100.*

### Practice Key Vocabulary and Structures

Using information from the conversation, have students write their answers to these questions, individually or in pairs. Discuss possible responses.

- What type of music does Tony like?
  - ***He likes*** all the music, but also likes metal.
- What days is the festival on?
  - The festival is ***on Saturday and Sunday.***
- What time is the festival?
  - The festival is ***at eight o'clock.***
- Which type of music do you prefer?
  - ***I like*** rock music.

### **Simulation Practice**

Have students ask and answer questions from the simulation in pairs. One student plays the role of the interviewer, the other plays the role of Tony.

For reference, here are some questions based on the *Music Festival* simulation:

- There's a music festival coming to town. Do you want to go?
- It's on Monday and Tuesday. Which day do you want to go?
- What kind of music do you like?
- Why do you like that music?

### **Write About It**

Have students pretend they are music reporters and have been assigned to write a short article in the local newspaper. They should write as many sentences as they are capable of, and use language from the simulation to describe the festival, the music that was being played, and what people liked or disliked.

**Example:**

- Music festival comes to town! This weekend a huge festival was in town with all kinds of music and activities. On Saturday, there was rock music, metal, and folk music. Everyone really liked the music and was dancing. On Sunday...

If possible, have students share their articles with a partner.

## SUGGESTED ADVANCED POST ACTIVITIES

### Think Bigger!

In groups, have students plan a festival of their own! What kind of festival would be successful in their town? What sorts of activities, entertainment, and foods would be popular? Have the students write a proposal for the town council to consider. Why should this festival happen, where would it be held, and why would people like it?

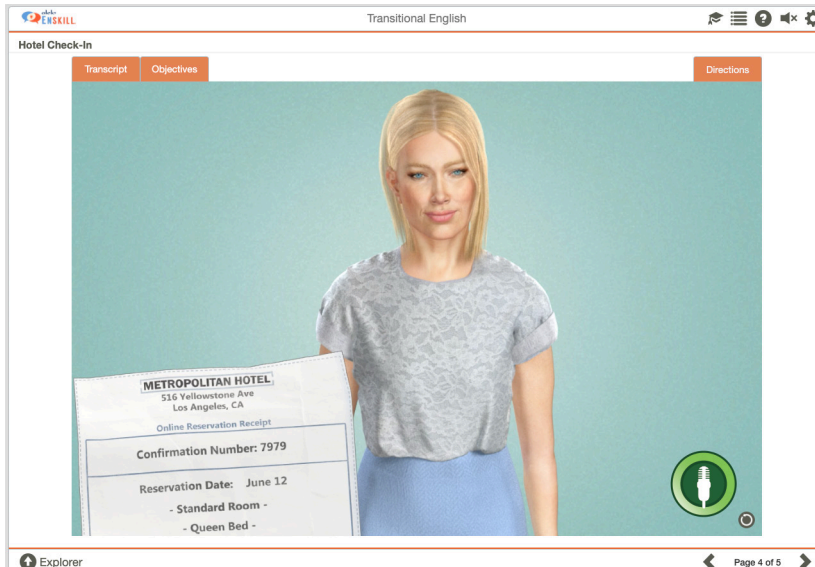
#### Example:

- *We would like to propose a [type of] festival for our town. This festival*
- *would be great for our community because... / The activities at the festival would be... / We would have lots of... and... / People would really enjoy this festival because it would be...*

### Present Your Ideas

Have the students present and exchange ideas on what sort of festival would be really successful in their town or neighborhood. Make it interactive by introducing it as a collaboration between teams, where the goal is to combine the best ideas in a festival most likely to be supported by the community.

# HOTEL CHECK-IN



In the *Hotel Check-in* simulation, students will:

- Check in and talk to the receptionist about your reservation.
- Ask questions about the rooms.
- Make a decision about your room.

## RECOMMENDED ACTIVITIES

### **PREWORK**

Below are some suggested activities to help students get ready for the *Hotel Check-in* simulation.

#### **Warm-Up**

1. Review yes / no questions beginning with “does” or “do,” by asking questions about the room or rooms they are in.

**Example:**

- *Does the room have desks? / Do you have pencils on your desk? / Does the room have windows?*

2. Follow up by asking them “Wh-” questions about the room they are in.

**Example:**

- *Where is the window in the room? / What is on the walls? / That's interesting. Why is the room...?*

3. Be sure the students understand articles and phrasal verbs.

**Example:**

- *A hotel. / The hotel on the corner. / We will “check-in” at four. / We will “stay with” Lucy.*

### **Introduction to the Simulation**

Below are some suggested activities to help students get ready for the *Hotel Check-in* simulation.

1. Use drawings or photographs of different types of hotel rooms as a visual aid for this exercise. Use the drawing or photos to go over hotel room vocabulary.

**Example:**

- *standard room / double room / superior room / queen bed / wifi / mini bar / noisy / quiet / parking lot / reservation*

2. In order to review dates, ask students about important dates in their lives and community.

**Example:**

- *When is your birthday? / When is [local holiday]? / On January 5th. / On August 4th.*

### **Preparation for the Simulation**

1. Inform the students that they are going to have a conversation with a hotel check-in attendant, and that there is a problem with their reservation.
2. Have students consider a hotel, homestay, or other lodging location they've stayed at. They should think about what they liked and disliked about it.

**Example:**

- *I liked the pool. / It was too noisy. / It wasn't clean.*



## ***SIMULATION***

Have students complete the *Hotel Check-in* simulation. The suggested steps below are organized by novice and intermediate levels to best address the appropriate skill levels in your classroom.

### ***Novice Students***

1. Students practice the simulation using the transcript, objectives and direction support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without using the transcript and objectives menu.
5. Students complete the assigned practice exercises as needed.
6. Students review the suggestions as they go through the simulation, and think of different language to use.
7. Students achieve the simulation objectives without using the transcript, objectives and direction support.

### ***Intermediate Students***

1. Students practice the simulation using only the objectives support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without support.
5. Students complete the practice exercises as needed.
6. Students achieve the simulation objectives using different language, then practice until they get a mastery score of 80% or more.

## POSTWORK

### Check Comprehension

Ask students to answer the following questions about the simulation, individually or in pairs. Discuss the answers as a class.

1. What was the problem with your reservation?
  - *They didn't have it. / There was a problem with the system.*
2. What other rooms were available?
  - *A double room. / A superior room.*
3. Which room is the quieter room?
  - *The superior room is quieter.*
4. Which room has wifi?
  - *The double room has wifi.*
5. Which room has the biggest bed?
  - *The superior room has the biggest bed.*

### Practice Key Vocabulary and Structures

Using information from the conversation with Lily, have students write their answers to these questions, individually or in pairs. Discuss possible responses.

- Which room seemed like the best for you, and why?
  - *The superior **was the best because** it had a big bed and...*
- What was wrong with the room you didn't choose?
  - ***I didn't like the other room because** it would be too noisy and...*

## Interaction

Draw the following chart and share with the class:

The superior room...

✓	has breakfast.	is quiet.	has a queen bed.
✗	doesn't have wifi.		

The double room...

✓	has wifi.	has breakfast.	
✗	is louder.	has smaller beds.	

**Note:** Answers may vary based on students' assessment of positives and negatives.

## Simulation Practice

Students can practice some of the language in the simulation by making a list of the things they think a good hotel should have. The students can then interview other students to ask if their list of hotel amenities includes the things they would want.

- Does your hotel have a pool? / Yes, it does. / No, it doesn't.
- Does your hotel have air conditioning? / Yes, it does. / No, it doesn't.

**Note:** Encourage students to take their own approach in interviewing their partner.

## ***SUGGESTED ADVANCED POST ACTIVITIES***

### ***What Happens Next?***

Have the students write a note to the attendant at the desk. Have them consider whether they enjoyed their stay, or not, and what they might say to the attendant for the help, or the problems caused. What was good, and what was not good?

**Example:**

- *Thank you very much for helping me with my reservation. The room was better than I expected it to be. I especially enjoyed the...*

### ***Think Bigger!***

What if students could imagine and design their perfect hotel in the perfect location? Where would it be, and what would it offer guests? Have students write about their “perfect” hotel.

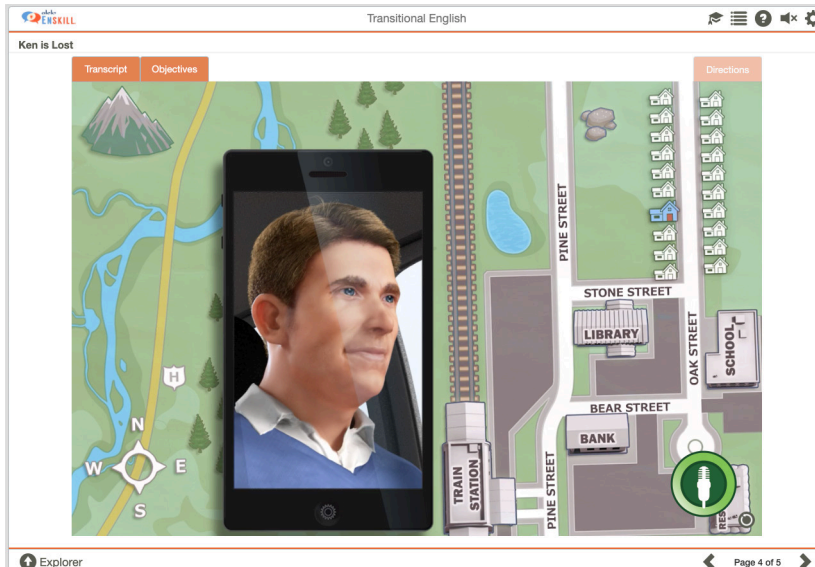
**Example:**

- *The perfect hotel would be on the top of Mt. Everest, and serve hot chocolate every day. Each room would have a hot tub overlooking the mountain range, and...*

### ***Present Your Ideas***

Have the students present the “perfect hotel” to the class, and even draw a sketch of their design, or use any skills to make it more interesting.

# KEN IS LOST



In the *Ken is Lost* simulation, students will:

- Read the map and direct Ken to your street.
- Answer Ken's questions about the route.
- Describe your house.

## RECOMMENDED ACTIVITIES

### *PREWORK*

Below are some suggested activities to help students get ready for the *Ken is Lost* simulation.

#### *Warm-Up*

1. Use a map, set of pictures, or drawings to review town and city vocabulary.  
**Example:**  
• *train station / library / bank / school / street / avenue*
2. Review cardinal directions, and imperatives.  
**Example:**  
• *Go north. / Turn west. / Turn left. / Turn around.*

3. Discuss prepositional phrases for locations.

**Example:**

- *Next to the school. / Across the street. / On Pine Street.*

4. Briefly review adjectives.

**Example:**

- *red house / blue house / large dog / etc.*

## **Introduction to the Simulation**

The following exercises will familiarize students with the language they will be using in the Ken is Lost simulation.

1. Using a new map as a visual aid, ask students where things are on the map.

**Example:**

- *Where is the school? / Across from the bakery. / Where is the restaurant? / Next to the train station. / On Maple Street.*

2. Use the same map to illustrate giving directions from one place to another.

**Example:**

- *From the school, turn left on Pine to get to the police station. / To get from the library to my house, go south on...*

3. Challenge students to give directions from their house to a local business, like the school or a market.

**Example:**

- *From my house, turn left at the corner of Prince St., then go straight for one mile...*

## **Preparation for the Simulation**

1. *Inform the students they will be helping a friend find their house, and that they will use a map to give directions.*

2. Show students the map from the Ken is Lost simulation and make sure they understand the locations and directions.

**Example:**

- *Where is the library? / Where is the school? / How do I get from the school to the library?*

## SIMULATION

Have students complete the *Ken is Lost* simulation. The suggested steps below are organized by novice and intermediate levels to best address the appropriate skill levels in your classroom.

### **Novice Students**

1. Students practice the simulation using the transcript, objectives and direction support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without using the transcript and objectives menu.
5. Students complete the assigned practice exercises as needed.
6. Students review the suggestions as they go through the simulation, and think of different language to use.
7. Students achieve the simulation objectives without using the transcript, objectives and direction support.

### **Intermediate Students**

1. Students practice the simulation using only the objectives support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without support.
5. Students complete the practice exercises as needed.
6. Students achieve the simulation objectives using different language, then practice until they get a mastery score of 80% or more.

## POSTWORK

### Check Comprehension

Ask students to answer the following questions about the simulation, individually or in pairs. Discuss the answers as a class.

1. Where was Ken trying to go?

**Example:**

- *He was trying to get to “my” house.*

2. Where did Ken start?

**Example:**

- *He started at the train station.*

3. Describe your house.

**Example:**

- *The house is blue with a red door.*

### Practice Key Vocabulary and Structures

Using information from the conversation with Ken, have students write their answers to these questions, individually or in pairs. Discuss possible responses. Use the map from the simulation, where needed.

- What is **on the corner** of Stone and Pine?
- What street is **the bank on**?
- Which street is **your house on**?
- **Where is** the restaurant?

## SUGGESTED ADVANCED POST ACTIVITIES

### What Happens Next?

Since Ken has trouble finding his way in your town, he doesn't know how to return to the train station from your house. Write down the reverse directions from your house to the train station.

**Example:**

- *Turn right from my house, until you get to Stone Street. Turn right again...*



### *Think Bigger!*

Have the students practice using language from the simulation by using an online map service like, Google Maps, Bing Maps, or Mapquest. Students can work in pairs, where one student shares a starting point with their partner but keeps the ending point secret. The first student should use direction language to lead the second student from the beginning to the end.

**Example:**

- *Go left on... / Go straight until... / Turn right on... / At the corner of ... and ... , the destination is on the right.*
- *Is it the Eiffel Tower?*
- *Yes! / No...*

**Note:** Have students choose interesting destinations or routes to make it more entertaining.

### *Share Your Ideas*

Have the students switch partners and lead another student to their “secret” destination.

# HIRING A COWORKER



In the *Hiring a Coworker* simulation, students will:

- Call Sophia.
- Ask and answer simple questions people, work and likes, and dislikes.
- Describe other people.
- Link ideas with simple connectors.

## RECOMMENDED ACTIVITIES

### *PREWORK*

Below are some suggested activities to help students get ready for the *Hiring a Coworker* simulation.

#### *Warm-Up*

1. Ask students to share different words and phrases related to job interviews.

**Example:**

- *Interview, resumé, candidate, experience, education, etc.*

2. Discuss ways to express preferences.

**Example:**

- *I prefer... / I like this better than that. / We should choose...*

## ***Introduction to the Simulation***

Below are some suggested activities to help students get ready for the *Hiring a Coworker* simulation.

1. Ask students, What questions would you ask in a job interview? Brainstorm possible questions.

**Example:**

- *What experience do you have? Do you have a degree? Where did you go to school?*

2. Ask students, "What kind of job do you want to have?"

**Example:**

- *I want to be... / a doctor / a writer. / a programmer. / a shop owner.*

3. In pairs or individually, ask students to come up with three different jobs someone might need to interview for.

**Example:**

- *waiter / teacher / programmer / assistant*

4. Share answers. Have students (with prompting from others) provide additional answers.

5. Ask students to brainstorm different topics they might ask about if interviewing someone for one of those jobs.

**Example:**

- *experience / education / references*

6. Prompt them to provide answers.

**Example:**

- *What experience do you have? / Where did you go to school? / Why do you want to work here?*

## ***Preparation for the Simulation***

1. Inform students they will be video conferencing with Sophia to discuss who to hire for a job.

**Example:**

- *John is great with clients. Becky was well-liked.*

2. Have students suggest qualities they would want in a coworker.

**Note:** Teachers can either write these questions on a whiteboard/screen or have students write them in their own notebooks.

## SIMULATION

Have students complete the *Hiring a Coworker* simulation. The suggested steps below are organized by novice and intermediate levels to best address the appropriate skill levels in your classroom.

### **Novice Students**

1. Students practice the simulation using the transcript, objectives and direction support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without using the transcript and objectives menu.
5. Students complete the assigned practice exercises as needed.
6. Students review the suggestions as they go through the simulation, and think of different language to use.
7. Students achieve the simulation objectives without using the transcript, objectives and direction support.

### **Intermediate Students**

1. Students practice the simulation using only the objectives support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without support.
5. Students complete the practice exercises as needed.
6. Students achieve the simulation objectives using different language, then practice until they get a mastery score of 80% or more.

## POSTWORK

### Check Comprehension

Ask students to answer the following questions about the simulation, individually or in pairs. Discuss the answers as a class.

1. What degree did each candidate have?
  - *Becky has an advanced degree in computer information systems. John has a degree in computer science.*
2. How much experience did each of them have?
  - *Becky has no experience. John has five years of experience.*
3. What other information did the notes have for them?
  - *Becky was well-liked in the interview. John's great with clients.*

### Practice Key Vocabulary and Structures

Using information from the conversation with Sophia, have students write their answers to these questions, individually or in pairs. Discuss possible responses.

- What makes Becky a good choice?
  - *Becky **has a degree**. She was **well-liked**.*
- What makes John a good choice?
  - *John **has a degree**. He is **great with clients**. He has **experience**.*

### Interaction

Draw the following chart and share with the class:

	Degree	Positive Note	Experience
<b>John</b>	Computer science	Great with clients	Five years
<b>Becky</b>	Computer information systems	Well-liked in interview	None

## Simulation Practice

Using the chart above, have students ask and answer questions from the simulation in pairs. One student plays the role of Sophia, the other plays the role of the sim player.

For reference, here are the questions from the *Hiring a Coworker* simulation:

- How many years of experience does John have?
- Does John have a degree?
- How many years of experience does Becky have?
- Does Becky have a degree?
- What else do you like about John?
- What do you like most about John?
- What do you like best about Becky?
- Who do you think we should hire?

**Note:** Encourage students to take their own approach in interviewing their partner.

## Interview Someone

Tell students working alone or in pairs. Imagine you need to hire someone for your family business, a business you want to start, or someone to help you with your chores around the house. What skills would your employee need? What kind of experience would be best?

Write 3-5 questions and interview some of your classmates. Then, tell the class about the job, and who you chose.

### Example:

- *I want to start a comic book store. I chose Mike because he likes to read comics and he has customer service experience.*

## SUGGESTED ADVANCED POST ACTIVITIES

### *What Happens Next?*

Have students in pairs or groups discuss what might happen next (after the simulation). Did you and Sophia hire John or Becky? Are they good at the job or should you have hired the other candidate?

**Example:**

- *We hired Becky. She is good at the job. I think we made the right decision. / We chose John. He's having trouble at the job. Maybe we should have chosen Becky.*

### *Extend to Other Skills*

Apply for your dream job! Ask the students, "What is a dream job or project that you would be perfect for?" Then have them write a short description of themselves, their experience, their education, and skills that show why they are perfect for this job or project.

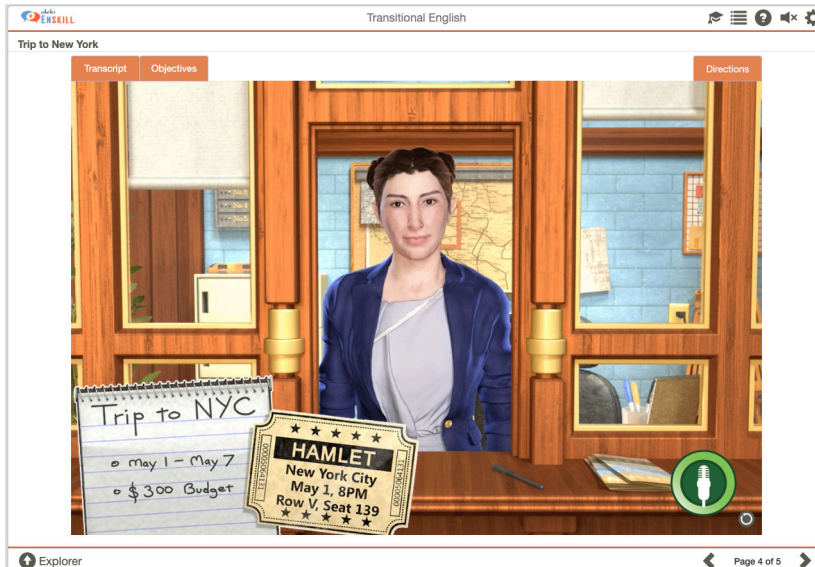
**Example:**

- My dream job is to be an engineer. I get good grades in science, and I'm going to study engineering in college...

### *Present Your Ideas*

Have the students each tell the class about their dream jobs.

# TRIP TO NEW YORK



In the *Trip to New York* simulation, students will:

- Talk to Sophia to buy a train ticket.
- Communicate in everyday situations.
- Ask for basic information about travel and buy tickets.
- Understand short, clear and simple messages at the railway station.

## RECOMMENDED ACTIVITIES

### **PREWORK**

Below are some suggested activities to help students get ready for the *Trip to New York* simulation.

#### **Warm-Up**

1. Ask students to share different words and phrases to talk about travel.

**Example:**

• *I'm going to... / I want to go... / I need a ticket...*

2. Ask students to share the name of a place they've traveled to, or would like to travel to.

**Example:**

• *I've been to... / I'd like to travel to...*



3. How long did it / would it take to get there?

**Example:**

- *It took three hours to get there. / It was a two hour flight.*

### **Introduction to the Simulation**

Below are some suggested activities to help students get ready for the *Trip to New York* simulation.

1. Ask students, What are some ways you could travel to far away places?

**Example:**

- *by airplane / by train / by car / by bus / by boat*

2. Ask students, "Pretend you're going on a trip. Where are you traveling to?" Prompt student to respond with a full sentence.

**Example:**

- *I'm traveling to Egypt. / I am going to Australia.*

3. Share answers.

4. In pairs or individually, ask students to come up with five different locations.

5. Ask students to brainstorm different ways to get to those places from where you are now.

**Example:**

- *I'll fly to Egypt. / I will take a boat to Australia. / I'm going to take a train to Vietnam.*

6. Discuss different classes of tickets.

**Example:**

- *First class / business class / coach...*

### **Preparation for the Simulation**

1. Inform students they will be going to a train station.

- *You're buying a train ticket. You're going to New York.*

2. Have students suggest questions the agent might ask them.

- *Where are you going? When do you need to arrive?*

**Note:** Teachers can either write these questions on a whiteboard/screen or have students write them in their own notebooks.

## ***SIMULATION***

Have students complete the *Trip to New York* simulation. The suggested steps below are organized by novice and intermediate levels to best address the appropriate skill levels in your classroom.

### ***Novice Students***

1. Students practice the simulation using the transcript, objectives and direction support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without using the transcript and objectives menu.
5. Students complete the assigned practice exercises as needed.
6. Students review the suggestions as they go through the simulation, and think of different language to use.
7. Students achieve the simulation objectives without using the transcript, objectives and direction support.

### ***Intermediate Students***

1. Students practice the simulation using only the objectives support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without support.
5. Students complete the practice exercises as needed.
6. Students achieve the simulation objectives using different language, then practice until they get a mastery score of 80% or more.

## POSTWORK

### Check Comprehension

Ask students to answer the following questions about the simulation, individually or in pairs. Discuss the answers as a class.

1. Where were you travelling to?
  - *To New York.*
2. Why were you going there?
  - *To see Hamlet.*
3. What days did you want to travel?
  - *May 1st and May 7th.*
4. What type of ticket did you choose?
  - *Coach. / First class.*
5. How many bags did you take?
  - *Zero. / One. / Two.*

### Practice Key Vocabulary and Structures

Using information from the simulation, have students write their answers to these questions, individually or in pairs. Discuss possible responses.

- What were two questions Sophia asked you?
  - *Where are you **traveling to**? **What day** would you like to depart? Do you need a **return ticket**? Do you want a **first class** or **coach ticket**?*
- How long does the train trip take?
  - *The trip takes **seven hours**. It takes **seven hours**.*
- How many bags can one person take with them on this train?
  - *You can take up to **two bags**. **One or two bags**.*

## Interaction

Draw the following chart and share with the class:

Destination	Type of Travel	Class of Ticket
Australia	Airplane	First Class

Then have the students make their own imaginary travel plans with this chart, filling theirs in based on the discussion of travel destinations earlier. Ask students to share some of their answers with the class.

### Example:

- *I am going to Australia. I am going to fly there, and I'm buying a first class ticket.*

## Simulation Practice

Have students ask and answer questions from the simulation in pairs. One student plays the role of the person travelling, the other plays the role of Sophia.

For reference, here are the questions from the *Trip to New York* simulation:

- Where are you travelling to?
- What day would you like to depart?
- Would you like a first class ticket?
- Would you like a coach ticket?
- How many bags will you have?

**Note:** Encourage students to take their own approach in interviewing their partner.

## Buy a Ticket

Using the information they learned from the simulation, have the students take turns telling the class their imaginary travel plans.

### Example:

- *I'm going to Rio de Janeiro. I'm getting there by boat. I have a coach ticket.*

## SUGGESTED ADVANCED POST ACTIVITIES

### *What Happens Next?*

Have students in pairs or groups discuss what might happen next (after the simulation).

**Example:**

- *I went to New York and saw Hamlet. I visited my friend and we walked around the city. We went to some museums.*

### *Extend to Other Skills*

Ask students in pairs to imagine how traveling in a different way would be better or worse.

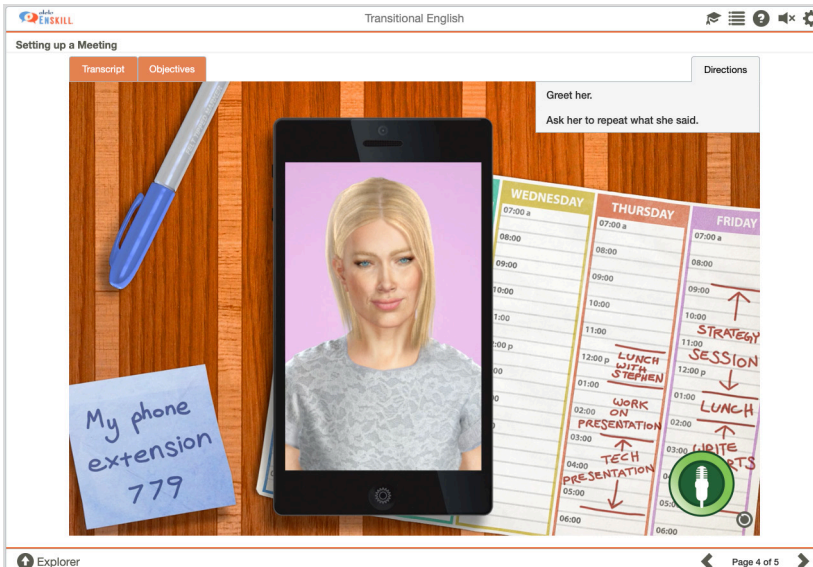
**Example:**

- *Driving would take longer, but it would be cheaper.*
- *Flying would be more expensive, but...*

### *Present Your Ideas*

Have students talk about the differences they've come up with. Then have them tell the class which way they'd prefer to travel to the place they want to visit.

# SETTING UP A MEETING



In the *Setting up a Meeting* simulation, students will:

- Talk to Amy about setting up a meeting.
- Discuss plans with other people.
- Communicate in everyday situations.
- Say what exactly I don't understand and ask simply for clarification.

## RECOMMENDED ACTIVITIES

### **PREWORK**

Below are some suggested activities to help students get ready for the *Setting up a Meeting* simulation.

#### **Warm-Up**

1. Ask students what kinds of meetings they've had.

**Example:**

• *I've had meetings... / with my club. / with teachers. / for work.*

2. Ask students what kind of information they would need to know to set up a meeting for someone else.

**Example:**

• *I need to know... / their schedule. / what they want to talk about. / who they want to meet with.*

### **Introduction to the Simulation**

The following exercises will familiarize students with the language they will be using in the *Setting up a Meeting* simulation.

1. Ask students, “*What is something you’d need to meet with someone to discuss?*”
2. In pairs or individually, ask students to come up with five meeting topics.

**Example:**

- *a project / an activity / grades / travel*

3. Share answers. Have students (with prompting from others) provide additional answers.
4. Ask students to brainstorm different ways to contact someone to set up a meeting.

**Example:**

- *in person / email / text / phone call / video conference*

5. Prompt them to provide answers.

**Example:**

- *you can... / call someone / see them in person / email them*

### **Preparation for the Simulation**

1. Inform students they will be video conferencing with Amy to set up a meeting.
  - *What day is good? / What time are you available? / I can’t make it then.*
2. Have students suggest scheduling problems that might come up.
  - *They might have car problems. / They might get sick.*

**Note:** Teachers can either write these questions on a whiteboard/screen or have students write them in their own notebooks.

## **SIMULATION**

Have students complete the *Setting up a Meeting* simulation. The suggested steps below are organized by novice and intermediate levels to best address the appropriate skill levels in your classroom.

### **Novice Students**

1. Students practice the simulation using the transcript, objectives and direction support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without using the transcript and objectives menu.
5. Students complete the assigned practice exercises as needed.
6. Students review the suggestions as they go through the simulation, and think of different language to use.
7. Students achieve the simulation objectives without using the transcript, objectives and direction support.

### **Intermediate Students**

1. Students practice the simulation using only the objectives support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without support.
5. Students complete the practice exercises as needed.
6. Students achieve the simulation objectives using different language, then practice until they get a mastery score of 80% or more.

## **POSTWORK**

### **Check Comprehension**

Ask students to answer the following questions about the simulation, individually or in pairs. Discuss the answers as a class.

1. What is your meeting about?
  - *The new project.*
2. When are you going to meet?
  - *Thursday morning*



3. Why can't you meet on Thursday afternoon?
  - *I'm busy Thursday afternoon. / I have lunch with Stephen. / I'm working on my presentation. / I'm giving a presentation.*
4. Why can't you meet on Friday?
  - *I'm busy on Friday. / I have a strategy session. / I have lunch. / I need to write reports.*

### Practice Key Vocabulary and Structures

Using information from the call with Amy, have students write their answers to these questions, individually or in pairs. Discuss possible responses.

- What is the meeting about?
  - *The meeting is **about the new project**. / It's **about a project**.*
- What day did you call Amy to set up the meeting?
  - *I called Amy on **Wednesday**. / **Friday**.*
- Why did you and Amy make the appointment for Thursday morning?
  - *Amy and I both had **time available**. / I was **available** and **so was Amy**.*

### Interaction

Draw the following empty chart:

	Available	Busy
You		
Amy		

Then have pairs or small groups fill in the chart based on the simulation. For reference, here is the information from the simulation:

You:

- **Available:** Thursday, before 11:30am
- **Busy:** Thursday, after 11:30am / Friday, all day

Amy:

- **Available:** Thursday, before and after lunch / Friday, all day
- **Busy:** Thursday, lunchtime

## Simulation Practice

Have students make their own imaginary calendars for the next two days, with times available and times already taken. Then have them ask and answer questions from the simulation in pairs. One student plays the role of the person calling, the other plays the role of Amy.

For reference, here are the questions from the *Setting up a Meeting* simulation:

- What day do you want to meet?
- What time should we meet?
- Should I send you a reminder?
- Can you tell me your extension?

**Note:** Encourage students to take their own approach in talking to their partner.

## Share Your Appointment Information

Using the information they learned from the practice interview, have the students tell the class when they made their appointments and how they chose the time. For fun, ask them to pick a local restaurant or cafe to meet.

### Example:

- *We're meeting tomorrow at 2:30, because we're both busy in the morning. We also have lunch plans. We're meeting at the Pie Hole.*

## SUGGESTED ADVANCED POST ACTIVITIES

### What Happens Next?

Have students in pairs or groups discuss what might happen next (after the simulation). What is the new project about? What did they discuss at their meeting at Jerry's Spaghetti?

### Example:

- *They met the next day to work on the new project. / The project is a presentation about... / They talked about how to write and give the presentation.*

### ***Extend to Other Skills***

Ask students (individually or in pairs) to make a list of other meetings and appointments they might need to call ahead to set up.

**Example:**

- *a doctor's appointment / a dentist appointment / an interview / a date / hanging out with a friend / visiting someone...*

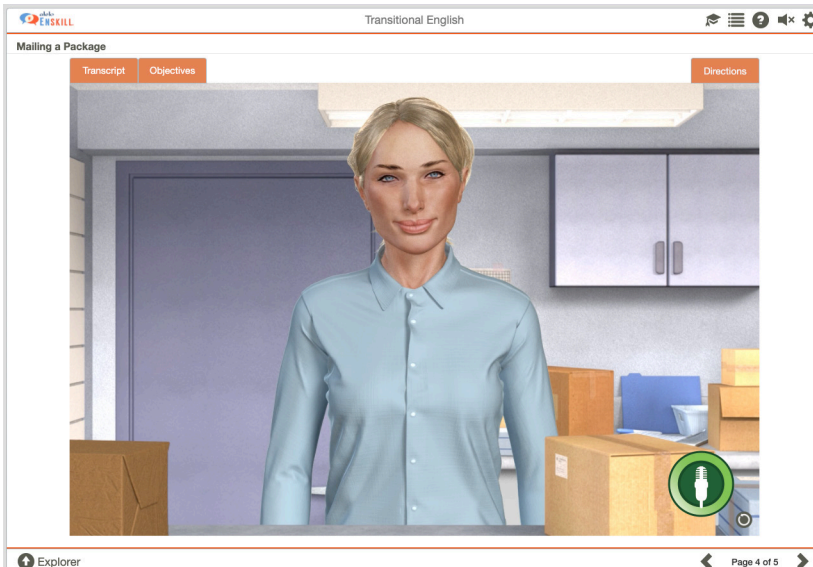
### ***Present Your Ideas***

Have students describe a time they've called or texted someone to set up a meeting or an appointment or a get together.

**Example:**

- *I texted my friend to meet at the movie theater. / I called the dentist to schedule a checkup.*

# MAILING A PACKAGE



In the *Mailing a Package* simulation, students will:

- Talk to Emma at the post office.
- Understand people in simple, everyday conversation,
- Communicate in everyday situations.
- Have enough vocabulary to communicate in simple everyday situations.

## RECOMMENDED ACTIVITIES

### **PREWORK**

Below are some suggested activities to help students get ready for the *Mailing a Package* simulation.

#### **Warm-Up**

1. Ask students to share different words and phrases related to mail.

**Example:**

- *post office / envelope / package / postage / express delivery.*

2. Discuss ways to ask for more information.

**Example:**

- *Can you tell me about... / What is... / How much is...*

## ***Introduction to the Simulation***

The following exercises will familiarize students with the language they will be using in the *Mailing a Package* simulation.

1. Ask students, “*What was the last thing you mailed at the post office?*” Prompt student to respond with a full sentence.

**Example:**

- *I mailed a package to my grandma. / I sent a letter to my sister.*

2. In pairs or individually, ask students to come up with other services offered by the post office.

**Example:**

- *post office boxes / passport photos / mail insurance / delivery confirmation...*

3. Share answers. Have students (with prompting from others) provide additional answers.

4. Ask students to brainstorm different reasons to choose different mail classes, like: first class, express, and media mail.

**Example:**

- *speed / weight / type of package / contents*

5. Prompt them to provide answers.

**Example:**

- *Sometimes you need the mail to arrive faster. / Sometimes the mail is heavy, so it's cheaper to send slower.*

## ***Preparation for the Simulation***

1. Inform students they will be visiting a post office.
  - *You're mailing a package. You need to choose options.*
2. Have students suggest ways to tell Emma what they need.

**Example:**

- *I'd like to mail a package. I need to mail this.*

## SIMULATION

Have students complete the *Mailing a Package* simulation. The suggested steps below are organized by novice and intermediate levels to best address the appropriate skill levels in your classroom.

### **Novice Students**

1. Students practice the simulation using the transcript, objectives and direction support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without using the transcript and objectives menu.
5. Students complete the assigned practice exercises as needed.
6. Students review the suggestions as they go through the simulation, and think of different language to use.
7. Students achieve the simulation objectives without using the transcript, objectives and direction support.

### **Intermediate Students**

1. Students practice the simulation using only the objectives support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without support.
5. Students complete the practice exercises as needed.
6. Students achieve the simulation objectives using different language, then practice until they get a mastery score of 80% or more.

## POSTWORK

### Check Comprehension

Ask students to answer the following questions about the simulation, individually or in pairs. Discuss the answers as a class.

1. What were the delivery options?
  - *regular mail / express delivery / Sunday delivery*
2. What was the most expensive option?
  - *Express delivery*
3. When would express delivery arrive?
  - *This Wednesday*
4. What other options were available?
  - *Signature confirmation and insurance.*
5. How much did those options cost?
  - *Signature confirmation and insurance each cost \$2.*

### Practice Key Vocabulary and Structures

Using information from the conversation with Emma, have students write their answers to these questions, individually or in pairs. Discuss possible responses.

- What are the delivery options?
  - *There's **regular mail**, **express delivery**, and **Sunday delivery**.*
- What are the extra options Emma mentioned?
  - *Emma mentioned **insurance** and **signature confirmation**.*

## Interaction

Draw the following chart and share with the class:

Delivery Option	Cost	Arrival Date
Regular Mail	\$7	Next Tuesday
Sunday Delivery	\$12	Sunday
Express Delivery	\$15	This Wednesday

Then have the students make their own charts, filling them in and helping each other remember the specifics. Ask students to share some of their answers with the class.

### Example:

- *Regular mail costs \$7 and will arrive next Tuesday. Sunday delivery costs \$12.*

## Simulation Practice

Have students ask and answer questions from the simulation in pairs. One student plays the role of the person mailing a package, the other plays the role of Emma. For this practice, it is Monday, and the package needs to arrive before next monday. Regular mail takes four days.

For reference, here are Emma's questions from the *Mailing a Package* simulation:

- How can I help you?
- Would you like regular mail, Sunday delivery, or express delivery?
- Are you interested in adding insurance or signature confirmation?
- How do you want to pay?

**Note:** Encourage students to take their own approach in talking to their partner.

## Discuss the Practice

Using information from the practice interview, have the students discuss which mail services were needed.

### Example:

- *Sunday delivery isn't necessary because the package will arrive on Thursday with regular mail.*



## SUGGESTED ADVANCED POST ACTIVITIES

### *What Happens Next?*

Have students in pairs or groups discuss what might happen next (after the simulation). Did the package arrive on time? Did it arrive in good condition? Did the extra services help with any possible problems?

**Example:**

- *The package arrived on time / was late.*
- *The package arrived... / safely. / was damaged.*
- *Signature confirmation showed the package arrived safely and on time.*
- *The insurance covered the damaged package.*

### *Extend to Other Skills*

If possible, have the students use a postal website, or another online resource, to research how much it would cost to send a package to an international destination. How much would it cost to mail a 3lb package to Berlin, or a simple letter to Moscow? How long would it take?

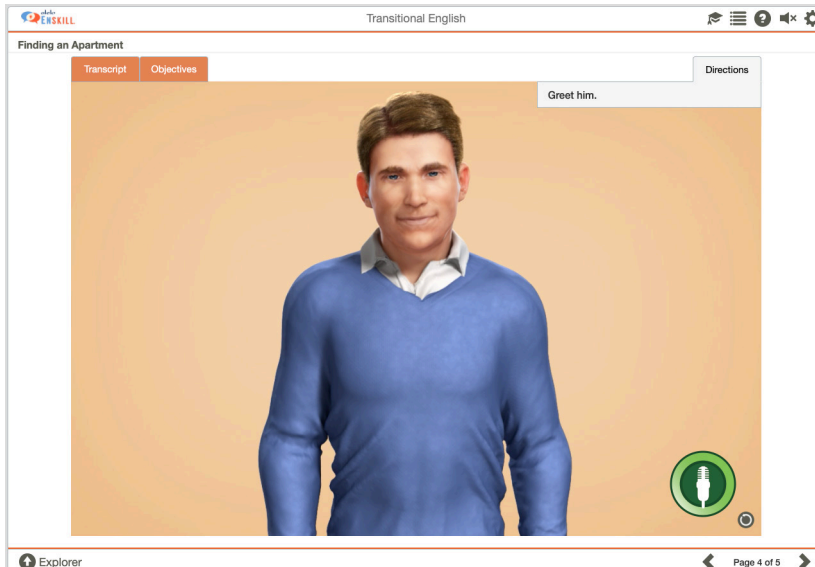
**Example:**

- *It costs [amount] to send the package to Berlin. / My letter will get to Moscow next week.*

### *Present Your Ideas*

Have students share anything interesting or unusual about what they found with the rest of the class.

# FINDING AN APARTMENT



In the *Finding an Apartment* simulation, students will:

- Talk to Ken about apartments.
- Understand simple information and questions.
- Answer simple questions about home, likes, and dislikes.

## RECOMMENDED ACTIVITIES

### *PREWORK*

Below are some suggested activities to help students get ready for the *Finding an Apartment* simulation.

#### *Warm-Up*

1. Ask students to share different words and phrases related to renting an apartment.  
**Example:**
  - rent / deposit / bedrooms / bathrooms / location
2. Ask students what they would like in an apartment.  
**Example:**
  - I want an apartment that allows pets. / I want a big bedroom. / I want a pool.

## ***Introduction to the Simulation***

The following exercises will familiarize students with the language they will be using in the *Finding an Apartment* simulation.

1. Ask students, “Where do you live?” Prompt student to respond with a living situation.

**Example:**

- *I live... / with my parents. / in an apartment. / on my own. / in the dorms.*

2. In pairs or individually, ask students to come up with five different things they would want in an apartment of their own.

**Example:**

- *allows pets / has a pool / my own bathroom / a big kitchen / utilities included*

3. Share answers. Have students (with prompting from others) provide additional answers.

4. Ask students to brainstorm different ways to ask about the things they want.

**Example:**

- *Do you allow pets? / Is there a pool? / How many bathrooms?*

5. Prompt them to provide possible answers to their questions.

**Example:**

- *We don't allow pets. / There is a pool. / There are two bathrooms.*

## ***Preparation for the Simulation***

1. Inform students they will be talking to Ken about available apartments for you and your cat.

- *Ken works for the rental company. He has three apartments to tell you about.*

2. Have students suggest questions they might consider asking Ken.

- *How many rooms are there? / Can I have a cat?*

**Note:** Teachers can either write these questions on a whiteboard/screen or have students write them in their own notebooks.

## SIMULATION

Have students complete the *Finding an Apartment* simulation. The suggested steps below are organized by novice and intermediate levels to best address the appropriate skill levels in your classroom.

### **Novice Students**

1. Students practice the simulation using the transcript, objectives and direction support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without using the transcript and objectives menu.
5. Students complete the assigned practice exercises as needed.
6. Students review the suggestions as they go through the simulation, and think of different language to use.
7. Students achieve the simulation objectives without using the transcript, objectives and direction support.

### **Intermediate Students**

1. Students practice the simulation using only the objectives support as needed.
2. Students complete the assigned practice exercises.
3. If a student did not achieve all of the simulation objectives, they should practice the simulation until they are able to achieve all of the objectives.
4. Students achieve the simulation objectives without support.
5. Students complete the practice exercises as needed.
6. Students achieve the simulation objectives using different language, then practice until they get a mastery score of 80% or more.

## POSTWORK

### Check Comprehension

Ask students to answer the following questions about the simulation, individually or in pairs. Discuss the answers as a class.

1. How many apartments did Ken tell you about?
  - *Three: the Hillcrest, the Palms, and the Waterfront.*
2. What were some ways the apartments differed?
  - *rent / deposit / location / bedrooms*

### Practice Key Vocabulary and Structures

Using information from the simulation, have students write their answers to these questions, individually or in pairs. Discuss possible responses.

- Where are the apartments located?
  - *The Hillcrest is **close to the city center**. The Palms is **in walking distance to the city center**. The Waterfront is **one hour away from the city center**.*
- How much is rent for each apartment?
  - ***Rent is \$2000 per month** at the Hillcrest. **The rent is \$1500** at the Palms. At the Waterfront, rent is **\$1200 a month**.*

### Interaction

Draw the following chart and share with the class:

	Hillcrest	Palms	Waterfront
<b>Bedrooms</b>	One	Two	One
<b>Bathrooms</b>	One	Two	One
<b>Rent</b>	\$2000	\$1500	\$1200
<b>Deposit</b>	\$1000	\$500	\$1000
<b>Location</b>	Near city center	Walking distance from city center	One hour from city center
<b>Parking</b>	Yes	Yes	No
<b>Furniture Included</b>	No	Yes, for \$500/mo	No

Have the students make their own apartment selections based on information in the chart. Ask students to share their answers, and their reasoning, with the class.

**Example:**

- *I chose the Palms apartment, because it has two bedrooms and parking. And it's within walking distance of the city center.*

**Simulation Practice**

Have students ask and answer questions from the simulation in pairs. One student plays the role of the person looking for an apartment, the other plays the role of Ken.

For reference, here are examples of the renter questions from the *Finding an Apartment* simulation:

Renter:

- How much is the rent?
- What is the deposit?
- Are pets allowed?
- How many bathrooms are there?
- Is it close to the city center?
- Is the apartment furnished?
- Does the apartment have parking?

Ken:

- Will you have a roommate?
- Do you have any pets?
- Which apartment would you like?

**Note:** Encourage students to take their own approach in talking to their partner.

### ***Present Your Apartment***

Using the information they learned from the practice interview, have the students take turns telling the class which apartment they chose, and why.

**Example:**

- *I chose the Waterfront because it allows pets and the rent is lower than the other apartments.*

## ***SUGGESTED ADVANCED POST ACTIVITIES***

### ***What Happens Next?***

Have students in pairs or groups discuss what might happen next (after the simulation). Which apartment did you choose? Do you like it? Is it in a good location?

**Example:**

- *I chose the Hillcrest. I like it but the rent is very high. It's in the city center and I like that.*

### ***Extend to Other Skills***

Ask students (individually or in pairs) to discuss reasons people have roommates.

**Example:**

- *To share cost. / To have company. / For fun, or have ever lived alone before.*

### ***Present Your Ideas***

Have students tell the class whether they'd like to live with roommates or on their own, and why.

**Example:**

- *I want to live with roommates because rent is expensive, and I want to have friends around.*