

UNIT 7

Overview

TOPICS

- Part-time jobs related to future careers
- Job duties and responsibilities
- Work environment preferences
- Comparing wages
- Evaluating jobs

COMMUNICATION GOALS

Listening and Speaking

- Listening and expressing opinions
- Responding to difficult situations
- Listening for specific details and making inferences
- Giving advice

GRAMMAR

- Unreal conditions in the present and future
- Modals: *be supposed to* (questions and statements)
- *Too, very, and enough*
- Verb + gerund

Reading and Writing

- Determining the meaning of words from context
- Responding to a classified ad
- Making inferences
- Interpreting a bar graph
- Reading for main ideas and supporting details
- Interpreting information on a pay stub
- Prioritizing a list
- Writing a classified ad

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, and speaking
Arithmetic and mathematics

Thinking Skills

Decision making
Problem solving
Seeing things in the mind's eye
Knowing how to learn

Personal Qualities

Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in a group
Self-management

Competencies

Information

Acquires and evaluates information
Organizes and maintains information
Interprets and communicates information

Interpersonal

Participates as a member of a team
Exercises leadership
Negotiates

Resources

Time—allocates time and prepares and follows schedules
Human resources—assesses skills

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

- 0.1.2 Identify or use appropriate language for informational purposes
- 0.1.3 Identify or use appropriate language to influence or persuade

1 Consumer Economics

- 1.1.3 Interpret maps and graphs

4 Employment

- 4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
 - 4.1.6 Interpret general work-related vocabulary
 - 4.1.7 Identify appropriate behavior and attitudes for getting a job
 - 4.1.9 Identify procedures for career planning, including self-assessment
 - 4.2.1 Interpret wages, wage deductions, benefits, and time-keeping forms
 - 4.4.1 Identify appropriate behavior, attire, attitudes, social interaction, and other factors that affect job retention and advancement
 - 4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
 - 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, including contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
- #### **6 Computation**
- 6.4.2 Apply a percentage in a context not involving money
 - 6.7.2 Interpret data given in a bar graph
- #### **7 Learning to Learn**
- 7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches and also through creative imagination

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Elicit various ways that people find out about new jobs. Write the responses on the board.
- Ask the class how they found out about their jobs (or jobs that they have had in the past).

Did they learn about them through an employment agency or newspaper? Did a friend or relative tell them about the job?

PRESENTATION

All in a Day's Work

- **Set the stage.** Read the introduction aloud. Ask whether the students think it is reasonable for Sofia to expect her uncle to find her a job. Encourage the students to provide support for their opinions.
 - **Personalize the situation.** Ask whether the students have ever worked with a relative or close friend. Was it a good work situation, or were there complications because of the personal relationship?
 - **Focus on selected items.** Write the following job-related terms on the board and elicit their meanings: *hire, recommend, apply, temporary, part-time, qualified, applicant, requirement.*
 - **Set the listening and reading task.** Write on the board: *Do you think Sofia is serious about her job search? Why or why not?* Point out that these questions require the students to come to a conclusion or make an inference about Sofia based on what she says about her job search. Remind them that they should support their
- opinions with specific information from Sofia's conversation with her aunt. Play the cassette twice while the students read along.
- **Check the listening and reading task.** Ask the students what they think about Sofia's job search. Encourage a variety of opinions. Prompt the students to refer to specific passages in the text. Ask the students whether they think Sofia is being fair to her uncle when she says, "*Uncle Omar doesn't seem to care.*"
 - **Engage the students in pair work.** Read the discussion questions aloud. Ask the students to compare their experiences and opinions with those of a partner. Remind them to provide reasons for their opinions.
 - **Circulate and monitor progress.** As the students discuss the questions, circulate and prompt them to give specific examples as well as reasons for their opinions. Recap the discussion as a class.

1 If Sofia wanted to become an accountant, she'd go to business school.

► Reading ► Writing

- Read the instructions aloud. Ask for volunteers to read the sentences in the example box. Elicit that the contraction 'd represents *would* in the last three sentences. Read the names of the workplaces and clarify any unfamiliar vocabulary. Instruct the students to complete the sentences with the names of the appropriate workplaces. Ask for volunteers to read the completed sentences aloud.

Answers

- | | |
|------|------|
| 2. d | 5. a |
| 3. e | 6. f |
| 4. b | |

- Write the second sentence from the activity (*If Yumiko planned . . .*) on the board. Ask the class what time frame the sentence refers to (*present*). Ask the class what tense the verb in the *if*-clause

is (*past*). Write on the board: *hypothetical or unreal condition*. Explain that when we describe an unreal condition in the present or future, the clause must begin with *if* and the verb shifts to the past tense. Draw the class's attention to the example sentence that begins *If I were you*. Point out that in unreal conditional clauses with *be*, *were* must be used, no matter what the subject is.

Grammar Note: The verb *were* in the conditional clause is the past subjunctive of *be*. Your students may hear native speakers say *If I was you*, but they should be aware that this is nonstandard.

- Draw the students' attention to the *result clause* (the second clause) in the sentence about Yumiko. Elicit that the verb in this sentence is *would work*. Explain that the *result clause* in an unreal conditional sentence can only be formed with *would/could/might*. Other modals cannot be used.

2 If an angry customer yelled at me, I'd try to stay calm.

► Listening ► Speaking ► Reading

- Read the instructions aloud. Point out that these are hypothetical or unreal situations; the students will imagine what they would do in these situations.
- Read the first prompt (*You're not happy with some of the company's policies*), and ask a student to read the first example sentence as a response (*If I weren't happy with some of the company's policies, I would talk to my supervisor about them*). Repeat with the second prompt and example sentence. Summarize the concept of tense shift by writing the beginning of these prompts and the responses on the board (*You're not happy . . . ; If I weren't happy . . . ; Your boss asks you to work . . . ; If my boss asked me to work . . .*). Remind the students to apply the tense shift whenever they form a hypothetical conditional clause.

- **Pair.** If time is short, ask half the class to discuss situations 1–4 and the other half to discuss situations 5–8. Recap as a class discussion. If a student forgets to apply the tense shift, a hand gesture backwards over your shoulder is an effective nonverbal prompt and indicates that the verb must be “shifted back into the past.”

Expansion: Ask the students to write one hypothetical conditional sentence about each of the situations in the activity. Collect and check for correct use of the target structures. Alternatively, ask the students to write a paragraph about one of the situations. They should begin with one or more unreal conditional sentences and go on to describe the reasons for their hypothetical course of action.

3 Sofia is supposed to be at work at 8 o'clock.

► **Listening** ► **Speaking** ► **Reading**

- Read the title and instructions aloud. Elicit the meaning of the title (*She should be at work at 8 o'clock*). Use a transparency or write the list of duties on the board. Read the list aloud. Elicit or provide the meaning of any new vocabulary (*uniform, forms, file*). Tell the class that you will play the cassette several times. (You may need to play the cassette three or four times.) Suggest that the students just listen during the first playing.
- **Class.** First go over the answers as a class, marking the students' responses on the transparency or on the board. If necessary, replay the cassette, pausing after each line of dialog and confirming the information that the characters provide.

Answers

- | | |
|---------|-------|
| 2. A, S | 7. A |
| 3. S | 8. A |
| 4. S | 9. S |
| 5. S | 10. S |
| 6. S | |

- **Class.** Ask the class to use *supposed to* to describe Ana and Sofia's duties. You can also have the students practice giving short responses to questions using *supposed to* by asking clarification questions: *Is Sofia supposed to answer the phone? (No, she's not.) Is she supposed to wear a white uniform? (Yes, she is.)*

4 Sofia needs to pay attention to details.

► **Speaking** ► **Reading**

- Read the instructions aloud. Point out that, in the previous activity, the students described Sofia's duties, or the things she is supposed to do in her new job. In this activity, they will decide which skills or abilities *are required* for Sofia's job. Remind the students to think about why the other skills are not necessary for Sofia's job (although they might be helpful). Give the students a few minutes to complete the task.
- **Group.** Divide the class into groups of three or four. Remind the groups to assign the roles of Manager, Secretary, Reporter, and Time-keeper. Ask the students to compare their answers and reasons with those of the other group members. Ask the reporters to tell the class their groups' opinions. Tally the results on the board or on a transparency.

5 Hear it. Say it.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Draw the students' attention to the sentences in the activity. Elicit that all of these sentences express unreal conditions and results. Point out that sentences 5–8 are like the sentences in Exercises 1 and 2: they begin with the condition clause followed by a comma. Sentences 1–4 begin with the result clause and do not contain a comma. Point out that the students should pause between the two clauses, whether or not there is a comma. Ask the students to listen for this pause and for the contraction of *would* when you play the cassette.
- Instruct the students to just listen the first time you play the cassette. Then replay the cassette, pausing after each sentence to allow the class to repeat chorally.
- **Pair.** In pairs, have the students practice pronouncing the sentences. Remind them to help each other with pronunciation. They should focus on the pronunciation of the contraction and on the pause between the clauses. Recap by asking several volunteers to read each sentence aloud.

6 Word Bag: Expressing Highs and Lows

► **Listening** ► **Speaking** ► **Reading**

- As a class, look at the illustrations and the first sentence in each caption. (*He got fired. She closed the deal. The customer is angry. He lost his business.*) Elicit or clarify the meaning of these expressions.
- **Pair.** Draw the students' attention to the idiomatic expressions accompanying the illustrations. Ask the students to work with their partners to guess the meaning of each idiom, based on the information given in the illustration and first sentence of the caption. Then instruct the pairs to discuss what each of the people in the activity should do. Finally, the students should tell their partners what they would do in these situations.
- If you wish, model the activity by discussing the first situation and idiom as a class.
- Be sure to give the pairs adequate time to complete all parts of the activity. Circulate and help the students move through the three parts of the activity if necessary.
- As a class, discuss the meaning of the first idiom. Then ask the class what the person in that situation should do. Finally, ask the students what they would do in that situation. Discuss the remaining situations in the same manner.

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Ask the students what they liked about the jobs they've had. Elicit specific details. Write their responses on the board. As a class, look at the responses and create general categories for these positive characteristics. Possible categories might include: *salary, benefits, hours, working environment, and duties and responsibilities*. Leave the list of general categories on the board for reference during the presentation activity.
- Ask the students which category is most important to them. Which aspect of a job do they want to know about first? Encourage them to give reasons for their answers. (For example, *Salary is the most important because I have a family to support. I want to learn more about the field, so the duties and responsibilities are the most important.*)

PRESENTATION

Nine to Five

- **Set the stage.** Draw the students' attention to the employment advertisement for Clear Lake Park. Point out that the flyer provides many different types of information about the park and the job opportunities there.
- **Personalize the situation.** Write *amusement park* on the board and elicit the meaning. Ask whether any of your students have ever worked at an amusement park. Ask them what they enjoyed or didn't enjoy about their jobs there. (If the students have never worked at an amusement park, ask them to imagine what it might be like.) The students should brainstorm the types of jobs that are available at an amusement park (*ride operator, cleaning crew, ticket sales, concession stands, dancers, selling souvenirs*).
- **Focus on selected items.** Write the following terms on the board: *competitive salary, bonus incentive, discount, merchandise*. Elicit or provide the meanings of the terms.
- **Set the reading task.** Refer to the list of categories that the students generated during the warm-up. Instruct the students to write these general categories in their notebooks and use them to make notes about the job at Clear Lake Park while reading the advertisement. Instruct the students to read the advertisement without stopping, then give them time to reread it and complete their task.
- **Check the reading task.** Go over the students' answers orally, writing their responses in the relevant categories on the board. Alternatively, ask for volunteers to write their information on the board.
- **Engage the students in pair work.** Read the discussion questions aloud. With a partner, the students decide whether they would like to work at the park. Encourage them to refer to specific information in the ad to support their opinions. They can also discuss which specific jobs they would or wouldn't want.
- **Circulate and monitor progress.** As the students discuss employment at Clear Lake Park, circulate and prompt with questions about various aspects of working at the park. Recap the discussion as a class, grouping the students' responses according to whether they would or would not like to work at the park.

1 Jacques can't stand doing office work. ▶ Listening ▶ Reading ▶ Writing

- Read the title aloud. Elicit the meaning of *can't stand* (*really dislikes*). Read the instructions. Ask the class to look at the pictures and describe how Jacques looks in an office and how he looks outdoors with children.
- Read the instructions aloud. Also read the sentences in the activity aloud, pausing where there is a blank. Suggest to the students that they just listen the first time you play the cassette. During the second listening, they can make notes if they wish. Play the cassette twice, then give the students time to complete the sentences.
- Ask for volunteers to write their answers on the board. Go over the answers as a class, checking for spelling of the gerund forms, especially *writing*. Explain that when a verb ends in *-e*, the *-e* is dropped before adding *-ing*.

Answers

(Answers may vary.)

- | | |
|------------|-------------|
| 1. being | 4. being |
| 2. writing | 5. working |
| 3. keeping | 6. applying |

2 Do you like working with numbers?

▶ Speaking ▶ Writing

- Direct the students' attention to the *-ing* verb forms in Exercise 1. Elicit or provide the term *gerund* and write it on the board. Explain to the class that when the *-ing* form of a verb is used as a subject or object (as in Exercise 1), it is called a *gerund* and acts like a noun. Draw the students' attention to the example boxes. Point out that some verbs, like *don't mind*, *enjoy*, and *recommend*, can only be followed by gerunds or regular nouns (*chocolate*, *sports*). Other verbs, like *can't stand*, *hate*, *like*, *prefer*, and *love*, can be followed either by a gerund, an infinitive, or a noun. In this activity, the students will practice using gerunds with these verbs.
- Read the instructions aloud. Ask for volunteers to read each example sentence. After each sentence is read, ask the class whether it indicates that the student *likes* or *dislikes* that activity.
- Ask the students to list four job-related activities that they like doing and four that they do not. Remind them to use gerunds. Encourage them to use all the expressions in the example boxes.
- **Class.** Ask the students to tell the class one or two things they like or dislike doing on the job. If time allows, ask the students to explain their reasons for these likes or dislikes.

3 What type of activities do you prefer doing?

► *Speaking* ► *Reading*

- Explain that the exercise describes six types of workers. Point out that each type of worker has different personality characteristics and prefers a different work environment. Draw the class's attention to the illustrations and the first word of each caption.
- Read the instructions aloud. Elicit the meaning of *vocational* (*job-related*). Read the captions aloud or ask the students to read them silently. Clarify any unfamiliar vocabulary. Ask the students to rank each description as it relates to their own styles of work. Clarify the term *rank*: point out that the students should mark the description that most relates to their style number 1, another description 2, and so on. Give the students several minutes to complete the task.
- **Group.** Read the group work instructions aloud. Remind the students that they should focus their discussion on the kind of personality-based work environments described in the activity, not on specific jobs like teacher, carpenter, or musician. (They can, however, refer to specific jobs as examples of a particular type of work environment.) Divide the class into groups of three or four. Remind the students to assign group roles. Set a time limit for the discussion. Recap with a class discussion.

4 The ideal candidate will enjoy helping guests.

► **Listening** ► **Speaking** ► **Reading**

- Read the instructions aloud. Instruct the students to turn to Exercise 1 on page 88. Remind them that they heard Jacques talking about what he likes and dislikes doing in a job. Review by having volunteers read the statements about Jacques aloud.
- **Pair.** Direct the class's attention to the employment ads. Read the ads aloud. Clarify any unfamiliar vocabulary. Ask the students to discuss the ads with their partners and decide which job would be best for Jacques and why. Remind the students to decide which jobs they would consider applying for and why.
- Recap with a class discussion about Jacques' job search. Encourage the students to explain their reasons for choosing a particular job for Jacques (*The most appropriate job for Jacques is the Afternoon Youth Program Director*). Follow with a discussion about which jobs the students chose for themselves. Encourage them to recycle the information they learned about themselves in Exercise 3. The students should also support their choices using the *verb + gerund* phrases from Exercise 2.

5 Tell me about yourself.

► **Listening** ► **Speaking** ► **Reading**

- Read the instructions aloud. Explain that Jacques is being interviewed by Margaret Henry, who works for Clear Lake Park. During the interview, Jacques tells her about himself, including what he likes and dislikes doing in a job. Read the items in the Applicant Interest Profile aloud. Instruct the students to listen for Jacques' likes and dislikes and mark them on the form. Emphasize that some of his likes and dislikes are not stated directly but can be inferred from what he says. Also have the students mark the items that Jacques does not mention during the interview and that cannot be inferred.
- Play the cassette two or three times, as the students complete the chart. Recap the answers as a class. Either use a transparency of the chart

or make three columns on the board (**Likes, Doesn't Like, Doesn't Mention**) and list the relevant items under each heading. If necessary, replay the cassette to verify the answers.

Answers

Likes: working outdoors, working with children, hiking, camping, teaching tennis, supervising and teaching swimming, meeting people.

Dislikes: working indoors, writing reports, keeping records.

Doesn't mention: working with adults, working with animals, participating in employee activities.

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.

Lesson 3

WARM UP

- Ask the students about different educational programs in their countries: Do people sometimes go to special vocational schools, or do they all get the same general education?
- Ask the students what kinds of jobs are available for people who do not finish high school or

secondary school. Also ask about jobs for people who do finish high school but do not go on to college or university. Note the responses on the board. Inquire whether the students know of any people who did not finish high school but who went on to be financially successful.

PRESENTATION

The Moneymakers

- **Set the stage.** Draw the students' attention to the article and accompanying bar graph. Read the title aloud. Elicit the meaning of *skilled and unskilled workers* (people with and without specific job skills).
- **Personalize the situation.** Ask the students what kind of jobs unskilled workers can get in their countries. Inquire whether companies offer training programs for workers without job skills. If companies require workers to have skills or experience before they are hired, how do people get the necessary experience?
- **Focus on selected items.** Draw the students' attention to the bar graph. Write the term *bar graph* on the board. Explain that this is a visual way to compare information. Read the captions to the students and ask them to identify which bar refers to which group of people. Elicit the meaning of *high school dropouts* (people who do not finish high school).
- **Set the listening and reading task.** Tell the class that they will first listen to the article to get the main ideas. Then they will reread the article to confirm the main ideas and identify the specific details.
- Ask the students to first listen for main ideas in the article as you play the cassette once. Reread the article as a class, clarifying unfamiliar vocabulary (*White-collar workers are educated workers who do nonmanual labor*). Next ask the students to underline the main idea in each paragraph. Then ask them to make brief notes about the specific details that support these main ideas. Give the students at least ten minutes to complete the task. If you wish, you can allow them to work with a partner.
- **Check the listening and reading task.** Go over the answers as a class. Make notes on the board in outline form. Remind the students that notes about details and support do not need to be complete sentences.
- **Engage the students in group work.** Read the discussion question aloud. Divide the class into groups of three or four and instruct the students to assign group work roles. Give the students seven to ten minutes for their discussions. Encourage them to support their opinions with specific examples from the article and from their own knowledge. Recap the discussion as a class.

Additional Activity See Unit 7 Appendix.

1 Are you talking about net pay or gross?

► Speaking ► Reading

- Read the title aloud. Elicit the meaning of *gross* (the amount of money you earn before deductions) and *net pay* (the actual amount that you get to “take home”). Point out that in the United States, there are many taxes and deductions that are taken out of a paycheck. Individual companies may also have additional amounts that they take out. Tell the students that it’s important to be able to read your pay stub and to understand the taxes and deductions that are taken out of your check.

Pronunciation Note: During this activity, assist with pronunciation of numbers and dollar amounts as needed.

- Instruct the class to look at Sofia’s pay stub. Ask them to identify the period of time that is covered by the check (11/1/00–11/30/00). Ask how many hours she worked during this time (94) and how much she earned (\$1,128.00). Ask the class to calculate Sofia’s hourly wage (\$12.00 an hour).
- Ask the class what *holiday pay* and *sick leave* are (amounts that an employee can earn by working on holidays or taking paid sick days). Point out that not all companies provide paid holidays, paid sick leave, or dental maintenance, so it is important to know whether your job provides these benefits.
- **Group.** Read the discussion questions aloud. Divide the class into groups of three or four. Ask the students to discuss what they know about the four taxes that were withheld from Sofia’s paycheck.
- Recap the discussion as a class. Ask the students’ opinions about the taxes Sofia pays: *Are these taxes necessary? Is she paying too much?*

2 There’s too much work.

► Reading ► Writing

Grammar Note: The students will undoubtedly be familiar with the meaning of *very*. The focus of this activity is on the meaning of *too*: *excessively* or *to an undesirable degree*.

- Draw the students’ attention to the example box. Remind the students that there is an important difference in meaning between *very* and *too*. Ask for volunteers to read the first two sentences aloud. Write the third sentence on the board and underline *too sick to work*. Elicit the meaning (*I am very, very sick, and, as a result, I cannot work*). Reinforce that *too* is a much stronger word than *very*.
- Point out that *too*, when used in this manner, is always followed by an adjective or adverb. Explain that we can add an infinitive to indicate an effect (*to work*, in the example). Write the pattern *too + adjective/adverb + infinitive* on the board. Elicit or provide additional examples. (*I’m too tired to study. This book is too difficult to read. This food is too hot to eat.*)
- Ask a volunteer to read the fourth example sentence aloud. Elicit the meaning (*I’m sick, but I can still work*).
- **Pair.** Read the instructions aloud. In pairs, have the students complete the letter using *too* or *very*. Check as a class, using a transparency of the letter if possible.

Answers

- | | |
|---------|---------|
| 1. very | 5. too |
| 2. very | 6. very |
| 3. too | 7. very |
| 4. too | |

3 Take charge of your career.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Read the instructions aloud. Elicit the meaning of *potential employee* (*possible future employee*). Remind the students that they discussed the kind of work environments they prefer in Lesson 2, Exercise 3. Point out that it is also important to decide what specific benefits they most want to look for in a job.
- Ask for volunteers to read the items in the chart aloud. Clarify meaning as necessary. Give the students several minutes to mark their priorities on the chart. Recap this stage of the activity with a brief class discussion. Encourage the students to give reasons for their priorities.
- Read the second set of instructions aloud. Ask the students to evaluate the two jobs according to their own priorities and to write sentences expressing their evaluations. Tell them how many sentences you would like them to write. Remind the students to use *too* and *very*. When the students have finished writing, discuss the two jobs as a class. Encourage the use of *too* and *very* during the discussion.
- **Group.** Read the discussion question aloud. Explain that the students will need to compare their priorities with those of their group mates. Remind them to support their opinions. Divide the class into groups and remind the students to assign group roles. Give the students ten to fifteen minutes for their discussions.
- Ask the reporter from each group to tell the class their group's three most important considerations. After each reporter has finished, invite the other members of that group to contribute additional information if they wish. Keep track of each group's responses on the board and compare the results after all the groups have reported.

4 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

5 Wrap Up

► **Speaking** ► **Writing**

- Read the instructions aloud. Elicit the kinds of information that can be included in an employment ad. Write the students' responses on the board. As a class, look at the ad from Lesson 2 and describe the different formats that employment ads can take (*a flyer or a newspaper ad*). Ask the students how these two kinds of ads are different. (*A flyer can contain more information and may use complete sentences. A classified newspaper ad is shorter and may use incomplete sentences or abbreviations.*)
- **Pair.** The students work with a partner to prepare a classified newspaper ad for the assistant-manager position. If you wish, you can ask the students to write their ads on transparencies, which they can show to the class. Otherwise, have the students write their ads on the board or read their ads aloud. Discuss ways that the ads could be improved. As a class, vote for the ad that makes the job sound most interesting.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. For Exercise 1, tell the students that role-play with a partner has helped many language learners to practice language so that, when they encounter real situations, they are better prepared.

You may need to help the students to find an appropriate newspaper and demonstrate one or two possible exchanges in an interview.

2. For Exercise 2, the students should look back at Lesson 2, Exercises 3 and 4. They will now

write about what they discussed in those exercises.

3. For Exercise 3, remind the students that watching interesting programs or movies in English gives them listening practice.

You might want to help them to select a movie or program and facilitate groups of students getting together to watch it.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the Communication Summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* section, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity but may prefer a different type of activity in another unit. Before completing this section, elicit examples of each type of activity from the unit. Ask the students to rank the types of activities according to

which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them improve the most in that skill area. Make sure the students write their responses in their books. They should also decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Exercise Four. Remind the students to give specific reasons why they liked or disliked the activity.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. On the board, make a list of the countries your students come from. Tell the students that they should imagine they are going to go to a new school in one of these countries. Instruct them to write three questions about what they are supposed to do or how they are supposed to behave at that school. (*Am I supposed to wear a suit to class?*)
- Have the students talk to a classmate from that country in order to find out the information. If your class is small, you can do this as a whole-class activity. If you have a large class, ask the students to circulate in a mixer and find a classmate from the relevant country to answer their questions. Ask the students to tell the class what they have learned.
- Direct the students' attention to the summary of verbs that are followed by gerunds. Ask the students to use these verbs to write three sentences describing what they like or dislike about school (*I don't mind studying, but I hate taking tests*). Ask the students to share their responses with the class or in small groups.
- Other grammar points in the Grammar Summary can be practiced in a similar manner.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Lesson 3, Presentation (p. 91)

How much education do you need?

- In this activity, the students conduct research on the amount of education or experience required for various jobs, then report their findings to the class.
- Tell the students that they need to find a source of employment listings. Brainstorm possible places they could find this information: newspapers, the Internet, employment agencies, bulletin boards, or campus employment centers. Explain that the students will look at a group of listings from one of these sources and determine what level of education or experience is required for each job.
- Make a transparency of several ads containing information about required education. As a class, find the information about education in each ad. Discuss education-related abbreviations that the students are likely to encounter as they read their ads.
- Point out that some of the possible sources, such as newspapers, will have hundreds of job listings. In these cases, the students should limit the scope of their research. One way to do this is to focus on a specific type of job listing such as *teacher* or *sales clerk*. (As an alternative, you can provide each work group with a different selection of ads that you have previously chosen for them to use in the activity.)
- Divide the class into groups of three to five students. Ask the students to analyze their ads and determine the level of education or experience required for each job. Instruct them to organize their data, prepare a bar graph or other visual aid, and report their findings to the class. Point out that they will need to decide as a group how they want to organize their information. Encourage the groups to focus on presenting one or two main points and supporting them with specific data.
- If possible, offer the students a choice of media to use for their visual aids: posters, transparencies, or photocopied handouts. As a class, discuss the advantages and disadvantages of these media. (*Handouts can be distracting and noisy, but people can take them home for future reference; transparencies rely on a machine that might not be available or might break down, but they can be very colorful and effective.*)
- If possible, provide class time for the students to work on their projects. One way to do this is to devote a small portion of each class to the project over the course of several days. Tell the students when their presentations are due. If you have a large class, you may want to spread out the presentations, doing a few each day.
- Review techniques for effective oral presentations. These can include proper use of note-cards, eye contact, body language, and speaking clearly and loudly. Encourage the students to practice their presentations before the day they give them to the class. Remind the students that each person in the group must speak during the presentation.

WORKBOOK UNIT 7 ANSWER KEY

Lesson 1, pp. 55–57

Exercise 1

- | | | |
|---|---|--|
| 2. They're supposed to buy baby furniture. | 4. She's supposed to see the doctor every week. | 6. They're supposed to buy baby clothes. |
| 3. They're supposed to learn about raising a child. | 5. She's supposed to eat healthy food. | Answers for the second section will vary. |

Exercise 2

- | | | | |
|-------------|-----------|------------|---------|
| 2. accepted | 3. wanted | 4. allowed | 5. were |
|-------------|-----------|------------|---------|

Exercise 3

Answers will vary.

Exercise 4

- | | |
|---|---|
| 2. If Yoko didn't want to spend time with her children, she would accept the promotion. | 4. If Yoshie didn't have some extra money in the bank, she couldn't afford to consider different options. |
| 3. If Yoko accepted the promotion, she would make more money. | 5. If there weren't so many choices, life wouldn't be exciting. |

Exercise 5

Answers will vary.

WORKBOOK UNIT 7 ANSWER KEY

Lesson 2, pp. 58–60

Exercise 1

- | | |
|--|--|
| 1. working [or <i>to work</i>]
working | 3. supervising
scheduling
training |
| 2. designing [or <i>to design</i>]
managing [or <i>to manage</i>]
communicating
planning/organizing | 4. hiring
working
taking |

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Exercise 4

Paragraph 1: Change *to work* to *working*. Change *perfectly* to *perfect*.

Paragraph 2: Change *be* to *being* (or *to be*). Change *to travel* to *traveling*. Change *to be* to *be*. Change *am thinking* to *think*. Change *do* to *doing* (or *to do*). Change *follow* to *following* (or *to follow*). Change *to have* to *having*.

WORKBOOK UNIT 7 ANSWER KEY

Lesson 3, pp. 61–63

Exercise 1

- | | | |
|---------|-------------|---------|
| 3. too | 6. very | 9. very |
| 4. very | 7. very | |
| 5. too | 8. too/very | |

Exercise 2

Answers will vary.

Exercise 3

Answers will vary. Possible answers:

- | | | |
|---|--|----------------------------------|
| 2. he doesn't have time to talk with his friends. | 3. she didn't get a good grade on her paper. | 4. he's falling asleep in class. |
|---|--|----------------------------------|

Exercise 4

Answers will vary.

Exercise 5

Answers will vary.