

# 1

# Setting Goals, Pursuing Dreams

## Classroom Materials/Extra Practice



CD 1  
Tracks 2–8



Workbook  
Unit 1



Interactive Practice  
Unit 1

## Unit Overview

### Goals

- See the list of goals on the facing page.

### Grammar

- Verbs followed by gerunds and/or infinitives
- Gerunds following prepositions

### Listening and Speaking

- Describe personality traits
- *Communication Skill*: Using Examples
- Talk about long-term career goals

### Reading

- Read an article about how to find job information
- *Reading Skill*: Highlighting or Underlining Key Information
- Read an article about getting what you want
- *Reading Skill*: Previewing
- Read an article about overcoming an obstacle

### Writing

- Write a descriptive essay about your interests, skills, and goals
- *Writing Tip*: Topic sentences

### Life Skills

- Talk about job-related interests and abilities

## Preview

- Welcome students and have them look at page 5.
- Set the context of the unit by asking questions about setting goals. (For example, *What goals do you have for the immediate future?*) Provide sample answers if needed. (For example, *Our goal here is to improve our English.*)
- Hold up page 5. Ask students how they go about setting goals for themselves. Ask what it means to pursue a dream.
- Say: *Look at the picture. What's happening?* (A man is paragliding—free flying in a foot-launched, recreational aircraft.) *What would your dream job be? What steps would you take to reach that goal?* Ask the Preview questions; offer prompts if necessary. (For example, *Are there subjects in school or sports that you are especially good at? How can identifying those talents help you figure out the right job for you?*) Write responses on the board.
- Say: *In this unit, you'll learn more about career planning. You'll talk about your interests, skills, and goals, and you will learn how to find job information.*

## Unit Goals

- Ask students to read the Unit Goals silently.
- Explain unfamiliar vocabulary as needed. (For example: *personality traits*—a person's characteristics.)
- Tell students to circle the goal that is the most important to them.
- Take a poll by reading the goals aloud, with students raising their hand for the goal they circled.
- On the board, write the goal that the greatest number of students circled.
- Say: *As we complete this unit, we will look back at this page and reread the goals. We will check each goal as we complete it.*

## Getting Started

5 minutes

## 1 TAKE A SURVEY

**A CLASS.** Discuss. What kinds of things do you enjoy...

- Say: *Let's talk about free time. What do you do in your free time?*
- Discuss the question, offering prompts as needed. (*Do you play sports or work out at the gym? Go to parties or movies with your friends? Cook for your family or friends?*)
- Say: *Now, let's talk about work. What kinds of things do you enjoy doing at work?*
- Discuss the question, offering prompts as needed. (*Do you like to meet new people? Use a computer?*)
- Ask: *What do you like about school?*
- Discuss the question, offering prompts as needed. (*Do you like to talk to other people and work in a group? Learn new expressions in English?*)
- Say: *Today we're going to talk about things that you enjoy doing. Then we're going to see how your interests and talents translate into job skills.*

## Presentation

10 minutes

**B** Read the statements from a survey...

- Ask students to read the directions silently.
- Read the survey questions aloud.
- Ask students if there are any words or phrases they don't understand. Clarify unfamiliar terms as needed.
- Ask some vocabulary questions to check students' comprehension. Examples: *What does it mean to do simple paperwork?* (filling out information on forms such as timesheets or inventory lists) *What does it mean to work without supervision?* (starting work on tasks yourself and completing them without a manager guiding or helping you)
- Have students reread the survey items and check *yes* or *no* for each question.
- Walk around the class and help as needed.

**C PAIRS.** Compare your responses.

- Say: *Now, you're going to find a partner and compare answers.*
- Model the exercise with an above-level student. Have the student ask you: *Do you enjoy working with your hands?* (You answer the question and ask: *How about you?*)
- Repeat for number 2, *I like helping other people.*

## Controlled Practice

15 minutes

## 2 PRACTICE

**A** Read the job descriptions on page 7....

- Say: *Now we're going to look at how the questions you answered in the survey correspond to jobs.*
- Ask students to read the job descriptions on page 7 silently.
- Ask students if there are any words or phrases they don't understand. Clarify unfamiliar terms as needed. (Examples: *blueprints*—technical drawings that show how to construct something; *compassionate*—the quality of understanding how others feel and acting sympathetically toward them; *work under pressure*—the ability to complete projects that are demanding because of lack of time or difficult personalities involved)
- Turn back to the survey. Say: *Now, you're going to select a job for three people based on their survey answers. Let's start with Ramiro.*
- Have a student read aloud the questions that Ramiro answered with *yes* (items 1, 4, 9, 12, and 14).
- Ask: *Why would the cabinetmaker job be good for Ramiro?* (Possible answers: He can read instructions, work with tools and machines, and likes to produce things.)
- Have students pick jobs for Mary and Soon-Young.
- Ask the class which jobs they chose and why.

**Answers will vary but may include:** Mary would make a good graphic designer because she likes to design and create things, solve puzzles, and work on a team; Soon-Young would be a good LPN because she likes helping people, enjoys being physically active, and doesn't mind paperwork.

## Presentation

5 minutes

**B PAIRS.** Which of the jobs above...

- Say: *Now, you're going to turn to the person next to you and discuss which job you would enjoy the most—and why.*
- Give students a time limit for this activity in advance.
- Circulate as students talk, helping as necessary.

## Language Note

Remind students to use the modal *would* to talk about a hypothetical situation—that is, one that is not real at this time. To guide students, write a prompt on the board. (*I would like the \_\_\_\_\_ job because I enjoy \_\_\_\_\_.*)

## Community Building

Have students count off 1-2-3-4 and regroup accordingly. (Say: *All the 2s, go to the table over there.*) Other ways to create groups are to have students form small groups according to

- which of the four seasons is their favorite
- what time they woke up in the morning
- what kind of pet they'd like to have

You may want to use a more calculated grouping strategy for certain types of activities. You may want to form groups so that a variety of native languages are represented in each one—compelling students to communicate in English. When completing a particularly challenging writing or grammar task, you may want to make sure an above-level student is in each group.

## Controlled Practice

10 minutes

**C GROUPS.** Discuss. Look at the types of skills...

- Say: *When we talk about job skills, we talk about many different types of skills—for example, computer or language skills. Let's look at some other job skills.*
- Ask students to read the skills and examples silently. Check students' understanding by going over the skills.
- Place students in small groups. Say: *You're going to discuss which skills are the most important for each of the three jobs. Model the activity by reading the sample conversation at the end of the exercise.*
- Walk around the room and monitor conversations.
- Call on groups to share the skills that they thought were important for each job—and why.

**Possible answers:** LPN—Communication and interpersonal skills; nurses need to communicate with families, record information, and be patient.

Graphic designer—Problem-solving and lifelong learning skills; designers need to find solutions to customers' needs, solve problems, and use technology in new ways.

## Communicative Practice

15 minutes

**D GROUPS.** Discuss the questions.

- Read the discussion questions aloud and tell students that they will talk to their group members about the job they would like to have.
- Walk around and monitor conversations, offering prompts for clarification or elaboration as needed. (For example, *How will lifelong learning skills help you as a small business owner?*)
- Have a volunteer from each group tell the class which jobs the group members chose and why.

## Progress Check

**Can you . . . talk about job-related interests and abilities?**

- Say: *We have discussed your job-related interests and abilities. Can you do this? If so, check the box.*

## Extra Practice



Interactive Practice



pages 2–3

## Getting Started

5 minutes

- Say: *Today we're going to talk more about our job-related wants, needs, and capabilities. To do so, we'll practice two grammatical structures: verbs followed by gerunds and verbs followed by infinitives.*
- Ask students to look at the survey on page 6 and compare numbers 2 and 3.
- Point out that *like* is sometimes followed by an infinitive and sometimes by a gerund. Say: *We will study verbs that are always followed by a gerund, verbs that are always followed by an infinitive, and verbs that can be followed by either.*

## Presentation

10 minutes

## Verbs Followed by Gerunds and/or Infinitives

- Copy the grammar chart onto the board.
- To help students understand the difference between infinitives and gerunds, write several examples on the board in random order (*to eat/working/to learn/talking/to produce*) and ask students to say which is which.
- Have students read the Grammar Watch silently.
- Point to the left side of the grammar chart and read the two examples aloud. Ask students which verbs are used as gerunds (*working, doing*) and which verbs they follow (*enjoy, mind*).
- Point to the right side of the grammar chart and read the two examples aloud. Ask students which verbs are used as infinitives (*have, work*) and which verbs they follow (*need, want*).
- Point to the second row of the grammar chart (Verb + Gerund or Infinitive). Read the examples aloud.

## Teaching Tip

- Some students may need additional support to understand the concept of a gerund. Say: *Sometimes verbs can be used as nouns. They function as subjects or objects.*
- Write on the board: *He is swimming right now.* Ask: *Is swimming a noun or a verb in this sentence?* (A verb; combined with *is*, it tells of an action taking place right now.)
- Write, *I like swimming.* Ask: *Is swimming a noun or a verb in this sentence?* (A noun; it is the object of the sentence and talks about “a thing”—not an action.)

## Controlled Practice

30 minutes

1

## PRACTICE

## A Look at the Interests Survey on page 6....

- Ask students to read the directions silently. Write sentence 1 on the board: *I enjoy working with my hands.* Ask: *Is there a gerund or infinitive in this sentence?* (a gerund) Underline *working*.
- Write sentence 3 on the board: *I like to design, create, or invent things.* Ask: *Are there gerunds or infinitives in this sentence?* (infinitives) Circle *design, create, and invent*.
- Have students complete the exercise.
- Ask: *In the survey, which verbs are used with gerunds only?* Write *enjoy* and *mind* on the board. Have a student read aloud the sentences with these verbs.
- Ask: *Which are used with infinitives only?* Write *need* and *want* on the board. Have a student read aloud the sentences with these verbs.
- Ask: *Which are used with both?* Write *like* on the board. Elicit examples of *like* used as a gerund (*I like helping other people.*) and as an infinitive (*I like to solve puzzles.*).

## MULTILEVEL INSTRUCTION for 1A

**Pre-level** Sit with students in a group and offer prompts to help them. (*Let's look for verbs that end with -ing. Does the verb come after to?*)

**Above-level** After they finish the exercise, students can write additional sentences with the verbs they circled and underlined.

## B Complete the sentences with a gerund...

- Read the directions aloud, noting that some sentences may take a gerund **or** an infinitive.
- Have students complete the exercise.
- Have students turn to page 223 of the Grammar Reference and read the list of verbs followed by a gerund, an infinitive, or both.
- Ask: *Which verbs in this exercise can take either the gerund **or** the infinitive?* (like, hate)

## 2 PRACTICE

## Complete the conversation with the gerund...

- Read the directions, noting that some sentences may take a gerund **or** infinitive.
- Have students complete the exercise. Walk around and help students as they work, referring them to the lists of verbs on page 223.
- Call on students to read sentences and say answers.
- Ask: *Which verbs in this exercise can take either the gerund **or** the infinitive? (do, use, make)*

## Teaching Tip

As students complete the previous exercise, tell them to cross out verbs from the box as they use them in sentences. Point out that this technique is very useful when taking tests because it saves time.

## Expansion: Speaking Practice for 2.

- Write on the board: *like, enjoy, want, prefer, don't mind, need.*
- Tell students that they'll play a game to practice using gerunds and infinitives.
- Divide the class into two teams, A and B.
- Write a T-chart on the board with the teams' names.
- A member of Team A starts a sentence with a verb on the board (*I like . . .*), and a member from Team B has to complete the sentence in a way that is true for him/her. (*I like to go to the park on Saturdays.*)
- If it is a complex sentence (*I like to talk to my friends after class, so I never go home right away.*), it's worth 2 points. If it is a simple sentence (*I like to study English.*), it's worth 1 point.
- Teams take turns giving sentence prompts. Each student has only one turn to complete a sentence.
- Write points for each team on the T-chart.
- At the end, the team with more points wins.

## Community Building

- Tell students that talking about one another's work is a good way to start a conversation.
- Have students practice this by walking around and talking to as many different classmates as possible in a short period of time.

Example:

A: *So, what do you do?*

B: *I'm a landscaper.*

A: *How do you like your job?*

B: *I like staying outdoors, so this is perfect for me. What about you? What do you do?*

## Communicative Practice 15 minutes

## Show what you know!

PAIRS. Check (✓) *Like, Don't mind, or...*

- Ask a confident, above-level student to read the directions and sample prompts aloud.
- Ask: *Does like take an infinitive or a gerund?* (Explain that it can take either.) Ask: *What about don't mind?*
- Have students form pairs and complete the exercise. Walk around and monitor conversations.
- *Optional:* Have student volunteers present their partner to the class. (*This is Genet. She likes using computers and solving problems. She doesn't mind . . .*)

## Progress Check

## Can you . . . identify job-related interests and abilities?

- Say: *We have practiced identifying your job-related interests and abilities. Can you do this? If so, check the box.*

## Extra Practice



Interactive Practice



pages 4–5

## Getting Started

5 minutes

Say: *Now that you've identified some of your skills and interests, it is also important to know how to talk about them.*

## Culture Connection

Tell students that in the U.S., people are expected to be able to talk about skills, interests, and goals. Ask students to compare their own countries and the U.S. Say: *In the United States, one of the first things a person might ask someone at a party is, What do you do? or Where do you work? Do people behave in the same way in your culture? When is it appropriate to talk about work?*

## Presentation

15 minutes

## 1 BEFORE YOU LISTEN

**A CLASS.** When you look for a job...

- Ask students to read the questions silently.
- Repeat the question and solicit responses. Say: *When you look for a job, what are (emphasize) the things you need to think about?* If needed, offer examples such as transportation, location, working hours, pay, benefits, childcare issues.
- Make a list of student responses on the board.

**B PAIRS.** Match the adjectives...

- Ask students to read the directions silently. Ask: *What is a personality trait? Can you give some examples?* Offer examples as needed, such as conscientious, outspoken, quiet, and talkative. (For example, *A conscientious person is careful and responsible—careful and responsible are two more traits.*)
- Mention that there are both positive and negative personality traits and that, of course, the traits people emphasize when they are looking for jobs are the positive traits.
- Tell the pairs to match the answers they know first and then to make their best guesses on other items.

**C GROUPS.** Compare your answers...

- Set up groups.
- Ask students to read and follow the directions.
- Say: *When you talk with your group, discuss other personality traits you think are important.*
- Say: *When you discuss this, it might help to think about what kind of person you want to work with.*

## Controlled Practice

15 minutes

## 2 LISTEN

**A PAIRS.** Look at the picture of Ruben...

- Ask students to read the directions silently.
- Tell students to look at the picture of Ruben and his career counselor.
- Ask: *What does a career counselor do?* Offer an example if needed: *A career counselor gives advice to people about jobs that might be good for them.*
- Ask: *What questions do you think the counselor will ask Ruben?*
- Write short versions of student responses on board (such as *interests? job experience? skills?*).

**B**  **Listen.** Were your predictions correct?

- Ask students to read the directions; make sure they understand what to write.
- Play CD 1, Track 2.
- Say: *Were your predictions correct? What questions did the counselor ask Ruben? (Refer back to the list on the board.) Were you surprised by any of the questions? Which ones?*

**C**  **Listen again.** Answer the questions.

- Play Track 2 again.
- Tell students to answer the questions.
- Ask students to share answers with the class. If there are any discrepancies in the answers, let students discuss them to come up with a final answer.

## Controlled Practice

10 minutes

3

## PRACTICE

**A** In the next part of the conversation...

- Ask students to read the directions silently.
- Check to make sure students know they are to complete the descriptions for Ruben, not themselves.
- Write on the board: *I'm (a/an) \_\_\_\_\_*. Ask: *Can someone explain why after the I'm in the phrase on the board, there is a choice of either a or an?*
- Say: *In English, you can use an indefinite article—a or an—before a description. You need to use a before a word that begins with a consonant (or an h that isn't pronounced) and an before a word that begins with a vowel sound. So you say, a cooperative person but an intuitive person or an honest man.*
- Explain that they will have to add both types of words (beginning with a vowel or consonant) and that they will have to choose *a/an* according to the word they add in each case.

B



## Listen and check your answers.

- Play CD 1, Track 3.
- Say: *Were there any surprises in the listening? If there were, clarify misunderstandings.*
- Ask for volunteers to give examples or definitions for each of the five adjectives.

## Networking

- Say: *The best way to start to feel comfortable speaking and understanding spoken English is to use it outside of class. That's where you can start to feel more comfortable with the many ways that Americans speak English.*
- With students, brainstorm a list of places and situations where students can use English outside of class. (For example: at work, on the bus, at the store, when volunteering, at children's school and sports functions) Keep the list to refer to throughout the quarter or session.
- Ask students to set individual short-term goals for learning English outside of class. (For example: reading a newspaper article in English and bringing it to class to explain what it is about; watching or listening to the news in English at least once a week and coming to class prepared to report on something they heard)

## Communicative Practice

15 minutes

4

## MAKE IT PERSONAL

## STEP 1. Use the personality traits web...

- Have students fill in the personality traits web with adjectives and examples that describe themselves.

## STEP 2. Use your personality traits web...

- Set up groups and ask students to read the directions and examples silently.
- Model the activity with two students who are confident and comfortable about being asked. Use real information about yourself to encourage students to do the same.
- Say: *Talking together is one of the most important things we do in class; we do this so that you can learn to speak English more naturally. Please ask questions and answer questions respectfully. Share as much as you feel comfortable sharing.*

## Expansion: Writing Practice

- Ask students to write several sentences about themselves—similar to the sentences about Ruben in Exercise 3A. (For example, *I'm a cooperative person. For example, I always help my roommate to make dinner and wash the dishes.*)

## Communication Skill: Using Examples

- Direct students to the Communication Skill box.
- Ask a student to read the text aloud.
- Say: *Giving examples helps you explain or show what you mean. For example, when I say I talk to everyone I sit next to on the bus this helps to explain that I'm extroverted.*
- Walk around the room listening to the conversations and joining in, especially with groups who may be slow to interact.

## Extra Practice



Interactive Practice

## Getting Started

10 minutes

- Say: *So far, we've been talking about our interests, skills, and personality traits. Now the next step is to find information about jobs that will fit well with those interests, skills, and personality traits.*

### 1 BEFORE YOU READ

#### A CLASS. What jobs would you like...

- Have students read the directions and respond to the two questions. Either jot the answers on the board yourself or ask a student to do so. Save these for later reference in the unit.
- Allow enough time for this activity so that your more reticent students have an opportunity to respond.
- Ask students to silently read the note about the Department of Labor. Go over the note and identify any vocabulary issues. Clarify vocabulary as needed.
- You may want to give students more information about the U.S. Department of Labor. For example, it is one of the 15 cabinet-level divisions of the executive branch that come under the jurisdiction of the president.

#### Teaching Tip

Always follow up on information you ask students to share so that they continue to do so. Using information they give (such as what jobs they are interested in) can also help you tailor the class to students' needs.

#### Expansion: Reading Practice for 1

- If the Internet is available, show the handbook online (at [www.bls.gov/OCO/](http://www.bls.gov/OCO/)) or make transparencies of several copied pages.
- Set up pairs at computers or with a page from the OCO. Ask students to review the material and develop a short list of information about a particular job to share with the class.
- Ask students whether they find it easier or harder to read texts online than on paper. Encourage them to practice reading texts online because they will need to be able to read English in many formats.

## Presentation

15 minutes

### 2 READ



#### Ali Sheronick is a career counselor....

- Ask students to read the directions silently.
- Say: *The writer of this newsletter is a career counselor. Will someone explain what a career counselor does?* Accept any student responses, giving more information as needed (such as that there are many types of counselors—in schools, mental health, and the workplace).
- Say: *As you read, pay particular attention to the advice Ali Sheronick gives.*
- Point out that the words and phrases in boldface (*discourage, category, occupations, in demand, working conditions, statistics, aptitude tests*) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Say: *Listen as you read the article.*
- Play CD 1, Track 4. Students listen and read along.
- Walk around the room; observe whether any students seem to have difficulty reading this passage or keeping the listening and the reading in sync.

#### Teaching Tip

- Doing timed readings after students have read and listened to each text, can help them improve their reading fluency.
- Set up pairs. Have students take turns reading a paragraph from the reading for 1 minute.
- Ask students to count and record the total number of words they've read. Then have them practice saying difficult words.
- Ask students to read the paragraph three more times and record their speeds.
- Have students record their progress on a chart.

#### Expansion: Vocabulary Practice for 2

- Divide the class into small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look up the words in the glossary on page 245 and to compare the definitions there with what they wrote.

## Controlled Practice

15 minutes

### Reading Skill: Highlighting or Underlining

#### Key Information

- Refer students to the Reading Skill box.
- Ask: *How many of you underline or highlight when you read a text? Do you find this useful? Why or why not?*
- Say: *Let's go back to the newsletter on career advice. Which words or phrases would you highlight or underline in the first paragraph?* Accept all answers, but remind students that it makes no sense to underline/highlight too much. Good candidates for underlining/highlighting could be “millions of people don't really know what they want to do” and “occupations . . . in demand.”
- Say: *Here's a word of caution: Of course, you shouldn't underline in library, school-owned, or borrowed books. In those cases, you can write short sticky notes with the page number on each note.*

## 3

### CHECK YOUR UNDERSTANDING

#### A PAIRS. Read the newsletter again. Find...

- Set up pairs.
- Tell students to highlight or underline the important information in the second paragraph. Ask for volunteers to share what they've underlined/highlighted. Repeat the process with the third paragraph.
- Students should not have trouble answering these questions, so don't come back together as a whole group to go over the answers. Instead, ask only: *Any questions?*

#### Answers:

- the U.S. Department of Labor website
- *Top 20 Items, Occupational Outlook Handbook, agencies, Bureau of Labor Statistics*
- aptitude tests, informational interviews

#### B Write the answers...

- Tell students to write the answers to the three questions in their notebooks. In the whole group, ask students to share their answers.

## 4

### WORD WORK

#### GROUPS. Choose three words...

- Ask students to read the directions silently.
- Set up groups.
- Say: *Remember that when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.*

## Communicative Practice

20 minutes



### Show what you know!

#### GROUPS. Discuss the questions.

- Ask for volunteers—each to read one of the questions aloud.
- Set up groups of five—one student for each question. Model the activity with four students.
- Say: *I will ask the first question and the rest of the group will take turns answering. Ask a question and have students respond. Say: [Student name] will ask us the second question. [Another student] will ask the third question (and so on; this should be obvious after the first example or two).*
- Encourage students to go deeper into the topic or to compare how people find job information in different countries.
- Come back together as a whole group to make a class list of what jobs the class is interested in.
- Write the list on the board, an overhead, or a flipchart to refer to in later lessons.

#### Progress Check

#### Can you . . . discuss how to find job information?

- Say: *We have practiced discussing how to find job information. Now look at the question at the bottom of the page. Can you talk about finding job information? If so, check the box.*

### Extra Practice



Interactive Practice



pages 6–7

## Getting Started

5 minutes

- Say: *In the last lesson, we talked about finding job information. What are some ways to do this?* (OOH, career counselor)
- Say: *Today we're going to focus on the next step in the job search process—talking about our abilities and plans. To do so, we'll practice the grammatical structure of gerunds that follow prepositions.*

### Teaching Tip

- For students who need to review the concept of prepositions, ask: *What is a preposition?* (a small word that can describe location or time)
- Elicit prepositions from students and note them on the board (*in, on, at, by, from, about*).
- Explain that prepositions can also be used with nouns or verbs to provide more information. (*She's good at sports*; *at* introduces a noun that tells you more details about the student's abilities.)

## Presentation

15 minutes

### Gerunds Following Prepositions

- Copy the grammar chart onto the board.
- Ask: *Who remembers what a gerund is?* (A verb used as a noun. Gerunds end in *-ing*.) *What are some verbs that take gerunds?* (*like, enjoy, mind*)
- Say: *We know that we can use a gerund after a verb; we can also use it after a preposition.*
- Ask two confident, above-level students to read each point of the Grammar Watch note aloud.
- Write on the board: *I'm good at cooking/swimming.* Ask students to say something they are good at.
- Write on the board: *I'm bad at driving/fixing things.* Ask students to say something they are bad at.

- Help students, offering prompts as needed. (*Can you find a verb that ends in -ing? Is it used as a noun?*)
- Call on students to say the answers.
- Note: If any students ask, tell them that *working conditions* is not an example of a gerund; *working in working conditions* is a participial adjective.

### B Complete the paragraphs about Andrea...

- Ask students to read the directions and the first paragraph of the exercise silently.
- Read the first sentence of the second paragraph aloud. Tell students that when we talk about the way somebody does something, we say *good at/not very good at* plus the gerund.
- Have students complete the exercise and say answers.

### Language Note

Clarify for students that when we want to show that someone is considering an idea or future plan, we can say *thinking about* or *thinking of* (*Andrea is thinking about/Andrea is thinking of being an engineer* means that Andrea may do this in the future). However, we can also use *thinking about* in the present continuous to describe what someone has in his/her mind at a particular moment. (*You look worried. What are you thinking about?*)

### Multilevel Instruction for 1B

**Pre-level** Give students a copy of the chart of words below that take prepositions before a gerund. Have students refer to it as they complete the exercise. Tell them to add more words to the chart throughout the lesson.

**Above-level** Give students a copy of the chart with only the preposition headings. Have students fill in the blank chart as they complete the exercise and add any more words they know that take the four prepositions before the gerund.

## Controlled Practice

15 minutes

### 1 PRACTICE

- **A** Read the career advice article on page 12...
- Ask students to read the directions. Then have them reread page 12 and complete the exercise.

At	In	For	About
Good at	Interested in	Thank ___ for	Think about
	Improvement in		

## Controlled Practice

15 minutes

2

### PRACTICE

#### Read about what five people plan...

- Ask students to read the characters' future plans.
- Read the example in item 1 aloud. Explain that we can use the preposition *by* + a gerund to show how someone will execute a future plan.
- Walk around and offer prompts as needed. (*How can I learn Spanish? By getting a tutor.*)

**Possible answers:** 2. Todd is going to improve his image at work by wearing better clothes. 3. Khenan is going to learn Spanish by getting a tutor. 4. Ilya is going to learn more about working as a physician's assistant by going on an informational interview. 5. Mei-Feng is going to find out more about employment resources by meeting with the librarian at the public library.

#### Expansion: Writing Practice for 2

- Explain that on or around January 1 each year, it is customary for people to make New Year's resolutions—things they will change or improve in the new year.
- Say: *Now you will make your own New Year's resolutions.*
- Write on the board: *I want to improve \_\_\_\_ by \_\_\_\_\_. I plan to learn \_\_\_\_ by \_\_\_\_.*
- Say a few examples: *In the New Year, I want to improve my health by exercising 30 minutes a day; I plan to learn more about Excel® by taking a community education course.*
- Have students write and discuss their New Year's resolutions with a partner. Then ask them to share their resolutions with the class.

## Communicative Practice

10 minutes

### Show what you know!

#### STEP 1. Use a gerund and information about...

- Read the directions aloud and elicit an example for item 1. (*I'm good at problem solving.*)
- Have students complete the exercise and share their sentences.

#### STEP 2. GROUPS. Discuss your answers...

- Set up groups. Ask students to think about jobs they would like to have.
- Say: *Take turns naming the job and giving suggestions on how to find information about it.*
- Make sure groups are on task. Offer suggestions as needed: *What about talking to someone who has that job? What about checking job websites on the Internet?*

#### Community Building

- Write a chart on the board with these column headings: *Name, Good at, Not good at, Improve English by, Thinking of.* Have students copy it.
- Tell students that they are to stand up, walk around the room, and survey as many classmates as possible in 5 minutes, writing only a few words in each box.
- Model the activity by asking an above-level student: *What is your name? What are you good at? What are you not good at? How are you going to improve your English? What are you thinking of doing in the future?*
- Afterwards, have students tell about a classmate. (*Ana is thinking of volunteering.*)

#### Progress Check

#### Can you . . . talk about abilities and plans?

- Say: *We have practiced talking about abilities and plans. Can you do this? If so, check the box.*

#### Extra Practice



Interactive Practice



pages 8–9

## Getting Started

15 minutes

- Say: *We've been working on identifying skills, interests, and personality traits and where and how to get job information and advice. The next step is to understand how to set realistic goals.*
- Write the word *goals* on the board and draw a T-chart. On the horizontal line, write *realistic* and *unrealistic* on each side of the vertical line.
- Ask students to give examples of realistic and unrealistic goals.
- If needed, give a personal example of each. (For example, *I want to take a beginning Spanish conversation class* = realistic vs. *I want to learn to speak Spanish with a perfect accent* = unrealistic.)
- Say: *Keep these ideas of realistic and unrealistic in mind as we talk about goal setting.*

## 1

## BEFORE YOU READ

**CLASS. Discuss. What do you want...**

- Ask students to read the directions silently.
- In a column on the board, write *I want to be* \_\_\_\_\_. *I want to have* \_\_\_\_\_. *I want to (do)* \_\_\_\_\_. Ask students to complete the sentences. (For example, *I want to be a teacher/nurse. I want to have a good job. I want to do some traveling abroad.*) Point out that a noun or adjective follows *be*, a noun follows *have*, and the verb *do* implies an action or goal. Then ask students use these phrases in their answers.

**Reading Skill: Previewing**

- Direct students to the Reading Skill box.
- Read the text aloud.
- Say: *Look at the parts of the word preview. What are the two parts of the word?*
- Ask: *What does the prefix pre- mean? (before) What does the base word view mean? (look at)*
- Say: *When you look carefully at different parts of a word, it can help you understand the word more fully. What you are going to do now is view something before you read it.*
- Say: *When you preview a reading, you look at all the information that can help you—the titles and subtitles, photos, graphics, and the first sentence in each paragraph.*
- Say: *Now we are going to preview the article.*

## Presentation

15 minutes

## 2

## READ



## Preview the article....

- Ask students to read the directions silently.
- Tell students to read the title. Ask: *Based on the title alone, what do you think the article is about?*
- Provide step-by-step guidance on reading the first paragraph up to *achieve it*, and ask students if those sentences can give them an idea of the topic.
- Have students do the same with the rest of the article.
- After students preview the article—give them just a minute or two—ask for the statement that best describes the article.
- Say: *Now it's time to read the article.*
- Point out that the words and phrases in boldface (*financial security, commitment, outcome, imagination, measurable, numerous obstacles, racial prejudice, and martial arts*) appear in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 1, Track 5. Ask students to listen and read along.
- After students listen and read, asked if they have any questions about the content, vocabulary, or pronunciation. Answer questions, but also encourage other students to answer questions.

**Expansion: Vocabulary Practice for 2**

- Divide the class into small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with what they wrote.
- Assign one or two words or phrases to each group and have them write one sentence with their assigned word or phrase.
- Ask groups to read their sentences to the class.
- After each group reads a sentence, ask if anyone has any questions about the word or phrase.

## Controlled Practice

15 minutes

3

## CHECK YOUR UNDERSTANDING

## Write the answers...

- Tell students to write the answers to the questions in their notebooks.
- Go over the questions as a class and verify that everyone understood the two parts of goal setting.

**Possible answers:** 1. making sure that the goal is measurable; 2. Yes, because he had specific goals—that by 1980 he would be the best-known Asian movie star in the U.S. and that he would earn \$10 million.

4

## WORD WORK

## A Find these words...

- Have students read the directions silently.
- Ask for volunteers to give answers.

## Teaching Tip

In all cases, offer extra help to individuals in a low-key manner. Note that more advanced learners may be acutely aware of lost status or be frustrated that as erudite and well-spoken as they are in their first (or second) language, they have not yet attained English proficiency.

## Communicative Practice

15 minutes

## B GROUPS. Choose three words or phrases...

- Divide the class into small groups.
- Ask students to read the directions.
- Give suggestions about what the groups could discuss (for example: cognates in their own languages, pronunciation, parts of speech).
- Have each group choose one or two words or phrases and ask them to write one sentence for each assigned word or phrase.
- Ask groups to read their sentences to the class.
- Say: *Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.*

## Networking

- Have students find out about a place in the community where they can obtain information about getting jobs and job training.
- With students, brainstorm a list of what they want to know about work, work issues, training assistance, and other related topics.
- Brainstorm another list of places and people where students might find the information.
- Combine the two lists by saying: *Where do you think you can find information about . . . ?* (for example: *career counseling*) *You can find it at . . .* (for example: *the library*).

## Show what you know!

## STEP 1. Write three more things...

- Copy the chart onto the board.
- Ask students to read the directions. Encourage them to think about areas in their lives where they would like to make a change, not to limit this exercise to work-related issues. Provide examples if needed: *get in better shape, save more money . . .*
- Fill in the first row. Ask a volunteer to supply responses for the next row; write them on the board.
- Tell students to complete a similar chart in their notebooks. Have them check the one item that is most important to them in each column. Say: *Save these charts for later use.*

## STEP 2. Write a clear and measurable goal...

- Have students write a goal based on the information they entered in the chart.

## Progress Check

## Can you . . . learn about setting goals?

Say: *We have practiced talking about setting goals. Now look at the question at the bottom of the page. Can you talk about setting goals? If so, check the box.*

## Extra Practice



Interactive Practice



pages 10–11

## Getting Started

5 minutes

- Say: *People sometimes have different kinds of goals. One might be, I want to read one complete magazine in English every month. That's a short-term goal. A long-term goal is a larger goal that may take several years or more to achieve. For example: I was a mechanic in my country, so I want to become a certified master mechanic in this country. We are going to listen and share ideas about long-term goals.*
- Write *short-term goals* and *long-term goals* on the board. Ask students to give more examples of each.
- Have students give ideas about how long “short-term” and “long-term” are.

## Expansion: Writing Expansion

- Say: *When you thought about coming to the U.S., you probably had both short-term goals, like figuring out how to get from the airport to where you were staying with a relative, and long-term goals, like learning English well enough to get a good job.*
- Ask students to write at least two sentences each about their short-term and long-term goals in coming to the U.S. Tell students just to write the sentences in their notebooks for now.
- Walk around as students write; offer assistance with vocabulary, spelling, and grammar as needed.
- Say: *We will come back to these later in the lesson.*

## Presentation

10 minutes

## 1 BEFORE YOU LISTEN

## GROUPS. Talk about your long-term...

- Ask students to read the directions silently; make sure they understand that the task involves discussing steps.
- Set up groups.
- Help students add examples of breaking down goals into steps.

## Controlled Practice

15 minutes

## 2 LISTEN

A  Ruben is talking to his career counselor...

- Ask students to read the directions silently.
- Confirm they understand what they need to write.
- Play CD 1, Track 6.
- Ask students for the four things; write the answers on the board.

B  Listen to the rest of the conversation...

- Ask students to read the directions silently.
- Say: *Now we are going to listen to the rest of the conversation with Ruben and his career counselor. Then we are going to complete a flowchart for him.*
- Tell students that the purpose of graphics and charts is to obtain information quickly. Therefore, they must include only the text that is necessary.
- Say: *Look at the flowchart on the page. A flowchart is like a map of a process. Notice how events are written in the order in which they've happened.*
- Play CD 1, Track 7.
- Go over answers with the whole class.

## Expansion: Grammar Practice for 2B

- Briefly review the grammar point in Lesson 2; refer students to the grammar chart on page 8.
- Ask students to listen again and write down some of the instances of verb + gerund and verb + infinitive that they hear. (See examples below.)
- Say: *Just write down the phrase, not the whole sentence.* Give the first example.
  - I don't want to discourage you . . .
  - You'll have to spend time . . .
  - I need to pass . . .
  - I'll probably keep working . . .
  - Do you want to stay . . .
  - You're going to take . . .
  - You're going to continue working . . .
  - I suggest talking . . .
  - could be to become . . .
  - would be to open . . .
- As a class, decide, in each case, whether the phrase takes a gerund or an infinitive, or if either one could be used.

## Controlled Practice

15 minutes

3

## PRACTICE

**A** Goals that are most likely to be achieved...

- Ask students to read the directions silently.
- Have them read the SMART goals chart.
- Give an example to help students get familiar with the chart, such as *I want to find a hotel job and become the manager of the hotel within one year*. Ask the class if this goal is specific (yes), measurable (yes), achievable (probably not), etc.

**B PAIRS.** Which of these goals is a SMART goal?

- Ask students to read the directions silently.
- Set up pairs and ask them to discuss the goals.

**Possible answers:** 1. not SMART because it is not specific, measurable, or time bound; 2. SMART because it is specific, measurable, achievable, and time bound

**C SAME PAIRS.** Discuss. How can Ruben...

- Keep the same pairs.
- Ask students to read the directions silently.
- Rephrase the directions. Say: *Work with your partner to make Ruben's long-term goal specific, measurable, achievable, relevant, and time bound.*

## Communicative Practice

15 minutes

4

## MAKE IT PERSONAL.

**STEP 1.** Write a SMART 10-year career goal...

- Give an example on the board or in a handout of Ruben's SMART ten-year goals.
- Ask students to write a long-term goal. Direct them to item 2 in Exercise 3B for an example.
- If a student writes a goal that does not qualify, ask the student questions that will help him or her identify the problem with the goal. (For example: *Do you think it's measurable . . . ?*)

## Teaching Tip

- If the Writing Expansion for Getting Started was completed, ask students to review the short-term and long-term goals they wrote.
- Say: *Look back at one of the long-term goals you wrote. If one of those goals is a 10-year goal, revise it to make sure it is a SMART goal. Or, if your long-term career goals have changed or if you are not planning on a career, write another long-term SMART goal.*

**STEP 2. PAIRS.** Read your goal...

- Ask students to read the directions silently.
- Set up pairs.
- Model this activity with one student. Read a long-term goal that you wrote and discuss it briefly.

**STEP 3.** Create a flowchart...

- Refer back to the flowchart on page 18. Remind students that there are many types of flowcharts. Say: *There are many ways to create a flowchart, but they all show a process over time.*
- If time permits, work as a whole group to develop a flowchart based on an outgoing and confident student's long-term goal.
- Walk around the class to make sure students write only the information that is needed and that the information appears in chronological order.

**STEP 4. GROUPS.** Present your SMART goal...

- Set up groups.
- Ask for three volunteers to read each bullet of the Presentation Skills box.
- Say: *These three points are important. Remember that making eye contact is important in this culture, even if it may be difficult at first. I know from personal experience that talking in front of groups gets easier the more you practice.*

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Encourage students to think about a common situation in which reaching a personal goal is difficult. If students don't come up with their own suggestions, use this example: *Think about diets. Thousands or maybe millions of people in this country go on diets, but many fail. What are some of the obstacles that people face when they try to stay on a diet?* Accept student responses. Possible examples are time, logistics—such as having to buy specific ingredients, prepare special meals—people may get bored, other family members don't follow it . . .
- Ask: *What's some good advice for staying on a diet?* Accept all responses.
- Say: *In this unit, we've been working on identifying our own interests, skills, and personality traits and connecting them to goals. I think we all know that reaching goals isn't easy. There usually seem to be some challenges to reaching goals. Now we will be talking and reading about how to overcome—or conquer—these challenges.*

## 1 BEFORE YOU READ

## GROUPS. Discuss the questions.

- Ask the students to read the questions.
- Set up groups of four.
- Say: *Each group member should read one question and lead the discussion on it. Remember, there is no single correct answer to the questions, but it is important to think about learning, particularly your own learning experiences.*

## Presentation

15 minutes

## 2 READ



## Listen to and read the essay...

- Ask student to read the directions silently.
- Point out that the words and phrases in boldface (*transportation, comfortable, informing, referral, in exchange, arrangements*) are in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.

- Play CD 1, Track 8 as students listen and read along.
- As you walk around the room, observe whether any students seem to have difficulty reading the essay or keeping the listening and the reading in sync.

## Expansion: Vocabulary for 2

- Make sure that everyone understands *overcome/overcame* and *obstacles*.
- Say: *Overcome is an important word in Alicia's story and also when we talk about goals. Can you give some examples of what overcome means?* If students don't offer examples, ask questions such as: *What were some of the challenges you had to overcome when you moved to the U.S.? Was difficulty speaking English hard to overcome?*
- Direct students' attention to the irregular past tense in this compound word (*overcame*). Compare *overcome/overcame* with *overwork/overworked*, *overlook/overlooked*.
- For *obstacles*, you can describe an obstacle course or a steeplechase horse race where the horse and rider must jump over fences, streams, and other challenges.
- Suggest that students add these words to their vocabulary logs.

## Expansion: Vocabulary Practice for 2

- Divide the class into small groups.
- Ask students to make a list of the boldfaced words in the reading and to write the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with what they wrote.
- Assign one or two words or phrases to each group and have them write one sentence for each of their assigned word(s) or phrase(s).
- Ask groups to read their sentences to the class.
- After each group reads the sentence, ask if anyone has any questions about the word or phrase.

## Controlled Practice

15 minutes

3

## CHECK YOUR UNDERSTANDING

## CLASS. Write the answers...

- Ask students to read the questions silently.
- Read each question and solicit students' responses. For Question 1, ask: *Do you think this is a typical problem?*

**Possible answers:** 1. no transportation to school; missed end of class and assignments; overcame problem with Ride Referral Program—students share rides; 2. Yes, Alicia's response was a good solution. She could also have tried to convince the bus company to extend the time of the bus service, or asked the school to change the hours of the class to match the bus schedule.

## Community Building

If there are transportation issues similar to Alicia's where you teach (with your program administration's prior agreement), encourage student leaders to work with the school administration and students from other classes to set up a Ride Referral Program for the school.

4

## WORD WORK

## GROUPS. Choose three words or phrases...

- Ask students to read the directions silently.
- Set up groups.
- Say: *Remember that when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the log for words you read or hear outside of class.*

## Communicative Practice

25 minutes

## Show what you know!

## STEP 1. Think about obstacles to your own...

- Ask students to read and follow the directions.
- Make sure students understand *rank* and how to do it. If an example is necessary, say: *For example, I could rank my favorite foods in a scale of 1 to 5. Chocolate would be number 1. Mango would be 2 . . .*

- Say: *There is no right or wrong in this list of obstacles—the list just gives you a chance to think about your own challenges.*

## STEP 2. GROUPS. Compare your answers...

- Keep the same groups as in Exercise 4.
- Say: *It's not easy to come up with solutions—answers to problems or obstacles—but trying gives you an opportunity to think about possible answers.*

## STEP 3. Think of a goal...

- Say: *Before you talk with your group again, write notes to refer to as you work toward your goal.*

## STEP 4. GROUPS. Talk about your goals...

- Keep the same groups.
- Ask each person in the group to share goals, possible obstacles, and possible solutions.

## Teaching Tip

- For various reasons, some students may not want to discuss their goals or obstacles.
- Closely observe all students so that you know how to group emotionally sensitive students. Remember that in some situations, a student may only be able to listen.

## Progress Check

## Can you . . . overcome obstacles to achieving your goals?

- Say: *We have practiced talking about overcoming obstacles to achieve your goals. Now look at the question at the bottom of the page. Can you talk about overcoming obstacles to achieve your goals? If so, check the box.*

## Getting Started

5 minutes

- Say: *We have been talking about our personal and career interests, skills, and goals. We have practiced vocabulary and grammatical structures to describe our abilities and plans, and we have read about ways to find job information, set SMART goals for ourselves, and overcome obstacles. Today we are going to apply all of this knowledge as we write a descriptive essay about our interests, skills, and goals.*

## Presentation

15 minutes

## 1 BEFORE YOU WRITE

- A You are going to write...**
  - Read the directions aloud. Ask: *What is an essay?* (a short composition that explains, describes, or presents something or someone)
  - Say: *Today we're going to write an essay that describes something—so it's called a descriptive essay.*
  - Ask students to read the FYI note and Writing Tip.
- B Ask yourself these questions. Record...**
  - Ask students to read the directions and questions silently.
  - If students completed the Writing Expansion for Lesson 7, encourage them to review what they wrote about their goals.
  - Have students write answers to the questions. Walk around and check students' work, offering prompts as needed. (*What are some of your interpersonal skills? Are you good at resolving conflicts?*)

## Teaching Tip

Have students write notes for each question on a separate index card instead of writing full answers on a sheet of paper so that they learn to list and organize ideas before writing complete sentences.

## C Read the writing model on page 205...

- Tell students that they will now read a descriptive essay that a student wrote about her interests, skills, and goals. Have students turn to page 205 and read the essay.
- Clarify vocabulary as needed.
- Ask: *What types of things does Andrea like to do?*  
**Answer:** work outdoors, especially gardening

## Controlled Practice

10 minutes

## 2 ANALYZE THE WRITING MODEL

## A PAIRS. Discuss the questions.

- Say: *Now you are going to analyze Andrea's interests, personality traits, and goals.*
- Ask students to read the directions silently.
- Have students form pairs and answer the questions.

**Answers:** 1. main interests—science and nature; 2. outgoing and patient; 3. to be a tree climber and pruner

## B Reread the writing model on page 205 again....

- Say: *Read Andrea's essay a second time and look for the topic sentences. What is a topic sentence?* (a sentence that gives the paragraph's main idea)
- Have students complete the exercise and discuss their answers.

**Answers:** 1. I have a wide variety of interests, but my main interests are science and nature. 2. I have many skills. 3. I want to work at something that combines my interests and skills.

## Teaching Tip

Help students understand the concept of a topic sentence and the idea that the other sentences in a paragraph should relate to it. Say: *A topic sentence is something like an umbrella, under which everything in the paragraph must fall. All of the sentences under the umbrella should be logically related to the topic sentence.* Have students work in pairs to add a sentence to each of the paragraphs in the model essay—it can be one related or unrelated to the topic sentence. Then they read the sentence to the class. Each pair should be ready to explain why it is or it isn't a good sentence for that paragraph.

## Communicative Practice 30 minutes

## 3 THINK ON PAPER

## A Read the word webs Andrea made...

- Ask students to read the directions silently and look at the word webs.
- Ask: *What is a word web?* Explain as needed that a word web is a diagram used to organize ideas.
- Say: *A word web can be very helpful because it allows you to see, in graphic form, how your ideas are related to one another. It can also help you to see which details and examples are **not** related to your main ideas.*
- Point out that in the word webs, the circles have the main ideas, expressed as single words or short phrases. These main ideas will go into the topic sentences.
- Ask: *What else do you see in the word webs?* (lines coming out from the main ideas, or *callouts*, attached to words or phrases)
- Say: *These callouts show supporting details and examples that relate to the main idea in the middle of the circle. These details and examples will form the middle of each paragraph—the sentences between the topic sentence and the conclusion.*

## B Review the notes you made...

- On the board, draw three large circles, with blank lines coming out from each one.
- Say: *Now you are going to use the notes that you made earlier to organize ideas for an essay that describes your interests, skills, and goals. You'll make three circles like the ones you see on the board, and you'll write a main idea in each circle. Then you'll draw lines coming out from the circles to label the supporting details.*
- Ask students to read the directions silently and complete the exercise.
- *Optional:* Students form pairs and exchange word webs. Then they discuss with their partner how well the supporting details relate to the main ideas.

## 4 WRITE

## Use your word webs to write...

- Read the directions aloud. Then have students write the first draft of a descriptive essay.

- Say: *When you finish writing, you're going to read your paper and revise it. What does revise mean?* (changing your work—adding, deleting, or rewriting details)

## 5 CHECK YOUR WRITING

## A STEP 1. Revise your work.

- Say: *Read over your essay a first time and answer the questions; if any answers are no, revise your work.*
- *Optional:* Have students form pairs, exchange descriptive essays, and give each other feedback.

## B STEP 2. Edit and proofread.

- Say: *Now you'll read over your essay a second time and edit and proofread your work.* Direct students to check their essays for grammar, spelling, punctuation, and typos.
- As students revise and edit, walk around and check and/or correct their work, answering questions as needed.
- *Optional:* Have students complete a “clean” second draft of their essay at home, incorporating corrections from the revision and editing steps.

## Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page Txv to evaluate vocabulary, grammar, mechanics, and how well students complete the task. You may want to review the completed rubric with students.

## MULTILEVEL INSTRUCTION for 5A and 5B

**Above-level** Have students who finish writing and self-editing read and edit a peer's paper using the criteria in Exercises 5A and 5B. Then ask them to discuss the paper with the writer.

**Pre-level** Have students create and complete a checklist with the revising and editing criteria from Exercises 5A and 5B, checking off a box for each question and making any changes.

## Extra Practice



Interactive Practice



pages 14–15

## 1 REVIEW

For your grammar review, go to page 226.

- Say: *Today we're going to review the skills that we have practiced in this unit and apply them to a problem. What are some of the skills we have practiced?* Elicit answers, noting them on the board (identifying job interests; describing personality traits; finding job information; talking about career abilities, plans, and goals).
- Ask students to complete the grammar review exercises on page 226.

## 2 ACT IT OUT

**PAIRS.** You are discussing ways to find...

- Ask students to read the directions silently. Explain that they will help each other review the skills they practiced in this unit. Student A will look back at Lesson 1 and explain how to identify job-related interests and skills. Student B will look back at Lesson 4 and describe how the *Occupational Outlook Handbook* can be used to match someone's interests to a job.
- *Optional:* Write a prompt on the board to help students get started:  
*If you want to . . . the first step is to . . .*
- Give students time to review the materials; then have them complete the exercise.
- Walk around the room and monitor conversations.

## 3 READ AND REACT

**STEP 1.** Read about Lydia.

- Say: *Now we're going to apply our knowledge from this unit to a problem involving a character, Lydia. Let's read about Lydia.*
- Have students read the story.

**STEP 2. GROUPS.** What is Lydia's problem?

- Ask students to read the directions silently and then form small groups.
- Give each group a sheet of flipchart paper and markers, or ask them to make notes on a sheet of paper. Tell them that they will write a brief description of Lydia's problem and list at least three possible solutions.

- Ask groups to choose a representative to present the group's ideas to the class.
- Elicit from students language to use for making suggestions (*First, she should . . .*).
- Have students discuss the questions. Walk around the room and monitor conversations.
- *Optional:* Set a discussion time limit and announce when there are 5 minutes left.
- A representative from each group presents the group's ideas.
- After each presentation, encourage feedback, prompting students as needed (*What do you think about Group 1's suggestions for Lydia? Which idea do you like best?*).

**Possible answers:** *Problem:* Lydia wants to change careers but is worried about the effect it would have on her family financially. *Solution:* She should make a SMART goal; go to school part-time while continuing to work; take classes at night, starting with just one class and building on that.

## Teaching Tip

Review gerund and infinitive structures that students can use to give feedback. (*I really like the idea of \_\_\_\_\_. I disagree with \_\_\_\_\_ because Lydia needs to \_\_\_\_\_.*)

## 4 CONNECT

Turn to page 212 for the Study Skills Activity. See page Txii for general teaching notes for Study Skills activities.

## Progress Check

**Which goals can you check off? Go back to page 5.**

Ask students to turn to page 5 and check off any remaining goals they have reached. Call on them to say which goals they will practice outside of class.

## CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 1, encourage them to review the activities on the CD-ROM.