

Summary of Lesson Plan

► Preview/Practical conversations (Student pages 127-129)

Suggested teaching time: 60 minutes
includes Culture notes

Your actual teaching time: _____



Preview and Practical conversations (Student pages 127-129)

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

Note: Have students bring job ads from the local newspaper to class for use on page 128.

Warm up. What do you have to do to apply for these jobs? Talk with a partner.

Procedure:

- Have students look at the newspaper clippings. Ask *What are these?* (classified / want ads, ads for jobs) Brainstorm and write on the board questions students can ask each other about the ads, such as *What job is the ad for? Where is the job? Do you need to have experience? What skills are required? How do you apply for the job?* Students take turns asking and answering questions about the ads with a partner.
- When students are finished talking with their partners, elicit answers to the questions on the board for each ad. Then ask *What is a "medical biller"?* (a person who prepares and sends out bills for a doctor's office) *What is a "manicurist"?* (a person who cuts and polishes fingernails)
- Discuss the steps to take to apply for the medical biller position. Ask *What do you fax to Human Resources?* (a letter describing your qualifications and interest in the position, a list of your work experience) Have pairs discuss what to do before calling or sending a fax in response to the ad for a manicurist. Review as a class. Point out that even if you're calling, not faxing a letter, it's a good idea to first prepare a list of the jobs you've had with dates, pay, and supervisors' names and telephone numbers.

- Have pairs brainstorm questions to ask when contacting Mary about the manicurist position, such as *Is the position full-time or part-time? What are the hours? What is the pay? How do I apply for the job?*
- Ask students to tell their partner how they got the job they now have. Then ask volunteers to share with the class.
- Summarize and check comprehension by reading the *Warm up* question and eliciting an answer from one or more students.

Option: Have students create a key to the abbreviations used in the ads. For example, *NJ = New Jersey, ATTN = attention*. Students can include abbreviations used in the uncircled ads as well.

If your students are ready . . .

Culture note: In many countries, jobs are obtained through friends, family, or other connections. While networking is a very effective method of getting a job in the United States, most job seekers use a variety of methods. Advertisements for jobs are commonly found in the classified section of local newspapers, in store windows, on Internet sites, and on community bulletin boards. Job seekers should also check out their public libraries, which are excellent sources of free resources such as resume and interviewing workshops and computers with word-processing and resume-writing programs, printers, and Internet access.

Unit 10 objectives

Procedure:

- Have students read the objectives. Discuss the meaning of each objective and then have students who have had that experience raise their hands. For each objective, ask for a couple of volunteers to talk about their experiences. If necessary, prompt volunteers by asking questions such as *Where did you see the ad? What job was it for?*
- Have students circle the objective that they are most interested in being able to do.

(continued on p. 2)

Model 1

Content: responding to a classified job ad; calling for an interview

Procedure:

A–B.

- To set the scene for the conversation, ask questions about the photo and ad, such as *Where is the woman on the left? (at home) Where is the woman on the right? (at work, in an office) Which woman is interested in the job as a purchaser? (the woman on the left) Which woman is Roseanne Leon? (the woman on the right)* Elicit or explain the meaning of *purchaser* as a person who buys products for a company to sell.
- After students listen to the conversation, check comprehension by asking questions such as *What is the name of the woman on the left? (Angela Andrade) What does she need to do to apply for the purchaser job? (fax her job history and salary requirements to Roseanne Leon) What are “salary requirements”?* (the amount of money she needs to earn) *What does she need to write on the fax? (ATTN: Roseanne Leon)*
- Discuss the meaning of *job history*. If necessary, explain that a job history is a list of all the jobs you’ve had. As a class, brainstorm a list of what information about each job to include on a job history, for example, *position / job title, dates of employment, supervisor’s name, address and telephone number of the business, a job description*. Have students copy the list and provide the information for their current job. Model the activity by writing on the board the information about your current job, for example, *Job title: Teacher . . .*

Challenge: Have students prepare their own job histories. First students list the jobs they’ve had in reverse chronological order, beginning with their current job. For each job, students write down the information they know from the list on the board—job title, dates of employment, and so on. Students research any missing information outside of class. Advise students that for positions held in their home countries, they can list the location (*São Paulo, Brazil*) and not provide a more specific address and telephone number. If possible, take students to the computer lab to type and print out their job histories.

C. Pair work . . .

- Point out that students must use *a* or *an* in front of the position title in Student A’s second blank.
- Have two more advanced students model the conversation for the class. Allow them to solicit help from the class, if necessary.
- In pairs, students use the two ads on this page to practice calling for an interview.

Option: If you or students have brought in want ads from the local newspaper, have students look for jobs they are interested in and use these ads to practice calling for an interview.

Field project: If possible, locate a fax machine at the site where your class is held. Demonstrate how to use the fax machine and have students take notes. Then, if students actually want to inquire about or apply for a job, they will be able to fax a job history, response letter, or application.

If your students are ready . . .

Culture / Civics note: Filling out an *application form* is often the first step in applying for a job in North America. Typically, you provide your name, address, phone number, the position and salary that you are seeking, and your education and work history. Employers may also request the names and telephone numbers of several *references*, people such as former supervisors or teachers who can provide information about your skills and work history.

Many employers may also require a *resume*, a short written summary of your education, work experience, and skills. Resumes should be submitted with a *cover letter*, in which you introduce yourself, state your reason for sending your resume, and highlight the special features of your education and experience that qualify you for the job.

(continued on p. 3)

Model 2

Content: talking about job history and references; giving reasons for changing jobs or leaving a job; for with an amount of time

Procedure:

A–B.

- ▶ Ask questions about the photo, such as *Where are the two men?* (in an office) *What are they wearing?* (office clothes) *What does the man on the right have in front of him?* (a folder or envelope)
- ▶ After students listen to the conversation, ask questions such as *What four questions did the interviewer ask?* (Who was your last employer? Why did you leave that job? Do you have a reference? May we contact them?) *Where did Mr. Chavez work before?* (at Carmody Cleaners) *How long did he work there?* (for two years) *Why did he leave that job?* (They closed the shop.) *What do you think Mr. Chavez has in the folder?* (a list of references, a job history)
- ▶ Have students turn to page 4. Review what a *reference* is. Elicit that it is someone who can talk about your work and skills, usually a previous employer.

Option: Have students create a list of at least three references. For each reference, students provide the person’s name, position, relationship to them, how long the person has known them, and phone number and address.

Vocabulary

- ▶ Discuss the meaning of *opportunities to advance*. Ask *When you advance, how does your job change?* (You have more responsibility. Your work is more difficult or requires more skill. You make more money.) Give an example. Say *The chance to be promoted from salesperson to manager is an opportunity to advance.*
- ▶ Elicit or explain the meaning of *personality conflict* as a situation in which two people cannot work together because their personalities are very different. Ask students if they have ever had a *personality conflict* with a co-worker or supervisor. Ask them to describe the situation. Point out that, if a personality conflict is given as a reason for leaving a previous job, the applicant should be prepared to explain how he or she tried to overcome the problem in a positive way.
- ▶ Brainstorm and write on the board other reasons to change jobs or leave a job, such as *I moved / relocated, I got laid off, I needed to make more money, I didn’t have benefits.*

- ▶ Have students ask three nearby classmates *So, why did you leave your last job?*

C. Pair work ...

- ▶ Model the conversation with a more advanced student. Play the more difficult role of Student B. Demonstrate citing your own last employer, choosing a reason for leaving from the *Vocabulary* box or from the board, and offering one or more references. Prompt Student A to choose from *them, him, or her* to complete Student A’s last line.

If your students are ready ...

Culture / Civics note: In North America, interviews are one of the most important steps of the hiring process. Interviews offer employers and job applicants a chance to meet and evaluate each other. For job applicants, interviews are an important opportunity to highlight their skills, experience, and personal qualities. In addition, by asking questions, applicants can learn about the available position and decide if the job is right for them.

Interviewers value applicants who demonstrate a positive attitude. Criticizing former employers or co-workers implies that you have a poor attitude and are hard to get along with. If you were fired from a previous job or left because of a personality conflict, briefly explain the situation honestly, without sounding bitter or defensive. Highlight what you learned from the experience and mention the steps you have taken to improve your work performance or relationships.

Workbook Link: Exercises 1, 2, 3

Do it yourself!

Procedure:

- ▶ As a class, brainstorm questions the interviewer could ask, such as *Who was your last employer? Why did you leave your last job? Do you have a reference? Do you have a job history? What are your skills?* Then brainstorm questions the applicant can ask, such as *What are the hours? Are there opportunities for me to advance?*
- ▶ Have students practice the interview twice, with each partner taking a turn as the interviewer and the applicant. When playing the role of the applicant, students can answer the interviewer’s questions using information about their own work history, skills, and so on.

Summary of Lesson Plan

PRESENTATION

Practical conversations (Student pages 130-131)

Suggested teaching time: 60 minutes
includes Discussion

Your actual teaching time: _____



Practical conversations (Student pages 130-131)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Model 3

Content: giving and accepting positive feedback at work; moving to a first-name basis

Procedure:

A–B.

- ▶ Point to the man on the right in the photo. Have students look at his expression. Ask *How is he feeling?* (happy, pleased, excited)
- ▶ After students read and listen to the conversation, ask questions such as *What is the name of the man on the right?* (Dan) *What is the relationship between the two men?* (supervisor and employee) *Why do you think so?* (At first, the man on the left calls Dan by his first name, but Dan calls him Mr. Meland. The man on the left compliments the other man's work.)
- ▶ Ask *What does Dan's supervisor tell him?* (that he's doing a great job) *Is this positive feedback or negative feedback?* (positive feedback) *What is "feedback"?* Elicit or explain that *feedback* is information on your performance, or how well you are doing at something.
- ▶ Have students read the *Model 3* bar. Have them circle *Accept positive feedback* and underline *Move to a first-name basis*. Then students circle in the conversation the line in which Dan accepts the positive feedback from his boss and underline the line in which the supervisor gives Dan permission to call him by his first name. Students should circle *Really? Thanks, Mr. Meland. I'm happy to hear that* and underline *Thank you. By the way, please call me Jerry*.

Ways to move to a first-name basis

- ▶ After students listen to and repeat the phrases, point out that *I think it's time you called me (Jerry)* is appropriate when someone has known you for a while and has been calling you by a title and your last name, such as Mr. Meland.
- ▶ Approach different students and greet them using a title and their last names. For example, say *Hello, Ms. Kamara* or *Good afternoon, Mr. Espinoza*. Elicit from each student one of the responses from the yellow language note, for example, *Please call me Melissa*.

Option: Have students make a list of people they are on a first-name basis with and of people they call by a title and their last name. Students should note the relationship with each person on their lists, for example, *Julia—friend at work, Jack—young neighbor, Mr. Harris—supervisor, Mrs. Decker—older neighbor*.

Option: Have students compare the use of first names, last names, and titles in the countries they come from. In groups, students can discuss answers to these questions: *In the country you come from, who do you call by their first name? Who do you call by a title and their last name? Do bosses give their employees permission to call them by their first name?*

Vocabulary

- ▶ After students listen to and repeat the vocabulary, ask *Have you ever received positive feedback at work? What did your boss or a co-worker say to you? How did you respond?* Write other ways to accept positive feedback on the board. For example, students might say *Thanks so much, I appreciate it, or I'm really happy to hear that*.
- ▶ Approach different students and give them positive feedback on their performance in your class. For example, say *Your participation in class is excellent, Your English is really improving, You're doing a fantastic job*. Elicit from each student a way to accept positive feedback from the *Vocabulary* box or from the board.

C. Pair work ...

- ▶ Brainstorm and write on the board other adjectives Student A can use to compliment Student B's work.
- ▶ Model the conversation with a more advanced student. Play the role of Student A, the supervisor. If necessary, prompt Student B to include a title and your last name when he or she accepts your positive feedback in Student B's second line.

(continued on p. 5)

Lesson Plan, Unit 10: Practical conversations (for Student pages 130-131)–continued

Model 4

Content: giving and accepting feedback in a performance review; discussing career goals and ways to advance on the job

Procedure:

A-B.

- After students listen to and read the conversation, ask comprehension questions such as *What is the employee's name?* (Phil) *Did he receive positive or negative feedback in his review?* (positive feedback) *Is Phil on a first-name basis with his boss?* (yes) *What is Phil's goal?* (to be a supervisor) *What does Phil need to become a supervisor?* (training)
- Have students look at the Performance Review below the photo. Ask *How often is Phil reviewed?* (each year) Then ask students if they have ever had a performance review. As a class, brainstorm and write on the board what might be evaluated on a performance review, for example, whether an employee *arrives at work on time, does good work, follows safety rules, takes care of personal business on his or her own time, works well with co-workers.*

Option: Have students copy from the board the performance review items that are appropriate for their job. Have students evaluate their own performance by writing *excellent, good, or needs to improve* next to each item. Model the activity by evaluating your own job performance for a couple of the items on the board. For each item, explain why you chose excellent, good, or needs to improve.

Vocabulary

- For each way to advance on the job, elicit from the class something specific that Phil from the model conversation could do. For example, for *training*, Phil could go to a class to learn more about some part of his job; for *on-the-job training*, Phil could shadow a supervisor for the day to see first-hand what he or she does.

Note: On-the-job training is sometimes abbreviated as *OJT*.

C. Pair work ...

- Ask students what their career goals are. Write several on the board. Write them so that they can be used in Student B's last line in the conversation, for example, *I'm interested in being . . . : a manager, promoted to lead assembler, transferred to office work.*

- Model the activity with a more advanced student. Play the role of Student B. Demonstrate responding affirmatively in Student B's first line and using a way to accept positive feedback from page 130 in Student B's second line. If necessary, allow Student A to solicit help from the class.

Note: If a negative response is given in Student B's first line, Student A / the supervisor can preface his next remark with *well*, for example, *Well, you've had a really good first year with us, Phil.*

Workbook Link: Exercises 4, 5

Do it yourself!

Procedure:

A. Personalization ...

- To complete the performance review form, students can use the expression *I'm interested in . . .* with *being* or another gerund, or they can use infinitives to note their goals, for example, *to be a manager, to earn more money, to work more hours.*

B. Discussion ...

- Remind students of verbs followed by infinitives that they can use to talk about their goals, for example, *plan, want, expect, would like*. If helpful, refer students to page 149 for other verbs followed by infinitives.

Challenge: In their groups, students can come up with advice to help each group member reach his or her goals. For example, if a student wants to be promoted from a dishwasher to a waiter, the group could suggest that the student *talk to the restaurant manager about opportunities, ask other servers how they got their jobs, learn more English, look at the want ads for restaurants hiring servers with your experience.*

Field project: If your program has access to a career center, have students visit the center on a field trip or as an out-of-class assignment. Most career centers have a handout or worksheet about setting long-term goals. If your center has a goal-setting worksheet, have your students complete one with your assistance.

Summary of Lesson Plan

- ▶ **PRESENTATION**
Practical grammar
(Student pages 132-133)
 Suggested teaching time: 60 minutes
 Your actual teaching time: _____

Note: Have students bring job ads from the local newspaper to class for use on page 133.

Practical grammar (Student pages 132-133)

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

Talking about the present: Review

Content: the simple present tense compared with the present continuous; the present perfect and the present perfect continuous with *for* and *since*

Procedure:

- ▶ Read the explanations and examples for the simple present tense out loud. Provide opportunities for students to practice using the simple present tense in each case.
- ▶ Say *Tell me about this class. What do we do in this class?* to elicit general statements from students, such as *It starts at 6:30. It ends at 8:00. We listen to conversations. We talk to our classmates.*
- ▶ Prompt students to talk about habitual actions by having them tell a partner what they do every day, for example, *I wake up at 6:00 a.m., I make coffee, I take a shower.* Circulate to make sure students are using the simple present tense.
- ▶ Write *usually* on the board, and then brainstorm other frequency adverbs, such as *always, sometimes, never.* For each frequency adverb on the board, elicit an original sentence from a volunteer, for example, *I always arrive at work on time.*

- ▶ With their partners, have students say what they *like, want, need, and have*—and what they *don't like, don't want, don't need, and don't have*, for example, *I want to be promoted to supervisor.*
- ▶ Read the explanation and example for the present continuous out loud. Then mime reading the newspaper and ask *What am I doing right now?* Elicit the response *You are reading the newspaper.* Then have volunteers mime activities and the class guess what they are doing right now.
- ▶ Draw on the board a two-column chart with the headings *Simple present* and *Present continuous.* As a class, brainstorm words that indicate which tense to use. For example, under *Simple present*, you might write *usually, always, sometimes, and never* and *like, want, need, and have.* Under *Present continuous*, write words like *right now, today, and at the moment.*

A. Choose ...

- ▶ Write item 1 on the board. Elicit the correct answer from the class. Then ask *How do you know the answer is "am reading"?* (because of "right now") Have students fill in the correct answer and write *right now* to the right of item 1. Students complete items 2 through 5 individually, writing the word or phrase that prompted them to choose their answer to the right of each item.
- ▶ Have students check answers with a partner. Then review as a class. To the right of items 2 through 5, students should write *have, today, once a week, and always.*

B. Complete each sentence ...

- ▶ Again, have students write the word or phrase that prompts them to choose their answer to the right of each item. For item 3, ask *When is Nan fixing the copier?* Explain that if we can look at her, she must be doing it right now. Have students write *right now* next to item 3. For items 1, 2, 4, and 5 students should write *always, like, never, and need.*

Workbook Link: Exercise 6

(continued on p. 7)

Lesson Plan, Unit 10: Practical grammar (for Student pages 132-133)—continued

Actions that started in the past and continue in the present

- Have students write down where they work, where they live, a sport they play, and a TV show they watch or a radio station they listen to regularly. Then ask students when they started doing each thing and have them write *since* and a point in time next to each activity, for example, *work at Perillo Plumbing—since 2000*. Next ask students how long they have been doing each thing and have them write *for* and a period or amount of time next to each activity, for example, *work at Perillo Plumbing—since 2000, for 2 years*.
- Have students read the explanations and examples in the grammar box. Then have them use the information they wrote down to create sentences about their own actions that started in the past and continue in the present. Point out that for each activity they wrote about, there are four possible sentences. For example, for *work at Perillo Plumbing—since 2000, for 2 years*, any one of the following four sentences can be created: *I've worked at Perillo Plumbing since 2000, I've worked at Perillo Plumbing for two years, I've been working at Perillo Plumbing since 2000, I've been working at Perillo Plumbing for two years*. If helpful, write on the board *I am working at Perillo Plumbing since 2000* and draw a large X through it.

C. Matt Joong is applying for a job ...

- Have students underline in the letter the words and phrases that suggest what tense to use. Point out that in addition to the words and phrases they looked for on page 132, students should also underline *for* + an amount of time and *since* + a specific day, month, year, time, or date. In the letter, students should underline *today's, Currently, since May 1999, always, never, and for the last month*.
- After students complete the exercise individually, have them check answers by reading the letter to a partner. Each student in a pair should take a turn reading the letter.
- Point out that *Attachments* at the bottom of the letter refers to the job history and list of references that Matt Joong is faxing with the letter.

Challenge: Have students look at the want ads they brought in and choose a job they are interested in. Students write a response letter expressing their interest in the job. They use Matt Joong's letter as a model and substitute their own information and reason for wanting to leave their current job. If necessary, refer students to page 129 to review reasons to leave a job.

Workbook Link: Exercises 7, 8, 9

➤ Do it yourself!

Procedure:

A. Pair work ...

- Read the first speech balloon and then ask the class *What would you ask next?* (How long have you worked there?) Read the second speech balloon and ask *What question would you have asked before this one?* (Where do you live?) Students practice asking and answering these four questions with a partner.

B. Discussion ...

- Have each student tell a new partner about their first partner's job history and residence. For example, *Faraz works at the Cineplex. He's been working there for six months. He lives on Telegraph Road. He's lived there for a year.*

Option: Have students write sentences about their partner's job history and residence.

Option: Have students ask several classmates about their job history and residence and record their classmates' responses on a chart like this one.

Name of student	Where do you work?	How long have you worked there?	Where do you live?	How long have you lived there?
Marta	Discount Drugs	7 months	Apple St.	18 months

Summary of Lesson Plan

► PRESENTATION

2 Authentic practice sections (Student pages 134-137)

Suggested teaching time: 60 minutes
includes Language note

Your actual teaching time: _____

Note: Have students bring job ads from the local newspaper to class for use on page 137.



Authentic practice (Student pages 134-136)

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

Procedure:



- Have students look at the facial expression of the man wearing the yellow hard hat. Ask *Which picture is he happiest in?* (picture 1)
- After students read and listen to the picture story, check comprehension by asking questions such as *What is the name of the man in the yellow hard hat?* (Sam) *What is Sam's supervisor's name?* (Jerry) *Is Sam on a first-name basis with his boss?* (yes) *Why is Sam smiling in picture 1?* (His boss gives him positive feedback / compliments him on his work.) *How does Sam respond to the positive feedback?* (He says, "Thanks, Jerry. I've been working at it.") *What less positive feedback does Jerry give Sam?* (Some of his workers don't feel appreciated enough.) *What suggestion does Jerry make?* (Sam should ask his workers how they're doing and praise them.)
- Elicit or explain the meaning of *praise* as positive feedback. Ask *How does Sam feel when his boss praises him?* (happy) *Have you ever received praise at work? How did it make you feel? How do you think Sam's workers will feel if he praises them?* (happy, appreciated) *Do you think praising his workers will have any effect on their productivity / on how hard they work?* (They may work harder if they know they're appreciated.)

Challenge: Discuss how to accept negative feedback. Have students underline in the picture story how Sam responds to his boss's suggestions about how to improve his people skills. Students should underline *I'll try that. Thanks for the input, Jerry.* On the board, write two or three examples of negative feedback that a supervisor could give an employee, for example, *I noticed that you've been late three times this week, Customers have been complaining that they can't get any help because you're busy talking to friends on the phone.* Have groups brainstorm positive responses to the negative feedback.

🎧 A. Read and listen again ...

- Students answer the questions individually. Then have students read and discuss their answers to each question in a group.
- Ask *What does someone with good "people skills" do?* Brainstorm and write on the board a list of behaviors such as *smiles, says hello, asks people how they're doing, makes small talk, asks people "What's wrong?" when they look upset, tells people when they're doing a good job, makes people feel appreciated, gives compliments before negative feedback.*

Option: Have students copy the list from the board and evaluate their own people skills by writing *always, sometimes, or never* next to each behavior.

🎧 B-C.

- Have students find and circle in picture 4 *all the difference in the world* and *input*. Ask students to think of a different word or phrase to replace each of these. For example, instead of *all the difference in the world*, you could say *a lot of difference* or *a big difference* and instead of *input*, *advice* or *feedback*.
- Have students check their answers to Exercise B with a partner before reading their responses out loud in Exercise C.

Tapescript

1. I've been hearing some really good things about you.
2. But I've been meaning to give you some input on your people skills.
3. A little praise'll make all the difference in the world.

Workbook Link: Exercises 10, 11

(continued on p. 9)

How to present yourself at a job interview

Procedure:

A. Listening comprehension ...

- Tell students that they are going to listen to job tips on the radio. Elicit or explain the meaning of *tips* in this context as advice.
- After students listen to the announcement the first time, ask *What are today's job tips about?* (how to impress a potential employer in a job interview)

B. Read the following job tips ...

- Have students read the job tips so that they know what to listen for. Then play the cassette or read the tapescript again. Allow students to listen to the announcement as many times as necessary to complete the exercise.

Note: In item 2, the tip is *Call the interviewer by his or her last name*. Remind students that when we use a last name we also use a title such as *Mr.*, *Ms.*, or *Dr.*

Option: Have students listen to the announcement again and write down as many additional job tips as they can. Then, in pairs, have students choose a job tip to act out. Each pair presents their role-play and the class guesses the job tip.

C. True story ...

- Each student in a group should answer all three questions. If students have never had a job interview, ask them to anticipate questions an interviewer would ask and to think of questions they might want to ask.

If your students are ready ...

Language note: Chronological or sequential connectors are used to present a list or series of items. Connectors organize ideas for the speaker and for listeners and help to keep listeners' attention. In the radio announcement, the following connectors are used: *first of all*, *second*, *three*, *four*, *five*, *next*, *finally*, *one more thing*. Ordinal numbers are most commonly used, but cardinal numbers may be used, especially with a long list. Ways to conclude a list include *finally*, *last*, *last of all*, and *last but not least*.

Tapescript

[music]

Welcome to "Job Tips," your radio guide to getting a good job, holding on to it, and moving up and out when you're ready. Today's tips will help you impress a potential employer at that all-important job interview. First of all, be sure to be on time for your interview. In fact, it's a good idea to plan to be a few minutes early, just in case you run into unexpected traffic or are otherwise delayed. Second, shake hands firmly, but not painfully! Be friendly, but not too familiar. Don't call the interviewer by his or her first name unless you're invited to do so. Three: Break the ice with a little small talk, but not about yourself. It's always safe to comment on the weather or the traffic, but don't go on and on. Making small talk says you feel open, relaxed, and friendly—a good image to project. Look the interviewer in the eye. Four: Expect the interviewer to lead the discussion. Answer his or her questions thoughtfully and fully and as honestly as you can. Five: Express interest in the company and the job. Don't be afraid to ask questions to clarify anything you don't understand. Next, be sure to know something about the company. It creates the impression of a person who is interested. Prepare at least one question about the company, its future, or the job. Employers are looking for people who take an interest. And finally, it's OK to ask about company benefits, but it's generally a good idea to wait for the interviewer to bring up the subject of salary and other compensation in this first meeting. Oh, and one more thing. The interviewer may tell you to expect a phone call or a letter. It's very unusual for an interviewer to offer you a job on the spot. That's it for today. Thanks for listening to "Job Tips."

(continued on p. 10)

► Do it yourself!

Procedure:

A. Write your own response ...

- Brainstorm ways to hear about job openings, such as in newspaper ads, from announcements on bulletin boards, at the school’s career center or an employment agency, and from a friend or neighbor. Ask students how they found out about their current jobs.
- Explain that students should imagine that this woman is interviewing them for a job and respond to her inquiries. Students write their responses individually.
- When students are finished, read each speech balloon and elicit a variety of appropriate responses from the class. Then have students read their interviews out loud with a partner.

B. Culture talk ...

- Ask *What negative feedback did you receive at jobs you had in your home country? How did you respond?* In groups, have students compare their answers with those of their classmates.
- Remind students of Sam’s response to negative feedback from his boss in the picture story on page 134. Have students compare their responses with Sam’s.

**► Authentic practice
(Student pages 136-137)**

**Friendliness and familiarity
with an employer**

Procedure:

🎧 A. Read and listen to the letters.

- Play the cassette or read the letters. Pause after the first letter and ask comprehension questions such as *How long has Andy been working in this country?* (since last year) *How long has he had a job in a fast-food restaurant?* (for about three months) *Why was Andy happy yesterday?* (His boss gave him positive feedback on his performance review.) *Why is he upset today?* (His boss said, “Andy! Go home. Get out of here!”)
- After students listen to Joan’s response, ask *Was Andy’s boss really angry with him?* (no) *What did he mean when he told Andy to go home?* (He realizes that Andy works long hours, and he appreciates Andy’s hard work.) *What should Andy do next time the boss tells him to go home?* (smile and say, “Thanks! I’ll just finish the grill and then leave”)
- Ask *Have you ever misunderstood something your boss said to you? What did your boss say? What did you think your boss meant?* Ask a couple of volunteers to describe their experiences to the class.

B. Mark each statement ...

- After students complete Exercise B individually, have them check answers with a partner.
- Have pairs change the false answers to make them true.

Workbook Link: Exercises 12, 13

(continued on p. 11)

Your notes

Lesson Plan, Unit 10: Authentic practice (for Student pages 134-137)–continued

C. Discussion ...

- Students write answers to the questions individually and then read and discuss their answers in groups.
- For item 3, prompt students to provide more information by asking *Have you ever misunderstood when someone was joking with you? What did they say? What did you think they meant? How did you feel? How did you clear up the misunderstanding?*

Letters of response to job ads

Procedure:

A. Read the job ad ...

- Have students look at the job ad. Ask *What do you have to do to apply for this job?* (fax your resume or a letter) Elicit or explain that a resume is similar to a job history but also includes information about your education and skills.
- Have students read Rebecca Malone's letter of response to the job ad. Then ask questions such as *Where has she been working?* (in a stationery store) *For how long?* (for the last year and a half) *Why is she changing jobs?* (because she is relocating) *What has she been doing in the stationery store?* (framing pictures and documents)
- Ask *What type of job is Rebecca Malone applying for?* (a job in production at a picture framing company) *What skills / experience does she have?* (framing pictures and documents) *Is she qualified for the job described in the ad?* (yes)
- Have students read the letter out loud to a partner.

B. Role play ...

- In groups, have students brainstorm questions that Mr. Page could ask and questions that Ms. Malone could ask.
- Have students pair up within their groups and rehearse a conversation between Ms. Malone and Mr. Page.
- Pairs present their role-plays to their groups. The group listens to make sure each pair discusses skills, experience, and references, and then the group provides feedback. If necessary, pairs can revise their conversations based on the group's feedback.

➤ Do it yourself!

Procedure:

- Have students read the job ads. For each ad, ask *What do you have to do to apply for this job?* (call or fax) *Which job are you more interested in or qualified for?*
- Once students have chosen an ad, have them note their qualifications for the job, for example, *I have been working on cars since I was sixteen years old.* Students who don't have relevant experience should note what they can do to become qualified for the job, for example, by getting *on-the-job training* or *hands-on experience.* Have these students review the vocabulary on page 131.
- Explain that students should use Rebecca Malone's letter as a model in writing their own response letters. Have students look at her letter again and lightly cross out all the information they need to change to their own. Students can then use what is left as a frame for their letter, substituting their own information for the words that are crossed out.
- As students are writing, circulate and note recurring errors. When students finish, have them exchange letters with a partner. Point out two or three errors that you noticed the class making. Have students check their partners' letters for these errors and make any necessary corrections. Students return letters to their partners. You may want to have students rewrite their letters, incorporating the corrections.

Option: Have students choose a job they are interested in and qualified for from the want ads in the local newspaper and then write a response letter.

Option: If possible, bring in fax cover sheets for students to practice filling out. Have students use fax numbers and contact names from the job ads on this page or from the job ads students brought in.

Challenge: In groups, have students read several response letters to the same job ad. Each group chooses two applicants to interview for the job. Groups then create at least five interview questions. Groups interview the students whose letters they chose and then discuss who to offer the job to and why.

Workbook Link: Exercises 14, 15

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.

- On a separate sheet of paper, have groups write as many questions as they can about each picture, for example, for picture 1, *Who are the people?* (a husband and wife) *Where did they live before?* (in Chicago) *Where do they live now?* (in Corona, Illinois) On their papers, groups should indicate which picture each question is about. Collect the questions and then give each group another group's questions to answer. Students take turns reading the questions, and the group discusses the answers.

Create conversations.

- Assign each pair of students a picture. Assign picture 1 to more advanced students. Students create a conversation between the two people in their picture. If students need help or ideas, refer them to appropriate pages in this unit: for picture 2, refer students to page 128; for picture 3, page 129; for picture 4, pages 130 and 131.

- For each picture, have one pair role-play their conversation for the class. Have these pairs present their conversations in order so that the conversations create a picture story.

Tell a story.

- First have pairs use the present continuous to describe what is happening in each picture. For example, in picture 1, *The husband and wife are looking at the job ads in the newspaper;* in picture 2, *The wife is calling for an interview.*
- Then have students use the simple present tense to tell the complete story of the wife's job. Remind students to use ordinal numbers, or other sequential connectors, such as *next* or *finally*, when they tell the story. For example, *First, a husband and wife move from Chicago to Corona, Illinois. She needs to find a job, so they look at the classified ads in the local newspaper. She sees an ad for an accountant position. Next, she calls about the ad . . .*
- As a class, tell the complete story of the wife's job. Have different volunteers tell each part of the story.

Challenge: Game. Give groups about two minutes to study the pictures and remember everything they can about them. Advise them to pay attention to details, such as times, dates, and names. While they are studying the picture, draw on the board the following game board.

TIME	NAMES	EVENTS	WORDS
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

Each group / team takes a turn selecting a category and an amount, for example, *Names for 100*. The higher the amount, the more difficult the question. If the team answers the question correctly, it earns the number of points indicated. Once a question has been asked for an amount in a category, cross this box off. Each team should have the same number of opportunities to answer a question. Use the following questions or create your own. They are in order from least to most difficult (from 100 to 500 points).

(continued on p. 13)

Lesson Plan, Unit 10: Review (for Student pages 138-140)–continued

TIME: *When does the wife interview for the job?* (April 22) *When does the wife have her performance review?* (one year later) *At what time are the man and woman looking at the paper?* (8:20) *What time does the wife call about the ad?* (9:15) *What is the date on the newspaper?* (April 16)

NAMES: *What is the name of the state where the husband and wife live?* (Illinois) *What is the wife's name?* (Vanessa Chow) *What is the name of the newspaper?* (Corona Register) *What is the husband's name?* (Ronald Chow) *What is the interviewer's name?* (Boris Zakowsky)

EVENTS: *What happens first?* (The husband and wife look at the newspaper.) *What happens last?* (The wife has a performance review.) *What happens second?* (The wife calls about the ad.) *What happens third?* (The wife has an interview.) *What happened before the first picture?* (The husband and wife moved.)

WORDS: *What job is the wife interested in?* (accountant) *What section of the newspaper do the husband and wife read?* (classifieds) *In picture 3, what's on the desk in front of the wife?* (application) *What's in one of the moving boxes?* (pots and pans, dishes, or toaster) *What's in the box with the purple label?* (dishes)

B. Listen to the job interview ...

- ▶ Tell students they are going to listen to a job interview.
- ▶ After students listen to the conversation the first time, ask *Who is being interviewed?* (Ms. Chung) *Do you think Ms. Chung will get the job?* (no) *Why not?* (She asks to call the interviewer by his first name, she says she has a personality conflict with her current supervisor, and so on.)
- ▶ Have students open their books and read items 1 through 5. Tell students to listen for and check the mistakes Ms. Chung makes.
- ▶ Review and discuss the answers as a class.

Option: Have pairs come up with interview tips for Ms. Chung.

C. Complete the letter ...

- ▶ Students complete the letter individually. If students have trouble, suggest that they circle the words or phrases in the letter that indicate which tense to use, such as *for a while*, *never*, *for about three weeks*.
- ▶ Circulate to offer help as needed.
- ▶ Have students check answers by reading the letter to a partner. Review answers as a class.

Tapescript

Jim: Thank you for being on time, Ms. Chung. We appreciate punctuality here. So I see from your resume that you're working at Johnson Laboratories.

Ms. Chung: Yes, that's right, . . . uh. May I call you Jim?

Jim: Uh, well, yes . . . sure.

Ms. Chung: But I'm going to quit. I have a personality conflict with my supervisor. He doesn't like my clothes. And he expects me to do all the work. Plus, he's not reasonable about punctuality.

Jim: What do you mean?

Ms. Chung: Well, last week I had to take my dog to the vet. I got stuck in traffic, and so I was even later than I usually am. Well, you won't believe what happened.

Jim: What happened?

Ms. Chung: My supervisor said I should take care of personal business on my own time! And I'm supposed to call if I'm going to be late. Anyway, I think I should get another job. How much is this job paying?

Jim: Excuse me?

Ms. Chung: What's the salary? And does it have good benefits? I really need a good dental plan.

Jim: Well, actually, we can discuss the benefits and the salary at another time. Is there anything you'd like to know about the company?

Ms. Chung: No, not really. It seems like a nice place.

Jim: Well, I have a few other candidates coming in for an interview. I'll be in touch with you.

Ms. Chung: Thanks, Jim.

(continued on p. 14)

Lesson Plan, Unit 10: Review (for Student pages 138-140)–continued

D. Read each statement or question ...

- Students complete the exercise individually. If they have trouble, advise them to look back through the unit for ideas.
- Circulate to offer help as needed.
- Have students take turns reading the items and their responses with a partner. Then read each item and elicit a variety of appropriate responses from the class.

E. 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 the complete story of the wife's job on page 138 using the simple present tense. Remind students to use ordinal numbers or other sequential connectors, such as *next* or *finally*, when they write the story.

Option: Have students write a response letter to the ad for an accountant. Students write the letter as if they were Vanessa Chow. Students should use the response letter on page 137 as a model.

Option: Have students write a letter from Vanessa Chow to a friend in Chicago. In the letter, Vanessa describes her recent activities. Students should use the letter on page 139 as a model.

Now I can

- Read the first item in the box out loud, *Now I can respond to a classified job ad*. Elicit from the class an example of how to respond to a classified job ad, such as *Hello. My name is _____. I'm calling about the ad for a baby-sitter in today's paper.*
- In pairs, have students take turns reading each item in the box and giving an example of what they have learned. When students can provide an example, they should check that objective. For the items students weren't able to check, they should look back through the unit for ideas.
- When students are finished reviewing with their partners, read each item out loud and elicit an example from the class.

Oral test (optional)

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

Your notes