

Summary of Lesson Plan

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

Suggested teaching time: 60 minutes
includes Cultural Notes & Discussion

Your actual teaching time: _____

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

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

Note: For the plan-ahead project on page 67, divide the students into four topic groups: registering a child at a day-care center, voter registration, community college registration, and immunizations for schoolchildren. Students should get information about deadlines for each topic. Assist students by giving them the names of local day-care centers and community colleges. The number of the central office of the public school system can be found in the telephone book. Libraries and the League of Women Voters are good sources of information about voter registration. Provide local phone books for reference.

Warm up. What do these documents have in common?

Procedure:

- Ask *What documents do you see?* (a computer-generated “card” for a library book, a driver’s license, information about voter registration) *What information is circled on each document?* (the due date, the expiration date, the dates by which voter registration requirements must be met) Elicit that these are all deadlines. If necessary, clarify the meaning of *deadline*: the time by which you must finish something.
- Elicit students’ experience by asking questions such as *Is anyone registered to vote? Who has a library card? What materials can you borrow with your library card? How long can you check materials out? Who has a driver’s license for this state? How often do licenses have to be renewed?*
- Note that Joan Manners’s driver’s license expires on her birthday. Many states match the license expiration date with a driver’s birthday.
- Ask *What is the difference between a due date and an expiration date?* Elicit that a *due date* is a date on

which something must be returned or paid. Sometimes a late fee is charged if a payment or return is late. An *expiration date* is the date after which something is no longer good, or effective.

- Write *Due date* and *Expiration date* on the board. Brainstorm things that have due dates or expiration dates and write them under the appropriate heading. Your list may include the following items:

Due date	Expiration date
Library books	Licenses
Videos from the video store	Parking permits
Bills	Student IDs

Option: Ask additional questions related to voter registration: *Do you have to be a citizen to vote? Is anyone in the class a citizen? What do you have to do to become a citizen?* Broaden the discussion by asking *Why is it important to vote? What are other ways of being a good citizen or community member?*

Option: Elicit information about your local library’s policy on length of loans and amount of fines. Write this information on the board. Your list may look like the one following:

Material	Length of loan	Late fine per day
Book	Three weeks	\$.15
Cassette	Three weeks	\$.15
Video or DVD	Two days	\$1.00

Unit 5 objectives

Procedure:

- Have students read the objectives. Ask them to put a check next to the objectives that they can do now and circle those they want to work on.
- Ask students to underline any words they do not understand. Define any words that are unfamiliar, such as *prioritize* (to put in order of importance).
- As a class, choose one of the objectives. Find out what related information students already know. For the objective *Manage time*, for example, ask *What does “manage” mean?* (direct, handle, control) *Can we really control time?* (no) Point out that when we talk about managing time, we really mean using our own time with positive results. Then brainstorm questions students have related to the objective. These may include *How can I do my job and also take care of my family? I can’t get used to the attitude that people in this country have about time. What can I do? How can I do things at the time people in this country want them done?* Write the questions on a large sheet of paper for students to answer at the end of the unit.

(continued on p. 2)

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

Model 1

Content: expressing dismay, offering advice, consequences of missing a deadline

Procedure:

A–B.

- ▶ To set the scene for the conversation, ask questions about the photo, such as *Who do you think the people are?* (friends or family) *Why do you think so?* (They're informally dressed, sitting at a table together.) *What is their mood?* (serious, upset)
- ▶ After students listen to the conversation, check comprehension by asking questions such as *What was the young woman supposed to do?* (return the books by the 14th) *What is the consequence of returning the books late?* (She'll have to pay a fine.) *What advice does the man give?* (Write everything down so you won't forget.)
- ▶ Point out that the young woman says *the 14th*. Remind students that we use ordinal numbers when talking about dates.
- ▶ Note that the young woman says *by the 14th*. Point out that the preposition *by*, not *on*, is used with deadlines, since we have the opportunity to pay a bill or return a library book up until the deadline.

Option: If necessary, review ordinal numbers and the abbreviations (first) *-st*, (second) *-nd*, (third) *-rd*, (fourth through ninth) *-th*. Have students stand and form a line. Have them use ordinal numbers to give their position on line. Model by standing at the front of the line and saying *I'm first*. Give additional examples by changing your place in line and saying *I'm fourth*, *I'm ninth*, and so on. Ask questions such as *When is Independence Day?* *Christmas?* Write students' answers on the board and underline the ordinal numbers: July 4th, December 25th. Have the class repeat the dates. For more practice, draw or tape a large calendar for the current month on the board. Tell students that if we are talking about a date in the current month, we can just say *the [10]th*, without the month. Ask questions such as *When is our next class?* *When does the weekend begin?* *When do we return to school?* Make sure students answer with *the* + an ordinal number.

Vocabulary

- ▶ Point out that this *Vocabulary* section includes obligations that must be met by a certain deadline and the consequences of missing that deadline. For example, in the first item, the obligation is to pay a credit card bill by a certain deadline. The consequence of missing that deadline is "You'll have to pay a late fee and interest."

- ▶ Note that there is a deadline printed on the credit card bill, the library slip, the Board of Elections envelope, and the driver's license. The information circled in red has been enlarged to make it easier to read the deadline.
- ▶ Have students listen to and repeat the obligations and the consequences of missing a deadline.

Option: Write the heading *Obligation* on the board. Brainstorm other obligations that involve deadlines and write them under the heading. In pairs, students predict the consequences of not meeting the deadlines. Elicit students' ideas and write them on the board. Your list may look like this one:

Obligation	Consequences of missing a deadline
renew a visa	You'll have to leave the country.
pay a utility bill	Your phone service will be cut off.
pay the rent	You'll be charged a late fee.
file tax returns	You'll have to pay a fine.

C. Pair work ...

- ▶ Point out that the consequences expressed in the *Vocabulary* are addressed to the reader: *You'll*. In the *Pair work*, students will have to say *I'll*, as in *I'll get a ticket*.
- ▶ Direct students' attention to Student A's second line. Point out that Student A must first state a missed obligation and a date: for example, *I was supposed to renew my driver's license by the 23rd*. The consequence of missing the deadline goes in the next slot: *I'll get a ticket*.
- ▶ Model the conversation with a more advanced student. Play the role of Student A to demonstrate choosing an obligation, stating the date of the deadline, and expressing the consequence of missing the deadline.
- ▶ Have students practice the conversation in pairs, using the *Vocabulary* or the ideas on the board for obligations and consequences.

Challenge: If appropriate for your class and community, assign students to interview someone outside the class about work deadlines. As a class, brainstorm possible interview questions: *What kind of work do you do?* *What happens if you miss a deadline?* Students report their findings about deadlines to the class.

Workbook Link: Exercises 1, 2, 3

(continued on p. 3)

Model 2

Content: notifying someone about missing an appointment, apologizing for missing an appointment, asking about rescheduling, agreeing to reschedule, types of appointments

Procedure:

🔊 A–B.

- To set the scene for the conversation, point to the photos and ask *Who is on the left?* (a woman on the phone) *How do you think she is feeling?* (upset) Point to the inset and ask *What is this?* (a schedule of appointments) *Who do you think is on the right?* (a receptionist in an office, a woman who is reading the schedule)
- After students read and listen to the conversation, check comprehension by asking questions such as *Who calls Mrs. Martin?* (Paula in Dr. Paine’s office) *Why is she calling?* (to tell Mrs. Martin she missed an appointment and to reschedule) *Is Mrs. Martin surprised that she missed the appointment?* (yes) *How do you know?* (She is upset, she says “Oh, no! You’re right!”)
- Practice choral reading of the conversation. Play the role of Student A, Mrs. Martin, and have the class play the role of Student B, the receptionist Paula. Read Student A’s second and third lines with exaggeration, emphasizing Mrs. Martin’s dismay (*Oh, no! You’re right!*) and then her apology (*I’m so sorry*). Switch roles. Remind students to exaggerate their dismay and apology.

🔊 Vocabulary

- After students listen to and repeat the appointments, brainstorm other appointments that they might have. Suggestions may include a meeting at a child’s school, a job interview, a business meeting. Write the appointments on the board and have students repeat them after you.

C. Pair work ...

- Model the conversation with a more advanced student. Play the role of Student B, demonstrating how to notify someone of a missed appointment. To complete Student B’s line, *This is _____*, give both your name and location; for example, *This is Max at Grove Street Auto* or *This is Ms. Perry at Ridge Elementary School*.
- Before students practice the conversation in pairs, remind them to choose a name for Student A, a name and location for Student B, and to decide what kind of appointment Student A has missed.

If your students are ready ...

Culture / Civics notes: Note that the receptionist in Dr. Paine’s office calls the patient Mrs. Martin. According to current social usage, a woman is usually addressed as Ms. rather than Mrs., even if the speaker knows she is married. Note too that the caller identifies herself by her first name, Paula, rather than as Ms. plus her last name. It is common for a receptionist to use only his or her first name.

Workbook Link: Exercises 4, 5

➤ Do it yourself!

Procedure:

A. Write your appointments ...

- On the board, make a chart like the one on page 59. Model the activity by writing your own appointment and a consequence for missing it in the Monday slot; for example, *a haircut appointment / I’ll have to reschedule for sometime later in the week*. Point out the use of the future *will* to express the consequence. Fill in the rest of the chart with appointments and consequences suggested by volunteers.
- Tell students to open their books and complete the charts for themselves. They should write down at least one appointment or deadline for each weekday next week. Have them write down a consequence of missing the appointment or deadline in the column on the right.
- Remind students to use the future *will* or *won’t* to express the consequence.
- Have students share their schedules in pairs.

B. Discussion ...

- Put the following questions on the board: *What appointment or deadline did you miss? Why did you miss it? What was the consequence of missing it? Did you reschedule?*
- Model the activity by telling about an appointment or deadline you missed in the past. Refer to the questions on the board and include the reason for missing the appointment and the consequence. Tell students whether you rescheduled.
- In pairs or small groups, students tell about their own missed appointments.

Summary of Lesson Plan

- ▶ **PRESENTATION**
Practical grammar (Student pages 60-61)
 Suggested teaching time: 60 minutes
 Your actual teaching time: _____

▶ Practical grammar (Student pages 60-61)

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

Conditional sentences

Procedure:

- ▶ Review the consequences of missing a deadline from the *Vocabulary* box on page 58. Ask students questions using *if* and have them respond with the quoted statements from the text; for example, *What happens if you pay a credit card bill late?* (You'll have to pay a late fee and interest.) Write the questions and answers on the board as conditional sentences: *If you return a library book late, you'll have to pay a fine.* Underline the *if* clauses.
- ▶ Tell students that the sentences on the board represent real possibilities: If you miss a deadline, certain consequences are likely to occur. A sentence with an *if* clause and a consequence, or a result clause, is called a conditional sentence.
- ▶ Write on the board *If I paid my bills on time, I wouldn't have to pay interest.* Underline the *if* clause. Write a series of unreal conditions on the board; for example, *If I were you, If I wanted to save money.* Brainstorm result clauses and write students' ideas on the board, making sure to use *would*. Ask *Are these real situations?* (no) Tell students that unreal conditional sentences express hypothetical or imaginary situations.
- ▶ Have students read the information in the box. Answer any questions.

A. Read the conditional sentences ...

- ▶ Model item 1. Write the sentence and the check box on the board, and underline the *if* clause. Ask *Is this a real situation?* (yes) Continue with item 2. Ask *Does Carl take music lessons?* (no) *Is this a real situation?* (no) Put a check in the box.

- ▶ Tell students to look at the *if* clauses in the remaining sentences and ask themselves if they describe real or unreal conditions. Working individually, students check the boxes next to unreal conditions.

Option: After the class has reviewed Exercise A, read the *if* clauses out loud in random order and call on individual students to respond with the consequences in the result clauses.

Workbook Link: Exercise 6

Verb forms in conditional sentences

Procedure:

- ▶ Write on the board the first example sentence from the box. Include the blue brackets and labels. Ask *Does this sentence describe a real condition or an unreal condition?* (real, it represents a real possibility) *How many clauses are there in this conditional sentence?* (two) *What are they?* (the *if* clause, the result clause) Have volunteers read aloud the two clauses.
- ▶ Remind students that an *if* clause states a condition that leads to the consequence in the result clause. Tell students that we use *if* and the simple present tense to state a real condition. We can use the simple present tense or the future in the result clause. Illustrate the correct use of verb forms in several examples. Write on the board items 1, 3, 4, and 5 from Exercise A or your own examples. Point to each verb form and elicit what it is.
- ▶ Write on the board the first unreal conditional sentence from the box and add blue brackets and the labels *if clause* and *result clause*. Ask *Does this sentence describe a real condition or an unreal condition?* (unreal, Paul doesn't wear his glasses) *How many clauses are there in this conditional sentence?* (two) *What are they?* (the *if* clause, the result clause) Read aloud the two clauses.
- ▶ Tell students we use *if* and the simple past tense to state an unreal condition. We can also state unreal conditions using *if* and *were*. We use *would* or *could* + the base form of the verb in the result clause. Illustrate the correct use of verb forms in several examples. Write on the board items 2, 6, 7, and 8 from Exercise A or your own examples. Point to each verb form and elicit what it is.
- ▶ Have students read the information in the box. Direct attention to the unreal conditions and ask questions such as *Does Paul wear his glasses?* (no) *Is she a doctor?* (no). Answer any questions and give additional examples if necessary.

(continued on p. 5)

Lesson Plan, Unit 5: Practical grammar (for Student pages 60-61)–continued

Challenge: Give students an example of a possible condition (you pay the phone bill early) and an obviously imaginary one (you won a million dollars). Working in pairs, students create a list of five possible conditions and five imaginary or impossible ones. Students use their lists to write real and unreal *if* clauses. Have pairs exchange their lists and add a result clause to each one to form complete sentences (If you pay the phone bill early, you won't have to pay a fine. If you won a million dollars, you could travel).

Order of clauses in conditional sentences

Procedure:

- On the board, write pairs of conditional sentences. In the first sentence of each pair, write the *if* clause first and circle the comma. In the second sentence, write the result clause first. You can use the example sentences from the grammar boxes on page 60 or your own sentences. If necessary, remind students that *I'd* is a contraction for *I would*.
- Read the sentence pairs out loud. Ask *Is there any difference in meaning between the two sentences?* (no) Ask *What is different in the two sentences?* Elicit the response that there is a comma between the two clauses in the first sentence. Tell students that when the *if* clause comes first, there is a comma before the result clause.

B. First complete . . .

- Focus students' attention on item 1. Read the first sentence aloud. Ask *Is this a real or an unreal condition?* (real) *How can you tell?* Elicit or tell students that the use of the future and the simple present tense provides a clue. Read the second sentence aloud. Ask *Is this a real or an unreal condition?* (unreal) *How can you tell?* Elicit or tell students that the use of *would* and the simple past tense provides a clue.
- Working individually, students complete the exercise.
- Students compare answers with a partner.
- Have volunteers write their pairs of sentences on the board.

Option: If possible, bring in the children's book *If You Give a Mouse a Cookie*. Read it aloud to provide extended examples of real conditions. (Other related books by author Laura Nemeroff are *If You Give a Moose a Muffin*, *If You Take a Mouse to School*, *If You Take a Mouse to the Movies*, *If You Give a Pig a Pancake*.)

Challenge. Tell students that you are going to tell a group story. Each person will contribute an unreal conditional sentence. Begin the story with an idea of your own or use this one: *If I were a movie star, I would live in Hollywood*. The next person must continue *If I lived in Hollywood, I would or could . . .* If necessary, prompt students with the correct beginning.

Workbook Link: Exercises 7, 8

➤ Do it yourself!

Procedure:

A–B.

- On the board, write a chart like the one on page 61 but with several more rows. Read aloud the heading in the first column *If I had more time*, and point out the comma. Fill in the first row for yourself; for example, *I could read more*. Write *What could you do if you had more time?* on the board and underline the word *could* to remind students to use it in their answer. Ask several students the question and write their responses in the first column.
- Read aloud the heading in the second column *If I had more money*, and fill in the first row for yourself. Continue, following the same procedure as before.
- Put students in small groups to compile their ideas. Elicit any new examples from the class. Make sure students are using *would* or *could* with the base form of the verb.

Workbook Link: Exercise 9

Summary of Lesson Plan

PRESENTATION

Authentic practice 1 & 2: Listening (Student pages 62-65)

Suggested teaching time: 60 minutes
includes Cultural Discussion

Your actual teaching time: _____



Authentic practice 1 (Student pages 62-63)

Suggested teaching time: 30 minutes

Your actual teaching time: _____

Juggle commitments

Procedure:



- ▶ Point to the sign on the wall in the second picture. Ask *Where do you usually see this sign?* (at a doctor's or dentist's office) *How else can you tell this is a doctor's or dentist's office?* (The receptionist or nurse is wearing a white uniform.) *Why do you think the woman with the baby is here?* (She has an appointment.)
- ▶ Read the conversation out loud or play the cassette. With books open, students read and listen. Then ask students to underline all the idioms in the picture story: *juggle* (handle, balance), *have a lot on your plate* (have too many things to do), *I'm on total overload* (I'm overwhelmed, dealing with too much), *it's no picnic* (it's not easy), *make ends meet* (have enough money to pay for expenses), *if I were in your shoes* (if I were in your situation), *better late than never* (even if it is late to get started, it's a good idea to do it). Make sure students understand the meanings.
- ▶ Note that *better late than never* is similar in structure to another expression students know: *better safe than sorry*.
- ▶ Have students talk about the pressures and responsibilities that Mrs. Gebert is handling right now. Elicit examples: *her husband went back to school, she's on total overload, she's working, she has a young child.*

- ▶ Then have students find and circle two pieces of advice that Ms. Fun gives Mrs. Gebert (write everything down in one place, make a habit of checking the list every morning).

A. Read the picture story again ...

- ▶ Working individually, students answer the questions and then compare answers with a partner. Review answers as a class.
- ▶ To support their answers, have students underline the appropriate lines in the text.

Option: In pairs, have students offer additional advice to Mrs. Gebert.

B. Vocabulary ...

- ▶ Students read the items in the box and then find and circle each one in the picture story. To reinforce context as a way of getting meaning, have students reread the speech balloons in which the items occur.
- ▶ Note that the exercise continues on page 63. Have students complete the entire exercise individually. Then review the five sentences as a class.

Challenge: After reviewing the answers, have students use each idiom in an original sentence. Have students check their sentences with a partner before reading them aloud.

If your students are ready ...

Culture / Civics note: Many of your students may come from cultures where extended families are the norm. Our North American culture is a mobile one, and often nuclear families are separated geographically from grandparents, aunts and uncles and cousins, and other family members. Mrs. Gebert is fortunate to have her mother close by to help her. Many families in this culture turn to social service agencies or private organizations for help in difficult times. These may include day-care arrangements, federal food stamp programs, and government loans to students.

Workbook Link: Exercises 10, 11

(continued on p. 7)

Lesson Plan, Unit 5: Authentic practice 1 & 2 (for Student pages 62-65)–continued

C. Listen . . .

- ▶ Students listen to two statements and read the correct responses from the picture story. If students have difficulty, prompt them by reading the response yourself.
- ▶ Review the answers before having students read their responses out loud.

Challenge: Use the items in the tapescript as a dictation. Have students listen to the statements and write what they hear. Allow students to listen as many times as necessary. Ask volunteers to write the questions on the board. Make corrections as a class. Students can then practice the prompts and responses with a partner.

D–E.

- ▶ Students complete the exercise individually and then compare responses with a partner.
- ▶ Partners read the items and responses, switching roles for more practice.

Option: After both students have practiced reading the items and responses in Exercise D, have Partner B in each pair close his or her book. Partner A then reads the item, and Partner B responds from memory.

Option: After students have practiced reading the items and responses, have them close their books. They then respond chorally when you read the items in random order.

Challenge: Have pairs of students work together to write a statement or a question for each unused response in Exercise D. For example, in item 1, a statement that could elicit the response *I don't believe it!* might be *You missed another appointment.* Have students take turns reading their new items and responses.

Do it yourself!

Procedure:

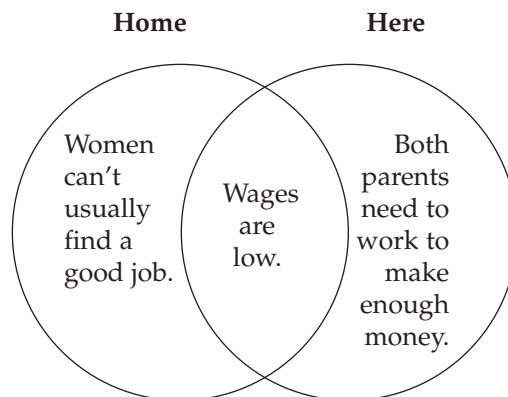
A. Write your own response . . .

- ▶ Students read each speech balloon and speculate who the person might be. (a close friend or colleague, a family member)
- ▶ Model this activity with a more advanced student. Ask the student to read the first speech balloon so that you can demonstrate an appropriate response. Note that there are three different speakers, so the conversations do not have to be linked.

- ▶ Students read the speech balloons and complete the activity individually.
- ▶ Review as a class. Have a volunteer read each speech balloon and elicit a variety of appropriate responses.
- ▶ Students read their conversations out loud with a partner and then change roles to practice both parts.

B. Culture talk . . .

Option: Put students in groups. Ask them to create a Venn diagram illustrating the similarities and differences between their home cultures and this culture. Prompt them with questions such as *What stresses did you have in your home country? What stresses do you have here? What stresses are the same in both cultures?* Elicit some examples and model a Venn diagram on the board.



Tapescript

1. Please accept my apology again about the last appointment. I can't believe I missed it.
2. Let me give you a little tip. If I were in your shoes, I'd write everything down—in one place. And make a habit of checking the list every morning.

(continued on p. 8)

 **Authentic practice 2**
(Student pages 64-65)

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

Time management

Procedure:

A. Listening comprehension ...

- Ask students to read the bar. Check understanding of the term *time management*. Elicit that it means using our time effectively to get done what we need to do.
- Read the directions and brainstorm possible time management tips. Based on the picture story, answers may include *Ask someone to help out, write all obligations down in one place*. Tell students that in this selection they will hear some additional suggestions to help them manage time.
- Tell students that they should first listen for the main ideas of the lecture. Play the cassette or read the tapescript.
- Write on the board *perfectionism, procrastination, prioritization*. Elicit brief definitions based on the information in the selection.
- Understanding a lecture and taking notes are important academic skills. Tell students to take notes as they listen a second time.

Option: Using a graphic organizer can help with taking notes. Put the following outline on the board, and ask students to complete it in their notebook.

Time Management Problems

<p>A. Causes</p> <p>1. _____</p> <p>Explanation: _____</p> <p>2. _____</p> <p>Explanation: _____</p>	<p>B. Remedy</p> <p>1. _____</p> <p>Explanation: _____</p>
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B–C.

- Working individually, students complete the exercises. Have them refer to their notes.
- In pairs, students compare answers. Check exercises as a class and have volunteers read their answers to Exercise B aloud.

Option: Is your class full of perfectionists, procrastinators, or prioritizers? Have students rate their perfectionism, procrastinating, and prioritizing on a scale of 1 (least) to 5 (most). For example, someone who is content with things that are less than perfect might be rated as a 1 on perfectionism. Someone

who is not happy unless everything is done absolutely perfectly might be rated as a 5. A person who never procrastinates, who always does things on time or ahead of time would get a 1 rating on procrastination. Tally the results on the board.

D. Read about ...

- Note that this exercise continues on page 65.
- Ask students to quickly read Ramon Cruz’s and Wendy Del Aguila’s time management problems. Make sure students understand the following terms: *bit off more than she can chew, Girl Scouts, den mother, carpools*.
- Read the list of possible advice aloud.
- Put students in groups of three. Designate one member in each group as reader, one as facilitator, and another as reporter. The reader reads both time management problems to the group, the facilitator encourages everyone to contribute advice, and the reporter tells the group’s ideas to the class.
- When the small groups are finished, elicit their advice for Ramon and for Wendy.

Tapescript

Woman: This is Business Today, a service of KKCC Radio, Kalamazoo Public Radio, being brought to you today direct from the business management school of Kalamazoo Community College. This lecture was recorded on September 12 and is replayed here for our radio audience. [pause]
Good morning. Today’s lecture is on time management. Our guest lecturer is Professor Heinz Gutentag, visiting KCC from the University of Gutenberg. Professor Gutentag, good day.

Man: Good day to you and to the listeners. Today I’d like to discuss the two most important causes of time management problems and offer a simple, effective solution.

First: Perfectionism. Now, no human being can be perfect. In today’s busy world, almost everybody has too much to do and not enough time to do it in. And somewhere in our childhood, we are given the message that we have to do everything perfectly.

Take a moment to step back from your commitments and evaluate whether it’s realistic to try to accomplish them all. You may have bitten off more than you can chew. But, if you need two jobs to make ends meet, if you want to go back to school to train for a better job, if you have children who need your care and a house that needs keeping, you may have no choice. If that’s the case, then forgive yourself for your mistakes, for the work undone, for the occasional missed appointment and deadline. If you forgive yourself, then others will too.

(Tapescript is continued on page 9.)

Lesson Plan, Unit 5: Authentic practice 1 & 2 (for Student pages 62-65)–continued

Tapescript (continued from page 8)

The second major contributor to time management problems is procrastination. When we have too much to do, and when we are perfectionistic, we tend to procrastinate. Procrastination is putting off until tomorrow what we should do today. Sometimes we procrastinate because we're afraid that if we don't have enough time to do something, we won't do it well. But when you're on overload, you just have to roll up your sleeves, put one foot in front of the other, and forgive yourself if what you do isn't perfect. Others will forgive you too.

Now for the remedy. Since most people are perfectionistic, and most people procrastinate, the solution is to prioritize. Prioritization is deciding which of your responsibilities are essential and which are not essential. Make a list of the things you absolutely have to do. Call that list the A list.

Next, make another list of what you'd like to do if you had enough time. Call that list the B list.

Finally, make a list of things you don't really have to do or that you can get someone else to do. Call that the C list. Then put your day in order. Don't spend time on tasks from the B and C lists until you're sure the A list is taken care of. Another way to say this is don't procrastinate on the A list.

A final thought: Some lives are just too difficult to prioritize. Sometimes the only way to manage a busy life is to learn to say no. If someone asks you to work the booth at the school book fair and you've promised yourself you would pay all your bills on time, just say no . . . politely.

So, to review. We all have too much to do and too little time. This causes unhappiness because we cling to the idea that we must do everything perfectly, with no mistakes. We procrastinate and make the problem worse by putting things off. We can help ourselves by prioritizing our tasks. And, when all else fails, we can learn to politely say no.

Option: Draw a blank "to-do" list for the next week on the board. Ask students to complete a list for Ramon and one for Wendy. The list for Ramon might include the following items:

Ramon's "to-do" list

Monday	Tuesday	Wednesday	Thursday	Friday
Work until 5:00	3:30: Take son to soccer practice			

Note: Keep the list on the board as a reference for the *Do it yourself!* activity on this page.

E. Discussion . . .

➤ In pairs or small groups, students list the week's responsibilities for Ramon and for Wendy. Next to each responsibility, they write a consequence of missing the appointment, deadline, or obligation. Ramon's list might include the following:

Responsibility	Consequence of missing it
<ul style="list-style-type: none"> Return library books Help at voter registration 	<ul style="list-style-type: none"> Pay a fine They'll have to get someone else

➤ Have groups share the consequences of each missed deadline.

Workbook Link: Exercise 12

➤ Do it yourself!

Procedure:

A–C.

- Working individually, students make "to-do" lists for themselves including their obligations and responsibilities for tomorrow or for the week. Refer students to Ramon's "to-do" list that they completed in the Option for Exercise D above.
- To help students understand how to prioritize their lists, ask *What should you write A next to?* (the most essential things, things they have to do no matter what) Elicit examples such as go to work and take care of the children. Ask *What items are B items?* (things they might do, things they'll do if they have time) Elicit examples such as go to the library and drop clothes off at the cleaners. Finally ask *What items on your list can be classified as C?* (least essential things, things they don't have to do or that someone else can do) Elicit examples such as help with the bake sale and go to the movies with a friend.
- Students write A, B, or C next to each item on their list and then explain to a partner the reasons for their prioritization.

Workbook Link: Exercise 13

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice 3:
Reading and critical thinking (Student
pages 66-67)
 Suggested teaching time: 60 minutes
 includes Cultural Discussion
 Your actual teaching time: _____

Authentic practice 3 (Student pages 66-67)

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

The importance of time sensitivity

Procedure:

A. Read and listen to the letters.

- Before playing the cassette or reading the letters ... ask *How important is being on time at work? How important is being on time for social activities?*
- As students listen to and read the letters, pause at the end of each paragraph and ask volunteers to retell the main information in their own words.

Option: Have students find and underline all the conditional sentences in the letters. Remind students to look for the word *if* as they scan the letters. Have students determine which sentences express real conditions and which unreal conditions.

Option: After students have read and listened to the letters, have students close their books. Write the following sentences on the board. Ask students to number the sentences from 1 to 6, according to their order in the letters. Let the students listen again so they can check their answers (4, 1, 5, 3, 2, 6).

- _____ It's very hard to explain why one culture has one idea and another culture sees things differently.
- _____ I think people here are very nervous about time.
- _____ I'm sure you don't like to wait a long time when you have an appointment to see a doctor or a dentist.
- _____ I think it's very unfriendly.
- _____ Sometimes it takes a little longer to finish the book.
- _____ People all over the world are basically the same: friendly, fun-loving, hard-working.

Challenge: Joan tries to respond to Deborah's argument point by point. Have pairs of students find Joan's answer to each of Deborah's concerns. They can also add their own answers.

1. I think people here are very nervous about time.
2. What would the big deal be if (something) were late?
3. I think (being crazy about schedules and time) is unfriendly.

B. Culture talk ...

- Read the questions aloud and elicit examples from the class. Write them on the board.
- Remind students that generalizations and stereotypes are often unfair to individuals. Encourage students to talk about other cultures with respect.

Workbook Link: Exercises 14, 15

(continued on p. 11)

Lesson Plan, Unit 5: Authentic practice 3 (for Student pages 66-67)–continued

C. Collaborative activity . . .

- Put students in groups of four. Tell students that when completing a group project, it is often a good idea to divide up the tasks. To register Grace for kindergarten, the group must first understand the document. Each student should take one of the bulleted items and read the document to find information that relates to the item: *If you don't have a family doctor you can go to a clinic; Grace can get the booster at one of the clinics; she is eligible for kindergarten this year; and Grafton School registers students on Tuesday, May 7.* Students report their findings to their group.
- The groups create two lists: documents to prepare and things to do. The list of things to do should be chronological, beginning with tasks that must take place early in the process and ending with the deadline of kindergarten registration. Suggest that students work backwards from the registration date. Ask questions such as *What day will Grace register? (Tuesday, May 7) What immunizations does she need to have to register? Elicit that she needs a polio booster. How can she get the booster? (by going to one of the Clark County Health Department clinics)*
- Remind students to read the entire document carefully to create their lists.
- While groups are working on their lists, circulate and offer help as necessary.

Option: Have the groups create calendars that begin with April 1 and run through May 7. Note that the document states that May 7 is a Tuesday. Students can use that information to write in the dates. Have students decide when they will do each task and write it on the calendar. For example, students might write "Pick up registration packet at Grafton School Office" in the calendar box for Tuesday, April 9.

Challenge: Ask students to write 10 *if* statements using the information on the document about Denton Area City Schools. The statements can give the consequences of missing deadlines (*If Grace doesn't get her booster before May 7, she won't be able to register*) as well as explanations of the policies (*If a student turns five in October, he or she will have to wait until next year to enter kindergarten*).

D. Discussion . . .

- Ask representatives from each group to come to the board and write down their "to-do" list in chronological order.
- Have different representatives write down the list of documents.
- Have the class look at the lists on the board. Ask questions such as *What differences do you see? Did everyone do the same thing first? Is there anything missing from the lists?*

Workbook Link: Exercises 16, 17

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

Procedure:

- Have students work in the four topic groups that were created at the beginning of the unit (see Lesson Plan page 1). Ask students to get out the information that they researched.
- Have the four topic groups compare information.
- Create new groups of four, consisting of one student from each of the four topic areas. Ask them to discuss the following questions: *Which process is the simplest? Which is the most complicated? Which one has the most requirements? Which one takes the longest? Which one is the most important to your family?*

Summary of Lesson Plan

► Review (Student pages 68-70)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► UNIT REVIEW

Includes expansion activities

role play

dialogues

writing

Workbook activities

outside reading

realia applications

math skills applications

civic lesson applications

Booster Pak activities

► Review (Student pages 68-70)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

A. Pair work or group work.

Ask and answer questions.

- Have students take turns asking each other questions about the picture. Model the activity with a more advanced student. Hold up the textbook and point to the woman on the phone. Ask *Who is she talking to?* (someone at the dentist's office) The student answers and then asks you a question such as *Why did the office call?* (The woman missed her appointment.) Model one more question and answer and then have students ask and answer questions with a partner.
- Point out the two questions asked in the directions and suggest that students ask who the different people in the picture are and what the problems are. Begin by pointing to the man reading in the background. Ask *Who do you think he is?* (the father) *What is he doing?* (reading, listening to music on his headphones) *Why isn't he helping?*

Create conversations.

- In pairs, students create conversations between the mother with the baby and the receptionist, and between the woman at the door and the boy doing homework.
- Have pairs number each person in the picture and, on a separate sheet of paper, write one line of conversation for each one.
- Remind students to refer to the model conversations on pages 58 and 59 for help and ideas. Circulate to offer help as necessary.
- Ask volunteers to role-play their conversations for the class.

Tell a story.

Option: Put yourself in another's shoes. Have students tell what they would do if they were the mother, the receptionist, the woman at the door, the boy doing homework. Give students an example such as *If I were the mother, I would ask my husband to come and get the baby. Then I would ask him to do the laundry and . . .*

Option: Prioritize. Tell students to read the "to-do" list on the refrigerator. In pairs, have them prioritize the list, using A for things that must be done no matter what, B for things that the mother will do if she has enough time, and C for things someone else can do. Then imagine what advice the mother's best friend might give her.

Challenge: Tell students that sometimes stories have morals or lessons. Ask them to look at the people in the picture and imagine one lesson each might have learned from their experience. They should then express this lesson in a sentence beginning with *If*. Model the activity for students by pointing to the woman at the door and saying *If it's my turn to carpool, I'm going to call first.*

(continued on p. 13)

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

B-C.

- Have a volunteer read the document out loud. Ask the class to predict the topic of the listening exercise.
- After students listen to the conversation the first time, have students read the statements so they will know what to listen for. Allow students to listen to the conversation as many additional times as necessary to complete the exercise.

Option: Have partners rewrite the false statements in Exercise C to make them true.

D-E.

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

Tapescript

Male: Good morning. DMV. This is Manolo. How can I direct your call?

Female: I'd like some information about a driver's license.

Male: Is this a new license or a renewal?

Female: A new license.

Male: What's the age of the applicant?

Female: She's 15. Her birthday is June 24th.

Male: Is she planning to take driver's education in school?

Female: I'm not sure. Sometimes the classes fill up.

Male: Well, if she doesn't take driver's education, then she can't have a senior license until she's 18.

Female: That's too bad.

Male: The law is that if she wants a senior license with no restrictions before her eighteenth birthday, then she has to have completed a full three-months driver's ed course and received her certificate before she takes her driver's test.

Female: Can't she just take lessons at a driving school?

Male: No. She has to have state-certified driver's ed through a public school. I'm sorry. That's the law.

Female: OK. Well, I guess there's still time. It's only February. I'll check whether there are openings in the course.

Male: You know, if the classes are filled up at her high school, there are public adult education driver's ed courses that are given at night for adults who work during the day. You can pick that list up at the DMV or log onto our Web site for the list. That's www.dmv.st.gov.

Female: Thanks. I'll go to the Web site.

Male: OK, then. Is there anything else I can help you with?

Female: No, thanks.

Male: OK. Bye.

(continued on p. 14)

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

F–G.

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

H. Read the overdue policy ...

- Have students read the information on overdue charges from the Milwaukee Public Library.
- Make sure students understand the meaning of a *grace period* (time during which no fines are charged).
- Ask *What's the title of the overdue book? (Overload! It's Not the End of the World) When was the due date? (March 15) What is today's date? (June 1) How many days overdue is this book? (78) Then have students figure out the amount of the fine (\$5.00).*

I. Composition ...

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

Option: Have students imagine they are the woman with the baby. They should write to Joan, telling her they are on total overload, and ask for advice.

Option: Have students write a sentence beginning with *If* about each item on the "to-do" list on the refrigerator. The sentences should include a consequence of not meeting the obligation. For example, *If I don't do the laundry, the baby won't have any clean clothes.*

Option: Have students write an extended conversation for one of the pairs in the picture on page 68. Have students refer to the model conversations on pages 58 and 59 for an example of the form to use.

Challenge: Have students write a story like the group story they told on page T61. Model a beginning such as *If you miss your dental appointment, the office is going to call. If the office calls at dinner time ...* Tell students to write at least six connected sentences based on the picture on page 68.

Now I can

- Read the first item in the box out loud: *Now I can understand the consequences of missing deadlines.* Elicit from the class an example such as *If I forget to return a library book, I will have to pay a fine.*
- Put students in pairs. Tell the students to take turns reading each item in the box and giving an example of what they have learned. When students can provide an example, they should check that box. If there are items students aren't able to check, have them 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.
- Refer to the piece of paper on which you wrote the students' questions about one of the objectives (from page T57). Ask what questions students answered as they worked on this unit.

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.