

5

Advancing on the Job

Classroom Materials/Extra Practice



CD 2
Tracks 2–8



Workbook
Unit 5



Interactive Practice
Unit 5

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Clauses with *although* and *unless*

Listening and Speaking

- Talk about how to respond to constructive criticism
- *Communication Skill*: Clarifying
- Discuss job-training opportunities

Reading

- Read an article about factors that influence promotion
- *Reading Skill*: Identifying the Main Idea
- Read a performance review
- *Reading Skill*: Scanning
- Read a chart of *I* statements and *You* statements
- Read a quiz about workplace sports idioms

Writing

- Write a self-evaluation
- *Writing Tip*: Using good examples

Life Skills

- Use a course catalog

Preview

- Welcome students and have them look at page 85.
- Say: *Look at the picture. Where are the people? What's happening?* (Possible answers: The men are at work/in a warehouse.)
- Ask a volunteer to read the Preview section. Have students discuss how the man might have become a manager.
- Say: *There are many ways to move from an entry-level job to a more challenging one. How many of you have ever gotten a promotion at work?* Have students raise their hands.
- Say: *For those of you who answered yes to the last question, what did you do before you were promoted?* Offer prompts to elicit answers. (*Did you gain experience working for the company? For how long? Did you learn new skills through job training or taking classes?*)
- Say: *In this unit, you'll learn more about ways to advance on the job—that is, to move to a higher-level position, perhaps a managerial one. You'll learn about workplace procedures, techniques, and resources that can help you. You'll also explore opportunities outside of the workplace for continuing your education, which can help you to get ahead at work.*

Unit Goals

- Ask students to read the Unit Goals.
- 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 checked.
- Write the goal on the board that most students checked.
- 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

10 minutes

- Say: *Getting a job is an important step on the employment ladder. Another important step is getting promotions—moving upward on that ladder. Getting a promotion can mean more responsibility, more self-esteem, and, of course, more money, a better schedule, and more benefits. So in this unit, we are going to learn about advancing on the job.*

Culture Connection

- Be sensitive to adult immigrants who may have had more prestigious and higher-paying jobs in their home countries than they do in the U.S.; they are sometimes sensitive or depressed about what they may see as a lowering of economic and social status.
- Ask students to make a simple time line of their lives that can include family, education, work, life experiences (like being in a war or being a refugee)—whatever they wish—in their notebooks.
- On a transparency or flipchart, make a timeline that includes basic information about yourself. (*I was born on May 15, 19_____ in _____. I got married in 19_____.*) Also include information about your previous jobs. (For example, *My first job was as a salad maker in 19_____ in a restaurant. After I finished college in 19_____, I taught English in _____.*)
- After students finish their timelines, encourage them to talk with at least three other classmates about their work experience.
- Note: This strategy respects the students' past lives, while allowing each student to control how much he or she talks about his or her past experiences, family, and employment.

1

BEFORE YOU READ

CLASS. Discuss. How and why...

- Have students discuss situations in which they or someone they know has been promoted at work.

Reading Skill: Identifying the Main Idea

- Direct students to the Reading Skill box.
- Ask an above-level student to read the text aloud.
- Say: *We've talked before about how to identify the main idea. Look at the obvious clues, like the title and introductory sentence or paragraph.*
- Ask: *Does anyone have any questions, comments, or suggestions about identifying the main idea?* Accept all student comments.
- Say: *Now as you listen to and read the newsletter, look for the main idea.*

Presentation

15 minutes

2

READ



Listen to and read the newsletter...

- Ask students to read the directions.
- Say: *When you read this newsletter, compare the factors that influence a promotion here in the U.S. with the factors that typically influence a promotion in your home country.*
- Point out that the words and phrases in boldface (*promotion, factors, master, work ethic, share credit, mentor, team players, adapt, flexible, adjust, diverse, take the initiative*) appear in the glossary on page 245. Encourage students to read the entire article before consulting the glossary.
- Play CD 2, Track 2. Ask students to listen to and read the article.
- After students listen and read, ask them to write the main idea in their notebooks.
- Ask students to discuss similarities and differences between getting a promotion in the U.S. and in their home countries. Then summarize what students say. (For example, *It looks as if factors that help a person get promoted are similar/somewhat different in the U.S. than they are in _____.*)

Controlled Practice

15 minutes

3 CHECK YOUR UNDERSTANDING

A Check (✓) the statement that best describes...

- Ask students to read the directions.
- Ask: *Which statement best describes the main idea?* (item 3)

B Write the answers to the questions.

- Ask students to read the directions. Explain that they only need to write short answers to the questions.

Possible answers:

1. A worker needs to work long enough to master the skill required for his or her current job, and the employer needs a chance to see how the employee might respond in a variety of situations, especially those that might come up in the employee's next position.
 2. the success of the team or the company; 3. because they want to promote people who will adapt to new responsibilities easily and help others adjust to change;
 4. They need to be able to choose the right words to explain, to offer criticism, to inspire or motivate, and to persuade. They need to have good listening skills and be able to communicate effectively with people from diverse backgrounds and in various positions. 5. because they are more likely to try to solve problems

C PAIRS. Compare answers.

- Say: *Now compare your answers with a partner; the words you use don't need to be the same, but check that you had the same ideas. Don't worry if you disagree on any answers; we will talk about them together in a few minutes.*
- Set up pairs.
- Review only questions pairs don't agree about.
- Ask students if they have any questions, comments, or opinions about the factors themselves.
- Explain that in the American workplace it's important to be a team player and a problem solver. It is also important to be flexible. Ask students if they have any experience related to performance ratings they wish to share.
- Call on a few volunteers to share their experience with performance ratings.

Teaching Tip

- If a student brings up a work problem (unfair performance rating, discrimination, sexual harassment, not being paid), set up groups to discuss possible solutions.
- Provide information about local, state, and federal sources of information and possible assistance (for example, the U.S. Department of Labor compliance assistance website at www.dol.gov/compliance/guide/).

4 WORD WORK

GROUPS. Choose three words...

- Set up groups and have students read the directions.
- Say: *Remember when you write in your vocabulary logs, you can always write more than three words or phrases or use the log for other words.*

Communicative Practice 20 minutes

5 MAKE IT PERSONAL

STEP 1. Rate yourself for each category...

- Ask students to read the directions.
- Explain that *rate* means to judge or to grade. Remind students to skip item 1 if they are not working. Explain that they can rate themselves in items 2 to 4 as students and based on their personal characteristics.

STEP 2. GROUPS. Explain your ratings...

- Ask students to read the directions.
- Tell them to stay in the same groups. Reassure students that they need explain only what they can comfortably share with the class. Encourage them to give specific examples when they talk about their strengths and weaknesses.

Extra Practice



Interactive Practice



pages 58–59

Getting Started

5 minutes

- Say: *In the last lesson, we talked about factors that influence promotion. The factors that influence promotion are often noted in a performance review. Does anyone know what that is?* (A performance review is an evaluation of the way an employee does his or her job, usually covering a 12-month period.)
- Today we're going to focus on performance reviews.

- Ask students to form pairs and discuss the question.
- Have students complete the exercise and share their answers with the class.

Presentation

15 minutes

1 BEFORE YOU READ

CLASS. Eva Rivera works...

- Ask students to read the directions.
- After they preview page 89, discuss the question. Offer prompts as needed to elicit comments.

2 READ

Reading Skill: Scanning

- Direct students' attention to the Reading Skill box. Ask a student to read it aloud. Clarify that when we scan, we do not worry about understanding or even reading every word.

Scan the yellow-tinted part....

- Explain what a category is. Say: *A category is a section or a group of similar items, in this case a section of a performance review, like Quality of work.*
- Say: *Scan the performance review and underline the eight categories. Don't read through the entire review; just look quickly for the eight categories.* (The eight categories are boldfaced.)

3 CHECK YOUR UNDERSTANDING

A PAIRS. Read the yellow-tinted part...

- Say: *Now read the performance review.*
- Clarify unfamiliar vocabulary as needed. (For example, *exceed expectations*—do better than expected; *meet expectations*—do as well as expected; *prioritize*—judge which tasks are the most important and complete them first)

Controlled Practice

20 minutes

B Look at the ratings section...

- Have students read the directions and complete the exercise.

C Read the comments section...

- Read the directions. Ask students to look at the comments section at the bottom of Eva's review, and have them complete the exercise.

Answers: 1. her English; 2. by continuing to take English classes at night and meeting with a volunteer language tutor once a week for eight weeks

4 WORD WORK

GROUPS. Choose three words...

- Set up groups. Ask students to read the directions.
- 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.*

Communicative Practice

20 minutes

5 MAKE IT PERSONAL

STEP 1. Read the performance review again....

- Ask students to read the directions. Clarify that they will first reread Eva's review and then write one for themselves.

STEP 2. GROUPS. Discuss your self-ratings....

- Form groups. Have students discuss their reviews.

Extra Practice



Interactive Practice



pages 60–61

Expansion: Vocabulary Practice for page 89

Discuss the following concepts with the class:

Time management

- Completing assignments on time is important; however, it's also important to be able to judge which task is the one that needs attention right away (and should be completed first).

Interpersonal relationships

- It's important to interact well with your customers and supervisor. It's considered equally important to serve as part of a team and interact well with your co-workers and share responsibilities on joint projects.

Initiative and problem solving

- In addition to completing your work, you should take opportunities to find other ways to serve the company. For example, you can identify ways to improve processes or procedures, or help out with other projects when you have spare time.

Attendance / Punctuality

- In most companies, you need to request for a leave of absence well in advance, unless it's an emergency or a sick day. Often you must make a formal request in writing if you want to take off for more than a day.

Goals / Objectives / Special Assignments

- Eva and her boss have made a plan with specific steps to take to improve the skill (spoken English) that received the lowest rating.

Expansion: Speaking Practice for page 89

- Ask students to form small groups.
- Tell them to imagine that they are supervisors at a large company. What qualities would they want in their employees? How would they judge whether their employees were performing well?
- Have each group make a list of the factors that they would use to judge their employees.
- Then each group should present its list to the class and explain why those factors were judged important.

Getting Started

5 minutes

1 BEFORE YOU LISTEN

GROUPS. Discuss the questions.

- Ask students to read the directions and questions.
- Ask for a volunteer to explain or describe *constructive criticism*. Give examples such as this one: *When I was a cashier—my first job—my boss had to tell me how to put all the dollar bills facing the right way. I was embarrassed because I was trying so hard to do everything right, but I accepted his criticism and became a very efficient cashier.*
- Discuss question two.
- Say: *Now we are going to listen to a conversation between a worker and her supervisor.*

Teaching Tip

Allow students to discuss what seems like “unconstructive” criticism from supervisors, but encourage them to try to look at the issue from different perspectives. If time permits, ask students to role-play the problem a student describes and solutions for the problem.

Presentation

10 minutes

2 LISTEN

A Eva and her supervisor...

- Ask students to read the directions silently.
- Play CD 2, Track 3.
- Have students read and answer each question.

Answers:

1. Her written reports aren't clear and thorough. 2. She doesn't offer suggestions in group discussions. 3. No, because the supervisor doesn't give anyone a 1 in attendance/punctuality—everyone is expected to be at work on time.

Controlled Practice

10 minutes

B Listen to the conversation again...

- Ask students to read the directions. Say: *As you listen, concentrate on Eva's response to Elena's criticism.*

C PAIRS. Discuss. Do you think...

- Ask students to read the directions, and set up pairs. Say: *Talk about whether you think Eva responded well to her supervisor's feedback. Explain your answer.*

Expansion: Speaking Practice for 2C

- Give pairs more examples of criticism and response to discuss. Before class, create a chart that includes a supervisor's criticism and an employee's response. The chart could look like this:

Supervisor	Employee
Construction foreman, Joe: Ramon, you are a very hard worker and you get along well with the rest of the crew, but at least once a week you are late.	Ramon: Joe, on Wednesdays I need to drop off my brother-in-law at the subway before work. I don't like to be late, but I have to be.
(write your own dialogue here)	

- Pass out one chart to each pair. Have pairs decide whether the supervisor's comment seems constructive and whether the employee's response is positive.
- Ask students to write their own scenario and ask another pair to comment.

Controlled Practice

15 minutes

3

PRACTICE

A  **PAIRS. Listen to two people...**

- Ask students to read the directions.
- Play CD 2, Track 4.
- Set up pairs so that each pair has at least one person who is (or was) employed.

B  **The sentences and expressions below...**

- Tell partners to take turns reading the sentences aloud.
- Assist as needed with intonation and pronunciation.
- Say: *Now listen again and check the expressions you hear.*
- Play Track 4 again.
- Ask for a volunteer to tell which sentences were used in the listening.

Expansion: Speaking Practice for 3

- Brainstorm a list of responses to criticism that are **not** appropriate. This will help students understand what is considered counterproductive or rude.
- Write some of the responses on the board. If students are having difficulty coming up with examples, use these: *You didn't tell me I was supposed to _____. _____ doesn't punch in on time, either. I hope you marked him down, too.*
- Discuss why each phrase isn't appropriate in American work culture.

4

MAKE IT PERSONAL

Communication Skill: Clarifying

- Have students read the Communication Skill box.
- Say: *It's important for the employee to understand a supervisor's constructive criticism because if the worker doesn't understand what the issue is, he or she might continue to make the same error.*
- Repeat the clarifying phrases as native English speakers say them—more as a single entity than word by word.
- Remind students of other key communication tips such as looking directly at the supervisor and being respectful.

Communicative Practice

20 minutes

ROLE PLAY. PAIRS. Assign roles...

- Pair students and have them read the directions.
- Say: *Now you're going to role-play the supervisor and employee during a performance review. Student A will be the supervisor; Student B will be an employee.*
- *Decide what the workplace is and what job the employee does. You can also make up some other details, such as how long the worker has been on the job and how well he or she performs his or her job.*

STEP 1. Choose a category...

- Say: *Now choose a category from the performance review form on page 89.*

STEP 2. The supervisor offers...

- Have students read Step 2.
- Say: *Student A should, like the supervisors on the CD, give a specific positive comment to the employee before offering constructive criticism. For example, You are a very hard worker, Inga, and you learn quickly.*
- Say: *Student B should respond to the criticism using ideas and language from Exercise 3B and from the communication skill box. However, feel free to use your ideas as well.*

STEP 3. Practice your role play...

- Have students read Step 3.
- Model the role play with an above-level student if needed.
- Have volunteer pairs perform their role plays.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with students.

Extra Practice

Interactive Practice

Getting Started

5 minutes

- Say: *In the last lesson, we talked about how to respond to constructive criticism. Today we're going to talk more about constructive criticism. To do so, we'll practice the grammatical structure of clauses with although and unless.*

Presentation

15 minutes

Teaching Tip

- Point out that a dependent clause cannot stand alone; it depends on the main clause to make its meaning clear.
- Write on the board: *I'm doing well at my job although I did not have any prior work experience.*
- Ask: *Which is the main clause? (I'm doing well at my job) Which is the dependent clause? (although I did not have any prior work experience.)*

Clauses with *Although* and *Unless*

- Copy the grammar chart onto the board.
- Ask students to read the Grammar Watch.
- Read the first example. Say: *Although is used to introduce an idea. What idea does although introduce? (that you can do your work) What is the other idea in this sentence? (that your writing needs improvement)*
- Point out that *although* introduces a contrast or an unexpected outcome.
- *Optional:* Say a few clauses beginning with *although* and have students complete them.
- Read the first two Grammar Watch points. Remind students that when *although* introduces a clause at the beginning of a sentence, it is followed by a comma.
- Say: *Although shows a contrast or something that is unexpected. Unless means if not.*
- Read the last point in the Grammar Watch.

- Point to the second example in the grammar chart. Explain that *unless their reports are well written* means the same as *if their reports are not well written*.
- Say: *Unless is often used to describe a condition that is not currently true but must become true in order for another action to take place. Write the following sentence on the board: I cannot accept the position unless my manager allows me to telecommute.*
- Ask: *Are you allowed to telecommute now? (no) If you were allowed to telecommute, what would happen? (You would accept the position.)*

Language Note

- Clarify that *unless* expresses a negative condition. For example, *if I do not get a raise* has the same meaning as *unless I get a raise*. Write the following prompt on the board: *I'll have to quit the job if they don't offer me more hours.*
- Ask: *How would I change this sentence to include a clause with unless? (I'll have to quit the job unless they offer me more hours.)* On the board, cross out *if* and *don't*, and write in *unless*.

Controlled Practice

20 minutes

1 PRACTICE

Read the first sentence. Check...

- Ask students to read the directions.
- Ask a volunteer to read the first item out loud. Write it on the board.
- Circle *unless* and remind students that it means the same as *if . . . not*. Erase *unless he works* and replace it with *if he doesn't work*.
- Remind students that *although* is used to show a contrast or unexpected outcome.
- Have students complete the exercise. Walk around and check students' work, offering prompts as needed. (*Did her communication skills improve? Did she get a better rating on her performance review?*)
- Call on students to say the answers out loud.

2

PRACTICE

A Complete the sentences. Use...

- Read the directions, noting that students should write *although* or *unless* and a phrase from the box.
- Ask a student volunteer to read the first item. Ask: *Why does this clause take unless?* Explain as needed that *unless* introduces a condition that is not currently true but must happen in order for another action to take place.
- Have students complete the exercise. Offer prompts as needed. (For example, *Does this sentence need a clause that shows a contrast or one that shows something that must happen in order for another action to take place?*)

B Write a sentence that has the same...

- Read the directions, and ask a student volunteer to read the first item. Say: *Although takes the place of two words in the original sentence. What words does it replace?* (even though)
- Ask students to look at item 3. Remind them that *unless*—a subordinating conjunction—expresses a negative idea, so we don't use it with *not*. Ask: *Which is correct: unless you can't accept criticism or unless you can accept criticism?*
- Have students complete the exercise. Offer prompts as needed. (For example, *Does this sentence need a clause that shows a contrast or one that shows something that must happen in order for another action to take place?*)

Alternative answers:

2. He isn't really a team player although he seems friendly.
3. It is very hard to be a leader unless you can accept criticism.
4. He's not very flexible although he's smart.
5. How can you improve unless you know your areas of weakness?

Communicative Practice 20 minutes

Show what you know!**STEP 1. Complete the sentences about yourself.**

- Have students read the directions. Give them additional practice using *although* and *unless*.
- Write Sentences 1 to 4 on the board.
- Tell students that they will complete the sentences with information about themselves. Model a few sentences. (For example, *Although my computer skills are not perfect, I can use Microsoft® Office with ease. My plan is to change jobs unless I receive a promotion at this job.*)
- Have students complete the exercise. Offer prompts as needed. (For example, *What's something that you'd like to improve? What's your plan for that?*)
- Ask students to stand up, walk around the room, and say one of their sentences to a classmate. The classmate completes the same sentence, finds another student, and shares a different sentence.
- Model the activity with an above-level student. For example:
 A: *Although I'm skilled in industrial engineering, I'm working right now as an auto mechanic. How about you?*
 B: *Although I'm a doctor, I can't work as one until I complete medical school here.*

STEP 2. GROUPS. Discuss your answers.

- Have students share what they learned about one another in their groups.

Progress Check**Can you . . . discuss job performance and promotions?**

- Say: *We have practiced discussing job performance and promotions. Now, look at the question at the bottom of the page. Can you discuss job performance and promotions? If so, check the box.*

Extra Practice

Interactive Practice



pages 62–63

Getting Started

15 minutes

- Say: *We've been studying various aspects of advancing on the job—what factors might lead to a promotion and how to understand and respond to performance reviews and constructive criticism. Another important part of getting ahead on the job is to improve your skills. One way of doing this is to take a career training course.*

1

BEFORE YOU LISTEN

A CLASS. Have you ever taken...

- Ask students to read the directions.
- Make sure that students understand *career training*.
- Ask for a volunteer to explain or give an example of career training. Explain further, if needed. For example, say: *Career training is a type of course that is focused specifically on a particular type of job or job skill. In some cases, even if a person has already worked at a job, he or she needs to take career training courses and get certification so he or she can legally work at that job in this country.*
- Ask: *Have any of you taken a training course recently, either through your workplace, at a community college, or somewhere else?*
- Ask students who have taken courses recently: *What was the experience like?* Ask other questions as needed: *Did you think the course was a good investment in time and money? Why or why not?*
- Ask other students: *Would you like to take such a course? Which one? Why?* Accept all responses.

Expansion: Vocabulary Practice for 1A

- Explain that *like* is used in many ways in English. Everyone knows it as a verb, but it can also be a noun, adjective, preposition, or conjunction.
- Explain the use of *like* in the direction line *What was the experience like?* Say: *In this question like is used as a preposition. It means the same as or similar. The question is asking for the responder to explain what the career training course was similar to or different from.* Explain that this type of question is also a subtle request for a positive or negative review.
- Give other typical examples of this use of *like*. (*I see you work two jobs. What's it like?*)

- Brainstorm a list of similar questions and their meanings.
- Have students write several examples and their meanings in their vocabulary logs.
- Set up pairs as you pass out advanced learner's dictionaries.
- Have pairs review all the entries for *like*, including idioms (such as *like it or lump it*).
- Tell pairs to choose one or two meanings or idioms to add to their vocabulary logs.

Presentation

10 minutes

B GROUPS. Read the advertisement...

- Have students read the directions.
- Set up groups and have students complete the exercise.
- Ask volunteers to answer the questions. Answer any questions about content or pronunciation.

Controlled Practice

15 minutes

2

LISTEN

A  André and Claudia are talking...

- Ask students to read the directions.
- Say: *First, listen to the conversation, then read each statement. Then listen again and decide which statements are true and which are false.*
- Play CD 2, Track 5, and have students do the exercise.
- Play Track 5 again.
- Ask volunteers to read each statement and say whether it is true or false.

B CLASS. What suggestions would you give...

- Ask students to read the questions.
- Ask students to offer suggestions to Claudia. Accept all responses, but if any are not appropriate, ask for a show of hands. (For example, *Who thinks Jorge's suggestion that Claudia should ask the supervisor for paid time off to attend classes during the day is a good idea?*) Write appropriate suggestions on the board.
- Ask: *If Claudia lived around here, where could she go for job training?*

3 LISTEN



Mei and Marco are discussing...

- Ask students to read the directions.
- Say: Opportunities for growth *means opportunities for a job promotion or taking on more responsibilities. People don't always want to say things like I want a promotion or I want to make more money and have better benefits; I work hard and deserve them. So, they typically say something like opportunities for growth or take on new challenges or some other indirect statement.*
- Tell students to listen and answer the questions.
- Play CD 2, Track 6.
- Ask students to write their answers in their notebooks.

Answers: 1. manufacturing; fixing and maintaining office equipment; He's always had a knack for fixing things.
2. go to a training session, look at bulletin board in kitchen, check out company Intranet site for job postings

Communicative Practice 20 minutes

4 MAKE IT PERSONAL

ROLE PLAY. PAIRS. Look at the information...

- Ask students to read the directions.
- Set up pairs. Tell students to work with a partner they have not worked with recently. Facilitate setting up the pairs as needed.
- Say: *It's important to know how to talk to anyone you might meet. At work it's important to be able to work with different co-workers. That's why it's important to get practice in class talking and working with many different people.*
- Restate the directions and confirm that students know what an Intranet is.
- Say: *Read the information about on-the-job-training to yourselves. Then each partner chooses a role—your name, your current job, the job you want—related to the information you read.*
- Tell students to draft a dialogue between the two characters, then try it out, revise, and role-play again.
- After pairs have rehearsed, have pairs perform their role plays for other pairs.

- Walk around; assist pairs as needed with advice on content, dialogue, pronunciation, and delivery.
- Talk to students about role plays. Ask: *Why do you think I ask you to work on role plays in class?*
- Accept all student responses; confirm the reasons why you ask students to role-play (to approximate real-life situations and real-life language; to give students the chance to work independently).
- Draw a T-chart on the board with *Pro* on one side and *Con* on the other side. Ask students about the pros and cons of working on and performing role plays. Record student responses on the chart.
- Say: *I will keep your ideas in mind as I plan for the rest of the class. Thank you for your ideas.*
- Summarize the discussion by saying that researchers studying second language acquisition (SLA) think that students working together on activities that are related to real life is an effective way for students to learn a new language.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with students.

Networking

- If several students in your class are interested in career training courses or are starting to look toward community college and post-secondary education, ask students to research and bring in information about training and education opportunities in your area.
- Suggest going to the public library and asking a reference librarian for help.
- Ask students to bring in materials such as catalogs, information about local organizations that help students, and information about English language testing. Say: *Let's start a resource collection and add to it as we can.*

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *Let's say you want to receive training. If your workplace does not offer training in the area that interests you, where can you find training?*
- Say: *Many community colleges and adult or community education programs offer classes and vocational training. Today we'll practice reading course descriptions and schedules in order to find the classes that you need at a school or college.*
- Read the discussion question and elicit answers from students, offering prompts as needed.

Presentation

15 minutes

1 READ COURSE CATALOGS

A Read the course descriptions on page 97.

- Say: *Now we're going to look at a set of course descriptions for four college classes. Ask: What is a course description?* (a summary of the course's goals)
- Ask students to look at page 97 and read the course descriptions.
- Clarify vocabulary as needed. For example:
 - business setting*—workplace environment, often but not always an office
 - reference materials*—dictionaries and other books that provide relevant information
 - fraction*—part of a whole number in math such as $\frac{1}{2}$ or $\frac{2}{3}$
 - decimals*—a numeric quantity that is less than 1; it follows a period (*0.5 equals half; read as point five*)
 - percentages*—a numeric quantity that tells how many out of 100 (*Fifty out of 100 people is 50 percent, or point five, or half of 100.*)
- Ask students to read the directions and note which course they think each student should take.
- Ask for student volunteers to read each item aloud and say the answer. Ask other students if they agree with the choice—and if so, why. (*How would the Conversational Business English class help Linda?*)

Possible answers: 1. Marta—Business Math; 2. Linda—Conversational Business English; 3. Carlos—Effective Business Writing and Business Vocabulary

Community Building

Have students share with a partner which of the courses listed on page 97 interests them most and why. Then take a full-class vote as to which course most students would like to take. Invite students to share any other courses that they would like to take, and brainstorm as a group where they could take these courses.

Controlled Practice

20 minutes

B Read the schedule on page 97....

- Ask students to look at the schedule on page 97, noting that the classes in the schedule are the same ones listed in the course descriptions.
- Have students read the directions and complete the exercise. Walk around and check students' work.

Answers: 1. M, T, W, Th, F, Sa; 2. Monday and Wednesday 3–5 P.M.; Tuesday and Thursday 9–11 A.M.; 3. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday; 4. Evenings: Effective Business Writing, Business Math; Saturdays: Conversational Business English, Effective Business Writing, Business Math

Communicative Practice

20 minutes

2 PRACTICE

Read the information. Then complete...

- Say: *Now practice making a course schedule. Ask students to look at the blank course schedule. Say: Use this chart to make a schedule for Roberto.*
- Have students read the directions.
- Students complete the exercise.
- Ask for student volunteers to share their schedules.

Teaching Tip

To help students learn how to avoid schedule conflicts, have them cross out times on the blank schedule when Roberto is not free.

Progress Check

Can you . . . use a course catalog?

- Say: *We have practiced using a course catalog. Now look at the question at the bottom of the page. Can you use a course catalog? If so, check the box.*

NOTES FOR THE CHART

Ref. No.

- Have students look at the first column on the left.
Ask: *What do you think Ref. No. is?*
- Explain that the reference number is the code number for the class section and is used for recordkeeping.
- Say: *If the same course is offered at different times, the reference number makes it clear which section of the class is offered at a particular time.*
- Give an example: *Conversational Business English is offered at two different times. When is the class with reference number 52173 offered? (Mondays, Wednesdays, and Fridays from 9 to 11 A.M.) When is the class with reference number 52174 offered? (Tuesdays, Thursdays, and Saturdays, from 1 to 3 P.M.)*

Credits

- Explain that credits are the number of hours that each course represents; a college degree or certificate requires a set number of credits.
- Ask: *How many credits is Conversational Business English? (3 credits) How many is Business Math? (2 credits)*
- Say: *Sometimes courses do not have college credits. They are just for personal enrichment or for learning a new skill. They do not usually have prerequisites and do not require as much work as credit courses. If you're interested in a course but don't need college credit, you should look into the Continuing Education division of your college or university or your local adult or community education program.*

Culture Connection

Say: *In the United States, course descriptions sometimes list prerequisites. Prerequisites are courses that you must have completed before enrolling in a specific course. Sometimes you can enroll without the prerequisites provided you get the permission of the instructor. Let's look at an example. Write the following on the board:*

51204. Calculus 2.

Learn advanced mathematical principles related to calculus.

Preq.: Calculus 1 or permission of instructor.

Ask students: What is the prerequisite? (Calculus 1 or permission of instructor)

Expansion: Reading Practice for 2

To give students further practice in reading course descriptions and schedules, bring in course catalogs from community colleges, colleges, and adult or community education programs. Have them work in pairs and look for classes in the catalog that interest them. Have them answer the following questions with their partner:

What courses are you interested in?

When is it offered?

Does it fit into your schedule?

How many credits is it?

Is there a prerequisite for it?

How much is the tuition?

Is there a book fee? How much is it?

What are the goals of the class?

Why do you want to take this class?

When students finish, call on volunteers to present to the class information about the courses they chose.

Extra Practice



Interactive Practice



pages 64–65

Getting Started

10 minutes

- Say: *We've been talking about how to advance on the job and how to understand, talk about, and respond to constructive criticism. We also discussed job-training opportunities and how to use a course catalog. Now we are going to focus on a particularly useful communication strategy—using I statements instead of You statements. This strategy can be useful in the workplace as well as with families and with friends, at the store, or at medical appointments—just about everywhere.*
- Ask if anyone has heard of *I* and *You* statements or can give examples for each. Accept all student responses.
- Say: *In a few minutes we are going to listen to and read about I and You statements.*

1

BEFORE YOU READ

CLASS. Are there people...

- Ask students to read the directions.
- Ask a volunteer to explain or give an example of what *annoy* means. If needed, give your own example. (*A nurse at my doctor's office talks to me like I am a not-too-bright child. I can say She annoys me or She is annoying.*)
- Explain that being annoying isn't terrible. Say: *Annoy means to make someone feel slightly angry or unhappy about something. TV ads can be annoying, waiting in traffic is annoying, listening to someone explain his or her idea about what kind of car you should buy can be annoying, but none of these situations are terrible.*
- Reassure students that you are not asking them to share personal problems about work or home—just something somewhat superficial about work, home, or neighborhood, such as a bus that is five minutes late.

Teaching Tip

Adapt your lessons to students' knowledge, experiences, and sensibilities so that they learn English at the level and context they need. For example, if students already understand the importance of *I* statements and how to frame them, work with them on other communication strategies, such as how to deflect aggressive language.

Presentation

15 minutes

2

READ



Listen to and read the chart of...

- Ask students to read the directions.
- Say: *When you listen and read, think about these questions: Which kind of statements do you make most often? Which would you rather receive?*
- Point out that the words and phrases in boldface (*concentrate, break, operate*) appear in the glossary on page 245. Encourage students to read the entire article first, before turning to the glossary.
- Play CD 2, Track 7, while students listen and read along.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation. Answer any 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 discussed.
- Assign one or two words or phrases to each group and give them one minute to write one (or two) sentence(s) with 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

Change these statements to *I* statements.

- Ask students to read the directions, and go through the example with them.
- Reassure students that there is more than one way to write the *I* statement. Say: *For example, instead of saying, I feel uncomfortable when you tell jokes, a person could say, I feel unhappy whenever you start telling your jokes. That would mean the same thing.*
- Ask students to share their statements with students sitting close to them.
- Go over only the sentences that students have questions or disagreements about.

4

WORD WORK

GROUPS. Choose three words...

- Set up groups, and ask students to read the directions.
- 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.*

Communicative Practice

20 minutes

Show what you know!

STEP 1. Think of things people do...

- Ask students to read the directions.
- Review and give an example.

Who does it?	What do they do?	/ Statement
My supervisor	She never asks or tells me before she accepts new work for me.	I feel taken for granted when you accept new work for me without talking to me first.

- Ask students to fill in at least two rows.

STEP 2. ROLE PLAYS. PAIRS. Discuss your...

- Have students read the directions and pair up.
- Say: *First, you are going to talk about what you wrote, and then you are going to do informal role plays.*
- Ask pairs to take turns reading from their charts. Say: *After both of you have shared the information from your charts, choose two or three issues and role-play the statements. The person who writes the I statement should express the statement, and another student should respond. This is just a role play, but it is important to get an idea of how to say I statements and how it feels to be on the receiving end.*
- Tell students not to read from their papers; they should learn each by heart and maintain eye contact with the partner while they talk.
- Answer any questions about the process.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with students.

MULTILEVEL INSTRUCTION

Cross-ability Set up pairs so that at least one student is above-level, fluent, and outgoing and can help the other student with the informal role play.

Getting Started

10 minutes

- Say: *We've been talking about different aspects of advancing or getting promoted on the job. We've studied factors that influence promotion, performance reviews, how to respond to constructive criticism, how to discuss job-training opportunities, using a course catalog, and using I statements as a strategy for positive communication. Now we are going to talk about common workplace idioms that Americans use all the time—at work and elsewhere.*
- Explain to students that the main point of this lesson is not to talk about sports but to understand the popular phrases that are frequently used in workplaces. Reassure students that it is fine if they don't know or care much about sports in general or American sports in particular.

1 BEFORE YOU READ

A GROUPS. Look at the pictures...

- Ask students to read the directions.
- Set up groups of four or five students.
- Tell students that each person should say whether he or she is a sports player or fan and, if so, what sports he or she plays or follows.
- Say: *Look at the pictures and identify what sport each picture shows. Then discuss which of these sports you have played or watched.*
- Say: *If you know the rules to these games, please describe them to the others in your group.*
- Ask each group to report one interesting piece of information or idea they discussed. (For example: *Everyone in the group likes basketball. American football is boring to watch compared to soccer.*)
- Check that everyone knows what sports the pictures show.
- Now direct students to the note about idioms.
- Ask a student to read the text aloud.
- Reiterate that there are many sports idioms that are used often in the workplace. But there are also many other idioms that come from history, literature, industry, agriculture, and other sources (for example, *barking up the wrong tree*—hunting; *strike while the iron is hot*—blacksmithing).
- Say: *In a little while, we'll be making a list of idioms. Here's the first one: He really threw me a curveball.*

B CLASS. What do you think the idiom...

- Ask: *What do you think the idiom threw a curveball means?*
- Accept all student responses. If necessary, explain: *A curveball that a pitcher throws in baseball is hard to hit, so throwing a curveball means to surprise someone with an unexpected question or problem that is difficult to deal with.*

Presentation

15 minutes

2 READ



Listen to and read the quiz...

- Have students read the directions. Say: *When you read the quiz, think about sports idioms in your home country. Are they at all similar to idioms used in the U.S.?*
- Play CD 2, Track 8 while students listen and read along.
- Afterwards, ask if they have any other questions about the idioms or any other vocabulary, content, or pronunciation. Answer any questions.
- Write the seven sports idioms (including *threw a curveball*) on a flipchart paper. Tell students that the class will make a running list of idioms. Ask them to bring in idioms they read or hear.
- Reiterate that idioms are an important part of both speaking and popular writing, such as newspapers, magazines, and popular books.

Expansion: Vocabulary Practice for 2

- Divide the class into groups of three.
- Have students use the Internet or an idiom book to research idioms about a specific sport.
- Assign each group a particular sport (for example, fishing, tennis, hunting, football, baseball).
- Ask groups to review the idioms related to their sport and choose three to copy onto a flipchart sheet. Collect all flipchart sheets and post them.
- Encourage students to copy the idioms in their notebooks or vocabulary logs.

Controlled Practice

15 minutes

3

CHECK YOUR UNDERSTANDING

PAIRS. Read the sentences...

- Ask students to read the directions. Set up pairs. Explain that they will review the quiz and look for the best idioms to replace the underlined phrases.
- Explain that students may need to adjust the idiom to make it fit correctly in the sentence. Have a volunteer read sentence 1, and ask students to find the appropriate idiom and decide on the correct form (*calling the shots*). If needed, make up another sentence and show how the form of the idiom may need to change.
- Ask volunteers to read the sentences.

Answers: 1. carry the ball or call the shots; 2. kicking off; 3. calling the shots or carrying the ball; 4. a long shot; 5. two strikes against me; 6. a slam dunk

MULTILEVEL INSTRUCTION for 3

Cross-ability Set up pairs so that one partner who is more comfortable with English grammar and sentence structure can help the other student, who may not know how to adjust the idioms.

4

WORD WORK

GROUPS. Choose three words...

- Set up groups.
- Ask students to read the directions.
- Encourage students to write other idioms (from the class list created in Exercise 2) in their logs.
- 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.*

Communicative Practice

20 minutes

Show what you know!

GROUPS. Discuss the questions.

- Ask students to read the directions and questions. Tell them to stay in the same groups.
- Explain that the purpose of this discussion is to summarize what they've discussed about sports idioms.
- Tell each group to list new idioms they talk about.
- Collect any new idioms and add them to the running class list. After class, type up and copy the list and pass it out to students. Leave blank spaces on the list so that students can continue to add to it.

Expansion: Speaking Practice

- Ask students to compare sports idioms in their home countries with those in the U.S.
- Ask: *Does your native language have similar sports idioms? What kinds of idioms are common in your native language—especially in the workplace? Do you think learning idioms is important? Why or why not?*

Progress Check

Can you . . . talk about common workplace idioms from sports?

- Say: *We have talked about common workplace idioms from sports. Now, look at the question at the bottom of the page. Can you talk about common workplace idioms from sports? If so, check the box.*

Getting Started

5 minutes

- Say: *We have learned about factors that affect promotions at work, such as performance reviews. We've also practiced vocabulary and grammatical structures for giving and responding to constructive criticism. Today we are going to apply all of this knowledge as we write a self-evaluation.*

Presentation

5 minutes

1 BEFORE YOU WRITE

A CLASS. You are going to write...

- Read the directions aloud. Ask: *What is a self-evaluation?* (a process in which an employee rates his or her own job performance, including his or her strengths and weaknesses) *Have you ever had to evaluate yourself?* If a student answers yes, say: *Describe the process. How did you do it?*
- Ask students to read the FYI note. Clarify vocabulary as needed (for example: *assess*—to judge or evaluate).
- Ask: *When you write a self-evaluation, do you include a description of your weaknesses?* (yes) *How can you do so in a positive way?* (by presenting a weakness as an opportunity for growth)
- Ask students to read the Writing Tip. Say: *When you write a self-evaluation, include relevant details, evidence, and examples. What kind of examples should you include?* (concrete examples that will help your manager get a good picture of your accomplishments)

B List your strengths...

- Tell students that they will now do some free writing and make a list of their strengths and weaknesses at work or, if they are not working, at school.
- Have students complete their lists.

Teaching Tip

If students are on computers, have them use the “Table” feature to create a two-column chart and organize their list of strengths and weaknesses. They may want to add examples to their charts, cut or copy these notes, and paste them into their outline and the body of their self-evaluation.

Controlled Practice

20 minutes

C Read the writing model...

- Tell students that they will now read a self-evaluation that a student wrote. Say: *As you read the model, think about how the writer described her strengths and weaknesses.*
- Have students read Pham's self-evaluation on page 208. Clarify vocabulary as needed (for example, *compassion*—sympathy for someone who is suffering; *shift*—a period when workers are at work; *geriatric*—relating to the medical treatment and care of elderly people).
- Ask students: *Do you think the writer has done a good job of describing her strengths and weaknesses?* Offer prompts as needed. (*Did she give examples of her strengths? Did she present her weaknesses as opportunities for growth?*)

2 ANALYZE THE WRITING MODEL

Discuss the questions.

- Tell students that they will read Pham's self-evaluation a second time and discuss the questions.
- Ask students to complete the exercise.
- For Question 3, point out that Pham describes her weaknesses as areas in which she would like to learn more in order to take on additional responsibilities. For example, she would like to learn more about how to use complicated medical equipment so that she could help others with the various types of equipment.

Answers:

1. her compassion and attention to detail
2. was named CNA of the month; was praised by lead nurses during her three-month review for the accuracy of her patient records; has never missed a shift
3. has had to depend on more experienced CNAs to help with complicated types of medical equipment and does not know as much as she'd like about the elderly population; presented as areas for growth
4. take a series of workshops to learn more about medical equipment and take a special nursing course to learn more about typical medical problems of the elderly
5. to become a Registered Geriatric Nurse

Communicative Practice 30 minutes

3 THINK ON PAPER

A Before Pham began writing, she...

- Ask students what an outline is. Explain as needed that an outline is a list of related items about a topic organized into main ideas (signaled by roman numerals) and supporting details (identified by capital letters under the main ideas).
- *Optional:* Write a template for an outline on the board for students to analyze and use. You can use the one on page 103 as a guide.
- Read the directions. Elicit answers from students, offering prompts as needed. (*Does each outline number correspond to the topic of a paragraph? Do the letters underneath each number list the supporting details given in the paragraph?*)

B Use the notes...

- Say: *Now you are going to use the notes that you made earlier to create an outline that organizes ideas for your self-evaluation.*

4 WRITE

Use your outline to write...

- Read the directions aloud, emphasizing that students should present themselves—even their weaknesses—positively, by presenting them as opportunities to learn and grow.
- Have students write the first draft of their self-evaluation.
- Remind students that the concluding paragraph should describe their future goals, both short and long term.
- Say: *When you finish writing, you're going to read your self-evaluation and revise it.*

5 CHECK YOUR WRITING

A STEP 1. Revise your work.

- Say: *Read over your self-evaluation a first time and answer the questions in Step 1. If any answers are no, revise your work.*
- *Optional:* Have students form pairs, exchange their self-evaluations, and give each other feedback and suggestions.

B STEP 2. Edit and proofread.

- Say: *Read over your self-evaluation a second time and edit and proofread your work.* Direct students to check their papers for grammar, spelling, punctuation, and typos.
- As students write, walk around and check and/or correct their work, answering questions as needed.
- *Optional:* Have students complete a “clean” second draft of their self-evaluation at home, incorporating revisions and corrections from the revision and editing steps.

Teaching Tip

You may want to collect student papers and positive 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 their feedback with the writer.

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

Extra Practice



Interactive Practice



page 68

1 REVIEW

For your grammar review, go to page 229.

- 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?* (identifying factors that influence job promotion, understanding and discussing performance reviews, responding to constructive criticism, writing a self-evaluation, identifying job-training opportunities, reading a course schedule)
- Ask students to complete the grammar review exercise for Unit 5 on page 229.

2 ACT IT OUT

PAIRS. You are discussing...

- Ask students to read the directions. Explain that they will help each other review the skills they practiced in this unit. Say: *Student A will look back at Lessons 1 and 4 and explain five factors that influence job promotions. Student B will look back at Lessons 2 and 4 and describe the purpose and content of a performance review.*
- *Optional:* Write prompts on the board to help students get started. (For example, *Promotion depends on . . . Another factor influencing promotion is . . . The purpose of a performance review is to . . . It also allows . . . A performance review includes . . .*)
- Have students complete the exercise.

3 READ AND REACT

STEP 1. Read about Diem.

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

STEP 2. GROUPS. What is Diem's problem?...

- Ask students to form small groups. Say: *In your group, you will discuss what Diem's problem is and what she can do.*

- Remind students that Lesson 3 discusses ways to respond to constructive criticism. Tell students that they may want to refer to Lesson 3 as they discuss possible solutions for Diem.
- 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 Diem's problem and suggest at least three possible solutions.
- Ask groups to choose a representative to present the group's ideas to the class.
- Have students discuss the questions. Then ask a representative from each group present the group's ideas.
- After each presentation, encourage feedback or comments from the class.

Possible answers: *Problem:* Diem is upset about her performance review. *Solution:* She should try to view her manager's criticisms positively. She can express her surprise and ask questions about how she might improve in areas in which he thinks she is deficient.

Teaching Tip

Write sample feedback prompts on the board:

I really like the idea of . . .

I disagree with the idea for Diem to . . .

Instead, I think she should . . .

I like the idea for Diem to . . . , but it might not work because . . . What about trying . . . ?

4 CONNECT

Turn to page 216 for your 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 85.

Ask students to turn to page 85 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 5, encourage them to review the activities on the CD-ROM.