

Summary of Lesson Plan

► Preview/Practical conversations (Student pages 1-3)

Suggested teaching time: 60 minutes
includes Cultural notes & Discussion

Your actual teaching time: _____



Preview and Practical conversations (Student pages 1-3)

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

Warm up. How do you start a conversation with someone you don't know?

Procedure:

- Before you open the book, provide students with an opportunity to get to know you and each other. As a class, brainstorm and write on the board questions people ask when they meet someone new, such as *What's your name?* *Where are you from?* *What do you do?* Have students ask you the questions. Answer each question, modeling for students and telling them something about yourself at the same time. Ask for a volunteer to introduce you to the class. In pairs, have students ask each other the questions on the board and then introduce their partners to the class. Advise students to choose two or three things about their partner to tell the class.
- Have students open their books and look at the picture. Ask questions about the picture, such as *Who's in the picture?* (employees) *Where are they?* (at a party) *How can you tell?* (They are eating, drinking, talking, laughing.) *Why are they together?* (They're new.) *What time is it?* (4:15) *What's it like outside?* (It's raining.) If students have difficulty answering these questions, prompt them by asking *What does the sign / banner say in the top left-hand corner?* (Welcome, New Employees!) *How are the people dressed?* (in office clothes) *What's on the table?* (food and drinks)

- Read the *Warm up* question. Have students look at the picture and imagine what the people are saying. Elicit a variety of ideas from the class, such as *Hello*, *Nice to meet you*, *Terrible weather today*, *Where are you from?*

Option: Have students create a short conversation for one pair or group of people in the picture. Students can add speech balloons to the picture or label the people *A* and *B* or *A*, *B*, and *C* and write the conversation on a separate piece of paper. You might wish to make an overhead of the picture and model the activity.

Option: In small groups, have students make a list of things people talk about at parties, such as *the food*, *the weather*, *family*, *work*. Then draw a two-column chart on the board with the headings *With someone you know* and *With someone you don't know*. Have the groups copy the chart and decide where to place each of their topics. For example, students may put *the weather* under *With someone you don't know* and *family* under *With someone you know*.

Option: Ask small groups to discuss whether anything is done to welcome new employees in their native countries. Have each group share with the class. Write any customs on the board. Students can also talk about their workplaces here.

If your students are ready ...

Culture / Civics note: In North America, it is acceptable to introduce yourself to someone you don't know, regardless of that person's age, position, or gender. It is generally not necessary to wait until you are formally introduced. Introductions typically begin with an exchange of names and a handshake. In other cultures, people might kiss on one or both cheeks, nod, or bow.

When starting a conversation with a stranger, it is common to begin by "breaking the ice" with a neutral topic before talking about more personal information. For example, two people at a party who are meeting for the first time might express their opinions about the music, the food, or the weather before sharing information about their families, jobs, or interests.

(continued on p. 2)

Unit 1 objectives

Procedure:

- Write *Do you know how to . . . ?* on the board. Ask *Do you know how to . . . ?* with each objective. When students respond positively, elicit examples. Use simple definitions or pictures to convey the meaning of any unknown words. For example, explain that *skills* are things that you can do well, or to convey the meaning of *letter of recommendation*, refer students to the letter on page 4.
- Have students check those objectives they already feel comfortable with and circle those they want to work on most.

Model 1

Content: starting a conversation; making small talk; commenting on the weather; giving a compliment; accepting a compliment

Procedure:

A. Listen and read.

- Read the bar for *Model 1*. Ask students what *small talk* is. If necessary, explain that it is informal conversation that is not usually about important issues, and that we use small talk to get to know people and to be polite.
- To set the scene for the conversation, ask questions about the people in the photo, such as *Where are they?* (in a cafeteria) *What are they wearing?* (office clothes) *What are they doing?* (shaking hands) *Do you think they've met before?* (No, because they're shaking hands.)
- Play the cassette or read the conversation. After students listen and read, ask comprehension questions such as *What do they talk about first?* (the weather) *Who tells his or her name first?* (the woman, Melanie) *What does Melanie like?* (his tie)

B. Listen again and repeat.

- Play the cassette or read the conversation again. Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible. Correct where necessary, helping students to pronounce the language clearly.

Option: Brainstorm compliments and write them on the board. Have students stand up and walk around the room. Signal to students to stop and pair up with someone nearby. Students introduce themselves and then offer each other a compliment. Allow students about 30 seconds to interact and then signal students to walk around again. Repeat several times, with students interacting with someone different each time.

Vocabulary

- Point to the picture on the left and ask questions, such as *Where is this?* (the beach) *How does the man feel?* (relaxed, happy) *What is the weather like?* (It's sunny.) Point to the picture on the right and ask *How is the weather in this picture?* (It's raining.) *How does the man feel?* (wet, unhappy)
- Play the cassette or read the words and have students repeat.

Option: Brainstorm other weather adjectives and write them on the board, such as *sunny, dry, great, rainy, humid, bad*. Have students use the words on the board to create pairs of opposites.

Option: Photocopy the weather forecast for the week from the local newspaper. Have students come up with a comment on the weather for each day of the week.

C. Pair work . . .

- Model the conversation with a more advanced student. Play the role of Student B. Demonstrate that, in the second line of the conversation, Student B responds with a weather adjective that is similar in meaning to Student A's adjective. Point out to Student A that any of the vocabulary words can be used in place of *nice* in the first line.
- Students practice the conversation with a partner, taking turns playing the roles of Student A and Student B. Circulate and offer help as needed.

Option: Write *classmates, co-workers, neighbors* on the board. Have students practice the conversation playing the three different roles. Point out that Student A can give compliments specific to the situation, such as *I like your office* with a co-worker or *I like your yard* with a neighbor.

Challenge: Have students role-play the conversation in different settings, such as at a party, in the school bookstore, or in the laundry room of an apartment building. Point out that in addition to tailoring the compliment to the situation, Student A can also add explanatory information similar to *I work on the third floor*. For example, at a party Student A could say *I'm a friend of Melanie's*, or in the laundry room *I live in apartment 3B*.

(continued on p. 3)

If your students are ready ...

Culture / Civics note: In North America, compliments are often used to show friendliness or politeness or to make conversation. For example, when meeting someone for the first time, it would be appropriate to compliment the person on an interesting piece of jewelry or clothing, the furnishings of the home, or food served. However, we would not usually compliment a person we have just met on a physical feature, such as eyes, slimness, or attractiveness.

Workbook Link: Exercise 1

Model 2

Content: getting to know someone; asking questions with *How long...*? and the present perfect continuous; expressing surprise

Procedure:

A. Listen and read.

- Ask questions about the photo, such as *Who's in the picture? Do you remember their names?* (Melanie, Luis) *What are they doing?* (talking and eating)
- After students listen to the conversation, check comprehension by asking *How long has the man been working here?* (about a month) *Where did they both work before?* (at Flushing Plumbing Supply) *How do they feel?* (surprised)
- Write on the board *It's a small world!* Ask *Have you ever met someone new and then found out that the person knows someone you know? Have you ever met someone new who lived or worked in the same place you did?* Talk about your own experience meeting someone new who had an unexpected connection with you. In groups, have students talk about experiences they've had.

B. Listen again and repeat.

Option: Divide the class in half. Play the cassette or read the conversation and have half the class repeat Student A's lines and the other half repeat Student B's lines.

Vocabulary

- Have students look at the picture in the *Vocabulary* box. Ask them to describe the man's expression or to speculate about what he just saw or heard.
- Play the cassette or read the expressions. Encourage students to repeat using authentic intonation.
- Brainstorm other expressions of surprise and write them on the board, such as *No way, I can't believe it, Get out of here, That's impossible.*

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student A to demonstrate using words from the box and a way of expressing surprise that are different from those used in the model conversation.
- Point out that the verb used in the present perfect continuous in the first line (*How long have you been working here?*) is used in the simple past in the third line (*Where did you work before that?*).

If your students are ready ...

Culture / Civics note: Although in some countries it is customary to sit down and share a table with someone you don't know, here people are more comfortable if you ask permission first. In a company cafeteria or at a social gathering at work, you can say *May I join you?* In a self-service restaurant, it is appropriate to ask to share a table with someone you don't know only if there are no empty tables. You can say *Do you mind if I sit here?* or *Is this seat taken?* It is not common to ask to join someone you don't know at a table in a restaurant where there are servers.

Workbook Link: Exercise 2

(continued on p. 4)

➤ **Do it yourself!**

Procedure:

- Review the ways of making small talk that students have practiced, such as commenting on the weather, giving compliments, and asking questions with *How long . . . ?* and the present perfect continuous.
- Read each speech balloon and ask for volunteers to respond. Eliciting an appropriate response provides students with a context for understanding each phrase. Point out that *Long time, no see!* is informal, or used with friends, and that *I don't think we've met* is used with someone you don't know.

Option: Have students imagine that they are at a welcoming party like the one on page 1. Divide the class in half. One half forms a circle facing outward. The other half forms a circle outside the first circle, facing inward. Each student faces another student. Students facing each other make small talk. After one minute, have the outer circle move counter-clockwise one position and the inner circle move clockwise one position. Students then practice beginning a conversation with their new partners. Repeat several times.

Your notes

Summary of Lesson Plan

► PRESENTATION

Practical conversations (Student pages 4-5)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Practical conversations (Student pages 4-5)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Model 3

Content: asking for a reference; making polite requests with *Could you . . . ?* and *Would you mind . . . ?*; agreeing to polite requests; occupations

Procedure:

🔊 A–B.

- To set the scene for the conversation, ask questions about the photo, such as *Where are the two women?* (in a classroom, in an office) *What do you think their relationship is?* (student and teacher)
- Ask questions about the letter, such as *What is this?* (a letter, a letter of recommendation) *What is the student's name?* (Fran Lin) *What are two qualities she has?* (good worker, on time) *Who is writing the letter?* (her teacher) *How do you know?* (Fran Lin has been my student . . .) *Who is the letter to?* Point out that the teacher does not know the name of the person who will read the letter, and that *To whom it may concern* is a standard greeting when the recipient is unknown.
- Read the bar for Model 3. Ask students what a *reference* is. If necessary, explain that a *reference* is a letter from someone who knows you well and can speak about your skills or ability to do a job.

- To draw on students' experiences, ask *Do students in your country ask teachers for letters of recommendation? Have you ever asked a teacher for a recommendation? What other people could you ask for a reference? What are two good qualities that you have? If someone was writing a letter of recommendation for you, what would you want the person to say?*
- After playing the cassette or reading the conversation, ask comprehension questions such as *What job is she applying for?* (baby-sitter) *Is her teacher going to write the letter for her?* (yes)
- Ask the class what words the student uses to make her request politely. Elicit the responses *Could you . . . ? Would you . . . ? Would you mind . . . ?* Point out that *Thanks so much* and *I appreciate it* are also polite. Ask the class what words the teacher uses to agree politely. Elicit *Of course, Not at all, I'd be glad to.*

Challenge: Copy the letter onto the board. Ask for student input on how to set it up as a business letter. Model standard business-letter format. Use your school's or program's address for the return address and a local business or made-up address for the recipient. Have students finish the letter, adding two more sentences about Fran Lin's qualifications and a name and signature.

(continued on p. 6)

Name of Business Street Address City, State 00000 To whom it may concern: Fran Lin has been my student for two years. She is a good worker and is always on time. _____ _____ <div style="text-align: right;">Sincerely,</div> <div style="text-align: right;">(Signature) Teacher's Name</div>	School's Street Address City, State 00000 Date
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Lesson Plan, Unit 1: Practical conversations (for Student pages 4-5)–continued

Vocabulary

- After students listen to and repeat the vocabulary, brainstorm other occupations and write them on the board. Ask about students' occupations in their home countries, their current occupations, and occupations they would like to have. Write *a* or *an* before each occupation, reminding students that *an* is used before singular words that begin with a vowel sound.
- Read the occupations on the board and have students repeat after you.

Option: Model for students how to make a four-column chart. Hold up a sheet of paper horizontally. Fold the paper in half twice to create four vertical columns. Have students copy the headings *Name*, *What did you do in your country?*, *What do you do now?*, *What would you like to do?* onto their charts. Students then circulate and ask at least five classmates these questions, filling in their charts with names and occupations.

C. Pair work . . .

- Ask students to use their own occupations or occupations they would like to have when they practice the conversation with a partner. Demonstrate by modeling the activity with a more advanced student and playing the role of Student A.
- Circulate while students are practicing, providing help with pronunciation as needed.

Model 4

Content: asking for information about someone; using gerunds to talk about skills, likes, and dislikes

Procedure:

A–B.

- With books closed, ask students to think of three or four things they like to do or are good at. On a piece of paper, have students use words, symbols, or pictures to represent these things. Have students share one of these ideas with a partner.
- Have students open their books and look at the photo. Ask questions such as *Where are these two people?* (in an office) *How are they dressed?* (in office clothes) *What is the man doing?* (taking notes)

- After students listen to the conversation, ask questions such as *Why do you think the woman is here?* (for a job interview) *What is the woman good at?* (working with her hands) *What does she like doing?* (cooking) If students don't use the gerund (*-ing*) form when they respond, say *Yes, you're right* and repeat the answer using the gerund.
- Ask *What do you enjoy doing?* *What are you good at?* *Is there anything you like doing that you're not good at?*

Vocabulary

- After students listen to and repeat the vocabulary, ask what the words have in common. Elicit the response that in each the first word (or verb) ends in *-ing* and that they are all things people do.
- Brainstorm other activities and write them on the board. Write the verbs in the *-ing* form. Then write on the board and have students copy: *I'm good at . . .*, *I'm not good at . . .*, *I like . . .*, *I don't like . . .* Students complete the sentences with the activities in the *Vocabulary* box or on the board. Ask for volunteers to read their sentences to the class.

C. Pair work . . .

- Review the meanings of the words in the box. Explain that the words on the left are very positive and that the words on the right are very negative. To convey that the feelings expressed fall along a continuum from very positive to very negative, write the words on the board and draw a face over each, varying the degree of the smile or frown.
- Have the students look at the conversation. Ask where in the conversation they will use one of the words from the box. Clarify that the words from the box will be used in Student B's last line.
- Have students practice the conversation in pairs.

Option: Write *first day of class*, *job interview*, *party* on the board and have students practice the conversation as if they were in these different settings. Point out that in a job interview or other formal situation, it would probably not be appropriate for students to say that they hated or couldn't stand something.

Option: Have students write a sentence about themselves with each word in the box, for example, *I love studying English!* Point out that an exclamation point can be used with *love* and *can't stand* to convey strong emotion.

Workbook Link: Exercises 3, 4

(continued on p. 7)

 **Do it yourself!**

Procedure:

- Prepare students by asking questions such as *Who’s in the picture?* (John Lee and a woman) *What are they wearing?* (office clothes) *Where are they?* (in a cubicle) *What time is it?* (9:15) *Why is she here?* (for a job interview) *Why do you think so?* (He works in Human Resources.)
- Ask for volunteers to present their conversations to the class.

Challenge: Have students create a conversation that is inappropriate in some way. An inappropriate conversation might include a compliment that is too personal, an introduction without a handshake, a request to join someone at a table in a full-service restaurant, or a demand (rather than a polite request) for a reference. As students present their conversations, the class should try to identify the problem.

Your notes

Summary of Lesson Plan

► PRESENTATION

Practical grammar (Student pages 6-7)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Practical grammar (Student pages 6-7)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

The present perfect continuous

Content: the present perfect continuous with *for* and *since*

Procedure:

- On the board write *How long have you been living in the United States? How long have you been studying English? How long have you been working at your job?* Have a few students respond. Record two short answers for each question. Include *for* or *since* in the written responses even if the students did not provide them. For example, if a student's response was *two years*, say *You have been living in the United States for two years?* to clarify and then write *for two years*. Point out that living, studying, and working are all activities that students started doing in the past and still do today. Underline *have been living*, *have been studying*, and *have been working* in the questions and explain that the present perfect continuous is formed with *has / have been* + the *-ing* form of the verb.
- Refer to the short answers with *for* and *since* on the board. Explain that *for* is used with an amount or quantity of time (e.g., two years, fifteen minutes), and *since* is used with a specific date or time (e.g., 2001, 9:00). Elicit students' help in converting each *for* answer into a *since* answer and vice versa. Call out several periods of time with *for* and have students use *since* to tell how long; for example, call out *for two years* and elicit *since 2001*. Then do the reverse.

- To reinforce use of the present perfect continuous, use activities going on in your classroom as examples. Say *I am teaching right now. I started teaching at (time). I have been teaching for / since . . .* Use what individual students are doing as examples to focus on the use of *has* with *he* or *she*, for example, *Radwa has been listening for five minutes*. Write some of these present perfect continuous statements on the board and make them into questions. For example, write *I have been teaching for / since . . .* and then *How long have I been teaching?* Draw students' attention to the reversal of the subject and the verb. Have students answer the questions for more practice.

- To make sure students know how to answer *yes / no* questions in the present perfect continuous, write on the board the second example from the grammar box, *Has Martin . . .* Underline *Yes, he has* in the example. Then change 1999 to a more recent date and elicit a negative response. Next, ask students *Have you been living here long?* Elicit *Yes, I have* and *No, I haven't*.

Option: Write the heading *Present perfect continuous* on the board. Then write the subheadings *Form* and *When used*. Have students read the explanations and examples in the grammar box. Ask how the present perfect continuous is formed. Write *person / people + has / have + been + _____ing* under *Form*. Ask students how a question is formed. Write *(Question word) + has / have + person / people + been + _____ing?* under *Form*. Have students read the sentence at the top of the grammar box. Ask when the present perfect continuous is used. Write *with activities that began in the past and continue in the present* and *with for and since* under *When used*.

A. Complete the sentences . . .

- To model item 1, write out the question with each possible answer inserted. Have students choose the correct sentence.
- Model how to select an answer by filling in the circle with the correct letter.
- Advise students that they are looking for an answer that is in the present perfect continuous.
- Have students check answers with a partner. Then review as a class.

(continued on p. 9)

B. Write questions with ...

- Write item 1 on the board and model how to make a question from the words. For example, ask *Do we use have or has with you? Do we say you have or have you?* Review the difference between *yes / no* questions and questions beginning with a question word.

Option: After students complete Exercise B, have them write answers to questions 1, 3, and 4 and then practice asking and answering these questions with a partner.

Workbook Link: Exercises 5, 6, 7

C. Learn about your classmates' ...

- Students write *yes / no* questions or questions with a question word using the present perfect continuous.
- Circulate, making sure questions are correctly formed, have a question mark, and are appropriate.
- Have students walk around the classroom and ask at least three other students their questions.

Gerunds for describing likes, dislikes and skills

Procedure:

- Tell students that they are going to be using *-ing* words again but in a different way. Have them copy the information you are going to put on the board. Brainstorm verbs in the *-ing* form and write them on the board. At the top of the list, write *Gerunds*. If helpful, explain that a *gerund* is an *-ing* word that is used as a noun.
- Have students turn back to page 5. To the left of the gerunds list make a list of ways students can talk about their skills, likes, and dislikes, for example, *I enjoy, I'm good at, I love*. Have students draw lines to connect the words in each list to make true sentences about themselves.

D. Complete each sentence ...

- After students complete the exercise independently, ask for volunteers to read each item to the class. Write the gerunds on the board and advise students to check their spelling.

Note: For a review of how to spell gerunds, refer students to page 150.

Workbook Link: Exercise 8

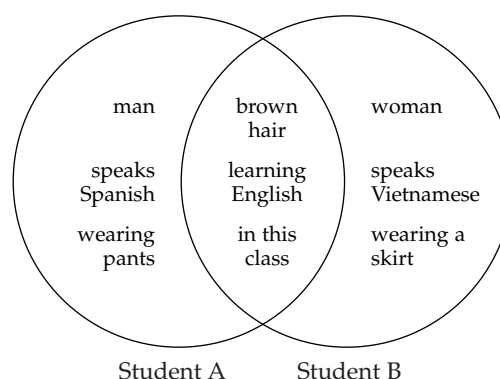
➤ Do it yourself!

Procedure:

A–B.

- Using gerunds, tell students one thing that you are good at, not good at, like, and don't like to model how they will be filling in their charts. For example, say *I'm good at teaching English, I'm not good at cooking, I like ... , I don't like ...* Use true information about yourself, which is more interesting for students and builds rapport.
- After students complete their charts, have them sort their answers into gerunds that apply to work situations and those that apply to home or personal life. This will help students prepare for job interviews. In a job interview for a receptionist, for example, it might be interesting to know that a candidate enjoys bicycling, but it is more important to know that he or she enjoys working with people. Have students compare their answers.

Option: Draw a Venn diagram (two overlapping circles) on the board. To demonstrate how the diagram is used, have two volunteers come to the front of the class. Ask the class to tell you how the two students are the same, for example, *brown hair, learning English, in this class*. Write those characteristics in the area where the circles overlap. Then ask how the two students are different, for example, *man / woman, speaks Spanish / speaks Vietnamese, wearing pants / wearing a skirt*. Write these differences in the non-overlapping areas of the circle.



In pairs, have students compare and contrast their skills, likes, and dislikes by creating Venn diagrams from their charts.

Workbook Link: Exercise 9

Summary of Lesson Plan

PRESENTATION

Authentic practice (Student pages 8-9)

Suggested teaching time: 60 minutes
includes Cultural Discussion

Your actual teaching time: _____



Authentic practice (Student pages 8-9)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:



- Ask questions about the pictures, such as *Who's in the pictures?* (a man and a woman) *What do they do first?* (shake hands) *Where are they?* (at the Atlas Shoe Company) *What do you think they are talking about?* (a job)
- Play the cassette or read the picture story. With books open, students listen and read.
- Have students close their books. Ask *yes / no* questions about the conversation, such as *Is the conversation about a salesperson position?* (no, a receptionist position) *Did Ms. Ramos see the ad for the job in a newspaper?* (yes) *Does Ms. Ramos like working with people?* (yes) *Did Ms. Ramos work in a hospital?* (no, in the mail room at A-Mart)
- With books open, ask the class to summarize Ms. Ramos's qualifications for the job. Elicit *She has been working in the mail room at A-Mart for three years, She's not bad at organizing and paperwork, Her English has been getting better, She really likes working with people.*

Challenge: Have students imagine what questions might be on the questionnaire that Ms. Ramos is going to fill out. Students can refer to pages 5 and 7 for ideas. First create a couple of questions as a class, such as *Do you enjoy working with people?* *Are you good at using a computer?* Have students work in pairs to create a questionnaire with at least five questions. Each pair of students can then join another pair and ask the questions on their questionnaire.

🎧 A. Read and listen again ...

- To model the activity, make some of the *yes / no* questions you asked into statements and write them on the board, for example, *This conversation is about a salesperson position.* Ask students which statements are correct, or true, and write *True* next to them. Ask students which statements are wrong, or false, and write *False* next to them. Then write a statement on the board about something that can't be determined from the conversation, such as *Ms. Ramos is from Mexico.* Write *Maybe* next to this statement.
- After students listen to the picture story again and complete the exercise, review the answers as a class. Have students change the false statements to make them true.

🎧 B-C.

- Read each item in the tapescript out loud or play the cassette. Allow students to listen as many times as necessary to complete the exercise.
- Have students check their answers to Exercise B with a partner before they read their responses out loud in Exercise C.

Challenge: Use the prompts for Exercises B and C as a dictation. Have students listen to the tape and write what they hear. Allow students to listen as many times as necessary. Ask volunteers to write the sentences on the board. Make corrections as a class. Students can then practice the prompts and responses with a partner.

Tapescript

1. Would you mind my calling you Diana?
2. How did you hear about this position?
3. Please fill out this questionnaire.

(continued on p. 11)

If your students are ready . . .

Culture / Civics note: In formal situations, respect and courtesy are demonstrated by using a person's last name preceded by a title. For example, in the *Authentic practice* conversation on page 8, the interviewer greets Diana Ramos as *Ms. Ramos*. *Ms.* has become increasingly popular as a general title for any woman, whether married or unmarried. *Miss* is used for an unmarried woman. *Mrs.* is used for a married woman. *Mr.* is used for a man, whether married or unmarried. Notice that the interviewer asks *By the way, is it OK if I call you Diana?* In the North American workplace, there is a strong belief in equality among co-workers. Co-workers usually call each other by their first names. Formal titles and last names are not generally used, even between the boss and employees. However, when in doubt about how to address someone, it is best to use the formal name and wait for the person to suggest that you use the first name.

Workbook Link: Exercises 10, 11

An informal job interview

Procedure:

A-B.

- Tell students that they're going to listen to a job interview with a bus driver. Read the selection on the tapescript out loud or play the cassette while students listen with books closed.
- Have students open their books. Read the instructions out loud. Refer students to the words for expressing likes and dislikes on page 5. Have students circle the four words in the box on page 5 that are similar to the headings here: *like*, *don't mind*, *dislike*, and *hate*. Write these four words on the board with the corresponding headings from Exercise A underneath. Have a volunteer tell something about himself or herself using one of the words from the top line and a gerund, for example, *I like using a computer*. Then have another student use words from the bottom line to tell what the first student likes, doesn't mind, doesn't like, or hates, for example, *She likes using a computer*. Repeat several times to prepare students for the activity and emphasize the difference between talking about likes and dislikes in the first and third person.
- Allow students to listen to the conversation as many times as necessary to complete Exercises A and B.
- Review the answers as a class and elicit students' help in changing the false answers in Exercise B to make them true.

C. True story . . .

- Model this activity for your students by telling a true story about a job interview that you had. Ask students to put a check mark next to each word in the box that they hear you say. This will help them to notice how and when the words are used.

Challenge: To help students set goals, have students describe their plans for getting a new job in the future, using the words in the box and either *will* or *going to*.

Workbook Link: Exercises 12, 13

Tapescript

[door opens and shuts]

Receptionist: Oh, hello! You surprised me. Have you been waiting long?

Mr. Witherspoon: No, not really. Just since about ten after nine. I have a nine-thirty appointment with Arlene Lopez, and I hate being late.

Receptionist: Well, Arlene's not here yet.

Mr. Witherspoon: That's OK. I don't mind waiting.

Receptionist: That's great. Personally, I can't stand waiting . . . Would you like a cup of coffee while you wait?

Mr. Witherspoon: No, thanks. I'm OK.

[door opens and shuts]

Ms. Lopez: Hi. I got here sooner than I thought.

Receptionist: Arlene, this is . . . I'm sorry. I didn't get your name.

Mr. Witherspoon: Carnell Witherspoon.

Ms. Lopez: Oh, yes. Mr. Witherspoon.

[pause] [door opens, paper shuffles]

Ms. Lopez: Carnell Witherspoon. Do you mind if I call you Carnell? You can call me Arlene. I don't like being too formal.

Mr. Witherspoon: That's fine. Neither do I.

Ms. Lopez: It says here you work for Greenmont Bus. Have you been working there long?

Mr. Witherspoon: Since February.

Ms. Lopez: So how come you're looking for a new job? Don't you like working at Greenmont?

Mr. Witherspoon: Actually, I do. I just need to make some more money, and Greenmont doesn't have anything full-time . . . My wife and I are expecting a baby in December.

Ms. Lopez: What are your hours at Greenmont? This job's real early.

Mr. Witherspoon: How early is that?

Ms. Lopez: Well, the first pickup is at 6:45. You'd have to be here by 6:00 to make it on time.

Mr. Witherspoon: No problem. I like getting up early, and my Greenmont shift doesn't start till 2:00. What time would I get off here?

Ms. Lopez: Let me check . . . It looks like you'd finish here by about 10:00, 10:30 the latest. How's that?

Mr. Witherspoon: Perfect . . . I like having a little break for lunch. By the way, I have references. Would you like to see them?

Ms. Lopez: Yes, thanks.

(continued on p. 12)

► Do it yourself!

Procedure:

A. Write your own response ...

- Tell students to imagine that Sara Molina is interviewing them for a job. Have students write their responses.
- Before students practice with a partner, have a volunteer play the part of Sara Molina and read each speech balloon aloud. Answer each question for yourself, giving students an opportunity to check the appropriateness of their own responses.

B. Culture talk ...

- To prepare students to discuss, have them make a list of people they call by their first names in their country and a list of people with whom they use a family name and / or title.
- Have students share their customs about using first names in small, diverse groups.

Your notes

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice (Student pages 10-11)
 Suggested teaching time: 45 minutes
 Your actual teaching time: _____
- **REVIEW**
Do it yourself! (A plan-ahead project)
(Student page 11)
 Suggested teaching time: 15 minutes
 Your actual teaching time: _____



Authentic practice (Student pages 10-11)

Suggested teaching time: 45 minutes
 Your actual teaching time: _____

Note: For the plan-ahead project on page 11, students should bring job applications from their places of employment to class. If possible, you should also bring in several job applications.

Do's and don'ts for job interviews

Procedure:

A. Read and listen to the letters.

- Ask students if they have seen advice columns before. If possible, bring in advice columns from a local newspaper. Explain that people write when they have a problem and ask for advice or an opinion about what they should do. The columnist writes back, and the letters are published in the newspaper. Ask students if the newspapers in their countries have advice columns.
- Explain that *Ask Joan* is an advice column for people who are new to this country and have questions about cultural expectations.
- Play the cassette or read the letters. Students listen and read silently. Pause after the first letter and ask *What is the problem? What will Joan's advice be?* Encourage students to make predictions and then have them listen to the response. Ask *What was Joan's advice?* Repeat for the second letter and response.

- Have students close their books and list the *do's* and *don'ts* they can remember from Joan's letters.

Option: To show this unit's grammar in context, have students underline all the examples of the present perfect continuous in the letters and responses, for example, *I've been living*. Then have students circle the gerunds, for example, *working with children*. Note that the letters contain examples of *-ing* words that are neither present perfect continuous nor gerunds. *I'm writing* is present continuous. *That's pretty amazing* is a variation of the phrase *That's amazing* learned on page 3; *amazing* is used as an adjective here, not as a verb or a gerund.

B. Check Irene or Arturo.

- Allow students to listen to the letters again, if helpful, and have them complete the exercise.
- After students check answers with a partner, have them tell or write two things they have been doing since they came to this country.

If your students are ready . . .

Culture / Civics note: Personal appearance and personal hygiene are important in making a good impression during a job interview. Applicants are expected to dress neatly in clothing appropriate for the job. Clothing should be clean and ironed. Loud colors or revealing clothing should be avoided. Jewelry, cologne, and perfume should be minimal. Before the interview, applicants should be sure to shower or bathe, brush their teeth, shave or neatly trim their beard, and comb or style their hair.

C. What does Joan suggest . . .

- Have students read the phrases out loud. Reinforce correct pronunciation of the words ending in *-ing*.
- Ask students what kinds of phrases are in the box. Elicit that the phrases are things you should or shouldn't do in an interview and that the first word in each ends in *-ing* and is a gerund.
- Have students write each phrase in the correct column. Review the answers as a class. Discuss why chewing gum, wearing a lot of makeup, and wearing strong perfume are not good ideas.

Option: Students imagine that they have a job interview next week. Have them plan what they will wear and what they will bring.

Workbook Link: Exercises 14, 15

(continued on p. 14)

A pre-employment application

Procedure:

- Review the items on the application. If helpful, point out or elicit that the present perfect continuous is used in the question *How long have you been working for this employer?* and that gerunds will be used in filling out the last item on the questionnaire.
- Ask students to talk with a partner about their skills and what job they would like to have. Ask for a couple of volunteers to share. Write their desired job and skills on the board. Point out that students should list skills that match the position they are seeking and that they should list their skills using the *-ing* or gerund form.
- Have students complete the form.

Workbook Link: Exercises 16, 17

➤ Do it yourself! (A plan-ahead project) (Student page 11)

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

Procedure:

A. Bring in job applications ...

- Collect the applications you asked students to bring in, and add those that you brought.
- Have students work in groups of four. Give each group two applications to compare. Ask questions such as *Which is the most difficult to complete? Which asks for the most information? Which asks for skills?*

- If there are enough applications, have each student fill one out. If there aren't, have students work in pairs to fill out an application for one of them.

Option: To familiarize students with language used to elicit information on employment applications, have the class generate a list of ten items commonly found on job applications, such as *name, address, date*. On the board, draw a chart like the one below and have students copy it. Have students check off the information that each of their group's two applications contain. Then have students exchange applications with other groups and check off the items that those applications contain.

Field project: Have students create and practice a conversation in which they request a job application. If appropriate, send students in pairs to different neighborhood businesses to ask for applications, or have them to go to a business or company that they do not work for and get an application as an out-of-class assignment.

B. Pair work ...

- Ask the groups to brainstorm at least ten interview questions based on the applications. Have all students write the questions.
- Divide the number of students present by two. Have students count off from one to this number, starting at one again when the number is reached. Students then pair up with the person who has the same number (and is from a different group) and ask each other their interview questions.

Information	Application 1	Application 2	Application 3	Application 4	Application 5
Name					
Address					
Date					
Current employer					
Current position					
Position desired					
Skills					

Summary of Lesson Plan

► Review (Student pages 12-14)

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 12-14)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

A. Pair work or group work.

Ask and answer questions.

- Ask the class *Where are the people?* (outside the Human Resources cubicle, waiting to talk to someone in Human Resources) *What do they want?* (They want to interview for a job.)
- Point to one person in the picture and ask questions such as *What is this person doing?* *What is this person wearing?* *How does this person feel?* *Why do you think so?* Then have students point to different people in the picture and ask each other questions.

Option: As a class, brainstorm and write on the board questions that John Lee might ask the job applicants when he interviews them. Then ask students to choose one applicant in the picture to play the role of. In pairs, students take turns asking each other the interview questions on the board and answering as if they were the character they chose from the picture.

Create conversations.

- Ask the class to choose one of the four pairs of people with speech balloons in the picture. Have students label the person on the left *A* and the person on the right *B*. Write *A*: on the board and elicit the class's help in creating the first line of a conversation between the two people. Then write *B*: and elicit a response. Continue adding lines to the conversation as a class, encouraging students to say as much as they can.
- With a partner, have students role-play the parts of the other three pairs in the picture. Circulate and listen to the conversations. Use prompts if necessary to help students extend the conversation, such as *What small talk can this person make?* *What job do you think he or she is applying for?* *What is he or she good at?* To encourage students to talk more, you may want to have them spend one minute on each of the three pairs; signal when students should move on to the next pair.

Option: When students have finished, write the headings *Small talk*, *Gerunds*, *Present perfect continuous* on the board. Ask *Who used small talk?* *What did you say?* *Who used gerunds in their conversation?* *Which ones did you use?* *Who used the present perfect continuous?* *Can you give an example?* Write students' examples on the board under the appropriate headings.

Tell a story.

Option: Skills, likes, and dislikes. Have students point to different people in the picture and make up skills, likes, and dislikes for them. Model the activity by pointing to the man on the far left side of the picture and saying *He's good at fixing cars. He likes driving. He doesn't like using a computer.*

Option: How long ...? Have students point to different people in the picture and talk about how long they have been doing different things. Model the activity by pointing to the man with his arms crossed at the bottom of the picture and saying *He has been waiting for two hours. He has been living in the United States for six months. He has also been looking for a job for six months. He has been studying English since he was fifteen.*

Option: Do's and don'ts. Have students point out the do's and don'ts for job interviews that are illustrated in the picture, for example, *Do bring your references*, *Don't wear a lot of makeup*. Refer students to pages 10 and 11 for ideas.

(continued on p. 16)

Lesson Plan, Unit 1: Review (for Student pages 12-14)–continued

B. Listen to the conversation ...

- To set the scene, tell students they will hear a conversation between two friends who meet while looking for new jobs.
- Read the selection on the tapescript out loud or play the cassette while students listen with books closed.
- Have students open their books. Read the instructions out loud. Emphasize that students should listen for what the woman likes and doesn't like.
- Read the conversation or play the cassette as many times as necessary for students to complete the exercise.
- Ask *What other two things does Cheryl like doing?* (working alone, organizing things)

Option: Have students add two more columns of check boxes with the headings *I like* and *I don't like*. For each item, have students check their own preferences.

Tapescript

Man: Cheryl! I can't believe my eyes!

Woman: Jack? Is that you? What are you doing here?

Man: Looking for a job, just like you, I guess.

Woman: That's right. I really need to change jobs. I've been driving a van for Gold Medal Bread too long. It's time for me to do something else. I like driving and working alone, but I hate getting up in the middle of the night.

Man: Me too. How long have you been working at Gold Medal?

Woman: For two years now. It's time for a change.

Man: What kind of job are you looking for?

Woman: I'm not sure. But I like doing paperwork and I enjoy organizing things and I don't much like working with a lot of people. So I think I'm going to ask for an office job.

C–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 practice.

Option: Have students practice Exercises C and D in pairs. One person reads the statement or question and the other reads the response.

F. Complete the paragraph ...

- Students fill in the blanks in the paragraph with the gerund form of the verbs. Check that students drop the *-e* in *driving* and *taking*.
- After students complete the exercise, ask *What are Juan's skills? What are his likes? What are his dislikes?*

Option: Have students write a similar paragraph about themselves. Remind them to change the verbs so that they agree with *I* rather than *he*. Collect the paragraphs and read them out loud. Have the class guess who wrote each paragraph.

G. Fill out the job application ...

Option: After students fill out the application, they can ask a partner interview questions based on the application, for example, *Where do you work now? What was your last job? What are your skills?*

H. Composition ...

- Provide students with concrete approaches to writing about the picture on page 12. Use one of the following options, 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 choose one of the pairs of people in the picture who are talking to each other, label them *A* and *B*, and write an extended conversation for them. Have students use the same format as the model conversations on pages 2 through 5. Students can later role-play their conversations for the class.

Option: Have students number the people in the picture and then, on a separate sheet of paper, write two sentences about each one. To reinforce the grammar points in the unit, one sentence can be about how long the person has been doing something and the other can describe the person's likes, dislikes, or skills using a gerund.

(continued on p. 17)

Lesson Plan, Unit 1: Review (for Student pages 12-14)–continued

Option: Have students choose one person in the picture on page 12 and tell his or her story in a paragraph similar to Exercise F on page 14. Use a group activity to prepare students for this option. Each group of four will need one sheet of paper and one pen or pencil. Have each group choose one person in the picture whose story they will tell. Explain that they will make up the information they provide. Ask a series of questions for group members to answer about their person, such as *What is this person's name? What was this person's job in his or her country? What is this person doing here? What does this person like? What does this person dislike? What are this person's skills? How long has this person been looking for a job?* The group discusses their answer to each question, but after each question the paper and pen are passed to the right so that a different person is writing each time.

Now I can

- Read the first item in the box out loud, *Now I can start a conversation with someone I don't know*. Elicit from the class an example of how to start a conversation with someone you don't know, such as *Terrible weather today*.

- 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 box. 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