Summary of Lesson Plan

➤ **Preview and Practical conversations (Student pages 127-129)**
Suggested teaching time: 60 minutes
Your actual teaching time: _____

➤ Preview and Practical conversations (Student pages 127-129)

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

Warm up. Look at the resume. What's the purpose of a resume?

Procedure:

➤ Before students open their books, brainstorm initial contacts with a potential employer. If necessary, prompt with questions such as *When does a potential employer have the first contact with you? What are some ways an employer can form an impression of you?* Elicit responses, including *a phone inquiry, an application form, a resume, an interview.* List students' ideas on the board.

➤ Brainstorm ways to create a good impression through each of the contacts listed on the board. You may end up with a list like this one.

A phone inquiry: Be polite; get all the necessary information
An application form: Be neat, thorough, and truthful; spell words correctly
A resume: Be neat and clear; use good grammar and spelling; tailor the resume to the job
An interview: Be punctual, well-groomed, prepared, and polite; ask good questions; answer questions completely

➤ Have students open their books. Read the *Warm up* question and elicit responses. Make sure students know that *a resume* is a summary of a person's work and educational experience. Writing a resume is generally part of a job application process.

➤ Ask students what Carlos Sinkoff has included on his resume. They should respond with the resume headings *objective, summary of qualifications, strengths, work experience, education,* and *references.*

➤ Note that the word *resume* is spelled like the verb *resume,* but it is pronounced *rayzumay,* because it was originally a French word. Students may also see the word spelled with accent marks: *résumé.*

Challenge: Working individually, students create questions about the information covered on the resume. They should phrase the questions as if they were addressing Carlos Sinkoff; for example, *What kind of education do you have?* Or *Can you tell me about your educational background?* Review questions briefly and then put students in pairs to take turns asking and answering the questions.

Challenge: Have students research various methods of getting a job. Students with Internet access can check resume-posting Web sites such as monster.com. Other class members can investigate the free resources at the public library, such as resume and interviewing workshops, the classified section of the local paper, and computers with word-processing and resume-writing programs. Have students share their findings with the class.

Unit 10 objectives

Procedure:

➤ Have students read the objectives.

➤ Have students count off by 6 (the number of objectives). Direct all the 1s to one area of the room, 2s to another, and so on, until six groups have formed. Ask groups to list steps they would follow in meeting that objective. For example, the 1s might include *Look into other job opportunities by checking the classified ads.* Ask groups to put their lists on transparencies or big sheets of paper. Then have the groups present their ideas. Save the transparencies or sheets to refer to at the end of the unit.

Workbook Link: Exercises 1, 2

(continued on p. 2)

Model 1

Content: applying for a better job, reasons to apply for a better job, resume excerpts

Procedure:

A-B.

- To set the scene for the conversation, ask students questions about the photo, such as W*here are the two speakers?* (in an office) *Whose office is it?* (the woman's) *How do you know?* (The phone is facing her, She is writing.) *Why do you think the man is in her office?* (Maybe he's a co-worker or a job applicant.)
- After students read and listen to the conversation, check comprehension by asking questions such as *What questions does the interviewer ask?* (How long have you been in your current job? Why do you want to change jobs?) *Why does the job applicant want a new job?* (He's completed his degree, and he's ready for a bigger challenge.)
- Tell students that we often alternate strongly stressed syllables with more weakly stressed ones. The longer sentences in this conversation have a distinctive rhythm that students should try to attune their ears to.
- Ask students to listen to the conversation again and put a dot above each syllable. They should use a small dot for a weakly stressed syllable and a large dot for a strongly stressed syllable.
- Write the sentences in the conversation on the board. Read each sentence and elicit information about the stress of each syllable. Place an appropriately sized dot above each syllable. Finally, have students repeat the sentences after you.

Ideas

- After students listen and repeat, brainstorm other reasons to apply for a better job, such as a *better schedule* or *the opportunity to learn new skills.* Write the ideas on the board.

Option: Have students rewrite the ideas using clauses introduced by *but* (item 5) or *so* (items 1, 2, 3). They will have to rewrite item 4 to use a clause with *but*.

C. Pair work . . .

- Have students read the four resume excerpts.
- Ask students to assume the role of one of the four job applicants. Give them time to think of answers to the following questions: *How long have you been in your current job? Why do you want to change jobs? What are your career goals?*
- Model the conversation with a more advanced student. Play the role of Student B, the job applicant, to demonstrate giving a reason to apply for a better job.
- In pairs, students practice the conversation, first giving reasons for one of the job applicants and then for themselves.

Challenge: Working in pairs, students extend the conversation to include more of the job interview. As a class, first brainstorm questions the interviewer might ask. Then, alternating the roles of the interviewer and the applicant, students role-play a job interview. They can answer for themselves or assume the role of one of the four applicants.

(continued on p. 3)

Your notes

Model 2

Content: telling your employer about a job offer; getting a counteroffer; telling someone about a hard choice; perks, benefits, and other features of good jobs

Procedure:

A–B.

- To set the scene for the conversation, ask questions about the photo, such as *Where are the two speakers?* (in an office) *Whose office do you think it is?* (the man's) *Why do you think so?* (The woman is entering, He's behind the desk.)
- Discuss appropriate ways to enter a co-worker's or supervisor's office. Elicit ideas such as *Knock, say "Excuse me," and ask if you can interrupt.*
- After students read and listen to the conversation, check comprehension by asking questions such as *What does Oliva want to talk about?* (a job offer) *Does John want her to leave?* (No. He asks if there is some way they can get her to stay.) *What is better about the other position?* (The salary is much higher.)
- Before listening to the conversation again and repeating, tell students to listen for the stressed words and syllables. Then have them mark the text with a large dot for a strongly stressed syllable and a smaller dot for a weakly stressed syllable, as they did for Model 1.

Telling someone about a hard choice

- Students listen to and repeat ways to tell someone about a hard choice.
- Read the conversation with the class playing the role of Student B. Play the role of Student A and substitute one of the ways to tell someone about a hard choice.

Vocabulary

- Tell students that *a perk* is a benefit or advantage. It is a short form of the word *perquisite.*
- Have students listen and repeat.
- Brainstorm other features of good jobs and write them on the board, such as *more flexibility* or *a better schedule.*

Option: Have students rank the perks, benefits, and other features of good jobs from 1 to 6. Let 1 be the most important feature to them. Put students in small groups to discuss the reasons for their rankings.

C. Pair work . . .

- Model the conversation with a more advanced student. Play the role of Student A. Demonstrate telling someone about a hard choice and describing a perk or benefit. Choose a feature from the *Vocabulary* box or from the list on the board.
- Have pairs practice the conversation, alternating the roles of Students A and B. Make sure they first choose names for the characters.

Workbook Link: Exercises 3, 4

➤ Do it yourself!

Procedure:

- Have students refer to page 128 to see how the job seekers in Exercise C set up their resumes.
- Explain that a *draft* is a first attempt at writing something. A draft for a resume needs to be rewritten in order to include all relevant details under the appropriate headings; to polish the wording; and to check spelling, capitalization, and punctuation.
- Copy the form from the book on the board and fill it out for yourself. Read the information aloud and answer any questions about format.
- Tell students to begin their own resumes by writing their names on the top line. In the first slot on the second line, they should write the month and year or just the year that they began their current job.
- Note that *to present* on a resume indicates that the job applicant is still employed in that same capacity at that same company. If students are no longer working, they should adapt the form as follows: 2000 (the year they began) *to* 2003 (the year they stopped working).
- In the remaining space, students write their position, the company, and the company address.

Option: In pairs, students ask and answer questions about their resumes, such as *How long have you worked there? What is your present position?*

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Summary of Lesson Plan

► **PRESENTATION**
Practical grammar (Student pages 130-131)
Suggested teaching time: 60 minutes
includes Language Note (10 minutes)
Your actual teaching time: _____

Practical grammar
(Student pages 130-131)

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

The past unreal conditional

Procedure:

➤ Review with students the information on unreal conditional sentences from Unit 5. Put on the board a series of unreal conditions; for example, *If I wanted to save money, If I paid my bills on time.* Brainstorm result clauses and write students' ideas on the board, making sure to use *would;* for example, *I would buy a used car, I wouldn't have to pay a late fee.* Ask *Are these real situations?* (no) Tell students that unreal conditional sentences express hypothetical or imaginary situations.

➤ Tell students that we can explain the consequences of unreal conditions in the past using the past unreal conditional. Write on the board *If I had wanted to save money, I would have bought a used car; If I had paid my bills on time, I wouldn't have had to pay a late fee.* Underline *had* and the past participle in the *if* clause and *would have* and the past participle in the result clause.

➤ Focus students' attention by asking questions such as *What verb form do we use in the "if" clause?* (*had* + past participle) *What verb form do we use in the result clause?* (*would have* + past participle).

➤ Reread the sentences on the board, giving the result clause first. Remind students that the order of the clauses does not change the meaning. However, when the *if* clause comes first, it is separated from the result clause by a comma.

➤ Have students read the information in the box. Create other examples of past unreal conditions and write them on the board. Use these clauses or your own: *If I had applied for the job, If the company had gotten your resume, If she had completed her degree.* Have students suggest clauses to complete the sentences, making sure to use *would have* or *could have* plus a past participle in the result clause.

A. Distinguish . . .

➤ Have students read item 1. Ask *Did Al leave?* (no) *Did they offer him an opportunity to advance?* (yes) Tell students to fill in the first oval because that statement is closer in meaning to the underlined *if* clause.

➤ Tell students that in this exercise the underlined *if* clauses express something that didn't happen. Tell them to select the statement that tells what did happen.

➤ Working individually, students complete the exercise. Have pairs compare answers, and then review as a class.

Option: A story about the past. To help students practice formation of the past unreal conditional, explain that you are going to tell a story about the past. After each sentence you say, students are to ask a question beginning with *What if.* Begin by saying *I went to college.* Elicit the question *What if you hadn't gone to college?* Give an answer such as *If I hadn't gone to college, I couldn't have become a teacher.* Continue this activity until students can ask *What if* questions quickly and accurately.

Challenge: Have students work in pairs to rewrite the sentences in Exercise A. In each item, the *if* clause should match the meaning they didn't choose. In item 1, for example, the sentence would read *Al wouldn't have left if they had offered him an opportunity to advance.*

B. Choose the correct forms . . .

➤ Review with students the verb forms in past unconditional sentences: *had* + past participle in the *if* clause, *would / could have* + past participle in the result clause. For practice, have students identify the verb forms in Exercise A.

➤ Have students work individually to complete the exercise. Remind them that the exercise continues on page 131.

➤ After students have compared answers with a partner, review as a class. Ask students to support their verb form choices; for example, *In item 1, the situation described is unreal. It takes place in the past. I can't use "would have" in the "if" clause. Therefore the correct form is "had offered."*

(continued on p. 5)

C. Complete each of the following . . .

- ➤ Complete item 1 with the class. Have students underline the *if* clause. Ask *What verb form is used?* (*had* + past participle). Ask *What verb form is used in the result clause?* (*would / could have* + past participle)
- ➤ Have students look through the remaining sentences and underline the *if* clauses. Remind them that *if* clauses in past conditional sentences use *had* + past participle and result clauses use *would / could have* + past participle.
- ➤ Working individually, students complete the sentences. Review as a class. Check that students completed the sentences with the past unreal forms since the sentences also make sense as present unreal conditionals.
- ➤ The last sentence is very challenging, and students may need help. Be sure students see the passive construction in the result clause. Compare the differences in items 5 and 6. Item 6 can serve as a model if students want to produce the passive in the *Do it yourself!* activity.

Option: You might wish to contrast the meaning of the following:

1. If she applied for that job, she would get it.
2. If she had applied for that job, she would have gotten it.

Elicit from students that the first implies a future consequence of a present condition. The second implies a past consequence of a past condition.

Option: Have students make the sentences negative: *If she hadn't applied for that job, she wouldn't have gotten it.*

If your students are ready . . .

Language note: Unreal past conditionals can also be formed using inversion rather than an *if* clause. It's not important for students to be able to manipulate this grammatical form, but they may hear it and should understand what it means. For example, item 1 in Exercise A on page 130 would appear as *Had they not offered him an opportunity to advance, Al would have left.* Item 2 could be rewritten *Had she known about the job in quality control, she would have taken it.* The meaning is the same, but the clause that states the condition is formed by inverting the auxiliary verb *had* and the subject. This is not a question formation but a different type of inverted form. The past unreal conditional expressed with inversion occurs in the last frame of the picture story on page 132.

Workbook Link: Exercises 5, 6

➤ Do it yourself!

Procedure:

A–B.

- ➤ Tell students that when we speculate we think about unreal situations—what might happen or might have happened.
- ➤ Model Exercise A with a sentence about yourself, such as *If my first language had not been English, I could have learned it in school.*
- ➤ Working individually, students complete the sentences. Students exchange sentences with a partner to check for the correct verb forms in the clauses.
- ➤ When students have finished, write the two *if* clauses as headings on the board.
- ➤ Students write their result clauses under the appropriate *if* clauses.
- ➤ Have the students read the sentences aloud.

Option: Put students in small groups to compare and contrast their result clauses. Elicit from each group the ways in which their speculations were similar or different.

Option: Brainstorm other life-changing or life-defining situations. Elicit ideas by asking *What events or conditions have determined the way your life has turned out?* Write these ideas on the board as *if* clauses; for example, *If I hadn't gotten married, If I hadn't gone to college, If I had been an only child.* Have students create endings for several of the sentences.

Workbook Link: Exercises 7, 8

Summary of Lesson Plan

PRESENTATION
Authentic practice 1 & 2:
Listening (Student pages 132-135)
Suggested teaching time: 60 minutes
includes Cultural Discussion
Your actual teaching time: _____

Authentic practice 1
(Student pages 132-133)

Suggested teaching time: 30 minutes
Your actual teaching time: _____

Consider a counteroffer.

Procedure:

- Help students focus their attention before they listen to the picture story. Write on the board questions such as *Why is Mike talking to Fred? What is Fred's reaction to Mike's news?* Tell students to listen for answers to these questions.
- With books still closed, have students listen to the picture story. If necessary, let them listen again.
- Elicit responses to the two questions on the board: *Mike wants to tell Fred he got another offer and is giving notice; Fred wants Mike to stay, so he makes a counteroffer.*

A. Check . . .

- Have students read the statements. Then have students read the picture story while they listen again.
- Some expressions may be unfamiliar to students. Have students find and circle *spring this on you, give you notice, it would be a shame, take my word, hang in there, no harm in trying.* Ask them to think of a different word or phrase for each of these. For example, instead of *Sorry to spring this on you,* you could say *Sorry to give you this unexpected news.*
- Ask students to locate the past unreal conditional in this story (frame 4: *Had we known . . .*). Remind them that inverting *had* and the subject has the same meaning as an *if* clause in a past unreal conditional. If necessary, refer students to the *Language note* on page T131.
- Working individually, students check the appropriate boxes. Have students compare answers with a partner.

Option: Making inferences is an important academic skill. Have students identify the statements that require the reader to look beyond the literal information given in the story. For example, no one says that Mike's work is very good, but Fred says he's not surprised that Mike got another offer and that it would be a shame to lose him. From these statements, we can infer that Mike's work is good. For each statement that requires making inferences, ask students to cite the information in the story that led to their answers.

B. Listen . . .

- Play the cassette or read the tapescript.
- Students respond to the three items.

Option: Dictation. Have the students write each of the three items. Let them listen as many times as necessary to complete the activity.

C. Check the subjects . . .

- Make sure students complete the exercise on page 133.
- Students work individually to check the subjects discussed.
- For each topic discussed, students underline the supporting information in the story.
- In pairs, students check their answers.

Tapescript

1. Fred? Excuse the interruption. Have you got a minute?
2. It would be a shame to lose you.
3. Would you be willing to hang in there till the end of the day? I could get back to you by three.

(continued on p. 7)

D–E.

- ➤ Put students in pairs. Student A opens the book to page 133 while Student B listens with closed book.
- ➤ Student A reads each item. Student B responds appropriately.
- ➤ Student B opens to page 133, and pairs choose the appropriate responses together.
- ➤ In pairs, students take turns reading the items and the appropriate responses.

Option: Have students create original sentences or questions that could lead to the other responses. In item 1, for example, the question *Why do you want to leave?* could lead to the response *Forgive me for saying this, but . . .*

Option: Give students time to review the responses, and then have them close their books. Read the items in random order and have students answer chorally with the appropriate response.

F. Critical thinking . . .

- ➤ Working individually, students answer the question.
- ➤ Put students in small groups to compare answers. Ask students to discuss what contributes to job satisfaction. Have them create a list of these factors and reach a consensus on which two or three factors are most important.
- ➤ Lead a class discussion about what the groups decided were the most important factors in job satisfaction. Write their ideas on the board.

Challenge: Tally the results for each factor listed on the board that contributes to job satisfaction. Have students present these findings as a pie chart. See the sample below.

Friendly work environment	6
Good pay / benefits	11
Challenge	5
Opportunity for advancement	8

Workbook Link: Exercises 9, 10, 11, 12

➤ Do it yourself!

Procedure:

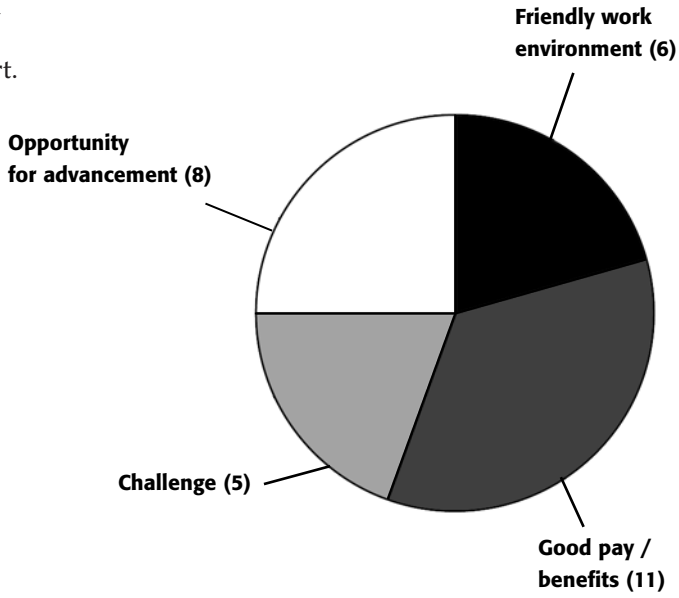
A. Write your own response . . .

- ➤ Have students read the speech balloons. Ask *Who is talking?* (a boss, a supervisor) Point out that since the same person appears in all three pictures that this activity is meant as a single conversation.
- ➤ Have a more advanced student read the first speech balloon out loud. Model an appropriate response such as *Maybe, but the other position pays a much higher salary.*
- ➤ Have students write responses individually and then compare responses with a partner.
- ➤ In pairs, students practice their conversations.

B. Culture talk . . .

- ➤ Put students in groups with others from the same or a similar culture. Have them discuss what people do when they get an offer for another job.
- ➤ Have the students create a role play about the situation. Ask volunteers to perform their role plays for the class.
- ➤ Lead a discussion about the different responses that were presented in the role plays.

(continued on p. 8)



Authentic practice 2
(Student pages 134-135)

Suggested teaching time: 30 minutes
Your actual teaching time: _____

How to get a better job

Procedure:

A. Listening comprehension . . .

- To set the scene for the listening activity, have students look at the picture. Ask questions such as *Where are the speakers?* (in a cafeteria) *What kind of relationship do you think they have?* (friends or co-workers)
- Have students read the questions. Ask students why immigrants are often underemployed in their new country. Elicit reasons such as the following: *Immigrants don't know the language, The educational requirements for some jobs are different.*
- Play the cassette or read the tapescript. Have students write answers to the questions.
- Put students in pairs to compare answers.

B. Read the statements . . .

- Students read the statements and possible completions.
- Have students listen to the conversations again and then select a completion for each statement.
- Review as a class.

C. Role play . . .

- Have a volunteer read the man's speech balloon. Ask *What advice could you give this man?* Write students' suggestions on the board.
- Tell students that they are going to create a role play between two co-workers. One wants to move up, and the other gives advice.
- Put students in pairs to brainstorm ideas. Refer students to the list on the board.

Tapescript

Conversation 1

Mary Lou: Hey, Sara, why the long face?

Sara: Mary Lou, I just can't stand it any more. I've been in this same assembly job now for two and a half years, and there's no way to move up. What should I do?

Mary Lou: Have you told Evan?

Sara: No. I'm afraid he'd get mad. After all, who would do all this work?

Mary Lou: Believe me, if you got another job, they'd find someone to do the work. Speak up.

Sara: What do you mean?

Mary Lou: Well, you've got nothing to lose. If you'd spoken up two years ago, you'd be earning a whole lot more by now.

Sara: Do you think? What do I tell Evan?

Mary Lou: Just tell him that in Venezuela you were a plant manager. Now that your English is better, you'd like to find work at a higher level—like you used to do. Ask him if there are any possibilities for you to move up.

Sara: Hey, look. There's Evan, and he's alone. . . . I'll go talk to him now. Wish me luck.

Conversation 2

Sara: Evan? Excuse the interruption, but I really need to talk to you.

Evan: Sure, Sara. Something wrong?

Sara: Well, not wrong, but . . . I just need to know if there's any possibility you might consider promoting me to a more . . . managerial spot. I've been on the assembly line for a couple of years now. But compared to what I did in Venezuela, I feel a little underemployed.

Evan: What kind of work did you do in Venezuela?

Sara: I was plant manager in a manufacturing business. I had 35 people reporting to me. I have a college degree.

Evan: No kidding. If you'd told me that a while back, I would have kept an eye open for a higher-level position.

Sara: It's not your fault. When I first got here, my English was pretty weak. But I've been studying at night, and now with my American husband and my in-laws and everything, my English has really improved. I'm sort of bored in this job. I think it's time to move on. That's why I wanted to talk to you.

Evan: Well, I'm glad you spoke up. I'll be on the lookout. I think I heard there's something in the Center Street branch. Just hang in there. I'll give the chief a call today and get back to you soon.

Sara: Thanks, Evan. I appreciate it.

(continued on p. 9)

D. Culture talk . . .

- On the board, write two headings: *My job now* and *My last job in my home country.* Ask students what factors they might consider as they compare the jobs they have now with the jobs they had in their home countries. Students may suggest salary, medical insurance, paid vacations, and other ideas. If necessary, remind students of the discussion generated during the critical thinking exercise on page 133 of factors that contribute to job satisfaction.
- Working individually, students jot down notes about the jobs they had in their home countries and the jobs they have now. Students who don't work now or who didn't work before can jot down notes about how their lives in general are the same or different. Have them list several factors to consider, such as household chores, child care, and contact with friends.
- Have students display the similarities and differences in a Venn diagram.
- In pairs or small groups, have students explain their diagrams.
- Lead a group discussion on any patterns that students noticed when comparing past and present jobs or lives. If necessary, prompt with questions such as *Are most students employed now? Is their standard of living better or worse? Have their goals changed? How?*

➤ Do it yourself!

Procedure:

- Tell students that they are going to fill out the employment history section of a job application. Students who do not have an employment history can use that of a friend or relative, or work with partner.
- Have students read the directions under *Employment History.* Make sure students understand the terms and abbreviations on the application by asking questions such as *What does "mo" stand for?* (month) *What does "yr" mean?* (year) *What does "wk" mean?* (week) *What is a base salary?* (the salary before any tips or overtime is added on) *What is a starting position title?* (the name of the position you had when you began work at the company)
- Remind students to begin with the position they have now. If they are not working, they should discuss the last job they had.
- Note that salaries can be figured by the week or by the year. Students should circle *wk* or *yr,* depending on which one applies to them.
- Tell students to look at the *Ideas* box on page 128 and the *Vocabulary* box on page 129 for examples of reasons for leaving a job. Students should phrase this reason as a positive step; for example, they might cite *no opportunities for advancement* rather than *boring job.*
- Tell students that when they are listing duties and responsibilities they should follow parallel structure. For example, they might want to list everything as a gerund: *filing, answering the phone, keeping a correspondence log, operating and maintaining the fax machine.*

Option: Have students exchange forms and practice peer review on the job applications. Provide these and similar questions as guidelines: *Are all names, addresses, and phone numbers complete? Can you read the handwriting? Are dates and dollar amounts clear? Are the duties and responsibilities listed in parallel structure?*

Option: Have students list on a card or slip of paper their duties and responsibilities without any further description. Collect the cards and read the duties and responsibilities aloud. Have other students guess the job position.

Challenge: Have students work in pairs to role-play an interviewer and a job applicant. The questions and answers should be based on the information in the employment history. Make sure the job applicant describes the duties and responsibilities in complete sentences rather than just a list; for example, *I was responsible for all the filing and answering the phone. I also kept the correspondence log and was responsible for operating and maintaining the fax machine.*

Workbook Link: Exercise 13

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Summary of Lesson Plan

► **PRESENTATION**
Authentic practice 3:
Reading and critical thinking (Student pages 136-137)
Suggested teaching time: 60 minutes
Your actual teaching time: _____

Authentic practice 3
(Student pages 136-137)

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

Writing a resume

Procedure:

A. Read and listen to the letters.

➤ Have students read along silently as they listen to the letters. Check comprehension by asking questions such as *What was Carlos's job in his country?* (He was a commercial artist and draftsman.) *What has he done in this country?* (He's driven a taxi and worked as a painter.) *What is his problem?* (He wants to go back to his profession, work as a commercial artist and draftsman.) *What does Joan advise Carlos to do?* (write a resume)

➤ Have students read the *Tips for a winning resume.* Check comprehension by asking questions such as *What are two types of resumes?* (chronological and functional) *How are they different?* (A chronological format organizes information by date, with the most recent date first. A functional format presents information according to skills and accomplishments.) *Who should use a functional resume?* (people changing careers or people who have been out of the job market for a number of years) *What are some things you should not put on a resume?* (salary information, reasons for leaving jobs, personal statistics, names of supervisors, names and addresses of references)

➤ Some terms may be unfamiliar to students. Make sure they know the meaning of *setting off, showcase,* and *red flags.*

Option: In small groups or pairs, have students speculate about Carlos and what his life might have been like if it had taken a different turn. Put on the board past unreal conditional *if* clauses such as *If Carlos had not left his country, If Carlos hadn't married an American, If Carlos hadn't learned English.* Elicit speculations such as *If Carlos had not left his country, he might have found another job as a commercial artist, If Carlos hadn't gotten married, he might not have come to this country.*

Option: Creating a timeline can be a helpful way to organize information. Ask students to create a timeline for Carlos, including everything they know about him. Have students underline information in his letter that they will use, such as *eight years ago, two years—taxi driver, painter.* Put an empty timeline on the board and elicit information that corresponds to specific dates; for example, *1995—lost my job as a commercial artist and draftsman.*

Challenge: When students have finished creating a timeline for Carlos, have them create an employment and education timeline for themselves. Tell them to include all education and training as well as employment experience. Have students share their completed timelines in pairs.

Challenge: Put students in pairs or small groups to compare Carlos's employment experience to that of Sara. Have them create a graphic organizer such as a Venn diagram to present the similarities and differences. Students can then use their ideas about Carlos and Sara to write a paragraph that compares their work histories.

B. Critical thinking . . .

➤ Direct students' attention to the *Resume red flags.*

➤ Ask *Why shouldn't you put this information on a resume?* Working individually, students jot down their ideas.

➤ In pairs or small groups, students compare ideas.

➤ Then lead a class discussion about reasons not to put this information on a resume. Elicit students' ideas and write them on the board. Ideas might include the following: *Salary information is best discussed in a private conversation, Giving salary information might limit the amount a potential employer would be willing to offer, Giving reasons for leaving a job might appear too negative, Listing names of supervisors adds unnecessary length to a resume.* Tell students that personal statistics are irrelevant to most jobs and, in fact, it is illegal for a perspective employer to ask about some of them.

(continued on p. 11)

C. Discussion . . .

- ➤ Review with students the features of the two types of resumes.
- ➤ Put students in small groups to discuss which format Carlos should use for his resume. Have them give reasons for their choices.
- ➤ Ask students which type of resume they think they should write for themselves. Have volunteers explain their reasoning.

Workbook Link: Exercises 14, 15

➤ Do it yourself!

Procedure:

A. Look at Carlos Sinkoff's resume.

- ➤ Have students read Carlos's resume. Check comprehension by asking questions such as *What kind of resume did Carlos write—functional or chronological?* (functional) *What are his strengths?* (visual creativity and careful execution of projects on a timely basis) *What commercial art experience has Carlos had?* (He was an illustrator and layout person for eight years in Chile.) *Where did he go to school?* (University of the West, Vina del Mar, Chile) *What kind of job does Carlos want now?* (a position as an architectural draftsperson or commercial artist)

Option: Using the resume as a reference point, students work in pairs to develop a role play between Carlos and an interviewer. The interviewer should ask Carlos questions about his education, job experience, and goals. Have students switch roles to practice both parts.

Option: If your students have access to the Internet, have them research resume formats. If possible, they should print out a variety of resume formats and bring them to class. In small groups, students compare the various formats and select one for their own use.

B. Write your own resume . . .

- ➤ Have students decide on the format and general categories that they want to use in their resume. Tell students to review the resume tips on page 136 and Carlos's resume on this page. They may want to change the categories Carlos used or add others.
- ➤ Have students draft a resume on a separate sheet of paper.

Option: Ask how students feel about sharing the information in their resumes. If appropriate, have students exchange resumes and practice peer review. They should check spelling, punctuation, use of parallel structure, and consistent formatting.

Your notes

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Summary of Lesson Plan

➤ **Review (Student pages 138-140)**

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 138-140)

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

Procedure:

A. Pair work or group work.

Ask and answer questions.

➤ Ask the class general questions about the picture, such as *Where is the woman in the first picture?* (in her home country, in a drugstore) *What do you think her job was there?* (pharmacist) *When did she come to this country?* (in 2000) *What kind of job did she have when she first came here?* (She worked in a restaurant.)

➤ Partners take turns pointing to different things in the picture and asking questions. For each picture, students should ask *What is happening? What are the people doing?* in addition to their own questions.

Option: On a separate sheet of paper, have groups write as many questions as they can about each picture. Students should put questions for each picture under the appropriate date. Have groups exchange questions. Students take turns reading the questions, and the group discusses the answers.

Create conversations.

➤ Have pairs of students create a conversation between the woman and the pharmacist at Health Note or the woman and the restaurant manager. Or students may choose to create a conversation for one of the earlier dated pictures, even though no speech balloons are used.

➤ If students need help or ideas, they can look back over the unit.

➤ Ask volunteers to role-play their conversation for the class. Have pairs present their conversations in chronological order so that the conversations create a continuous story.

Tell a story.

Option: Scenes. Assign students one of the six pictures. Give them a few minutes to look at the picture and review ideas from the unit. Each student must explain what is going on in the picture, including the date and place and who the characters are. Ask students to talk for one minute if they can.

Option: The woman's story. Have students tell the woman's story, alternating the simple past tense with past unreal conditional sentences. For example, a student might begin *Tina used to be a pharmacist in her country. If she had stayed there, she might have owned her own pharmacy.* In a variation, you could have one student begin in the simple past tense, have the second speculate in the past unreal conditional, the third advance the real story in the simple past tense, and so on.

Option: Sequencing. Dictate the following sentences. Have students write down the sentences and then put them in the correct order (3, 4, 6, 2, 5, 7, 1).

She went to talk to the restaurant manager.

She took English classes so she could speak the language better.

She used to work as a pharmacist.

She arrived in her new country.

One day she decided to try returning to her profession.

She got a job in a restaurant.

She had an interview with a pharmacist at Health Note.

(continued on p. 13)

B–C.

- Tell students they are going to listen to two conversations between the same people. One takes place over the phone, and the other is in person.
- After students listen to the conversations the first time, have volunteers read the statements in Exercise C out loud.
- After students listen a second time, they check the appropriate boxes.
- Have students work in pairs to check answers.

D–E.

- Tell students to complete Exercise E on page 140.
- 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.

Tapescript

Mr. Lerner: Lerner's Drugs. How may I help you?

Ms. Schacter: This is Sofia Schacter. I'm responding to the ad for an assistant pharmacist in today's paper?

Mr. Lerner: Yes. Are you a pharmacist?

Ms. Schacter: Yes, I am.

Mr. Lerner: Are you currently employed?

Ms. Schacter: No, not at the moment. I was a pharmacist in Peru, but I haven't worked as a pharmacist in this country. I just passed the licensing exam.

Mr. Lerner: Peru. So you speak Spanish?

Ms. Schacter: Yes, I do.

Mr. Lerner: That's great, since a lot of our clients speak Spanish. Would you like to come in for an interview?

Ms. Schacter: Yes, I would. When would be good?

At the interview

Mr. Lerner: Ms. Schacter? Art Lerner. Nice to meet you. Please have a seat.

Ms. Schacter: Thanks. Nice to meet you too.

Mr. Lerner: Do you have a resume?

Ms. Schacter: Yes. Right here.

Mr. Lerner: Hmm. Very nice.

Ms. Schacter: Can you tell me something about the job?

Mr. Lerner: Sure. There are two senior pharmacists and one opening for an assistant pharmacist. One of the senior pharmacists just gave notice, to go to dental school. We promoted the assistant pharmacist to a senior.

Ms. Schacter: That's great. So there's opportunity to grow into a senior position here.

Mr. Lerner: Absolutely. Would you like to hear more about the job?

Ms. Schacter: Yes, thanks.

(continued on p. 14)

Your notes

F. Choose the correct forms . . .

- Students work individually to complete the review exercise.
- 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.

G. Composition . . .

- Provide students with concrete approaches to writing about the picture on page 138. 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 a chronological story in the simple past tense, making sure to write at least one sentence about each picture.

Option: Have students create part of a resume for the woman. Using Carlos Sinkoff's resume on page 137 as a guide, they can include the woman's objective and her work experience as a pharmacist and as a restaurant worker. If students want to write a more complete resume, they can fill in any gaps with information they make up.

Option: Have students write a conversation between the woman and the pharmacist at the interview or between the woman and the restaurant manager. Refer students to pages 128 and 129 for the format to follow and for ideas for their conversation.

Challenge: Have students speculate on the woman's life now if she had not left her home country. Remind them to use past unreal conditional sentences where appropriate.

Now I can

- Read the first item in the box out loud: Now *I can apply for a better job.* Elicit from the class an example of how to apply for a better job, such as *Write a resume* or *Give a reason to change jobs.*
- Put students in pairs. Tell students to 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 objective. If there are items students aren't able to check, have them look back through the unit for ideas.
- When students have 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.

Review notes

Areas for further review and practice

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