

Summary of Lesson Plan

► Preview/Practical conversations (Student pages 57-59)

Suggested teaching time: 60 minutes
includes Culture note

Your actual teaching time: _____



Preview and Practical conversations (Student pages 57-59)

Suggested teaching time: 60 minutes
Your actual teaching time: _____

Note: Students should bring want ads from the local newspaper to class to use on page 59.

Warm up. What's "minimum wage"?

Procedure:

- Ask *What is this? Where is this information from?* If necessary, explain that it is a drawing of a window on a computer screen and that the information is from a Web site, or place on the Internet where you can find information about a variety of subjects.
- Ask *What does this Web site give information about?* (the Fair Labor Standards Act) Ask *What does "fair" mean?* (acceptable, right, equal) *What is "labor"?* (work) *What are "standards"?* (rules) Then elicit or explain that an *act* is a law. Encourage students to put this information together and speculate about what the Fair Labor Standards Act is (a law that regulates work practices).
- Have students look at the text on the computer screen. Explain that pay is one work practice that the government wants to make sure is fair. Direct students' attention to the title of the text. Ask *What is "minimum wage"?* *What is the minimum wage now?* If necessary, explain that a minimum wage is the lowest amount of money that a worker can earn per hour in many jobs. The current minimum wage is \$5.15 per hour.
- Have students read the information about minimum wage. Then check comprehension by asking questions such as *Who doesn't get minimum wage or overtime?* (executives, administrative and professional employees, teachers, and so on) *How much do employers have to pay employees who receive tips?*

(at least \$2.13 per hour) *What if \$2.13 per hour plus tips does not add up to \$5.15 per hour?* (The employer has to pay the difference.) *If an employee works more than 40 hours in a week, how much does the employer have to pay for the extra hours?* (1½ times the employee's regular hourly pay)

- Brainstorm occupations that receive tips, such as *restaurant workers, taxi drivers, hotel employees, delivery people.*

Option: Introduce or review computer-related vocabulary, such as *screen, window, icon, scroll bar, cursor.*

Option: Have the class choose five new words from the text on the computer screen. Have students underline these words in their books. Have volunteers read the sentences that contain the new words. Encourage students to use context to determine the meaning of each word. As a class, create simple definitions for the words, for example, *overtime: more than 40 hours worked in a week.* Have students copy the definitions from the board.

Challenge: Have students calculate how much an employee has to make in tips each hour so that the employer doesn't have to pay more than \$2.13 (\$3.02). Have students calculate how much an employee has to make in tips during an eight-hour day so that the employer doesn't have to pay more than \$2.13 per hour (\$24.16). Ask *How much is overtime pay for a worker who earns minimum wage?* (\$7.73 per hour)

Unit 5 objectives

Procedure:

- Read the objectives. Define any words that are unfamiliar to students; for example, *punctual* means on time.
- As a class, choose one of the objectives. Find out what related information students already know. For example, for *Talk about your own time and company time*, ask *What is "your own time"?* (the time you spend outside of work) *What is "company time"?* (the time you spend at work) *What do you do on your own time?* *What do you do on company time?* Then find out what questions students have related to the objective, for example, *Is it OK to make personal phone calls on company time?* *Is it OK to read a magazine at work if you are not busy?* Write the questions on a large sheet of paper and keep them for students to answer at the end of the unit.

(continued on p. 2)

Lesson Plan, Unit 5: Preview/practical conversations (for Student pages 57-59)–continued

Model 1

Content: asking about someone else’s job; talking about current employment; expressing enthusiasm; discussing work hours and payment options; *need* followed by an infinitive

Procedure:

A–B.

- To set the scene for the conversation, ask questions about the people in the photo, such as *Where are they?* (at a restaurant) *Do you think they’re friends or an employer and an employee?* (friends) *Why do you think so?* (They’re eating together. They’re wearing casual clothes.)
- After students listen to the conversation, check comprehension by asking questions such as *Who needs a job?* (the woman on the left) *What is Nicole’s job?* (baby-sitter) *Does she work full-time or part-time?* (full-time, live-in) *How is she paid?* (by the hour, plus room and board)
- Elicit from the class the meanings of words and phrases that may be unfamiliar, such as *full-time*, *part-time*, *live-in*, *room and board*. If necessary, provide simple definitions; for example, *room and board* is a room to sleep in and food.
- Point out that the statement *I really need to find a job* suggests that the following question *Tell me, what are you doing these days, Nicole?* is asked not only out of curiosity or to make conversation, but also as a way to find out about employment possibilities or opportunities.

Vocabulary

- After students listen to and repeat the vocabulary, ask them to describe what a person in each occupation does, for example, *A waiter or waitress takes orders and serves food.*
- Discuss the different payment options. Elicit explanations from students. If necessary, explain that *by the hour* means that you get paid a certain amount of money for each hour of work you do, *by the job* means that you get paid a certain amount of money for each job you complete, and so on.
- Point out that a waiter / waitress is also called a *server*.

C. Pair work ...

- Talk about your current employment situation. For example, say *I’m working as an ESL teacher. I’m working part-time. I’m paid by the course.* Then ask several students the following questions: *What are you doing these days? Are you working full-time or part-time? How are you paid?* For the first question, if students don’t answer with *I’m working as a / an ...*, restate their answer, as if to verify that you heard correctly. Say *You’re working as a / an ...?*
- Model the conversation with a volunteer. Play the role of Student A. For Student A’s second line, say *Really?* or *You’re kidding* and *That’s fantastic!* to demonstrate that students can use their own words.

Option: Provide students with an opportunity to explore employment possibilities. Have students walk around the room and practice the conversation with three different partners. Students take turns reading the roles of Students A and B with each partner.

If your students are ready ...

Culture / Civics note: In North America, it is customary to give a small amount of money, called a *tip*, for certain services. Some service workers earn a very low hourly wage and make most of their income from tips. The amount of the tip depends on the quality of the service performed. For example, wait staff at a full-service restaurant generally receive 15 percent of the amount of the check if the service is satisfactory. A larger tip may be given if the service is above average and less (or none at all) if service is poor. Some other tipped employees include hotel / airport porters (\$1.00–\$2.00 per bag), hairdressers (15 to 20 percent of the bill), and taxi drivers (15 percent of the fare). Tips should *never* be offered to police officers, customs officials, postal workers, driver’s test examiners, or anyone else working in a government or public service job. Offering a tip will be viewed as attempting a bribe, which is illegal.

(continued on p. 3)

Model 2

Content: talking about work hours and overtime pay; making polite requests

Procedure:

🔊 A–B.

- Have students cover up the conversation and look only at the photo. In pairs, students describe what is happening, for example, *Two people are sitting at a table in a restaurant. The man is reading from a sheet of paper. The woman is writing in a notebook.* Elicit descriptions from volunteers until it becomes clear that this is probably an interview. Then ask *What do you think they are talking about?* Elicit responses, and then have students read the bar for Model 2.
- After students listen to the conversation, ask questions such as *What are the hours?* (eight to five, with an hour for lunch) *What is the regular pay?* (minimum wage) *What is the overtime pay?* (time and a half) *What is the pay for Sundays and holidays?* (double time) *If the woman gets the job, how will she be paid?* (by the hour)
- Point out that *Could you please . . . ?* and *I'd like to . . .* are polite ways to make a request and are appropriate to use in an interview.

🔊 Vocabulary

- After students listen and repeat, demonstrate how time and a half and double time are calculated. Explain that *time* refers to the hourly wage, so *time and a half* is the hourly wage + half the hourly wage, in this case $\$5.15 + \$2.58 = \$7.73$. *Double* means twice, or two times, so double time is $\$5.15 + \$5.15 = \$10.30$.

Option: Have students calculate time and a half and double time for a job that pays \$6.50 per hour (\$9.75, \$13.00). Then have students calculate time and a half and double time for their own hourly wages.

C. Pair work . . .

- Have students read the two want ads. Have students find and circle the abbreviations */hr.* and *pt.-time*. Ask what the abbreviations stand for (per hour, part-time).
- Have students look at the two ads. For each ad, ask *What are the hours?* (for the parking attendant, 7 a.m. to 3 p.m. or 3 p.m. to 11 p.m. with a one-hour break) *What is the pay?* (for the parking attendant, minimum wage, or \$5.15, plus tips and time and a half for overtime)
- Have pairs practice the conversation.

Option: Use the want ads brought in by students or ads that you've brought in. Have students look for more abbreviations and write them on the board. Elicit or explain the meaning of each abbreviation.

Option: Have students look for the word *shifts* in the ad for a parking attendant. Ask *What are the two shifts?* (first: 7 a.m. to 3 p.m., second: 3 p.m. to 11 p.m.) Elicit or explain that a *shift* is one of three eight-hour periods when a particular group of employees is at work. Mention that factory workers and hospital workers often work in shifts rather than from 9:00 to 5:00, which are usual office hours. Ask what shifts students in the class work. Brainstorm other words used to describe shifts, such as *day, evening, night, first, second, third, early, late*. Ask students what shift they prefer to work and why.

Workbook Link: Exercises 1, 2, 3

➤ Do it yourself!

Procedure:

- On the board, make a chart like the one on page 59 but with several more rows. Ask one student *What are you doing these days?* Fill in the first box under *Occupations* with the response. Then ask the same student *How are you paid?* Fill in the first box under *How paid?* with the response. Next, have the student come up to the board to ask a second student the same questions and fill in the second row of the chart. If a student gives an occupation and payment option already included in the chart, a check mark is made to the right of that row. The chain continues until all the occupations and payment options in the class are represented on the chart. If you have students who are regularly paid a fixed amount, introduce the word *salaried*.
- Encourage students to make generalizations based on the information in the chart, for example, *People who work in restaurants and hotels are paid by the hour and also get tips.*

Option: Have students make their own charts like the one in the book but with five to ten rows. Students walk around and ask about classmates' occupations and how they are paid.

Summary of Lesson Plan

► PRESENTATION

Practical conversations (Student pages 60-61)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Practical conversations (Student pages 60-61)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Model 3

Content: rescheduling an event with a co-worker or a friend; explaining the reason; proposing a time to meet; *want* followed by an infinitive

Procedure:

🔊 A–B.

- Ask questions about the people in the photo, such as *Where are they?* (in an office) *What is the woman doing?* (looking at her watch) *What does the man have in front of him?* (a planner, or date book)
- After students listen to the conversation, ask questions such as *Who needs to reschedule the meeting?* (the woman) *Why?* (She has to go to the dentist.) *When does the woman suggest they meet?* (tomorrow after lunch) *When does the man suggest they meet?* (tomorrow morning at 10)

- Point out that the woman apologizes before she asks to change the day and time of the meeting, as rescheduling an event may not be convenient for the other people involved. Also, *How's . . . ?* and *How about . . . ?* are two ways to suggest a time and / or place for an event.

🔊 Time expressions

- After students repeat the words, tell them what you did before class, what you are doing now during class, and what you are going to do after class. Emphasize the words *before*, *during*, and *after* and give times to reinforce the meanings of the words. For example, *Before class, at 3:00, I picked up my kids from school.* Then have students relate their own activities before, during, and after class to a partner.

🔊 Vocabulary

- After students repeat the vocabulary, make sure that they understand what *an errand* is by asking for examples, such as *go to the cleaners, the bank, the post office.*
- Brainstorm and write on the board other reasons to reschedule events. Have students think about situations in their own lives that might cause them to have to reschedule, for example, *I have to work overtime, I have a doctor's appointment, My baby-sitter isn't feeling well.*

C. Pair work . . .

- Copy the conversation on the board. Point to each blank substitution line and elicit a variety of appropriate words or phrases from the class. For example, point to the first blank and elicit *lunch, appointment, meeting, dinner.*
- Point out that *I have to run an errand* is an appropriate reason for rescheduling a social event but not a business meeting.
- Students then practice the conversation in pairs.

(continued on p. 5)

Model 4

Content: asking for permission; clarifying expectations; giving a condition with *unless*; discussing personal activities and personal time; *need* followed by an infinitive; *expect* followed by an object and an infinitive

Procedure:

🔊 A–B.

- Have students listen to the conversation with their books closed.
- Check comprehension by asking questions such as *Who's speaking?* (two men, an employee and a supervisor or boss) *Where are they?* (at work) *What does the first speaker ask for permission to do?* (speak to his friend) *What is the second speaker's answer?* (Do that on your own time.)
- Have students look at the photo. Ask *Which man is the supervisor?* (the man on the right) *Who is the man in the doorway?* (the employee's friend)
- To make the meaning of *unless* clear, read the last line in the conversation *Well, unless it's an emergency, we expect . . .* Then read it again, substituting *if it's not for unless it's.*

Option: Have students practice *unless* by thinking about conditions parents might give their children. Write on the board *Unless you get good grades in school, you can't watch TV.* Read this example and then rephrase it, saying *If you don't get good grades in school, you . . .* Elicit similar sentences from the class.

🔊 Personal time . . .

- Have students listen to and repeat the phrases.

🔊 Vocabulary

- After students repeat the vocabulary, brainstorm and write on the board other personal activities, such as *get a soda, check my e-mail, have something to eat.*
- Elicit or explain that *Human Resources* is the department in a company that deals with employing, training, and helping people. Ask *What do employees speak to Human Resources about?* (training classes, medical insurance, sick days)

C. Pair work . . .

- Model the activity with a more advanced student. Play the role of Student A. Demonstrate choosing a personal activity from the *Vocabulary* box or board for the first line and answering negatively in Student A's second line.

Workbook Link: Exercises 4, 5

➤ Do it yourself!

Procedure:

- Write item 1 on the board. Ask *Is it OK to read the newspaper on company time? What's your opinion?* Discuss as a class, eliciting the response that, in most cases, reading the newspaper is something you should do on your own time. Point out that many employers have strict rules that prohibit non-work-related activities during working hours. Next to *read the newspaper*, write *on your own time.*
- Working in groups of three, have each student in a group assume the role of either the facilitator (who asks questions and gets everyone in the group to respond), the recorder (who notes the group's opinion on each item), or the reporter (who reports the group's opinions to the class). The groups discuss items 2 through 5 and any others they want to add. Encourage students to discuss each item until they reach an opinion that everyone in the group can agree with or accept.
- While the groups are discussing, make a three-column chart on the board with the headings *Activities, On company time, On your own time.* List items 2 through 5 in the first column. When the groups are finished, read item 2 and have the reporter from each group give the group's opinion. To the right of *get a cup of coffee*, make a check mark indicating each group's response, either under *On company time* or *On your own time.* Continue in the same manner with items 3 through 5.
- Ask what other activities students discussed. Add these to the chart. Have students change roles within their groups. Then give the groups time to talk about any activities on the chart that they hadn't discussed before. The reporters from each group give the group's opinion in the same manner as before.
- As a class, discuss the activities that groups had different opinions about. Ask groups who answered differently to explain their opinions.

Note: Groups' opinions may vary, as different activities may be more or less appropriate depending on the type of workplace. For example, it's probably OK to get a cup of coffee on company time in an office but probably not OK in a factory.

Summary of Lesson Plan

- ▶ **PRESENTATION**
Practical grammar (Student pages 62-63)
 Suggested teaching time: 60 minutes
 includes Language note (10 minutes)
 Your actual teaching time: _____

Practical grammar (Student pages 62-63)

Suggested teaching time: 60 minutes
 Your actual teaching time: _____

Verbs followed by infinitives

Procedure:

- ▶ Explain that an infinitive is the base form of a verb, used with *to*. Write examples of infinitives on the board, such as *to talk*, *to eat*, *to drive*. Elicit more examples from students.
- ▶ Have two students read the speech balloons in the grammar box. Ask *What are the two infinitives? (to make, to do) What verb does to make follow? (need) What verb does to do follow? (plan)*
- ▶ Read the explanation and examples in the grammar box. Ask the class questions to prompt use of the new structure, such as *What do you need to do tomorrow? What do you plan to do on the weekend? What do you want to do in the future? What did you forget to do last week?* Have students answer in complete sentences. If necessary, restate responses that lack *to* using question intonation, expressing interest in the answer, for example, *You want to move to Texas? Really? Why is that?* Call on individual students to recall what other students need, plan, want, or forgot to do; for example, ask *What does Ali need to do tomorrow?* (He needs to ...)

- ▶ Write the verbs *be sure*, *decide*, *forget*, *need*, *plan*, *remember*, *want* on the board. To make sure students know their meanings, elicit from students original sentences using each verb followed by an infinitive, for example, *Be sure to make phone calls on your own time.*
- ▶ Write *not need* and *not want* on the board. Elicit a couple of negative sentences, such as *I don't need to speak to Human Resources.*

A. Complete the paragraph ...

- ▶ Have students look at item 1. Ask if *decide* is one of the verbs listed in the grammar box. Since it is, ask *What do you need to use with take? (to)* Elicit the correct answer, *decide to take*, from the class and write it on the board. Have students complete items 2 through 5.

Option: Have students imagine that they are employees of Pennsylvania Pipe Company and write a note to their manager requesting a personal day, for example, *I want to take a personal day next Friday. I need to go to the doctor. I plan to return to work on Monday.*

Workbook Link: Exercises 6, 7, 8

Verbs followed by objects and infinitives

Note: Students practiced *ask* or *tell* followed by an object and an infinitive when they learned indirect commands in Unit 2.

- ▶ Read only the list of verbs from the box. Review the meanings of any verbs students are unfamiliar with. Provide examples and encourage students to determine the meaning from context; for example, *We expect you to make phone calls on your own time* means *We think that you should make phone calls ...*
- ▶ Have students read the explanation and examples in the box. Explain that these verbs are followed by an object and then an infinitive. To give students an idea of what an *object* is, have them look at the list of objects in Exercise B on page 63.
- ▶ Model the structure by talking about your expectations and hopes for the class, for example, *I expect you to arrive on time to class, I would like you to participate in class and group discussions, I don't want you to miss class.*

(continued on p. 7)

Lesson Plan, Unit 5: Practical grammar (for Student pages 62-63)–continued

Challenge: Write on the board *Please don't ask Martin to leave* and *Please ask Martin not to leave*. Ask the class to speculate about the difference in meaning between the two sentences. Say *If I say to you, "Please don't ask Martin to leave," what do I want you to do?* (not to say anything to Martin about leaving) *If I say to you, "Please ask Martin not to leave," what do I want you to do?* (to talk to Martin and ask him to stay) Then write *I didn't remind him to turn off his computer* and *I reminded him not to turn off his computer*. Have small groups discuss the difference in meaning between the two sentences. Review as a class. Elicit that the first sentence means that I didn't tell him that he should turn off his computer, while the second sentence means that I did tell him that he shouldn't turn off his computer.

If your students are ready . . .

Language note: Some sentences with verbs followed by infinitives and verbs followed by objects and infinitives are made negative in only one way: either by making the main verb negative or by making the infinitive negative. For example, with *invite*, the main verb is made negative: *I didn't invite him to go to the movies with us*. We wouldn't say *I invited him not to go . . .* With *be sure*, the infinitive is made negative: *Be sure not to read the newspaper on company time*. We wouldn't say *Don't be sure . . .*

B. Write your own sentences . . .

- Read the example. Ask what change was made to *ask*. Elicit the response that *-ed* was added or that it was changed to past tense.
- Students choose one word or phrase from each list to create their own sentences, making changes to the verbs as necessary.
- Students read their sentences to a partner. Then volunteers read their sentences to the class.

Note: You may want to refer students to a more complete list of verbs followed by objects and infinitives on page 150.

Option: In groups of four, have students make round-robin sentences. The first student chooses a subject, the second a verb, the third an object, and the fourth an infinitive phrase. Then the first student repeats the entire sentence, and the second student starts a new sentence. Continue until all four students have started a sentence.

Workbook Link: Exercises 9, 10

➤ Do it yourself!

A–B.

- On a sheet of paper, have students write *at work*, *at home*, *at school* and make short lists of who they see and talk to in each place, for example, for *at school*, *teacher* and *classmates*.
- Have students look at the exercise. Give examples of what people expect of you in each place, for example, for *at work*, *The director expects me to prepare for my classes*.
- After students write their own sentences about expectations people have of them, have them compare their sentences with a partner. To encourage more discussion, ask questions such as *Are there any conflicts between the expectations different people have of you?* Give an example: *What if your boss expects you to come to work on time, and your children expect you to help them get ready for school? Are some expectations more important to meet than others?*

Option: Have students prioritize the expectations people have of them. Have students number the sentences they wrote from 1 to 3, with 1 being the most important.

Summary of Lesson Plan

- ▶ **PRESENTATION**
Authentic practice (Student pages 64-65)
 Suggested teaching time: 60 minutes
 includes Cultural discussion
 Your actual teaching time: _____

Authentic practice (Student pages 64-65)

Suggested teaching time: 60 minutes
 Your actual teaching time: _____

Procedure:



- ▶ Have students look at the uniform that the man in the first picture is wearing. Ask *What kind of uniform is he wearing?* (porter / bellhop, doorman, elevator operator) *Where do you think he works?* (at a hotel, in an apartment building)
- ▶ Read the conversation out loud or play the cassette. With books open, students read and listen. Then have students find and circle the two job titles mentioned in the picture story (bell captain, porters). Ask *What do porters do?* (carry guests' bags to their rooms) *What do bell captains do?* (supervise the porters, or bellhops) *What job is Ramon going to have now?* (bell captain) *What job did he probably have before?* (porter) *What is a "promotion"?* (a move to a more important job in the same workplace)
- ▶ In pairs, have students talk about Fran's expectations of Ramon. Have them write three sentences beginning with *She expects him to . . .* For example, *She expects him to get in a little early.* Review as a class, and then brainstorm and write on the board other expectations Ramon's supervisor might have of him, for example, *She expects him to make phone calls on his own time, She expects him to help new porters.*

Option: Have students find and underline the infinitive phrases in the picture story: *to have you, to get in a little early, to ask for time off, to have advance warning, to find a backup.*

A. Read and listen again . . .

- ▶ After students read and listen again, have them look at the underlined words and phrases in items 1 through 3. Have students find and draw a box around these words and phrases in pictures 3 and 4.

- ▶ Have students read all the speech balloons in picture 3. Then ask *What does the supervisor expect Ramon to do before taking time off?* (to give advance warning) *What does "give advance warning" mean?* (tell them before) *Why?* (so that they can get a replacement) *What's a "replacement"?* (a backup, another person to do the same job) *Is it easy to get a replacement?* (no) *Is it more difficult with a lot of time or with a little time?* (with a little time) Have students answer items 1 and 2 individually.
- ▶ Have students read the speech balloons in picture 4. Ask *Can the man in the doorway meet with Fran at lunch today?* (no) *Is he probably going to meet with her some other time?* (yes) *Yesterday or tomorrow?* (tomorrow) Have students answer item 3 individually.

Option: After reviewing the answers, have students use each underlined word or phrase in an original sentence.

B-C.

- ▶ Before playing the cassette or reading the tape-script, have students read the response options for each item.
- ▶ Allow students to listen to the items as many times as necessary to complete the exercise.
- ▶ Have students check answers with a partner before they read their responses out loud.

Tapescript

1. Congratulations on your promotion.
2. Please give me advance warning if you need to reschedule.
3. Excuse the interruption.

If your students are ready . . .

Culture / Civics note: Company policies regarding time off differ greatly. Some companies offer employees a specified amount of paid time off from work each year for vacations, taking care of personal matters, and recovering from illness. With other companies, time off is unpaid. Most companies require employees to make requests for time off as far in advance as possible. By notifying a manager in advance, the employee allows the employer time to find a substitute worker. For sick days, employees are generally expected to notify a supervisor of the nature of their illness and the number of days they are likely to be absent from work. Employees should also notify their supervisor if they know that they are going to be late to work.

Workbook Link: Exercise 11

(continued on p. 9)

Clarifying employers' instructions

Procedure:

A. Listening comprehension ...

- Tell students that they are going to listen to a conversation between an employer and a baby-sitter. Before reading the selection on the tapescript out loud or playing the cassette, brainstorm and write on the board expectations employers might have of baby-sitters, such as *to arrive on time, to call if there is a problem*. Include what an employer expects a baby-sitter not to do, such as *not to make personal phone calls, not to invite friends to the house*.
- After students listen to the conversation the first time, have volunteers read each item out loud so that students will know what to listen for. Play the cassette or read the conversation and have students check Mr. Gomez's expectations for the baby-sitter.
- Ask questions about the conversation, such as *How is Sara paid?* (by the hour) *What is her pay?* (\$8 per hour before 11 p.m., \$10 per hour after 11 p.m.) *Does she make more or less than minimum wage?* (more) *What does Mr. Gomez expect Lisa to do on school nights?* (to do her homework or read) *When should Sara call Mr. Gomez?* (if Jaime's fever is over 100 or he says he feels sick)

Challenge: In groups, have students compare what is expected of a baby-sitter in their countries with the expectations described in the conversation.

B. True story ...

- Make a list similar to the one in Exercise A of four responsibilities you have at home and four responsibilities you have at work, for example, at home, *to pay the bills*. Begin each item with *to*. Then have students make their own lists.
- For each item on your lists, tell the class who expects you to do this, for example, *My family expects me to pay the bills*. Have students talk about the items on their lists in the same way.

Do it yourself!

Procedure:

A. Write your own response ...

- Explain to students that the man in the photo is a supervisor and that they should respond to his offer of part-time work.
- Students read the speech balloons and complete the activity individually.
- Review as a class. Read each speech balloon and elicit a variety of appropriate responses.

- Students read their conversations out loud with a partner and then change roles to practice both parts.

B. Culture talk ...

- Read the question and elicit a response from a volunteer. Ask questions to clarify or find out more about the response.
- In groups, students respond to the question. Encourage them to ask for clarification of or more information about each other's responses.

Option: Have students bring in from their places of employment forms used to request time off in advance or forms used to report an absence. If they don't know already, have students find out the procedure for calling in sick at their places of employment. In groups, have students read and discuss the forms and talk about what to do if they're not feeling well and can't go to work.

Challenge: Have students role-play a telephone conversation in which an employee calls in sick to a supervisor. Students prepare their conversations with a partner. They then join another pair and present their role-plays to each other.

Tapescript

Mr. Gomez: Thanks for coming to baby-sit on such short notice, Sara.

Sara: No problem, Mr. Gomez. I've been looking for some part-time work. Feel free to call me anytime.

Mr. Gomez: Great! Now, let's see. I can't remember how much you charge.

Sara: Eight dollars an hour before 11:00 p.m., \$10 after.

Mr. Gomez: That's fair. Oh, Lisa asked if she could have a pizza. I'll leave you some money to order one. And I'll leave a couple of extra dollars for the delivery man. Be sure to give him a tip.

Sara: I will. Thanks.

Mr. Gomez: There are just a couple of things you need to know. First, please remind Lisa to do her homework. You don't actually have to do anything, just be sure she sits down to do her work early on. Otherwise she gets too tired.

Sara: OK. Great. What if she asks to watch TV?

Mr. Gomez: Absolutely not. We expect her to do her homework or to read on school nights. TV is for the weekends. No exceptions.

Sara: What about Jaime?

Mr. Gomez: Thanks for asking. He has a bad cold. Could you check his temperature around 8:30 and call me if he has a fever? The thermometer is in the upstairs bathroom.

Sara: Sure. Did you leave the number where you can be reached?

Mr. Gomez: Yes. On the kitchen table. But you don't have to call me unless Jaime's fever is over 100 or he says he feels sick.

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice (Student pages 66-67)
 Suggested teaching time: 45 minutes
 Your actual teaching time: _____
- **REVIEW**
Do it yourself! (A plan-ahead project)
(Student page 11)
 Suggested teaching time: 15 minutes
 Your actual teaching time: _____



Authentic practice (Student pages 66-67)

Suggested teaching time: 45 minutes
 Your actual teaching time: _____

Note: For the plan-ahead project on page 67, students should bring want ads from the local newspaper to class.

Punctuality and consideration of others

Procedure:

A. Read and listen to the letters.

- Before playing the cassette or reading the letters, ask *What time does your work start? What time do you arrive at work?*
- As students listen to and read the letters, pause at the end of each paragraph and ask the class to retell the main information in their own words.
- After reading Joan's letter, ask *What four things does Nadia's supervisor expect her to do?* (to come in on time, to return from breaks and lunch on time, to do personal business on her own time, to give advance warning if she can't be on time) Write these four expectations on the board. Ask *How good are you at meeting these expectations at work?* Have students rate their own performance on each expectation as *great, good, not too good, or poor.*

Option: Have students underline the infinitives in the letters: *to ask, to arrive, to explain, to be, to come, to give, to fill in.* They should easily identify those that follow the verbs and objects they have worked with in this unit. Review the pronunciation of infinitives. Explain that the *to* is said very quickly and may sound like *t*.

B. Choose an answer ...

- After students complete the activity individually, review the answers as a class.
- Then ask additional comprehension questions such as *When does Nadia go back to work after her lunch or break?* (in fifteen or twenty minutes) *Why?* (because of Joan's advice about when to arrive at a dinner party) *Is Nadia a bad worker?* (No, she's a good worker.) *What does she need to do to get a raise?* (to be more punctual)

C. What's your advice ...

- Have students look at the drawings and read the speech balloons. Ask *What's the problem?*
- Have student take turns reading the speech balloons and giving advice with a partner.
- When students are finished, read each speech balloon out loud and elicit a variety of responses from the class.

Option: Have pairs create their own speech balloon describing a similar situation and asking for advice. Volunteers read their speech balloons out loud and elicit advice from the class.

If your students are ready ...

Language note: In English, we often drop words that are repeated in parallel structure. In Joan's response, she writes: *Your supervisor expects you to come in on time, return from breaks and lunch on time, and do personal business on your own time, not company time.* This is really a combination of sentences: *Your supervisor expects you to come in on time. Your supervisor expects you to return from lunch and to return from breaks on time. Your supervisor expects you to do personal business on your own time, not company time.* Native speakers simply delete all the repeated words if they are exactly the same.

Culture / Civics note: Americans and Canadians are very conscious of time and considerable importance is placed on punctuality. In the workplace, being on time is viewed as a demonstration of responsibility, respect, and competence. Employees are expected to begin and end work at the exact time that they are scheduled and to return promptly from break periods. For social engagements, the degree of punctuality depends on the occasion and whether a latecomer would disrupt the event. For example, if friends make plans to meet in front of a movie theater, it is rude to be more than a few minutes late. However, at a gathering with a large number of guests, it is acceptable to arrive up to a half hour after the specified time.

Workbook Link: Exercise 12

(continued on p. 11)

Overtime pay

Procedure:

A. Read about the minimum wage ...

- Have students read the information. Then ask *Do you remember looking at this information at the beginning of the unit? What do you remember from our discussion?* With their partners, students say as much as they can about the information from the Fair Labor Standards Act. Say *Imagine that you are explaining the information to someone who has never seen it before.*
- Ask each pair to say something to the class about the information from the Fair Labor Standards Act, for example, *Standards are rules* or *Employers don't have to pay teachers overtime.* Tell the class that each pair must say something new and not repeat what another pair has already said.

Option: Review the five words the class defined in the optional activity on page 57. Have students use the words in sentences, for example, *I want to work overtime because I would like to send my family in Mexico more money.*

B. Read these want ads.

- Have a different volunteer read each ad. If necessary, elicit from the class the meanings of abbreviations as they are encountered.
- Ask questions about the ads, such as *Which jobs pay more?* (nurse, sales rep) *Which jobs require training or experience?* (nurse, sales rep, second secretarial position) *How is the waiter / waitress job paid?* (by the hour, plus tips) *What is the pay for the short-order cook job?* (minimum wage, time and a half for overtime, and double time on Sundays and holidays) *Which job are you more qualified for?* *Which job would you like to have?*

C. Read about the people ...

- Have a volunteer read item 1. Have students look at the ad for the nurse's job. Ask *What is the pay?* (\$24 per hour) Ask *How many hours did Raul work?* (56) Write *\$24 per hour* and *56 hours* on the board. Elicit from the class how to figure out how much Raul earned last week. Write on the board $\$24 \times 56 = \1344 . Ask *Is item 1 true or false?* (false)

- Have students complete items 2 and 3 with a partner. For item 2, refer students to the *Vocabulary* box on page 59 for time and a half and double time pay based on minimum wage. If necessary, point out that for item 2 students will have to calculate how much Golda earned from Monday to Friday, how much she earned on Saturday, and how much she earned on Sunday and then add the three amounts together.

Workbook Link: Exercises 13, 14, 15, 16, 17

➤ Do it yourself! (A plan-ahead project) (Student page 67)

Suggested teaching time: 15 minutes
Your actual teaching time: _____

Procedure:

A. Bring in want ads ...

- On the board, make a chart like the one below. Use the want ads on page 67 to fill in the chart as a class.
- Have students make a chart with the same column headings and at least five rows. Students use the wants ads that they have brought in to fill in information on at least five different jobs.

B. Discussion ...

- Students compare their charts with a partner. To prompt discussion, write questions on the board such as *Which jobs pay by the hour?* *Which jobs pay by the week?* *What other payment options are there?* *Which jobs require experience?*
- From their own or their partner's chart, have students choose a job that they are qualified for or interested in. With their partners, students talk about how their skills, likes, and / or dislikes make this a good job for them, for example, *I am interested in the sales rep job because I like driving and I'm good at working with people.*

Challenge: If appropriate, have students call to inquire about jobs listed in the want ads they brought in. Before students call, have them decide which jobs they are qualified for or interested in. Then have them rehearse questions about pay, hours, requirements, how and where to apply, and so on.

Workbook Link: Exercise 18

Job	Pay per hour	Pay per week	Other form of payment	OT?	Hours?	Experience required?
Nurse	\$24					
Waitress / Waiter	\$4.50 + tips				FT / PT / weekends	
Short-order cook	\$5.15			Time + 1/2; 2 x on Sun.		
Sales rep	\$12.50 to \$50				M-F 5–9:30 p.m., Sat. 10–2	yes

Summary of Lesson Plan

► Review (Student pages 68-70)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► UNIT REVIEW

Includes expansion activities
 role play
 dialogues
 writing
 Workbook activities
 outside reading
 realia applications
 math skills applications
 civic lesson applications
 Booster Pak activities



Review (Student pages 68-70)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

A. Pair work or group work.

Option: To encourage students to pay more attention to environmental print they encounter daily and see it as an opportunity to practice reading in English, have students read all the text in the picture, for example, the shift times, the *Exit* and *Human Resources* signs, and the job opportunities. Then have students think about the reading they do at work and make a list. Students' lists might include *signs, notices, schedules, forms*.

Ask and answer questions.

► Have students take turns asking each other questions about the picture. Model the activity with a more advanced student. Hold up the textbook and point to the woman at the bottom of the page. Ask *Where is she?* (in the break room) The student answers and then asks you a question, such as *What job is paid by the hour?* (van driver) Model one more question and answer and then

have students ask and answer questions with a partner. Point out the two questions asked in the directions and suggest that students ask where different people in the picture are and what problems they have.

Create conversations.

- Divide the class into three groups. Provide each group with a space on the board or a piece of chart paper. In each group, one student assumes the role of facilitator and another the role of recorder. Group 1 brainstorms ideas for a telephone conversation between the supervisor and the woman with the alligator in her basement. Group 2 brainstorms ideas for a conversation between the two men in the hall near the Human Resources cubicle, and Group 3 brainstorms ideas for a conversation between the two men in the Human Resources cubicle, the one at the desk and the one at the entrance.
- Within each group, students pair up and create a conversation. Suggest that students think of names for the people in their conversations.
- When the pairs have created and practiced their conversations, have students form new groups. Each new group consists of a pair from Group 1, a pair from Group 2, and a pair from Group 3. Each pair role-plays its conversation for its new group.

Tell a story.

Option: Create a character. Write on the board *be sure, decide, forget, need, plan, remember, want*. Point to the man at the time clock. Say *He has decided to ask for a shift change. He wants to work the morning shift. He wants to spend more time with his children. He forgot to ask yesterday, but he plans to ask today*. Have students choose a person in the picture and use as many of the verbs followed by infinitives as they can to talk about the person's life.

Option: Discuss expectations. Have students tell what the supervisor (the woman on the phone in the cubicle on the left) expects of her employees. If helpful, write on the board *She expects them to . . .* Alternatively, have students play the role of the Human Resources representative and tell an applicant the expectations for the computer technical support or van driver job; write on the board *We expect you to . . .*

(continued on p. 13)

Lesson Plan, Unit 5: Review (for Student pages 68-70)–continued

B. Listen to the conversation ...

- Tell students that they are going to listen to a conversation about wages and hours.
- After students listen to the conversation the first time, have them read the questions so that they will know what to listen for. Allow students to listen to the conversation as many times as necessary to complete the exercise.
- Have students check answers with a partner. Then have pairs write questions for the incorrect answers; for example, for item 1, they might write *Which job is full-time?*

Challenge: Play the cassette or read the tapescript one more time. Tell students to try to remember what is said, but don't allow them to take any notes. Have students try to re-create the conversation with a partner.

C–E.

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional instruction and practice.

Option: For Exercise E, have students practice the questions and their responses with a partner.

Option: For Exercise E, have students choose one question and response and create an extended conversation.

Tapescript

Woman: I'm looking for a job.
Man: Certainly. What kind of position are you looking for, full-time or part-time?
Woman: That depends. What do you have available?
Man: Well, we have a couple of openings right now. Both are managerial positions. One's a mailroom manager, and the other's a cafeteria manager. Are you interested?
Woman: Could you give me some idea of the pay?
Man: The full-time mailroom position pays \$600 a week. The part-time cafeteria manager pays \$340 for 20 hours a week. But there's unlimited overtime available at \$27 an hour, so if you work a full 35-hour week, the cafeteria job is a better deal. Also, if you don't always want to work so many hours, the cafeteria job gives you more flexibility. What do you think?
Woman: Well, right now the money is more important to me than the flexibility.

(continued on p. 14)

Your notes

Your notes

Lesson Plan, Unit 5: Review (for Student pages 68-70)—continued

F. Write your expectations . . .

- Preface the activity by saying *On page 63 you wrote and talked about other people's expectations of you. Now you are going to write and talk about your expectations of other people.*
- Have students decide who the person in item 4 is, for example, husband or wife, neighbor.
- Have students read their answers to items 2 through 4 with a partner. Then have them talk about other expectations they have of these three people.

Option: Write on the board *I expect my teacher . . .* Have students write on the board how they finished this sentence in item 3. Then brainstorm students' responsibilities. As a class, choose the five most important expectations of a good teacher and of good students. Have volunteers make posters with each list. One poster might say *We expect a good teacher to start class on time, to be prepared . . .* The other poster might say *We expect good students to be punctual, to participate in class . . .* Display the posters.

G. Read the ads.

- Have students read the ads out loud with a partner, pronouncing the words that are abbreviated.
- After students complete the exercise individually, review the answers as a class. For each item, ask why the job is better for the person described.
- Have students discuss with their partners which of the two jobs would be better for them and why.

H. Composition . . .

- Provide students with concrete approaches to writing about the picture on page 68. Use one of the options that follow, give students a choice of options, or assign options based on students' levels of proficiency. Model what is expected of students for each option.
- Advise students to look back through the unit for help and ideas as they write.
- Circulate to offer help as needed.

Option: Have students write an extended conversation between the Human Resources representative and the woman he is interviewing. Have students refer to the model conversation on page 59 for ideas.

Option: Students imagine that they are the Human Resources representative and that the company has decided to place ads in the newspaper for the two job openings. Have students choose one of the jobs and fill out the form on page 162. Students make up additional information about the job in order to fill all 20 boxes.

Challenge: Have students look at the picture on page 68 and imagine that they are the supervisor on duty. Explain that one of the supervisor's responsibilities is to write a *Change of shift report*. In it, the supervisor describes what happened during the shift and reports absences, replacements, and so on. Have students copy the following form from the board, or provide handouts. Students fill out the form for the supervisor at the end of the morning shift.

Change of shift report
Supervisor's name: _____
Date: _____
Shift: _____
Employee absences: Please list employees affected and explain reasons.
Replacements: Please list backups called in.
Requests to leave early: Please give reason.
New employees hired: List name, position, hours, and pay.
New jobs open: List position and pay.
Other issues or concerns:

Now I can

- Have students answer the questions the class wrote when the objectives were discussed on page 57.
- Read the first item in the box out loud, *Now I can discuss payment, hours, and overtime pay*. Elicit from the class an example of how to discuss payment, hours, or overtime pay, such as *Could you please tell me what the pay is?*
- In pairs, have students take turns reading each item in the box and giving an example of what they have learned. When students can provide an example, they should check that box. For the items students weren't able to check, they should look back through the unit for ideas.
- When students are finished reviewing with their partners, read each item out loud and elicit an example from the class.

Oral test (optional)

You may want to use the *Now I can* box as an informal evaluation. While students are working on the *Composition* activity, you can call them up individually and check their ability with two or three objectives.