

Refresher English

Teacher's Guide

Table of Contents

INTRODUCTION	1
AIMS OF THE REFRESHER ENGLISH COURSE	1
USING THE REFRESHER ENGLISH COURSE	2
INTRODUCTION LESSON	3
PLAYING THE SIMULATIONS	7
MUSIC FESTIVAL	12
RECOMMENDED ACTIVITIES	12
PREWORK	12
Warm-Up	12
Introduction to the Simulation	13
Preparation for the Simulation	13
SIMULATION	14
Novice Students	14
Intermediate Students	14
POSTWORK	15
Check Comprehension	15
Practice Key Vocabulary and Structures	15
Simulation Practice	16
Write About It	16
SUGGESTED ADVANCED POST ACTIVITIES	17
Think Bigger!	17
Present Your Ideas	17
HOTEL CHECK-IN	18
RECOMMENDED ACTIVITIES	18
PREWORK	18

Warm-Up	18
Introduction to the Simulation	19
Preparation for the Simulation	19
SIMULATION	20
Novice Students	20
Intermediate Students	20
POSTWORK	21
Check Comprehension	21
Practice Key Vocabulary and Structures	21
Interaction	22
Simulation Practice	22
SUGGESTED ADVANCED POST ACTIVITIES	23
What Happens Next?	23
Think Bigger!	23
Present Your Ideas	23
TRIP TO NEW YORK	24
RECOMMENDED ACTIVITIES	24
PREWORK	24
Warm-Up	24
Introduction to the Simulation	25
Preparation for the Simulation	25
Novice Students	26
Intermediate Students	26
POSTWORK	27
Check Comprehension	27
Practice Key Vocabulary and Structures	27

Interaction	28
Simulation Practice	28
Buy a Ticket	28
SUGGESTED ADVANCED POST ACTIVITIES	29
What Happens Next?	29
Extend to Other Skills	29
Present Your Ideas	29
SETTING UP A MEETING	30
RECOMMENDED ACTIVITIES	30
PREWORK	30
Warm-Up	30
Introduction to the Simulation	31
Preparation for the Simulation	31
SIMULATION	31
Novice Students	32
Intermediate Students	32
POSTWORK	32
Check Comprehension	32
Practice Key Vocabulary and Structures	33
Interaction	33
Simulation Practice	34
Share Your Appointment Information	34
SUGGESTED ADVANCED POST ACTIVITIES	34
What Happens Next?	34
Extend to Other Skills	35
Present Your Ideas	35

AT THE POST OFFICE	36
RECOMMENDED ACTIVITIES	36
PREWORK	36
Warm-Up	36
Introduction to the Simulation	37
Preparation for the Simulation	37
SIMULATION	38
Novice Students	38
Intermediate Students	38
POSTWORK	39
Check Comprehension	39
Practice Key Vocabulary and Structures	39
Interaction	40
Simulation Practice	40
Discuss the Practice	40
SUGGESTED ADVANCED POST ACTIVITIES	41
What Happens Next?	41
Extend to Other Skills	41
Present Your Ideas	41

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 Refresher English course on the Alelo Enskill learning platform.

AIMS OF THE REFRESHER ENGLISH COURSE

Refresher 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.

Refresher English is adapted from Transitional English for intermediate-level learners and helps them quickly recover lost proficiency. This course is especially suitable for learners who have missed language classes or are coming back from a break.

USING THE REFRESHER ENGLISH COURSE

The Refresher English course consists of the following:

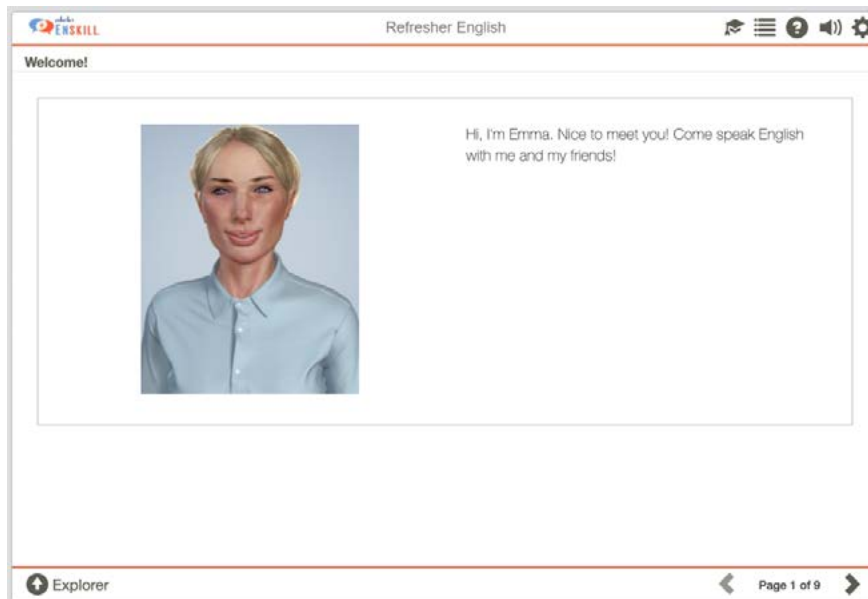
- Introductory pages that explain how to use the product
- 5 conversation simulations
 - *Music Festival*
 - *Hotel Check-in*
 - *Trip to New York*
 - *Setting up a Meeting*
 - *At the Post Office*
- Practice exercises

We recommend that teachers review this entire section to familiarize themselves with the Refresher English course, including completing the 5 simulations and practice exercises. Teachers can use the same information to familiarize the students with the course.

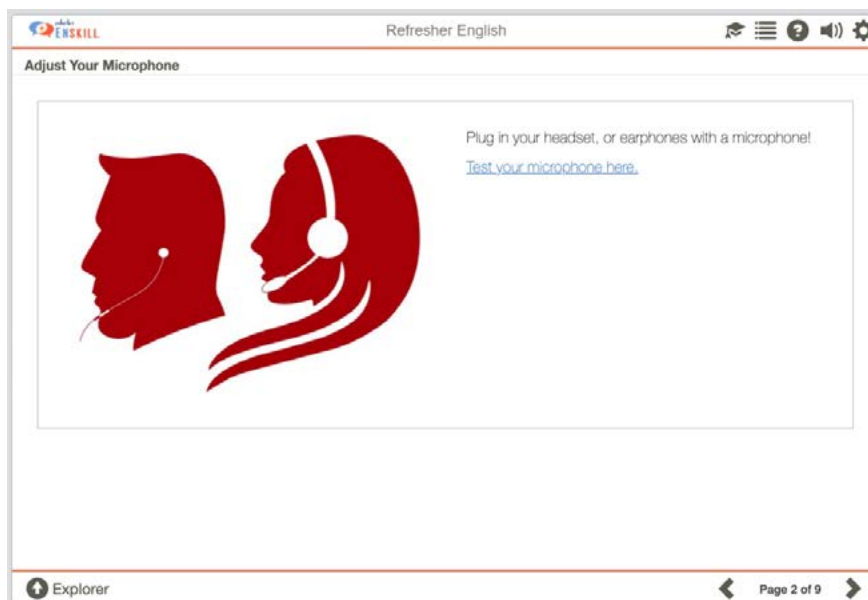
Note: Activities can be completed in face-to-face or hybrid classes. For distance learning classes it will be necessary to upload the activities to an e-learning management system such as Moodle or Google Classroom. In situations where the technology does not permit teacher-to-student oral interaction,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

INTRODUCTION LESSON

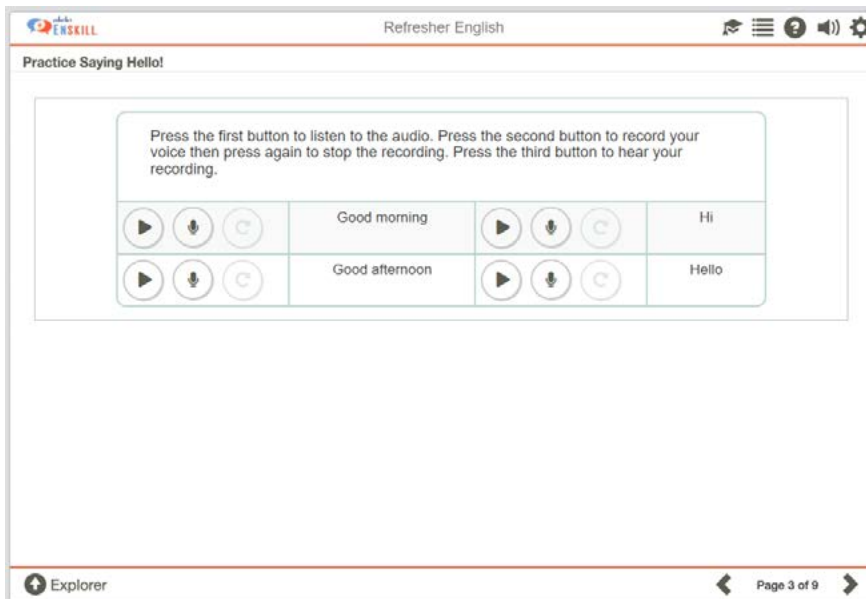
The Introduction lesson appears when you launch the course for the first time. The first thing you will see is the **Welcome** page. Page navigation is available using the arrows at the bottom right.



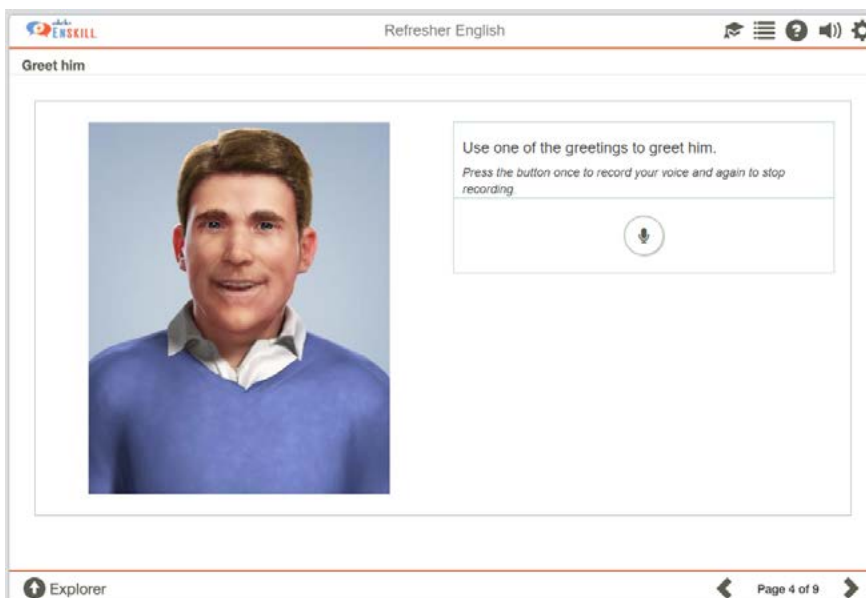
The **Adjust Your Microphone** page provides the opportunity to test your microphone. This is a crucial step in getting started since your microphone will need to work properly for automatic speech recognition.



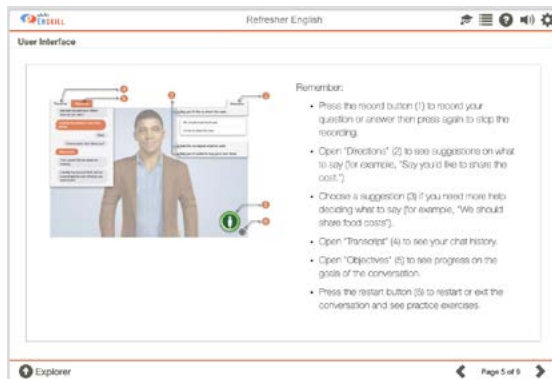
The **Practice Saying Hello!** page gives students the opportunity to practice recording their voices.



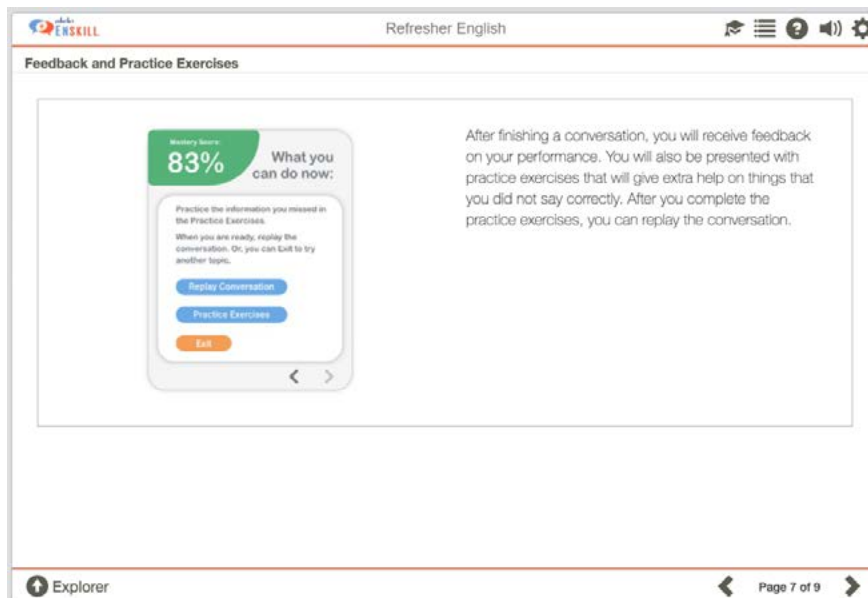
The **Greet Him** page gives the student the opportunity to speak to an avatar using the phrases learned in the previous page (e.g., "Good morning").



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.

The screenshot shows the 'Player Dashboard' page for 'Refresher English'. It features a table with columns: 'Conversation', 'Progress/Status', 'Last Attempt', and 'Next Score (0)'. Below the table, there is a detailed view of a conversation titled 'Setting Up a Meeting' with a table showing 'Date', 'Meeting Score', 'Attempts', and 'Next Score'.

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

You can see more information about what your scores mean. Selecting the info icon will give you details of each column.

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

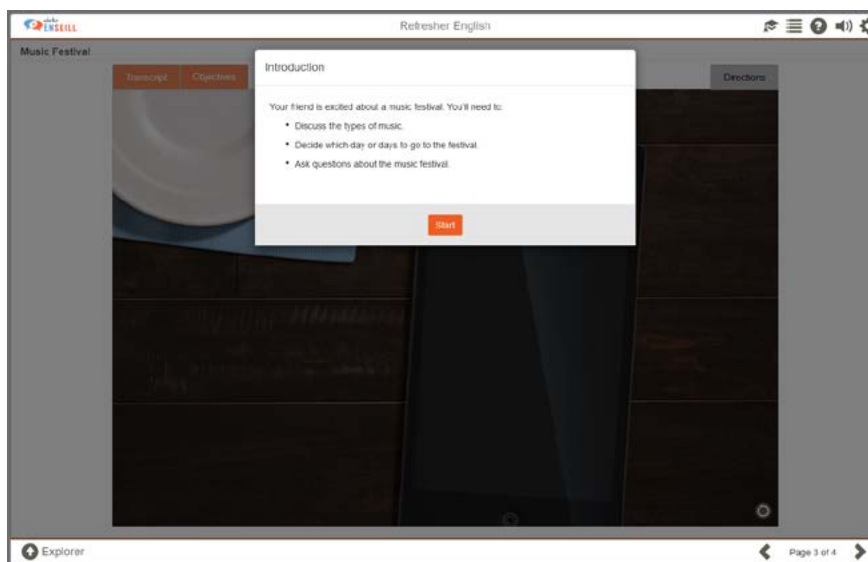
The screenshot shows the 'Select a Conversation' menu. It is a vertical list of conversation topics: Introduction, Music Festival, Hotel Check-in, Trip to New York, Setting Up a Meeting, and At the Post Office.

PLAYING THE SIMULATIONS

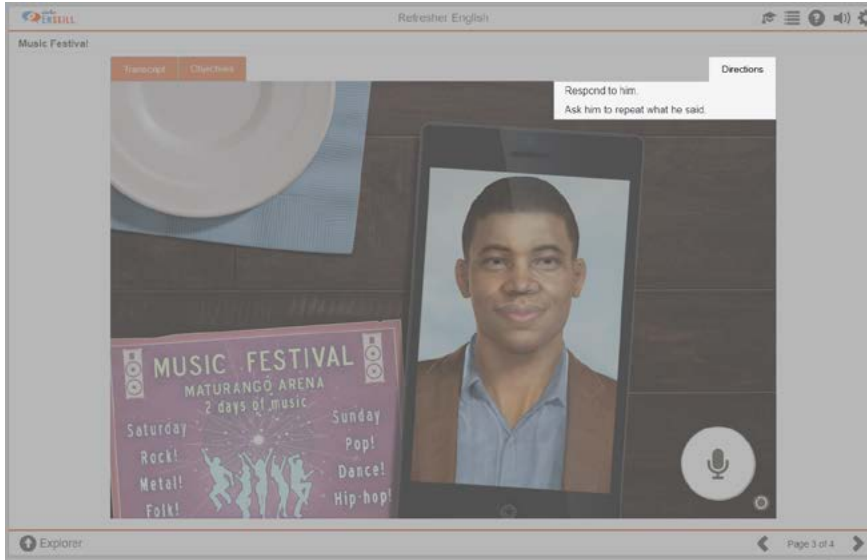
The **Tips for Success** page gives students hints on how to get an optimal mastery score.



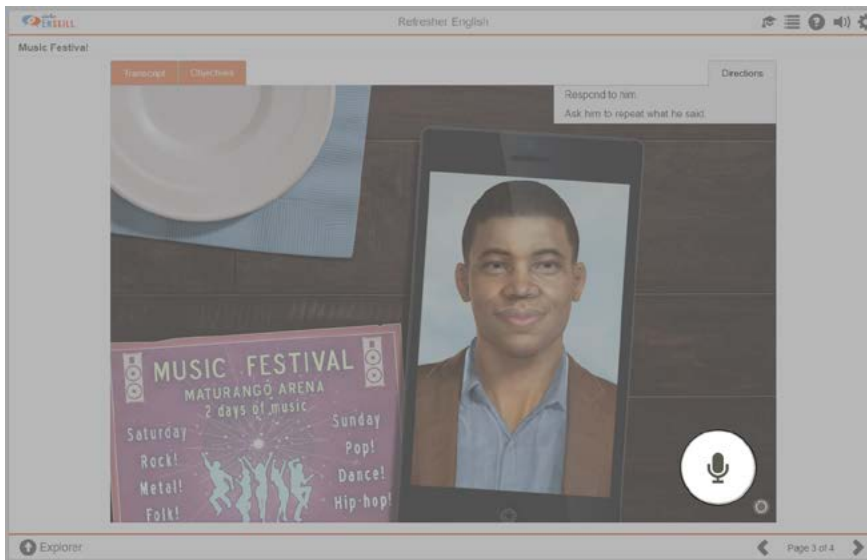
Once the simulation launches, the objectives of the conversation are displayed in the **Introduction** menu.



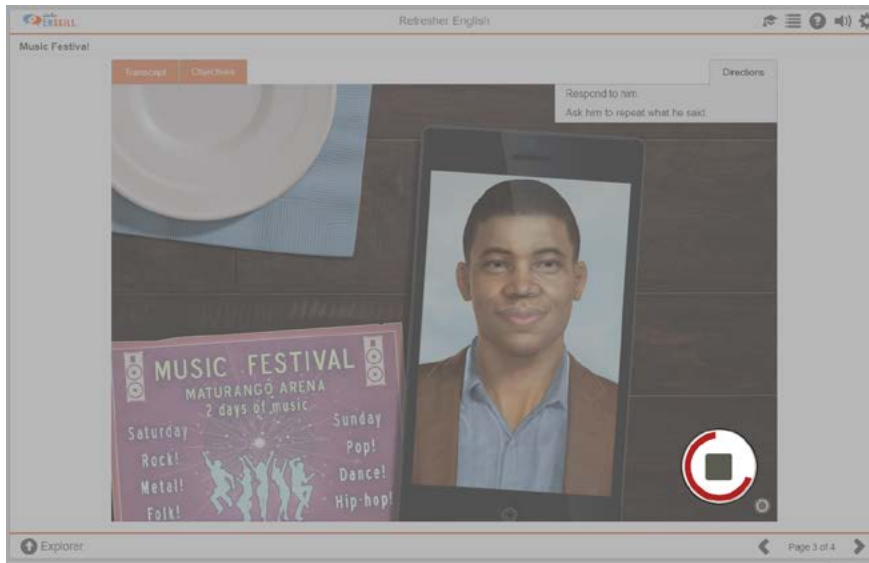
Students can access directions about what to do by clicking on the **Directions** tab located in the upper right corner of the screen. Then, clicking on any item listed will provide a specific example of what to say.



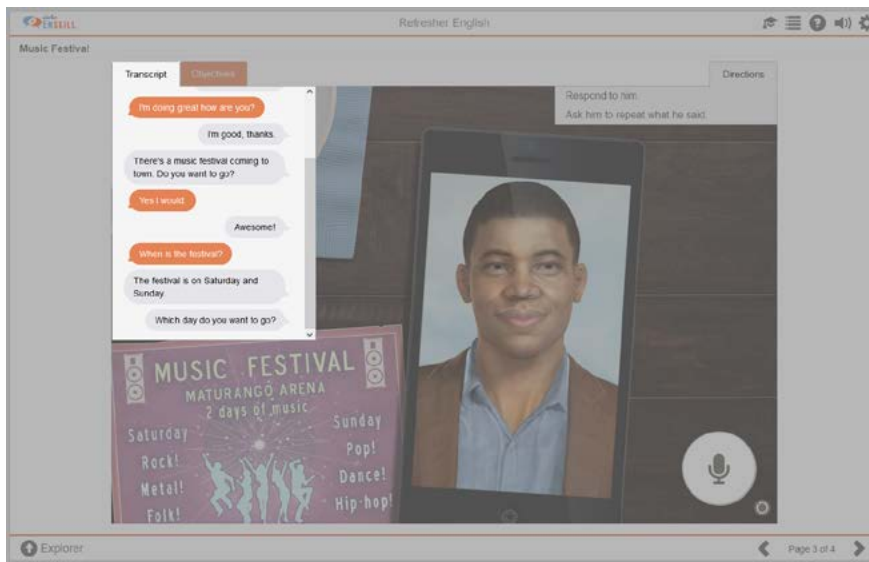
Students can record their responses by clicking on the **grey** microphone icon. Be sure to allow microphone permissions if prompted.



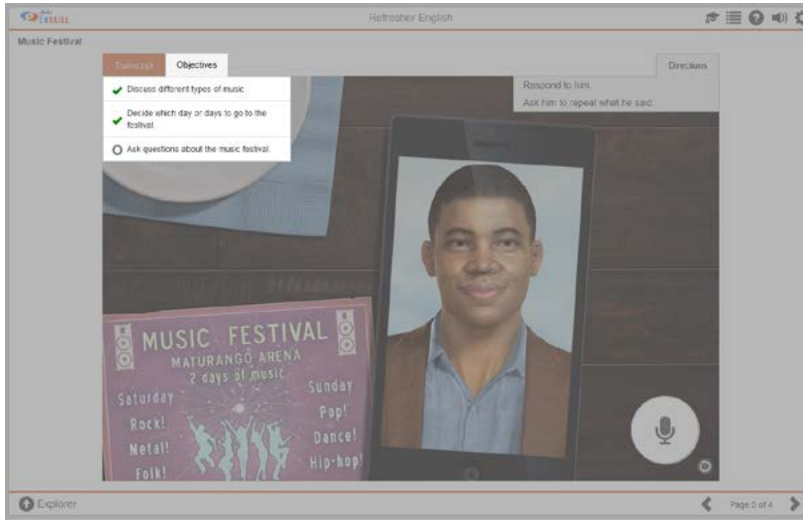
Once the icon turns to a **red** timer with a “stop” symbol, recording is in progress. When finished speaking, click the icon again to stop the recording.



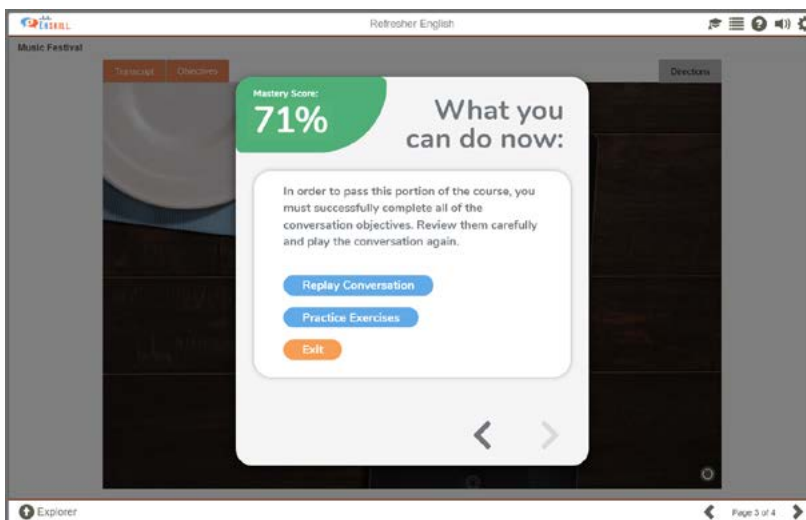
A transcript of the conversation can be accessed at any time by clicking the **Transcript** tab in the upper left corner of the screen.



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.**

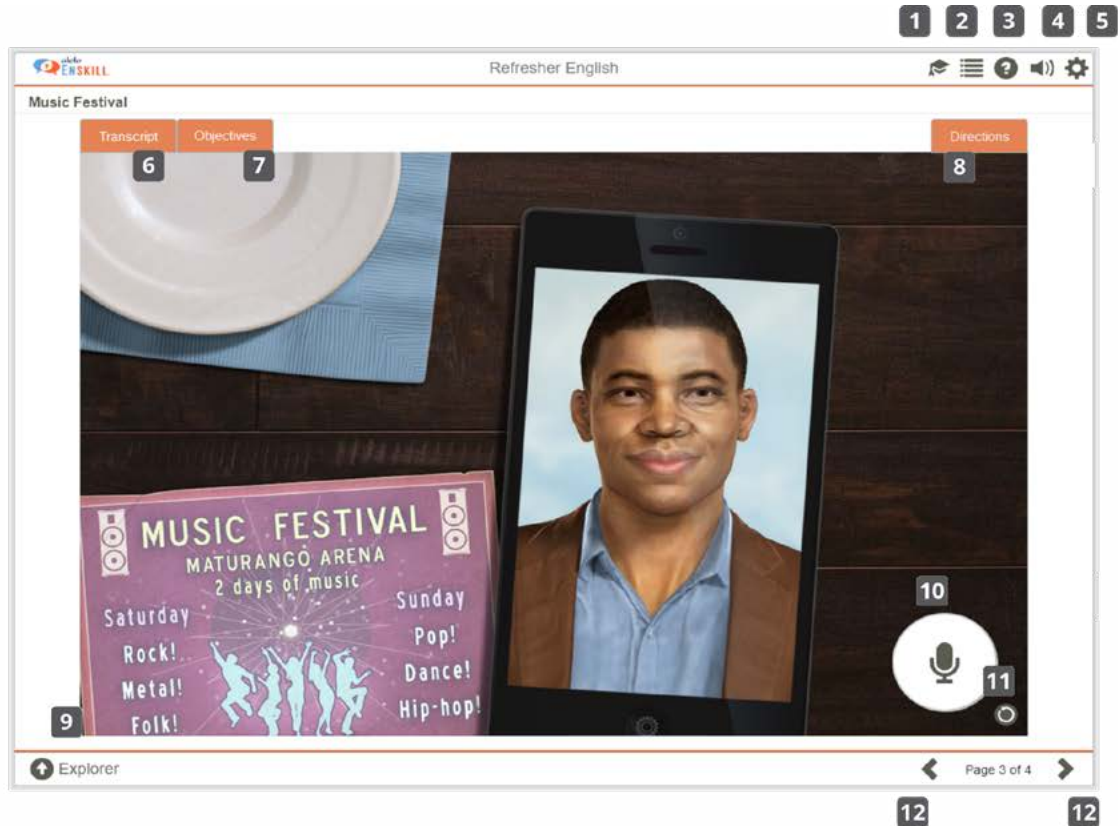


At the completion of the simulation, students will receive immediate feedback on their performance. They can then move to the practice exercises which are selected based on the student's performance.



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.



Player Dashboard

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

Transcript

Click this tab to see a transcript of your conversation.

Record

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

Menu

Click this icon to see a list of conversations.

Objectives

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

Restart

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

Help

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

Directions

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

Navigational arrows

Click arrows to move forward or backward.

Mute sound

Click this button to turn sound on/off.

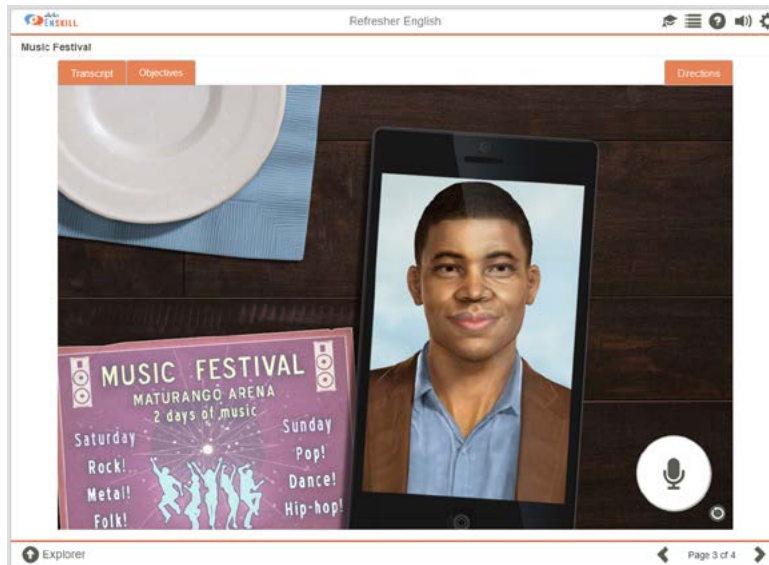
Explorer

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

Settings

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

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?

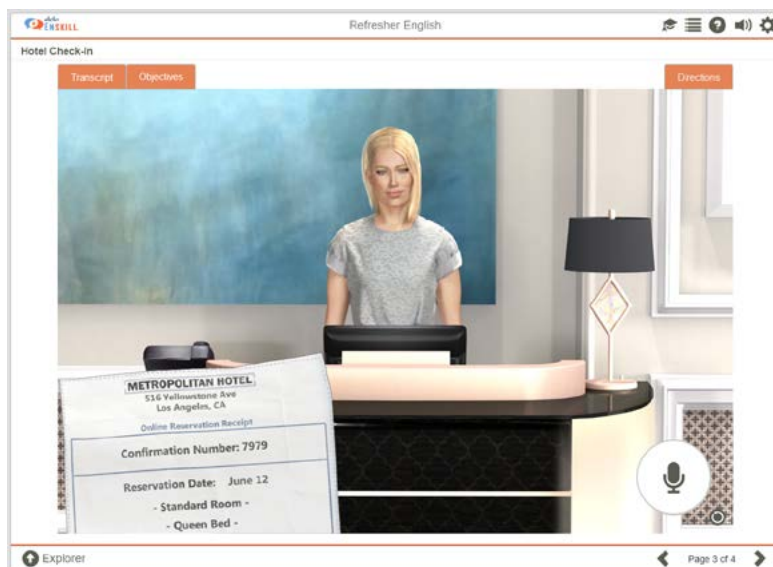
Example:

- *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? / 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, 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.

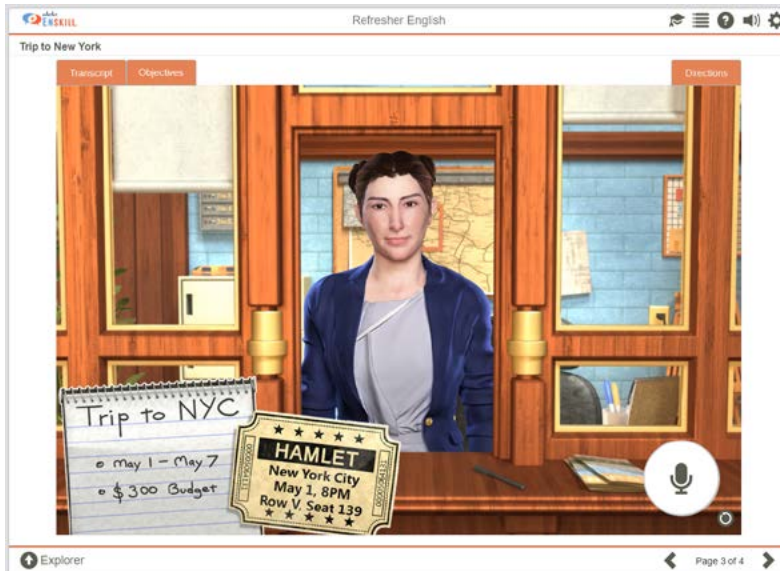
Example:

- *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.

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.

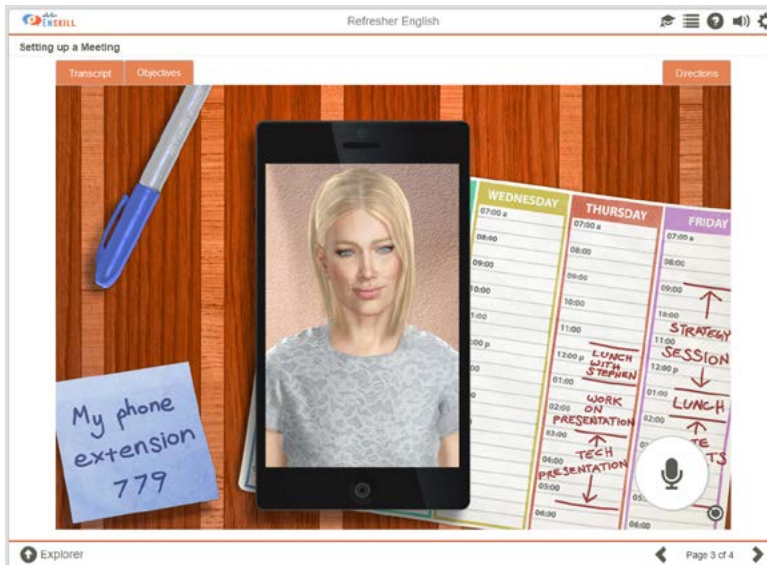
Example:

- *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...*

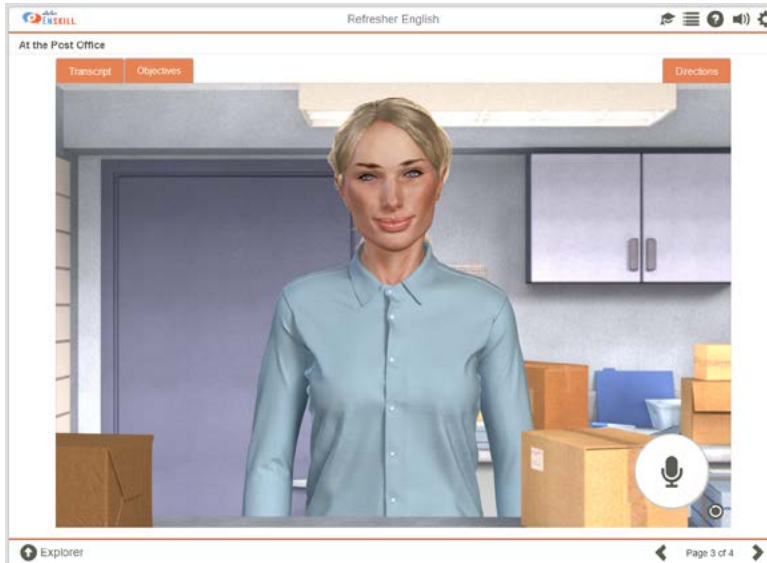
Present Your Ideas

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.*

AT THE POST OFFICE



In the *At the Post Office* 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 *At the Post Office* 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 *At the Post Office* 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 *At the Post Office* 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 *At the Post Office* 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.