

Summary of Lesson Plan

► Vocabulary (Student pages 114-115)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 114-115)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: health insurance vocabulary; benefits and related words; employment terms

Procedure:

A. Listen.

- To introduce the topic of the unit, write *health insurance* on the board. If possible, bring to class insurance cards or brochures describing various types of health insurance plans such as a *medical plan*, a *dental plan*, and a *vision plan*. Use the brochures to help students understand that *health insurance* is an arrangement in which you pay a fixed amount of money to your company at regular times, such as each pay period, and that in return the company pays the costs for health services and medicine if you are sick or injured.
- Use the illustrations in the *Picture dictionary* to convey the meaning of the vocabulary words. For example, to present the various types of payment policies for health insurance, such as *claim forms*, a *co-payment*, and a *reimbursement*, point to the illustrations of the two people in a doctor's office (illustrations 1 through 4) and ask *Where are they?* (a doctor's office) Point to the man and ask *What's the matter?* (He hurt his leg.) *Does he have health insurance?* (yes) *How do you know?* (He has an insurance card.) *How much is he paying?* (\$5.00) *Is he paying the insurance company?* (no, the doctor) Help students understand that some health insurance plans require you to pay a *co-payment*— a small fixed fee that is paid to a doctor at the time

of each visit or when filling a prescription.

- Point out that some insurance plans require you to fill out and send to the insurance company a request for payment, called a *claim form*, after each visit to a doctor. For an example of a health claim form, refer students to page 145. Use illustration 7 to convey that a *reimbursement* is money that is paid back to you by your insurance company. Point out that the man paid \$50 at the time of his visit to the doctor and that later his insurance company paid him back \$45.
- To further convey that to *sign up* means to agree to join a group or plan, talk about things you have signed up for, such as a class, a sports league, a health club membership, or an insurance plan. Elicit from the class other things that you could sign up for.
- If necessary, explain that a *dependent* is someone, especially a child, who needs another person to provide the food, clothing, and money necessary for life. Explain that *to choose* means to decide which of a number of things you want.
- Help students understand that *retirement* is the time when you stop working, usually because of old age, and that a *pension* is the money that your company regularly pays you after you retire.

Challenge: Introduce additional benefits-related vocabulary such as a *holiday*, a *sick day*, a *personal day*, *maternity leave*, an *hourly wage*, a *commission*.

If your students are ready ...

Culture / Civics note: The United States does not have a national health service. As a result, healthcare can be very expensive. An important benefit that employers offer employees is help with the cost of health insurance. Generally, employer and employee share the cost of the insurance. Policies and coverage differ greatly from plan to plan, so it is very important to understand and follow the rules set by your insurance company. For example, some insurance plans require you to choose a doctor or other healthcare provider who is a member of the plan. Some plans require you to pay a small, fixed fee after each appointment, while others require you to submit a claim form, and still others reimburse you later for whatever fees you have paid.

Lesson Plan, Unit 10: Vocabulary (for Student pages 114-115)–continued

Employment

- Use the illustrations to convey the meaning of the employment vocabulary. For example, to convey that *unemployed* means to not have a job, point to illustration 16 and ask *What is he reading?* (a help wanted sign) *What does he need?* (a job)
- To convey that *self-employed* means to own your own company and not have a boss, point to illustration 17 and ask *What is the name of the painting company?* (Rosa's Painting Company) *What's the woman's name?* (Rosa) *Is she an employee or the boss?* (the boss)

Option: Ask the class what the prefix *un-* in the word unemployment means. If necessary, explain that the prefix *un-* means *not*. Ask students if they know any other words that use the prefix *un-*, such as *unhappy*, *unfriendly*, or *unpopular*.

B. Listen again and repeat.

Option: While students listen and repeat, note words that students have difficulty pronouncing. Then reinforce the correct pronunciation of these words with a short, fast-paced pronunciation drill.

C. Listen to the conversations ...

- To prepare students for the activity, have them look at the words and phrases in the box as you read them out loud.

Tapescript

Conversation 1

Man: Man, does this tooth hurt! I need a good dentist.

Woman: Well, you could go to my dentist. She's great.

Man: What's her name?

Woman: Andrea Nasser.

Man: Nasser? Let me check and see if she's on my plan.

Conversation 2

Woman 1: This is a great company. When you retire, you get benefits and a check for half of your salary for the rest of your life.

Woman 2: The rest of your life?

Woman 1: That's right. Even if you live to be a hundred years old!

Conversation 3

Man 1: Good morning. Utopia Medical Plans, where prevention is the best medicine. How can I help you?

Man 2: Yes, please. I saw my doctor two weeks ago and sent in my claim form, but I haven't received a check from you yet.

Man 1: Oh I'm sorry. How long ago did you send in the claim form?

Man 2: About a week ago.

Man 1: Well, please be patient. Under normal conditions it takes about ten business days to process your claim and send a check.

Man 2: Ten days?

Man 1: Yes, that's right.

D. Complete each sentence ...

- To model the exercise, copy the first two sentences on the board. Point to the two answer choices in item 1, elicit the correct answer from the class, and write *self-employed* on the line.
- To check comprehension after students complete the activity, ask questions about the paragraph, such as *Is Mr. Diaz unemployed?* (no, he's employed) *Does Mrs. Diaz have a boss?* (no, she's self-employed) *Who needs a job?* (Joe) *Do Mr. and Mrs. Diaz and their son Joe all have health insurance?* (yes)

Workbook Link: Exercise 1

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 10 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 115)
Suggested teaching time: 15 minutes
Your actual teaching time: _____

► PRESENTATION

**Practical conversations
(Student pages 116-117)**
Suggested teaching time: 35 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 115)

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

Procedure:

A. What kind of benefits ...

- Copy the chart on the board. Say *Raise your hand if you have a medical plan.* Have a volunteer count the student responses and write the number in the chart. In this manner, complete the chart for the remaining benefits.

B. Discussion ...

- As a class, brainstorm on the board other kinds of benefits, such as *vacation time, personal days, sick days, maternity / paternity leave, education benefits, life and disability insurance, severance pay, an employee discount, child care, family illness or injury leave.* Talk about each benefit. Elicit from the class which benefits are most important to them.

Workbook Link: Exercise 2



Practical conversations (Student pages 116-117)

Suggested teaching time: 35 minutes
Your actual teaching time: _____

Model 1

Content: asking about a benefit plan; reminding someone of an obligation with *be supposed to*; the present perfect with *yet*; acknowledging a reminder

Procedure:

🔁 A–B.

- After students listen to the conversation, check comprehension by asking questions about the people in the photo. For example, ask *What are they talking about?* (the medical plan) *What does the woman need to do?* (choose a doctor) *When does she need to do that?* (by 5:00 today) *Can she choose a doctor after 5:00 today?* (no)
- If necessary, draw a timeline on the board to convey that the time expression *by 5:00* means at or before (but not later than) 5:00.
- Point out the similarity between the expression *Thanks for reminding me* in this model and *Thanks for warning me* presented in Unit 8, page 92.

Note: This model offers students a preview of the use of *be supposed to* and the present perfect with *yet*, which are presented in the *Practical grammar* section on pages 118 and 119.

C. Pair work ...

- To prepare students for the activity, brainstorm of list of future time expressions on the board, such as *tonight, 5:00, tomorrow, next week, and this Friday.*
- Have a volunteer read the words in the box out loud. Ask the class *What does the word "dentist" mean? "Optician"?* Elicit from the class that a *dentist* is a tooth doctor and that an *optician* is an eye doctor.
- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the words from the box and that they should be related. For example, if you use the words *dental plan* in the first question, then you must use the word *dentist* (and not *doctor* or *optician*) in the second question.
- To check answers, have several volunteers act out their conversation in front of the class.

(continued on p. 4)

Lesson Plan, Unit 10: Practical conversations (for Student pages 116-117)–continued

Challenge: Tell the class about obligations you need to remember, such as a dentist appointment, a teacher’s meeting, a class, or an athletic practice. Talk about how you are reminded of these obligations. For example, say *I write a “To Do” list and put it on my refrigerator*. Have volunteers tell the class about their own obligations and how they are reminded.

Model 2

Content: breaking news; expressing surprise and approval

Procedure:

A–B.

- After students listen to the conversation, check comprehension by asking questions. Point to the people in the photo and ask *Are they co-workers?* (yes) *What are they talking about?* (vacation days) Point to the woman on the left and ask *What new information does she give?* (Their company is going to give them six more vacation days.) *Is this good news or bad news?* (good news) *Does the new policy start next week?* (no, immediately)
- If necessary, explain that the expression *Guess what?* is used to introduce new information, especially information that is surprising. Point out that the typical response is *What?*
- Write *No kidding* on the board. Say the expression in a surprised tone of voice to indicate that *No kidding* is used to express surprise. Have students repeat several times.
- To remind students that *a policy* is a rule or a way of doing things, remind students of the benefits policy in the employee manual in Unit 7, page 86.
- Ask the class *What does “immediately” mean?* If necessary, explain that *immediately* means “now, with no delay.”

Approval

- Write on the board and say *That’s terrific / wonderful / fantastic*. Use a delighted tone of voice to demonstrate that these expressions are used to show approval when you hear good news. Have students repeat several times.
- Elicit similar expressions from the class, such as *That’s great / super / awesome*.

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use the words in the box and their own words.

Option: As a class, brainstorm other surprising news that you could break, such as buying a new car, having a baby, getting married, getting a promotion, or finding a new job. Then have students create new conversations to break this news.

Model 3

Content: greeting an old friend; discussing bad news; expressing sympathy; periods of time; making a suggestion with *Why don’t you*

Procedure:

A–B.

- After students listen to the conversation, check comprehension by asking questions. Point to the men in the photo and ask *Are they co-workers?* (no, friends) *Are both men employed?* (no) *What bad news did the men talk about?* (One man lost his job.) Point to the man on the left and ask *Where does the man suggest his friend might find a job?* (at his company)
- Students should be able to determine from context that *Long time, no see* is used to greet someone you haven’t seen for a long time and that *Oh, no* is used here to express sympathy with someone who has had a bad experience. To remind students that *Oh, no* is also used to express disappointment, refer them to Model 2, Unit 5, page 56.
- Ask the class *What does “I lost my job” mean?* If necessary, explain that it means that you are now unemployed.

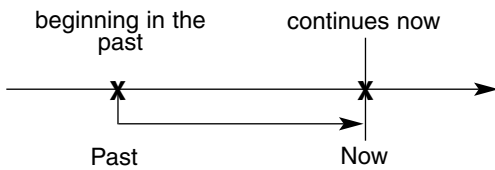
Note: This model offers students a preview of the use of *Why don’t you* for making suggestions, which is presented in the *Practical grammar* section on page 119.

(continued on p. 5)

Lesson Plan, Unit 10: Practical conversations (for Student pages 116-117)–continued

Periods of time

- ▶ To introduce the prepositions *for* and *since*, talk about how long a student has been in your class. For example, point to a student and say *You started studying in my class on March 13. You study in my class now. You have been in my class since March 13. You have been in my class for three weeks.* Create a timeline on the board showing the current date and the date the student started studying in your class. With arrows, point out that *for* and *since* are used to express a period of time that began in the past and continues in the present:



- ▶ To demonstrate that *since* is followed by a specific point in time, write on the left side of the board *I have studied here since _____*. On the right side of the board, list specific times such as *three o'clock, Friday, last month, yesterday, August, 2001, April 10, and 1998*.

- ▶ To show that *for* is followed by a length of time, write on the left side of the board *I have studied here for _____*. On the right side of the board, list lengths of time such as *three days, two weeks, about a month, and ten years*.

C. Pair work ...

- ▶ To prepare students for the activity, write *Not great* on the board. Elicit other expressions with a similar meaning from the class, such as *Not good, Terrible, Bad, Awful, and Horrible*.
- ▶ Model the conversation with a more advanced student. Play the role of Student B to demonstrate that students should use the words in the box and their own words.

Challenge: Elicit or present other possible responses to *How's it going?*, such as *Great, Wonderful, Good, OK, So-so, Not so good, Not good, Pretty bad*.

Workbook Link: Exercises 3, 4

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| Your notes |
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Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages

Suggested teaching time: 10 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 117)

Suggested teaching time: 20 minutes

Your actual teaching time: _____

► PRESENTATION

Practical grammar

(Student pages 118-119)

Suggested teaching time: 40 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 117)

Suggested teaching time: 20 minutes

Your actual teaching time: _____

Procedure:

- Model an appropriate conversation with a more advanced student. For example, A: *Have you signed up for the dental plan yet?* B: *Yes, I have.* A: *Have you chosen a dentist?* B: *No, I haven't. Not yet.* A: *Well, we're supposed to do that by tomorrow.*



Practical grammar

(Student pages 118-119)

Suggested teaching time: 40 minutes

Your actual teaching time: _____

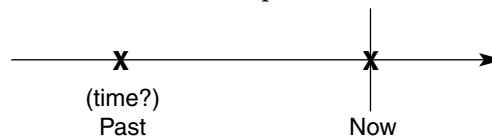
The present perfect with already and yet, for and since

Procedure:

- To remind students that *already* is used to show that something happened before now, refer students to the statement *I already have one* on page 57, Unit 5. To remind students that *yet* is used to show that something did not happen before now but may happen in the future, refer students to the question *Did the bus to Pleasantville leave yet?* on page 56, Unit 5.

- Write on the board A: *Have you signed up for the medical plan yet?* B: *Yes, I already have.* / *No, I haven't. Not yet.* Point to the underlined words to show that the present perfect uses *has* or *have* + the past participle. Point out that for regular verbs the past participle is like the simple past form (verb + *-ed*).

- Use a timeline to demonstrate that the present perfect is used with *already* and *yet* to express something that happened (or did not happen) before now at some unspecified time in the past:



- Circle the words *yet* and *already* in the sentences on the board. Point out that *already* is used for affirmative responses and usually comes in the middle of the sentence and that *yet* is used for negative responses and usually comes at the end of the sentence.

- To remind students that *for* and *since* are used with the present perfect to express situations that began in the past and continue to the present, refer students to the *Periods of time* note on page 117.

- Write on the board A: *How long have you been here?* B: *I've been here for about two years. What about you?* A: *I've been here since August 2001.* Point to the underlined words to show that the present perfect uses *has* or *have* + the past participle. Point to the past participle *been* to highlight that some verbs, such as *be*, are irregular. Also point out the contracted form *I've* and elicit from the class that *I've = I have*. Write on the board *She's* and elicit from the class that *She's = She has*.

- Circle the words *for* and *since* in the sentences. Remind students that *for* is followed by a length of time, such as two years, and that *since* is followed by a specific point in time, such as August 2001.

(continued on p. 7)

Past participles of irregular verbs

- To present the past participles of irregular verbs, create flash cards for the verbs in the grammar box. Write the base form of each verb on one side of the card and the past participle on the other.
- Hold up each card and say the base form of the verb (e.g., *choose*) and then the past participle (e.g., *chosen*). Have students repeat several times. Next, hold up each base form and elicit the past participle from the class. Then elicit the past participles from individual students.

Challenge: For a more complete list of past participles of irregular verbs, refer students to page 135.

A. Complete the present perfect form ...

- To demonstrate the task, copy item 1 on the board without the example answer in blue. Elicit from the class the past participle form of the verb *take* and write *taken* on the line.

Option: To practice the present perfect with *already* and *yet*, ask questions about things that students may have done during the class, such as *Has she taken off her coat yet? Have we finished Unit 10 yet?* Elicit appropriate short responses such as *Yes, she has* or *No, we haven't. Not yet.*

Option: To practice the present perfect with *for* and *since*, ask questions with *How long*, such as *How long have you been here / in this class / a student / a cashier? How long have you spoken English?* Elicit appropriate answers such as *I've been here for about two years* or *I've been a cashier since March.*

Workbook Link: Exercises 5, 6, 7

Be supposed to and suggestions with Why

Procedure:

- To demonstrate that *be supposed to* is used to talk about things that are expected to happen, talk about students' obligations for your class. For example, write on the board and ask *Are you supposed to do homework / study / take notes / ask questions?* Point out the structure *be + supposed to +* the base form of the verb.
- To demonstrate the use of the past tense of *be* with *supposed to*, write on the board *You were supposed to do your homework yesterday.* Point out that the use of the past tense is often negative in nature because it suggests that an obligation was not fulfilled or that something expected did not happen.
- To practice *be supposed to*, ask the class *What are you supposed to bring to class?* Elicit answers from the class, such as *We are supposed to bring a pen / a notebook / our textbooks / a dictionary / our homework.*
- To demonstrate that *Why don't* is used to make a suggestion, write on the board *We could call Louise. Let's call Louise. Why don't we call Louise?* Explain that the three sentences have similar meanings. Point out the structure *Why don't +* subject + base form of the verb.

Option: To practice making suggestions with *Why don't you*, tell the class that you are going to spend time with a favorite friend or relative. Ask the class for advice. Write on the board *Why don't you _____?* Elicit advice from the class, such as *Why don't you go to a restaurant / go to the park / buy flowers / bring a present?*

B. Complete the conversations ...

- To demonstrate the activity, copy item 1 on the board. Elicit the correct answers from the class and write *Why don't you bring* on the first line and *Are we supposed to pay* on the second line.
- Working individually, students complete the conversations with the present or past of *be supposed to* or a suggestion with *Why*.

Workbook Link: Exercise 8

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 15 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 119)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

**Authentic practice 1
(Student pages 120-121)**
Suggested teaching time: 25 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 119)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

A—B.

- To model the activity, write on the board, *I'm supposed to sign up, but I don't have the enrollment form.* Point to the woman in the picture and elicit an appropriate answer from the class, such as *Why don't you get one from Benefits?*
- Working individually, students write suggestions with *Why don't you* or *Why don't we*. For example, for item 2, students could write *Why don't we call Benefits?* or *Why don't you call your insurance company?* For item 3, students could write *Why don't you call your manager / supervisor?* or *Why don't we look in the employee manual?*
- Then have students read their conversations out loud with a partner.

Option: Have several pairs of volunteers read one of their conversations in front of the class.

Workbook Link: Exercise 9



Authentic practice 1 (Student pages 120-121)

Suggested teaching time: 25 minutes
Your actual teaching time: _____

Procedure:

🔊 A. Listen and read.

- To set the scene for the conversation, point to the picture and have students speculate about the answers to the following questions: *Where are they? What are they doing? What are they talking about? Are they friends? Co-workers?* Point to the woman on the right and ask *Where does she work?*
- Read the conversation out loud or play the cassette. With books open, students listen and read.
- To check comprehension after students listen to the conversation, ask questions such as *What problem are they talking about?* (Eva lost her job.) *What does the woman on the right suggest?* (that she talk to Ann in Customer Service) *What is Eva supposed to do tomorrow at 9:00?* (go to the unemployment office)

Note: The *Eva* role contains the following new language: *I haven't seen you in ages, to tell you the truth, pretty bad, everyone got laid off, I'm getting unemployment, and What if I come in...?* Although students are encouraged to comprehend this new language through context and because of its similarity to language they know, they are not expected to produce it themselves.

(continued on p. 9)

Lesson Plan, Unit 10: Authentic practice 1 (for Student pages 120-121)—continued

B. Listen to Eva. Read ...

- ▶ Read out loud the *Eva* role in Exercise A or play the cassette. Have students read the **YOU** role out loud as a class.

Challenge: After practicing with books open, students listen with books closed and say the **YOU** role out loud.

C. Listen and read. Choose ...

- ▶ Model the task by writing the question and the two answer choices for item 1 on the board. Say *I haven't seen you in ages*. Elicit the correct response from the class and circle the letter *a* on the board.
- ▶ To check answers, read items 2 and 3 out loud and elicit the correct response from the class.

D. Listen. Choose your response ...

- ▶ Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.

Challenge: Have students listen again and write the questions for items 1 through 3 on the board.

Tapescript

1. Marie! How's it going?
2. I got laid off last week.
3. Weren't we supposed to do that yesterday?

Workbook Link: Exercises 10, 11

Listening comprehension

Procedure:

A. Listen to the conversation ...

- ▶ To prepare students for the listening comprehension exercise, explain that they will hear a man telling company employees about a new policy for vacation and sick days.

Note: Although the conversation contains new language (*that about wraps up my explanation; booklet; presentation; this might be a stupid question, but; carry over; calendar year; hang on a minute; extra; entitled to; technically; that's a good question*), it is not essential for students to know this language to complete the task.

B. In your own words ...

- ▶ To prepare students for the listening task, have a volunteer read questions 1 and 2 out loud.

Tapescript

Luis: So that about wraps up my explanation of the terrific new vacation and sick day policies. Why don't I take a few questions?

Grace: Thanks, Luis. I've already read the booklet, and I've listened to your presentation, but I still have one question.

Luis: Sure. What is it?

Grace: Well—this might be a stupid question—but could you please explain the difference between the old vacation and sick day policy and this new one?

Luis: There are no stupid questions, Grace. Only the questions that don't get asked. Why don't I just start with the vacation policy? In the past, you could carry over your vacation days from one year to the next. Well, starting this year, you can't do that anymore. You'll have to take all your vacation days in the same calendar year. [whispering comments from the audience]

Grace: Wait a minute. Could you repeat that? What if we don't take all our vacation days? What happens?

Luis: Well, I'm sorry to say, but if you don't take them, you'll lose them at the end of the year. That's the new policy. [whispering comments from the audience]

But—now hang on a minute—starting this year, every employee will get an extra week of vacation. That's right. You'll each get an extra five days. And, after five years with the company, you'll be entitled to four weeks of paid vacation. In the old policy, you had to wait seven years to get four weeks...
Yes, Emily.

Emily: What about sick days?

Luis: In the old policy, you got five days. But in the new policy, you get only three. Any questions about that?

Emily: Can you use your sick days for vacation?

Luis: Oh, yes. Thanks for reminding me. Well, technically, you're not supposed to, but...

Grace: Excuse me, Luis. I have one more question. Why is this new policy better than the old one?

Luis: That's a good question.

Workbook Link: Exercises 12, 13

Summary of Lesson Plan

► PROGRESS CHECK

Workbook pages not assigned for Lesson Four.

► REVIEW/WARMUP

Do it yourself! (Student page 121)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

► PRESENTATION

Authentic practice 2 (Student pages 122-123)

Suggested teaching time: 35 minutes

► Your actual teaching time: _____

REVIEW

Do it yourself! (Student page 123)

Suggested teaching time: 15 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 121)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

Procedure:

A. Write your own response ...

- Model the activity. Read the first speech balloon and elicit responses from the class such as *Terrific / Wonderful / Fantastic / Great / Not great / Awful / Horrible / Terrible*.
- Working individually, students write their own responses to the speech balloons. For example, students could respond to the second speech balloon with *I got a promotion / I got fired / I lost my job / I'm sick*. Students could respond to the third balloon with *That's great. See you then*.
- Have students read their conversations out loud with a partner and then change roles to practice both parts. Circulate to check pronunciation and intonation.

Option: Have several pairs of volunteers act out their conversations in front of the class.

B. Personalization ...

- Model the discussion by talking about how many vacation days and sick days you've used so far this year.
- In small groups, students compare how many vacation days and sick days they've used so far this year. Circulate to offer help as needed.
- To review, have several volunteers tell the class about what they talked about.



Authentic practice 2 (Student pages 122-123)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

Reading

Critical thinking skill: reasoning (drawing conclusions from available information)

Procedure:

A. Read Katrin Havel's paycheck ...

- Have students read Katrin Havel's paycheck and pay stub. To check comprehension, ask the meaning of the following words: *paycheck, pay stub, pay period, earnings, deductions, gross pay, net pay, federal tax, state tax, hours, year-to-date*.
- Copy item 1 on the board. Point to the two answer choices and elicit the correct answer from the class. Circle the answer *b* on the board.
- Working individually, students complete each sentence by circling the letter of the correct answer. Circulate to offer help as needed.

B. Critical thinking ...

- Working individually, students read the pay stub again and then answer questions 1 through 6. To review, have students check answers with a partner and then review as a class.
- For item 2, elicit from the class how much Ms. Havel has earned this month. Point out that students could answer either the gross pay of \$737.10 or the net pay of \$590.39.

(continued on p. 11)

Lesson Plan, Unit 10: Authentic practice 2 (for Student pages 122-123)–continued

If your students are ready ...

Culture / Civics note: In North America, it is considered rude to ask someone how much money they earn. Most people are not comfortable talking about their salary with anyone except their employer or manager, close friends, and family.

Workbook Link: Exercise 14

Writing

Procedure:

A. Katrin Havel’s new husband ...

- Point to the directions for Exercise A and read them out loud. To check comprehension, ask *Does Ms. Havel’s husband have a boss?* (no) *Why not?* (He’s self employed.) *Does he have benefits from his job?* (no) *Does he have health insurance?* (yes) *How?* (his wife’s medical plan)
- Write the words *uninsured* and *enroll* on the board. Ask the class what these words mean. If necessary, explain that *enroll* means to *sign up*. To remind students that the prefix *un-* means *not*, write on the board *unemployed = doesn’t have a job*. Then write *uninsured = _____*. Elicit from the class that *uninsured* means *doesn’t have insurance*.
- Working individually, students read the enrollment application. Have students circle any words on the form that they don’t understand.
- As a class, have students guess the meaning of any unknown words. If necessary, explain that *single* means that you are not married and that *divorced* means that you were married but that you legally ended the marriage. Explain that *separated* means that you and your spouse have stopped living together as a married couple but are not divorced.

- Read items 1 and 2 out loud. Working individually, students use the enrollment application to answer the questions.
- Have students check answers with a partner and then review as a class.

B. Enroll your own dependent ...

- To model the activity, copy the enrollment application on the board. Complete the application about yourself.
- Working individually, students complete the application to enroll their own dependent or dependents, according to their own situation. Circulate to offer help as needed.

Option: For extra practice with authentic documents, refer students to the HMO enrollment / change form on page 148.

Workbook Link: Exercise 15

➤ Do it yourself! (Student page 123)

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

Procedure:

- Model the activity by talking about your own benefits plan, or talk about a friend’s or a family member’s benefits. Have volunteers talk about the benefits that they or their family or friends receive. Discuss medical and dental plans; life insurance; retirement benefits; vacation, personal, and sick day policies; and any other plans students may know about, such as reimbursement for job-related courses or training.

Workbook Link: Exercise 16

Your notes

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Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages

Suggested teaching time: 20 minutes

► Review (Student page 124)

Suggested teaching time: 40 minutes

Your actual teaching time: _____

► UNIT REVIEW

Do it yourself! (Student page 125)

Includes expansion activities

role play

dialogues

writing

outside reading

realia applications

math skills applications

civic lesson applications

Booster Pak activities

Pronunciation (optional)

Rising and falling intonation in questions

To reinforce the concept that *yes / no* questions have a rising intonation while information questions have a falling intonation, read the following questions: *Have you signed up for the medical plan yet? How long have you been here?*

Write the questions on the board, asking students to say them out loud after you. Label the first question *yes / no question*. Label the second question *information question*. As you read the *yes / no* question, write a downward-curving arrow at its end. As you read the information question, write an upward-curving arrow at its end.

Ask students to come to the board and add their own *yes / no* questions and information questions. Then ask students to repeat the questions, making sure that they use the correct intonation for each one.

(continued on p. 13)



Review (Student page 124)

Suggested teaching time: 40 minutes

Your actual teaching time: _____

Procedure:

A–D.

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

Option: For Exercise B, read items 1 through 3 out loud and have students circle the correct responses.

| | Review notes Areas for further review and practice |
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► **Do it yourself!** (Student page 125)

Procedure:

1. Point. Talk about people and things ...

- To demonstrate the activity, hold up the textbook, point to the two women in the middle of the picture, and say *They're talking about benefit plans*. Point to a thing or another person in the picture. Elicit appropriate responses from the class.

Option: True / false statements. Have students work in groups. Each student writes one true and one false statement about the people and things in the picture. For example, students might write *The man with a green hat is married.* (true) *It's 10:37.* (false) Then have each group read their sentences to another group, who must determine whether each sentence is true or false.

2. Point. Ask questions about the people.

- Hold up the textbook and point to the man in the brown uniform. Write on the board and ask *Has he completed the form yet?* Elicit an appropriate answer from the class, such as *No, he hasn't* or *Not yet*. Point to the woman at the desk. Elicit a question about the woman such as *Has she filled the job opening yet?* Encourage students to use the present perfect tense.

Option: Question and answer practice.

Working in pairs, students write four information questions about the picture, such as *What's the woman at the desk doing?* Then regroup the students in groups of four. Have each pair point at the picture and ask the other pair their questions. Students should respond in a full sentence; for example, *She's talking about a job interview.*

3. Create conversations for the people.

- To model the task, point to the man on the telephone and the woman at the desk. Write on the board *A: Are there any openings right now? B: Yes. Why don't you come in for an interview?* Model the conversation with a more advanced student, playing the role of the job applicant (A). Demonstrate that students should continue the conversation by saying *Certainly. What is a good time for an interview?* Elicit an appropriate response from the student playing role B.

Option: Role play. Have two volunteers act out their conversation for the class. The volunteers act out their conversation again and the class tries to remember exactly what was said. Working in pairs, students try to re-create the exact conversation they heard.

4. Say more about the picture ...

- Model the activity by brainstorming as a class more words about the picture. Encourage students to say anything they can, either single words or complete sentences.
- In small groups, students continue to say as much as they can about the picture. Circulate to offer help as needed.

Option: Circle conversation. Arrange the students in a circle. Explain that each student must say a word or sentence about the picture. Start the chain by saying something about the picture; for example, *It's July 17.* The first student on your left then says something about the picture. The exercise continues until no one can say anything more about the picture.

Oral test (optional)

Use the *Do it yourself!* illustration on this page for an oral test. In pairs, students point to and ask and answer questions about three people in the picture, using the present perfect tense. For example, *A: (pointing to the man in the brown uniform) Has he enrolled his wife in the plan? B: Yes, he has.* Students take turns asking and answering questions. Evaluate students on correctness, intelligibility, and completeness.