

Basic English

Teacher's Guide

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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 Basic English course on the Alelo Enskill learning platform.

AIMS OF THE BASIC ENGLISH COURSE

Basic 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 BASIC ENGLISH COURSE

The Basic English course consists of the following:

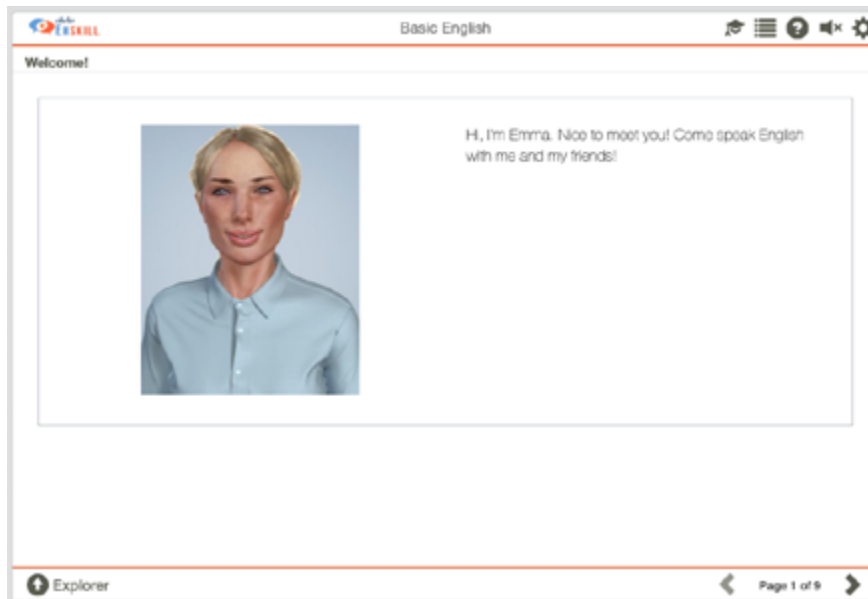
- Introductory pages that explain how to use the product
- 10 conversation simulations
 - *At the Airport*
 - *Helping Owen Plan a Party*
 - *School Newspaper Interviews*
 - *Class Interview with Lilly*
 - *Helping Owen with a Recipe*
 - *Giving Directions*
 - *Describing a Soccer Match*
 - *Lake Arrowhead Vacation*
 - *A Bad Weekend*
 - *Driving to a Wedding*
- Practice exercises

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

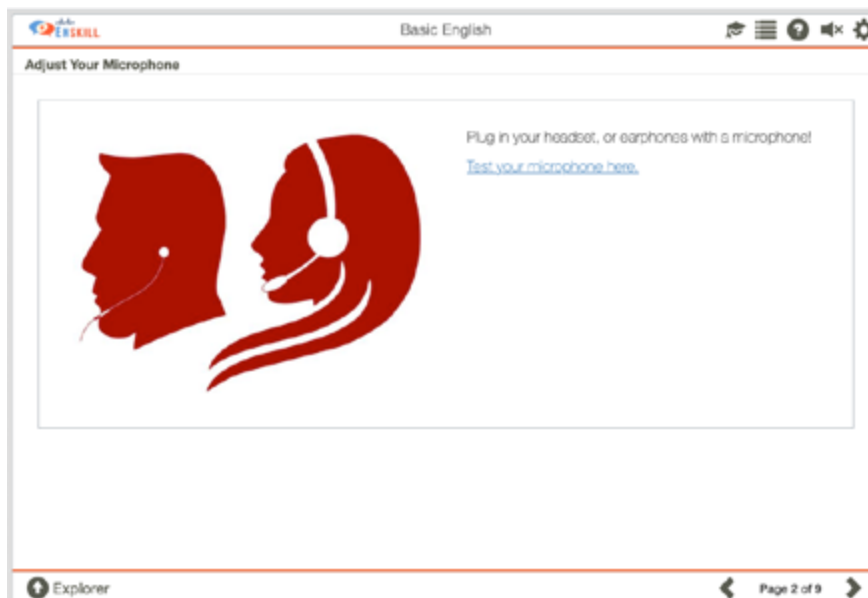
Note: Activities can be completed in face-to-face or hybrid classes. For distance learning classes it will be necessary to upload the activities to an e-learning management system such as Moodle or Google Classroom. In situations where the technology does not permit teacher-to-student oral interaction,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



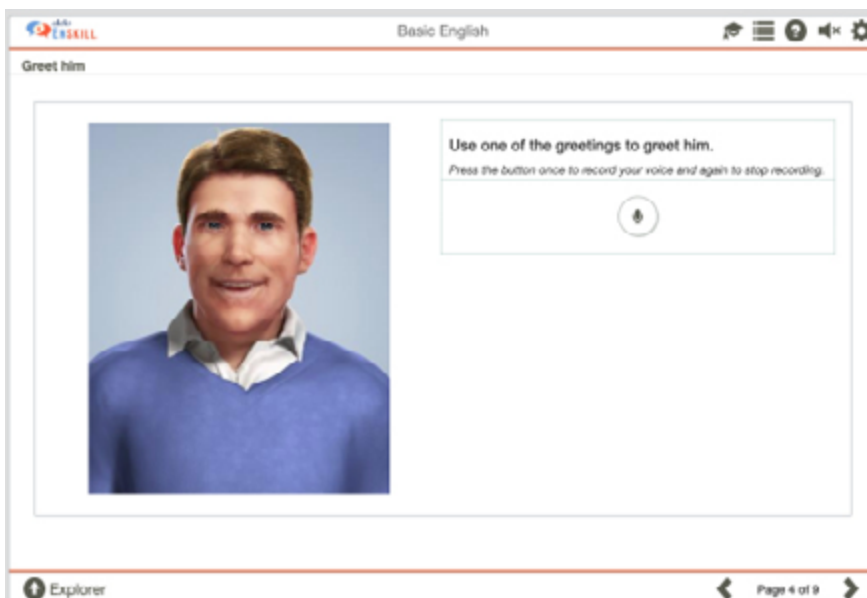
The **Adjust Your Microphone** page provides the opportunity to test your microphone. This is a crucial step in getting started since your microphone will need to work properly for automatic speech recognition.



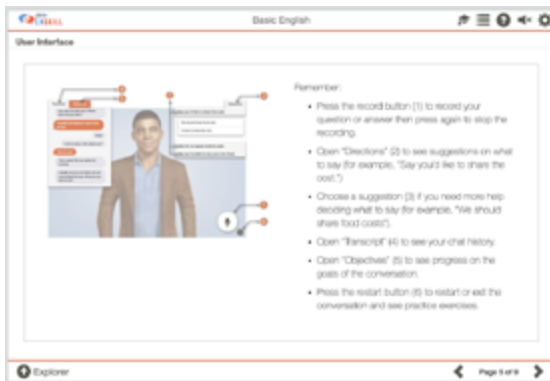
The **Practice Saying Hello!** page gives students the opportunity to practice recording their voices.



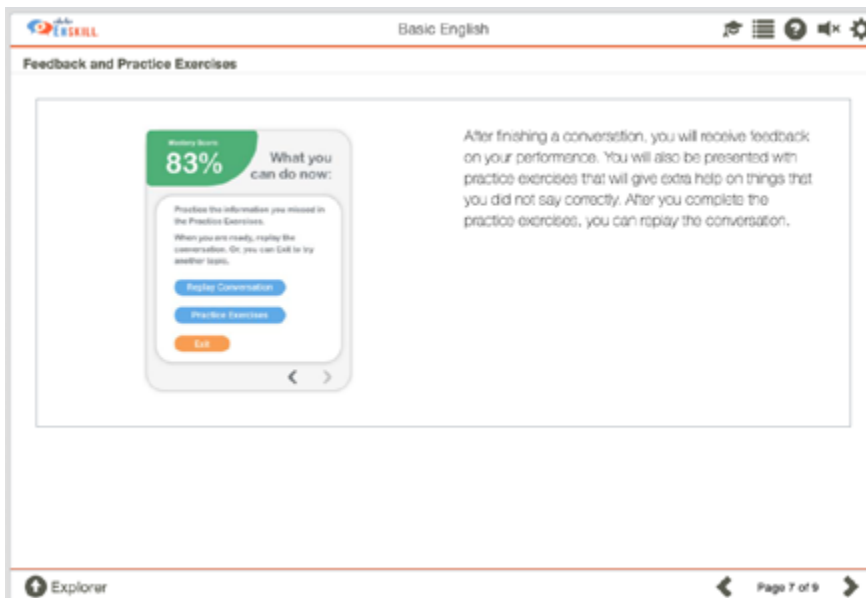
The **Greet Him** page gives the student the opportunity to speak to an avatar using the phrases learned in the previous page (e.g., "Good morning").



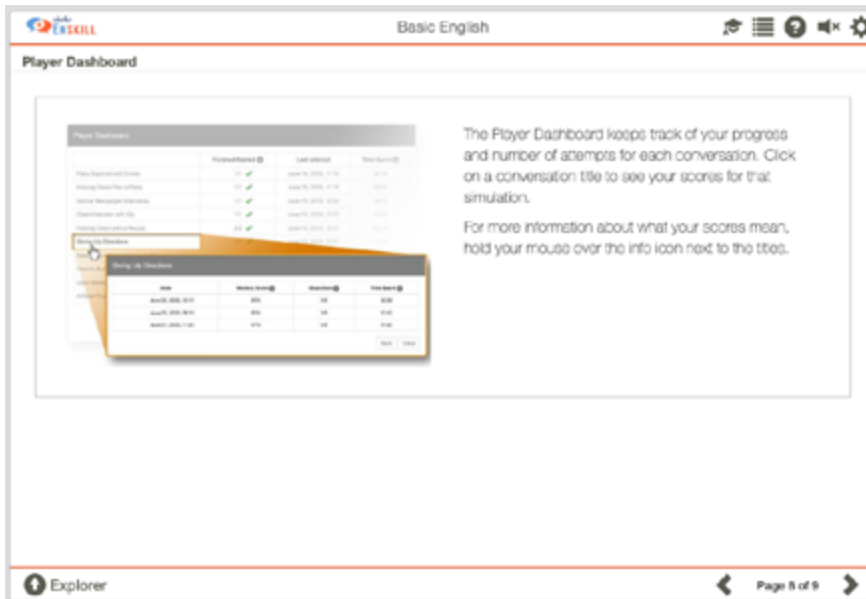
Be sure to review the **User Interface** pages which describe the user interface.



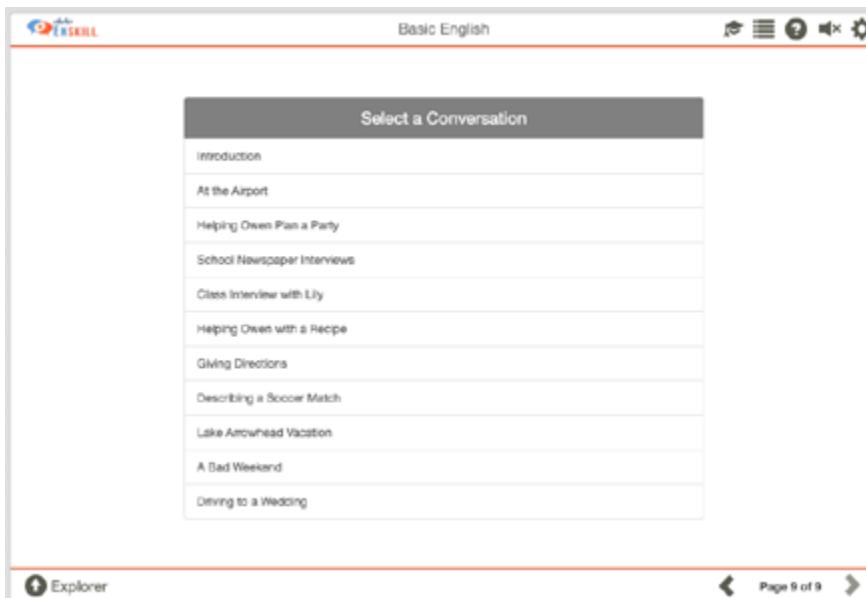
The **Feedback and Practice Exercises** page tells students that they will receive feedback on their performance at the end of the simulation, and that they will be able to play practice exercises for help on the things they didn't say correctly.



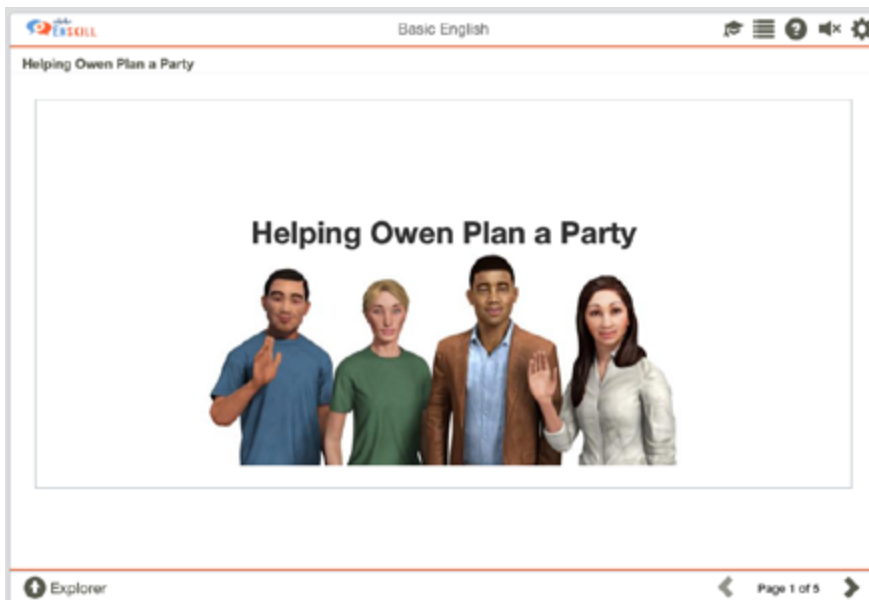
The **Player Dashboard** page explains how students can view their performance scores.



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



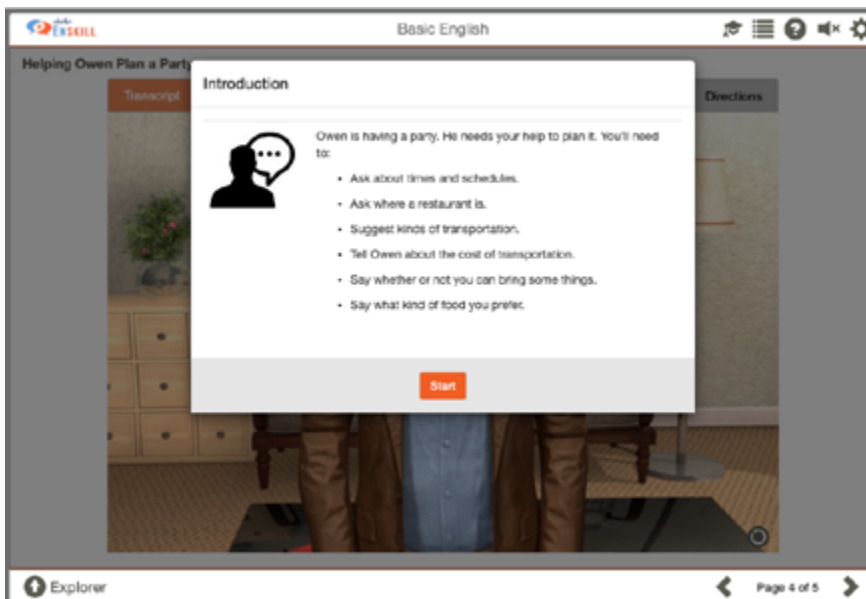
PLAYING THE SIMULATIONS



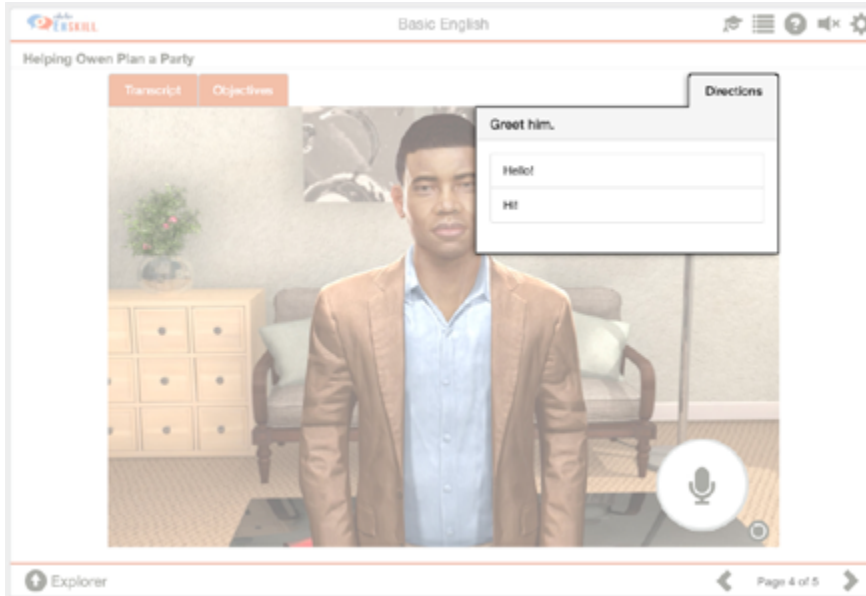
The **Tips for Success** page gives students hints on how to get an optimal mastery score.



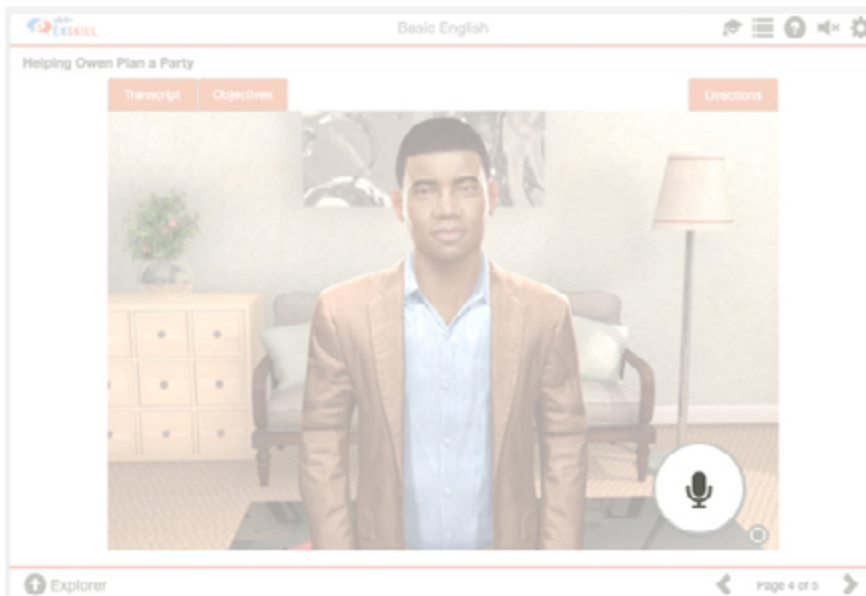
Once the simulation launches, the objectives of the conversation are displayed in the **Introduction** menu.



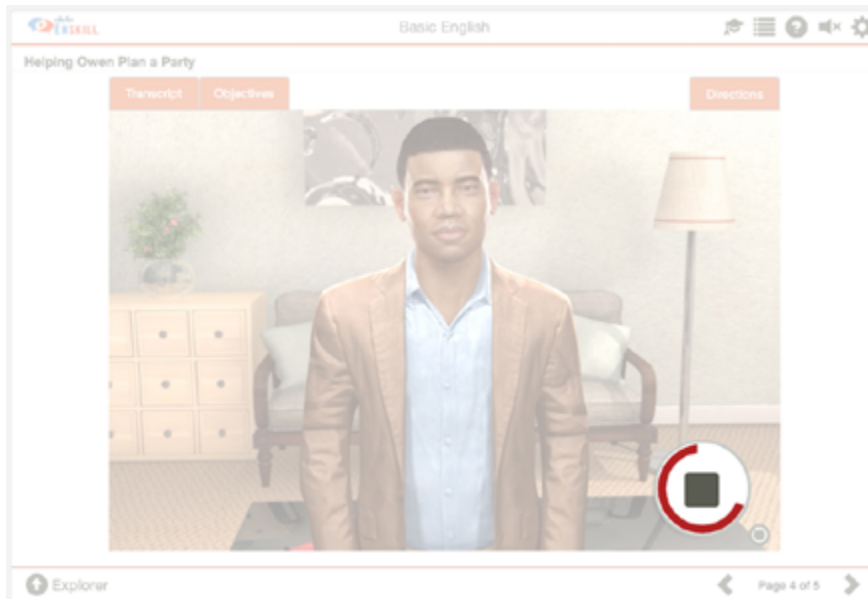
Students can access directions about what to do by clicking on the **Directions** tab located in the upper right corner of the screen. Then, clicking on any item listed will provide a specific example of what to say.



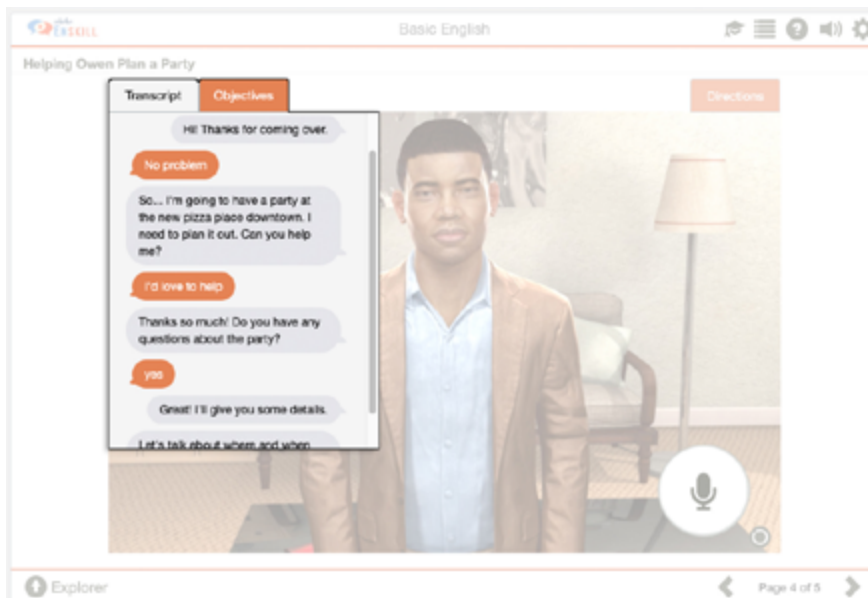
Students can record their responses by clicking on the **microphone** icon. Be sure to allow microphone permissions if prompted.



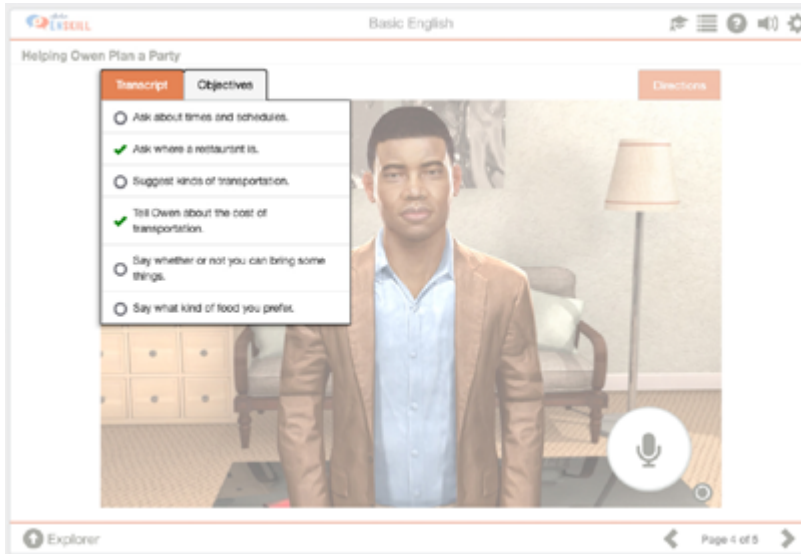
Once the icon turns **red**, recording is in progress. When finished speaking, click the icon again to stop the recording.



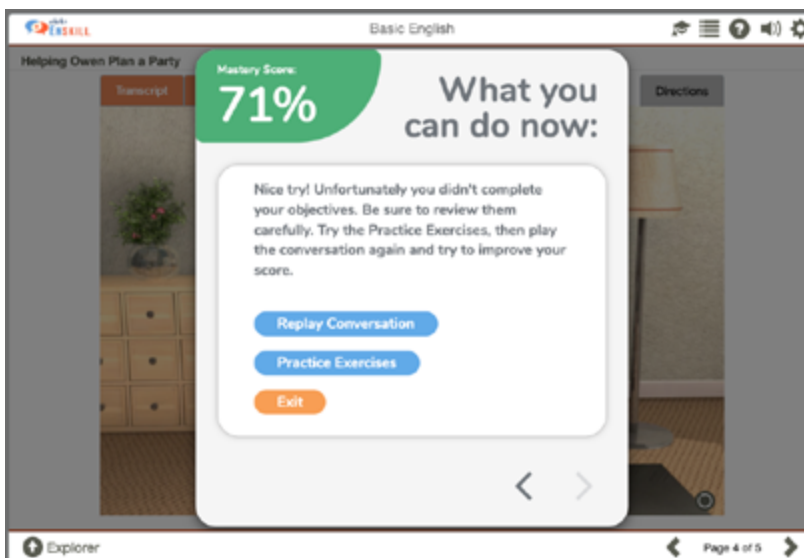
A transcript of the conversation can be accessed at any time by clicking the **Transcripts** tab in the upper left corner of the screen.



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.**

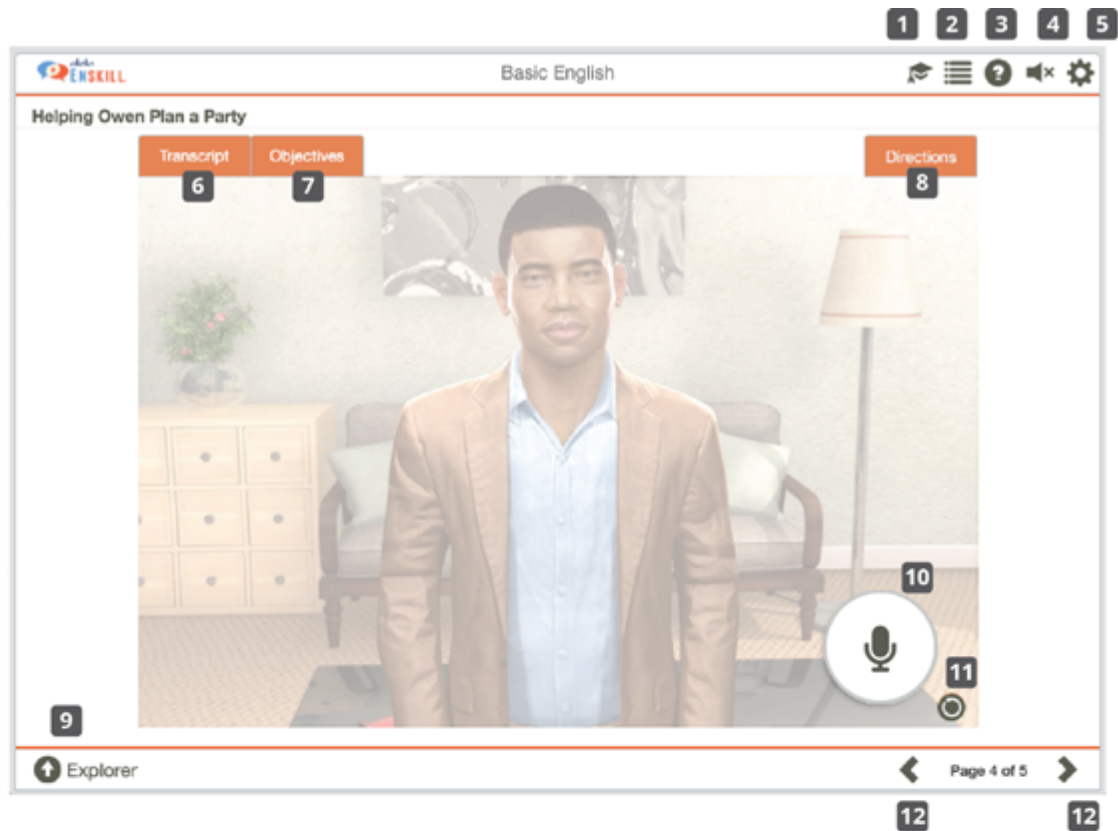


At the completion of the simulation, students will receive immediate feedback on their performance. They can then move to the practice exercises which are selected based on the student's performance.



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.



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.

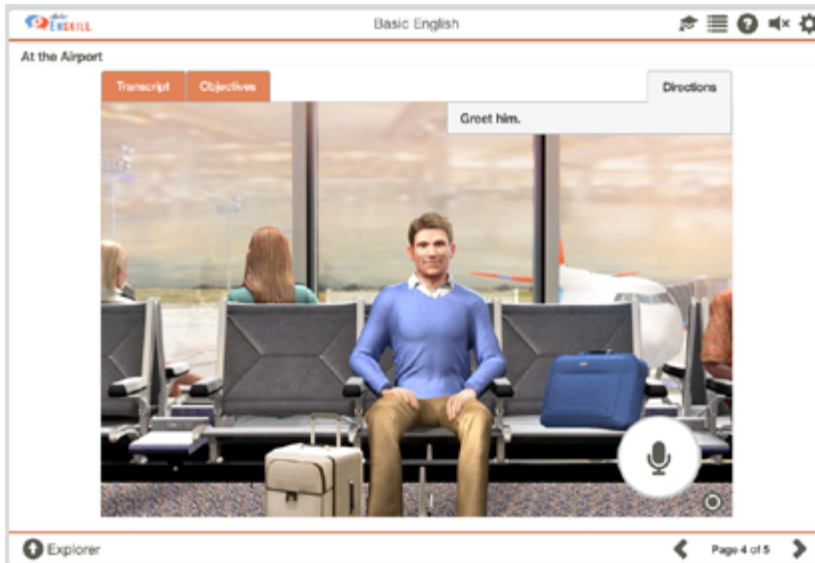
Restart

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

Navigational arrows

Click arrows to move forward or backward.

AT THE AIRPORT



In the *At the Airport* simulation, students will:

- Use basic greeting and leave-taking expressions.
- Ask how people are.
- Ask and answer simple personal questions.

RECOMMENDED ACTIVITIES

PREWORK

Below are some suggested activities to help students get ready for the *At the Airport* simulation.

Warm-Up

1. Discuss common English greetings.
Example:
• *Hello! / Hi! / Good morning! ...*
2. Discuss ways of referring to times in whole hours.
Example:
• *2 o'clock / at 9 AM / 5 in the afternoon ...*
3. Discuss common English ways of saying goodbye.
Example:
• *Goodbye. / Bye. / See you later...*

Introduction to the Simulation

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

1. Ask students what they want to know about someone they're meeting for the first time.

Example:

- *Their name, where they are from, how old they are ...*

2. Ask Student A (SA): Where are you from? Prompt the student to respond with a city, state, region, or country.

Example:

- *I'm from Buenos Aires, California, I live in Vietnam, I'm from Europe. ...*

3. In pairs or small groups, have students ask each other how they are.

Example:

- *How are you? I'm doing good, thanks. / How's it going? Not bad. ...*

4. Tell each student to imagine they are about to fly somewhere they've always wanted to go. Going around the class, ask them to share where they are traveling to.

Example:

- *I'm going to Beijing / I'm flying to New York / to Paris ...*

Preparation for the Simulation

1. Inform students that they will be meeting Ken, who, like themselves, is waiting for a flight at the airport.

- *Ken is sitting across from you at the airport. He looks friendly.*

2. Ask students what they would ask Ken first.

- *His name, where he's going, how he is...*

SIMULATION

Have students complete the *At the Airport* 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 is Ken from?
 - *California. He's from Barstow, California.*
2. How old is Ken?
 - *20 years old. He's 20.*
3. Where is Ken flying to?
 - *To Rome. He's flying to Rome. He's going to Italy.*

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.

- What questions did you and Ken ask each other?
 - *What's your name? How old are you? Where are you from? Where are you going? When do you leave?*
- What places did Ken mention in the simulation?
 - *Ken said he was from Barstow, California. Ken is traveling to Rome, Italy.*

Interaction

Draw the following chart and share with the class:

	How old?	From?	Going to?
Ken is:	20 years.	Barstow, California.	Rome.
I am:			

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

Example:

- *Ken is 20 years old. He's from Barstow, California. He is traveling to Rome.*

Simulation Practice

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

For reference, here are the questions from the At the Airport simulation:

- How are you?
- What's your name?
- How old are you?
- Where are you from?
- Where are you going?

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

Write About It

Have students write about someone they know well using the questions from the simulation: *How old they are, where they live, somewhere they have been or would like to visit, etc.* Include other details that may be available.

Example:

- *Blake is 39 years old.*
- *He lives in the Inland Empire.*
- *He has been to Thailand.*
- *He likes movies and music.*

Have the students talk about that person with a partner.

SUGGESTED ADVANCED POST ACTIVITIES

What Happens Next?

Have students in pairs or groups discuss what might happen if they met Ken again. How might the conversation continue?

Example:

- *How was Rome?*
- *What did you do there?*
- *Is school going well?*

Think Bigger!

Have students in pairs or small groups discuss some good questions for getting to know someone. What are some topics people discuss when they first meet? If it helps, think about some things you would tell someone you just met.

Example:

- *Where do you live?*
- *What do you have any hobbies?*
- *Where do you go to school?*

Extend to Other Skills

Ask students to imagine they are welcoming a group of new students to your school. Tell them, "To make the new students feel more comfortable, you should begin by telling them about yourself. What are some things you could tell them?"

Example:

- *My name is Chad. I like to play the guitar. I am on the football team. I also like....*

Present Your Ideas

Have the students introduce themselves to the class.

HELPING OWEN PLAN A PARTY



In the *Helping Owen Plan a Party* simulation, students will:

- Indicate time with simple phrases.
- Ask and answer questions about where people live, who they know, things they have, etc.
- Ask simply for directions.
- Understand simple directions.
- Use and understand simple numbers.

RECOMMENDED ACTIVITIES

PREWORK

Below are some suggested activities to help students get ready for the *Helping Owen Plan a Party* simulation.

Warm-Up

1. Ask students to share different words and phrases they can use to indicate time.

Example:

- *One o'clock, two fifteen, three thirty, quarter to four, 5PM, 6 in the morning, 7 at night...*

2. Ask students to identify some objects they have around them and include how many they have using simple numbers.

Example:

- *I have two dollars. / I have three books. / I have two pencils.*

3. Ask students questions about things they have and don't have, to practice answering positively and negatively.

Example:

- *Yes, I have a phone. / No, I don't have a car.*

Introduction to the Simulation

The following exercises will familiarize students with the language they will be using in the *Helping Owen Plan a Party* simulation.

1. Ask students, How do you get around town? Then ask some other ways to get around.

Example:

- *I take the bus. / I could drive a car. / I could walk.*

2. Ask a student if they have ever been to a party and then ask, Where was the party? Ask the student to tell you about things that were at the party.

Example:

- *The party was at my house. / There was food. / There were games.*

3. In pairs, or individually, ask students to come up with five questions they could ask someone about a party or event they will go to.

Example:

- *Where is the party? / When is the [event]? / How will you get there?*

4. Have the students ask each other their questions about the upcoming party.

5. Focus on questions and answers that use the present tense to talk about a future plan.

Example:

- *The party is at the city square. / The party is on Wednesday.*

Preparation for the Simulation

1. Inform students they will be talking to Owen to help him plan his upcoming party.

Example:

- *Owen is having a party. He wants your help to organize it.*

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

Example:

- *What time is the party, Owen?*

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 *Helping Owen Plan a Party* 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 is the party going to be?
 - *At the pizza place downtown.*
2. When is the party, and when does it end?
 - *The party is on Sunday at 7. It ends at 9.*
3. What items does Owen ask if you have?
 - *He asks if you have a car and bluetooth speakers.*
4. What are some of the ways people can go to and from the party?
 - *People can drive to the party. They can take a bus. They can go by taxi. They can ride their bike.*
5. When Owen wants to have dinner with you, what are the options?
 - *There is a pasta restaurant and a sushi restaurant.*

Practice Key Vocabulary and Structures

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

- Where is the pizza place?
 - *It is downtown.*
- Does Owen want music at the party?
 - *Yes, he wants music at the party.*
- How much does the bus cost in your town?
 - *It costs [this much].*
- What kind of food do you prefer? Pasta, or chicken?
 - *I prefer pasta.*

Interaction

Draw the following chart and share with the class:

Owen:

plans a party...	he wants...	doesn't have...
at the pizza place.	music at the party.	speakers.
on Sunday.	people to arrive at 7.	a car.

Then have the students make their own charts, filling them in based on students taking turns asking each other about a party or event. Ask students to share some of their answers with the class.

Example:

- *Lucy is planning a party at her house. The party is on Saturday at 6. She wants lots of food and music. She has a laptop to play the music.*

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 Owen.

For reference, here are the questions from the *Helping Owen Plan a Party* simulation:

Owen:

- I need to plan a party. Can you help me?
- How will people get there?
- How will people get home?
- Do you have a car?
- Can people take the bus?
- How much does the bus cost?
- Do you have bluetooth speakers?
- Can we use the speakers for the party?
- Do you want to get dinner together?
- There's a pasta place and a sushi place. Which do you prefer?

Friend:

- What do you need help with?
- When is the party?
- Where is the pizza place?
- Do you want music at the party?

Note: Encourage students to take their own approach in asking questions.

Write About It

Have students write an invitation to a party they are planning. Be sure to include: *where the party is, what time it is at, and the reason for the party.*

Example:

You are Invited!

Please come to my birthday party at [a location].

The party is on [a day] at [a time].

The party will have...

SUGGESTED ADVANCED POST ACTIVITIES

What Happens Next?

Have students in pairs or groups talk about the party as if it had happened and they'd been there. How did they get to the party? Who was there? What did they eat? Was there any entertainment? What part was the most fun for them?

Example:

- *I (walked / drove / rode the metro) to the party. Ken and Owen were there. I ate pizza. There was music at the party.*

Think Bigger!

Have students in pairs or small groups imagine planning a party at a park for their neighborhood. What activities would people enjoy at the neighborhood party? What is the best time of year and day of the week for the party? What kinds of food would be best to serve? How could people get to the location easily?

Example:

- *I want to have [this activity] at the party.*
- *The best time of year for the party is...*
- *People like [this food]. We should have...*

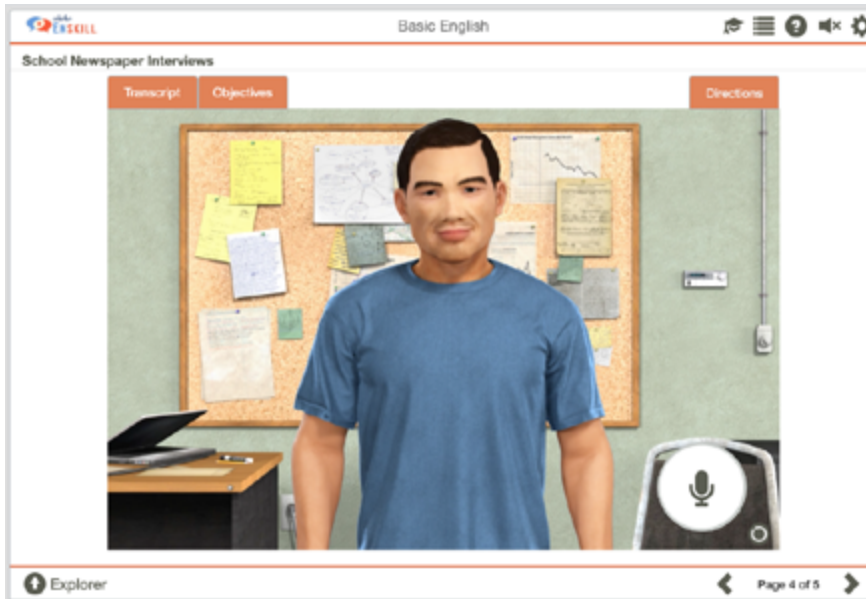
Extend to Other Skills

Ask students to draw a map of a park in their town. Have them think about where different activities might take place and how people would enter and enter the party easily. Think about a party the students have been to, what was good, and what could have been better.

Present Your Ideas

Have the students present their party maps and describe the activities the party could have.

SCHOOL NEWSPAPER INTERVIEWS



In the *School Newspaper Interviews* simulation, students will:

- Interview Emma and Will for a school newspaper.
- Greet them and say goodbye.
- Ask them simple questions about after school activities.
- Talk about time using simple phrases.

RECOMMENDED ACTIVITIES

PREWORK

Below are some suggested activities to help students get ready for the *School Newspaper Interviews* simulation.

Warm-Up

1. Ask students to share different words and phrases they can use to greet someone.

Example:

- *Hi! / How are you? / What's new? / What's up? / Good morning! / Good afternoon! / Good evening! / I'm (Emma). / What's your name?...*

2. Ask students to share different words and phrases they can use to say goodbye to someone.

Example:

- *Goodbye. / See you later...*

3. Discuss which expressions are used in formal and informal situations.

Introduction to the Simulation

The following exercises will familiarize students with the language they will be using in the *School Newspaper Interviews* simulation.

1. Ask students, What do you do in your free time? Brainstorm activities.

Example:

- *I play videogames, watch movies, go to restaurants, read books ...*

2. Ask Student A (SA): What do you do outside of class? Prompt student to respond with an activity.

Example:

- *I play basketball.*

3. In pairs or individually, ask students to come up with five questions to ask the other student about this activity. Do the same for other examples.

Example:

- *Where do you play basketball? How often do you play? Why do you play? Do you like playing basketball? Do you have a basketball?*

4. Share questions. Have SA (with prompting from others) provide answers.

5. Focus on the question: How often do you play soccer? Have students brainstorm possible answers.

Example:

- *I play soccer (every day, one / two / three times a week...).*

6. Prompt them to provide follow-up questions and answers.

Example:

- *What days do you play basketball? When do you play basketball? (Monday / Tuesday..., in the morning / afternoon / evening / at four...)*

Preparation for the Simulation

1. Inform students they will be interviewing Will and Emma for the school newspaper about activities they do in their free time after class.
 - *Will goes to restaurants with friends. Emma plays sports.*
2. Have students suggest questions they might consider asking Will and Emma.

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 *School Newspaper Interviews* 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 does Will like to do?
 - *He hangs out with friends. They go to restaurants.*
2. How often does he go to restaurants?
 - *Once or twice a week.*
3. When does he go to restaurants?
 - *Tuesday and Thursday nights.*
4. What restaurants does he recommend?
 - *Jerry's Spaghetti and The Hoagie Joint.*
5. Are the restaurants affordable?
 - *Yes, they are affordable.*
6. What does Emma like to do?
 - *She plays sports a lot, like soccer and basketball.*
7. How often does she play soccer? How about basketball?
 - *Soccer = once a week*
 - *Basketball = twice a week*
8. What day does she play soccer? How about basketball?
 - *Soccer = Saturday mornings*
 - *Basketball = usually Monday and Wednesday nights*

9. Does Emma have her own sports equipment? Does she buy from a store or online?
- *She has her own equipment and sometimes shops at Super Sports Seven on Center Street. Sometimes she shops online if she finds a good deal*

Practice Key Vocabulary and Structures

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

- What does Will do in his free time?
 - **He likes** to hang out with friends. **They go** to restaurants together.
- How often does Will go to restaurants with friends?
 - Will goes to restaurants **once or twice a week**.
- When (what days) does Will usually go to restaurants?
 - Usually Will goes to restaurants on **Tuesday** and **Thursday** nights.
- What does Emma do in her free time?
 - She likes to **play sports**. Play **soccer and basketball**.
- How often does Emma play soccer / basketball?
 - Emma plays soccer **once a week**. She plays basketball **twice a week**.
 - Emma plays basketball / soccer / **once / twice / three times a week; a couple of times a week; every day**.
- When (what days) does Emma play basketball? When does she play soccer?
 - Usually Emma plays basketball on **Monday** and **Wednesday** nights. She plays soccer on Saturday mornings.
 - She plays basketball / soccer in the **morning (afternoon, evening)**.
 - She plays basketball / soccer at **one, at one thirty / on Monday, on Friday**.
 - She **never / always / rarely** plays basketball / soccer. She plays basketball / soccer, **sometimes, often**.

Interaction

Draw the following chart and share with the class:

Will:

likes...	How often?	When?
going to restaurants with friends.	Once or twice a week.	Usually Tuesday and Thursday nights.

Emma:

likes...	How often?	When?
playing basketball.	A couple of times a week.	Usually Monday and Wednesday nights.
playing soccer.	Once a week.	On Saturday morning.

Then have the students make their own charts, filling them in based on students taking turns asking each other what they like to do, how often, and when. Ask students to share some of their answers with the class.

Example:

- *Bob likes to watch movies. He watches movies a few times a week, often on Friday and Saturday nights.*

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 either Will or Emma.

For reference, here are the questions from the *School Newspaper Interviews* simulation:

- What's your name?
- What do you do for fun?
- How often do you go to restaurants?
- What restaurants do you recommend?
- Are they affordable?

- What sports do you play?
- When do you play soccer/basketball?
- Where do you play soccer/basketball?
- Do you have your own equipment?
- Where do you shop?
- Do you ever shop online?

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

Write About It

Have students write a newspaper article about Will or Emma: *What does he/she like to do? How often? Where? When?* Include other details that may be available.

Example:

- ***Students Keep Busy...After School!***
- *Students from our college participate in many after-school activities. This is what I learned about Emma. Emma likes to...*

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

SUGGESTED ADVANCED POST ACTIVITIES

What Happens Next?

Have students in pairs or groups discuss what might happen next (after the simulation). Or have the students discuss what the interviewer might discover after interviewing 20 students. What activities do you think other students like to do in their free time? How often? When? Why do you think this?

Example:

- *I think a lot (many / some / a few / none) of the students would like to play video games (play sports, watch TV ...) after school. I think many would do this for a few minutes every evening to help them relax.*

Extend to Other Skills

Ask students (individually or in pairs) to draw a graph (pie chart or bar graph) that shows how many students like to do each activity. In a few sentences below the chart or graph, explain the findings.

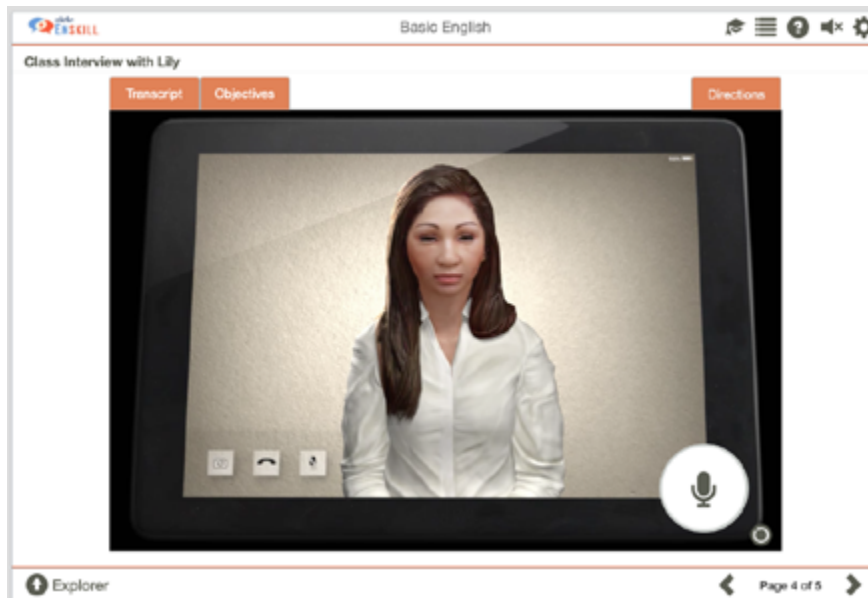
Example:

- *Many of the students like to... Some of the students like to... Few of the students like to...*

Present Your Ideas

Have students write about what they like to do in their free time. Have them describe the activity. (When and where do you do them? How often do you do them? Why?) Have them explain the advantages (or disadvantages) of doing this activity. Do they recommend this activity to others? Have students share their ideas in pairs or in writing. Have volunteers present their ideas to the class or share their written ideas.

CLASS INTERVIEW WITH LILY



In the *Class Interview with Lily* simulation, students will:

- Interview Lily for class.
- Ask how she is.
- Ask questions about basic personal information.
- Give personal information about themselves.

RECOMMENDED ACTIVITIES

PREWORK

Below are some suggested activities to help students get ready for the *Class Interview with Lily* simulation.

Warm-Up

1. Ask students to share different words and phrases they can use to greet someone.

Example:

- *Hi! / Hello! / How are you?*

2. Ask students some yes or no questions about their life to get them to talk about themselves and their life.

Example:

- *Yes, I have a job. / No, don't live with family. / Yes, I play an instrument.*

3. For questions that students answered “yes” to, ask them for more information.

Example:

- *I work at the grocery store. / I play the guitar.*

Introduction to the Simulation

The following exercises will familiarize students with the language they will be using in the *Class Interview with Lily* simulation.

1. Ask students, What are your hobbies? Brainstorm activities.

Example:

- *I play sports, I paint, I play music, I play video games, I read...*

2. Ask Student A (SA): 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.*

3. In pairs or individually, ask students to come up with five different jobs.

Example:

- *Waiter, doctor, teacher, painter, programmer...*

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

5. Ask students to brainstorm different ways to ask about someone’s job.

Example:

- *Where do you work? Do you have a job? What do you do for a living? What is your job? ...*

6. Prompt them to provide answers.

Example:

- *I work at a coffee shop, I don’t have a job, I have a job in a store, I am a musician ...*

Preparation for the Simulation

1. Inform students they will be interviewing Lily so they can introduce her to their class.
 - *Lily is a waitress. She lives at home. She plays sports.*
2. Have students suggest questions they might consider asking Lily.

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 *Class Interview with Lily* 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 does Lily do?
 - *She's a student and a waitress.*
2. Where does she work?
 - *At Elmer's Restaurant.*
3. What are Lily's hobbies?
 - *She likes to play sports like baseball and tennis.*
4. Where does she play sports?
 - *She plays baseball downtown and tennis at the community center.*
5. Who does Lily live with?
 - *She lives with her parents.*

Practice Key Vocabulary and Structures

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

- What does Lily do for a job?
 - *She's a **waitress**; she works at Elmer's **restaurant**.*
- What is Lily's hobby?
 - *Lily **plays sports**; Lily likes to **play baseball** and **tennis**.*
- Where does Lily play each of the sports?
 - *Lily **plays baseball downtown** and **tennis** at the **community center**; she **plays baseball downtown**; she **plays tennis** at the **community center**...*

Interaction

Draw the following chart and share with the class:

Lily:

lives...	She is...	Her hobby is...
with her parents.	a student and a waitress.	playing baseball and tennis.

Then have the students make their own charts, filling them in based on students taking turns asking each other what they like to do, how often, and when. Ask students to share some of their answers with the class.

Example:

- *Charlie lives with his family. He is a student and doesn't have a job. His hobby is playing video games with his brother.*

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 Lily.

For reference, here are the questions from the *Class Interview with Lily* simulation:

- How are you?
- Do you have a job?
- Where do you work?
- Do you live with your family?
- Do you have any talents?
- Do you play an instrument?
- Do you play any sports?
- What sports do you play?
- Where do you play?

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

Introduce Someone

Using the information they learned from the practice interview, have the students take turns introducing their partner to the class.

Example:

- This is Sydney. She likes listening to music and studying languages. She works at a clothing store, and she lives with her family.

SUGGESTED ADVANCED POST ACTIVITIES

What Happens Next?

Have students in pairs or groups discuss what might happen next (after the simulation). Or have the students discuss what the interviewer might discover after interviewing 20 students. How many students have jobs? Do more students live at home or on their own? What do you think are the most common hobbies?

Example:

- *I think a lot (many / some / a few / none) of students have jobs as well as going to school.*

Extend to Other Skills

Ask students (individually or in pairs) to draw a pie chart or bar graph that shows the different hobbies students have. In a few sentences below the chart or graph, explain the findings.

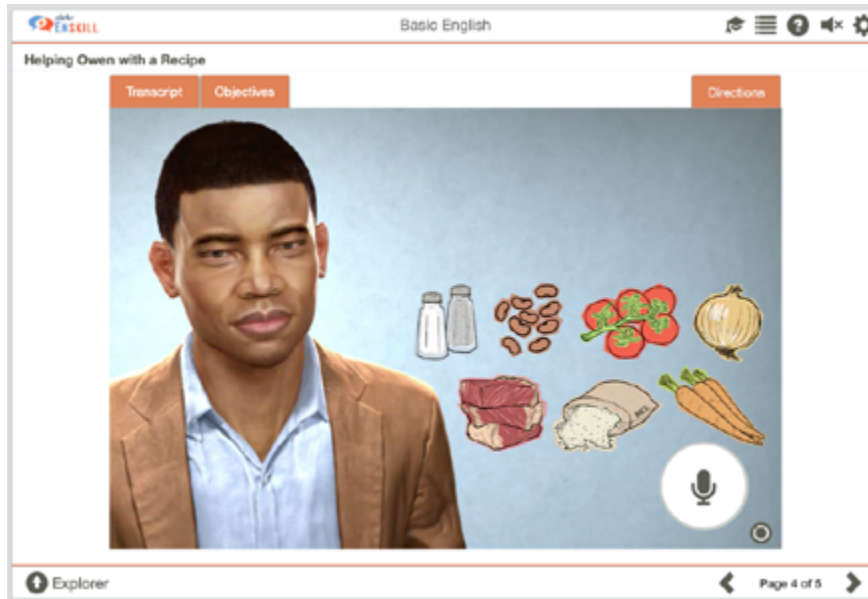
Example:

- *A hobby of many people is...A hobby of some students is...A hobby of a few of the students is...*

Present Your Ideas

Have students write about their own hobbies and jobs. Have them describe the activity. (What they enjoy doing, where they work, how often they do each) What do they like about their hobbies? Do they recommend it to others? Do they enjoy their job? Have students share their ideas in pairs or in writing. Have volunteers present their ideas to the class or share their written ideas.

HELPING OWEN WITH A RECIPE



In *Helping Owen with a Recipe*, students will:

- Ask how people are.
- Describe what they can do and can't do.
- Use and understand simple numbers.
- Describe what they like and don't like

RECOMMENDED ACTIVITIES

PREWORK

Below are some suggested activities to help students get ready for the *Helping Owen with a Recipe* simulation.

Warm-Up

1. Ask students to share ingredients that might go into a soup.

Example:

- *Meat, beans, rice, carrots, tomatoes, onions...*

2. Ask students to discuss those ingredients using numbers.

Example:

- *Two pieces of meat / ten beans / one bag of rice / three carrots...*

Introduction to the Simulation

The following exercises will familiarize students with the language they will be using in the *Helping Owen with a Recipe* simulation.

1. Ask students, What is a recipe? Discuss the answer and the different parts of a recipe.

Example:

- *A recipe is a set of steps for making a dish / There's a list of ingredients / Instructions for how to prepare the food...*

2. Ask a student if they have a favorite food they know how to make, and have them share their answer with the class.

Example:

- *My favorite food to make is spaghetti / I can make bread...*

3. In pairs or small groups, ask students to discuss some of the ingredients of their favorite recipes.

Example:

- *To make spaghetti, I need noodles, tomatoes, meat, and wine / I need flour, sugar, and yeast...*

Preparation for the Simulation

1. Inform students they will be talking to Owen to help him find ingredients for a recipe.

- *Owen is making soup. He wants your help to gather the ingredients.*

2. Ask students how they might mention an ingredient to Owen.

- *Rice. / You need tomatoes. / Do you have any onions?*

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 *Helping Owen with a Recipe* 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 ingredients needed for the recipe?
 - *Meat, beans, carrots, tomatoes, onion, rice, salt and pepper.*
2. Which ingredients did Owen already have?
 - *Meat, tomatoes, onion, salt and pepper.*

3. What ingredients does Owen need to buy?
 - *Beans, carrots, rice.*
4. What ingredient does Owen dislike?
 - *Owen doesn't like carrots.*

Practice Key Vocabulary and Structures

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

- Do you have any beans/rice/tomatoes, etc.?
 - *Yes, I have that. / No, I don't.*
- Do you like potatoes/carrots/onions, etc.?
 - *Yes, I like potatoes. / I don't like onions.*
- How many pens/pencils/books, etc., do you have?
 - *I have five books. I have three pencils. I have four pens.*
- What are some kinds of foods you might need to make soup?
 - *You need noodles/chicken/beans/potatoes/corn.*

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 Owen.



Using this image, the student playing the friend should ask Owen if they have each of the items. If there are multiples of an item, the student playing the friend should ask about that amount.



Using this image, the student playing Owen should answer the friend's questions. When they have gone through all of the recipe items, Owen should tell the friend what he needs to buy.

Write About It

Have students look up a simple recipe online, ask a family member for one, or share their own favorite. Write a short paragraph telling a friend about the recipe and what ingredients they will need.

Example:

- *Hi, Greg! I want to make this **banana bread recipe**. We need: **four bananas, two cups of flour, two eggs...***

SUGGESTED ADVANCED POST ACTIVITIES

What Happens Next?

Have students in pairs or groups talk about what ingredients they would use if making a soup from scratch. Encourage them to use opinion words like “prefer” and “like.”

Example:

- *In my soup, **I want** chicken, corn, and potatoes. **I don't like** beans, **I prefer** tomatoes.*

Extend to Other Skills

Ask students to make a catering plan for a traditional party in their town. What types of food would a traditional party have for 50 people? How much of each type of food would they need? What would people eat first, second, and last? What do people usually prefer?

Present Your Ideas

Have the students present their catering plans.

GIVING DIRECTIONS



In the *Giving Directions* simulation, students will:

- Help Lily at an information booth.
- Answer basic questions.
- Give simple directions.

RECOMMENDED ACTIVITIES

PREWORK

Below are some suggested activities to help students get ready for the *Giving Directions* simulation.

Warm-Up

1. Discuss the different types of street names with the students.

Example:

- *Street, Road, Avenue, Boulevard, Court, etc.*

2. Ask students to share different words and phrases they can use to say where something is.

Example:

- *It's on Main Street. / On the corner of First and Spring / The cross streets are Park and Maple.*

Introduction to the Simulation

Familiarize the students with map icons. (Not all of these icons will appear in the simulation.)



The following exercises will familiarize students with the language they will be using in the Giving Directions simulation.

1. Ask students what the different icons on the map might mean: Information Desk, movie theater, dance club, apartments, beach, cafe, hotel, bus station, gas station, airport, hospital, library, ATM, park...

Example:

- *The "i" is the info desk, the coffee cup is the cafe ...*

2. Ask Student A (SA): Where is the cafe? Prompt student to respond with a street name or intersection.

Example:

- *The cafe is on Park Avenue. It's on the corner of Maple Street and Park Avenue...*

3. In pairs or small groups, ask students to quiz each other on the locations of other places on the map.

Example:

- *Where is the airport? It's on Yellowstone Avenue. Where is the gas station? The gas station is on the corner of Capital Avenue and Elm Street...*

4. Going around the class, have each student share the name and location of one of the icons.
5. Discuss the cardinal directions and ways to describe relative location.

Example:

- *North, south, east, west.*
- *The theater is one block west of here. It's two blocks north.*

Preparation for the Simulation

1. Inform students they will be working at an information desk, giving Lily directions.
 - *Lily is new in town. She has questions about places in town.*
2. Have students suggest locations that Lily might consider to be fun.
 - *The beach, the park, the dance club, the movie theater, the coffee shop...*

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 *Giving Directions* 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 did we learn about Lily in this conversation?
 - *She is new in town. She wants to know about places in town.*
2. What specific places did Lily ask about?
 - *Lily asked about the coffee shop. She asked about the dance club.*
3. What were the two fun places near the apartments that you could suggest to Lily?
 - *You can suggest the movie theater or the beach.*

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.

- What questions did Lily ask you?
 - *Is there a coffee shop? Is there a dance club? Is there something fun to do near the apartments? Where is that? Do I just go two blocks east of here?*

- Where are the places that Lily asked about located?
 - *The coffee shop is on the corner of Park and Maple / Park Avenue / Maple Street.*
 - *The dance club is on Capital and Maine / Capital Avenue / Main Street.*

Interaction

Draw the following chart and share with the class:

The Info Desk...	The coffee shop...	The movie theater...
is on Main Street and Spring Drive.	is one block north and one block west of the Info Desk.	is one block west of the Info Desk.
looks like an "i" on the map.	looks like a cup of coffee on the map.	looks like a movie projector on the map.

Using the map above, have the students make their own charts. Ask students to share some of their answers with the class.

Example:

- *The Library is on Capital and Main. It looks like an open book on the map. It is three blocks west of the Info Desk.*

Simulation Practice

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

For reference, here are the questions from the *Giving Directions* simulation:

- If there is a certain location.
- Where that location is.
- How to get there from the Info Desk.
- What places are fun.

Write About It

Have students write an email to a friend who lives in another town. Have them tell their friend where they work, what places they live to visit, and someplace they'd like to go to. Include other details that may be available.

Example:

- *I work at an Information Desk. I help people find things in this town.*
- *I like to go to the movie theater and the coffee shop.*
- *I want to go to the beach next weekend.*

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

SUGGESTED ADVANCED POST ACTIVITIES

What Happens Next?

Have students in pairs or groups discuss what might happen next (after the simulation). Or have the students discuss what the interviewer might discover after interviewing 20 students. What are some places people would enjoy in your town? Where are they located?

Example:

- *There is a golf course on Yellowstone Ave. There's a mall on Main Street. The swimming pool is one block west of the gym.*

Think Bigger!

Have students in pairs or small groups imagine a town with the kinds of places they'd like to go to. What would these locations be? What icons would represent them on the map? What would people do at these places? Would these places be popular?

Example:

- *Our town should have a [location].*
- *This location would be [an icon] on the map...*
- *The main activity there is...*

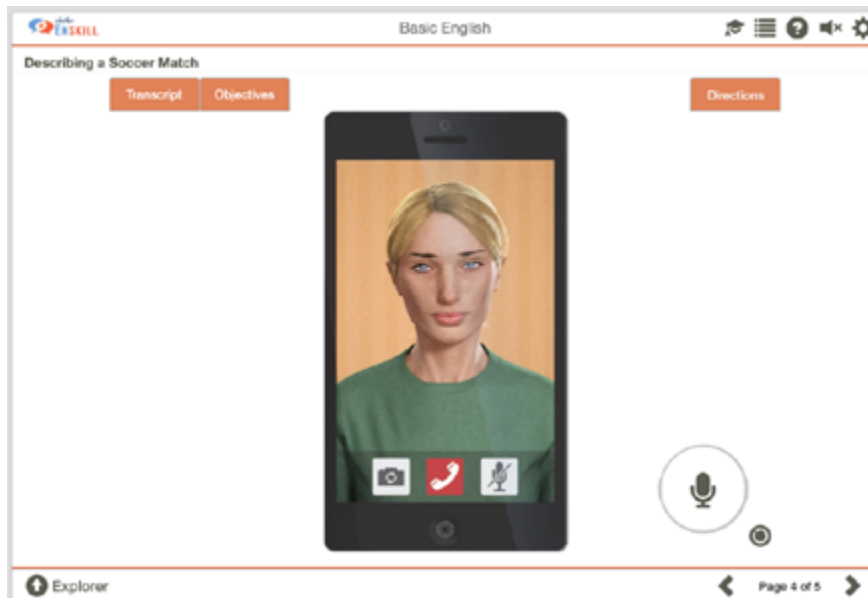
Extend to Other Skills

Ask students to draw a map of their imaginary town. Have them decide which places would be near each other and which would be farther away. Where would they like to work? Where would they recommend someone visit?

Present Your Ideas

Have the students present their town maps and describe the locations.

DESCRIBING A SOCCER MATCH



In the *Describing a Soccer Match* simulation, students will:

- Use and understand simple numbers in everyday conversations.
- Use simple words to describe something.

RECOMMENDED ACTIVITIES

PREWORK

Below are some suggested activities to help students get ready for the Describing a Soccer Match simulation.

Warm-Up

1. Discuss prepositions of location with the students.

Example:

- *Above, behind, below, beside, next to, in front of, next to, over, towards ...*

2. Talk about describing a sequence of events.

Example:

- *Lee is going to the park. Now Lee is back home. Next he will be at the store.*

Introduction to the Simulation

The following exercises will familiarize students with the language they will be using in the *Describing a Soccer Match* simulation.

1. Ask students to describe something they can see using prepositions of location.

Example:

- *That book is on top of the table. / The dog is next to my chair. / My phone is on the couch. ...*

2. Ask students to discuss, in pairs, what their process is from waking up until coming to class. Prompt them to respond with a sequence of events using the simple present.

Example:

- *I wake up. Then I get ready for school. Then I leave the house. ... Now I am in class.*

3. Ask the students to come up with five questions to ask the other student about this activity.

Example:

- *What time do you get up? What time do you leave? How do you get to school? What class do you have first? What class comes next? ...*

4. Have the students use prepositions of location to describe things around them. Have students speak the answers aloud.

Example:

- *My books are in the book case. / The television is on the wall. / The refrigerator is next to the stove. / The rug is under the coffee table. ...*

5. Discuss different verbs related to soccer: dribbling, heading, kicking, passing, scoring, shooting, etc. Ask students to use the verb in a present tense sentence related to soccer.

Example:

- *She's passing him the ball. I am scoring a goal. He's going to score a goal.*

Preparation for the Simulation

1. Inform students they will be calling Emma, who is hosting a radio show, and describing activity in a soccer match.
 - *He's running with the ball. He's going toward the goal.*
2. Have students suggest actions they might see and how they would describe them.
 - *The goalie is blocking the kick. The player is moving down the field.*

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 *Describing a Soccer Match* 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 Emma's first question about the game?
 - *What's happening on the soccer field? Which player is running with the ball? Who is he passing to? What's happening now? Where is the ball now?*
2. What are some of the questions she asked about the action?
 - *Which player is running with the ball? Who is he passing to? Is he going for the goal? Where is the ball now?*
3. What did Emma suggest you do in order to see?
 - *Try moving around them.*
4. Did the blue team score a goal during the simulation?
 - *No. The phone call ended before anyone scored.*

Practice Key Vocabulary and Structures

Using information from Soccer Match, act out some verbs, draw pictures, or provide illustrations. Have students speak or write sentences describing the actions with prepositions where possible. Discuss possible responses.

- How would you describe the soccer match with verbs?
 - *The player is **dribbling** the ball. He is **running with** the ball. He is **shooting** the ball.*
- How would you describe the soccer match with prepositions of location?
 - *She is passing to another player. He is running **toward** the goal. Someone is **in front of** me.*

Simulation Practice

Have students roleplay the simulation in pairs. One student plays the role of the radio host asking about actions and locations, while the other plays the reporter describing something they can actually see.

For reference, here are the questions from the *Describing a Soccer Match* simulation:

- What's happening on the soccer field?
- Which player is running with the ball?
- Who is he passing to?
- Number nine is the captain. What is he doing?
- Is he going for the goal?
- What's happening now?
- Where is the ball now?

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

Write About It

Have students find six images of people performing actions. Then ask them to write captions describing the actions.

Example:



The man is running on a road.



The woman is jumping in the air.

SUGGESTED ADVANCED POST ACTIVITIES

What Happens Next?

Have students in pairs or groups discuss what might happen next (after the simulation). Or have the students discuss some of the other events the player might have seen before and after the phone call, on the field and off. Remind them to describe things with actions and prepositions of location.

Example:

- *I drove to the soccer field. I parked near a lot of cars. I sat with some people in the stands. I saw the red team score a goal.*

Think Bigger!

If possible with your class, have students form groups of at least four and play a game of charades. You could provide a set of cards with simple actions, or students can develop their own. With the group split into two teams, one team member can act out an action from a random card, while the other students compete to call out the right action, and get the answer first. After an answer is guessed correctly, a person from the other team acts out another action. Score can be kept, if appropriate.

Extend to Other Skills

Have students work in groups and pretend they are a popular new filmmaking or screenwriting team with a new film idea. The protagonist of their film is an interesting character, whose life or adventures are the subject of the movie. The students should write a very short 6-10 scene story with key moments about what their character is doing, where they are going, who they are meeting, and what they are trying to do.

To make it easier, students can draw a series of 6-10 panels, like a comic strip, to illustrate the ideas, and to focus on simple descriptions.

Present Your Ideas

Have the students “pitch” their movie idea to a group of film producers (the other students!), to get their film approved to be made. Presenters should describe their movie ideas, the characters, and the main story.

LAKE ARROWHEAD VACATION



In the *Lake Arrowhead Vacation* simulation, students will:

- Ask how people are and react to news.
- Ask and answer simple questions and respond to simple statements on very familiar topics.

RECOMMENDED ACTIVITIES

PREWORK

Below are some suggested activities to help students get ready for the *Lake Arrowhead Vacation* simulation.

Warm-Up

1. Ask students to share different words and phrases they can use to greet someone.

Example:

- *Hi! / Hello! / How are you?*

2. Ask students to describe something they did on their last break from school.

3. Ask follow up questions to prompt more information.

Example:

- *Did you have fun? Did you go with anyone else?*

Introduction to the Simulation

The following exercises will familiarize students with the language they will be using in the *Lake Arrowhead Vacation* simulation.

1. Ask students, What did you do over the last break? Discuss their answers.

Example:

• *I went to..., I saw..., We visited..., My grandparents came over...*

2. Ask Student A (SA): Where have you gone on vacation? Prompt student to respond with a city, state, country, or region.

Example:

• *I traveled to Manitoba, Canada. My family went to Morocco.*

3. In pairs or individually, ask students to come up with five different places they've been or would like to go.

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

5. Ask students to brainstorm different activities that could be done in these places.

Example:

• *In New York, I can see plays. In Rome, you can visit museums. In Nepal you can climb mountains ...*

Preparation for the Simulation

1. Inform students they will be talking to Owen about the vacations both of you had.

2. Owen went to the mountains. You stayed at home.

• *Have students suggest questions they might consider asking Owen.*

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 *Lake Arrowhead Vacation* 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 Owen go on vacation?
 - *Near Lake Arrowhead.*
2. Who was he with?
 - *His parents.*
3. How did they get around?
 - *They usually walked.*
4. What did they do?
 - *Saw a play. Went shopping.*
5. What is the last question Owen asked?
 - *He asked if you wanted to get some food.*

Practice Key Vocabulary and Structures

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

- Where did Owen go on vacation?
 - Owen went to **Lake Arrowhead**. He went to **his parents' house**.
- How did he get there?
 - He **took the train** and **his dad picked him up**.
- What did he do while he was there?
 - Owen **went to see the play Romeo and Juliet**. He **went shopping** and **bought clothes and souvenirs...**

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 Owen.

For reference, here are the questions from the *Lake Arrowhead Vacation* simulation:

- How was your vacation?
- Where did you go?
- Did you drive there?
- What did you do?
- Did you have fun?
- Did you get some rest?
- Did you do anything else?
- What did you buy?
- What did you see?

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

Ask About Someone's Vacation

In groups of two, have students ask one another about their most recent vacations. What did they do? What did they see? Did they go anywhere?

Example:

- *I went to see my grandma over Spring Break. I went to the park while I was there. I also saw some of my cousins. We went to a concert one night and I bought a t-shirt. It was really fun.*

SUGGESTED ADVANCED POST ACTIVITIES

What Happens Next?

Tell students to imagine they've decided to go on a vacation with Owen. Where would they go? What would they do there?

Example:

- *Owen and I are going on vacation to Montana. We'll take a train there and go hiking in the mountains.*

Extend to Other Skills

Individually, or in small groups, have students imagine that they are a tourism agent for their area. What would they suggest for someone to do? What foods to eat? What sights to see?

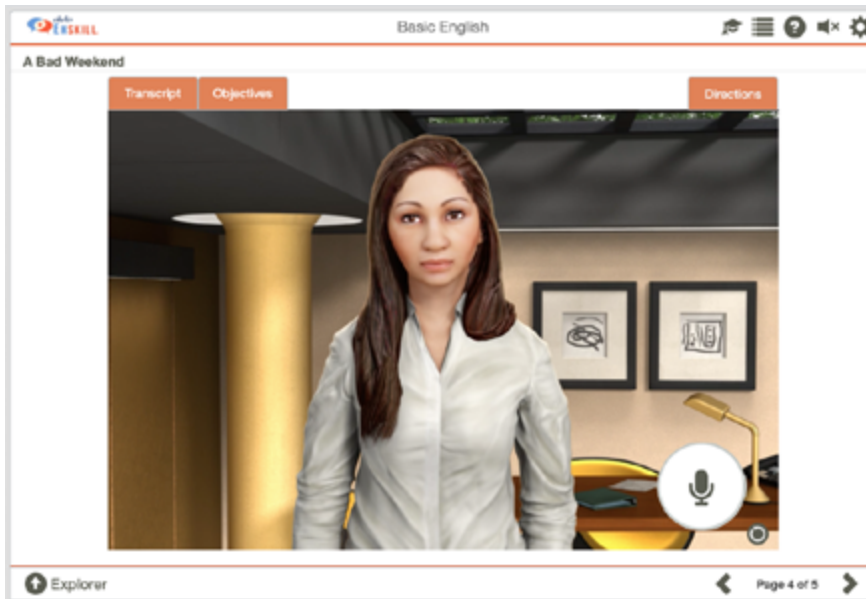
Example:

- *In Los Angeles, you should **go to the beach**. You can also **visit Disneyland**. You can **eat food from all over the world**. Try the **chicken shawarma**.*

Present Your Ideas

Have the groups present their suggestions to the class as if it's an advertisement on radio or television.

A BAD WEEKEND



In the *A Bad Weekend* simulation, students will:

- Ask how people are and react to news.
- Ask and answer simple questions and respond to simple statements on very familiar topics.

RECOMMENDED ACTIVITIES

PREWORK

Below are some suggested activities to help students get ready for the *A Bad Weekend* simulation.

Warm-Up

1. Discuss the different ways to react to good and bad news.

Example:

• *That's great! Oh good! I'm glad! / Oh no! That's sad! I'm sorry, etc.*

2. Discuss things to do on the weekend.

Example:

• *Go out with a friend. / Go to a party. / Go to a movie. / Work. / Read. / Study.*

Introduction to the Simulation

The following exercises will familiarize students with the language they will be using in the *A Bad Weekend* simulation.

1. Ask students to discuss what might make a day or a weekend bad.

Example:

- *Having to work, needing to study, being sick, friends being away ...*

2. Ask students to think about a bad day or weekend they had.

3. In pairs or small groups, have students ask each other what made their day or weekend bad.

Example:

- *I had a bad weekend because I had to work the whole time. I had to study for a test.*

4. Going around the class, have each student share what they learned about their partner's bad day or weekend.

Preparation for the Simulation

1. Inform students they will be talking to their friend Lily who has had a bad weekend.

- *Lily's weekend was bad. She wants to tell you about it.*

2. Tell the students that they should respond in a supportive way to each piece of news Lily shares.

- *That's too bad. / I'm sorry. / Oh great! / Good!*

SIMULATION

Have students complete the *Lake Arrowhead Vacation* 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. or in pairs. Discuss the answers as a class.

1. Why was Lily's weekend bad?
 - *Her neighbors were too loud.*
2. What did Lily do about the noise?
 - *The first night she ignored it. The second night she stayed at Emma's house.*

3. What was another way this negatively affected Lily?
 - *She was late for work the next day.*
4. What is Lily's idea for how to deal with the problem?
 - *Her idea is to talk to her neighbors.*

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.

- What problems did Lily describe to you?
 - *The neighbors were loud on Friday night. They were loud again on Saturday night. She was late to work.*
- What was something good Lily told you about?
 - *Emma let Lily stay with her.*

Simulation Practice

Have students roleplay the simulation in pairs. One student plays the role of Lily, describing a bad weekend, the other plays the role of the friend asking questions and reacting to good or bad news.

For reference, here are the questions from the *A Bad Weekend* simulation include:

- How was your weekend?
- Why was your weekend bad?
- What happened?
- What did you do?
- What happened next?
- Where did you go?
- Do you think I should talk to my neighbors?

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

Write About It

Write a short story about an unexpectedly bad experience you had, or a job you were asked to do that you really didn't like. Use words like, "the problem was," "I tried to..." etc.

Example:

- *I went to a store and had a bad experience. The problem was the man who worked there. I tried to buy a shirt but it didn't have a price on it. He had a computer but he said he couldn't look it up.*

SUGGESTED ADVANCED POST ACTIVITIES

What Happens Next?

Have students in pairs or groups discuss what might happen next (after the simulation). Does Lily talk to her neighbors about the noise? What happens in that conversation? Are the neighbors kind or mean?

Example:

- *Lily talked to her neighbors. They were very sorry. They didn't know they were being so loud. They were kind and thanked Lily for letting them know.*

Think Bigger!

Have students in pairs or small groups and ask each other about some bad experiences. Have the listener ask questions about the things that happened, and ask about or make suggestions about things that could have helped.

Example:

- *"My bike was stolen." / "Oh, no. What happened?"*
- *"I left it right in front of the school."*
- *"Was it locked?" / "No, I forgot to lock it up."*

Extend to Other Skills

Have students discuss something they learned as a result of a bad experience. What would they do if something similar happened to them again? What would they do differently? What would they do the same?

DRIVING TO A WEDDING



In the *Driving to a Wedding* simulation, students will:

- Ask people questions about where they live, people they know, things they have, etc. and answer questions addressed to them.
- Indicate time by such phrases as “next week”, “last Friday”, “in November”, “three o’clock.”

RECOMMENDED ACTIVITIES

PREWORK

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

Warm-Up

1. Discuss the idea of a road trip. What does that mean?

Example:

- *A road trip is a long car ride. It's also a trip where driving is part of the fun.*

2. Discuss Wh- questions and how each would be answered.

Example:

- *Where is that city? It's in Arizona. / Who lives there? My uncle Scott. / When did you get back? Two days ago ...*

Introduction to the Simulation

The following exercises will familiarize students with the language they will be using in the *Driving to a Wedding* simulation.

1. Ask students to think of questions they'd ask if someone wanted to go on a trip with them:

Example:

- *Where do you want to go? When do you want to go?*

2. Ask students to discuss how to invite someone to do something.

Example:

- *Would you like to go? Do you want to do that?*

3. Ask students to discuss how to best respond to invitations. How polite should they be?

Example:

- *No. / No, thanks. I can't. / Sure. / Yes, I'd like to do that!*

Preparation for the Simulation

1. Inform students they will be talking to Owen about a future plan.
 - *Owen is going on a road trip. He is going to....*
2. Have students discuss a place they would like to go to. Would it be fun to drive there?
 - *The beach, the park, the dance club, the movie theater, the coffee shop.*

SIMULATION

Have students complete the *Lake Arrowhead Vacation* 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 does Owen want to go?
 - *New Mexico.*
2. Why was Owen going there?
 - *For his sister's wedding.*

3. When is the wedding?
- *On the fourth of July.*

Practice Key Vocabulary and Structures

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

- Did you decide to go on the road trip?
 - *Yes, I accepted the invitation. / No, I decided not to.*
- Did you decide to stop for the night??
 - *Yes, I decided we should stop for the night. / No, I wanted to drive straight there.*

Simulation Practice

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

For reference, here are the questions from the *Driving to a Wedding* simulation:

- Whose wedding is it?
- Where is the wedding?
- When is the wedding?
- How will you get there?
- Would you like to go with me?
- Should we drive straight there?
- Should we stop along the way?
- Do you want to share the driving?

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

Write About It

Have students write an email to a friend about their upcoming road trip. Have them tell their friend: *where they're going, when, and how, they're going to get there*. Include other details that may be available.

Example:

- *I'm going on a road trip with Owen in July. We're driving to his sister's wedding in New Mexico.*
- *We'll probably stop along the way. I'm going to share the driving with Owen.*

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

SUGGESTED ADVANCED POST ACTIVITIES

What Happens Next?

Have students in pairs or groups discuss what might happen on the road trip, and at the wedding.

Example:

- *We got a flat tire. We stopped in Kansas. The wedding was really fun. Owen's sister and her husband are nice. We drove a different route on the way home. I had a good time but I'm glad I'm home.*

Think Bigger!

Have students in pairs or small groups imagine a place they'd like to take a road trip to. How far away is it? How long would it take to drive there? What would they want to see along the way?

Example:

- *We should go to [location].*
- *It will take [number of hours or days] to get there...*
- *I really want to see [attraction] on the way...*

Present Your Ideas

Have the students present their road trip plans and describe the locations they want to see.