

Critical Thinking

in the Adult Education Classroom with

Stand Out



STAND OUT Third Edition

Webinar by Rob Jenkins

 NATIONAL
GEOGRAPHIC
LEARNING

Stand Out:

6 Level Series

Print Workbooks

Promotes recycling

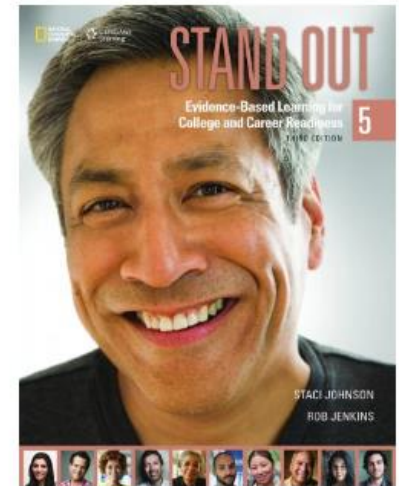
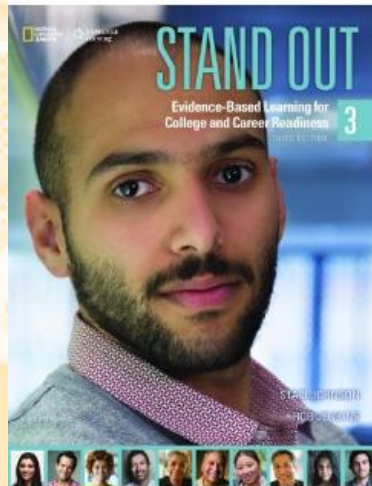
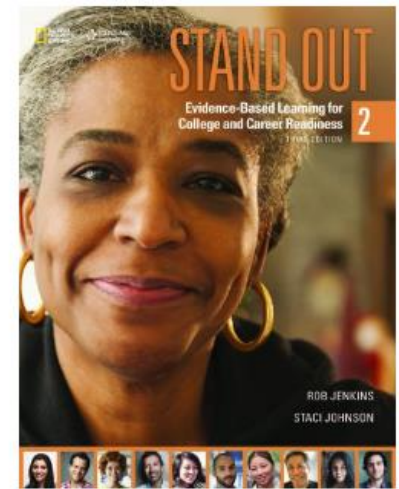
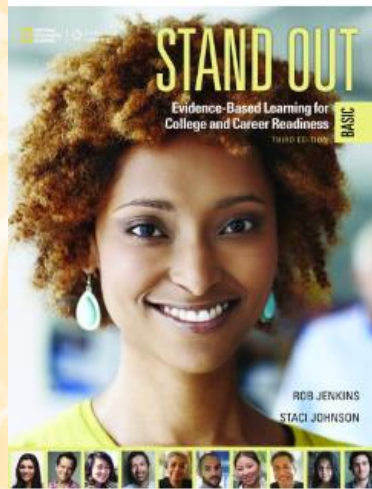
Multilevel Worksheets

Promotes customization
and recycling

Online Workbook

Promotes digital literacy
and recycling

Presentation Tool /
Videos



Maximize learning through

Evidence-based Instruction, Critical Thinking, & Learner-Centered Activities

Today's Goals and Objectives

1. See the value of encouraging students to think critically leading to academic and vocational success.
2. Able to integrate critical thinking into instruction with ease in order to promote ***real communication***, real-life experiences, and total engagement.
3. Understand that when incorporating critical thinking activities into the classroom, the instructor is meeting mandated adult instructional standards like CCR's and ELP's.

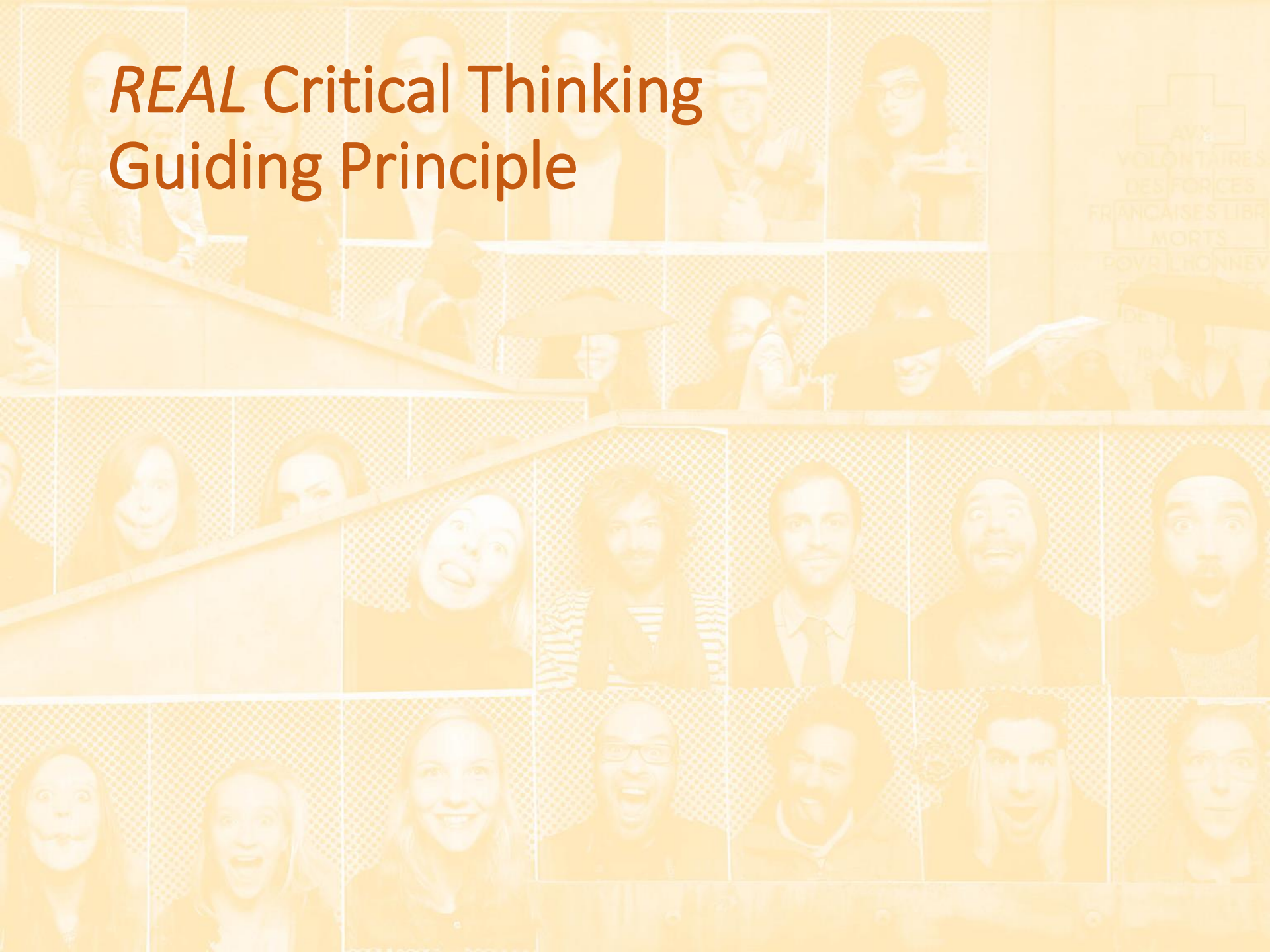
For philosophy documents,
go to ESL-Teacher.net



“Nurturing our students is not giving them everything. We are good instructors when we nurture their creativity, critical thinking skills, and independence ultimately leading them to become independent lifelong learners.”

Jenkins 2008

REAL Critical Thinking Guiding Principle



The background features a collage of diverse individuals, including students and professionals, overlaid on a grid pattern. In the upper right corner, there is a faint historical poster with a cross symbol and the text: "AVEZ-VOUS VOLONTÉ DES FORCES FRANÇAISES EN MORTS POUR L'HONNEUR".

REAL Critical Thinking Guiding Principle

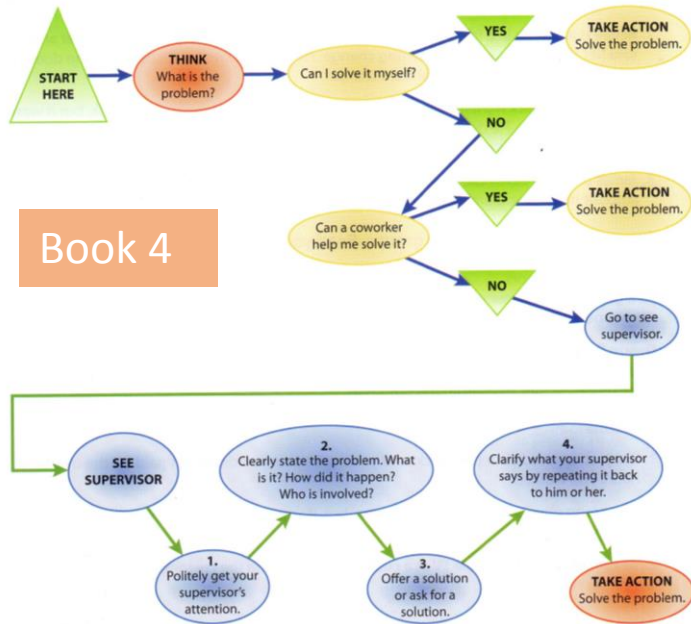
“Tasks that require learners to think deeper than the superficial vocabulary and meaning”

Jenkins & Johnson 2016

Examples of Critical Thinking Activities

- analyzing data (graphs, charts)
- classifying
- collaborating over a problem
- comparing (VENN, Johari, charts)
- defining concepts
- evaluating information with a rubric
- individually solving problems
- predicting outcomes
- ranking
- reaching consensus
- summarizing concepts

C. **INTERPRET** Read the flowchart. Do you agree with each step?



Book 4

LESSON **3** I take the bus

GOAL Identify types of transportation

car bicycle taxi train bus

A. Write the words.



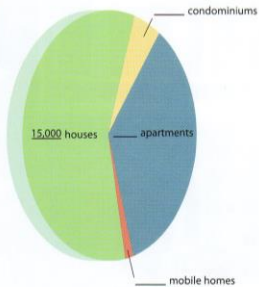
car



Book Basic

B. **INTERPRET** Study the pie chart about housing in Corbin. Listen and write the numbers.

Housing Statistics: Corbin, CA

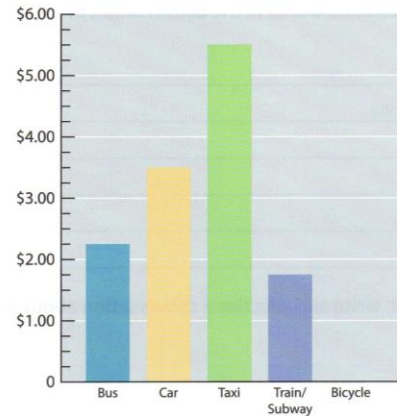


Book 1

C. Complete the chart with the information from Exercise B.

Type of housing	Number of units
Total number of housing units:	

B. **INTERPRET** Read the bar graph.



C. Practice the conversation. Use the types of transportation in Exercise A to make new conversations.

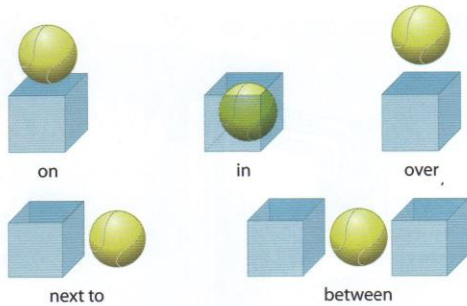
Student A: How much is it to go by bus?

Student B: \$2.25.

Graphs & Charts

Classifying

E. Look and read.



F. CLASSIFY Look at the picture in Exercise C. Write the foods in the table.

on the counter	in the refrigerator	over the counter
bread		

Book Basic

D. Look at the picture. What clothes can you see?



E. Write the letters from the picture next to each word.

___ blouses ___ shirts ___ ties ___ pants
 ___ coats ___ sweaters ___ jackets ___ socks ___ dresses

F. CLASSIFY In a group, list the clothes you wear in the summer and in the winter.

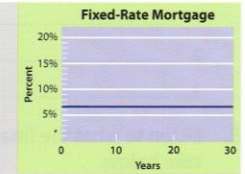
Summer	Winter

Book 2

H. Now that Todd knows how to get a mortgage, he needs to learn about the different types of mortgages. Read about each type below.

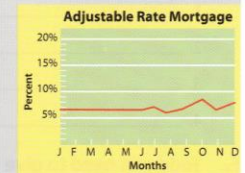
Fixed-Rate Mortgages

A fixed-rate mortgage has a fixed interest rate for the life of the loan, which could be 10, 20, or 30 years. You will make the same payment every month for the life of the loan and, at the end of the term, your loan will be paid off. The advantage of this type of loan is the interest rate never changes and the monthly payment is always the same.



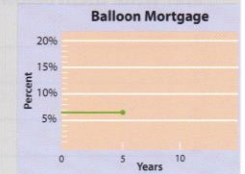
Adjustable Rate Mortgages

An adjustable rate mortgage (ARM) begins like a fixed-rate mortgage with a fixed interest rate and a constant monthly payment, but this mortgage will adjust after a certain amount of time, anywhere from six months to five years. At this point, the interest rate and your monthly payment will change based on the market at the time. Furthermore, every month the rate and payment could change based on how the market changes.



Balloon Mortgages

A balloon mortgage has a fixed interest rate and a fixed monthly payment, but after a certain amount of time, for example five years, the entire balance of the loan is due. This is a short-term loan, usually for people who can't qualify for a fixed-rate mortgage or an ARM.



I. CLASSIFY Using the information from Exercise H, put a checkmark (✓) in the correct column(s).

	Fixed-Rate	ARM	Balloon
1. The monthly payment is always the same.			
2. The interest rate changes after a certain period of time.			
3. The interest rate is fixed.			
4. The monthly payment will change based on the market.			
5. This type of loan is short-term.			

J. SUPPOSE If you were going to buy a house, which type of loan would you get? Why? Write a short paragraph about your preference.

Book 4

Compare

D. Read the paragraph.

A cold and the flu are similar illnesses and have some of the same symptoms. The symptoms of a cold are a low fever, a sore throat, a headache, and a runny nose. People usually have a cold for one or two weeks. People with the flu feel very tired and sick. They often have a high fever, a dry cough, a headache, and muscle aches. Just like a cold, people can have the flu for one or two weeks, too. Many people get a cold or the flu every year and hate them both!

E. CLASSIFY Compare cold and flu symptoms. Complete the table.

Cold symptoms	Flu symptoms

Book 2

B. CLASSIFY Which of the places below sell goods and which sell services? Which sell both? Complete the diagram.

laundromat gas station dry cleaners tailor
 jewelry store bank pharmacy department store
 grocery store car wash post-office hair salon



Book 3

LESSON 1 Attitudes at work

GOAL Compare employee behavior and attitudes



- A.** Listen to two employees talk about their jobs. What does Leticia do? What does So do?
- B. COMPARE** With a partner, write examples of the two employees' behavior in the table.

Leticia	So
comes to work on time	

Book 3

- C. ANALYZE** In your opinion, who is the better employee? Why? Can you think of other examples of good and bad employee behavior? Add them to the table.

REAL Critical Thinking

Choose the critical thinking words.


- Cite
- Interpret
- Create
- Apply
- Infer

READING CHALLENGE

EXPLORER DANIEL RAVEN-ELLISON

Guerrilla Geography

"Geography is about curiosity, exploration, and discovery. It gives you the power to see places in new ways, search for your own answers, challenge things as they are, and make sense of the world."
—Daniel Raven-Ellison



C. Read about Daniel Raven-Ellison.

Paragraph 1: Daniel Raven-Ellison is no ordinary geographer. He is a "guerrilla geographer." He is challenging everyone to explore the world around them in new and exciting ways. Some people think geography is learning about faraway places, but Daniel believes there is a lot to learn where people already live.

Paragraph 2: One of his projects is Mission: Explore. Mission: Explore is a geography education website that helps children have adventures in the town or city where they live. With Mission: Explore, children go on missions to learn about geography. Daniel wants children to get outside and see all there is to see. He wants them to experience all of life.

Paragraph 3: In 2014, Daniel started a project in the United Kingdom. He wanted to show people that they could climb enough steps to equal climbing Mount Everest without leaving the city, so he walked up the stairs of the tallest buildings in London until he climbed 29,029 feet or 8,848 meters! Many children are now finding stairs and counting steps today because of the project.

D. Answer the questions about the main idea.

1. Which paragraph is about an adventure Daniel had? _____
2. Which paragraph is about Daniel's work? _____
3. Which paragraph is about the people Daniel cares about in his work? _____

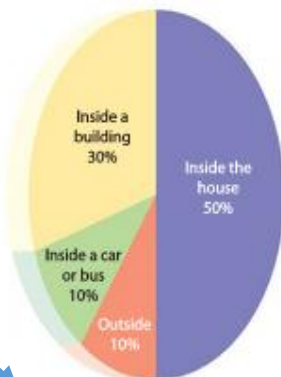
E. Answer the questions in a group. Underline the supporting ideas in the article.

1. Do you think Daniel likes children?
2. Did Daniel climb Mount Everest?
3. Does Daniel believe people need to visit faraway places to learn about geography?

F. Talk in a group about where you live. What do you like to do in your city?

A. Complete the chart below with information from the pie chart.

Where Daniel spends time



1. How much time does he spend inside the house?
_____ %
2. How much time does he spend inside a car or bus?
_____ %
3. How much time does he spend in a building?
_____ %
4. How much time does he spend outside?
_____ %

B. On a separate piece of paper, make a pie chart for yourself.


REAL Critical Thinking

READING CHALLENGE

EXPLORER DANIEL RAVEN-ELLISON

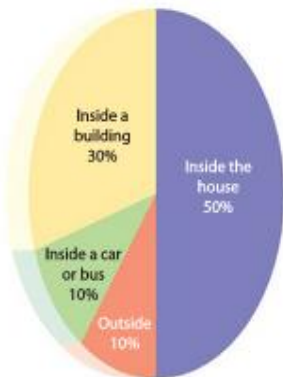
Guerrilla Geography

"Geography is about curiosity, exploration, and discovery. It gives you the power to see places in new ways, search for your own answers, challenge things as they are, and make sense of the world."
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A. INTERPRET Complete the chart below with information from the pie chart.

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4. How much time does he spend outside?
_____ %

B. CREATE On a separate piece of paper, make a pie chart for yourself.

C. Read about Daniel Raven-Ellison.

Paragraph 1: Daniel Raven-Ellison is no ordinary geographer. He is a "guerrilla geographer." He is challenging everyone to explore the world around them in new and exciting ways. Some people think geography is learning about faraway places, but Daniel believes there is a lot to learn where people already live.

Paragraph 2: One of his projects is Mission: Explore. Mission: Explore is a geography education website that helps children have adventures in the town or city where they live. With Mission: Explore, children go on missions to learn about geography. Daniel wants children to get outside and see all there is to see. He wants them to experience all of life.

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D. INFER Answer the questions about the main idea.

1. Which paragraph is about an adventure Daniel had? _____
2. Which paragraph is about Daniel's work? _____
3. Which paragraph is about the people Daniel cares about in his work? _____

E. CITE Answer the questions in a group. Underline the supporting ideas in the article.

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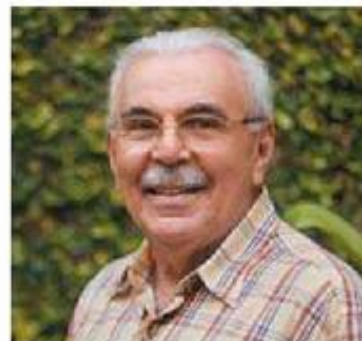
F. APPLY Talk in a group about where you live. What do you like to do in your city?

D. Augustin and his family don't eat together because they are very busy. Read what they eat.



Silvia

Breakfast: cereal and milk
Lunch: green salad and fruit juice
Dinner: spaghetti with meatballs and ice cream



Augustin

Breakfast: coffee
Lunch: sausage, beans, rice, and water
Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast
Lunch: pepperoni pizza and milk
Dinner: fried chicken and a baked potato



Rosa

Breakfast: toast and coffee
Lunch: soup, bread, fruit, and yogurt
Dinner: turkey, potatoes, green salad, and water



Breakfast: doughnut and coffee
Lunch: hamburger, fries, and soda
Dinner: pepperoni pizza and beer

SIMPLE PRESENT: HAVE

I have ...

You have ...

He/She has ...

READING

Key Ideas and Details

1. Read for detail.
2. Read for main ideas.
3. Analyze why and how.

Craft and Structure

4. Interpret words.
5. Analyze structure.
6. Analyze how purpose affects reading.

Integration of Knowledge and Ideas

7. Evaluate content from diverse formats.
8. Evaluate validity of claims.
9. Compare 2 or more text.

Range of Reading and Level of Text Complexity

10. Read increasingly complex text.

WRITING

Text Types and Purposes

1. Write arguments with supporting information.
2. Write well organized informative/explanatory conveying complex information.
3. Write well-structured narratives.

Production and Distribution of Writing

4. Produce writing appropriate to task, purpose, and audience.
5. Use a process of planning, revising, editing, rewriting, etc.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct research projects.
8. Gather relevant information.
9. Draw evidence to support analysis, reflection, and research.

Range of Writing

10. Write over various time frames depending on purpose.

SPEAKING & LISTENING

Comprehension and Collaboration

1. Participate effectively in a range of conversations/collaborations.
2. Evaluate information from diverse formats.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence.
5. Use digital media and visual displays of data to express information.
6. Adapt speech to a variety of contexts and communicative tasks.

College and Career Readiness Abbreviated



Why Critical Thinking?

NATIONAL GEOGRAPHIC LEARNING CENGAGE Learning

STAND OUT

Evidence-Based Learning for Life, College, and Career
THIRD EDITION

1

Academic Success



Workplace Success



ROB JENKINS
STACI JOHNSON

Workplace Connection

- Combine ideas and information
- Make decisions
- Exercise leadership roles
- Manage time
- Complete tasks as assigned
- Interact appropriately with team members
- Collect and gather information
- Interpret and communicate information
- Apply technology




TEAM PROJECT  **Make your own company**

In a group, you are going to make a new company. Write job advertisements and interview new employees.

- COLLABORATE** Form a team with four or five students. In your team, you need:

Position	Job description	Student name
Student 1: Team Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Recruiter	Write a classified ad with help from the team.	
Student 3: Designer	Prepare an application form with help from the team.	
Students 4/5: Interviewers	Prepare interview questions with help from the team.	

- You are the owners of a new company. What is the name of your company? What kind of company is it?
- What job are you going to advertise? What information will you put in the advertisement?
- What questions will you have on the application form? What questions will you ask at the job interview?
-  Interview four students for your job.
- Decide who you will hire and present your work to the class.

are a family of four or five people. You that can you make for breakfast, lunch,

dents. In your team, you need:

	Student name
ks English. icipates.	
with help	
he family	
on with	

st, lunch, and dinner for one week.

you need? Estimate the prices of the items on

ass about the meals on your menu. How much left? What can you do with the money that will

Project-Based Learning (PBL)

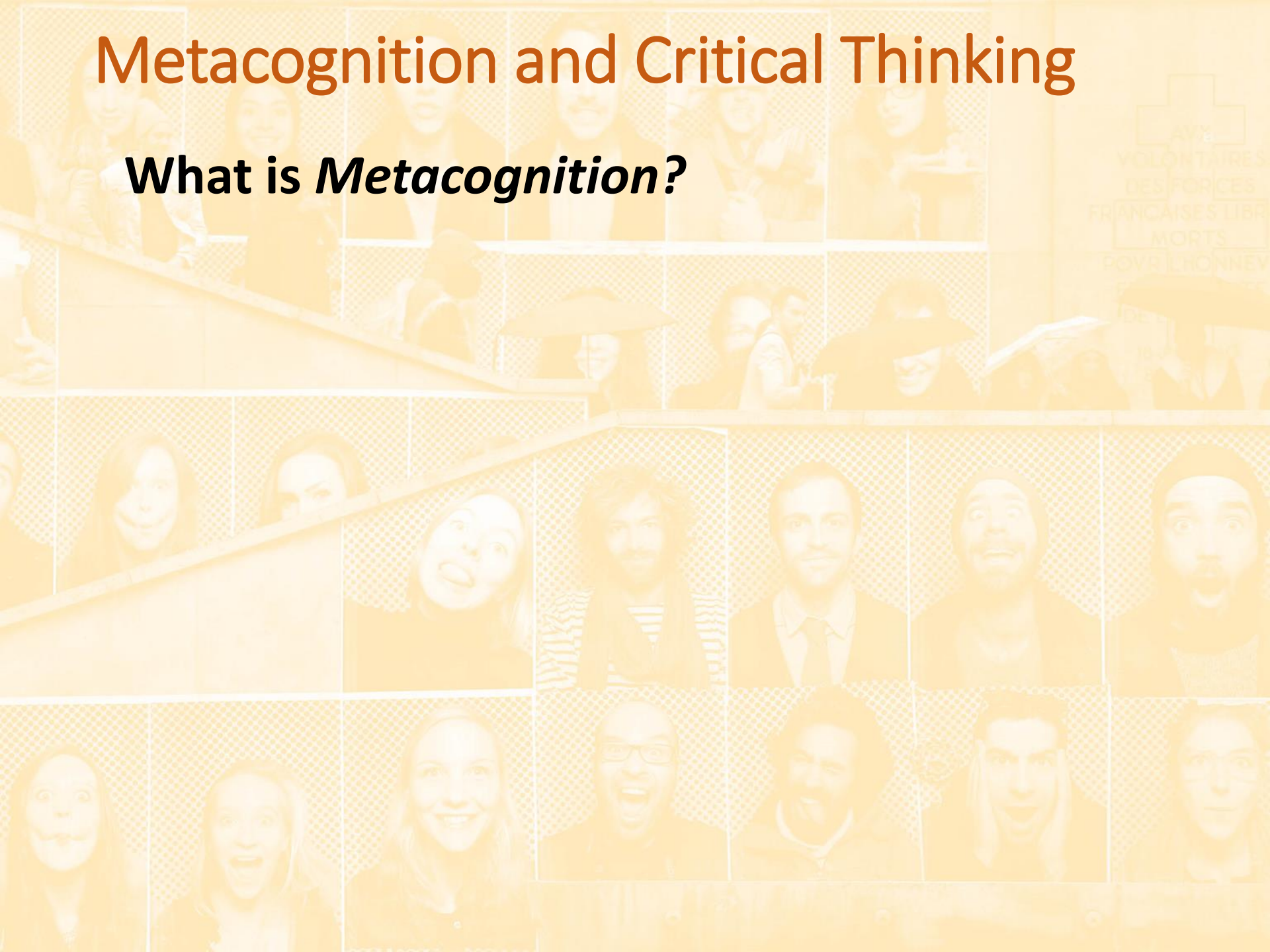


Team Projects

Basic	Book 1	Book 2	Book 3	Book 4	Book 5
Make a class book	Create a student profile	Describe a student	Make a schedule	Create a goal chart	Create a personal profile
Make a display (culture)	Plan a department store	Design a clothing store	Create a purchase plan	Purchase plan	Create a financial plan
Make a shopping list	Create a restaurant	Plan a menu for a week	Create a housing plan	Real estate brochure	Create an auto handbook
Open a clothing store	Plan a dream home	Plan a move	Create a city brochure	Community Resource Guide	Housing issues Presentation
Describe your community	Make a city brochure	Describe your community	Create a healthy living plan	Community health pamphlet	Health Presentation
Create an appointment book	Role-play an emergency	Make a health pamphlet	Create a job app portfolio	Job application portfolio	Create an online store
Start a company	Get a new job	Make your own company	Create employee handbook	Solve a company problem	Set-up a business office
Create a study guide	Meet your goals	Make a time line	Run for mayor	Conduct an election	Give an opinion speech

Metacognition and Critical Thinking

What is *Metacognition*?



Metacognition and Critical Thinking

What is *Metacognition*

an awareness of how you think and learn



Metacognition and Critical Thinking

What is *Metacognition*?

an awareness of how you think and learn

Where does *Metacognition* lead?

Metacognition and Critical Thinking

What is *Metacognition*?

an awareness of how you think and learn

Where does *Metacognition* lead?

Helps students learn to learn and become independent lifelong learners!

Six Steps to Success



• Application

• Introduction

• Warm-up / Review

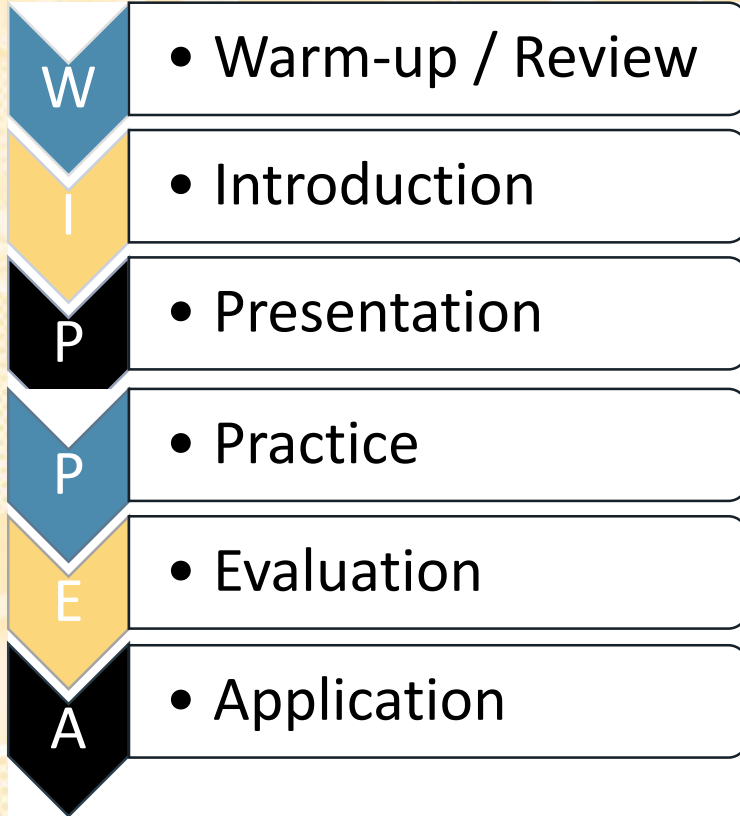
• Presentation

• Practice

• Evaluation

Rob Jenkins & Staci Johnson

Six Steps to Success



W. Start with what you know.

I. Make sure you have an objective.

P. Learn new Information.

P. Get proper support.

E. Check that you learned it.

A. Apply it to your life.

Rob Jenkins & Staci Johnson

LESSON 2 Where are you from?

GOAL Express nationalities

A. Read and listen.



B. Write.

1. What's her name? _____

2. Where is she from? _____

C. Ask your classmates.

1. What's your name?

2. Where are you from?

D. SURVEY Ask about other classmates.

1. What's his name? What's her name?

2. Where's he from? Where's she from?

Presentation 1

7–10 mins. ■■■

List countries on the board. Make sure you include the native countries of all the students. Circle your native country and put a check mark next to it. Ask students to come up and do the same for their native countries. Ask students to find their country on a map. If most students are from the same country, have them tell their hometown.

Have students open their books and ask where Sara is from. Ask for a volunteer to find Cuba on a world map. Ask students to repeat the sentences in the speech bubbles.

A. Read and listen.

Play the recording and ask students to listen. Then play it again and ask them to point to the speech bubble when they hear each statement.

LISTENING SCRIPT



Mr. Jackson: Hello. I'm Mr. Jackson. What's your name?
Sara: My name is Sara. I'm new in the class.
Mr. Jackson: Nice to meet you. Where are you from, Sara?
Sara: I'm from Cuba.
Mr. Jackson: That's great! Welcome to the class.

B. Write.

Ask students to write information about Sara. Walk around the room and check their work. One-word answers are expected at this level, not complete sentences.

Practice 1

5–7 mins. ■■■

C. Ask your classmates.

Ask students to walk around the room and ask several classmates what their names are and where they are from.

Evaluation 1

7–10 mins. ■■■

D. SURVEY Ask about other classmates.

Ask one student what another student's name is and where the student is from. Then ask the student about a different student. Every time you hear a new country, point to it on the list.

AT-A-GLANCE PREP

Goal: Express nationalities

Grammar: Simple present tense

Academic Strategy: Focused listening

Vocabulary: from, native country, birthplace

Agenda

- Review asking questions.
- Ask: *Where are you from?*
- Listen for countries of origin.
- Ask classmates: *Where do you live?*

Resources

Multilevel Worksheet: Lesson 2, Worksheet 1

Workbook: Unit 1, Lesson 2

Audio: CD 1, Tracks 18–24

Heinle Picture Dictionary: Nationalities, pages 44–45
 Stand Out Basic Assessment CD-ROM
 with ExamView®

Pacing

- 1.5 hour classes ■ 2.5 hour classes
- 3+ hour classes

STANDARDS CORRELATIONS

CCRS: RI.7, SL.2, SL.4, L1

CASAS: 0.1.2, 0.2.1, 1.1.3, 4.8.7

SCANS: Basic Skills Reading, writing, listening, speaking

Information Acquire and evaluate information, organize and maintain information, interpret and communicate information

Interpersonal Work with cultural diversity

EFF: Communication Speak so others can understand, listen actively

Interpersonal Cooperate with others

Warm-up and Review

8–12 mins. ■■■

Write on the board: *What's your name?* Remind students to use correct pronunciation and intonation. Ask students to walk around the room and ask their classmates this question. They may record the information on a sheet of paper.

Introduction

2 mins. ■■■

Write the date and agenda on the board. Ask students what day it is. If you have a world map, show them what state or region they live in and where the city is. State the goal: *Today we will express our nationalities.*

Lesson Planners

Presentation 2

12–15 mins. ■■■

With books closed, ask students where something is in the classroom. Try to elicit information from students instead of merely giving them prepositions. The conversation with students might go something like this:

Teacher: *Where's the file cabinet?*

[Students point.]

Teacher: *Where?*

[Students point again. One or two students say: *There.*]

Teacher: *Where is it?*

[One or two students might say *next to the desk* or something similar. If they don't, the teacher can cue them.]

Teacher: *Next to...* [Pause for student responses.]

BEST PRACTICE

Eliciting information

The *Stand Out* approach suggests that—as much as possible—instructors elicit information from students first, before giving them the information. This is an important principle in Student-Centered Instruction (SCI). By first eliciting information, the teacher is able to better determine what students already know.

E. Read.

Guide students through the information. Drill students on the new prepositions by looking back at the previous page and asking them where various items are. This might also be a good place to use or create hand signals to identify certain or all the prepositions.

Show students how to do Practice 2. Take plenty of time to set this up for them. Model it with several students until you are confident that they will have success when they do it in pairs.

Practice 2

10–12 mins. ■■

F. APPLY Look at the picture in Exercise B.

Ask where is the teacher, plant, and trash can. Ask where are the file cabinets, students, and books.

Student A asks the questions from Exercise F. Student B answers while Student A checks to see that Student B is correct. Student B should only look at Exercise B. After completing the activity, students should reverse roles.

Presentation 3

15–20 mins. ■■■

Ask students again where things in the classroom are. When you are confident that students understand that they are to draw the classroom showing where objects are in relation to each other, divide them into groups.

For shorter classes, ask students to do Exercise G for homework.

Practice 3

15–20 mins. ■■

G. CREATE Draw your classroom.

Encourage students to use prepositions of location in their groups. Walk around during this activity and ask students questions using the prepositions.

BEST PRACTICE

Random grouping

Sometimes grouping students randomly without consideration for native language or proficiency is appropriate. A few techniques for random grouping include the following:

Counting off: You want four students in each group. You have 32 students in the class. Have students count off from one to eight. All ones work together, all twos work together, etc.

Birthday months: Students whose birthdays are in the same month work together. The benefit is that students get to know one another better and they recycle learning about months. This method, however, takes a lot of instructor assistance because it is difficult to get even groups. Try having students stand for each month of the year and forming groups from those who are standing.

Playing cards: If you have 28 students in your class, you would use all the playing cards from aces to sevens. Shuffle and pass out the cards to all students. The students with aces work together as do the students with twos, etc.

Evaluation 3

15–20 mins. ■■

Observe students' work.

Refer students to *Stand Out Basic Workbook, Unit 2, Lesson 2* for more practice with prepositions of location.

43a Unit 2

Presentation 2

20–30 mins. ■■■

C. Listen and repeat. Read the colors in the picture.

Go over the new vocabulary with students. Make sure they understand the word order. Some students will have a difficult time putting the adjective before the noun. They will have an opportunity to practice this in Practice 3.

LISTENING SCRIPT

green	red
white	orange
black	yellow
purple	gray
pink	blue
brown	



BEST PRACTICE

Error correction

We suggest that you correct students only on the concepts you are teaching or have taught. It is often more desirable to encourage peer-correcting over teacher-correcting because it can be less intimidating. It may also be useful to wait until you hear the error several times and explain the error to the class instead of identifying students who are making the error.

Finally, be careful to limit correcting in application stages and team projects. In these activities, students are taking ownership of their own language, and overcorrecting can inhibit this process.

Look for things in the classroom and identify colors. For example, you may say: *The door is blue.* Also, to practice word order, you may say: *The blue door is over there.* Drill students on the color vocabulary by prompting them to listen and repeat. Then, have them substitute by pointing to an object and asking them to add the color: *The door is _____.*

Discuss the pictures in Exercise D with students. Write *small, medium, large, and extra large* on the board. Drill students on the new vocabulary and say the sizes and colors. Have them identify the shirts by pointing to them in their books.

For shorter classes, ask students to do Exercise E for homework.

93a Unit 4

D. Listen and point to the clothing items.

This recording allows students to practice sifting through a conversation and identifying the new vocabulary. When they hear the color, they point to the item.

LISTENING SCRIPT



Salesperson: *We have many sizes and colors in our store. For example, in this shirt, we have two extra-large blue shirts.*

Yusuf: *I don't need that size. Do you have any large white shirts?*

Salesperson: *Sure, we have one in the back. I can get it for you.*

Yusuf: *OK, and while you're at it, could you get me a medium green shirt for my brother?*

Salesperson: *OK, but are you sure he might not want a small yellow shirt? We have three of those on sale.*

Yusuf: *Yes, I'm sure.*

Practice 2

7–10 mins. ■■

E. CLASSIFY Look at Exercise D. Complete the inventory.

Help students understand what *inventory* means. Ask them to complete the information.

CRITICAL THINKING

Students at this level are often asked to repeat or to copy. However, students should be introduced to ways of thinking critically when they are ready and given enough information and resources to do so. Activities that force students to complete a puzzle in the context of the given objective are very useful. As students think critically, they become independent learners.

Evaluation 2

3–5 mins. ■■

Ask questions about the chart in Exercise E such as: *How many white shirts are there?*

Presentation 2

20–30 mins. ■■■

C. Listen and repeat. Read the colors in the picture.

Go over the new vocabulary with students. Make sure they understand the word order. Some students will have a difficult time putting the adjective before the noun. They will have an opportunity to practice this in Practice 3.

LISTENING SCRIPT



green	red
white	orange
black	yellow
purple	gray
pink	blue
brown	

BEST PRACTICE

Error correction

We suggest that you correct students only on the concepts you are teaching or have taught. It is often more desirable to encourage peer-correcting over teacher-correcting because it can be less intimidating. It may also be useful to wait until you hear the error several times and explain the error to the class instead of identifying students who are making the error.

Finally, be careful to limit correcting in application stages and team projects. In these activities, students are taking ownership of their own language, and overcorrecting can inhibit this process.

Look for things in the classroom and identify colors. For example, you may say: *The door is blue.* Also, to practice word order, you may say: *The blue door is over there.* Drill students on the color vocabulary by prompting them to listen and repeat. Then, have them substitute by pointing to an object and asking them to add the color: *The door is _____.*

Discuss the pictures in Exercise D with students. Write *small*, *medium*, *large*, and *extra large* on the board. Drill students on the new vocabulary and say the sizes and colors. Have them identify the shirts by pointing to them in their books.

For shorter classes, ask students to do Exercise E for homework.

D. Listen and point to the clothing items.

This recording allows students to practice sifting through a conversation and identifying the new vocabulary. When they hear the color, they point to the item.

LISTENING SCRIPT



Salesperson: *We have many sizes and colors in our store. For example, in this shirt, we have two extra-large blue shirts.*

Yusuf: *I don't need that size. Do you have any large white shirts?*

Salesperson: *Sure, we have one in the back. I can get it for you.*

Yusuf: *OK, and while you're at it, could you get me a medium green shirt for my brother?*

Salesperson: *OK, but are you sure he might not want a small yellow shirt? We have three of those on sale.*

Yusuf: *Yes, I'm sure.*

Practice 2

7–10 mins. ■■■

E. CLASSIFY Look at Exercise D. Complete the inventory.

Help students understand what *inventory* means. Ask them to complete the information.

CRITICAL THINKING

Students at this level are often asked to repeat or to copy. However, students should be introduced to ways of thinking critically when they are ready and given enough information and resources to do so. Activities that force students to complete a puzzle in the context of the given objective are very useful. As students think critically, they become independent learners.

Evaluation 2

3–5 mins. ■■■

Ask questions about the chart in Exercise E such as: *How many white shirts are there?*

Today's Goals and Objectives

1. See the value of encouraging students to think critically leading to academic and vocational success.
2. Able to integrate critical thinking into instruction with ease in order to promote ***real communication***, real-life experiences, and total engagement.
3. Understand that when incorporating critical thinking activities into the classroom, the instructor is meeting mandated adult instructional standards like CCR's and ELP's.

For philosophy documents,
go to ESL-Teacher.net

Ngl.cengage.com

Teacher and Companion Sites

- Find multilevel worksheets
- Find audio and video
- Find correlations
- Find answer keys for workbooks

Username: standout
Password: teacher

UNIT

6

Healthy Living



Visitors to the Blue Lagoon bathe in volcanic water and wear mud masks.

UNIT OUTCOMES

- Identify body parts
- Describe symptoms and illnesses
- Identify medications
- Describe healthy habits
- Identify actions in a waiting room

Look at the photo and answer the questions.

1. What are the people doing? How does it benefit their health?
2. What other ways can you keep healthy?

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Thank You!