

Summary of Lesson Plan

► Vocabulary (Student pages 78-79)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 78-79)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: work, family, and community relationships; relating to others

Procedure:

A. Listen.

- To introduce the topic of relationships, write *your relationships* on the board. Point to yourself and to the class and write *a teacher, students*. Then point to two students and write *classmates*.
- Help convey the meaning of relationships vocabulary with actual examples in your own workplace, family, and community. For example, to demonstrate relationships at work, write *an employer, an employee* on the board. To show that *an employer* is the company or person that pays people to work for them, write the name of your school or workplace under the word *employer*. To convey that *an employee* is someone who is paid to work for a person or company, write your own name under the word *employee*.
- Use photographs of your own family or magazine pictures to present family relationships such as *relatives, grandparents, parents, children, and a mother-in-law*.
- If necessary, help convey the meaning of the words in the *Picture dictionary* by asking questions about the illustrations. For example, to convey that partners are people who share ownership of a business, point to the two men in illustration 4 and ask *What are their names?* (Moe and Al) *What is the name of their company?* (Moe and Al's Moving Company) *Which man is "the boss"?* (They are both "the boss.")

- Some students may confuse the word *neighbor* with *neighborhood*, which was introduced in Unit 2, page 18. If necessary, explain that *a neighborhood* is a small area of a town or city, while *a neighbor* is someone who lives in a house or apartment very near you.
- If necessary, help students understand that *to break the rules* is to do something that you must not do. For example, point to the no-smoking sign and ask *What does this mean? Can he smoke here?* Talk about rules that students must follow in the classroom, such as no eating or no talking on a cellphone.
- Point out the plural and singular forms of items 3 through 5 and 8 through 11. Point to the two parents in item 10. Write on the board and say *They are parents*. Point to the father. Write on the board and say *He is a parent*. In this manner, elicit from the class the singular forms *a co-worker, a partner, a neighbor, a relative, a grandparent, and a child*.

Option: Practice family relationships with a vocabulary drill. Write on the board *your son and daughter = your children*. Then say *your mother and father* and elicit from the class the word *parents*. In this manner, continue to elicit family relationship words from the *Picture dictionary*, for example, say *your grandmother and grandfather*. Have a student respond *my grandparents*. Continue with *your wife's father, my father-in-law*, and so on.

Challenge: Introduce other words for relationships such as *a spouse, a sibling, an uncle, an aunt, a cousin, a nephew, a niece, a stepfather, a stepchild, a tenant, a superintendent, and a next-door neighbor*. In addition, present actions for relating to others, such as *follow the rules, argue, get a raise, and get laid off*.

If your students are ready ...

Culture / Civics note: In the United States and Canada, smoking is prohibited in many enclosed public areas, such as government buildings, buses and other forms of public transportation, and shops. Restaurants and bars often have separate seating areas for smokers and nonsmokers. In addition, most workplaces have a no-smoking policy or restrict smoking to designated smoking areas. Signs with the universal no-smoking symbol are usually posted in no-smoking areas.

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Lesson Plan, Unit 7: Vocabulary (for Student pages 78-79)—continued

Other in-law relationships / Other words for “the boss”

Challenge: Talk about your own boss. Give his / her name and position at your school or workplace; for example, *ESL program coordinator* or *director of studies*. Elicit other words for “the boss” in students’ jobs, for example, *foreman*, *captain*, *team leader*, *section leader*, *coordinator*, and *director*.

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 listening task, have students look at the words and phrases in the box as you read them out loud.

Tapescript

Conversation 1

Mrs. Rukal: Hi, Ivan.

Ivan: Hi, Mrs. Rukal. What can I do for you today?

Mrs. Rukal: Well, I got coffee on this blanket. Do you think it can be cleaned?

Ivan: Let me have a look . . . Oh, that really is bad.

Mrs. Rukal: I know. I was watching TV in bed and drinking coffee, and I spilled the whole cup. What do you think?

Ivan: Well, it’s worth a try.

Mrs. Rukal: Great. When can I pick it up?

Ivan: Let me give you a call. This is not going to be easy!

Conversation 2

Woman: I think we should get a different brand of copy paper.

Man: Why? What’s the problem with this one?

Woman: It makes bad copies.

Man: No, it doesn’t. The problem is the machine, not the paper. There’s nothing wrong with the paper.

Woman: You’re wrong.

Conversation 3

Man: Rita, Mel and I think you’re doing a great job.

Rita: Really?

Man: Absolutely. Every day your work gets better.

Rita: Well, thanks for telling me that.

Man: We think it’s time to promote you to supervisor.

Rita: That’s terrific. Thanks!

Conversation 4

Woman: Katy, you can’t park here. You know you’re not supposed to park in the managers’ parking lot.

Katy: I know. But there was no space in the employees’ lot, and I’m late. There are a lot of empty spaces here. The managers are away at the sales meeting.

Woman: Well, it’s still against the rules. I’m sorry, but you’ll have to move your car.

D. Complete each sentence ...

- ▶ To model the exercise, copy item 1 on the board. Elicit from the class the correct answer and write the word *relatives* on the line.
- ▶ In item 2, point out the answer choices *got fired* and *got hired* to remind students that the verb *get* has an irregular past tense. Then write words *discuss*, *disagree*, and *break* on the board and elicit the corresponding past-tense forms.

Challenge: In pairs, have students write statements using the incorrect answer selections. For example, for the alternate selection *neighbors* in item 1, students could create the sentence *All my neighbors came to dinner last night—the man who lives next door, the man across the hall, and my landlord. It was terrific!*

Workbook Link: Exercises 1, 2

Summary of Lesson Plan

► PROGRESS CHECK

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

► REVIEW/WARMUP

Do it yourself! (Student page 79)
Suggested teaching time: 15 minutes
Your actual teaching time: _____

► PRESENTATION

**Practical conversations
(Student pages 80-81)**
Suggested teaching time: 35 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 79)

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

Procedure:

A. Personalization ...

- To model the activity, copy the chart on the board and write about people from your workplace, family, and community. Include each person's name and relationship to you, as shown in the examples.

B. Pair work ...

- To model the activity, tell the class about one of the people in your chart. For example, you could say *Miriam is my daughter-in-law. She works in an office and she got a promotion last month. I get along with her but we disagree sometimes.*



Practical conversations (Student pages 80-81)

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

Model 1

Content: introducing a question; *if* in statements about the future; giving advice; expressing surprise; offering thanks for information

Procedure:

🔊 A-B.

- To set the scene for the conversation, ask questions about the people in the photo, such as *Where are they?* (at work, in an office) *Are they relatives?* (no, co-workers) Have students speculate about what the people are talking about.
- Students should be able to determine from context that *it's against the rules* means that it is something that you must not do and that *Really?* is used to express surprise.
- To highlight the difference between a work-related call and a personal call, ask *Is a telephone call to your supervisor a personal call? How about a call to your children?* Ask students if their employers have rules about making personal calls at work.

Note: This model offers students a preview of the use of *if* in statements about the future and the use of *had better* for offering advice, which are presented in the *Practical grammar* section on pages 82 and 83.

C. Pair work ...

- Have a student read the phrases under the pictures out loud.
- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the pictures or their own words.

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Lesson Plan, Unit 7: Practical conversations (for Student pages 80-81)–continued

Challenge: Have students talk about other rules at their workplace, such as rules for taking breaks, employee discounts, dress codes, or the use of company equipment such as computers or photocopiers.

If your students are ready ...

Culture / Civics note: Most companies have rules regarding issues such as making personal calls from work, dress codes, taking breaks, smoking, and parking. As these rules vary greatly from company to company, it is important to ask your supervisor about company policies.

Model 2

Content: offering a choice with *would rather*; expressing uncertainty; expressing necessity with *had better*; types of work shifts

Procedure:

A–B.

- ▶ Students should be able to understand from context that *to check with someone* means to ask someone’s opinion or approval. Students should also be able to understand that Speaker A’s response *Tomorrow’s fine* conveys that it is OK for Speaker B to tell her tomorrow.
- ▶ To check comprehension after students listen to the conversation, point to the photo and ask *Where are they?* (at work, in an office) *Is she his neighbor?* (no, his boss) *What are they talking about?* (his work shift) *Did he choose a work shift?* (no) *Why not?* *What does he need to do?* (He needs to check with his wife.)

- ▶ Write on the board *I’d better check with my wife.* Ask the class *What does check with my wife mean? Why does he need to check with his wife?* Ask students who they need to check with when they make important decisions, such as a wife, parent, roommate, or friend.

Note: This model offers students a preview of the use of *had better* for expressing necessity and the use of *would rather* for offering a choice, which are presented in the *Practical grammar* section on page 83.

How to say it 

- ▶ Students should be able to understand from context that *a shift* is a time period during which a particular group of workers are at work.
- ▶ If necessary, point out that if you work *full-time*, you work forty hours per week; if you work *part-time*, you work fewer than forty hours a week.
- ▶ Draw a twenty-four-hour timeline on the board to demonstrate the shifts. For example, to demonstrate *the day shift*, block out on the timeline the eight-hour period from 9 a.m. to 5 p.m.

Option: As a class, talk about work schedules. Take a class survey to determine the most common shifts and whether students work part-time or full-time. Ask students which shifts they prefer and why.

C. Pair work ...

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

(continued on p. 5)

<h2>Your notes</h2>

Lesson Plan, Unit 7: Practical conversations (for Student pages 80-81)–continued

Model 3

Content: adding emphasis with *just*; expressing sympathy; *if* in statements about the future; offering and accepting advice

Procedure:

A–B.

- ▶ To set the scene for the conversation, ask the class questions about the picture, such as *How many people are there in the picture?* (two) *Where are they?* (in a restaurant) *What are they doing?* (drinking coffee and talking)
- ▶ After students listen to the conversation, check comprehension. Write on the board *I just don't get along with my in-laws*. Ask the class *What does "in-laws" mean?* If necessary, refer students to item 9 on page 78 in the *Picture dictionary*. Point out that the term *in-laws* is used to refer to one's mother-in-law and father-in-law.
- ▶ Underline the word *just* in the sentence on the board. To convey that the word *just* adds emotion and importance to the sentence, say the sentence without the word *just*. Then say the sentence with the word *just* with more emotion. Refer students to the sentence *You just missed it* in Model 1, Unit 1, page 56, to remind students that *just* can also mean a short time ago.
- ▶ Students should be able to understand from context that the expression *I'm sorry to hear that* is used to express sympathy, that the phrase *work it out* means to solve a problem, and that the expression *I guess it's worth a try* is used to show you have accepted some advice.

Note: This model offers students a preview of the use of *if* in statements about the future, which is presented in the *Practical grammar* section on page 82.

C. Pair work . . .

- ▶ As a warm-up, talk about people with whom you don't get along and the things you disagree about. Then ask the class *Who do you not get along with? Do you get along with your manager / neighbors / relatives? What do you disagree about? Do you disagree about money / noise / your children?*
- ▶ To prepare students to use their own disagreements in the *Pair work*, create a list of the people with whom students don't get along and their topics of disagreement on the board.
- ▶ Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the topics from the box or talk about their own disagreements.

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

If your students are ready . . .

Language note: The adverb *just* has many different meanings. For example, it can be used to ask someone to wait for a short time (*Just a moment / second.*), to indicate the recent past (*You just missed it.*), and to add emphasis or importance to a sentence (*I just don't get along with my in-laws.*). It can also be used to mean *exactly* (*You look just like your father.*) and *only* (*It's just \$1.99. / Just fill out this form.*).

Workbook Link: Exercises 3, 4

Summary of Lesson Plan

► PROGRESS CHECK

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

► REVIEW/WARMUP

Do it yourself! (Student page 81)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

Practical grammar (Student pages 82-83)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 81)

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

Procedure:

- To set the scene for the conversation, ask questions about the picture, such as *Where are they?* (near the subway station and the bus stop) *What happened to the man in the red shirt?* (He broke his leg / foot.) Then have students speculate about the answers to the following questions: *What are they talking about? Do you think they would rather take the subway or the bus? Why do you think so?*
- Model the activity with a more advanced student. For example, you could say *A: I'd better take the bus. It's easier. B: OK. When's the next bus? A: In 10 minutes.*
- In pairs, students continue the conversation for the two men in the picture. Have students switch roles to play both parts.

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



Practical grammar (Student pages 82-83)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

If in statements about the future

Procedure:

- Use the illustrations to introduce *if* in statements about the future. Point to the people in the illustration on the left and ask *What are they doing?* (eating) *Are they eating outside?* (no, inside) *Why aren't they eating outside?* (because it's raining) *Will it rain tomorrow?* (we don't know)
- Write on the board *If the weather is better tomorrow, we'll eat outside.* Ask the class *Are they talking about the past?* (no, the future) *How do you know that?* (the words *tomorrow* and *will*) *If it rains tomorrow, will they eat outside?* (no) *If it doesn't rain tomorrow, will they eat outside?* (yes)
- Underline the conjunction *if* and the verb *is* in the sentence on the board to point out that the *if* clause uses the simple present tense. Then circle the verb *'ll eat* to point out that the main clause uses the future tense.
- Practice the future tense in the main clause, by having students replace *we'll eat outside* with other ideas. For example, students could say *we'll walk to work* or *we'll wash the car*. Introduce the negative form *won't* by writing on the board *we won't eat inside*.
- Practice the simple present in the *if* clause by having students replace *If the weather is better tomorrow* with other ideas. For example, students could say *If we work the day shift tomorrow* or *If it doesn't rain*.
- To demonstrate the use of the imperative (command) with future statements with *if*, write on the board *Call me if you have a problem with the computer.* Then point to the illustration on the right and ask *Does the speaker want the woman to call her now?* (no) *When does she want the woman to call?* (if she has a problem) *Does she have a problem with the computer now?* (no) *Will she have a problem with the computer in the future?* (we don't know)

(continued on p. 7)

Lesson Plan, Unit 7: Practical grammar (for Student pages 82-83)–continued

- ▶ Underline the conjunction *if* and the verb *have* in the sentence on the board to point out that the *if* clause uses the simple present tense. Then circle the verb *Call* to point out that the main clause uses the imperative.
- ▶ Practice the use of the imperative in the main clause by having students replace *Call me* with other ideas such as *Don't press the off button* or *Check the cords and plugs*. To practice the simple present in the *if* clause, have students replace *If you have a problem with the computer* with other ideas such as *If you need help* or *If you want to sell this computer*.
- ▶ To point out that the positions of the main clause and the *if* clause can be reversed, write on the board *We'll eat outside if the weather is better tomorrow. If you have a problem with the computer, call me*. Explain that a comma is used after the *if* clause when the *if* clause comes first but is not used when the main clause comes first in the sentence.

A. Complete the sentences ...

- ▶ To model the activity, copy item 1 on the board. Elicit the simple present form of the verb *be* from the class and write *is* on the line.

Option: Play a matching game. Write each of the *if* clauses from items 1 through 8 in random order on the left side of the board. List the main clauses of the items on the right side of the board. Have students match the *if* clauses with their corresponding main clauses to complete the sentences. Then have volunteers read their sentences out loud.

Challenge: In the foregoing option, have students create their own future statements with *if* to use in the matching game.

B. Complete the sentences ...

- ▶ To model the activity, copy item 1 on the board with the sample answer. Then elicit other possible responses from the class, such as *you will have to work it out* or *don't get angry*. Point out the comma after the *if* clause that begins each sentence.

Challenge: Practice *if* statements about the future with a substitution chain activity. Start the chain by writing on the board *If all the students pass the test...* Then finish the sentence with *the teacher will be very happy*. Say the sentence and have students repeat several times. Then say *If the teacher is happy, ...* and elicit from the class a possible result, such as *she/he will have a class party*. Continue the drill by prompting students with *If she has a party,...* and have students finish the sentence.

Workbook Link: Exercises 5, 6

Had better

Procedure:

- ▶ Use the illustration to convey that *had better* is used for giving advice. Point to the picture and ask *What's it like outside?* (It's cloudy) *Is it raining now?* (no) Write on the board *It's going to rain. We'd better take our raincoats*. Ask *Is the man talking about the past?* (no) *How do you know?* (*be + going to* is the future tense) *What advice does he give?* (they should take their raincoats)
- ▶ Underline the verb *take* on the board and point out that the base form of the verb is used after *had better*. To practice the use of the base form with *had better*, have the class replace the words *take our raincoats* in the sentence on the board with other ideas, such as *wear our raincoats*, *bring an umbrella*, and *stay at home*.
- ▶ To highlight that *had better* and *should* have similar meanings, write on the board *We should take our raincoats*. Point out that *had better* has a stronger meaning than *should*. To present the negative from *'d better not*, write on the board *I'd better not walk to work*.

Contraction



- ▶ Point out that in informal conversation, *had* is contracted with the subject pronoun. Write *She'd better go to the doctor*. Point to the contraction *'d* and elicit the full form *had*. Point out that *had* is generally not contracted after a subject noun in written English.
- ▶ Remind students that the contraction *'d* can also mean *would*. Explain that the full form of contractions can be understood from context.

C. Complete each sentence ...

- ▶ To model the activity, copy item 1 on the board. Elicit other possibilities such as *She'd better take the subway / call her boss*.

If your students are ready ...

Language note: *Had better* and *should* are both used for giving advice. *Had better* is more forceful or urgent than *should*. It is also used for warnings (*You had better not swim here*), commands (*You had better do your homework*), and threats (*You had better get away from me*).

Workbook Link: Exercise 7

(continued on p. 8)

Summary of Lesson Plan

- ▶ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 15 minutes
- ▶ **REVIEW/WARMUP**
Do it yourself! (Student page 83)
Suggested teaching time: 20 minutes
Your actual teaching time: _____
- ▶ **PRESENTATION**
Authentic practice 1 (Student pages 84-85)
Suggested teaching time: 25 minutes
Your actual teaching time: _____

▶ Do it yourself! (Student page 83)

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

Procedure:

A. Personalization ...

- ▶ To model the activity, copy the questionnaire on the board. Check the boxes for your own preferences and give reasons for your answers.

B. Discussion ...

- ▶ After students talk about their own answers in small groups, have volunteers from each group report the results of their questionnaire to the class.

Workbook Link: Exercise 9

▶ Authentic practice 1 (Student pages 84-85)

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

Procedure:

▶ A. Listen and read.

- ▶ To set the scene for the conversation, point to the people in the picture and ask *What is the woman holding?* Have students speculate about what kind of clothing she is holding. Then ask *What kind of store are they in?* Write *dry cleaners* on the board. Ask *What can you take to the dry cleaners?* Elicit clothing vocabulary from the class. Finally, ask *What does a dry cleaner do?* (clean clothes)

- ▶ Read the conversation out loud or play the cassette. With books open, students listen and read.
- ▶ If necessary, point out that *a stain* is a colored mark on something that is difficult to remove.
- ▶ After students listen to the conversation, ask questions to check comprehension. For example, ask *What does the man want the woman to do?* (clean his jacket) *What is the problem?* (It has a stain.) *What kind of stain?* (tomato juice) *Can the woman remove the stain?* (maybe, maybe not) *Will the man call the woman from work to find out if she can get the stain out?* (no) *Why not?* (He can't make personal calls at work.) *How will he know if she can get the stain out?* (He'll come to the store after work.)

Note: The *Owner* role contains the following new language: *What can I do for you today?; Oh, my goodness; to tell you the truth; Maybe, maybe not; get the stain out.* Although students are encouraged to comprehend the new language through context and because of its similarity to language they know, they are not expected to produce it themselves.

▶ B. Listen to the store owner. Read ...

- ▶ Read out loud the *Owner* 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 reading the question and the two answer choices for item 1. Ask *What can I do for you today?* Elicit the correct response from the class. Demonstrate that students must circle the letter of the correct answer by circling *b* on the board.
- ▶ To check answers, read items 2 and 3 out loud and have the class give the correct response.

▶ D. Listen. Choose your response ...

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

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

(continued on p. 10)

Lesson Plan, Unit 7: Authentic practice 1 (for Student pages 84-85)—continued

Tapescript

1. If you call me later, I'll tell you.
2. Question—would you rather wait or leave it here?
3. You'd better check if that's against the rules.

If your students are ready ...

Culture / Civics note: A *dry cleaners* is a business that cleans clothing and items made of fabric with chemicals instead of water. Some dry cleaners may provide other services such as making alterations and ironing. *Laundromats* are places where you pay money to wash and dry your clothes in machines.

Workbook Link: Exercise 10

Listening comprehension

Procedure:

A. Listen to the speaker ...

- To prepare students for the listening task, read items 1 and 2 out loud before students listen to the conversation.

Note: Although this conversation contains new language (*personnel director; founding partner; just outside of the door you came in; sales manager; orientation meeting; anyone else*), it is not essential for students to know the new language to complete the task.

B. Read the sentences. Then ...

- To prepare students for the listening task, read items 1 through 3 out loud.
- Ask the class *What is a folder?* If necessary, show a folder to demonstrate the meaning. Ask students what *supposed to* means. If necessary, explain that it is used to show what someone should or should not do, usually because of rules. To practice the meaning, write on the board *I'm supposed to start class at 9:00*. Elicit things that students are supposed to do.

C. In your own words ...

- To prepare students for the activity, copy items 1 through 3 on the board and read the questions out loud.

Tapescript

Wilma: Good morning, everyone. Welcome to Brimstone Tire and Rubber Company. My name is Wilma Brimstone, and I'm the personnel director of Brimstone Tire and Rubber. My sister Harriet and I are the founding partners of Brimstone. [whispering from audience]

On the table just outside of the door you came in, there are some red and green folders. [murmuring]

One of the folders has your name on it. If you didn't get your folder as you entered this room, please pick one up on the way out. [murmuring]

I'll repeat that. You don't need the folders now. You'll need a folder when you leave. If you have a green folder, go to medical on the fourth floor... [commotion]

Excuse me. Is there some problem?

Man: Excuse me, Ms. Brimstone. I have a question. Isn't this the sales managers' meeting?

Wilma: No, I'm sorry, it's not. This is the orientation meeting for new Brimstone employees. Is there anyone else here for the sales managers' meeting?

Group: Yes. [several voices]

Wilma: Well, if you're here for the sales managers' meeting, you're in the wrong place. Let me check the schedule to see where you're supposed to be. Hmm. Well, actually, this schedule says that the sales managers' meeting is supposed to be here in this room... Are there any people here for the orientation?

Man: Excuse me. But when I was coming in, I saw a table with green and red folders across the hall. Maybe that's where the new employees are supposed to be.

Wilma: Oh, my goodness. Well, thanks for telling me. I'd better go see. Maybe I'm in the wrong meeting room.

Workbook Link: Exercise 11

Summary of Lesson Plan

► PROGRESS CHECK

Workbook pages not assigned for Lesson Four.

► REVIEW/WARMUP

Do it yourself! (Student page 31)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

► PRESENTATION

Authentic practice 2 (Student pages 32-33)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

► REVIEW

Do it yourself! (A plan-ahead project) (Student page 33)

Suggested teaching time: 15 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 85)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

Procedure:

A. Write your own response ...

- Model the activity by reading the first speech balloon and eliciting appropriate responses from the class such as *Good morning*, *Hello*, and *Hi*.
- Working individually, students write their own responses to the speech balloons. For example, students could respond to the second speech balloon with *I have a question. Can I exchange this camera? / Can you clean this jacket? / Can you give me a rain check?* Students could respond to the third speech balloon with *OK, Sure, No problem, That's fine*.

B. Personalization ...

- Model the activity by talking about a real conversation you had with a store owner in your neighborhood. For example, say *Last week I went to a camera store. My camera wasn't working. The manager said he was not sure if he could fix it. He said I'd better buy a new camera.*



Authentic practice 2

(Student pages 86-87)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

Note: For the plan-ahead project on page 87, students should bring in an employee manual or benefit policy from their job.

Reading

Critical thinking skill: reasoning (determining which conclusions are correct)

Procedure:

A. Read the *Brimstone Tire* ...

- Allow students ample time to read the *Brimstone* employee manual. Explain that *an employee manual* gives information about a company, job responsibilities, company rules, and benefits.
- Write on the board *Benefits for Families of Full-Time Employees*. Ask what are *benefits*? If necessary, explain that *benefits* include money or help that you get from your company as part of your job. Point to the manual and ask *Are these benefits for part-time employees?* (no)
- Write *Emergency Childcare*. Ask What does “*emergency*”/ “*childcare*” mean? If necessary, explain that *childcare* is an arrangement in which someone takes care of children while the parents work. Have volunteers talk about their own childcare arrangements. Talk about emergencies that could disrupt these arrangements, such as a family illness or a change in working hours.
- Read the *Emergency Childcare* paragraph out loud. To be sure students understand the main ideas, ask *How many weeks of childcare can Brimstone workers get?* (two) *In which two cities can workers get childcare benefits?* (Rubber City and Tulsa) *Can Brimstone employees who work in other cities get childcare benefits?* (no)
- Write on the board *Family Illness or Injury Leave*. As a class, talk about illnesses or injuries that have affected your own families. Explain that some companies allow their employees *family leave*, which is a period of time when you can stay home to take care of sick or hurt family members.

(continued on p. 12)

Lesson Plan, Unit 7: Authentic practice 2 (for Student pages 86-87)–continued

- ▶ Read the *Family Illness or Injury Leave* paragraph out loud. Ask *If you are a Brimstone employee and your mother is sick, can you get family illness leave?* (yes) *Can you get three weeks time off with full pay?* (no, 2 weeks) *Can you get family illness leave if your grandfather is sick?* (no)
- ▶ Write on the board *Parental Leave* and read the corresponding paragraph out loud. Ask if anyone in the class is a new parent. If necessary, explain that *an adoption* is the procedure of legally becoming the parent of another person’s child and that *foster care* means that you take care of another person’s child for a period of time but do not become the child’s legal parent.
- ▶ To check comprehension, ask *If you are a Brimstone employee, can you get parental leave if your father is sick?* (no) *Can you get parental leave if you have a new baby?* (yes) *How about if you adopt a child?* (yes) *How many weeks of paid parental leave do Brimstone employees get?* (four)
- ▶ Write on the board *General Rules and Requirements for Family Benefits*. Ask *What are rules?* If necessary, remind students that *rules* are instructions that say how something must be done or what you can or can’t do.
- ▶ Read the paragraph titled *General Rules and Requirements* out loud. Ask *If you are a Brimstone employee and you need parental leave, do you need to fill out a form?* (yes) *Do you need to tell your manager?* (yes) *When must you tell your manager?* (one month in advance) If necessary, explain that to ask for benefits *in advance* means to ask before you get them.

B. Critical thinking ...

- ▶ To demonstrate the activity, copy the answer choices for item 1 on the board. Point to the photo of Marta Barria and read item 1 out loud. Point to answer *a* and ask *Can Marta get parental leave?* (no) *Why not?* (She is not a new parent.) Then point to answer *c* and ask *Can Marta get family illness or injury leave?* (yes) *Who has an injury?* (Marta’s mother) Circle the correct answer (*c*) on the board.

If your students are ready ...

Culture / Civics note: *Benefits* are provided by an employer as part of a job. They include programs that protect the health and well-being of the employee’s family, such as health insurance, life insurance, and childcare services. Benefits may also include paid time off for vacations, holidays, and illness. Some benefit plans offer family or parental leave, a period of paid time off after the birth of a child, following an adoption or foster care placement, or in the case of a family member becoming seriously ill or injured. Generally, money is deducted from each paycheck to cover part of the cost of these programs.

(continued on p. 13)

Your notes

Your notes

Lesson Plan, Unit 7: Authentic practice 2 (for Student pages 86-87)–continued

Writing

Procedure:

- ▶ Point to Yael Baraf’s photo on page 86. Have volunteers talk about Yael’s situation in their own words.
- ▶ Then have students look at Yael Baraf’s application for emergency childcare on page 87. Allow students time to read the application.
- ▶ To check comprehension, ask questions about Yael’s application, such as *What month is 12?* (December) *Write on the board Yael Baraf. Ask What is her first name? (Yael) What is her last name? (Baraf) Where does Yael work? (Belleville) Is Yael Baraf a part-time employee? (no, full-time) Which benefit does Yael need? (emergency childcare) Why?* Elicit from the class that Yael has no childcare right now because her sister-in-law is in the hospital.
- ▶ Then point to the photo of Peter Roberts on page 86. Have volunteers talk about Peter’s situation in their own words.
- ▶ Working individually, students complete the application on page 87 for Peter Roberts. Have students check answers with a partner and then review as a class.

Challenge: For extra practice completing benefits applications, refer students to the benefits claim form on page 145.

Workbook Link: Exercises 12, 13, 14

▶ Do it yourself!

(A plan-ahead project) (Student page 87)

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

Procedure:

- ▶ Remind students ahead of time to bring an employee benefits manual from their job or a relative’s job to class. (If they don’t have one, they can share with a classmate.)
- ▶ If possible, bring your own employee manual or benefits policy to class. Talk about your own employer’s policies. For example, say *I can’t make personal calls from school. I get two weeks off with pay every year.*
- ▶ In small groups, have students talk about the employee manuals or benefits policies they brought to class.
- ▶ To review, have a volunteer from each group tell the class about the benefit policies they talked about.

Workbook Link: Exercises 15, 16

Your notes

Your notes

► **Do it yourself!** (Student page 89)

Procedure:

1. Point. Name people and things.

- Hold up the illustration. Point to the man sitting next to the child in the stroller and say *a parent*. Then point to other people or things in the picture and elicit the names from the class.
- In pairs, students point to and name the people, relationships, and things in the picture.

Option: Competition. Divide the class into two teams. To begin, a student from team A holds up the textbook and points to any person or place in the illustration. This student then points to a student on team B, who must make a sentence about the person or place. If the sentence is grammatically correct, team B is awarded one point. If the statement is incorrect, team A has a chance to correct the sentence for one point. The teams then reverse roles.

2. Talk about the people.

- Point to the two women at the table who are disagreeing about something. Ask the class *What's the problem?* Elicit an appropriate response from the class, such as *They don't get along* or *They disagree about money*. In pairs, students alternate asking and answering questions about the picture.

Option: Name game. As a class, decide on names for each person in the picture. Have students write five sentences, one for each of five people in the picture. For example, students could write *She is picking up her clothes* about the woman in the dry cleaners. Students then pass the five sentences to a partner who must write the name of each person described.

3. Create conversations for the people.

- Point to the two men near the bus stop. Model their conversation with a more advanced student, playing role A. For example, you could say *Would you rather take the bus or the subway?* Elicit an appropriate response from the student, such as *Maybe I'd better take the bus* or *I'm not sure*. To demonstrate that students should continue the conversation, make an appropriate reply, such as *If there's a lot of traffic, the subway will be faster* or *I'd rather take the bus*.
- In pairs, students create conversations for the people in the picture. Have several pairs of students act out their conversations in front of the class.

Option: Conversation cues. List language on the board that students could use to create conversations. For example, for the two men near the bus stop, list the words *would rather, take, had better, faster*. Have students work in pairs to create conversations using all the words on the board.

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 give help as needed.

Option: Memory game. In pairs, students write five questions about the picture with *Are there any...?* or *Is there any...?* and five correct short answers; for example, *Are there any buses in the picture? No, there aren't. Are there any stores? Yes, there are*. Ask students to study the picture for one minute and try to remember as much as they can. Students then close their books. Group two pairs together and have the pairs alternate asking their five questions about the picture.

Oral test (optional)

Use the *Do it yourself!* exercise on this page for an oral test. Have students make one future statement with *if* about the picture. For example, students could point to the employee eating in the dry cleaning shop and say *If he breaks the rules again, he'll get fired*. Evaluate students on correctness, intelligibility, and completeness.